



## INEE Minimum Standards Toolkit: Disaster Risk Reduction and Preparedness

The INEE Minimum Standards present a global framework for coordinated action to enhance the quality of educational preparedness and response, increase access to relevant learning opportunities, and ensure humanitarian accountability in providing these services. The INEE Minimum Standards can be used to enhance preparedness. While not addressed explicitly in the INEE Minimum Standards, the standards can also be used to enhance disaster 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 INEE Minimum Standards, disaster risk reduction will be made more explicit; in the meantime these tools and resources can help you to mainstream preparedness and disaster risk reduction into programmes and policies immediately. The following tools are a selection from the INEE Minimum Standards Toolkit, which 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.

**For more information, go to: [www.ineesite.org](http://www.ineesite.org)**

### Tools

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

[http://www.savethechildren.org.uk/en/docs/education\\_in\\_emergencies.pdf](http://www.savethechildren.org.uk/en/docs/education_in_emergencies.pdf)

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003]

[pdf pages 54-62 / document pages 52-60](#)

► This 'Checklist for National Preparedness Plans' 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 pages 52-56. In addition, pages 57-60 contains a Checklist for National Preparedness Plans, containing key points to consider in developing Education for All (EFA) plans that address education in situations of emergency and crisis.

#### **UNICEF Emergency Preparedness Checklist**

[http://ineesite.org/uploads/documents/store/doc\\_1\\_89\\_UNICEF\\_EiE\\_Toolkit.pdf](http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf)

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

[pdf pages 15-17/ document pages xiii-xv](#)

► 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 programs and policies are in line with the INEE Minimum Standards.

#### **Preparedness Plan Monitoring Tool**

[http://ineesite.org/uploads/documents/store/doc\\_1\\_89\\_UNICEF\\_EiE\\_Toolkit.pdf](http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf)

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

[pdf page145 / document page 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.

### **The ‘immediately, sooner, later’ Matrix of Response**

<http://www.odihpn.org/documents/networkpaper042.pdf>

[within: The role of education in protecting children in conflict by Susan Nicolai and Carl Triplehorn, Humanitarian Practice Network Paper, 2003]

[pdf pages 34-36 / document pp 30-32](#)

► 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, which can be used to plan and coordinate preparedness activities.

### **Child-Focused Disaster Risk Reduction**

[http://ineesite.org/uploads/documents/store/doc\\_1\\_Child\\_Focused\\_Disaster\\_Risk\\_Reduction.pdf](http://ineesite.org/uploads/documents/store/doc_1_Child_Focused_Disaster_Risk_Reduction.pdf)

[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.

### **Family Disaster Plan**

[http://www.ineesite.org/uploads/documents/store/doc\\_1\\_DRR\\_family\\_disaster\\_plan.pdf](http://www.ineesite.org/uploads/documents/store/doc_1_DRR_family_disaster_plan.pdf)

► 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.

### **Basic Content for Disaster Risk Reduction Education**

[http://www.ineesite.org/uploads/documents/store/doc\\_1\\_Basic\\_Content\\_for\\_DRR.pdf](http://www.ineesite.org/uploads/documents/store/doc_1_Basic_Content_for_DRR.pdf)

► 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.

### **Strategies and Tools for Environmental Education**

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

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

► This chapter presents a series of strategies and guidance notes for providing people with skills to protect and improve the environment (pages 3-6). It also provides 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).

### **Examples of Educational Strategies to Promote Environmental Health**

[http://ineesite.org/uploads/documents/store/doc\\_1\\_Ed\\_for\\_Env\\_Health.pdf](http://ineesite.org/uploads/documents/store/doc_1_Ed_for_Env_Health.pdf)

[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.

### **Pre-Crisis Secondary Data for Emergency Preparedness**

[http://ineesite.org/uploads/documents/store/doc\\_1\\_89\\_UNICEF\\_EiE\\_Toolkit.pdf](http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf)

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

[pdf page 137/document Page 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.

### **Disaster Risk Reduction Begins at School: What Can Be Done**

[http://ineesite.org/uploads/documents/store/doc\\_1\\_87\\_what-can-be-done.pdf](http://ineesite.org/uploads/documents/store/doc_1_87_what-can-be-done.pdf)

[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.

### **Word into Actions: A Guide for Implementing the Hyogo Framework**

[http://ineesite.org/uploads/documents/store/doc\\_1\\_87\\_Hyogo-words-into-action.pdf](http://ineesite.org/uploads/documents/store/doc_1_87_Hyogo-words-into-action.pdf)

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

[Pdf pages 62-66 / document pages 56-60](#)

► 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.

### **Ahmedabad Action Agenda for School Safety**

[http://ineesite.org/uploads/documents/store/doc\\_1\\_87\\_Agenda\\_for\\_School\\_Safety.pdf](http://ineesite.org/uploads/documents/store/doc_1_87_Agenda_for_School_Safety.pdf)

[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.

## **Resources**

### **Hyogo Framework for Action 2005-2015**

[http://www.icsu-asia-pacific.org/resource\\_centre/ISDR\\_Hyogo-framework-for-action\\_HFA.pdf](http://www.icsu-asia-pacific.org/resource_centre/ISDR_Hyogo-framework-for-action_HFA.pdf)

[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.

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

[http://www.humanitarianinfo.org/iasc/content/documents/working/OtherDocs/2006\\_IASC\\_NaturalDisasterGuidelines.pdf](http://www.humanitarianinfo.org/iasc/content/documents/working/OtherDocs/2006_IASC_NaturalDisasterGuidelines.pdf)

[UN Inter-Agency Standing Committee, 2006]

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

### **Working with vulnerable communities to assess and reduce disaster risk**

<http://www.odihpn.org/documents/humanitarianexchange038.pdf>

[Bruno Haghebaert, in *Humanitarian Exchange Issue 38: Disaster Risk Reduction*, Humanitarian Practice Network, ODI, 2007]

[pdf and document pages15-16](#)

► 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.

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

[http://www.unisdr.org/eng/public\\_aware/world\\_camp/2006-2007/iddr/docs/UK-actionaid-report.pdf](http://www.unisdr.org/eng/public_aware/world_camp/2006-2007/iddr/docs/UK-actionaid-report.pdf)

[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.

### **Let Our Children Teach Us!**

<http://www.unisdr.org/eng/partner-netw/knowledge-education/docs/Let-our-Children-Teach-Us.pdf>

[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. It 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.

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

[http://inesite.org/uploads/documents/store/doc\\_1\\_DRRBeginsSchool.pdf](http://inesite.org/uploads/documents/store/doc_1_DRRBeginsSchool.pdf)

[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 buildings safer.

### **Linkages between the INEE Minimum Standards and Disaster Risk Reduction**

[http://inesite.org/uploads/documents/store/doc\\_1\\_DRR\\_Linkages.pdf](http://inesite.org/uploads/documents/store/doc_1_DRR_Linkages.pdf)

[INEE, 2007]

► This 3-page brief highlights the linkages between the INEE Minimum Standards and disaster risk reduction work and can be used to introduce the INEE Minimum Standards to the disaster risk reduction community.

### **Tools for Mainstreaming Disaster Risk Reduction**

[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)

[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 that 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, logical and results based frameworks, environmental and economic analysis, vulnerability and capacity analysis, sustainable livelihoods approaches, social impact assessment, construction design, building standards and site selection, evaluating disaster risk reduction initiatives and budget support.