

Education in Emergencies

Supplementary Handbook

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Why Education in Emergencies?

Education is critical for all children, but it is especially urgent for the tens of millions of children affected by emergencies, be they man made or natural disasters. Yet, for millions of children affected by disaster and crisis, the right to education remains an unfulfilled promise:

Approximately 75 million children are out of school worldwide; more than half of these children are living in conflict-affected states. Millions more are living in situations affected by natural disasters.

20 million girls are out of school in conflict zones, and girls only account for 30% of refugees enrolled in secondary school.

The world faces a shortfall of 18 million primary school teachers in the coming decade and the areas most in need of education personnel are countries affected by emergencies and disasters

Historically, education was seen as part of longer-term development work rather than a necessary intervention in emergency response; humanitarian relief typically involved the provision of food, shelter, water and sanitation and healthcare. However, with the average conflict lasting 10 years and families remaining in refugee or internally displaced person (IDP) camps for an average of 17 years, it is clear that education cannot wait for more stable times and that the failure to prioritize education in humanitarian response renders entire generations uneducated, disadvantaged, and unprepared to contribute to their society's recovery. A growing body of evidence on education's life-saving and life-sustaining role has resulted in a change in beliefs, with education now being included in the planning and provision of humanitarian relief.

Education Protects

In emergency situations, quality education provides physical, psychosocial and cognitive protection, which can be both life sustaining and life saving. Education mitigates the psychosocial impact of conflict and disasters by giving a sense of normalcy, stability, structure and hope for the future. Quality education can save lives by providing physical protection from the dangers and exploitation of a crisis environment. When a child is in a safe learning environment, he or she is less likely to be sexually or economically exploited or exposed to other risks, such as recruitment into or joining a fighting group or organized crime. In addition, education can convey life-saving information to strengthen critical survival skills and coping mechanisms, such as how to avoid landmines, how to protect oneself against sexual abuse, how to prevent HIV/AIDS, and how to access health care and food distribution. Education in emergencies also provides cognitive protection by supporting intellectual development through the teaching of literacy, numeracy, and study skills. It can also teach peace building and conflict resolution. It can provide essential building blocks for future economic stability.

Education is an Enabling Right

All individuals have a right to education, and those affected by emergencies are no exception, even during conflict and natural disasters. Education is a right clearly articulated in numerous international treaties and declarations, such as the Universal Declaration on Human Rights (1948) and the Convention on the Rights of the Child (1981). In addition, education is an enabling right: gaining and utilizing the knowledge and skills that a basic education affords permit the exercise of other

fundamental rights.

One Sudanese refugee in Chad, describing the vital importance of education to refugees in crisis situations, said: In this war, our cattle has been taken by the Janjaweed and we had to flee our land. We had to leave behind all of our possessions. The only thing we could bring with us is what we have in our heads, what we have been taught – our education. Education is the only thing that cannot be taken from us and upon which we can build a better life for our children. (Women's Refugee Commission interview in Breijing refugee camp, eastern Chad, 2005).

Education as Opportunity to Build Back Better for a Peaceful, Prosperous Society

In emergencies, increased assistance and innovative programs offer opportunities to build back better education systems and improve the quality of and access to education. Emergencies can provide opportunities to work with communities for social transformation by creating programs, which allow previously excluded groups, like girls, women and disabled children, to access an education. Crises make it possible to teach all members of a community new skills and values, such as the importance of inclusive education and participation, as well as peace, tolerance, conflict resolution, human rights, and environmental conservation. These windows of opportunity should be used to promote more equitable educational systems, en route to more equitable societies.

What Does Education in Emergencies Look Like?

Education is prioritized by communities and offers a lifeline to them. Communities often start up some kind of education/school themselves during an emergency. However, maintaining this during a crisis is difficult when there is less local capacity and resources.

Although no two responses are likely to be the same, there are some components of an education response that are commonly seen in emergencies. Recreation is often valued by children during and after an emergency situation and hence provision of culturally relevant supplies and play and recreation activities are key. Establishing the space for education to take place is also key – this may be in the form of a temporary shelter made from local materials, a tent or other form of shelter. Individuals are needed to teach, care and supervise children – they may need rapid teaching training and support and supervision themselves. Often, key teaching and learning supplies are needed in order to get classes up and running, children purposefully engaged in their learning and teachers teaching with minimum stress. Children and teachers must have access to adequate water and sanitation facilities, and these should be segregated for teacher and students and boys and girls. Schools can act as an entry point for providing other basic services such as protection, nutrition and health. This calls for close coordination between education and other humanitarian specialists to establish child friendly, safe spaces in an emergency where children learn, play, regain a sense of normalcy and access or are referred to vital services.

The Need for a Safe and Protective Educational Environment

Indiscriminate or direct attacks on school facilities, children and teachers attending school are common around the world despite the fact that schools are protected under a range of international conventions and International Humanitarian Law. Students, teachers and administrative staff are targeted for intimidation, recruitment and indoctrination, and school premises are often damaged, destroyed or occupied – by fighting forces in conflict contexts, by hazards and/or used as shelters in situations of displacement. In order for students and teachers to access education in emergencies, schools – and the routes to and from them – must be free from attack, including forced recruitment, kidnapping, and sexual violence. More actions must be taken to reduce the incidence of education-related attacks and to end impunity for persons and armed groups and forced that attack schools,

students, teachers and humanitarian aid workers. In addition, school structures must be built to be safe and secure and able to protect the physical well being of learners.

Inclusive and Relevant Education in Emergencies

Crises offer an opportunity to build back better and work with governments and communities for social transformation by creating more equitable educational systems and structures, which allow often excluded groups, like young children, girls, adolescents, disabled children, refugees and internally displaced people, to attend school, thus improving access to education for all.

Education in Emergencies must also provide young people with vocational skills and job training programs that are market-driven and lead to sustainable employment opportunities. Life skills education is essential, such as training in communication skills, financial literacy, HIV/AIDS awareness, leadership development and conflict mediation.

Prevention, Preparedness, Response

In emergency settings, a lack of coordination between the government, communities and a myriad of non-governmental actors often obstructs access to and the continuation of quality education along the relief to development continuum. The inclusion of education within the UN Inter-Agency Standing Committee's (IASC) cluster initiative is a significant achievement as it indicates recognition by the international community of the critical role that education plays in humanitarian response. Co-led by UNICEF and the Save the Children Alliance, the cluster represents a groundbreaking commitment to response predictability, preparedness, policy and coordination within the field of education in emergencies. The work of the IASC Education Cluster serves to strengthen capacity and preparedness of humanitarian personnel and government authorities to plan, coordinate and manage quality educational programs in emergencies. The IASC Education Cluster is a key mechanism for supporting states in determining educational needs in emergency situations and responding to them jointly in a coordinated manner.”¹

The Right to Education in Emergencies

Human rights in emergencies

Human rights are means to a life of dignity. They are universal and inalienable; they cannot be given, nor can they be taken away. They may be divided into civil, cultural, economic, political and social; all are interrelated, indivisible and interdependent. Some are subject to immediate implementation (non-discrimination, protection and right to life), and some to progressive realization (education).

Human rights in emergencies are the same as human rights at all times and in all situations; they do not disappear, cannot be diluted, or put on hold, this is especially so for non-discrimination. However, it may be necessary to prioritize in the early stages of an emergency and recognize the need for a progressive realization of rights, since challenges to secure rights do grow in emergencies and the risks of their violation multiply. It is equally important to remember how emergencies create ruptures that may also help to further embed a long-term culture of rule of law, emergencies, for all their adversity, may thus also serve as windows of opportunity.

International Human Rights Law (IHRL)

Disasters and conflict are subject to **International Human Rights Law (IHRL)**. International Human

¹ http://www.ineesite.org/post/about_education_in_emergencies1/

Rights Law is the body of international legal treaties and normative standards that guarantee and regulate human rights. Under IHRL it is the State that has the duty to respect, protect and fulfill the rights of any individual within its territory or sphere of influence. The relationship between rights-holder (individual) and duty-bearer (State) is the most important in human rights. Other states and the international community have a right and duty to assist or intervene if a State cannot or will not live up to its obligations. The State affirms its duties through its constitution, national laws, policies, budget allocations and the ratification of international human rights treaties. Accountability, the rule of law and access to justice mean that there is a system in place to uphold and protect people's rights.

During conflict, however, **International Humanitarian Law (IHL)** applies as well, underpinning IHRL, regulating hostilities, protecting civilians, and placing duties on those actors who may challenge, supplant or act on behalf of the State. IHL is applicable between individuals as well as between the State and the individual, and violations of IHL may be war crimes carrying criminal responsibility, judged under **International Criminal Law**.

Refugee law is a fourth body of law, regulating the duties of host-states, camp authorities, the international community and humanitarian actors in the safeguard and care of populations displaced over national borders. Internally displaced people (IDPs) must be afforded the same protection as everyone else under IHL and IHRL.

To know and at all times act in accordance with international law is the responsibility of States, humanitarian actors and others who temporarily take on the role of duty-bearer. Providing adequate and up-to-date human rights education to these key actors is therefore of utmost importance. However, judicial systems are not enough; human rights rely on vibrant civil societies to challenge and interpret them, and to understand both the possibilities and limitations of the law. Here rights become political tools, not just legal entities. Equally important is it that rights are sustained and embedded through awareness raising and human rights education, leading to shared values and a culture of respect.

The Right to Education in Emergencies

The right to education is a human right and an end in itself: ensuring humans can reach their full potential and claim their other rights; it offers protection and structure in times of instability, aiding children and those most vulnerable to retain a normal life and build the best foundations for a better future. Education is not just about access, but foremost about quality. If children do not learn anything, then enrolment rates have little meaning.

The meaning and content of the right to education may be described by using a simple four-part illustration:

Availability: duty-bearers must ensure free and compulsory good quality education available for all children up to a defined age minimum, with safe schools and appropriate infrastructure and facilities, especially trained teachers.

Accessibility: duty-bearers must eliminate any discrimination on the basis of internationally prohibited grounds: ethnicity, economic status, disability, gender etc.; education must be free and physically accessible, protected from attacks.

Acceptability: duty-bearers must ensure that education is acceptable to children, parents and teachers, with relevant content and methods, respecting everyone's rights; utmost attention

must be paid to the needs of minority and indigenous groups.

Adaptability: duty-bearers must ensure that education is adaptable to the child's specific situation and ability; emergencies create enhanced vulnerability to disability and maiming, and the reality of displacement, for months and years.

These four provisions apply equally in times of peace as in war, conflict, and disasters. They are reflected in human rights law, their achievement defines a process as well as an end, and they challenge inequalities and abuse, teach citizenship, shared values, peace and reconciliation.

Human Rights Based Approach to Education

A human rights based approach (HRBA) to education planning takes the language and spirit of human rights law as its foundation and can be achieved by understanding, respecting and bringing to life the following five PANEL concepts:

Participation: mechanisms must ensure that all affected groups, especially learners most at risk, participate in the planning and realization of education. In emergencies, channels must be open for participation, so all voices are heard, and this is the key obligation of the various duty-bearers.

Accountability: all decisions must be fully transparent, budgets must be open for scrutiny, to counter corruption and neglect by duty-bearers, a particular concern in times of emergencies where normal oversight mechanisms may be dysfunctional given the sudden influx of other service providers and duty-bearers than the State.

Non-discrimination: it is the core human rights obligation of any duty-bearer to ensure that everyone has equal access to education, especially the weakest and most vulnerable groups. The grounds for discrimination often multiply in emergencies, and many more groups will be marginalized in unexpected ways.

Empowerment: participation builds ownership and empowerment, giving people a voice to claim their rights and assist others; this is especially important in emergencies, where normal structures will have ceased to function. Voices are the democratic means by which rights-holders can hold duty-bearers to account.

Link to the law: the knowledge of human rights law must be used to challenge existing practice and to embed new improved standards. In emergencies, possibly with suspended rule-of-law, such knowledge must be used to document violations and access the mechanisms afforded by law, immediately or in the near future."²

The Inter-Agency Network for Education in Emergencies (INEE)

"The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of representatives from NGOs, UN agencies, donor agencies, governments, academic institutions, schools and affected populations working together to ensure all persons the right to quality and safe education in emergencies and post-crisis recovery.

² Reference: http://www.ineesite.org/post/about_the_right_to_education_in_emergencies2/, in addition please see the Right to Education Project, Action Aid International: <http://www.right-to-education.org/>.

The History of INEE

INEE was conceived in 2000 during the World Education Forum's Strategy Session on Education in Emergencies in Dakar during which the idea was proposed to develop a process, which would improve inter-agency communication and collaboration within the context of education in emergencies. At a follow-up Inter-Agency Consultation held in Geneva in November 2000, INEE was officially founded to build upon and consolidate existing networks. INEE's work is founded on a number of [international legal conventions and documents](#).

Mission and Vision

The purpose of the Inter-Agency Network for Education in Emergencies (INEE) is to serve as an open global network of members working together within a humanitarian and development framework to ensure all people the right to quality and safe education in emergencies and post-crisis recovery. INEE envisions a world where:

- All people affected by crisis and instability have access to quality, relevant and safe education opportunities;
- Education services are integrated into all emergency interventions as an essential life-saving and life-sustaining component of humanitarian response
- Governments and donors provide sustainable funding and develop holistic policies to ensure education preparedness, crisis prevention, mitigation, response and recovery;
- All education programs preparing for and responding to emergencies, chronic crises and recovery are consistent with the INEE Minimum Standards and accountable for quality and results.

Guiding Principles and Values

INEE believes that:

- Education is a basic human right of all people affected by crisis and instability
- Education protects during crises and lays a sustainable foundation for recovery, peace and development
- Education should be included in all humanitarian responses
- Education policy and services must be actively sustained and coordinated across the humanitarian – development continuum before, during and in recovery from crises
- Crises which destabilize education can be approached not only as urgent situations of immediate need but also as opportunities for positive change
- INEE strives to be an open, flexible network with minimum formal structure, with shared leadership, open non-competitive membership and strong inter-agency collaborative relationships, playing a facilitative as opposed to an operational role
- INEE complements other more formal inter-agency mechanisms by employing the 'soft power' of convening and facilitating, not directing and competing, to draw agencies together, sustain commitment and strengthen collaboration for education preparedness, emergency response and post-crisis recovery
- Education, like other humanitarian and development endeavors, must adhere to clear standards of quality and be accountable for results.

How does INEE work?

Since its inception in 2000, INEE has grown into an open global network of more than 5,700 practitioners, students, teachers, staff from UN agencies, non-governmental organizations, donors, governments and universities who work together to ensure the right to education in emergencies and early recovery. INEE members:

- communicate principally through a moderated listserv and website
- self-organize and engage via network working groups, task teams, interest groups, language communities and individual member initiatives and organizations
- are supported by core secretariat staff based in the New York offices of UNICEF and the International Rescue Committee and in UNESCO, Paris.

INEE was defined not as a formal organization with bureaucratic functions, but rather as a flexible and responsive mechanism which brings organizations and individuals together to facilitate collaboration, share experiences and resources, establish standards for the field, and engage in advocacy regarding the right to education. The Network has put particular emphasis on avoiding duplication while promoting a diversity of ideas, approaches and gender sensitivity. INEE does not implement projects or co-ordinate agencies, but works to enable members to be more effective. Over time, it has become clear that building and maintaining this unique network approach and collaborative methodology involves a number of specific choices and behaviors, characteristics that have come to define the 'culture' of INEE, including:

- A clear shared vision and collective determination to ensure education becomes a priority humanitarian response
- A motivated and responsive global team of individual members, Steering Group representatives and Secretariat staff working with and for the leading organizations in the field
- A commitment to collaboration, flexibility, openness and transparency
- Core funding, resources and in-kind contributions leveraged from and through diverse sources
- Inclusive and interactive membership communication mechanisms including the listserv, Minimum Standards consultations and trainings, Task Teams, Interest Groups, and French, Spanish and Portuguese Language Communities
- A strategic approach which harnesses the power of a global network to consultatively determine priorities and respond to the dynamic nature of the field.”³

³ <http://www.ineesite.org/post/about/>

The INEE Toolkit

The INEE Toolkit contains a wide variety of practical, field-friendly tools and resources to guide educationalists, humanitarian workers and government officials working in the field of education in emergencies through to recovery.

The tools and resources in this Toolkit are organized in the following sections:

INEE Minimum Standards: this section contains the INEE Minimum Standards Handbook in various languages, tools to support the implementation of all Minimum Standards, tools on key thematic issues mainstreamed in the Handbook, and Minimum Standards training and capacity-building materials.

Reference Guide on External Education

Financing: this section contains the Reference Guide in various languages and tools to support the use of the Reference Guide.



Guidance Notes on Teaching and Learning: this section contains the Guidance Notes and Resource Pack on Teaching and Learning.

Guidance Notes on Safer School Construction: this section contains the Guidance Notes on Safer School Construction in various languages and implementation tools.

Guidance Notes on Teacher Compensation: this section contains the Guidance Notes on Teacher Compensation in various languages and implementation tools on teacher compensation.

Pocket Guide to Inclusive Education: this section contains the Pocket Guide to Inclusive Education in various languages and implementations tools on inclusive education.

Pocket Guide to Gender: this section contains the Pocket Guide to Gender in various languages and implementation tools on gender.

INEE Advocacy Materials: this section contains advocacy materials on education in emergencies and key INEE documents.

“Disaster Risk Reduction and the Hyogo Framework for Action

In January 2005, more than 4000 representatives of governments, NGOs, academic institutes and the private sector met at the second World Conference on Disaster Reduction (WCDR) in Kobe, Japan. It was at this groundbreaking meeting that a 10 year plan known as the *Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters* (HFA) was adopted by 168 states to substantially reduce disaster losses in lives as well as the social, economic and environmental assets of communities and countries by 2015. As emphasized in HFA, disaster risk reduction is a central issue for development policies and is of interest to various science, humanitarian and environmental fields. Disasters undermine development achievements, impoverishing people and nations, and without serious efforts to address disaster losses, disasters will increasingly become a serious obstacle to achieving the Millennium Development Goals. Five specific Priorities for Action were identified by HFA to attain the expected outcome:

1. Making disaster risk reduction a priority
2. Improving risk information and early warning
3. Building a culture of safety and resilience
4. Reducing the risks in key sectors
5. Strengthening preparedness for response

Disaster Risk Reduction and Education

Children are among the most vulnerable to disasters but if given the opportunity, can play an active role in disaster reduction and preparedness for themselves, their communities, and future generations. Children are important agents for improving safety and resilience, as they will transmit their knowledge to future generations, as well as to older community members and other children who they are in contact with.

Elements of disaster risk reduction should be incorporated into formal curricula and in co-curricular activities from the primary to secondary levels of education. Targeting higher education can be a practical means to build disaster reduction capacities. Incorporating hazard and disaster risk-related issues into existing education curricula contributes to continuous learning and reinforces disaster risk reduction knowledge.”⁴

⁴ http://www.ineesite.org//index.php/post/disaster_risk_reduction_tools/

Disaster Risk Reduction Resources

(The following resources can be accessed in the INEE Toolkit at the following:

<http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1054>. As well, text highlighted in light blue provides a direct link to the material.)

Disaster Risk Reduction

Access and Learning Environment: Safe School Buildings

INEE Thematic Issue Brief: Disaster Risk Reduction

INEE - 2010

This brief summarizes the mainstreaming of Disaster Risk Reduction in the INEE Minimum Standards Handbook.

Case Studies of Seismic Nonstructural Retrofitting in School Facilities

Educational Facilities Research Center, National Institute for Educational Policy Research - 2005

This document aimed at school administrators and those responsible for school maintenance examines 19 non-structural elements to identify retrofit techniques that can be introduced to mitigate disaster risk. Well-illustrated examples of a wide variety of non-structural retrofitting measures for schools include: ceiling material, windows and windowpanes, exterior wall and siding, lighting fixtures, outdoor heating/cooling unit, elevated water tank, chimney, refrigerator, bookshelf and locker, TV and computer, piano, machine tool, storage shelves, gymnasium equipment, shoe locker, walls and gateposts, external staircase, retaining walls and other items.

Design Guide for Improving School Safety in Earthquakes, Floods, and High Winds

FEMA - 2004

This guide for education sector leaders and facilities developers focuses on the safety of school buildings and their occupants. Noting the economic losses and social disruption caused by building damage and destruction, it provides design guidance for the school building required to provide safety of its occupants against natural hazards – earthquakes, floods and high winds. It focuses primarily on grade schools (K-12). The concentration is on the design of new schools, but the repair, renovation, and the extension of existing schools is also addressed.

Identifying Earthquake-Unsafe Schools and Setting Priorities to make them Safe

GeoHazards International - 2005

In response to the January 26, 2001 Gujarat Earthquake in India, 153 schools in Ahmedabad, Baroda and Surat were studied to identify earthquake-unsafe school buildings. A rapid, inexpensive method was adopted to assess the earthquake vulnerability of the school buildings. The report may serve as a model on how to assess the seismic safety of school buildings. The schools included a wide variety of structural types, economic levels, and location.

Guidance Notes on Safer School Construction

INEE - 2009

These Guidance Notes provide a framework of guiding principles and general steps to develop a context-specific plan to address a critical gap to reaching the Education for All (EFA) and Millennium Development Goals (MDGs) through the disaster resilient construction and retrofitting of school buildings. The guidance notes briefly address the need and rationale for safer school buildings; recommend a series of suggested steps that highlight key points that should be considered when

planning a safer school construction and/or retrofitting initiative; and identify basic design principles and requirements a school building must meet to provide a greater level of protection.

Seismic Retrofitting Quick Reference: School Facilities that Withstand Earthquakes

Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan - 2006

This illustrated reference for school facilities planners and designers shows examples of seismic retrofitting of junior and senior high school buildings in two prefectures and their performance in earthquakes. Detailed examples of seismic retrofit in elementary and junior high school buildings are shown. This is highly relevant for architects and engineers and can also be appreciated by those who are not technical experts.

Protection of Educational Buildings Against Earthquakes: a manual for designers and builders

National Society for Earthquake Technology (NSET), USAID Office of Foreign Disaster Assistance, UNES - 2002

This manual presents in simple illustrated form, ways to protect educational buildings from the disasters effects of an earthquake. It is or for use at the community level as a guide for the construction of earthquake-resistant educational buildings.

Safe and Child-Friendly School Initiative Poster

Save the Children - 2009

This simple poster, of interest to the school community and general public, provides clear graphics to demonstrate disaster-resilient and child-friendly features of a school. This provides a model for bridging the gap in making the school construction experience itself a learning opportunity. Photographs illustrate: earthquake resilient features, disaster risk reduction features, child friendly features, hygiene and nutrition features, and environmentally friendly features.

Child Friendly Schools Manual

UNICEF - 2009

UNICEF's child-friendly school (CFS) model has emerged to advocate for and promote quality education for every girl and boy. The model can be viewed as a package solution and a holistic instrument for pulling together a comprehensive range of interventions in quality education. Chapter 3 discusses the location, design and construction of schools to ensure their protective abilities, and Chapter 5 discusses a more general approach to ensuring schools are protective environments for students.

A Manual for the Use of Schools and Communities in the Maintenance of Primary School Buildings

Wakeham, N. - 2003

This easy-to-understand maintenance guide for local school implementation includes detailed instructions for school building maintenance, designed for Africa but applicable elsewhere. It is targeted towards any personnel or volunteers with responsibility for school facilities maintenance.

Disaster Risk Reduction

Access and Learning Environment: School Disaster Management

School Safety

Arya, A., Padmanabhan, G. & Karanth, A., Government of India, Ministry of Home Affairs, National Dis

This is a handbook for administrators, education officers, emergency officials, school principals and teachers in developing a School Safety Program to create a safe learning environment for the children.

Human Rights and Natural Disasters: Operational Guidelines and Field Manual on Human Rights Protection in Situations of Natural Disaster

Brookings Institution - University of Bern Project on Internal Displacement - 2008

Pages 40-43 address the importance of education in the wake of a natural disaster. This section provides operational guidelines to ensure that any disruption to education after a natural disaster is minimized.

Better Be Prepared...Protected School: Module 4

IFRC, OAS, PAHO and UNICEF

These modules are aimed at staff who work in disaster risk reduction and the community in general. Module 4 facilitates the drawing up of a school security plan, which includes the participation of administrative personnel, teachers, students, neighbors of the Educational Centre, as well as ensuring coordination with other institutions involved in risk management.

Disaster and Emergency Preparedness Guidance for Schools

International Finance Corporation (IFC), World Bank - 2010

This handbook for school administrators, school personnel, and involved parents and disaster managers addresses School Disaster Management for both K-12 and universities, in the context of comprehensive school safety. Addenda provide several checklists to guide the process: Assessment and Planning, Physical and Environmental Protection, Response Capacity Development, and Practicing, Monitoring, and Improving.

National Guidelines for School Disaster Safety

Ministry of Education of Sri Lanka - 2008

This document provides the principles and guidance to promote a culture of safety in the schools of Sri Lanka. Seven steps in school disaster safety planning are delineated: 1. Establish the school safety core team. 2. Create awareness among the school community 3. Identify hazards and resources 4. Establish and train the school disaster safety team 5. Prepare the school safety plan document 6. Disseminate the plan and conduct mock drills 7. Evaluate and update the plan. The document addresses government and counter part actors, delineates "Do's and Don'ts" before and during disasters, provides a school disaster safety plan example and indicators and monitoring tools.

Guide for School Emergency Operations Plan – Maldives

Ministry of Education, Republic of Maldives - 2009

This comprehensive national policy for the education sector addresses the rationale, and provides guidance for, emergency planning for schools. Sections include: National level multi-sectoral school planning, preparedness, emergency response; School level emergency response and planning; Hazard and risk assessment; Preparedness and emergency response; and Implementing the School Emergency Operations Plan.

An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities

National Clearinghouse for Educational Facilities - 2008

Summary of the results of a comprehensive literature search to identify resources and best practices for accommodating people with disabilities with respect to: Evacuation; Shelter; and Communication.

A Guide to School Vulnerability Assessments: Key Principles for Safe Schools

Office of Safe and Drug-Free Schools, US Department of Education - 2008

This volume targets school authorities and school administrators. Vulnerability assessment is the ongoing process for identifying and prioritizing risks to the individual schools and school districts.

Examples, case studies and lessons learned are provided. Rather than step-by-step instructions, the authors describe the key elements to be considered when selecting an assessment tool appropriate for school environments and provide guidance for conducting an assessment that will inform school emergency management activities.

Head Start Disaster Preparedness Workbook

Riopelle, D., K. Harrison, S. Rottman, and K. Shoaf, UCLA Center for Public Health and Disasters - 2004

This comprehensive and easy-to-follow guide is intended for center-based early childhood education programs and is a comprehensive resource for disaster prevention and preparedness, covering: 1) Setting the Stage-Disasters and the Importance of Preparing; 2) Assessing Your Head Start Program's Risks and Resources; 3) Developing and Implementing a Disaster Plan; 4) Communicating Important Information to Staff, Volunteers, Parents, and Others; 5) Building Teams and Training for Effective Disaster Response; 6) Recovering After a Disaster. In addition a toolbox provides forms, worksheets and logs and an appendix provides additional resources.

School Disaster Reduction and Readiness Checklist

Risk RED - 2010

This quick two-page checklist for school administrators and school disaster management committees provides 5 simple action steps: 1) Convene local school safety committee; 2) Assess & Plan; 3) Implement the plan; 4) Communicate and coordinate; 5) Hold regular drills.

School Disaster Readiness - Lessons from the First Great Southern California ShakeOut

Risk RED - 2009

The Great Southern California ShakeOut on November 13th, 2008 initiated the largest community-wide earthquake drill in U.S. history with 5.5 million participants including 80% of Southern California students in Kindergarten through 12th grades (4 million). This document reports on: background policies, procedures and safety measures in California Schools, preparedness survey findings in assessment and planning, physical and environmental risk reduction and response capacity development; post-drill survey findings on drill frequency, procedures and implementation of standard emergency management systems.

School Disaster Response Drills: Model and templates

Risk RED for Earthquake Country Alliance - 2009

These templates guide schools in planning, conducting and evaluating full earthquake simulation drills. Forms include: Principals Survey for Emergency Assignments, Emergency Contacts and Emergency Supplies Letter to Parents, School Preparedness Self-Evaluation Checklist, Earthquake Drill Announcement Memo to Faculty & Staff including instructions and implementation forms, Incident Command Response Procedures & Duties, Responsibility Matrix, ICS/SEMS Post-Drill Self-Evaluation Forms, and Post-Drill Summary Evaluation.

Disaster Risk Reduction

Teaching and Learning: Disaster Prevention Education

ABCD Basic Disaster Awareness Handbook

Istanbul Community Impact Project - 2002

This handbook was created as a tool for raising community awareness about disasters, particularly earthquakes. The information is divided into five sections: Disaster Awareness; Earthquake Hazards vs. Risks; Before an Earthquake; During and After an Earthquake; and Next Steps. In addition, a fact sheet provides extra information and tips.

Child Focused Disaster Risk Reduction

Asian Disaster Preparedness Center - 2007

This tool, from Training Module 6: Community Disaster Risk Reduction Implementation, provides key concepts, guidelines and case studies aimed at equipping people with the knowledge to discuss the importance of children's participation in disaster risk reduction. The guidelines on pp. 4-6 provide immediate actions and long-term actions for disaster reduction education in schools, disaster resistance school infrastructure, safe school and community environment and advocacy and government policy on school safety.

Children and Disaster Risk Reduction: Taking stock and moving forward

Back, E., Cameron, C. and Tanner, T., UNICEF, Children in a Changing Climate - 2010

This report reviews child-focused and child-led disaster risk reduction approaches and techniques and documents case studies across a range of interventions, covering: Knowledge, Voice and Action. Trends in child-focused and child-led DRR suggest that when children and youth have knowledge and voice, they are able to impact policy through 3 forms of action: Action to Protect, to Influence, and to Transform.

Working with vulnerable communities to assess and reduce disaster risk

Haghebaert, B., in Humanitarian Exchange Issue 38, Humanitarian Practice Network, ODI - 2007

This edition of Humanitarian Exchange features articles on the topic of disaster risk reduction for humanitarian practitioners. This article focuses on the importance of community-based participatory approaches, giving background, rationale and guidance on community risk assessments, which should be integrated with other risk assessment processes to assess social vulnerability and capacity.

Disaster and Emergency Preparedness Activity Guide for K to 6th Grade Teachers

International Finance Corporation - 2010

This booklet for classroom teachers and informal education facilitators is a companion to IFC's "Emergency and disaster management guidance for schools". It provides educational activities for classroom and community involvement. Sections cover: 1. Hazards and disasters in our community; 2. Measuring our environment; 3. Disaster prevention; 4. Emergency response; and 5. Promoting disaster prevention in your community.

What's the Plan Stan?

New Zealand Government - 2009

A full supplementary curriculum addresses earthquakes, floods, storms, tsunamis, and volcanic eruptions, fires and pandemics. The goal of the materials is to promote understanding of what causes these hazards and knowing what to do to be better prepared when they happen. Program website provides links to materials for teachers, students and families.

Adaptation and Localization: Guidelines for Development of Disaster Risk Reduction Public Education Materials

Risk RED - 2008

This brief guide is for those planning to adapt or develop educational materials for disaster risk reduction. It describes the What, Why, Who and How to go about adapting and localizing DRR educational materials in order to make best use of preceding efforts and to achieve legitimate, appropriate and high impact education, information and communication materials.

Family Disaster Plan

Risk RED - 2008

The Family Disaster Plan is a recommended handout for all school personnel and students' families. This two-sided checklist covers three major areas of action for disaster risk reduction at the individual and household level: Assessment and Planning, Physical Protection, and Response Capacity Development.

Let Our Children Teach Us! A Review of the Role of Education and Knowledge in Disaster Risk Reduction

Wisner, B., UNISDR - 2006

This review examines good practices to reduce disaster risk through education, knowledge and innovation, including efforts to protect schools from extreme natural events. It looks critically and strategically at current activities in order to identify gaps, opportunities in the form of synergisms and partnerships, and centers of innovation. The Guide provides advice for Government authorities and other organizations on useful strategies for implementing the Hyogo Framework for Action.

Disaster Risk Reduction

Teachers and Other Education Personnel

Integrating Children's Rights in Barangay Disaster Management and Development: A Trainer's Manual

BALAY Rehabilitation Center, Inc., Save the Children UK - 2006

This trainer's manual is designed for community council leadership, service providers, health workers, healers, teachers, parents and youth leaders involved in the implementation of child rights-based disaster management and development programs or activities. Training is organized around four modules: 1. Rationale for Integrating Children's Rights; 2. Child Rights-Based Disaster Management and Development Framework; 3. Children-Oriented Participatory Risk Assessment; 4. Child Rights-Based Disaster Management and Development Action Planning.

Child-Led Disaster Risk Reduction: A Practical Guide

Benson, L. and Bugge, J., Save the Children - 2007

This handbook guides action that recognizes children's right to participate in the things that affect their lives, the leadership roles that they can play, and the increased resilience and greater sense of control and security that can be achieved through child-led DRR. Straightforward guidance includes practical tools and methods for implementing a child-led program. Examples show the varied, productive and leading roles children can play in disaster risk reduction (DRR). Appendices support these with background enabling policy documents, additional resources, and hands-on tools.

Self-Care for Teachers

LSU Health Sciences - 2005

This two-sided tri-fold brochure addresses the stressors that teachers face following Hurricanes in the

US. It reviews common symptoms of distress after a disaster, what people can do to cope, what adults can do to help children to cope, and when people should seek more help.

Children on the Frontline: Children and Young People in Disaster Risk Reduction

Plan International & World Vision - 2009

Children can and do play invaluable roles in planning and implementing disaster risk reduction (DRR) and climate change adaptation activities, but are largely excluded from resilience-building activities. Key findings are that: 1) Children and young people are not satisfied with what is being done; 2) Adults aren't satisfied either; 3) An enabling environment for children's inclusion is lacking, but education and knowledge as a foundation are of critical importance; 4) Where children's contributions are embraced there is more likely to be progress in the Hyogo Framework for Action.

Disaster Risk Reduction

Education Policy: Comprehensive School Safety

Lessons for life: Building a culture of safety and resilience to disasters through schools

ActionAid International - 2007

This briefing paper is based on Let our Children Teach Us! A Review of the Role of Education and Knowledge in Risk Reduction. It lays out practical recommendations for governments to 1. Integrate teaching on local risk and hazards into the curriculum, and 2. Increase the physical safety and resilience of school buildings. It summarizes the Hyogo Framework for Action and Priority 3: To use knowledge, innovation and education to build a culture of safety and resilience at all levels. The brief cites good practices and simple targets for governments to address.

Ahmedabad Action Agenda for School Safety

GSDMA, SEEDS and UNISDR - 2007

The International Conference on School Safety was held from 18th to 20th January, 2007 in Ahmedabad, Gujarat, India. Reaffirming the priority for Action 3 of the Hyogo Framework for Action 2005-2015, to use knowledge, innovation and education to build a culture of safety and resilience at all levels, the UN Millennium Development Goal 2 to Achieve Universal Primary Education by the year 2015, the participants recognize that every child has both the right to education and the right to safe and sustainable living, hereby set themselves the goal of achieving in solidarity.

Applying the INEE Minimum Standards to Ensure Disaster Risk Reduction through Education

INEE - 2009

This training package for education sector and disaster management actors guides a 3.5-day program. It includes a training guide including detailed session training notes, simulation session and presentations.

Emergency Preparedness: Steps in Preparedness Planning and Checklist for National Preparedness Plans

Save the Children - 2003

This section is a concrete tool for emergency preparedness planning to increase capacity, build knowledge and strengthen relationships, the rationale and steps for which are laid out on pp. 52-56. In addition, pp. 57-58 contain a Checklist for National Preparedness Plans, including key points to consider in developing Education for All (EFA) plans that address education in situations of emergency and crisis. Extracted from Save the Children's Education in Emergencies toolkit.

Providing Education in Emergencies: The Role of a Minister

UNESCO IIEP

This two sided tri-fold brochure provides a simple introduction to Ministers of Education and their staff about their role in ensuring the right of children to education, developing policies that mitigate the effects of disasters and conflicts, and incorporating disaster risk reduction and conflict prevention activities into the regular planning and program cycle.

Emergency Preparedness Checklist

UNICEF - 2006

This tool provides a sample checklist that can be adapted to different contexts and organizations for emergency preparedness for areas including rapid education assessment, temporary learning spaces, emergency curriculum themes, teacher mobilization and training, reintegrating students, rehabilitation of schools, curriculum development, monitoring and evaluation, coordination and ensuring that your program and policies are in line with the INEE Minimum Standards. Extracted from UNICEF's Education in Emergencies Resource Toolkit.

Pre-Crisis Secondary Data for Emergency Preparedness

UNICEF - 2006

This matrix of pre-crisis secondary data for emergency preparedness provides a useful coordination tool in terms of analyzing what you need to know, locally and nationally, before developing a response. It is also relevant for response to population displacement in general as education facilities may be a natural gathering point for protection. Extracted from UNICEF's Education in Emergencies Resource Toolkit.

Preparedness Plan Monitoring Tool

UNICEF - 2006

This matrix for monitoring key activities for education preparedness (coordination, collection of pre-crisis data, learning spaces, teaching curriculum, etc.) can be adapted for different local contexts and organizational activities in order to monitor achievements against activities, action steps, responsibility for actions and the timeframe in which these activities need to be carried out in order to be prepared. Extracted from UNICEF's Education in Emergencies Resource Toolkit.

Education in Emergencies Training

UNICEF Regional Office in East and Southern Africa, Save the Children - 2009

The purpose of the Eastern and Southern Africa region (ESAR) Toolkit is to provide education frontline responders at national and local levels with tools to better prepare for and respond to emergencies through implementation of appropriate and comprehensive education activities for emergency-affected children. Sessions directly related to disaster risk reduction are: Session 15 Rehabilitation and Construction of Schools, Session 19 Disaster Risk Reduction and Education, and Session 22 Preparedness, Capacity Building and Contingency Planning.

Disaster Prevention – A Safe Foundation for Full Inclusion

UNISDR - 2008

Prepared for the International Conference on Education, this brief introductory document identifies disaster impacts that create exclusion from school and recommends key priorities to: 1) Create safe learning environments with safe location, construction and retrofit; 2) Maintain safe learning environments with school disaster management; 3) Protect educational access with continuity planning; 4) Teach and learn disaster prevention and preparedness; 5) Build a culture of safety and inclusion.

Disaster Prevention for Schools Guidance for Education Sector Decision-Makers

UNISDR - 2008

This guidance document aligned to the INEE Minimum Standards for Education was developed by UNISDR and is intended for education administrators at all levels as well as school safety advocates. It introduces disaster impacts and prevention measures for schools, creating safe learning environments, maintaining safe learning environments, teaching and learning disaster prevention and preparedness, educational materials and teacher training, and developing a culture of safety.

Towards a Culture of Prevention: Disaster Risk Reduction Begins at School: Good Practices and Lessons Learned

UNISDR - 2007

This compilation provides description of 38 good practices submitted from around the world in: Raising Awareness within School Communities, Building a Culture of Prevention, and Making Schools Safer. Each 3 to 4 page case study has an abstract, describes the initiative, impacts and results, the good practice and lessons learned. The publication is part of ongoing efforts made under the theme "Disaster Risk Reduction Begins at School", selected for the World Disaster Reduction Campaign 2006-2007, coordinated by UNISDR and UNESCO.

Reducing Vulnerability of School Children to Earthquakes

United Nations Center for Regional Development (UNCRD) School Earthquake Safety Initiative (SESI) - 2009

This publication not only summarizes the good practices and lessons learned from the project countries but also highlights the task ahead to up-scale from model projects to countrywide activities on school safety.

Disaster Risk Reduction Regional Resources:

Teaching Disaster Risk Reduction with Interactive Methods

Book for Head of Class Teachers, (Grades V-IX)

Ministry of Education and Science of Georgia, National Curriculum and Assessment Centre, Emergency Management Department of the Ministry of Internal Affairs of Georgia and UNICEF

This textbook was developed within the framework of the "Supporting Disaster Risk Reduction amongst Vulnerable Communities and Institutions in Southern Caucasus" project and is intended for use by the heads of class for grades V-IX of secondary schools of Georgia. This textbook...[was developed to]...help teachers provide students and their families' valuable information about natural disasters and the reduction of their associated risks.

Towards a Culture of Prevention: Disaster Risk Reduction Begins at School; Good Practices and Lessons Learned

UN/ISDR

This publication provides 35 good practices and lessons learned as concrete examples of how to make children safer in their classrooms and educate them about disasters. Of note, the first case study provided focuses on Armenia where Students, Teachers, and Principals conducted Disaster Risk Reduction Training. The case studies are organized under the following themes: 1) raising awareness within school communities; 2) building a culture of prevention; and 3) making school building safer.