

CARIBBEAN SAFE SCHOOL MINISTERIAL FORUM

3-4 APRIL 2017
ANTIGUA AND BARBUDA



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TECHNICAL SUPPORT PACKAGE for the CARIBBEAN SAFE SCHOOLS INITIATIVE

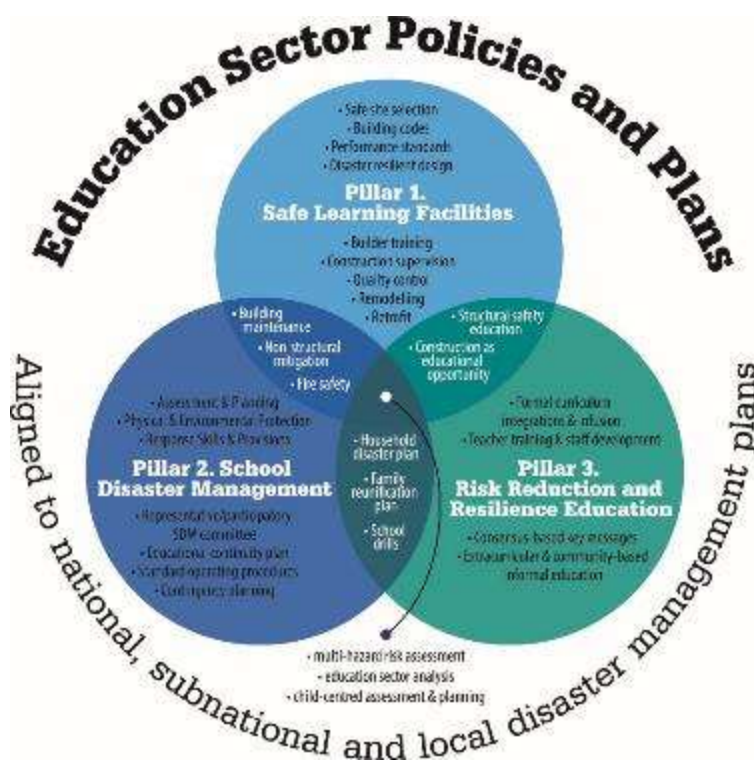




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BUILDING AN ENABLING INSTITUTIONAL ENVIRONMENT

CSS Targets and Indicators

GADRRRES has produced a set of draft Targets and Indicators for Comprehensive School Safety. These are the product of global consultative processes with subject matter experts in the various aspects of CSS. They are intended to guide policy and program development and stimulate monitoring and evaluation of progress towards risk reduction and resilience in the education sector.

The Concept Note is intended to guide the Worldwide Initiative for School Safety (WISS) and the [Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector](#) (GADRRRES) to plan for the iterative testing, validation and refinement for use at national and sub-national levels, with cascading, indicative, school-based indicators, by the end of 2016.

A template of targets and indicators is expected to support national and sub-national education authorities to incorporate risk reduction into education sector strategies and plans, and to achieve and measure progress towards these goals:

Goals of Comprehensive School Safety

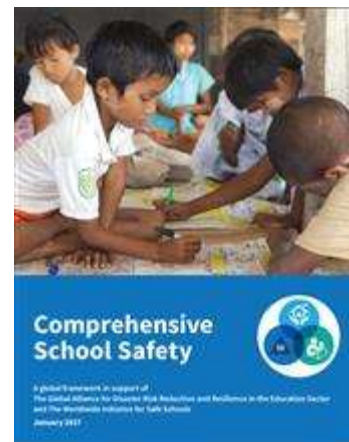
- To protect learners and education workers from death, injury, and harm in schools
- To plan for educational continuity in the face of all expected hazards and threats
- To safeguard education sector investments
- To strengthen risk reduction and resilience through education

[Download CSS Targets and Indicators](#)

Resource: GADRRRES

ONLINE LESSON: INTRODUCTION TO COMPREHENSIVE SCHOOL SAFETY

The purpose of this module is to introduce you to the background, rationale, goals, and structure of the Comprehensive School Safety Framework, which is the foundation for the Worldwide Initiative for School Safety, the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, and Save the Children's Signature Approach to Comprehensive School Safety.



Topics covered in this module include:

- Disaster risk reduction terminology
- Scope of hazard impacts on education
- Goals of Comprehensive School Safety
- Three Pillars of CSS: Safe School Facilities, School Disaster Management, Risk Reduction and Resilience Education
- Key actors and responsibilities
- The evidence-base for disaster risk reduction work in the education sector
- CSS in the global development and humanitarian landscape

Target Audience: Development and humanitarian workers in the education sector, education authorities, administrative, strategic planning, safety and security, school-based management and risk reduction and resilience focal points.

Length: 60-90 minutes

Available languages: English

Subjects: Education. Disaster Risk Reduction. Disaster Management. Child Rights. Education in Emergencies.

[Access the Introduction to Comprehensive School Safety Online Lesson](#)

Resource: Save the Children

TRAINING PROGRAMME ON COMPREHENSIVE SCHOOL SAFETY AND EDUCATION SECTOR POLICIES AND PLANS

In the framework of the Global Action Programme for Education for Sustainable Development (ESD), which was launched as a follow-up programme to the Decade of ESD in order to improve disaster risk reduction and mitigation in the education sector, UNESCO has developed a Training Programme on Comprehensive School Safety and Education Sector Policies and Plans. The training programme is targeted to a variety of national stakeholders and decision makers concerned with school safety including education infrastructure planners, curriculum developers and experts, education planners and heads of teacher education departments, among others.



UNESCO Training Programme
on
Comprehensive School Safety
and Education Sector Policies and
Plans



The objectives of this training programme are:

- i. increase the capacity of curriculum developers and educational planners to integrate of DRR education in school curricula;
- ii. support the revision/development/improvement of school disaster management plans;
- iii. train and guide decision-makers to improve the resilience of schools facilities;
- iv. support the development of action plans for the implementation of the comprehensive school safety approach in each country.

The training is divided in five (5) modules as follows:

Module 1 - CSS in Education Sector Policies and Plans, covers:

- global trends in natural hazards and vulnerabilities and their effects on the education sector,
- Disaster Risk Reduction (DRR) in education sector policies and plans,
- the three pillars of CSS, as well as
- multi-hazard risk assessment as the core of the CSS framework.

Module 2 - Education Facilities and Assessment Methodologies, covers:

- a multi-hazard approach to school safety,
- safety of school infrastructures,
- the UNESCO-VISUS methodology, and
- VISUS outcomes and safety upgrade planning.

Module 3 - Integrating DRR Education and Education for Sustainable Development (ESD) in the Curriculum, covers:

- five dimensions of DRR education,
- platforms for DRR education: ESD, Climate Change Education (CCE), Conflict-Disaster Risk Reduction (CDRR),
- horizontal and vertical integration of DRR into the curriculum, and
- facilitation as the way to deliver DRR education.

Module 4 - Emergency Response Planning in Education, covers:

- contingency planning, and
- education in emergencies.

Module 5 - Action Planning for CSS Country Implementation, covers:

- one month plan,
- one year plan, and
- 3-5 year plan.

Resource: UNESCO and UNESCO-IIEP



EDUCATION SECTOR SNAPSHOT FOR CSS AND EIE

Consultant-researched reports have been generated for more than 15 countries as a baseline for understanding policies, programs and practices in both risk assessment as well as all three pillars of school safety. The Snapshot template includes available targets and indicators. It is intended to be updated by the national education authority, in collaboration with education sector development stakeholders. This serves as orientation for stakeholders and reference for humanitarian response.

The format is as follows:

1. Introductory Demographics
2. Education Sector Overview
3. Hazards and Risks Overview
4. Disaster Risk Management Overview
5. Comprehensive School Safety Overview
6. Pillar 1: Safe School Facilities: Policies, Practices & Programs
7. Pillar 2: School Disaster Management & Educational Continuity: Policies, Practices & Programs (including Education in Emergencies)
8. Pillar 3: Risk Reduction and Resilience in Education: Policies, Practices & Programs
9. Targets and Indicators for CSS
10. Appendices include: National Hazard Map(s); Education Cluster/Working Group/Task Force ToRs, Workplan and Roster; Progress towards CSS Targets and Indicators; Sub-national school facilities and enrollment statistics; National Contingency Plans; Programs Projects and Activities Mapping; EiE Provisions and Stockpiles; EiE Suppliers and Framework Agreements; EFA Global Monitoring Statistics.

[Download the Education Sector Snapshot for CSS and EiE](#)

Resource: Save the Children and UNICEF

EDUCATION SECTOR SNAPSHOT for
COMPREHENSIVE SCHOOL SAFETY and
EDUCATION IN EMERGENCIES

-

[TEMPLATE 2014 02/COUNTRY NAME]

[Add photo of good practice]

INTEGRATING SAFETY, RESILIENCE AND SOCIAL COHESION IN EDUCATION SECTOR PLANNING: GUIDE FOR EDUCATION SECTOR PLANNERS

These booklets provide step-by-step advice for educational authorities on how to address safety, resilience, and social cohesion in education sector planning processes. Organized into six booklets and a glossary, these materials present each step of the planning cycle and suggest concrete actions to ensure that safety, resilience, and social cohesion are an integral part of each step.



ONLINE COURSE: EDUCATIONAL PLANNING FOR SAFETY, RESILIENCE AND SOCIAL COHESION

This 9-week course is designed for senior staff of ministries of education, and for personnel from development partner organizations who are directly involved in the organization, planning, and management of the education sector, including both technical staff and policy-makers. By the end of the course, participants should be able to analyse the impact of risks and integrate safety, resilience, and social cohesion measures in national education sector planning processes.

More specifically, upon completion of the course, participants should be able to identify issues of safety, resilience, and social cohesion throughout the planning process as they:

- analyse risks of conflict and disaster that impact their country's education sector and identify capacities that are already in place to respond to and prevent the impact of crisis;
- examine existing and proposed policies for their country in order to respond to risks that could affect their education system;
- identify programmes and build stakeholder support;
- generate a cost estimation and identify sources of financing;
- develop measurable and realistic indicators and identify the sources of information necessary for monitoring and evaluation.



In addition, participants will produce an action plan for the institutionalization of safety, resilience, and social cohesion in their respective education sector planning processes.

[Access to the e-learning platform of UNESCO-IIEP](#)

Resource: UNESCO- IIEP and PEIC

INTEGRATING CONFLICT AND DISASTER RISK REDUCTION INTO EDUCATION SECTOR PLANNING

Over 40% of the world's out-of-school children live in conflict-affected countries, and in this decade an estimated 175 million children every year are likely to be affected by natural hazards leading to disasters. As a result there is a growing sense of urgency among the international community to try to mitigate the risks of conflict and natural hazards and support countries to be more resilient in the face of adversity.

Sector planning processes therefore should take into account predictable, recurrent emergencies as well as sudden onset disasters or conflicts. Yet few countries have included conflict or disaster risk reduction (C/DRR) into their national education planning processes. Even when C/DRR strategies have been identified, it is often difficult to build consensus on who will implement them and how they will be funded. Therefore there is a clear need for practical guidance on how to include, adopt and implement C/DRR measures as part of sector planning and implementation. These Guidance Notes respond to that need.



Developed by IIEP and UNICEF's West and Central Africa Regional Office (WCARO), on behalf of the Global Education Cluster, the Guidance Notes support ministry of education officials to integrate C/DRR into their planning processes.

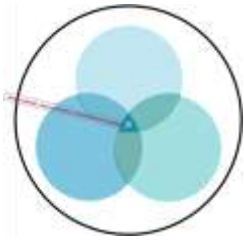
They examine a number of core planning steps such as:

- conducting a diagnosis of the risks affecting the education sector;
- integrating C/DRR measures into regular education policy, planning and programming interventions;
- developing a relevant C/DRR strategy to respond to risks identified; monitoring and evaluating progress on implementation of risk reduction strategies; and
- mobilizing human and financial resources to implement C/DRR measures.

The Guidance Notes are currently being field-tested in Burkina Faso and Chad.

[Download the Guidance Notes](#)

Resource: UNESCO- IIEP and UNICEF



CHILD-CENTERED MULTI-HAZARD ASSESSMENT

CSS ASSESSMENT SUITE

The CSS Assessment Suite is comprised of two tablet- or smart phone-based applications that are designed for different users, and a science-based methodology. The outcomes of the suite are intended for integration into EMIS.

- *CSS First Step* – a crowd-sourcing app for engaging students and communities in identifying hazards and risks as they relate to their local school.
- *CSS School Self-Assessment Survey* – a paper survey and tablet-based application for non-technical assessment by school management committee and/or visiting school officials to record hazards as well as conditions of school facilities, and practice of school disaster management and risk reduction and resilience education
- *VISUS -CSS* - A method that provides information to policy makers in order to help them to decide where to focus their risk reduction efforts and interventions based on available resources and scientific-evidence information, while build/reinforce the national and local capacities for technical assessment.



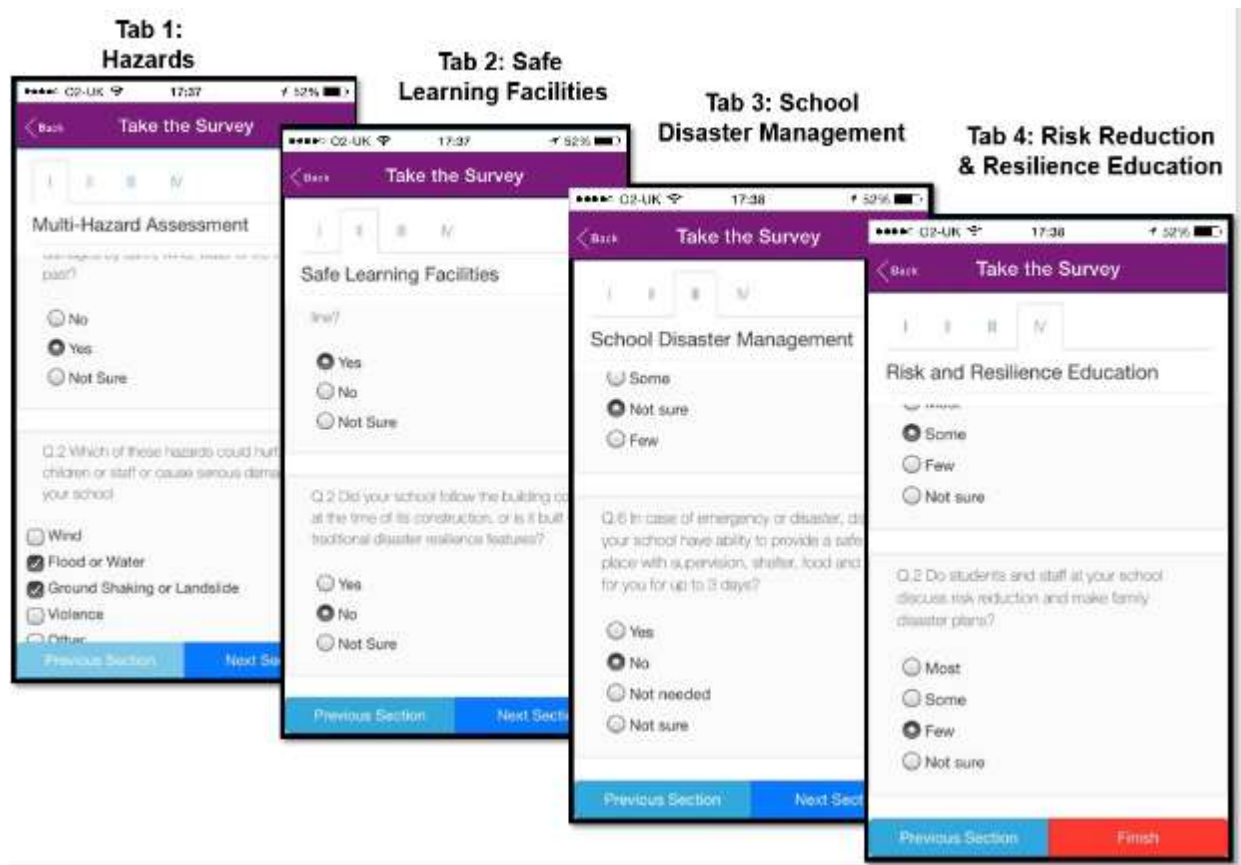
TOOL	INPUTS	FROM	OUTPUTS	TO
1. CSS First Step Community Awareness	<ul style="list-style-type: none"> • Hazard/Risks maps • Desk review of available data • Crowd-sourced & other views 	<ul style="list-style-type: none"> • public records • students • community members 	<u>Crowd-sourced</u> perception data <ul style="list-style-type: none"> • e-mail to responder • online visualization 	<ul style="list-style-type: none"> • schools community • local education administrators - advocacy - awareness - interest - salience
2. CSS School-Based Self-Assestment Internal Assessment (P.1, 2, 3)	<ul style="list-style-type: none"> • Pillars 1, 2, 3 quick survey • Photographic reportage • EMIS & geo-informatics 	<ul style="list-style-type: none"> • school safety committees • visiting education administrators 	School-based <u>self-assessment</u> school report <ul style="list-style-type: none"> • District report • Online visualization • Searchable database 	<ul style="list-style-type: none"> • school management • national & district education admin - local input - program development - capacity-building - flagging for technical P1 inspection
3. VISUS CSS Visual Inspection for defining Safety Upgrading Strategies (P.1)	<ul style="list-style-type: none"> • Visual inspection /detailed data • Application of criteria • Quantitative and Qualitative analysis • Photographic reportage • EMIS & geo-information 	<ul style="list-style-type: none"> • External trained survey teams: <ul style="list-style-type: none"> - Technical inspectors from MoE - Surveyors from local Universities or vocational schools 	Capacitates for technical assessment created in the country <ul style="list-style-type: none"> • Individual School Report • Collective Report (including budget estimations) • Online Visualization • searchable database 	<ul style="list-style-type: none"> • school management • national & district education admin - characterization - recommendations, - cost estimate- funding allocation - prioritization
4. Detailed investigation and design	<ul style="list-style-type: none"> • Deep technical investigation • Quantitative analyses 	<ul style="list-style-type: none"> • trained structural engineers 	Detailed investigation and design	In-depth assessment for design and delivery of retrofit or replacement

[Download CSS Assessment Suite information](#)

Resource: UNESCO, University of Udine, Risk RED, Save the Children

CSS First Step

CSS First Step is the most basic Suite tool and is available as a smart phone app. It requires only that the user, who may be a student or teacher, register and locate their school on a map. CSS First Step then asks the user to answer basic survey questions about the school site, relevant hazards, and local disaster management strategies. Users can upload photos of the school site or local hazards. Based on the input data, the app automatically generates and emails recommended next steps in improving school safety back to the user. The primary goal of CSS First Step is to encourage awareness of and interest for disaster risk reduction in schools.



Resource: Risk RED

CSS School Self Assessment Survey

The School Self-Assessment Survey covers school profile and risks, school facilities, school disaster management and risk reduction and resilience education. Schools receive automated report (via e-mail), sub-national levels may draw summary reports, and education authorities can query data and create customized reports via a web-portal.

Profile & Risks	School Facilities	School Disaster Management	Risk Reduction & Resilience Education
Geographic Location Type / Grade levels Enrollment Hazards exposure Risk levels Disaster history Educational impacts Early warning systems	Topographic location Buildings characteristics Building conditions Occupancy and capacity Access hazards WASH hazards Non-structural hazards	Barriers to attendance Risk reduction activities School disaster management Risk assessment and planning activities Risk reduction activities Response skills Response provisions Health care services	Level of hazard awareness Staff and student participation in risk reduction Knowledge of standard operating procedures Settings for learning Availability of social/behavior change instructional materials
Tab 1	Tab 2	Tab 3	Tab 4



Resource: Save the Children, Risk RED

VISUS CSS - Visual Inspection for defining the Safety Upgrading Strategies

Ensuring the safety of people in case of natural hazards is one of the main concerns of public administrators in hazard-prone territories, particularly with reference to strategic and relevant major public buildings, such as schools. This requires the definition of a rational and effective strategy for risk reduction based on the level of risk, criticalities, countermeasures and costs. With the scientific collaboration with the University of UDINE, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) set out to create a multi-hazard school safety assessment methodology called VISUS (Visual Inspection for defining the Safety Upgrading Strategies). The method aims to help policy makers in deciding where to focus their risk reduction efforts and interventions based on available resources and scientific-evidence information.

VISUS helps decision-makers from the Ministries of Education, National Disaster Management Authorities and other relevant institutions in understanding which schools need priority interventions, which interventions are required and how much they would cost, and which upgrade actions are possible based on available resources. Five issues are investigated: site conditions, structural performance, local structural criticalities, non-structural components and functional aspects. Data are collected using a mobile application and results are provided using simple graphical indicators.



A bottom-up approach with the engagement of stakeholders from national and local authorities is used for the implementation of VISUS in each country, to ensure that local needs are addressed. The Programme aims to build capacity in each recipient country by training professors and students from the civil engineering departments of local universities on how to perform the assessments using the UNESCO-VISUS methodology. National workshops are organized in each country and trainings for decision-makers, trainers and surveyors are provided. VISUS is adaptable to different local contexts and needs.

Phases

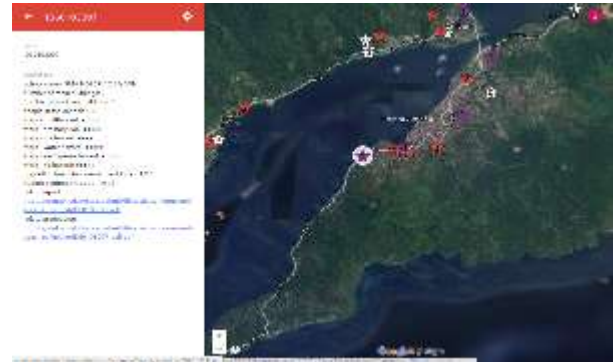
1. Adaptation to the Country/Region Realities (Hazard Profile and Typologies)
2. Building National and Local Capacities for Critical Infrastructure Assessment
3. Implementation of the Assessment
4. Reporting
5. Planning for Intervention

Beneficiaries

- Students, school managers and personnel of assessed schools
- National Ministries of Education and Disaster Management Authorities
- Students and professors from local partner universities.

Deliverables

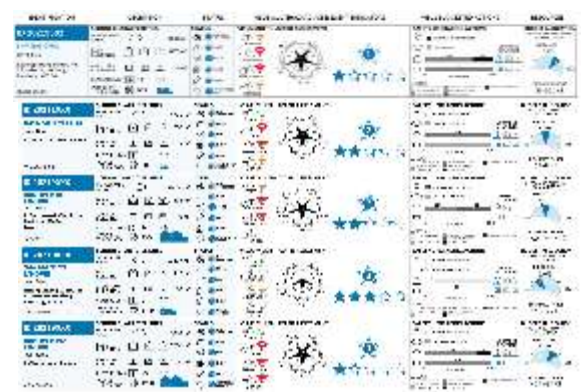
- Capacitates for technical assessment created in the country
- Individual School Report
- Collective Report (including budget estimations)
- Geo-referenced national inventories of schools in mapping platforms
- Searchable database



Location and schoolyard and photo reportage



School building and photo reportage



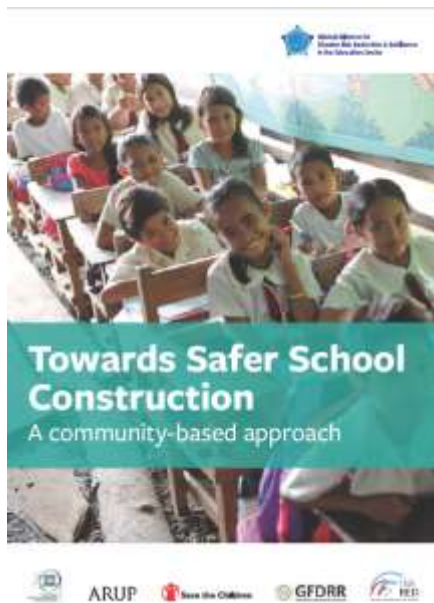
[More Information about VISUS](#)

Resource: UNESCO and SPRINT University of UDINE



PILLAR 1: SAFER SCHOOL FACILITIES

TOWARDS SAFER SCHOOL CONSTRUCTION



A community-based approach to school construction seeks to achieve the twin goals of safer schools and more resilient communities. It treats school construction as a community learning opportunity to better understand risks, collectively commit to safety, and to learn and apply strategies for safer construction. A community-based approach builds community capacity in tandem with the laying of foundations and erecting of classroom walls. It also prepares communities to be knowledgeable caretakers of schools, able to maintain the physical safety of the structures and the culture of safety among those who use it.

Purpose of this manual: This manual shows how community-based approaches to safer school construction can do more than just provide safer school buildings in hazard-prone places. It can also:

- Raise awareness about hazards within communities
- Build local capacity for safe construction practices
- Strengthen a culture of safety within and around the school
- Increase a sense of community ownership of the school
- Ensure community values are incorporated into school designs

[Download Towards Safer School Construction](#)

Resource: GFDRR, Save the Children, Risk RED, UNESCO, ARUP

GUIDANCE NOTES ON SAFER SCHOOL CONSTRUCTION

The Guidance Notes on Safer School Construction present a framework of guiding principles and general steps to develop a context-specific plan to address school safety through the disaster resilient construction and retrofitting of school buildings.

The guidance notes consist of four components:

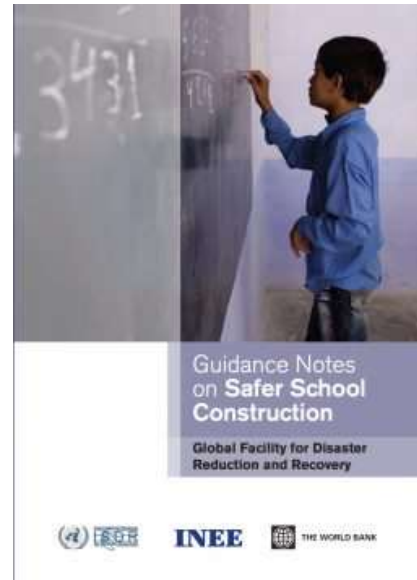
General information and advocacy points (Sections 2-4) briefly address the need and rationale for safer school buildings as well as the scope and intended use of the Guidance Notes. They also feature several success stories and list a number of essential guiding principles and strategies for overcoming common challenges.

A series of suggested steps (Section 5) highlight key points that should be considered when planning a safer school construction and/or retrofitting initiative. Each step describes the processes, notes important decision points, highlights key issues or potential challenges, and suggests good practices, tools to facilitate the actions, and references resources to guide the reader to more detailed and context-specific information.

A compilation of basic design principles (Section 6) identify some basic requirements a school building must meet to provide a greater level of protection. These principles are intended to facilitate a very basic understanding of the measures that can be taken to make a school building more resilient to hazard forces.

A broad list of references to resources (Appendix 3) provide more detailed, technical and context-specific information.

The Guidance Notes on Safer School Construction should be used by policymakers and planners of local, regional and national government bodies and all other organizations interested or engaged in enhancing the safety of school populations through improved hazard resistant construction and retrofitting of schools buildings. They can be used to guide discussion, planning and design, implementation, monitoring and evaluation of school construction and should be utilized to strengthen Education Sector Plans and to develop National Action Plan for Safe Schools.



1: Creating an enabling institutional, policy, and regulatory environment for risk reduction

Strong institutions, policies, and regulations provide an essential framework for integrating risk reduction considerations into school construction programs. The objective is to foster institutional and policy actions considered necessary for the planning and effective implementation of such programs.

Improving the quality and enforcement of building codes

The objective is to improve the effectiveness of regulations governing the design, construction and maintenance of school facilities to avoid substandard construction. This will include financing for the following activities: (1) reviewing of the legal and regulatory framework to promote safe construction; (2) updating building codes to ensure the inclusion or amendment of existing seismic provisions; and (3) support for revision of policies and procedures for improved code enforcement.

Building institutional capacity to facilitate risk reduction

The objective of is to build institutional capacity. Specific activities include: (1) institutional and technical support for the collection and management of data on building stock at risk; (2) convening government across ministries and agencies to reach consensus on the level of risk to which schools are exposed; (3) facilitating partnerships between government and architecture and engineering schools; (4) support to national and local governments to effectively undertake its oversight and regulatory mandates, including outreach to ensure community participation; and (5) enhancing monitoring and evaluation of school infrastructure projects.

2: Improving school construction practices from planning to construction

The objective is to support countries in avoiding the creation of new risks and reducing existing risks through risk-informed construction and retrofitting of school infrastructure. This objective will be achieved by improving school construction practices to ensure that risk considerations are factored into all phases of schools construction.

Informing and guiding risk-based planning and design of school infrastructure investments

The objective is to support countries integrate disaster risk reduction criteria into the planning, design, and construction/retrofitting of schools. Some specific activities under this subcomponent are (1) portfolio analysis of vulnerable school building stock, (2) hazard/risk assessments to guide the selection of suitable site locations and/or prioritization of schools at risk, (3) support to government technical agencies responsible for assessing disaster risk and infrastructure development, (4) independent review and cost-benefit analysis to evaluate planned interventions, (5) building standards and design reviews, (6) feasibility studies for structural strengthening, (7) building of capacity to support retrofitting of school infrastructure, (8) training

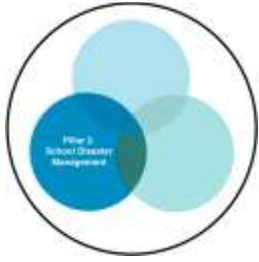
of government, nongovernment, and local actors in hazard-resistant design strategies and devices, including shear walls, braced frames, and base isolation; and (9) development of certification program for engineers.

Strengthening quality assurance of the construction of school infrastructure investments

The objective to support countries in their effort to ensure compliance with design standards, building codes and appropriate maintenance of school infrastructure. Specific activities include (1) strengthening construction monitoring and supervision systems; (2) building the capacity of masons, (3) development of construction manuals for unskilled illiterate workforces; and contractors, teachers, and administrators and training them in proper construction techniques, (4) facilitating community-led quality reviews during school construction, (5) development of information communication technology tools such as online platforms and mobile phone applications to improve monitoring and supervision activities; and (6) supporting the formulation and implementation of fair grievance-resolution mechanisms.

[Download Guidance Notes on Safer School Construction](#)

Resource: GFDRR, INEE and UNISDR



PILLAR 2: SCHOOL DISASTER MANAGEMENT

PARTICIPATORY SCHOOL DISASTER MANAGEMENT

Resources for Participatory School Disaster Management include:

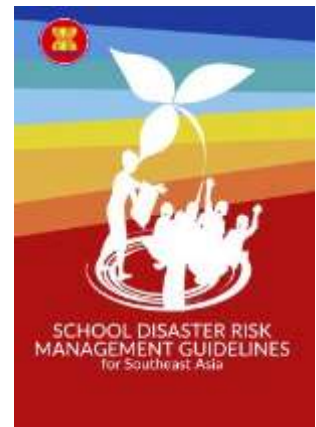
- Participatory School Disaster Management Handbook Template
- Participatory School Disaster Management Planning Forms Template
- Participatory School Disaster Management Children's Activities -
- Participatory School Disaster Management Training Resource Presentation

In addition models are available for Terms of Reference for national, sub-national and school-based focal points.

These serve as primary resources for RR&R focal points at school and sub-national levels. The first two of these have been somewhat adapted and substantially adopted as regional resource for the ASEAN School Safety Initiative, with SEAMEO-Innotech. The presentation resource has been further developed and adapted into training modules for the Phillipines. Similar training resources have also been adapted for Vanuatu, and Laos. Full training modules are also in development.

[Download Participatory School Disaster Management Resources](#)

Resource: ASEAN and Save the Children



ONLINE LESSON: INTRODUCTION TO PARTICIPATORY SCHOOL DISASTER MANAGEMENT

The purpose of the *Introduction to Participatory School Disaster Management* course is to introduce you to Save the Children's template tools for integrating disaster management into *ongoing* school-based management. This is built on Save the Children's experience in several countries in Asia and the Pacific, and informs the ASEAN School Safety Initiative Guidelines for School Disaster Management.

The module covers the scope of school disaster risk reduction and management, the roles and responsibilities involved, and an introduction to six basic steps to assure that children and adults are protected in the school environment, that children's right to educational continuity is maintained, and that education sector investments are safeguarded. (Successful SDM includes planning for Education in Emergencies and implementing plans for educational continuity, post-disaster).

Topics covered in this module include:

- Comprehensive School Safety Framework: Pillar 2 – School Disaster Management
- Scope of school disaster risk management
- Roles and responsibilities at the school level
- Six steps in school disaster management:
 - Knowing Our Dangers
 - Reducing Our Dangers
 - Planning to Respond
 - Preparing for Educational Continuity
 - Reaching Out and Advocacy
 - Implementing Our Plan (including guidance *Handbook*, *Planning Forms* and student/community *Learning Activities* tools)
- Emergency Decision Tree and six standard operating procedures for safety in disasters and emergencies

Target Audience: Development and humanitarian workers in the education sector. Education authorities, administrative, strategic planning, safety and security, school-based management and risk reduction and resilience focal points.

Length: 60-90 minutes

Available languages: English

Subjects: Education. School-based Management. Disaster Risk Reduction. Disaster Management. Child Rights. Education in Emergencies. Safety and Security.

[Access the Introduction to Participatory School Disaster Management Online Lesson](#)

Resource: Save the Children



PILLAR 3: RISK REDUCTION & RESILIENCE EDUCATION

MAINSTREAMING DISASTER RISK REDUCTION IN THE SCHOOL CURRICULA

Two publications were produced in order to support policy makers in the mainstreaming of disaster risk reduction in the school curricula.

Disaster risk reduction in school curricula: case studies from thirty countries:

This publication captures key national experiences in the integration of disaster risk reduction (DRR) in the curriculum, identifying good practice, noting issues addressed or still lacking, and reviewing learning outcomes. The study researched DRR related curriculum development and integration, pedagogy, student assessment, teacher professional development and guidance, learning outcomes and policy development, planning and implementation aspects covering thirty countries.

It asserts that while education systems are greatly affected by disaster, they are also key to reducing risk and strengthening disaster resilience. Quality education can deliver life-saving and life sustaining knowledge, skills, and attitudes that protect children and young people during and after emergencies.

Sections include: (i) Introduction; (ii) methodology; (iii) disaster risk reduction in curriculum; (iv) approaches to integrating disaster risk reduction in the curriculum; (v) towards a pedagogy of disaster risk reduction (vi) disaster risk reduction learning: assessment of students (vii) teacher professional development in disaster risk reduction education (viii) disaster risk reduction education: learning outcomes; (ix) integrating disaster risk reduction in the curriculum: other aspects of policy, planning and implementation; (x) the case studies; (xi) checklist of optimal DRR curriculum practice.



[Download the publication](#)

Resource: UNESCO and UNICEF

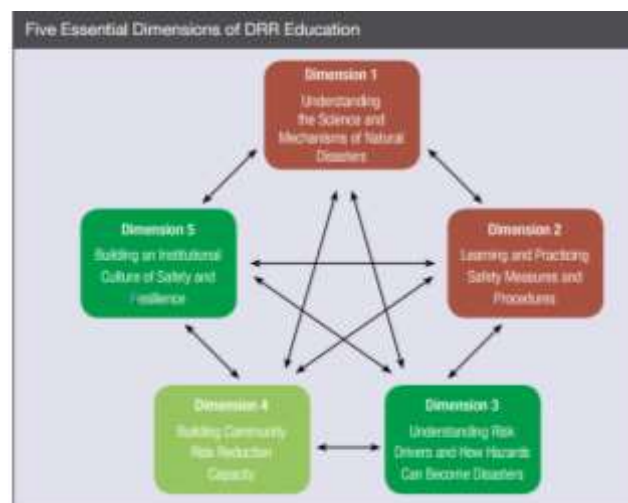
Towards A Learning Culture of Safety and Resilience - Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum

The technical guidance is an instrument for education planners and curriculum specialists to support the inclusion of DRR in education. The document provides a thorough rationale for including DRR in school curricula within an Education for Sustainable Development framework. It also guides those with responsibility for curricula on appropriate teaching and learning methods for disaster preparedness, that is to say the methods that empower and motivate learners and support the development of a comprehensive culture of disaster resilience.

This technical guidance encourages the incorporation of Education for Sustainable Development (ESD) insights and criteria into DRR curriculum review and development. This allows for a better coverage of all five dimensions of DRR education, considering that up to now, dimensions 3, 4 and 5 are less frequently or rarely addressed within DRR curricula. It also situates DRR education as compatible with Climate Change Education and as part of Quality Education, Lifeskills Education and Child-friendly Education.



This technical guidance also recognizes the importance of adopting a holistic risk and resilience education framework. In addition to looking at natural hazards, this framework looks at manmade hazards that the education sector faces, such as violent conflicts. While not covering this topic in detail, the technical guidance supports the integration of conflict risk reduction education and DRR education.



[Download the publication](#)

Resource: UNESCO and UNICEF

PUBLIC AWARENESS & PUBLIC EDUCATION – KEY MESSAGES

Evidence-based, action-oriented harmonized messaging for risk reduction and resilience at the household level is a key goal in public awareness, and is particularly important when it comes to scaling-up efforts to create a culture of safety.

Public awareness and public education for disaster risk reduction: key messages is a guidance document developed for use as a reference for social and behavior change or information and education materials used for public and children's awareness and education.

The current set is based on an *all-hazards* family safety plan with additional messages specific to flood, cyclone, earthquake, drought, wildfire, and pandemic. Additional messages are currently being researched and validated for landslide, volcano, tsunami, infestation, road safety, water safety, winter storms, chemical, biological and nuclear hazards among others. The objective is to develop and refine national DRR messages with reference to this universal template that can use for contextualization and adoption at the national level, ideally with the leadership of the NDMO.

Ensuring that these messages have credibility, legitimacy and strong impact, they need to be harmonized and consistent, backed by a consensus of key stakeholders, and based on the best knowledge available at the time

A quick guide to the engagement of national subject matter experts and agencies in the adaptation and adoption of a national set of Key Messages with the support of NGOs, UN agencies, and National Red Cross and Red Crescent Societies is also available.

[Download Public Awareness & Public Education for Disaster Risk Reduction - Key Messages](#)

Resource: International Federation of Red Cross and Red Crescent Societies, Save the Children



Public awareness and public
education for disaster risk
reduction: key messages

www.ifa.org
Rising from challenge, creating resilience

International Federation
of Red Cross and Red Crescent Societies

SAFETY, RESILIENCE, AND SOCIAL COHESION: A GUIDE FOR CURRICULUM DEVELOPERS

This programme is a collaboration between the Protect Education in Insecurity and Conflict (PEIC) Programme, and UNESCO's International Institute for Educational Planning (IIEP) and International Bureau of Education (IBE). This collaboration and the overall framework build on the efforts and momentum of a wide range of stakeholders including the INEE Working Group on Education and Fragility (WGEF). Click [here](#) for the complete list of our partners in this field

The overall purpose of the programme is to strengthen education systems to better withstand shocks from disasters, insecurity or conflicts should they occur, and to help prevent such problems. The aim of this programme therefore is to support Ministries of Education (MoEs), at central, provincial and district levels, to promote education systems that are safe, resilient and encourage social cohesion within education sector policies, plans and curricula. As recognized by the Education Cannot Wait campaign (which is within the UN Secretary General's Education First Initiative): No matter where a country is in its planning cycle there are opportunities to determine its priorities for conflict and disaster risk reduction and to integrate them into annual or sector plans.

Curriculum enhancement to promote safety, resilience, and social cohesion

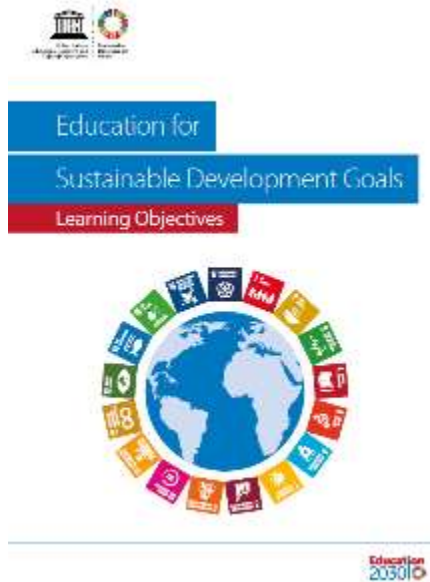
These booklets provide step-by-step advice on how safety, resilience, and social cohesion can be incorporated into curriculum development and revision processes. Organized into eight booklets and a glossary, this series explains why education ministries should adopt curricula with a stronger focus on safety, resilience, and social cohesion, and offers detailed guidance on how this can be achieved.

[Download the publication](#)

Resource: UNESCO- IBE, UNESCO-IIEP and PEIC



EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS: LEARNING OBJECTIVES



Embarking on the path of sustainable development will require a profound transformation of how we think and act. To create a more sustainable world and to engage with sustainability-related issues as described in the SDGs, individuals must become sustainability change-makers. They require the knowledge, skills, values and attitudes that empower them to contribute to sustainable development. Education, therefore, is crucial for the achievement of sustainable development. Education for Sustainable Development (ESD) has to be understood as an integral part of quality education.

Purpose of this publication: The publication intends to guide readers on how to use education, and in particular ESD, in achieving the SDGs. It identifies learning objectives, suggests topics and learning activities for each SDG, and describes implementation on different levels from course design to national strategies. The document aims to support policy-makers, curriculum developers and educators in designing strategies, curricula and courses to promote learning for the SDGs.

[Download Education for Sustainable Development Goals: Learning Objectives](#)

Resource: UNESCO

SCOPE & SEQUENCE FOR RR&R CURRICULUM INTEGRATION

GADRRR-ES partners are interested in taking the 'public awareness key messages' to the next level by developing a full K-12 'scope and sequence' to delineate learning outcomes for infusion of risk reduction and resilience education across the curriculum. This will be intended for use in the ongoing curriculum development cycle, and can be adapted to carrier subjects and aligned to any national or other curriculum standards.

LESSON PLANS & INFORMAL ACTIVITIES

GADRRR-ES members are developing, improving, and compiling lesson plans for both formal curriculum and informal activities, for teaching and learning on a broad range of subjects, including:

- hazard awareness
- risk reduction
- response preparedness
- climate change mitigation and adaptation
- social cohesion and conflict resolution