
TOOL 0.2

ACTION PLANNING FOR RESILIENCE



USERS

National education officials; Local education officials; Educators and administrators; Implementers



PURPOSE

To create an action plan by prioritizing next steps, considering how actions contribute to building resilience capacities, and establishing what resources/preconditions are needed, who is responsible to carry them out, and by when



ENGAGE

Learners (children and youth); Families and communities

INSTRUCTIONS

1. **As you move through the toolkit, list strategies you will take to support the education system's ability to adapt, absorb, and transform** in emergency response and recovery in the Building Resilience Organizer. Review a suggestive [list of adaptive, absorptive, and transformative capacities](#) and the [framework for resilience in the education sector](#). Some capacities may span across multiple columns, but note where it fits best.
2. **Once the Building Resilience Organizer is complete, review it and identify key actions under each priority area.** List key actions in the Action Planning Matrix by timeline: short-term, medium-term, and long-term.
3. When you complete the toolkit, return to this action plan. **Update any key actions required. Then, add in the steps required to achieve those actions and the resources or preconditions needed. Finally, assign a person for carrying out the action and a due date.** Be sure to plan for following up to ensure actions were completed and for changing course if needed.

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Locality: _____
 Grade/Level: _____

Today's date: _____
 Developed by: _____

BUILDING RESILIENCE ORGANIZER			
ACTIONS FOR MOEs, MOHEs, AND EDUCATION PLANNERS	STRATEGIES TO ABSORB	STRATEGIES TO ADAPT	STRATEGIES TO TRANSFORM
<p>PRIORITY 1: (RE)ENGAGE ALL LEARNERS, ESPECIALLY THE MOST MARGINALIZED</p> <ul style="list-style-type: none"> ✓ Conduct rapid assessments (either through existing data or primary data collection) to identify marginalized groups. ✓ Collaborate with communities to (re)engage all learners. ✓ Ensure education information and monitoring systems are functioning and capable of tracking (re)enrollment of all learners, especially marginalized populations, in real time. ✓ Promote alternative pathways back to education. ✓ Address policy barriers that exclude some learners from returning to education. 			
<p>PRIORITY 2: DEVELOP EDUCATION REOPENING PLANS</p> <ul style="list-style-type: none"> ✓ Involve learners, educators, parents, and communities in decision-making. ✓ Develop an education reopening plan, including safe operations guidance. ✓ Develop an outbreak response plan at the school level. ✓ Communicate clearly and consistently. ✓ Monitor the situation regularly. 			

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ACTIONS FOR MOEs, MOHEs, AND EDUCATION PLANNERS	STRATEGIES TO ABSORB	STRATEGIES TO ADAPT	STRATEGIES TO TRANSFORM
<p>PRIORITY 3: ADAPT INSTRUCTIONAL TIME, CURRICULA, AND LEARNING SUPPORTS</p> <ul style="list-style-type: none"> ✓ Understand the range of options for helping learners catch up. ✓ Revise the academic calendar and schedule. ✓ Adapt (or condense) the curriculum and teaching and learning materials. ✓ Identify learners' social-emotional, protection, and academic needs. ✓ Consider where distance learning should continue. ✓ Mobilize financial and human resources for planning for catch-up programming. 			
<p>PRIORITY 4: MODIFY EXAMS AND LEARNER PROMOTION PRACTICES</p> <ul style="list-style-type: none"> ✓ Identify how exams have been affected by the crisis. ✓ Identify which exams are a priority. ✓ Develop a learner promotion strategy. ✓ Communicate with learners, families, and educators. ✓ Ensure that monitoring systems to track access to exams and pass rates are in place. ✓ Mobilize resources needed to implement adapted exams. 			

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<p>PRIORITY 5: RE-ENGAGE EDUCATORS AND PREPARE THE LEARNING SPACE</p> <ul style="list-style-type: none"> ✓ Revisit workforce needs. ✓ Address educator capacity development needs. ✓ Develop or revise policy to meet education workforce needs. ✓ Assess the need for repairs and creation of new learning spaces, additional furniture and materials, disinfection of learning spaces, and signage and floor markings. ✓ Mobilize financial resources to fill gaps. 			



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ACTION PLANNING MATRIX

PRIORITY 1: (RE)ENGAGE ALL LEARNERS, ESPECIALLY THE MOST MARGINALIZED				
KEY ACTION	STEPS	RESOURCES	WHO?	WHEN?
SHORT TERM				
MEDIUM TERM				
LONG TERM				



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PRIORITY 2: DEVELOP EDUCATION REOPENING PLANS				
KEY ACTION	STEPS	RESOURCES	WHO?	WHEN?
SHORT TERM				
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PRIORITY 3: ADAPT INSTRUCTIONAL TIME, CURRICULA, AND LEARNING SUPPORTS				
KEY ACTION	STEPS	RESOURCES	WHO?	WHEN?
SHORT TERM				
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PRIORITY 4: MODIFY EXAMS AND LEARNER PROMOTION PRACTICES

KEY ACTION	STEPS	RESOURCES	WHO?	WHEN?
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PRIORITY 5: RE ENGAGE EDUCATORS AND PREPARE THE LEARNING SPACE				
KEY ACTION	STEPS	RESOURCES	WHO?	WHEN?
SHORT TERM				
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