

# DISASTER RISK REDUCTION IN EDUCATION IN EMERGENCIES

A GUIDANCE NOTE FOR EDUCATION CLUSTERS  
AND SECTOR COORDINATION GROUPS

*"Don't just wait  
for disaster"* (Ban Ki Moon)



## FOREWORD

The Disaster Risk Reduction (DRR) Guidance Note is a key component of the Global Education Cluster's response to increasing disaster risk. It details practical measures at a policy and programming level in school safety and DRR education, while recognizing the need for implementation in both formal and non-formal settings.

Education-in-emergency experts have contributed significantly to the Guidance Note. It is, after all, primarily a resource for them. The Guidance can also be used by wider local and national partners working in development and humanitarian action.

DRR measures that can be taken before, during or after an emergency are set out in the Guidance Note. Measures are further broken down to what should happen at national, sub-national and the school and community level.

While the Guidance Note is a stand-alone reference, a companion toolbox providing further examples, tools, initiatives and programmes is available through the INEE website.  
<http://www.ineesite.org/toolkit/Toolkit.php?PostID=1054>

As the Education Cluster and its partners gain experience in DRR, the Guidance Note will need to be updated. The Education Cluster is happy to receive feedback on the guidance and welcomes further examples of successful measures to reduce disaster risk.

### Acknowledgements

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## INTRODUCTION

Disasters, with ever increasing frequency and intensity, are a major humanitarian concern. But disasters can be mitigated and their impact minimised if people take steps to reduce risks. Disaster risk reduction (DRR) measures are far less expensive compared with the cost of loss of life and the cost of managing its consequences<sup>1</sup>. When actions to reduce risk are taken before a disaster strikes, the extent of the loss and damages is diminished and the resumption of education is swift. Disaster risk reduction is significant for education response in emergencies.

A disaster, whether resulting from natural or man-made hazards, can also obliterate hard-won educational achievements and slow the development of an education system. Consequently, DRR can have a make-or-break leverage on the development of the educational sector as a whole. It is in the interest of a nation's education system to integrate measures for DRR and conflict prevention into its sector development planning. Disaster risk reduction helps build long-term resilience of the education system. It is the critical thread connecting humanitarian assistance and development programmes to enable children to realise their right to education.

Strengthening education in disaster risk reduction efforts within a host government's emergency preparedness planning is one of the core objectives of the Education Clusters<sup>2</sup>. Embedding DRR in all other Cluster work before, during and after an emergency will enable cluster coordinators, sector coordination groups<sup>3</sup> and education/technical staff to enhance their role in disaster preparedness and response. At the same time, they will also be in a strategic position to bring DRR into the development agenda, thus contributing to the un-interrupted development of the country's education system.

To this end, the Guidance Note recommends strategies and steps that can be taken. While the Guidance Note is consistent with the INEE Framework for Education in Emergencies, it has been set out in a simplified format for ease of reference. Cluster coordinators and technical staff are encouraged to use relevant ideas from here, based on the context and their priorities. The proactive approach of the Education Cluster and sector coordination groups in promoting DRR in education in emergencies is crucial. However, the ultimate responsibility and ownership of DRR undertakings lie with governments. While this document explicitly addresses reduction of disaster risks originating from natural hazards, many of the principles and approaches are applicable to other categories of risk as well.

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<sup>1</sup> The World Bank and the US Geological Survey estimates that an investment of \$40 billion would have prevented a global loss of \$280 billion in the 1990s (quoted from Back, E. Cameron, C. & Tanner, T. (2009). A Red Cross study in Nepal on DRR shows that DRR initiatives yielded a cost-benefit ratio of 15:1 in averted costs (Krishna Kumar K.C and Daniel Kull (2009)

<sup>2</sup> As laid out in Annex 1 to the Memorandum of Understanding between UNICEF and the International Save the Children Alliance Leadership of the Global Education Cluster

In many countries sector coordination groups act to ensure a coherent education response to emergencies.

## BRIEF OVERVIEW OF CONCEPTS

**Hazard:** A geophysical, atmospheric or hydrological event (e.g. earthquake, landslide, tsunami, windstorm, wave or surge, flood or drought) that has the potential to cause harm or loss.

**Vulnerability:** The potential to suffer harm or loss, related to the capacity to anticipate a hazard, cope with it, resist it and recover from its impact. Both vulnerability and its antithesis, resilience, are determined by physical, environment, social, economic, political, cultural and institutional factors.

**Disaster risk:** A combined function of the characteristics and frequency of hazards, the degree to which communities are exposed, and the degree of their vulnerability or resilience.

Within the education sector, vulnerability is influenced by a number of underlying factors. These factors may include; weak government structure and capacity in disaster management; lack of understanding of the root causes of disasters and DRR's connection to emergency/humanitarian assistance and development; absence of multiple-risks assessment in the planning for education in emergencies and in the overall education sector plan; poor planning and lack of accountability; lack of an early warning mechanism; lack of priority and political will; gender discrimination; exclusion; low capacity of teachers and education administrators in disaster prevention and response; little or no participation of teachers, managers and learners in the design of a school's emergency response plan; poorly built school structures.

The **resilience** of an education system is its ability at different levels to anticipate and minimise disaster risks of natural and man-made hazards, maintain its functions during an emergency, recover from shocks, and provide quality education opportunities to children and youth. At the learner's level, resilience is the ability to apply knowledge and skills to assess and minimise risks, adapt to emergency situations, withstand shocks, and rapidly resume learning and other life-sustaining activities. Resilience can be strengthened when factors underlying vulnerability are addressed.

**Disaster risk reduction in education** is a systematic approach to incorporating the analysis of disaster risks and disaster risk reduction measures in education sector development planning. Disaster risk reduction is a combination of actions, processes and attitudes necessary for minimising underlying factors of vulnerability, improving preparedness and building resilience of the education system. It enables an uninterrupted development trajectory of the education system and continued access of all learners to quality education.

**Disaster risk reduction in education in emergencies** is a systematic attempt to analyse and reduce disaster risk in order to enable the education system to provide, learners to continue, and out-of-school children to access quality education both during and after emergencies. Disaster risk reduction helps to minimise underlying factors of vulnerability, prevent disasters and improve disaster preparedness. DRR is the combination of actions, processes and attitudes taken to achieve resilience.

DRR measures for EiE can be grouped into three areas - prevention of disasters, mitigation of impact of hazards and preparedness for hazard risks.

**Prevention:** Activities undertaken to avert disasters or conflicts. Examples: carefully locate and build hazard-resistant schools; change attitudes and behaviour through raising risk-awareness and conflict resolution; peace education; environmental protection. An inclusive, quality education in itself can reduce risks of conflicts and disasters.

**Mitigation:** Measures undertaken to minimise the adverse impact of potential natural and man-made hazards. Examples: retrofit schools according to multi-hazards resistance standards; educate learners, teachers, education personnel and community members on hazards and risk reduction; promote inclusive education and participation; establish a child protection network ahead of the typhoon/flood season.

**Preparedness:** Activities and measures taken before and between hazard events to warn against them and to ensure an effective response. Examples: a functional early warning communication mechanism; evacuation drills; skills in fire suppression, first aid and light search and rescue; stockpiling of food, water and educational supplies ahead of the drought/ hurricane season or worsening conflict; safe keeping of records, teachers' guides and curriculum materials; a national emergency preparedness and response plan; a provincial contingency plan and a school safety/preparedness plan.

The above examples are given to illustrate the concepts. The practical steps in Section III below will elaborate on actions to be taken. As each country and community is different, national/local ideas, adaptation, ingenuity and learning from other experiences are essential.



## STRATEGY AND PRACTICAL STEPS

The strategies recommended in this Guidance Note aim to boost prevention, mitigation and preparedness. Recommended strategies and practical steps are delineated along three levels - national, sub-national and school / community.

The strategies and steps are then grouped into two categories: 1) before an emergency and 2) during emergency response and recovery. Some steps in one category may also be applicable for the other.

Examples of good practices accompany the Guidance Note at each level and category <sup>4</sup>.

### AT NATIONAL/EDUCATION SECTOR LEVEL

### AT SUB-NATIONAL (e.g. REGIONAL, PROVINCIAL or DISTRICT) LEVEL

### AT SCHOOL AND COMMUNITY LEVEL

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<sup>4</sup> To the extent possible, examples of good practices that are directly relevant to the work of the Education Cluster/ Sector Coordination Groups have been selected for illustration in this Guidance Note. Other good examples of raising awareness about disaster reduction, and safe school construction can be found at: <http://www.preventionweb.net/go/12085>, <http://www.preventionweb.net/go/3920>, and <http://www.adpc.net>

## AT NATIONAL/EDUCATION SECTOR LEVEL

More lives can be saved, more injuries prevented, and damage minimised when DRR measures are taken ahead of a disaster. The education system has a greater chance of functioning and maintaining the education of children and young people during an emergency when disaster/conflict reduction measures are in place before its onset. The integration of DRR in the Education Cluster's work before an emergency is directly linked to the Cluster's overall effectiveness in supporting the Ministry of Education to lead the emergency response and recovery. By embedding disaster risk reduction in their work and focusing on key strategic interventions at the central level, cluster coordinators can better help to prepare the education system to maintain its function during an emergency.

### NATIONAL LEVEL- BEFORE AN EMERGENCY

Strategy	Practical steps
<p>Advocate for DRR inclusion in emergency preparedness and response planning and in education sector development plan</p>	<ul style="list-style-type: none"> <li>• Disseminate to Ministry of Education and other central sub-national level government and civil society partners key DRR-related concepts, e.g. vulnerability, resilience, and key disaster reduction interventions at central, provincial and school levels.</li> <li>• Articulate the crucial linkage between DRR, humanitarian and development planning; advocate for DRR inclusion in education policy process and documents (Sector Wide Approach, Common Country Assessment, UN Development Assistance Framework, education sector plan, national emergency preparedness and response plan).</li> <li>• Advocate for inclusion of vulnerability and capacity assessment, DRR measures (incl. disaster prevention, peace education, conflict management) and corresponding budget in emergency preparedness &amp; response plans and education sector plan.</li> <li>• Advocate for DRR fusion in education strategies and programmes for all age groups (from preschool age upwards).</li> <li>• Promote the inclusion of multi-hazard data and analysis in education information management system (EMIS).</li> </ul>
<p>Protect continued education access</p>	<ul style="list-style-type: none"> <li>• Support the development/adaptation of school construction standards to ensure multi-hazard resistance, to be applied in emergency response as well as in education sector development.</li> <li>• Develop a policy framework for school safety to be integrated into existing education policy and processes, involving experts from other clusters (e.g. Shelter, Protection, WASH and Health).</li> <li>• Promote viable organisational arrangements with clearly defined lines of accountability, within the MoE, sub-national education authorities and with disaster management agencies.</li> <li>• Pre-position educational supplies for disaster-prone areas based on needs analysis.</li> <li>• Support the development and incorporation of DRR-related indicators in the monitoring and evaluation frameworks.</li> </ul>



## AT NATIONAL/EDUCATION SECTOR LEVEL

### NATIONAL LEVEL- BEFORE AN EMERGENCY

Strategy	Practical steps
Promote DRR through systemic adaptation	<ul style="list-style-type: none"> <li>• Advocate for and support the review of curriculum <sup>5</sup> to identify gaps and method to integrate DRR, conflict management and peace education as appropriate.</li> <li>• Support a system of training and equipping first responders ahead of emergencies.</li> <li>• Advocate for integrating disaster risk reduction, peace education and conflict management topics in pre-service and in-service teacher training, making use of good examples from other countries.</li> </ul>
Seek and strengthen networks and partnerships	<ul style="list-style-type: none"> <li>• Identify and mobilise partners and actors (government, donors, civil society organisations, private sector) in risk and vulnerability assessment, gaps analysis and development of the emergency preparedness and response plan. Support capacity development of these actors as needed.</li> <li>• Make disaster risk reduction (prevention, mitigation and preparedness) the primary focus of Education Cluster's work before a disaster, collaborating with disaster management agencies in the process.</li> </ul>
Promote development and implementation of early warning system	<ul style="list-style-type: none"> <li>• Advocate for the establishment and function of a multi-hazard early warning system accessible by sub-national education authorities and schools, with input from disaster management agencies.</li> <li>• Incorporate existing local knowledge and proven effective practices while developing the early warning system.</li> </ul>
Promote inter-cluster coordination	<ul style="list-style-type: none"> <li>• Involve other clusters in multi-risk assessment and development of the education emergency response plan.</li> <li>• Make use of other clusters' knowledge and lessons learned in the development/adaptation of school building codes and school safety policy framework (esp. Shelter Cluster, WASH Cluster, and Protection Cluster).</li> <li>• Collaborate with humanitarian actors and partners to prevent uncoordinated response.</li> </ul>

<sup>5</sup> Countries will consider the different approaches to curriculum adaptation and choose one that most fits their realities.

### NATIONAL LEVEL- BEFORE AN EMERGENCY

#### Good Practice

##### NEPAL

**Advocate for DRR inclusion in emergency preparedness and response planning and in education sector development plan:** The Education Cluster is advocating for the establishment of a budget for emergency education preparedness and response. As Cluster Lead, UNICEF has organised a national level contingency planning workshop that brought together key education stakeholders to develop a national contingency plan taking into account gaps of previous plans, especially with regards to improving preparedness. Subsequently, based on this national contingency plan, district education officers worked with counterparts from other sectors to develop a multi-sectoral contingency plan specific for their district <sup>6</sup>.

**Seek and strengthen networks and partnership:** Nepal has been affected by continuous conflict and an increasing number of natural hazards of high intensity over the last decade. UNICEF and Save the Children, the co-leads of the Education Cluster, have been leading the effort for response and preparedness for education in emergencies (EiE). A key element of their work has been to advocate with and help the Ministry of Education (MOE) and help it to assume the leadership of EiE. The MOE is now an active co-lead with UNICEF and Save the Children in the Education Cluster and has designated focal points at the national and district levels. The MOE has integrated EiE into their Governance and Accountability Action Plan, which is part of their annual education sector plan, ensuring continued access to education for children in during natural disasters and conflict.

##### MOZAMBIQUE

Mozambique is vulnerable to floods and cyclones. It experienced particularly severe cyclones and floods in the 2006/07 and 2007/08 rainy seasons. Fortunately the major part of 2009 was relatively quiet, during which time the Education Cluster made risk reduction, mitigation and disaster preparedness the primary focus of its work. The Cluster worked closely with Government counterparts - Ministry of Education and Culture, Ministry of Women and Social Actions, Ministry of Interior and National Disaster Management Institute to monitor the emergency situation and to promote early warning.

**Promote DRR through systematic adaptation:** Acting on recommendations from a UN/ISDR Africa training workshop, the Mozambique Red Cross Society took the lead in mainstreaming DRR into school curricula. A training session was held for 99 selected teachers from 76 schools, with the objective of creating student awareness of the effects of disasters, enhance safety amongst students, families and their communities, and develop a school handbook on tsunami and other disaster risks. The teachers were able to return to their respective schools and integrate DRR as a topic from primary grades through high school, as well as across almost all subjects.

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<sup>6</sup> Adapted from "Nepal: EiE in Education Sector planning" by Sweta Shah (unpublished document)

### NATIONAL LEVEL- BEFORE AN EMERGENCY

#### Good Practice

##### VANUATU

**Protect continued education access:** Vanuatu is regularly affected by volcanic eruptions, cyclones, earthquakes, droughts, floods and landslides. Realising the importance of disaster risk reduction in the education sector, in 2009 the Ministry of Education- supported by UNICEF regional specialist- developed the Disaster Risk Reduction, Disaster Management & Emergency Preparedness Plan for Education Sector. It provides a time-line and spells out concrete actions, actors, and their responsibilities at national, provincial and local levels. The Plan was developed through a participatory and consultative process involving national and provincial education officers, zone curriculum advisors, secondary school principals from all provinces, UNICEF, Save the Children and JICA. It was developed to fit in within the wider framework of the Vanuatu Disaster Risk Reduction and Disaster Management National Action Plan (2006-2016) and the Vanuatu Education Sector Strategy (2007-2016).

## AT NATIONAL/EDUCATION SECTOR LEVEL

### NATIONAL LEVEL- DURING EMERGENCY RESPONSE AND RECOVERY

Strategy	Practical steps
Embed DRR in emergency needs assessments	<ul style="list-style-type: none"> <li>• Include in both rapid and comprehensive needs assessments an analysis of risks, including the underlying risks to school children and education.</li> <li>• Based on these assessments adjust (or develop) the emergency response (if this has not been developed in the 'before emergency' stage).</li> </ul>
Ensure rapid resumption of education in risk-free environment	<ul style="list-style-type: none"> <li>• Prioritise schools to be retrofitted and use hazard-resistant standards for retrofitting.</li> <li>• Build safe temporary learning spaces and new schools in safe sites, using disaster-resistant designs and standards.</li> <li>• Mobilise additional teaching staff based on needs and train them up on disaster mitigation, prevention and preparedness.</li> <li>• Adopt and publicise multi-hazard resistant design and standards for school construction and retrofitting to prevent future risks.</li> <li>• Mobilise funds and participation of partners, local groups and community members for school retrofitting and reconstruction.</li> </ul>
Ensure emergency response incorporates DRR	<ul style="list-style-type: none"> <li>• Adapt existing and available materials on DRR to make it context-appropriate, making use of proven effective local knowledge and practice, and integrate the materials in both formal and non-formal education programmes.</li> <li>• Integrate disaster risk prevention, mitigation and preparedness in all capacity development undertakings – for Education Cluster partners, humanitarian actors, education administrators and teachers, builders, community-based organisation representatives.</li> <li>• Use feedback from the field about risk mitigation and preparedness to revise response strategy in order to reduce future risks, and for advocacy with donors and government authorities.</li> </ul>
Use DRR as a basis for Education Cluster's activities and inter-cluster coordination	<ul style="list-style-type: none"> <li>• Include risk prevention, mitigation and preparedness aspects in monitoring and evaluating education response to emergencies (e.g. to make sure new schools can withstand hazards, all surviving children return to school, schools conduct regular drills, etc.).</li> <li>• Advocate for disaster mitigation and preparedness measures in the design and implementation of other clusters' response programmes that help children to resume education, especially with Protection, Nutrition, WASH and Shelter Clusters.</li> </ul>

### NATIONAL LEVEL- DURING EMERGENCY RESPONSE AND RECOVERY

#### Good Practice

##### MADAGASCAR

**Embed DRR in emergency needs assessment:** When the 2009 cyclone hit, the Cluster was able to ensure an effective response, enabling students to resume study rapidly thanks to a number of measures. The Education Cluster assigned personnel in the field, preparing them to conduct rapid assessments and coordinate an emergency response. Pre-positioned materials were distributed to serve a minimum of 35,000 students, according to two priority scenarios – cyclones and/or flooding. It designated an IEC focal point in the Education Cluster to ensure effective information management and circulation during emergency.

**Ensure rapid resumption of education in risk-free environment:** In addition to retrofitting schools damaged during the 2008-2009 cyclones, as part of the longer term recovery UNICEF's regular school construction programme ensures that all new school buildings can resist cyclones, and are equipped with latrines and water points in line with Child Friendly School approach. Construction teams assessed disaster risks at construction sites to ensure cyclone-resistance of school buildings, and trained community members in maintenance and repair techniques<sup>7</sup>.

**Use DRR as a basis for Education Cluster's activities and inter-cluster coordination:** The Education Cluster emphasized the need to innovate and promote environmentally friendly solutions, and to raise awareness that disasters are linked to global and local environmental issues. It advocated for the use of pressed bricks instead of the traditional burned bricks, which have a heavy environmental impact. It also encouraged maximising the use of local materials to reduce transportation costs while maintaining quality and sustainability.

The Education Cluster has used advocacy and joint evaluation as important strategies for ensuring effective collaboration with other clusters in organising the emergency response. Education Cluster members participated in a Joint Damage, Loss and Needs Assessment (JDLNA) after the 2008 cyclone, jointly conducted by 12 Ministries and government agencies and several UN agencies. It facilitated the collection and centralization of data, as well as the establishment of the response plan, with due reference to the education contingency plan.

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<sup>7</sup> Material about Madagascar example in this document is based on UNICEF documentation of good practices in DRR (draft, 2009) and information provided by Madagascar Education Cluster and UNICEF office.

### NATIONAL LEVEL- DURING EMERGENCY RESPONSE AND RECOVERY

#### Good Practice

##### MYANMAR

**Embed DRR in emergency needs assessment:** In the immediate aftermath of Cyclone Nargis in 2008, the Education Cluster was able to benefit more than 600,000 students and assist more than 27 affected townships resume their school years by June. In 2009, the Education Cluster was modified into the Education Thematic Working Group (ETWG) in order to discuss education issues nationwide. In response, the Disaster Preparedness and Response Education (DPRE) Working Group<sup>30</sup>, chaired by UNESCO, assessed at-risk communities covering the entire country and developed materials on disaster risk reduction for their schools.

**Ensure rapid resumption of education in risk-free environment:** Since January 2009, UNICEF has incorporated its Child friendly model schools with the 'build back better' approach to construct 50 schools in affected townships. During construction, a maintenance manual for each school was developed and disseminated in order to encourage the school authorities and the township education department to carry out regular inspections. Save the Children also worked in coordination with Development Workshop France (DWF) to create the Safer Schools Project. A one day workshop was held with a number of villages to discuss school construction and provide practical demonstrations. Once materials were delivered, schools were strengthened by local builders while under project supervision.

*(Adapted from Cyclone Nargis 2008: Rehabilitation in Myanmar, 2010)*  
[http://www.preventionweb.net/files/16776\\_cyclonenargis2008.pdf](http://www.preventionweb.net/files/16776_cyclonenargis2008.pdf)



## AT SUB-NATIONAL (e.g. REGIONAL, PROVINCIAL or DISTRICT) LEVEL

The sub-national education cluster, or sector coordination group in some countries, enables a more practicable preparation and donor coordination of the emergency response on the ground. It's key in galvanising support for school-based and community-based DRR initiatives, while at the same time providing timely and useful feedback upwards to the national level coordination mechanism.

### SUB-NATIONAL LEVEL: BEFORE AN EMERGENCY

Strategy	Practical steps
<p>Advocate for inclusion of DRR in sub-national contingency plan &amp; education development plan, and put in place preparedness measures</p>	<ul style="list-style-type: none"> <li>• Support sub-national education authorities to incorporate an analysis of predominant risks, disaster reduction and conflict prevention in their education development plans.</li> <li>• Support sub-national education authorities to conduct hazard-mapping and develop sub-national contingency plan(s) for the most disaster-prone areas to ensure education continuity in the event of disaster/conflict, based on results of multi-risk analysis and vulnerability/capacity assessment. (Refer to the five domains of INEE MS in developing contingency plan).</li> <li>• Develop a plan for pre-positioning of education supplies (e.g. identify suppliers, standby arrangements, storage, distribution, maintaining/updating inventory of stocks, specifying roles and responsibilities of stakeholders) and inform stakeholders accordingly.</li> <li>• In cooperation with local communities, pre-designate safe temporary learning spaces or alternative school locations and communicate them to all schools.</li> <li>• Conduct an inventory of age-appropriate safety measures with regard to different types of risks.</li> </ul>
<p>Support risk-informed capacity development</p>	<ul style="list-style-type: none"> <li>• Preliminary planning for staff/teacher recruitment and training for emergencies.</li> <li>• Support capacity development of education personnel, master-trainers and representatives of civil society organisations in vulnerability and capacity assessment, multi-risk analysis and prevention, preparedness planning, disaster management and response.</li> <li>• Include DRR content in pre-service and in-service training for school administrators, teachers and child caregivers.</li> <li>• Train needs assessors on risk identification and analysis.</li> <li>• Support training of builders in construction techniques that take account of the different risks and apply hazard-resistant standards.</li> </ul>

SUB-NATIONAL LEVEL: BEFORE AN EMERGENCY

Strategy	Practical steps
Enforce policy/ standards and guidelines for school safety	<ul style="list-style-type: none"> <li>• Widely disseminate multi-hazard resistance construction standards and guidelines.</li> <li>• Ensure enforcement of these standards in all construction/ retrofitting projects, including for schools that are part of the long term provincial development plan. Ensure inclusion of these standards in the monitoring and inspection of construction and in school maintenance regulations.</li> <li>• Establish clear lines of accountability in enforcement of building codes.</li> <li>• Mobilise community participation in reconstruction and school building maintenance.</li> </ul>
Promote curriculum revision and adaptation <sup>8</sup>	<ul style="list-style-type: none"> <li>• Review formal and non-formal curriculum to identify gaps with regard to DRR.</li> <li>• Based on the above review, integrate DRR contents in the delivered curriculum including awareness of natural and man-made hazards, risk assessment, risk reduction and prevention, peace education, conflict mitigation and resolution, tolerance, disaster preparedness and response. In cooperation with disaster management authorities and local experts, adapt existing materials as appropriate, taking into account predominant local hazards.</li> <li>• Identify local knowledge and good practices on early warning and disaster management for inclusion in the revised curriculum, engaging local experts whenever possible.</li> <li>• Include DRR aspects in the activities for preschool-age children, in both structured learning programmes for young children and for parents in parental education programmes.</li> </ul>
Mobilise sub-national initiatives and link them with school-based and community-based DRR activities	<ul style="list-style-type: none"> <li>• Encourage and support sub-national initiatives to improve public awareness on multiple risks, risk reduction and disaster/ conflict prevention.</li> <li>• Promote the development of disaster risk reduction education materials that can be used in schools and communities for all age groups, in both formal and non-formal settings, while making use of local knowledge, practices and culture. Provide technical assistance where appropriate.</li> <li>• Promote links between the sub-national contingency plans and school preparedness plans.</li> </ul>
Ensure implementation of early warning system	<ul style="list-style-type: none"> <li>• Support the establishment and functioning of provincial early warning mechanisms.</li> <li>• Ensure functional linkage between provincial early warning mechanisms and the national early warning system.</li> <li>• Ensure functional linkages and communications between sub-national early warning mechanisms and schools/communities.</li> <li>• Develop sub-national procedures and plans for evacuation, including specification of safe assembly areas.</li> </ul>

<sup>8</sup> This is particularly pertinent to countries with a decentralised education sector, where localised curriculum can be a good channel for incorporating local hazards, risk mitigation and reduction methods, and local wisdom and experience in disaster management.

SUB-NATIONAL LEVEL: BEFORE AN EMERGENCY

Good Practice

MADAGASCAR

**Advocate for inclusion of DRR in sub-national contingency plan:** Since 2008, the Education Cluster has played an important role in the conception of a Contingency Plan which includes actions at the sub-national level. The Contingency Plan is updated annually to incorporate lessons learned from the previous cyclone season. The Cluster verifies, updates the contingency plan and shares this with the other clusters. All actions taken are communicated to the National Office for Disaster Risk Management.

**Support risk-informed capacity development:** The Ministry of Education, with the support of the Education Cluster, organised training of trainers on DRR and measures to reduce the impact of cyclones, floods, fires, malnutrition, earthquakes and tsunamis. Climate change themes are also integrated in training modules. These trainers then held training for education officials and teachers in local administrations in 5 high-risk regions. Apart from the DRR concepts and measures, education officials and teachers learned about the early warning system and their role in making sure early warning signals are communicated to communities for evacuation from high risk areas. School directors and teachers are trained to ensure the physical protection of children and inform local education officials on the situation. For local-level capacity building in DRR, students were mobilised as key communicators of messages to adults. Both teachers and students learn and practice the recommended DRR actions at school and at home as prevention measures and appropriate conduct to adopt during emergencies: verification of the systems of closing of doors and windows, reinforcement of the roofing systems, identification of refuge sites, prepositioning of education materials and equipment, precautions for the use of the drinking water that may be contaminated, etc. Posters carrying similar messages have also been produced for social mobilisation

**Promote curriculum revision and adaptation:** DRR materials were developed and taught to students (130,000 Disaster Risk Management Manuals for students and 20,000 guides for primary school teachers have been produced for 9 regions). Disaster Risk Management practice manuals (including also cyclone and flood early warning) have been integrated in school curricula and in teacher training in 4 subjects - life science, Malagasy, French and mathematics.

**Ensure implementation of early warning system:** Education Cluster partners supported the establishment of an early warning system by radio, telephone and e-mail. The system also incorporates popular local tools/methods, e.g. megaphones, church bells, whistles and door to door communication. The regional education authority in high risk zone areas is fully involved and takes decisions in the preparedness and risk reduction measures and keep school districts informed of actions.

SUB-NATIONAL LEVEL: BEFORE AN EMERGENCY

Good Practice

VIETNAM

**Support risk-informed capacity development:** In order to deal with seasonal monsoons, the Vietnamese government had placed their focus on structural measures and disaster response, but until 2000 they had not focused at all on disaster reduction. In 2001, the Vietnam Red Cross Society, in coordination with the IFRC, implemented a 12 month program called “Introducing Disaster Preparedness in Primary Schools”. The program included the application of the following strategies. After developing disaster needs assessment material, personnel of all levels, from national to the commune, were trained in DRR methods. The program and its subsequent replication helped train 15,000 teachers and 500,000 students, and has taken place in in all 21 of the most disaster-prone provinces in Vietnam.

**Promote curriculum revision and adaptation:** The program also helped envision the integration of disaster preparedness education into school curricula throughout Vietnam. Due in part to this program, the Ministry of Education faced a mandate to include disaster preparedness education in school curricula by 2010. As a result, primary school teachers will be able to teach several generations of school students. These children will continue to disseminate messages on what ought to be done or avoided before, during and after a disaster event to their parents, relatives, neighbors and friends

*( Adapted from Towards a Culture of Prevention: Disaster Risk Reduction Begins at School, 2007)  
[http://www.ineesite.org/toolkit/INEEcms/uploads/1121/Towards\\_Culture\\_of\\_Prevention.pdf](http://www.ineesite.org/toolkit/INEEcms/uploads/1121/Towards_Culture_of_Prevention.pdf)*

**SUB-NATIONAL LEVEL: DURING EMERGENCY RESPONSE AND RECOVERY**

Strategy	Practical steps
<p>Incorporate DRR into rapid and comprehensive needs assessments</p>	<ul style="list-style-type: none"> <li>• Ensure an analysis of risks for schools and students is included in the rapid and comprehensive needs assessments.</li> <li>• Collaborate with humanitarian actors and partners to prevent uncoordinated assessments which may pose more risks to affected areas (e.g. risk of hindering a rapid emergency response).</li> </ul>
<p>Operationalise safe temporary learning spaces to ensure education continuity</p>	<ul style="list-style-type: none"> <li>• Put into operation the pre-designated safe temporary learning spaces (TLS) ensuring appropriate protection, continued learning and playing possibilities for different age groups.</li> <li>• Provide extra safe TLS in other areas not affected by disaster during school retrofitting and reconstruction.</li> <li>• Ensure each school and temporary learning space has a safety and response plan.</li> <li>• Provide TLS and schools with basic teaching and learning materials already adjusted to include DRR aspects.</li> <li>• Ensure students in disaster-affected and risk-prone areas are taught about risk reduction, disaster prevention, and appropriate conduct before, during and after a hazard event.</li> <li>• Provide psycho-social support and guidance on how to cope with disasters.</li> <li>• Encourage participation of existing local groups and community members in the establishment and functioning of TLS.</li> </ul>
<p>Accelerate risk-informed capacity development</p>	<ul style="list-style-type: none"> <li>• Integrate DRR elements in the training package for teachers, para-teachers, caregivers and volunteers (e.g. disaster prevention, reduction and preparedness, psychosocial support to students, safe hygiene practices, maintaining risk-free learning environments inside classrooms, school compounds and within the vicinity).</li> <li>• Provide training to education officials, master-trainers, teachers, para-teachers, caregivers and volunteers (if this has not been done before the onset of the emergency) using training materials with incorporated DRR aspects.</li> <li>• Train local builders in constructing multi-hazard resistant schools in collaboration with Shelter Cluster and other partners.</li> </ul>

**SUB-NATIONAL LEVEL: DURING EMERGENCY RESPONSE AND RECOVERY**

Strategy	Practical steps
<p>Use DRR as a basis for Education Cluster’s response and inter-cluster coordination</p>	<ul style="list-style-type: none"> <li>• Incorporate in the post-emergency response plan mitigation measures in re-establishing &amp; improving school infrastructure and education services, involving other Clusters (especially Shelter, WASH, Protection), local partners and experts. Refer to the five domains of INEE MS for specifics in different aspects of EiE.</li> <li>• Adopt multi-hazard resistant standards as sine-qua-non condition in all retrofitting &amp; construction proposals, bidding and inspections.</li> <li>• Ensure education materials, supplies and learning opportunities reach the most affected population without discrimination based on race, gender, disability and ethnicity.</li> <li>• Integrate prevention, mitigation and preparedness measures in the recovery process.</li> </ul>
<p>Risk-informed “Build Back Better” as a key strategy for school rehabilitation</p>	<ul style="list-style-type: none"> <li>• Prioritise schools in affected areas for retrofitting and reconstruction needs.</li> <li>• Enforce the application of multi-hazard resistant standards in retrofitting and reconstructing schools, preschools and kindergartens.</li> <li>• Engage local groups and community members in school reconstruction and in oversight of construction.</li> <li>• Establish risk-informed school maintenance regulations and communicate them to all schools.</li> </ul>



## SUB-NATIONAL LEVEL: DURING EMERGENCY RESPONSE AND RECOVERY

## Good Practice

## PHILIPPINES

In late 2006, several strong typhoons destroyed thousands of primary and secondary schools and day care centres in Southern Luzon, affecting hundreds of thousands of school and pre-school children. In the immediate aftermath, UNICEF and partners went beyond the usual education in emergencies response and launched a more comprehensive emergency package to support the government in strengthening sub-national capacity for emergency preparedness and response and building more hazard-resistant structures. The “Building Safe Learning Environment for Children” project involved many partners - the Department of Education (DepED), Department of Social Welfare and Development, NGOs (Care, Plan, Save the Children Alliance, World Vision, Centre for Disaster Preparedness, Habitat for Humanity) and local government units. Several strategies were used:

**Accelerate risk-informed capacity development:** Nearly 66,000 students and 1,000 teachers and non-academic staff from 72 schools were trained on DRR measures and emergency preparedness skills. Students, teachers, school heads, parents and selected community members trained on measures to ensure school safety. School supplies and educational packages were provided to students and teachers. Multimedia educational packages on disaster preparedness were produced, and children and community stakeholders actively engaged in DRR initiatives.

**Risk-informed ‘Build Back Better’ as key strategy for school rehabilitation:** In total, 99 disaster-resilient schools and 26 day-care centres were built with the support of Department of Education engineers and participation of school principals and community members. New school buildings can also serve as evacuation centres with flexibility to accommodate a large number of people (e.g. accordion-type partition walls, beams or hooks for hanging hammocks, improved/additional sanitation facilities - toilets, bath/washing areas, water points, cooking and waste disposal areas).

These undertakings complimented other ongoing projects established under the Disaster Preparedness through Educational Multimedia programme; a school mapping exercise; development of a manual on disaster preparedness; an Assessment of School Building Structural Integrity and Stability; a School Water and Electrical Facilities Assessment; mainstreaming of risk reduction measures into development policy, planning and programme/project implementation. This experience contributed to the establishment of the Education Cluster at national and local levels in early 2007. Since then, the Cluster has helped strengthen the planning and coordination of education in emergency responses involving the government, NGOs and some donor partners<sup>9</sup>.

<sup>9</sup> Based on (draft) UNICEF documentation of good practices (2009), with additional information provided by UNICEF Philippines.

SUB-NATIONAL LEVEL: DURING EMERGENCY RESPONSE AND RECOVERY

Good Practice

ALGERIA

**Accelerate risk-informed capacity development:** Soon after the autumn 2008 floods and the ensuing mudslides in Ghardaia, the Scouts Musulman Algériens were mobilised in the rescue and clean up efforts. Fortunately, during the preparedness training prior to the floods, the Scouts had acquired many skills relevant to emergency response and they had developed a disaster preparedness plan. So when the floods occurred they could quickly organise themselves into an emergency network, ready to act. About 1,000 scouts and volunteers worked together with government and NGO partners to monitor the crisis and supported the affected areas through distributing foods and hygiene kits, removing debris, pumping water from flooded houses, clearing streets of mud and rubbish, and supporting affected population emotionally. They made an important contribution to the rescue and rehabilitation efforts.

*(Adapted from Children and Risk Reduction: Taking Stock and Moving Forward, 2009)*  
<http://www.preventionweb.net/go/12085>

SRI LANKA

**Incorporate DRR into rapid and comprehensive needs assessments:** Following the 2004 tsunami, the Asian Disaster Reduction Center (ADRC) implemented a project aimed to enhance natural disaster education in schools by developing the capacity of school teachers, school principals and school children. The ADRC conducted a comprehensive needs assessment of the schools in the Galle District. The survey sought to develop an appropriate strategy and methodology for disseminating tsunami knowledge and raising public awareness, and found an absence of disaster education in the schools.

**Accelerate risk-informed capacity development:** The project trained 52 school principals and 564 school teachers from 422 schools in the Galle District, as well as some 30 officials of the Southern Provincial Department of Education, including division/zonal directors of education. Their training included learning about disasters, effective disaster risk management, disaster education in Japan, the showing of a disaster simulation exercise/emergency drill in school, and demonstration of lessons on natural disasters.

*(Adapted from Towards a Culture of Prevention: Disaster Risk Reduction Begins at School, 2007)*  
[http://www.ineesite.org/toolkit/INEEcms/uploads/1121/Towards\\_Culture\\_of\\_Prevention.pdf](http://www.ineesite.org/toolkit/INEEcms/uploads/1121/Towards_Culture_of_Prevention.pdf)

## AT SCHOOL AND COMMUNITY LEVEL

What actually happens at the school and community level is the litmus test of how successful national policies are in reducing risks, mitigating the effect of disasters and enhancing response and recovery. Broad participation- of students, teachers, principals, parents and other community members - is the key to effective risk reduction, laying the foundation for a resilient community.

### SCHOOL AND COMMUNITY LEVEL: BEFORE AN EMERGENCY

Strategy	Practical steps
Promote DRR as the foundation of school preparedness and safety	<ul style="list-style-type: none"><li>• Conduct vulnerability/capacity and multi-hazard assessments, and identify gaps in school-level response capacity with the participation of students, teachers, school administrators, parents and community members.</li><li>• Based on the above assessments, develop school contingency plans. Identify safety measures appropriate for different age groups and with regard to different hazards, establish basic emergency procedures, locate safe assembly areas, and provide for records' safekeeping. Conduct prepositioning of education materials and temporary learning spaces, prepare for teacher deployment and training plan, incorporate a protection mechanism for young children, girls, disabled persons and other vulnerable groups, define the responsibilities of stakeholders, and set a timeline for action and coordination with provincial authorities.</li><li>• Implement regular drills of safety measures, especially in disaster-prone areas.</li><li>• Ensure all schools in risk-prone areas have first aid kits, pre-stocked emergency life-support supplies and education materials for students and teachers.</li><li>• Prioritise unsafe schools for retrofitting and reinforcement.</li><li>• Ensure the construction of all new schools uses multi-hazard resistant standards.</li><li>• Promote the establishment of a school-wide early warning mechanism and ensure everyone in school and community knows how to respond to early warning signals, where applicable.</li></ul>

## AT SCHOOL AND COMMUNITY LEVEL

### SCHOOL AND COMMUNITY LEVEL: BEFORE AN EMERGENCY

Strategy	Practical steps
Scale up skills- building and resources development	<ul style="list-style-type: none"><li>• Conduct a baseline study on the knowledge and skills of school administrators, teachers, PTA, and community leaders concerning predominant local hazards, conflict resolution, disaster prevention, mitigation, preparedness and response.</li><li>• Based on this baseline information, conduct an audit of existing educational materials (training kits, teachers' guides, student manuals, including materials that have been developed at national level) to identify gaps.</li><li>• Based on the identified gaps, integrate DRR aspects into education materials, engaging local experts and teachers, as well as incorporating local knowledge and effective disaster management practices.</li><li>• Based on the baseline, train school administrators and teachers in assessing risks, managing risk factors, and providing psychosocial support to affected students.</li><li>• Conduct DRR-related training and activities for school clusters <sup>10</sup>.</li></ul>

<sup>10</sup> During emergencies traditional support systems may be disrupted. Therefore peer support and school clusters support play an important role and can be mechanisms through which to incorporate training on DRR

## AT SCHOOL AND COMMUNITY LEVEL

### SCHOOL AND COMMUNITY LEVEL: BEFORE AN EMERGENCY

Strategy	Practical steps
Accelerate teaching and learning about DRR in disaster prone areas	<ul style="list-style-type: none"> <li>• Promote the teaching of education materials updated with DRR aspects in schools and preschools, in extra-curricular activities and in community-based initiatives <sup>11</sup> .</li> <li>• Incorporate DRR teaching in non-formal education programmes.</li> <li>• Provide technical assistance to teachers and caregivers in teaching DRR aspects, using child-friendly methods and activity-based approach.</li> </ul>
Emphasise community awareness raising and participation in risk reduction	<ul style="list-style-type: none"> <li>• Mobilise participation of parents, local groups, community members in school-based DRR initiatives. Engage the most vulnerable and marginalised in the community and existing networks (PTA, school improvement committee, etc.)</li> <li>• Promote schools as centers for community risk reduction where activities are designed and conducted with the participation of children and youth, parents and other community members</li> <li>• Establish school emergency teams with representation of students and teachers, parents and community groups.</li> </ul>
Engage children as effective agents of change and key actors in disaster risk reduction	<ul style="list-style-type: none"> <li>• Facilitate the participation of children and adolescents in DRR activities both in and out of school <sup>12</sup>, using child-centred and activity-based methodologies, appropriate to different age groups.</li> <li>• Mobilise child-led, inclusive DRR initiatives, appropriate to children's age and capacity.</li> <li>• Encourage application of Child-to-Child initiatives for DRR promotion.</li> </ul>

<sup>11</sup> DRR aspects that can be taught include, among others: mechanisms for flood risk reduction, landslides protection, land-use planning, environment protection, basic emergency procedures, safety rules, maintenance of school buildings, conflict mitigation, conflict management, peace building.

<sup>12</sup> Actions in which children and young people can be encouraged to participate include: 1) Hazard identification and risk analysis, 2) establishment of a school/ community hazard map, 3) conduct of vulnerability and capacity analysis, 4) development of school safety plans, 5) dissemination to other children, siblings and parents of messages about risk and risk prevention, 6) risk-informed school maintenance, 7) design of and participation in DRR promotion activities, etc.

### SCHOOL AND COMMUNITY LEVEL: BEFORE AN EMERGENCY

#### Good Practice

##### INDIA

Assam, a northern state, is highly prone to both floods and earthquakes. Since 2007 Action Aid, in partnership with local NGO GVM, has supported disaster risk reduction through schools. Multi-faceted actions have been implemented to make schools in high-risk areas safer, and to enable schools to be a locus for disaster risk reduction:

**Promote DRR as the foundation of school preparedness and safety:** Participatory vulnerability analysis (PVA) was conducted with the support of volunteers trained in conducting PVA, and participation of teachers and student in analysing trends of hazards. Based on the PVA, door-to-door and school-to-school surveys, school-community discussions, and with the support of school disaster management committees (formed as part of this programme), schools developed their Multi Hazard Disaster Risk Reduction Plan. The PVA process has not only engaged schools and communities in analysing risks, their own capacities and appropriate solutions – thus raising their awareness and participation- but has also helped identify specific DRR topics that need to be taught in schools. Each school was also provided with a flood and earthquake response kit (see annex 1 for details of the response kit). Mock drills were organised with the participation of students from different schools, members of village disaster management committee, teachers and community members.

**Scale up skills-building and resources development:** With the participation of teachers, state experts in material development, local experts and illustrators, DRR issues have been brought into the curricular process of schools. Supplementary reading materials were developed in accordance with the existing textbooks while a separate 'textbook' was developed on DRR and climate change for grade 5, 6 and 7. For lower primary grades, materials have been incorporated into various pedagogical channels, classroom discussions and in the practise of rescue and evacuation. Each school designates resource teachers to ensure focused attention on DRR and to spearhead school-wide activities. Teachers and students trained on rescue and evacuation techniques, including survey types and five stages of rescue, rope knots, hitching and lashing, fire spread control and combustion, use of extinguishers, stretchers and different methods of rescue. Students, teachers and community members learned to make boats and lifejackets from local materials (ropes and glass bottles). They could make boats in a few minutes out of wooden desks and tarpaulins, which can carry four people to a safe location (see annex 1).

**Emphasise community awareness raising and participation in risk reduction:** Different mechanisms were set up for raising awareness and catalysing action, and they have been effective for the purpose. Examples include a Child Assembly, Area Student Force for Disaster Management, School and Village Disaster Management Committee, and the Hazard Safety Cadet Corps. Through these mechanisms, children and adolescents have been sensitised about disaster risks and what action they could take to be well prepared. At the same time they have the chance to learn about good governance, process of policy influence, democratic decision making, and build their leadership skills. In coordination with community participation, school structures were reinforced to withstand predominant risks. For earthquakes, structural reinforcement was conducted.



### SCHOOL AND COMMUNITY LEVEL: BEFORE AN EMERGENCY

#### Good Practice

##### INDIA

For floods, plinth levels and the surrounding area of the school buildings have been raised to protect the foundation, and high tension power lines have been diverted. Local masons and carpenters were also trained on earthquake resistant construction technology, with an emphasis on contextualization. Apart from the simple structural techniques of resistant bends and reinforcement, tips have been given on locally do-able simple techniques on storage, stock usage and quality check of the construction material (cement, rod, sand).

**Engage children as effective agents of change and key actors in disaster risk reduction:** Drawing competitions for different age-groups, open-house discussions, debate, ex-tempore speeches, essay writing, recitation, street plays, folk songs and seminars on disaster, climate and environment have been organised and attracted a high level of participation. A widely publicised Talent Search Competition in DRR and environment conservation was organised in 2008 with financial incentive (scholarships for selected participants for twelve months). Inter-school workshops were held to develop projects on climate change and local knowledge. Wall magazines were produced in 20 schools, each with an editorial board made up of students and teachers. A Nature Camp-cum-Exhibition was organised in collaboration with Assam Science and Technology Council to enhance sensitivity of children towards environment. The results from these undertakings are being shown to the State Education Authorities and used to promote safe and secured environments and disaster management in all schools, the inclusion of DRR education in school curriculum, and the inclusion of disaster risk reduction in all construction and development projects in Assam <sup>13</sup>.

##### ZIMBABWE

**Accelerate teaching and learning about DRR in disaster prone areas:** Zimbabwean school children tend to exhibit high absentee rates due to illnesses linked to cholera and other waterborne diseases. Most schools suffer from a lack of safe water and proper sanitation, and municipal water supplies are intermittent. Problems are exacerbated during the rainy season, when flooding is common. In an effort to encourage hygiene in schools, UNICEF and two international NGO's initiated teacher training programs that focused on maintaining children as the primary audience. Local teachers were given a variety of techniques in order to determine which methods would work best for them, as well as which methods would be successful in their communities. Lecturers for local teacher training programs conducted the trainings, providing for greater rapport between trainers and trainees. Many of the materials were also retained, as some lecturers ended up organising training events for their own colleagues.

*(From Children and Disaster Risk Reduction: Taking Stock and Moving Forward, UNICEF, 2009)*

<http://www.preventionweb.net/go/12085>

<sup>13</sup> Based on "Disaster Risk Reduction through Schools- An Initiative of Action Aid International India. The Assam experience" (2010), and additional information provided by GVM and Action Aid representatives in India.

### SCHOOL AND COMMUNITY LEVEL: DURING EMERGENCY RESPONSE AND RECOVERY

Strategy	Practical steps
<p>Develop an effective school-based response plan</p>	<ul style="list-style-type: none"> <li>• Integrate risk analysis in the rapid and comprehensive needs assessments.</li> <li>• Support local authorities and schools in affected areas to develop a phased response plan, if this has not been done during the ‘before emergencies’ stage, based on results of above needs assessment and taking into account the vulnerability and capacity of the school community.</li> <li>• Involve parents, community leaders, local experts, existing local groups and networks, volunteers and other Clusters in the development and implementation of the response plan.</li> </ul>
<p>Incorporate risk mitigation and reduction measures in the resumption of teaching and learning</p>	<ul style="list-style-type: none"> <li>• Set up temporary learning spaces in safe sites and equip them with educational materials with integrated DRR.</li> <li>• Rebuild schools in safe sites, using multi-hazard resistant design and standards, engaging parents and the community in the process. The number of schools to be built will be based on above needs assessment.</li> <li>• Incorporate topics of disaster/conflict prevention, mitigation and preparedness in students’ lessons and recreational activities.</li> <li>• Train teachers, para-teachers, caregivers and community volunteers in disaster prevention, mitigation and preparedness, which can be interwoven into the post-emergency training programme on key components of EiE.</li> <li>• Support non-formal education courses to enable children and youth to study and acquire life skills, including skills in risk prevention, reduction and preparedness.</li> <li>• Set a clear routine and schedule for academic studies and extra-curricular activities, based on the needs of young children, girls, previously un-enrolled children, those with disabilities and other marginalised children.</li> </ul>
<p>Mobilise school-based and child-led disaster risk reduction</p>	<ul style="list-style-type: none"> <li>• Support child-led disaster risk reduction and DRR education for children and young people using the Child-to-Child approach.</li> <li>• Engage students, parents and communities in school maintenance to prevent future risks and in reinforce messages about disaster risk reduction. Mobilise existing local networks in the process.</li> <li>• Encourage and support school-based and community-led DRR initiatives with a view to sustain community awareness of disaster risks, including health-related risks, to take action to mitigate hazard impacts and prevent disasters.</li> </ul>

### SCHOOL AND COMMUNITY LEVEL: DURING EMERGENCY RESPONSE AND RECOVERY

#### Good Practice

##### MADAGASCAR

**Develop an effective school-based response plan:** During the 2009 political crisis, the ensuing violence forced many schools in cities and large towns to close down. The Education Cluster led a school-level assessment in Antananarivo that also included input from parents and the community, and which revealed lowered attendance rates, children's inability to concentrate on school work, and their reduced performance. In collaboration with the Protection Cluster and the social workers' syndicate, the Education Cluster members developed a response plan and provided psycho-social support to students and teachers, reaching out to 40,000 children and nearly 2,000 teachers from affected schools. Amongst the students reached, 637 received the necessary individual support.

The Education Cluster's advocacy and collaboration with the Protection Cluster has ensured a swift response, despite the lack of a functioning National Office for Disaster Risk Management for conflict.

**Incorporate risk mitigation and reduction measures in the resumption of teaching and learning:** The 2008 and 2009 cyclones destroyed and severely damaged many schools, putting hundreds of thousand children at risk of losing a whole school year. Building sufficient new schools which can withstand cyclones was unrealistic. A dual approach was taken, in which safe temporary classroom structures were built to allow students to resume study rapidly, while permanent cyclone-resistant schools were being constructed.

In parallel, the Peace Education project was developed and implemented in coordination with NGOs and local associations, targeting out-of-school youth who had been heavily involved in the political violence. Negotiations were conducted successfully, with a view to including modules on peace education in secondary school curriculum. In addition, with advocacy from the Education Cluster, schools also organized catch-up classes to make up for lost learning time. As a result, students in affected areas were able to continue studying and complete the school year, with good exam success rates.

UNICEF's construction team invented a new form of temporary classroom structure, called the tarpa-tent, which provides reasonably good study environment. It is less costly than a typical school tent and more cyclone resistant. With a much lighter weight than a traditional school tent, tarpa-tents are particularly practical for remote and inaccessible areas, as local technicians can transport a tarpa-tent easily. It can be assembled by 10 persons in 8 hours. Local community members and teachers were trained in mounting and maintaining tarpa-tents, and students also participated in the mounting. 383 tarpa-tents were erected with community participation benefiting 16,455 pupils.

### SCHOOL AND COMMUNITY LEVEL: DURING EMERGENCY RESPONSE AND RECOVERY

#### Good Practice

**EL SALVADOR** **Mobilize school-based and child-led disaster risk reduction:** In 2008 several communities living along the Huiza River were devastated by floods. With the help of Plan El Salvador, children and youth were trained on DRR and played a key role in monitoring, preparedness, and flood response as part of community-wide initiative. Thanks to this training, the potentially devastating effects during similar flooding in 2009 were averted. Children and youth from local communities became leaders within Civil Protection Committees, creating brigades to respond to different aspects of emergencies, including Monitoring and Early Warning, First Aid, Evacuation, and Shelter Management. When water reached danger levels, the Committee members donned ID vests and alerted people to evacuate before arrival of the flood, during the night, with the aid of a megaphone equipped with an alarm. Children and senior citizens were evacuated to a church on higher terrain that had been previously identified as a safe shelter. Once in the shelters, the Committee (adults and children alike) attended immediate needs: food, hot beverages, blankets, mattresses, and, comfort to those who needed it the most, mainly children. In the aftermath, volunteers and members of the Community took account of the damage to the communities, started distributing any aid that was delivered, and rescued whatever was worth salvaging. Children and youth, mobilised as actors, were instrumental in ensuring early warning and a subsequent effective response, relief and rehabilitation.  
*(Adapted from Children and Disaster Risk Reduction: Taking Stock and Moving Forward, UNICEF, 2009)*  
<http://www.preventionweb.net/go/12085>

## IMPLEMENTATION

The examples of good practice show that the Education Cluster has done much to spearhead and facilitate action to reduce disaster risk. They each illustrate the effect leaders from across society have to initiate programs that bring about awareness and improve the ability of institutions, communities and individuals to anticipate disasters and potentially minimize their destructive force. By making these opportunities available to all, implementation is not just a matter of top-down policy, but also a bottom-up approach.

The strategies and practical steps laid out in this guide offer a variety of disaster risk reduction options available to educators or advocates of education at all levels of society. While this represents a significant move forward by education-in-emergency and mainstream education programs to address disaster risk, the Education Cluster and its partners must maintain an awareness of wider risks - such as those associated with conflict and epidemics - and a willingness to expand upon the strategies presented within this guide.

The implementation of the strategies and steps will take time, as well as considerable effort and commitment. Systematic action is required by all stakeholders whether at global, national or local level. Cluster Coordinators, Sector Working Groups and technical staff will continue to play a significant role in advocating for DRR to be an integral aspect of both effective emergency response and longer term education sector development. Disaster risk reduction is however clearly achievable and the Education Cluster can and should play an important role in making it a reality.

In coordination with the DRR guidance note, additional tools and resources have been assembled as a comprehensive toolkit now available on the INEE website.

<http://www.ineesite.org/toolkit/Toolkit.php?PostID=1054>