



Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para Educación en Situaciones de Emergencia

INEE Toolkit: Disaster Risk Reduction and Preparedness

While the INEE Minimum Standards cover preparedness, response and recovery programming and policy, the holistic disaster risk reduction cycle is not currently strongly enough articulated in the standards. Nonetheless, the standards can and are being used to enhance disaster preparedness and contribute to risk reduction through areas such as providing essential survival, school safety and life skills information and establishing a safe and secure environment. In a future revision of the Minimum Standards, disaster risk reduction will be made explicit; in the meantime these tools and resources can help you to mainstream preparedness and disaster risk reduction into programmes and policies immediately.

The tools and resources listed below are a selection from the INEE Toolkit, a new document that will shortly be published by INEE. The toolkit has been developed in response to a growing need for clear, practical tools to guide humanitarian aid workers, government officials and educationalists in implementing the INEE Minimum Standards. Thanks to hundreds of INEE members around the world, the toolkit contains the most practical field-friendly tools, guidelines, checklists, case studies and good practices linked to specific Minimum Standards. The toolkit will help users of the INEE Minimum Standards to adapt the indicators to their local setting and contextualise the guidance notes, good practices and lessons learned that are codified within the handbook in order to realize the standards. The tools and resources listed below are those that are particularly relevant to disaster risk reduction and preparedness.

TOOLS

Emergency Preparedness: Steps in Preparedness Planning

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003] pp. 52-56

- Beyond planning, preparedness essentials include actions to increase capacity, build knowledge and strengthen relationships, the rationale and steps for which are laid out in these pages. This section also includes a 'Checklist for National Preparedness Plans', a concrete tool for emergency preparedness planning.

http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/1063_EducationEmergencies.pdf

UNICEF Emergency Preparedness Checklist

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006] pp. xiii-xv

- This tool provides a sample checklist that can be adapted to different contexts and organizations for emergency preparedness for the 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 programs and policies are in line with the INEE Minimum Standards.

http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf

Checklist for National Preparedness Plans

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003] pp. 57-60

- This checklist contains key points to consider in developing Education for All (EFA) plans that prepare for and address education in situations of emergency and crisis, which can inform both government and organizational response.

http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/1063_EducationEmergencies.pdf

Preparedness Plan Monitoring Tool

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006], p. 121

- This matrix provides a framework with which to monitor preparedness activities against what is missing from each strategy and elaborate upon action steps, responsibility, timeframe and other needs. It should be adapted to the local context and can be used in emergency preparedness, early response and monitoring.

http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf

Child-Focused Disaster Risk Reduction

[in Training Module 6: Community Disaster Risk Reduction Implementation, Asian Disaster Preparedness Center, 2007]

- This tool 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 pages 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.
http://ineesite.org/uploads/documents/store/doc_1_Child_Focused_Disaster_Risk_Reduction.pdf

Family Disaster Plan

- The framework for this family disaster plan checklist, covering assessment and planning, physical protection and response capacity (skills and supplies), can be locally adapted to develop context-specific family, community and school Disaster Plans.
http://www.ineesite.org/uploads/documents/store/doc_1_DRR_-_family_disaster_plan.pdf

Basic Content for Disaster Risk Reduction Education

- This one-page tool provides a pictorial overview of the basic elements of disaster risk reduction education with regard to assessment and planning (household, community, organization), physical protection (structural, non-structural, infrastructure, personal) and response capacity development (provisions and skills). It can be built upon and adapted for different local contexts and used with non-literate populations.
http://www.ineesite.org/uploads/documents/store/doc_1_Basic_Content_for_DRR.pdf

Working with vulnerable communities to assess and reduce disaster risk

[by Bruno Haghebaert, in *Humanitarian Exchange Issue 38: Disaster Risk Reduction*, 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, but ideally it needs to be.
<http://www.odihpn.org/report.asp?id=2888>

The 'immediately, sooner, later' matrix of response, within: The role of education in protecting children in conflict

[Humanitarian Practice Network Paper, written by Susan Nicolai and Carl Triplehorn, 2003], pp.34-36

- Adapted from the work of Margaret Sinclair and Carl Triplehorn, the matrix of response activities provides examples of programme strategies that are needed immediately, sooner and later in emergency education response, and can be used to plan and coordinate preparedness as well as response.
<http://www.odihpn.org/report.asp?id=2525>

Pre-Crisis Secondary Data for Emergency Preparedness

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006] p. 113

- This matrix of pre-crisis secondary data for emergency preparedness provides a useful coordination tool in terms of analysing 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.
http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf

Preparedness Plan Monitoring Tool

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006] p. 121

- 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.
http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf

Disaster Risk Reduction Begins at School: What Can Be Done

[World Disaster Reduction Campaign, International Strategy for Disaster Risk Reduction (ISDR), 2006-2007]

- This brief provides a series of specific actions and useful talking points targeted at governments, UN agencies and other international organizations, donors, the private sector, educators and other professionals, communities and schools, and parents to ensure that disaster risk reduction begins at school.

http://ineesite.org/uploads/documents/store/doc_1_87_what-can-be-done.pdf

Word into Actions: A Guide for Implementing the Hyogo Framework

[World Disaster Reduction Campaign, International Strategy for Disaster Risk Reduction (ISDR), 2007] pp. 64-79

- This Guide for Implementing the Hyogo Framework on Disaster Risk Reduction contains a section with practical guidance for including disaster risk reduction in the education system and the research community.

http://ineesite.org/uploads/documents/store/doc_1_87_Hyogo-words-into-action.pdf

In French: <http://www.unisdr.org/eng/hfa/docs/reporting-guidelines-hfa-french.doc>

In Spanish: <http://www.unisdr.org/eng/hfa/docs/reporting-guidelines-hfa-spanish.doc>

Ahmedabad Action Agenda for School Safety

[International Conference on School Safety, 2007]

- This outcome document from the International Conference on School Safety in India presents a series of practical actions to be taken in the immediate term and long term (i.e. by 2015) to ensure disaster risk reduction in schools, disaster resistant school infrastructure, safe school and community environments and advocacy and government policy on school safety. It also contains a checklist of stakeholders' roles and responsibilities in order to implement the actions.

http://ineesite.org/uploads/documents/store/doc_1_87_Agenda_for_School_Safety.pdf

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

[ActionAid International, 2006]

- This briefing paper sets out practical recommendations to help governments use the education systems to build a culture of safety and reduce the risk of hazards and disasters.

http://www.unisdr.org/eng/public_aware/world_camp/2006-2007/iddr/docs/UK-actionaid-report.pdf

RESOURCES

Hyogo Framework for Action 2005-2015

[International Strategy for Disaster Risk Reduction (ISDR), 2005]

- The World Conference on Disaster Reduction was held in 2005 in Kobe, Hyogo, Japan, and adopted the Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters. It underscored the need for, and identified ways of, building the resilience of nations and communities to disasters. The Hyogo Framework identifies the need to 'use knowledge, innovation and education to build a culture of safety and resilience at all levels' as an urgent Action Priority.

http://www.icsu-asia-pacific.org/resource_centre/ISDR_Hyogo-framework-for-action_HFA.pdf

Protecting persons affected by natural disasters: IASC operational guidelines on human rights and natural disasters

[UN InterAgency Standing Committee, 2006]

- These guidelines provide an operational framework for protecting persons affected by natural disasters and including, within Section C on the Protection of Other Economic, Social and Cultural Rights, specific guidelines for education (page 26).

http://www.humanitarianinfo.org/iasc/content/documents/working/OtherDocs/2006_IASC_NaturalDisasterGuidelines.pdf

Let our Children Teach Us!

[Ben Wisner, International Strategy for Disaster Risk Reduction (ISDR), 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 centres of

innovation. The Guide provides advice for Government authorities and other organizations on useful strategies for implementing the Hyogo Framework for Action. The Guide could be used to help states to assess where they stand in the implementation process and, by building on existing experience and structure, to identify possible gaps and useful next steps to take.

<http://www.unisdr.org/eng/task%20force/working%20groups/knowledge-education/docs/Let-our-Children-Teach-Us.pdf>

Towards a Culture of Prevention: Disaster Risk Reduction Begins at School

[International Strategy for Disaster Risk Reduction (ISDR), 2007]

- This resource provides a series of education focused disaster risk reduction case studies from around the world showcasing good practices and lessons learned on (1) raising awareness within school communities; (2) building a culture of prevention; and (3) making school building safer.

http://www.unisdr.org/eng/about_isdr/isdr-publications/11-education-good-practices/education-good-practices.pdf

Tools for Mainstreaming Disaster Risk Reduction

[ProVention Consortium, 2007]

- This toolkit contains a series of 14 practical tools - guidance notes and handbooks – for supporting mainstreaming of risk within aid agencies, adapting existing tools and guidelines used for project appraisal and evaluation, and for developing broader country and sectoral strategies, to take risks emanating from natural hazards into account and analyse related risk reduction opportunities. The series covers the following subjects:
- Collecting and using information on natural hazards
- Poverty reduction strategies
- Country programming
- Project cycle management
- Environmental and economic analysis
- Logical and results based frameworks
- Vulnerability and capacity analysis
- Sustainable livelihoods approaches
- Social impact assessment
- Construction design, building standards and site selection
- Evaluating disaster risk reduction initiatives
- Budget Support

[http://www.reliefweb.int/rw/lib.nsf/db900SID/OCHA-73AGMV/\\$FILE/Full_Report.pdf?OpenElement](http://www.reliefweb.int/rw/lib.nsf/db900SID/OCHA-73AGMV/$FILE/Full_Report.pdf?OpenElement)

Examples of Educational Strategies to Promote Environmental Health

[FRESH Tools for Effective School Health, UNESCO 2004]

- This tool describes the contribution that skills-based health education brings to efforts aimed at creating a health-supportive physical environment at schools or in communities. In addition, it suggests educational themes and strategies that could form the basis of a curriculum unit to promote environmental health.

http://portal.unesco.org/education/en/file_download.php/e54341add9210829448736f92c0d9d5aExamples+of+Ed+for+Env+Health.doc

Strategies and Tools for Environmental Education

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 5: Curriculum and Learning, Chapter 23: Environmental Education, UNESCO International Institute for Educational Planning (IIEP), 2006]

- This chapter presents a series of strategies and guidance notes for creating new patterns of behavior towards the environment and providing people with skills to protect and improve the environment (pages 3-6, contains a list of seven topics in refugee environmental education programmes (page 7) and a list of key points on environmental education for formal as well as non-formal awareness raising (pages 8-10).

<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter23.pdf>