

Integrating Disaster Risk Reduction into Preparedness, Relief and Recovery

The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of members working together within a humanitarian and development framework to ensure all persons the right to quality and safe education in emergencies and post-crisis recovery. Since its inception in 2000, INEE's membership has grown to over 4,000 members in 115 countries -- practitioners, students, teachers and staff from UN agencies, NGOs, donors, governments and research institutions and universities – collaboratively working to share knowledge, develop resources and inform policy through consensus-driven advocacy. To join this community of practice and receive and share information about new resources and opportunities in the field, go to: www.ineesite.org/join.

The network is working to raise awareness around the need to meet the goals of Disaster Risk Reduction (DRR) through education by:

- Creating safe learning environments with safe construction and retrofitting
- Maintaining safe learning environments through school disaster management
- Protecting access to education with educational continuity planning
- Learning and teaching about disaster prevention and preparedness in formal and non-formal environments
- Building a culture of access and safety; promoting schools as centers for community risk reduction

In particular, INEE is mainstreaming disaster risk reduction and risk management into its work and resources through the following initiatives and good practice tools:

INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (INEE Minimum Standards: www.ineesite.org/standards) provide good practices and concrete guidance to governments and humanitarian workers for coordinated action to enhance the quality of education preparedness and response, increase access to safe and relevant learning opportunities, and ensure accountability in providing these services. The INEE Minimum Standards cover five categories:

- ▶ Minimum standards common to all categories: focus on the essential areas of community participation, the use of local resources, initial assessment, appropriate response and continued monitoring and evaluation, which are required when applying any other standard within the handbook
- ▶ Access and learning environment: focus on partnerships to promote access to learning opportunities and essential inter-sectoral linkages with protection, health, water and sanitation, nutrition and shelter to enhance security and physical, cognitive and psychological well-being
- ▶ Teaching and learning: focus on critical elements that promote effective teaching and learning: curriculum, training, instruction and assessment
- ▶ Teachers and other education personnel: focus on the administration and management of human resources, including recruitment and selection, conditions of service, and supervision and support
- ▶ Education policy and coordination: focus on policy formulation and enactment, planning and implementation, and coordination

The INEE Minimum Standards handbook is being used in over 80 countries around the world to frame and foster holistic inter- and intra-agency policy dialogue, programme coordination (contingency planning, assessment, design, implementation, monitoring and evaluation) and advocacy. Moreover, the handbook is being updated in 2009 with a focus on mainstreaming DRR. All partners are invited to provide their input into this process; contact msupdate@ineesite.org with questions and find out more at:

www.ineesite.org/index.php/post/inee_minimum_standards_update/

INEE Minimum Standards Training Materials and Toolkit Thematic Guide focused on DRR:

INEE has adapted its training documents, the INEE Minimum Standards Training Guide and Trainers Workbook, with a focus on DRR (www.ineesite.org/training). These materials, designed for a 3-day training but adaptable for other durations, can be used to guide policy makers and practitioners to better understand and integrate disaster risk reduction into their work, including contextualising the INEE Minimum Standards and other tools toward this goal. In addition, INEE's Minimum Standards Toolkit, developed in partnership with the IASC Education Cluster, offers training and promotional materials along with practical tools and resources to aid in the contextualisation and implementation of the standards. In particular, the Toolkit contains a thematic guide of tools focused on mainstreaming risk reduction into programmes and policies.

INEE Guidance Notes on Safer School Construction: INEE and the Global Facility for Disaster Reduction and Recovery (GFDRR) at the World Bank, in partnership with the Coalition for Global School Safety and Disaster Prevention Education, the IASC Education Cluster and the International Strategy for Disaster Risk Reduction (ISDR), have developed a set of Guidance Notes on Safer School Construction (www.ineesite.org/saferschoolconstruction). 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 Hyogo Framework, Education for All and Millennium Development Goals through 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 for learners, teachers and communities. Finally, the Guidance Notes provide a list of key resources for more detailed, technical and context-specific information. INEE is working in consultation with partners to promote the Safer School Construction Guidance Notes, User's Guide and Feedback Form in meetings, conferences, trainings and virtually, encouraging all partners to utilise the good practices within the tool.

INEE Teaching and Learning Guidance Notes: INEE is facilitating the development of Guidance Notes and a Resource Pack on Teaching and Learning (www.ineesite.org/teachinglearning) that addresses numeracy, literacy and life skills curriculum development, teaching methodology, and learner assessment. DRR is a cross-cutting issue within this process. All partners are invited to visit the website and/or write to teachinglearning@ineesite.org to get involved in consultative workshops, contribute case studies, suggest resources or review the draft Guidance Notes.

DRR, Education and Disability Brief: INEE's Task Team on Inclusive Education and Disability is developing a Programming and Policy Brief on *Education in Emergencies, DRR and Disability*. Once completed, this brief will be shared on INEE's listserv and distributed widely.

Partnerships: INEE will continue to link with ISDR, the Coalition for Global School Safety and Disaster Prevention Education (COGSS&DPE) and other partners within the risk reduction community in order to integrate risk reduction into the network's crisis preparedness, relief and recovery initiatives. This information sharing and cross-collaboration not only ensures that good practice expertise on DRR is incorporated into humanitarian and development work focused on education, but also that the work of all three does not duplicate, but rather builds upon each other for quality process and products.

For more information about the network, go to www.ineesite.org; for copies of any of these materials and for more information on these initiatives, contact network@ineesite.org.