

# **Contingency Plan**

**For  
Education Cluster  
2011-2012**

**Nepal**

**Updated based on the received inputs by the cluster members in March 2012**

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## Abbreviations and Acronyms

<b>CNDRC</b>	Central Natural Disaster Relief Committee
<b>CRC</b>	Convention on the Rights of the Child
<b>CP</b>	Contingency Plan
<b>DEO</b>	District Education Office
<b>DLSA</b>	<b>District Lead Support Agency</b>
<b>DoE</b>	Department of Education
<b>DDRC</b>	District Disaster Relief Committee
<b>ECD</b>	Early Childhood Development
<b>GoN</b>	Government of Nepal
<b>HC</b>	Humanitarian Coordinator
<b>IASC</b>	Interagency Standing Committee
<b>IDP</b>	Internally Displaced Person
<b>INGO</b>	International Non-governmental Organization
<b>MDGs</b>	Millennium Development Goals
<b>MoE</b>	Ministry of Education
<b>MoHA</b>	Ministry of Home Affairs
<b>NSET</b>	National Society for Earthquake Technology
<b>NRCS</b>	Nepal Red Cross Society
<b>NGO</b>	Non-governmental Organization
<b>RED</b>	Regional Education Directorate
<b>SC</b>	Save the Children
<b>TLS/C</b>	Temporary Learning Space/Centre
<b>UNICEF</b>	United Nations Children's Fund
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>VDC</b>	Village Development Committees
<b>WASH</b>	Water and Sanitation

# 1. Introduction

## 1.1: General Introduction:

When a disaster strikes, normal teaching-learning opportunities are disrupted all of a sudden, and consequently, children will be denied their rights to education, further exposing them to other threats ranging from survival and protection to their development. Thus, restoration of educational facilities in safe locations during emergencies is of paramount importance and has to be given due priority to it.

Nepal is at risk for the following types of emergencies: (1) seasonal floods/landslides; (2) large scale earthquake in the Kathmandu Valley with shaking level of IX; (3) earthquake in other parts of the country with higher level of intensity; and (4) political events causing a humanitarian crisis. In the past few years, seasonal floods/landslides have been the most recurrent threats in Nepal. It is estimated that 300,000 to 400,000 people of the 60,000 households were displaced. The floods disrupt learning activities for some 100,000 school children of the affected areas. Any major earthquake occurring in Nepal will have impact on almost one third of the area of Nepal with shaking level of IX intensity in almost 25% of the area, VIII in another 25% area and intensity VII and VI in remaining areas.

The worst case earthquake scenario affecting the Kathmandu Valley with a shaking of IX MMI is expected to result 44,000 deaths, 103,000 injured and a planning figure of 900,000 would be displaced. Government capacity would be severely limited and restricted. About 60% of the existing school buildings of the valley are estimated to be a level of destruction beyond the limit of repair. In case of similar shaking in other part of the country, the Kathmandu Valley; 53,000 people will be injured.

A strong earthquake badly affected in the eastern region of Nepal on 18<sup>th</sup> September 2011, badly affected people and physical infrastructures. Total 6 people killed, 30 critically injured and 132 people minorly injured in different districts. The total number of damaged buildings were 30,684 whereas 8,898 (29%) were fully damaged. As an impact of the earthquake, a total 8,396 families displaced from their home to other places.

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As a negative impact of the earthquake, 81 schools with 746 classroom were completely damaged and additional 500 partially damaged schools completely lost 1,376 classroom in 13 districts of the eastern region. In order to resume education of the children of affected schools, education cluster established 731 temporary learning centres equipping with school kits in support of communities and leadership of MoHA/DoE in highly affected eighth districts as; Tplejung, Panchthar, Ilam, Terathum, Dhankuta, Sankhuwadsaba, Bhojapur and Udayapur. From this arrangement, 30,000 children of the affected schools and ECDs resumed their education/learning in a child friendly environment. For the reconstruction and renovation of the damaged school buildings, the MoE/DoE has already prioritizing to the earthquake affected schools from the regular budget of the 2011-12. Still the gap is very big and DoE is exploring possible resources for the funding.

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While the decade-long war in Nepal ended in 2006, approximately 1.2 Million people of the country were affected.<sup>3</sup>

<sup>1</sup>Data source: MPPW's presentation in Early Recovery Network meeting on 3/17/2012

<sup>2</sup> Data source: Physical Planning Section, DoE

Regarding the said emergency scenarios of the country, there is no adequate logistics support system in the government's existing mechanism. Communities and local governments are heavily reliant on support from surrounding regions and centres. The existing financial as well as human resources in the districts is not adequate even for the small scale emergencies. In case of large scale earthquake in the Kathmandu Valley, the existing physical facilities like drinking water, electricity, telephone, road, hospital, airport, etc will be completely dis-functioning or unable to provide services immediately. The level of awareness and preventive measures with the government and people is very nominal. Because of this situation, the number of causality may be bigger than the expected.

## 1.2. Background to the Contingency Plan:

**a. Why Education in Emergencies?** All individuals have the right to education. This right is articulated in many international conventions and documents, including Universal Declaration of Human Rights (1948); the Convention Relating to the Status of Refugees (1951); the Geneva Convention (IV) Relative to Cultural Rights (1966); the Convention on the Rights of Child (1989); and Dakar World Education Forum Framework for Action (2000), promoting Education for All.

Education in emergency provides physical, psychosocial and cognitive protection which can be both life-saving and life-sustaining. Education sustains life by offering safe spaces for learning, as well as the ability to identify and provide support for affected individuals- particularly children and adolescents. Education mitigates the psychosocial impact of conflict and disasters by giving a sense of normality, stability, structure and hope for the future during a time of crises, and provides essential building blocks for future economic stability. Education can also save lives by protecting against exploitation and harm, including abduction, recruitment of children into armed groups and sexual and gender-based violence. Similarly, education provides the knowledge and skills to survive in a crisis through the dissemination of life-saving information about landmine safety, HIV and AIDS prevention, conflict resolution and peace building.<sup>3</sup>

**b. Global Trend on Right to Education:** The states parties to Convention on the Rights of the Child (CRC) have explicitly recognized, among others, the right of the child to education and are committed to making primary education compulsory and available free to all and ... make [secondary education] available and accessible to every child (Article 28). Likewise, Education for All and Millennium Development Goals (MDGs) have been promoting universal education in order to ensure that children all over the world will be able to complete the basic level of education.

**c. Government's Commitment in Nepal:** The Government of Nepal (GoN) also, as a party to international conventions relevant to it, has been making consistent efforts to realise the goal of universal education. The Interim Constitution of Nepal has guaranteed that every citizen shall have the right to free education up to secondary level as provided for in the law (Part 3. Fundamental Rights, Article 17 (2)). Consistent with this provision, the Ministry of Education in its School Sector Reform Plan (2009-2015) has, in unequivocal terms, laid emphasis on ensuring "equitable access to quality basic education for all children." As a continuous and strong commitment of the government in DRR, the DRR in Education Workshop January, 2012, Kathmandu declared '10 points Road Map on DRR in Education' with a signatory of Nepal Government's high level authority as Secretary.

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<sup>3</sup>The Memorandum of Understanding between UNICEF and the International Save the Children Alliance LEADERSHIP OF THE GLOBAL EDUCATION CLUSTER

MoE and UN Country Representative, Save the Children, etc. The declaration emphasis on Mainstreaming DRR in education policies and planning, DRR in teaching and learning, safe schools, and promote safe schools and disaster management.

This Contingency Plan was developed for the first time in Nepal in 2008 in close collaboration with other members of the Education Cluster. Consultative workshops and meetings were held in 2009 and 2010 and recommendations as well as the lessons learned from previous emergency responses have been taken into account while updating it. Following the development of CP at the national level, the agencies involved in education sector at the district level have been oriented to and participating in a multi-sectoral District Contingency Planning (DCP) process. This Plan is periodically reviewed and revised in consultation with other cluster members as well as on the basis of lessons learned from the past emergencies.

As the ultimate responsibility of preparing for and responding to emergencies lies with the governments, the GoN has designated the Ministry of Home Affairs (MoHA) for overall coordination of disaster risk reduction and response activities. MoHA carries out its activities with the support of other line ministries, UN agencies and other international organizations. In case of education, Ministry of Education (MoE) will be the lead agency for preparing for and responding to emergency situations. In accordance with the provisions made in the Memorandum of Understanding concluded on 24 September 2009, MoE will act as the lead agency and will be supported by UNICEF and Save the Children as Co-lead agencies for it.

Thus, the purpose of this Contingency Plan for Coordination of Education Cluster is to prepare for and respond effectively to the educational needs during emergencies. The details of this Plan are specific for the situation of seasonal floods/landslides, large scale earthquake in Kathmandu valley of different intensities and earthquake in other parts of the country with higher level of intensities. However, the key activities and procedures will be the same in the event of an emergency based on other scenarios.

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#### **General Principle and Approach to Emergencies<sup>4</sup>**

2.1. Education Cluster will convene based on any or combination of the following trigger mechanisms: 1) the Government of Nepal declares a state of national emergency; 2) initial media or partner feedback on the extent and impact of emergency; 3) the UN humanitarian coordinator assembles all clusters to be prepared to respond.

2.2. Nepal Red Cross Society will conduct Initial Rapid Assessment (IRA) to assess damage and Multi-sector Initial Rapid Assessment (MIRA) team will be mobilized for further information. If a more detailed education assessment is required, a team of education specialists will conduct the assessment later.

2.3. Education's life-sustaining and life-saving role has been recognised and inclusion of education within humanitarian responses is considered critical now. Education in emergency comprises learning and provides new skills opportunities for all ages. It encompasses early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. In emergency situations through to recovery, quality education provides physical, psychological and

<sup>4</sup>Education in Emergencies, A Resource Tool Kit; Regional Office for South Asia in Conjunction with New York Headquarters

cognitive protection that can sustain and save lives. In addition, essential activities in emergency like water, sanitation, nutrition, health etc. should be integrated and coordinated with education. Psychosocial support and increased protection from various impacts of emergency will be carried out in collaboration with child protection cluster of different partners involved in emergencies. Child-centred/-friendly teaching and learning materials and school supplies should be provided. Similarly, extra-curricular materials will be supplied to adolescent boys and girls. Engagement of this age group in some activity is vital.

2.4. Community prioritises education in times of emergencies. Participation of people of affected and host communities should be ensured. Displaced and affected teachers, older children or adolescents with leadership qualities and basic teaching capabilities should lead response activity. Priority will be given to most vulnerable and affected people, areas and schools in terms of distribution of educational resources. School and children from host community should be supported to ensure there is no tension between host and displaced people. This support will include teaching and learning materials, additional teachers, and school furniture.

2.5. Coordination is always a vital and challenging aspect of emergencies. Therefore, NGOs, CSOs, federations, community members and organizations of the affected population will be mobilized. Similarly, support from other clusters –health, sanitation, nutrition, and physical, etc. should be mobilized. Emergencies can also offer an opportunity to work together with different international communities of stakeholders from humanitarian response sectors. Education cluster should take stock of all institutions and opportunities.

### 3. Objectives

**3.1 Overall Objective:** The overall objective of the contingency plan is:

To prepare for and respond to ensuring immediate and continued access to quality education of all children aged 3 to 18+ years (ECD/pre-primary, basic school, secondary school aged children or adolescents and adults) who are affected by emergency in a safe environment necessary to develop, protect and facilitate a return to normality and stability.

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**3.2 Specific Objectives :** The specific objectives of the Plan are:

- 3.2.1 To prepare for and provide support to the GoN and local level stakeholders in ensuring continuity of quality education to children and teachers affected by natural disasters and conflicts and provide them with safe teaching-learning environment.
- 3.2.2 To ensure information sharing, effective coordination and monitoring among cluster members necessary to facilitate effective emergency preparedness and response.
- 3.2.3 To strengthen capacities of stakeholders as first responders in emergency situations.
- 3.2.4 To ensure the conduct of rapid and on-going education assessment and delivery of appropriate response as guided by Core Commitments to Children (CCCs) in Emergencies for Education and the Inter-agency Network for Education in Emergencies (INEE) Minimum Standards.
- 3.2.5 To establish and strengthen strategic partnerships and linkages with other partners/clusters in order to prepare and respond effectively to emergency situations.



3.2.6 To advocate and lobby for the integration of DRR in national education plan and policies.

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## 4. Composition, Roles and Responsibilities and Implementation Modality

### 4.1. Composition:

**Cluster Leads:** Department of Education (Ministry of Education), UNICEF and, Save the Children.

**Members:**<sup>5</sup>Curriculum Development Centre, National Centre for Educational Development, Non-formal Education Centre, National Teacher's Union (TUN), World Education, World Vision, Plan International, Action Aid Nepal, TPO, N-PABSON, PABSON, Peace Education Network Nepal, Seto Gurans, Educational Pages, Nepal Red Cross Society, Education Journalists' Group, NSET, UNESCO, Partnership Nepal, Regional Education Directorate (RED) CR, Innovative Forum for Community Development, Mercy Corps, Aid et Action, Care International, Lutheran World Federation.

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### 4.2. Cluster Roles and Responsibilities:

The DoE<sup>6</sup>, together with UNICEF and Save the Children Alliance (SC), will coordinate and provide overall leadership and strategic direction of the emergency preparedness and response at the national level. They will ensure that education is prioritized in emergencies and advocate to the MoE: (1) to establish an Education Endowment Fund for emergencies; (2) strengthen the Emergency Unit within the DoE; and (3) assign focal points at the national, regional and district levels to support emergency preparedness, response and recovery.

At the district level, the MoE will be represented by the District Education Office (DEO). The cluster leads will ensure full participation of other cluster members. The cluster should advocate to other clusters and ensure intersectoral linkages are made between Education and other clusters. The cluster leads bear the responsibility for the overall cluster. Under normal circumstances when there is no emergency, the cluster leads should meet monthly while all of the cluster members should meet bi-monthly to update each other on any education issues which have arisen or are outstanding. The specific role and responsibilities of the cluster members and leads are as follows:

<sup>5</sup> This list includes many, but not all of the members of the Education Cluster. At the district level, there may be members of the Education Cluster that are not listed here.

<sup>6</sup> The Department of Education (DoE) is one department within the Ministry of Education (MoE). It is responsible for finalizing the annual education budget and ensuring the implementation of education activities and services. The DoE oversees the District Education Offices (DEO) throughout Nepal.

#### 4.2.1. Cluster Members' Roles and Responsibilities:

- Support the Education Cluster initiatives and provide proactive actions in exchanging information and reporting; highlight needs, gaps and duplication; mobilize resources; engage with affected communities; and build capacity.
- Share responsibility for cluster activities including assessing needs, developing plans, joint monitoring and developing policies, and Nepal contingency plan.
- Play a role of supporting the Cluster Leads and provide proactive actions in exchanging information and reporting; highlight needs, gaps and duplication; mobilize resources; engage with affected communities; and build capacity.
- Support in developing and updating contingency plan and annual work plan accordingly.
- Coordinate with cluster members to implement contingency plan before and during emergency and work together with different national and international communities of stakeholders from humanitarian response sectors (health, sanitation, nutrition and protection).
- Support national efforts on emergencies by raising funds.
- Implement and monitor emergencies response in collaboration with host and affected communities of emergencies.

#### 4.2.2. Roles and Responsibilities of the Leads Agencies:

##### Ministry of Education (MoE)/Department of Education (DoE)

- Provide overall leadership and strategic direction of emergency preparedness and response in coordination with other sector ministries.
- Ensure the humanitarian actors working in education sector remain actively engaged in addressing crosscutting concerns such as age, diversity, environment, gender, health, nutrition, HIV and AIDS and human rights.
- Coordinate activities at the central level and ensure coordination with Regional Education Directorates (REDs) and DEOs.
- Be accountable for assessment and monitoring, information management, printing of formal, non-formal and informal learning materials for affected children, adolescents, and adults; recruit and train teachers and para-teachers.
- Share responsibility for cluster activities including assessing needs, developing plans, joint monitoring and developing policies and Nepal contingency plan.
- Facilitate education cluster's works by preparing necessary policy guidelines in participation of the cluster members as per the needs.

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##### UNICEF

- Coordinate within the cluster mechanism between HC/RC, other clusters and information-sharing and supporting cluster partners and report to the inter-cluster and other relevant agencies on the implementation of emergency education.
- Ensure the crosscutting issues (related to education) are adequately addressed by other clusters and support the integration of life-saving information on nutrition, hygiene, sanitation, health and protection, shelter into education cluster.
- Develop and disseminate relevant advocacy and reporting materials to encourage increased support for education in emergencies.
- Take joint responsibility for the education cluster with Save the Children to support MoE/DoE.
- Share responsibilities among the cluster leads and cluster members cluster activities including assessing needs, developing plans, joint monitoring and developing policies and Nepal contingency plan.

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## Save the Children

- Collaborate with humanitarian and development partners including operational and technical support, surge capacity and develop human resources for emergency staff/frontline respondents that can be mobilized to serve the cluster.
- Work to identify educational needs at the time of emergencies through education rapid needs assessment, and maintain and increase stockpile - new-born child kits, tents, cooking utensils/materials, construction of temporary/safe learning space, repair and maintenance of schools damaged by emergencies, child support materials, including ECD tool kits, educational materials and student support kits.
- Share responsibility for cluster activates including assessing needs, developing plans, joint monitoring and developing policies and Nepal contingency plan.

### 4.3. Implementation Modality:

In the event of an emergency, at the national level, the Education Cluster leads will coordinate for meetings. The cluster leads should also call for meetings at the region and district levels as per the needs. The DoE will facilitate these meetings at the national level while the Regional Education Director will facilitate the meeting at regional level and DEO will facilitate these meetings at the district level. The DoE, RED and DEO will call the meetings and invite cluster members and concerning stakeholders. UNICEF and SC as co-cluster leads should support the facilitation and coordination of all of these meetings. UNICEF, SC as Education Cluster leads will attend the IASC emergency meetings called by the Humanitarian Coordinator (HC) during an emergency, where all available information on the emergency, including location, damage and needs, will be distributed. DoE will be represented in these meetings by the focal person/s of Emergency Unit, DoE.

Following these meetings, Education Cluster meetings will be called and members updated. At the district level, meetings will be held at the office of the DEO, weekly or daily, depending on the scale of the emergency. Education Cluster members at the district level will also attend meetings called by the District Disaster Relief Committee (DDRC). The RED of five regions will coordinate and support the DEOs and district Level Education Clusters for the effective preparedness and responses in education in emergencies. The major action areas to be taken pre-, during and post-disaster are summarized as follows:

#### Action Areas:

##### a. Preparedness:

- Regular coordination and communication with Cluster members and other clusters
- Preparation and **annual** updating contingency plan
- Proper information management system for education cluster.
- Updating and prepositioning assessment tools, EiE supplies, preparation of joint IEC materials.
- Updating communication tree and regular contact with vulnerable schools/communities through REDs, DEOs and RCs
- Capacity building of the frontline responders **on EiE/DRR in education** and prepare rosters with full contact details

##### b. During Impact:

- Regular communication with affected area through RED and DEO, Education Cluster members, IASC, and other humanitarian response organizations

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- Coordinate with NRCS, DDRC and conduct Rapid Education Needs Assessment, information to be shared with National Emergency Operations Centre (NEOC), Ministry of Home Affairs (MOHA).
  - Prepare response plan in coordination with concerning clusters
  - Implement Education in Emergency response plan in coordination with cluster members
- Regular monitoring and reviewing response activities

**c. Response:**

- Prepare minimum required physical educational environment in the community considering the number of affected and migrated children
- Ensure educational services to the vulnerable, marginalized and disabled children focusing on the retention of adolescent girls
- Coordinate with affected educational institutions (schools/ECD centres/Madarasa, etc.) for the reintegration of the children in the schools
- Prepare list of the children and send them to the concerned schools with recommendation letters for their educational status
- Ensure the integration of the disaster-affected children in regular educational system
- Prepare long-term recovery and rehabilitation plan in coordination with DEO and other clusters and assist in implementation of the plan for early recovery
- Prepare the final report and submit to the concerning authorities
- Systematic document of the response program through the education cluster

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## 5. Emergency Scenarios

Nepal is at risk for the following types of emergencies: (1) seasonal floods/landslides; (2) large scale earthquake in the Kathmandu Valley of different intensities; (3) earthquake in other parts of the country with higher level of intensity; and (4) political events causing a humanitarian crisis.

Following table gives the scenario of probable casualties and effects to the population due to different hazards.

**Floods/Landslides:**

**Estimated Affected Population:**

State of Emergency	Affected families	Affected population
Moderate Flooding	6,000-12,000	36,000-72,000
Severe Flooding	60,000- +	300,000 to 400,000 (Approximately)

**Affected Population (Disaggregated by Sex and Age):**

Age groups	% of the population	Population
3-5	6	24,000
6-9	14	56,000
10-18	15	60,000
<b>3-18</b>	<b>35</b>	<b>140,000</b>
3-18 (Boys 50% of 140,000)		70,000
3-18 (Girls 50% of 140,000)		70,000
18+ (65% of 400,000)		260,000

Note: The above scenario has been developed for the worst flood situation affecting approximately 400,000 people.

**Major Constraints:** access to VDCs

**5.1 . Earthquake in the Kathmandu Valley with shaking level of IX MMI:**

State of Emergency	Affected population				Effect on school occupants in case of school-hour earthquake
	Dead	Injured	Homeless, displaced	Approximate % of schools destroyed	
Earthquake in Kathmandu	44,000	103,000	900,000	60%	Approximately 29,000 casualty and 43,000 injury

**Affected Population (Disaggregated by Sex and Age):**

Age groups	% of the population	Population
3-5	6	54,000
6-9	14	126,000
10-18	15	135,000
<b>3-18</b>	<b>35</b>	<b>315,000</b>
3-18 (Boys 50% of 315,000)		157,500
3-18 (Girls 50% of 315,000)		157,500
18+ (65% of total 900,000)		585,000

**Major Constraints:**

- Logistics
- Physical facilities such as school building, WATSAN, unsafe approaches to and from school such as obstacles on walking due to blockade of roads by debris and hazardous materials.
- Heavily reliant on support from surrounding region and centre.
- Financial and human resources.

**5.2 Earthquake in Other Parts of Nepal (Excluding the Kathmandu Valley) with IX MMI Level of Shaking:**

Whole Nepal lies in a very high seismic zone and any part of the country may encounter with MMI IX level of shaking at any time. However, it is not expected that all parts of the country get affected by one big earthquake at a time. So, it is estimated that about one third of Nepal is affected by a big earthquake event at a time. Further, the level of shaking also differs in different distance from epicentre. So, it is assumed that about 25% of the total affected area falls in earthquake intensity MMI IX to MMI VI respectively. Potential damage to school buildings and associated casualties are estimated based on these earthquake scenarios.

**Affected Population (Disaggregated by Sex and Age):**

State of Emergency	Affected population				Effect on school occupant if occurred during school-hour
	Dead	Injured	Homeless, displaced	% of schools destroyed	
Earthquake in other parts of country	-	53,000	150,000	More than 70%	About 111,000 death and 87,000 serious injury affecting total school-aged

					children of approximately 1.9 million (Source: NSET, SESP report 2009/10)
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**Major Constraints:**

- Difficulty to conduct rapid education assessment due to remoteness of the affected area
- Transportation difficult for providing logistics supports to the affected educational institutions
- Physical facilities such as school building, WATSAN, unsafe approaches to and from school such as obstacles on walking due to blockade of roads by hazardous materials
- Heavily reliant on support from surrounding region and centre
- Financial and human resources

**5.3 . Political Events Causing a Humanitarian Crisis:**

**Baseline of the Humanitarian Crises Caused by Political Conflict:**

While the decade-long war in Nepal ended in 2006, more than 13,000 people killed and 1.2 Million people of the country were directly/indirectly affected.

**Impact:** School closures as a result of strikes and security issues, displacement as a result of destruction of houses, schools, and security threats:

**Major Constraints:** political, security, access

**Preparedness and Response Activities**

The emergencies response and preparedness activities are planned in three different sections for floods/landslide scenario in 20 vulnerable districts of the Terai, major earthquake scenario in Kathmandu Valley and earthquake in other parts of the country with higher level of intensity in the following section. The first column indicates the time frame after emergency onset. The second column suggested the response activities to be conducted only in time of emergency based on the suggested time frame. The third column has suggested preparedness activities before the emergency by the education cluster. The fourth column presented the current status/gaps. The fifth column indicated the responsible organization/s.

**6.1: Scenario 1: Floods/Landslides:**

**Preparedness and Response Activities for Floods/landslide Emergencies:**

Time Frame	Response Activities (Requirement)	Preparedness Activities (it has no connections with the timeframe in this table but has direct link to response activities)	Current Gaps/ Status (As of March 2012)	Responsible Agency/agencies

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<b>Within 24-72 Hours</b>	Depending upon the needs, conduct Rapid Education Need Assessments in participation of affected communities as to educational support program (Pre-primary, formal, non-formal and informal) and analyse gaps	Update the Rapid Education Need Assessment tools; proposition assessment tools in strategic locations; train and prepare roster of the EiE staff to conduct needs assessment at different levels	Need to review Assessment tools; Conduct needs assessment orientation/training to the cluster members	Lead: DoE Support: UNICEF, Save the Children and working group
	Share data and determine the needs for different types of education programs to meet educational needs	Identify areas in safe locations for different types of education program in collaboration with MoE, DoE, DEOs, DDCs, municipalities and VDCs in coordination with Shelter Cluster	Flood risk mapping in district level	Lead: RED and DEOs Support: DLSAs
	Use pre-identified resources each cluster member has at its disposal	Prepare and update annually cluster members' capacity mapping and contingency plan in a participatory way	Ongoing in national level and planned in updating contingency plan in 23 districts	At Central Level: Lead: DOE in support of UNICEF and SC District level: RED/DEOs, DLSAs and Cluster Members
	Share educational needs and gaps with other cluster members	Participate in IASC meetings; maintain good coordination and communication with other clusters	On going	UNICEF and Save the Children
<b>72 Hours -1 Week</b>	Test the safety of locations of different types of education program in coordination with PROTECTION, SHELTER and other clusters	Train staff of education cluster members in EiE with special reference to safety; prepare and updated roster with contact details of the trained human resources	- EiE orientation in 23 districts to the members	Lead: REDs and DEOs Support: Technical Support from DLSAs and cluster leads

Train and mobilise human resources (teachers/facilitators including female teachers and other support staff) from the affected community as far as possible	Prepare and update roster of the local level EiE human resources; ensure the participation of the local level education staff (male and female) in EiE training/workshop of the affected area as well as nearby area; organize refresher training	- Planned for 2012 in district level activities	Lead: REDs/DEOs Support: DLSAs and cluster members
Mobilize local communities and other government and non-governmental agencies for material support (textbooks, students' kits, ECD kits, tents, etc.) for educational support to different age groups of affected population	Set standards of the educational kits; ensure the preposition of the textbooks, students' kits, ECD kits in strategic locations and circulate information to the concerning district level education clusters	Review standards of the Education Supplies in national level; Planned prepositioning of the used books in the districts in 2012 -	Lead: DoE Support: SC and UNICEF in central level; Lead: REDs and DEOs in district level Support: DLSAs
Mobilize funds and other material support for emergency educational program	Lobby and advocate for adequate allocation of EiE fund in each emergency-prone districts from government organizations, I/NGOs, VDCs, municipalities, DDCs and communities	On-going; Should be continued lobby and advocacy at different levels	<b>National level</b> Lead: Cluster Leads Support: Cluster Members Regional and <b>District level</b> Lead: RED/DEOs Support: DLSAs and cluster members
Use identified needs for non-formal educational support programmes	Update secondary data collection and preposition in strategic locations	Prepare and distribute self learning EiE/DRR educating materials in NFE	Lead: NFEC Support: UNICEF



	Provide materials for extracurricular activities to adolescents	Set standards of the extracurricular activity kits; ensure preposition of kits in strategic locations and circulate information to the concerning District level education clusters	Finalize standard of Adolescent Kit and prepositioning in strategic location	Lead: UNICEF Support: DoE, SC and Cluster Members
2 <sup>nd</sup> week- 8 weeks	Implement emergency educational supports: Pre-primary/ECD, formal, non-formal and informal education programs	Coordinate/support to CDC/NFEC for developing and implementing EiE curricula; support to NCED/NFEC for developing training materials and train the teachers/facilitators in EiE, pre-primary/ECD in Emergencies; train and develop rosters of the EiE trainers at district, regional and national levels	On going; CDC has planned to finalize grade 7's social study book	Lead: CDC Support: Technical committee formed by CDC
	Hire and allocate educational personnel (teachers, facilitators, supervisors, etc.)	Preposition updated roster of the local level teachers/facilitators and supervisors to be used in emergency; prepare and update templates for ToR and contractual agreement of education personnel; develop sample code of conducts to be followed by education staff in EiE	Planned for preparing: a. TOR and contractual agreement of education personnel b. Develop sample COC for ed staff	Lead: MoE/DoE Support: Cluster leads and Government line agencies
	Identify the cases of psychosocial supports and classify children as	Organize psychosocial counselling	Planned finalizing psychosocial teachers training manual in 2012	Lead: UNICEF Support: DoE, SC, Cluster Members and in coordination

	per their degree of trauma	training/refresher training to teachers/facilitators in psychosocial support and counselling; develop roster of trainers, counsellors and psychosocial experts with their detail contact numbers		with Child Protection cluster
	Provide psychosocial supports to children as per the needs through trained psychosocial counsellor; Coordinate with health cluster and refer serious cases of trauma to psychosocial experts	Develop monitoring indicators and tools on EiE and proposition in strategic locations; train EiE responders in EiE monitoring	Planned preparing indicators together with child protection cluster	Lead: UNICF Support: Cluster leads and Cluster Members
	Monitor all education programs - ensuring: child-friendly/-gender, inclusive and disability- friendly environment	Organize monitoring training for different educational activities and prepare roster of trainers to be used in the emergencies	Update monitoring tools reviewing the gender and disability aspects	Lead: Save the Children Support: Cluster Members
	Install safe water supply system and build separate toilets for boys and girls in all education programs in coordination with WASH cluster	Coordinate with GOs, I/NGOs who are working with health, water and sanitation program for the implementation of their program in schools; train local people in drinking water system installation and toilet construction	Coordinate with WASH and explore training opportunity for the cluster members	Lead: UNICEF Support: DoE and Cluster Members
	Coordinate with Nutrition Cluster and conduct school/ECD lunch feeding program to the children	Prepare trainers on nutrition and school feeding program for ECD facilitators; prepare roster of the trainers to be used in the emergencies	Coordinate with Nutrition cluster and explore the training opportunities for the cluster members	Lead: UNICEF in support of Cluster Members

	Access magnitude of the educational problem and conduct media campaign to increase supports	Identify gaps on EiE and use different means like the media, forums, meetings, etc. for the advocacy at different levels (national, regional and district levels)	Publication of the bimonthly Education Cluster E-bulletin	Lead: Education pages Support: UNICEF, Save the Children, and cluster members
	Review educational support program and share lessons learned with all relevant stakeholders	Plan and implement periodic review/planning meetings with stakeholders; use communication tree to flow regular communication vertically and horizontally	Planned quarterly review of the education cluster program	Lead: DoE Support: -Cluster leads and members

## **6.2: Scenario 2: Earthquake Emergency in the Kathmandu Valley**

### **Preparedness and Response Activities:**

In order to enhance emergency responses indicated below in the second column, and taking into account the identified constraints, the following preparedness activities indicated in the third column are required. The matrix below helps us in identifying appropriate preparedness measures against each and every response stated in each timeframe. In case of major earthquake in the Kathmandu Valley, the emergency response of Education Cluster should start from 2<sup>nd</sup> days of the of the emergency onset. The timely accomplishment of the quality services to the affected population will depend on the continued active participation of all Education Cluster members.

### **Preparedness and Response Activities for Major Earthquake Emergencies in the Kathmandu Valley:**

<b>Time Frame</b>	<b>Response Activities (Requirements)</b>	<b>Preparedness activities (it has no connections with the timeframe in this table but has direct link to response activities)</b>	<b>Current Status (As of March 2012)</b>	<b>Gaps/</b>	<b>Responsible Agency/agencies</b>
<b>24-72 Hours</b>	Coordinate with NRCS and receive initial data of the causality and damage made by Earthquake (especially focusing to the educational infrastructure and critical facilities (ECD/ pre-primary	Orient education cluster members on rapid assessment tools of the NRCS	Need to review NRCS's assessment checklist/ tools, and orient education cluster members in different level		Lead: DoE Support: NRCS and Cluster Working Group

to higher secondary level)			
Depending upon the needs, conduct Rapid Education Need Assessments with the participation of communities as to educational and ECD support programs and analyse gaps	Update the Rapid Education Need Assessment tools; prepositioned assessment tools in strategic locations; train and prepare roster of the EiE workers to conduct the rapid education needs assessment in different level	Need to review tools to suit earthquake scenario	Lead: DoE Support: Cluster Working Group
Share data and determine the needs for temporary learning spaces at hazard-safe location to meet educational needs	Identify areas in safe locations for temporary learning spaces in collaboration with MoE, DoE, DED, DDCs, municipalities and VDCs in coordination with SHELTER CLUSTER	Coordinate with Shelter Cluster, receive safe space map and orient cluster members	Lead: UNICEF Support: NSET, SC and DoE
Identify resources of each cluster member that are ready at its disposal	Prepare and update annually cluster members' capacity mapping/assessment and contingency plan in a participatory way	Planned for the year 2012	Lead: DOE/ RED Support: UNICEF, SC and Education Cluster Members
Test the safety of locations of temporary learning spaces identified for educational support program in coordination with protection cluster	Train education workers of the cluster members in safe learning space (SLS) training/workshop; prepare updated roster with contact details of the trained human resources on	Prepare trainers' roster on safe space	Lead: SC Support: UNICEF, WEL (Biratnagar), NSET, DoE, Local Government authorities, security agencies

	SLS		
Share educational needs and gaps with other cluster members	Participate in IASC meetings; maintain good coordination and communication with other clusters	On-going	Lead: UNICEF and Save the Children
Train and mobilise human resources (teachers/facilitators including female teachers and other support staff) from the affected community as far as possible	Prepare and update roster of the local level EiE human resources; ensure the participation of the local level education workers (male and female) in EiE training/workshop of the vulnerable area as well as nearby area; organize refresher training for the trained human resources to update their learning	On-going	Lead: DoE Support: REDs, TUN and I/NGOs working in regions
Determine and mobilize local communities and other government and non-governmental agencies for material support (textbooks, students' kits, ECD kits, tents, etc.) for educational support and child developmental activities	Set standards for educational kits; ensure the prepositioned of the textbooks, students' kits, ECD kits in strategic locations and circulate information to the concerned district level education clusters	Review standard of education supplies and update	Lead: UNICEF Support: Save the Children, DoE
Mobilize funds and other material support for emergency	Lobby and advocate for the allocation of EiE fund in each	On-going; Should be continued at different levels	Lead: DoE, UNICEF, Save the Children, Educational Pages, EIJ

	educational program	emergency prone districts from government organizations, I/NGOs, VDCs, municipalities, DDCs and communities and Cluster Members in coordination with the media	through Education Cluster	Support: REDs, DEO, Resource Centres, TUN, and I/NGOs
	Identify needs for non-formal educational support programmes and develop a plan for it.	Update secondary data collection form/tool and preposition in strategic locations	Need to be reviewed	Lead: DOE Support: IFCD
<b>2<sup>nd</sup> week -8 weeks</b>	Provide emergency educational supports: ECD, formal and non-formal education programs	Coordinate/support to CDC/NFEC for developing and implementing EiE curricula; support to NCED/NFEC for developing training materials and train teachers/facilitators in EiE, ECD in Emergencies; train and develop rosters of the EiE, ECD in Emergencies trainers/facilitators at district, regional and national levels	Started to incorporate emergency/disaster contents in formal curricula of grade 6,7 and 8 by CDC; CDC has plan to complete this by 2013.	Lead: MoE/CDC/NFEC/NCED Support: UNICEF, Save the Children and cluster members
	Hire educational personnel (teachers, facilitators, supervisors, etc.)	Preposition updated roster of the local level teachers/facilitators and supervisors to be used in the emergency; prepare and update templates for the ToR and contractual agreement of the education personnel; develop sample code	Need to review the existing ToR, contractual agreement, sample code of conduct of EiE workers	Lead: DoE Support: Cluster Working Group

		of conducts to be followed by education workers in EiE		
	Identify the cases of psychosocial supports and classify children as per their degree of trauma	Organize psychosocial counselling training/refresher training to teachers/facilitators on psychosocial support and counselling; develop roster of the trainers, counsellors and psychosocial experts with their detail contact numbers	Explore possibility of organizing psychosocial counselling orientation/training for the cluster members	Lead: Save the Children Support: IFCD, UNICEF and DoE in coordination with Protection Cluster.
	Provide psychosocial supports to children as per the needs through trained psychosocial counsellor; coordinate with health cluster and refer serious cases of trauma to psychosocial experts	Develop monitoring indicators and tools on EiE and preposition in strategic locations; train EiE responders in EiE monitoring	To be reviewed monitoring tools and preparing indicators	Lead: Save the Children Support: DoE and Education Cluster members
	Monitor safe learning spaces to ensure: child- friendly/-gender/inclusive and disable-friendly environment	Organize training in safe learning space and prepare roster of trainers to be used in emergencies; prepare roster of the local level technicians on water and sanitation	Need to prepare rosters of trainers	Lead: Save the Children Support: DoE, WEL and UNICF
	Install safe water supply system and separate toilets for boys and girls in safe learning space in coordination with WASH cluster	Coordinate with GOs, I/NGOs which are working with health, water and sanitation program for the implementation of their programs in schools; train local people in management of safe	Coordinate with WASH cluster and explore the training opportunities for the education cluster members	Lead: UNICEF Support: DoE, Save the Children

		drinking water system installation and toilet construction in coordination with other clusters		
	Coordinate with Nutrition Cluster and conduct school/ECD lunch feeding programs to children	Train EIE workers in nutrition and school feeding program; prepare roster of trainers to be used in the emergencies	Coordinate with Nutrition cluster and explore training opportunities for the education cluster members	Lead: UNICEF Support: SCA and DoE
	Identify core issues for advocacy and advocate for EiE at different levels	Identify gaps on EiE and use different means like the media, forums, meetings, etc. for advocacy at different levels (national, regional and district levels)	Planned for publication of bi monthly E-bulletin from education cluster	Lead: Educational Pages Support: DoE, UNICEF, Save the Children, and cluster members
	Review educational support programs and share lessons learned with all relevant stakeholders	Plan and implement periodic review/planning meetings with stakeholders; use communication tree to flow the regular communication in vertically and horizontally	Planned in Education Cluster's AWP 2012	Lead: DoE Support: UNICEF, Save the Children and Cluster members

**6.3: Scenario 3: Earthquake Emergency in other parts of the country (Section 3 is added new section)**

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**Preparedness and Response Activities:**

In order to enhance emergency responses indicated below in the second column, and taking into account the identified constraints, the following preparedness activities indicated in the third column are required. The matrix below helps us in identifying appropriate preparedness measures against each and every response stated in each timeframe. In case of major earthquake in any part of the country, the emergency response of Education Cluster should also start from the 2<sup>nd</sup> day of emergency onset. The timely accomplishment of the quality response will depend on the continued active participation of all Education Cluster members.

**Preparedness and Response Activities for Earthquake Emergency in other parts of the country:**

Time	Response Activities	Preparedness	Current Gaps/	Responsible
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Frame	(Requirements)	activities (it has no connections with the timeframe in this table but has direct link to response activities)	Status (As of March 2012)	Agency/agencies
24-72 Hours	Coordinate with NRCS and receive initial data of the causality and damage made by Earthquake (especially focusing to the educational infrastructure and critical facilities (ECD/ pre-primary to higher secondary level)	Orient education cluster members on rapid assessment tools of the NRCS	Need to review NRCS's assessment checklist/ tools, and orient education cluster members in region and district level	Lead: DoE/RED/DEOs Support: NRCS and DLSAs
	Depending upon the needs, conduct Rapid Education Need Assessments with the participation of communities as to educational and ECD support programs and analyse gaps	Update the Rapid Education Need Assessment tools; prepositioned assessment tools in strategic locations; train and prepare roster of the EiE workers to conduct the rapid education needs assessment in different level	Need to review tools to suit earthquake scenario	Lead: DoE Support: Cluster Working Group
	Share data and determine the needs for temporary learning spaces at hazard-safe location to meet educational needs	Identify areas in safe locations for temporary learning spaces in collaboration with DDRC, DDCs, municipalities and VDCs (in coordination with SHELTER CLUSTER)	Need to identify safe locations in the surroundings	Lead: RED and DEOs Support: DLSAs and cluster members
	Identify resources of each cluster member that are ready at its disposal	Prepare and update annually cluster members' capacity mapping/assessment and contingency plan in a participatory way	It is in plan for 2012	Lead: DOE/ RED Support: DLSAs and cluster members

Test the safety of locations of temporary learning spaces identified for educational support program in coordination with protection cluster	Train education workers of the cluster members in safe learning space (SLS) training/workshop; prepare updated roster with contact details of the trained human resources on SLS	Prepare district wise SLS oriented education personnel, head/teachers and NGO in ER	Lead: DoE/RED/DEOs Support: WEL (Biratnagar), UNICEF/SC and DLSAs
Share educational needs and gaps with other cluster members	Participate in DDRC meetings; maintain good coordination and communication with other clusters	On-going	Lead: DEOs and DLSAs
Train and mobilise human resources (teachers/facilitators including female teachers and other support staff) from the affected community as far as possible	Prepare and update roster of the local level EiE human resources; ensure the participation of the local level education workers (male and female) in EiE training/workshop of the vulnerable area as well as nearby area; organize refresher training for the trained human resources to update their learning	On-going	Lead: DoE/REDS/DEOs Support: DLSAs, TUN
Determine and mobilize local communities and other government and non-governmental agencies for material support (textbooks, students' kits, ECD kits, tents, etc.) for educational support and child developmental activities	Set standards for educational kits; ensure the prepositioned of the textbooks, students' kits, ECD kits in strategic locations and circulate information to the concerned district level education clusters	Planned in national level	Lead: UNICEF Support: Save the Children, DoE and cluster members
Mobilize funds and other material support for emergency educational program	Lobby and advocate for the allocation of EiE fund in each emergency prone districts from government organizations, I/NGOs, VDCs, municipalities, DDCs and communities and Cluster Members in coordination with the	On-going; Should be continued at different levels through Education Cluster	Lead: DoE, UNICEF, Save the Children, Educational Pages, EJG Support: REDs, DEO, Resource Centres, TUN, and I/NGOs

		media		
	Identify needs for non-formal educational support programmes and develop a plan for it.	Update secondary data collection form/tool and preposition in strategic locations	On-going	Lead: DoE Support: Cluster Working Group
<b>2nd week -8 weeks</b>	Provide emergency educational supports: ECD, formal and non-formal education programs	Coordinate/support to CDC/NFEC for developing and implementing EiE curricula; support to NCED/NFEC for developing training materials and train teachers/facilitators in EiE, ECD in Emergencies; train and develop rosters of the EiE, ECD in Emergencies trainers/facilitators at district, regional and national levels	Started to incorporate emergency/ disaster contents in formal curricula of grade 6,7 and 8 by CDC; should be continued	Lead: MoE/CDC/ NFEC/ NCED Support: UNICEF, Save the Children and cluster members
	Hire educational personnel (teachers, facilitators, supervisors, etc.)	Preposition updated roster of the local level teachers/facilitators and supervisors to be used in the emergency; prepare and update templates for the ToR and contractual agreement of the education personnel; develop sample code of conducts to be followed by education workers in EiE	Need to review the existing ToR, contractual agreement, sample code of conduct of EiE workers	Lead: DoE Support: Cluster Working Group
	Identify the cases of psychosocial supports and classify children as per their degree of trauma	Organize psychosocial counselling training/refresher training to teachers/facilitators on psychosocial support and counselling; develop roster of the trainers, counsellors and psychosocial experts	Explore possibility of organizing psychosocial counselling orientation/ training for the cluster members	Lead: Save the Children Support: IFCD, UNICEF and DoE in coordination with Protection Cluster.

		with their detail contact numbers		
	Provide psychosocial supports to children as per the needs through trained psychosocial counsellor; coordinate with health cluster and refer serious cases of trauma to psychosocial experts	Develop monitoring indicators and tools on EiE and preposition in strategic locations; train EiE responders in EiE monitoring	To be reviewed monitoring tools and preparing indicators	Lead: Save the Children Support: DoE and Education Cluster members
	Monitor safe learning spaces to ensure: child- friendly/-gender/inclusive and disable-friendly environment	Organize training in safe learning space and prepare roster of trainers to be used in emergencies; prepare roster of the local level technicians on water and sanitation	Need to prepare rosters of trainers	Lead: Save the Children Support: DoE, WEL and UNICEF
	Install safe water supply system and separate toilets for boys and girls in safe learning space in coordination with WASH cluster	Coordinate with GOs, I/NGOs which are working with health, water and sanitation program for the implementation of their programs in schools; train local people in management of safe drinking water system installation and toilet construction in coordination with other clusters	Coordinate with WASH cluster and explore the training opportunities for the education cluster members	Lead: UNICEF Support: DoE, Save the Children
	Coordinate with Nutrition Cluster and conduct school/ECD lunch feeding programs to children	Train EIE workers in nutrition and school feeding program; prepare roster of trainers to be used in the emergencies	Coordinate with Nutrition cluster and explore training opportunities for the education cluster members	Lead: UNICEF Support: SCA and DoE
	Identify core issues for advocacy and advocate for EiE at different levels	Identify gaps on EiE and use different means like the media, forums, meetings, etc. for advocacy at different levels (national, regional and district levels)	Planned for publication of bi monthly E-bulletin from education cluster	Lead: Educational Pages Support: DoE, UNICEF, Save the Children, and cluster members

Review educational support programs and share lessons learned with all relevant stakeholders	Plan and implement periodic review/planning meetings with stakeholders; use communication tree to flow the regular communication in vertically and horizontally	Planned in Education Cluster's AWP 2012	Lead: DoE Support: UNICEF, Save the Children and Cluster members
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## 7. Standard Operating Procedures (SOP)

- 7.1 If national capacities are overwhelmed by disasters to cope with their effects, the GoN will appeal for international assistance.
- 7.2 In response to national appeal, HC will activate the cluster system to respond to the needs of affected population.
- 7.3 The Inter Agency Standing Committee (IASC) will coordinate the response activities in close coordination with GoN.
- 7.4 The Nepal Red Cross will conduct the Initial Rapid Assessment to survey the general situation of the emergency within the first 24 hours.
- 7.5 Within the first 72 hours, the Multi-sectorial Initial Rapid Assessment (MIRA) team will be mobilized to conduct a technical rapid assessment. Education is a key component of this assessment form.
- 7.6 If a more detailed education assessment is required, a team of Education Specialists will conduct it.
- 7.7 Restoration of schooling to the affected children will be immediately carried out through (1) the rehabilitation of usable classrooms in affected areas, (2) the establishment of child-friendly spaces or safe spaces in affected or IDP areas for ECD and other activities for younger children, and 3) Temporary Learning Spaces (TLCs) for school-going children as well as out of school children's non-formal education program. The education cluster will coordinate with other clusters including WASH for the provision of girl-friendly water and sanitation facilities and ensuring water points are nearby.
- 7.8 Child-centred/-friendly teaching-learning materials and school supplies, including pre-positioned Child Kits, will be provided to the affected school-aged children and teachers. Teachers will be mobilized and trained as needed to provide education.
- 7.9 Psychosocial support and increased protection from various impacts of the disaster will be carried out among a large proportion of affected children in collaboration with the child protection cluster in the child-friendly spaces. Teachers will be trained to deliver classroom

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and recreational activities to address psychosocial impacts of emergency. Teachers will also be provided with information on gender-based violence and care for survivors.

- 7.10 Priority will be given to the most vulnerable and affected areas and schools in terms of distribution of educational resources. Children from host communities will also be supported to ensure there is no tension between host and displaced populations. Schools in host communities will also be supported so they can support additional displaced children. This support will include teaching and learning materials, additional teachers, and school furniture.
- 7.11 Support of local government authorities will be received for identification and allotment of temporary safe location, identification of affected population and IDP and share the resources.
- 7.12 NGOs, community members and organizations of the affected population will be mobilized as implementing partners in the field based on the following criteria:
  - (1) Operational in affected area;
  - (2) Experience of working in emergency and education response; and
  - (2) Demonstration of good track record.

## **8. Long-term Response Activities:**

When conditions permit, long-term response activities will be undertaken by DoE with support from UN agencies, INGOs and NGOs.

### **8.1. Additional Personnel Requirements:**

- 8.1.1. In the event of a large scale emergency affecting over 100,000 people, one or more international education emergency professionals may be mobilized either through secondment or recruiting. National staff may need to be recruited to work in field or hub locations. UNICEF and Save the Children will coordinate human resource needs and recruitment with the DoE.
- 8.1.2. Volunteer teachers may have to be recruited to compensate for the loss or displacement of affected teachers. The DoE will take responsibility to lead in the recruitment process.

### **8.2. Additional Material and Financial Requirement:**

- 8.2.1. Electronic copies of all textbooks and learning materials of NFE need to be made and stored in safe places based on the types of disasters in order to reproduce textbooks as needed in the event of a large scale disaster. DoE will ensure that electronic and camera-ready textbooks and accelerated learning textbooks are ready and safeguarded in the event of an emergency. As part of the preparation, these materials should be sent to the DEO. UNICEF/SC will support the DoE and DEO.
- 8.2.2 Long-term agreements with suppliers for tents, tarpaulins, and school supplies will be negotiated by the cluster members, and suppliers identified based on different contingencies.

For a major earthquake in the Kathmandu Valley, suppliers from outside the Valley will be contacted.

- 8.2.3. In the event that textbooks are not available, emergency education materials in literacy, numeracy and life skills need to be translated into Nepali and electronic and hard copies safeguarded for printing and distribution. The DoE will lead this effort while UNICEF/SC will support this effort.
- 8.2.4. Psychosocial classroom teaching and learning materials will be available on CDs and safeguarded, and printing arrangements made to make these materials available. UNICEF/SC will provide and safeguard materials for printing and distribution.
- 8.2.5. Classroom materials in disaster risk reduction for earthquakes and floods will be incorporated into the national curriculum and introduced to schools in emergency-prone districts. The Curriculum Development Centre has taken the responsibility for this. The Education Cluster will also coordinate with the Ministry of Home and its departments (i. e. The National Disaster Relief Committee and District Disaster Relief Committee).
- 8.2.6. UNICEF and Save the Children in cooperation with DoE will coordinate all cluster members and conduct emergency appeals to raise funds to finance a portion of the emergency education response through their fundraising channels.

## Annex: 1

### Education Cluster Leads:

Name of the Cluster Leads	Focal Persons/Coordinators	Contact
Department of Education (DoE)	Mr. Laxman Bashyal	9841400221; 6638705: lbashyal@hotmail.com
Save the Children (SC)	Mr. Pashupati Sapkota	9841306406; 4222289 pashupati.sapkota@savethechildren.org
UNICEF	Ms. Sabina Joshi	9851064207; 5523200 Ext-1116 sajoshi@unicef.org

## Annex 2: Education in Emergencies Focal Persons:

### 2.1: Government Offices

Department of Education and other Central Level Educational Organizations						
SN	Name	Sex	Organization	Location	Contact	Email
1	Laxman Bashyal	M	DoE	Sanothimi	9841400221	lbashyal@hotmail.com
2	Dr.Ananda Poudel	M	CDC	Sanothimi	9841358931	paudel.ananda@gmail.com
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Regional Level Government Organizations						
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5	Khagendra Prashad Joshi	M	RED, FWR	Dipayal		reddipayal@gmail.com
District Level Education Clusters (Eastern Region)						
1	BirBahadur Khadka	M	DEO	Jhapa	9842623802	deojhapa@gmail.com
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2	Rudra Prashad Dulal	M	DEO	Morang	021-522275	deomorang@gmail.com
3	Homanath Bhandari	M	DEO	Panchthar	9742607086	deopanchthar@gmail.com
	Shanta Gautam	F	DEO	Panchthar		
4	Chhatra Narayan Das	M	DEO	Saptari	031-521342	deosaptari@gmail.com
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5	Tularam Bhandari	M	DEO	Udayapur	035-420107	deoudayapur@gmail.com
6	Om Prashad Koirala	M	DEO	Sunsari	025-560152	deosunsari@gmail.com
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	Shyam Kumar Yadav	M	DEO	Siraha	9842850332	deosiraha@gmail.com
District Level Education Clusters (Central Region)						
1	Yougeshor Raut	M	DEO	Parsa	9845133646	deoparsa@gmail.com
2	Ashok Kumar Rouniyar	M	DEO	Bara	9845035455	deobara@gmail.com
3	Lalbabu Prasad Shah	M	DEO	Rauthat	9804274568	deorauthat@gmail.com
4	Thulobabu Dhahal	M	DEO	Sarlahai	9844034177	deosarlahai@gmail.com
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6	GyanendraYadav	M	DEO	Mahattori	9844030185	deomahattori@gmail.com
7	Dhundi Aryal	M	DEO	Kathmandu	9849203165	dhundiaryal@yahoo.com
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9	Ranodeep Basnet	M	DEO	Bhaktapur	9841536855	deobhaktapur@gmail.com
District Level Education Clusters (Western Region)						
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## 2.2: NGOs, INGOs and UN Agencies' Focal Persons:

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4.3	Zonal Office, CR/WR	Bharatpur	Ms.Bimala Manandhar	056-522712, 522837; 9851098955	bmanandhar@unicef.org
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<b>7. Teachers' Union of Nepal, Kathmandu</b>					

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Education	UNICEF Save the Children	<b>Eva Ahlen</b> <b>Sabina Joshi</b> <b>Pashupati Sapkota</b>	9851011678 9851064207 9841306406	<a href="mailto:eahlen@unicef.org">eahlen@unicef.org</a> <a href="mailto:sajoshi@unicef.org">sajoshi@unicef.org</a> <a href="mailto:pashupati.sapkota@savethechildren.org">pashupati.sapkota@savethechildren.org</a>
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## Nepal Government's Contact List

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## Annex 4: IASC Heads and Deputies:

24<sup>th</sup> January  
2011

### IASC Heads and Deputies

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NRCS	Mr.PitambarAryal	4272761	9851105681	pitambar.aryal@nrccs.org

**Annex 5:**

**List of EiE Supplies with Cluster Members**

Member Organization	Location	Name and Quantity of Supplies				
		ECD Kits	Children Kits	School in a Box	Tents	Others
<b>SAVE THE CHILDREN</b>						
ER Office	Biratnagar	2	190	8	-	
CR Office	Kathmandu					
WR Office	Butwal	-	-	5	27	
MR Office	Nepalgunj					
FWR Office	Dhangadi					
<b>Sub total</b>		<b>2</b>	<b>190</b>	<b>13</b>	<b>27</b>	
<b>UNICEF</b>						
Country Office	Pulchok	65	3150		12	
ER Field Office	Biratnagar	149	3465	203	5	
CR/WR Zonal Field Office	Bharatpur	25	2853			
MR/FWR Field Office	Nepalgunj	3	2299	219		
<b>Sub total</b>		<b>242</b>	<b>11767</b>	<b>422</b>	<b>17</b>	
<b>GRAND TOTAL</b>						

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## Annex 6: Education Protection Checklist

<b>IASC</b>	<b>Inter-Agency Standing Committee</b>
<p><b>Education protection checklist</b></p> <p><i>Vulnerable groups are people who frequently have been shown to be at increased risk of various problems in diverse emergencies, including women, children, elderly people, persons experiencing severe social stigma (e.g. Dalit), detainees, young men at risk of detention, abduction or being targets of violence, extremely poor people, refugees, internally displaced persons (IDPs) and migrants in irregular situations, people with preexisting severe physical, neurological or mental disabilities or disorders, as well as persons suffering from chronic illness<sup>1</sup>.</i></p>	

- Do displaced and affected communities have easy access to appropriate education/training in their own language and which respects their cultural identity?
- Are safe spaces/Temporary Learning Centers/classrooms located in safe locations near or within camps?
- Do girls, children with disabilities or HIV/AIDS, and others belonging to disadvantaged or marginalized groups have equal access to education and training opportunities without any kind of discrimination?
- Are there child protection checks when recruiting new or temporary staff?
- Is there training for staff on child protection?
- Is there a reporting and referral mechanism for cases of child abuse in safe spaces/TLCs/classrooms?
- Are there separate toilets in safe locations for boys and girls in safe spaces/TLCs/classrooms?
- Are playgrounds situated in clearly visible and safe locations?
- Are children supervised during breaks?
- Are safe spaces/TLCs/classrooms in good condition, and pose no safety risks to children and teachers?

<sup>1</sup> IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings

## Annex 7: DRR in Education Roadmap 2012

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### The Road Map for DRR in Education in Nepal

*The following 10 key actions have been agreed by the Ministry of Education (MoE), INGOs and UN agencies in Nepal's education sector at a National Workshop on DRR in Education, 30-31 January 2012:*

#### **Mainstreaming of DRR into Education Policy and planning**

1. Integrate DRR as an objective in SSRP (Sector Plan).

Analyze DRR in the School Sector Reform Plan and make recommendations for integration of DRR into the plan, for the Mid-Term Review in March 2012

2. National Planning Commission and Ministry of Finance to approve DRR related budget mechanisms and activities in the Annual Sector Implementation Plan.

MoE and Education Cluster will advocate DRR priorities to National Planning Commission and Ministry of Finance

#### **DRR in teaching and learning**

3. Incorporate DRR-related specific objectives, learning outcomes and weighting in formal education, from early childhood education ranging to higher education.

4. Ensure training on DRR to all teachers and early childhood education facilitators to ensure delivery of DRR skills in every classroom.

#### **Safe Schools**

5. Enhance technical and managerial capacity for safe schools for District Education Offices and School Management Committees.

13 engineers and 80 junior engineers are responsible for construction of 8000 classrooms, maintenance of 20000 classrooms, 10000 toilet units!

6. Make safer schools an integral part of Child-Centered DRR.

7. Conduct mass awareness campaign on school safety together with Child Centered organizations.

In collaboration with Flagship 1, conduct risk assessment of school buildings, prioritize and implement risk reduction measures

#### **Promote School Safety and Disaster Risk Management**

8. Develop DRR capacity of district level education officials.

9. Update Terms of Reference of School Management Committees and Parent-Teacher Associations to integrate DRR activities at school and community level.

10. Train head teachers, teachers, School Management Committees, Parent-Teacher Associations and students in developing and implementing school-based disaster preparedness plans.

*Clear policy guidelines, adequate financial and human resources, and political commitment is needed for effective implementation of all the above mentioned activities.*





**Annex 8:**

**WHO, WHAT and WHERE Matrix**

**1) Name of the Organization: World Vision International**

Postal Address: 21969 Kathmandu

Phone: 5548877

Fax: 5013570 Email: Rohit\_pradhan@wvi.org EiE Focal Person: RohitPradhan, Cell phone/Email: 9851039939, Rohit\_pradhan@wvi.org

Region	District	Specific location (VDCs, Municipality, Ward, Total, school, etc)	Educational Activities with Description	Number of Beneficiaries (With age, sex, grade disaggregation if possible)	Where you present in this location or with this activity before the emergency?	Are there any other partners implementing this activity with you? If so, who?	Other Comments or Notes
Eastern	Udayapur Sunsari Morang	7 VDC 8 VDC and 1 Municipality 7 VDC	OSP, ECD, CFS, TLC, Educational Materials	More than 15000	Haripur, Shreepur	Yes, Partner organization	Could not understand what exactly the implementing partner means
Central	Kathmandu Lalitpur Bhaktapur	3 VDC and 1 Metropolitan 8 VDC 4 VDC and 1 Municipality	OSP, ECD, CFS, TLC, Educational Materials	More than 15000		Yes, Partner organization	Could not understand what exactly the implementing partner means
Western	Lamjung Kaski Rupendehi	9 VDC 5 VDC and 1 Municipality 8 VDC	OSP, ECD, CFS, TLC, Educational Materials	More than 15000		Yes, Partner organization	Could not understand what exactly the implementing partner means
Mid Western	Jumla	9 VDC	OSP, ECD, CFS, TLC, Educational Materials	More than 15000		Yes, Partner organization	Could not understand what exactly the implementing partner means
Far-western	Kailali Doti	6 VDC 11 VDC	OSP, ECD, CFS, TLC, Educational Materials	More than 15000		Yes, Partner organization	Could not understand what exactly the implementing partner means

2) **Name of the Organization: Save the children – Dhangadi**

**Postal Address:**

**Phone: 091-527327**

**Fax:**

**Email: [Ishwor.khatry@savethechildren.org](mailto:Ishwor.khatry@savethechildren.org)**

**EiE Focal Person: IshworKhatry**

Region	District	Specific location (VDCs, Municipality, Ward, Total, school, etc)	Educational Activities with Description	Number of Beneficiaries (With age, sex, grade disaggregation if possible)	Where you present in this location or with this activity before the emergency?	Are there any other partners implementing this activity with you? If so, who?	Other Comments or Notes
Far-western	Kailali,	Thapapur,Joshipur,Bauniya,Kotat ulshipur,Sandepani,Darakh,Pahal manpur,Masuriya,Chaumala,Beladevipur,Malakheta,Shreepur,Geta and one municipality (Dhangadhi) of selected ward	Access and quality in primary education, SHN and Child club activities.	55796	Non of emergency program	BASE	FWRO have not regular activities under the education emergency although SC will have do in these VDCs as per the based on requirement during the emergency
	Kanchanpur,	Dodhara,Chandani,Suda,Daijee,Krishnapur,Jhalari,Pipaladi,Dekhatbhuli,Raikawarbichuwa and 7 wards of Municipality.	Access and quality in primary education, SHN and Child club activities.	373519	Non of emergency program	NNSWA	FWRO have not regular activities under the education emergency although SC will have do in these VDCs as per the based on requirement during the emergency
	Doti	Jijadamandau,Mudbhara,Sanagaun,Kapalleki,Baglek,Mannakapadi,Barchhain,Kalena,Khatiwada,Bhumirajmandau ,Tijali and Ranagaun	Access and quality in primary education, SHN, Child club and youth activities.	46744	Non of emergency program	CDC	FWRO have not regular activities under the education emergency although SC will have do in these VDCs as per the based on requirement during

							the emergency
	Achham	Kalika,Oligaun,Jupu,Bardadevi,Ti milshain,Mangalshain,Birpath,Ban natoli and Darna	Access and quality in primary education, SHN, Child club and youth activities.	35540	Non of emergency program	PEACEWIN	FWRO have not regular activities under the education emergency although SC will have do in these VDCs as per the based on requirement during the emergency
	Bajura	Atichaur,Gudukhati,Dogadi,Kaila shmandau,Kuldevemandu,Brahma totla,Jugada,Buhdhiganga,Martadi, Padusen,Kolti,Kotila,Bandhu,Jaganath and Gotri- 138 schools and 101 ECD centres	Access and quality in primary education, SHN, Child club and youth activities.	79139	Non of emergency program	PEACEWIN	FWRO have not regular activities under the education emergency although SC will have do in these VDCs as per the based on requirement during the emergency

3) **Name of the Organization: UNICEF** Postal Address: United Nations Children's Fund, UN House, Pulchowk,

PO Box 1187, Kathmandu Nepal

Phone: 977-1-5523200

Fax : 977-1-552728 Web: [www.unicef.org/nepal](http://www.unicef.org/nepal)

EiE Focal Person: Sabina Joshi (EiE Specialist)

Cell phone: 9851064207

Email: [sajoshi@unicef.org](mailto:sajoshi@unicef.org)

Region	District	Specific location (VDCs, Municipality, Ward, Total, school, etc)	Educational Activities with Description	Number of Beneficiaries (With age, sex, grade disaggregation if possible)	Where you present in this location or with this activity before the emergency?	Are there any other partners implementing this activity with you? If so, who?	Other Comments or Notes
ER	Panchthar, Sunsari, Saptari, Udayapur		DACAW program; SZOP program		UNICEF Regional Field Office, Biratnagar	DoE/ RED/DEOs, DDCs, World Education and NGOCCs	EiE Focal Person: Uma Rai(9841307875)
	Siraha		Girls Education Program; SZOP program		UNICEF Regional Field Office, Biratnagar	DoE/ RED/DEOs, DDCs, World Education and NGOCCs	
CR	Dhanusha, Mahottari, Sarlahi, Rauthat, Bara,		Girls Education Program; SZOP program		UNICEF Regional Field Office, Bharatpur	DoE/ RED/DEOs, DDCs, World Education and NGOCCs	EiE Focal Person: BimalaManandhar (9851098955)
	Parsa, Chitwan, Kavre		DACAW program; SZOP program		UNICEF Regional Field Office, Bharatpur	DoE/ RED/DEOs, DDCs, World Education and NGOCCs	
WR	Nawalparasi, Kapilvastu, Kaski, Tanahu		DACAW program		UNICEF Regional Field Office, Bharatpur	DoE/ RED/DEOs, DDCs, and NGOCCs	EiE Focal Person: BimalaManandhar (9851098955)
	Rupandehi		Girls		UNICEF	DoE/	

			Education program		Regional Field Office, Bharatpur	RED/DEOs, DDCs, and NGOCCs	
MWR	Dang		DACAW program		UNICEF Regional Field Office, Nepalganj	DoE/ RED/DEOs, DDCs, and NGOCCs	EiE Focal Person: Radhika Tumbahamphe (9842050050)
	Rolpa		Girls Education program		UNICEF Regional Field Office, Nepalganj	DoE/ RED/DEOs, DDCs, and NGOCCs	
	Rukum, Jajarkot, Dolpa, Kalikot, Jumla, Mugu, Humla,		DACAW (Quick impact project)		UNICEF Regional Field Office, Nepalganj	DoE/ RED/DEOs, DDCs, and NGOCCs	
FWR	Dadeldhura, Achham, Bajura, Bajhang		DACAW (Quick impact project)		UNICEF Regional Field Office, Nepalganj	DoE/ RED/DEOs, DDCs, and NGOCCs	EiE Focal Person: Radhika Tumbahamphe (9842050050)

4) **Name of the Organization:** National Society for Earthquake Technology- Nepal (NSET)

Postal Address: G.Pox- 13775, Kathmandu (Location address- Sainbu VDC-4, Bhainsepati Residential Area, Lalitpur Nepal)

Phone: 015591000

Fax: 015592692 EiE Focal Person: Surya Prasad Acharya, Cell phone/Email: 9851038804 Email: [sacharya@nset.org.np](mailto:sacharya@nset.org.np)/[acharya.surya@gmail.com](mailto:acharya.surya@gmail.com)

Region	District	Specific location (VDCs, Municipality, Ward, Total, school, etc)	Educational Activities with Description	Number of Beneficiaries (With age, sex, grade disaggregation if possible)	Where you present in this location or with this activity before the emergency?	Are there any other partners implementing this activity with you? If so, who?	Other Comments or Notes
Central	Kathmandu, Lalitpur, Bhaktapur, Nuwakot,	No any specific location	Awareness, Capacity building of students, teachers and community on earthquake preparedness and response, prepare emergency response plan of schools, school building retrofitting, non-structural mitigation	More than 25000		District Education Office, Nepal Red Cross Society	NSET has been implementing School Earthquake Safety Program and currently there are 4 projects running under SESP- 1. SESP/NERMP, DPSS-2, Under SESP-CBDMP/LWR, EPS- UNICEF
Western	Lamjung Nawalparasi	6 VDCs	Awareness, Capacity building of students, teachers and community on earthquake preparedness and response, prepare emergency	More than 9000		District Education Office	

			response plan of schools, school building retrofitting, non-structural mitigation				
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5) **Name of the Organization: Mercy Corps Nepal**

Postal Address: P O Box: 24374, SanepaChowk, Lalitpur, Nepal

Phone: 977-1-555532

Fax: 977-1-5554370 Email: [spokharel@np.mercycorps.org](mailto:spokharel@np.mercycorps.org) EIE Focal Person: Sagar Pokharel; 9741174127

Region	District	Specific location (VDCs, Municipality, Ward, Total, school, etc)	Educational Activities with Description	Number of Beneficiaries (With age, sex, grade disaggregation if possible)	Where you present in this location or with this activity before the emergency?	Are there any other partners implementing this activity with you? If so, who?	Other Comments or Notes
Far-western	Kailali	75 schools of 12 VDC and 1 Municipality	Activities focusing on the following 3 objectives: 1) Enhance knowledge, capacity and awareness of Disaster Risk Reduction (DRR) education for children, parents and teachers 2) Design and promote "safe school standards" by training and mobilizing parents, students, and	Primary beneficiaries: students: 34000; teachers: 750;  Secondary beneficiaries: Community members: 129,000	Field Office in Hasanpur, Dhangadhi, Kailali	Nepal Red Cross Society, Kailali District Chapter	



			<p>teachers to champion school-based DRR.</p> <p>3) Advocate for enabling education policy, while incorporating DRR and “Safe School” standards in curriculum at district and national level</p>				
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**6) Name of the Organization:**

**Nepal Red Cross Society, (NRCS)**

Postal Address: P.O. Box No. -217, Red Cross Marga, Kalimati, Kathmandu,  
 Fax: +977-1-4271915

Phone: +977-1-4270650, 4270761

EiE Focal Person: Pitambar Aryal, Director, DM Department

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Cell phone/Email: 9851105681 Email: [pitambar.aryal@nrcs.org](mailto:pitambar.aryal@nrcs.org)

Region	District	Specific location (VDCs, Municipality, Ward, Total, school, etc)	Educational Activities with Description	Number of Beneficiaries (With age, sex, grade disaggregation if possible)	Where you present in this location or with this activity before the emergency?	Are there any other partners implementing this activity with you? If so, who?	Other Comments or Notes
Eastern, Central, Far Western	8 district: Bhaktapur, Nuwakot, Rasuwa, Palpa, Udaypur, Terhthum, Dhankuta and Kailali.	Nepal Red Cross Society (NRCS) has been implementing the DRR initiatives in 150 schools of Bhaktapur (19), Nuwakot (19), Rasuwa(17),	NRCS major activities/interventions under the school DRR are as follows: <ul style="list-style-type: none"> <li>- Awareness raising activities like awareness session both in schools and community on disaster risk, method of prevention/preparedness, risk reduction and response</li> </ul>	More than 36000		NRCS has been implementing School based DRR program with the support of following agencies:  Finnish Red Cross, American	NRCS has also been involved in strengthening response capacity to make response effective and efficient, for this NRCS has developed its Kathmandu Valley Earthquake Contingency plan. The CP also serves as a guiding document to carry out

		<p>Palpa -5, Udaypur-5, Terhthum-5, Dhankuta-5 and Kailali-75 (with Mercy Corps)</p>	<ul style="list-style-type: none"> <li>- School based disaster preparedness ToT for School Teachers</li> <li>- Basic Disaster Management Training to Students</li> <li>- Skill Based Trainings like First Aid, Light Search and Rescue Training for both Teacher and Students</li> <li>- Vulnerability Capacity Assessment and Disaster Preparedness Plan Training to Teachers and Students</li> <li>- Support to implement the School Level DP plan and household level plan</li> <li>- Organize periodic simulation and drills in schools</li> </ul> <p>NRCS has developed following training packages:</p> <ul style="list-style-type: none"> <li>- School based Disaster Preparedness ToT</li> <li>- Basic Disaster Management Training</li> <li>- Photo Album, Posters and Pamphlets on various hazards</li> </ul>			<p>Red Cross, Mercy Corps and NSET</p>	<p>emergency response in other parts of the country. The NRS has its EOC (Emergency Operation Centre establish at headquarters level) linked with NEOC with VHF communication, satellite phones, GIS and GPS facilities. Similarly, it has 12 warehouses established in strategic locations of country having prepositioning capacity of 36000 NFRIs. Emergency Relief Fund has been established with worth of 22 million at hqs level and 25 district chapters have also established the emergency relief fund though amount varies from district to district. NRCS has 16000 trained human resources in DM and 150000 volunteers working in various disciplines.</p>
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