

Disaster

Risk

Reduction

DRR

in EDUCATION

An Imperative for Education Policymakers

What people know is more important than what they have when it comes to saving lives and reducing loss

▲ Children sit on a desk, part of a large pile in a classroom in Karachi, Pakistan. The school was turned into a shelter for people displaced by flooding (21 August 2010).

▲ A school lies in ruins in Qinghai Province, China following the April 2010 earthquake.

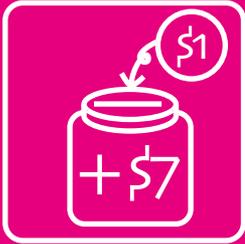
HAZARDS ARE NATURAL DISASTERS ARE NOT

Hazards such as floods and earthquakes become disasters when society lacks the ability to cope with them.

Education is central to building society's resilience to hazards

Disasters are occurring at an alarming frequency and with increased severity in Asia and the Pacific. Along with climate change related crises, disasters create humanitarian and development challenges. The education sector has a key role to play in addressing these challenges and in preventing hazards from becoming disasters. This role is best fulfilled through DRR in education.

Why invest in DRR in education?



Investing 1, saves 7

Every dollar invested in risk reduction saves seven dollars in recovery efforts.¹



Half a million deaths and 40 million homeless

The number of lives lost and people left homeless after major disasters in Asia and the Pacific since 2004: the Indian Ocean Tsunami (2004), the Kashmir earthquake (2005), the Sichuan earthquake (2007), Cyclone Nargis (2008), and the Pakistan floods (2010).



175 million children affected

The number of children likely to be affected each year by climate-related disasters over the next decade.²



Safeguarding development

Areas experiencing extensive disasters can see decreased school enrolment rates and increased dropout rates.³ Investing in DRR in education is necessary to safeguard and sustain valuable gains made towards development goals such as EFA and the MDGs.

Notes:

1. World Bank, 2004. "Natural Disasters: Counting the Cost." Press release, March 2, 2004. www.worldbank.org
2. Save the Children UK, 2007. "Legacy of Disaster: The Impact of Climate Change on Children."
3. UN, 2011. Global Assessment Report on Disaster Risk Reduction, p. 46.

What is DRR in education?

DRR in education involves:

- The promotion of DRR in teaching and learning.
- The promotion of school safety and disaster management.
- The provision of safe school environments.

DRR in education can:

- Save lives and prevent injuries.
- Ensure no learner misses out on education.
- Build people's resilience to hazards.



DRR in education

DRR in education equips people with knowledge and skills so that hazards cause the least possible loss of human life, inflict as little damage and destruction as possible, and cause only minimum disruption to economic, social and cultural activities. What people know is more important than what they have when it comes to saving lives and reducing loss.

It strengthens individual's and community's resilience to hazards, while enhancing the education system's preparedness for and responses to disasters. It thus ensures that schooling continues after a hazard strikes, and limits damages to the education sector. As an integral part of education for sustainable development, preparing the education system includes conducting a multi-hazard risk assessment, drafting plans and policies to address threats, and implementing those plans sustainably. Embedding DRR in education policy is critical for its application and sustainability. The policies and plans need to address DRR in teaching and learning, school safety and disaster management, and the provision of safe school environments.

▼ A girl squats amidst refuse and rubble in Qinghai Province, China, following the April 2010 earthquake.

INVESTING
SAVES
COSTS



How can education policymakers contribute?

Education policymakers influence, amend, and highlight priorities in a country's education policy.

They can:

- Set policies and agendas to ensure the successful integration of DRR into the education sector.
- Allocate resources to achieve that aim.
- Ensure mainstreaming of DRR within the education system.

Recommended actions for policymakers

The following recommended actions help ensure the success and sustainability of DRR in education.

1

Mainstream DRR in education policy and planning

1.1. Integrate DRR into Education Sector Development Plans and ongoing policy/planning

Ad hoc DRR in education interventions are not sustainable as disasters recur in most countries. Disaster risks should be considered in the Education Sector Development Plans/National Action Plans. This ensures that DRR measures are considered educational priorities.

1.2. Develop an Education Sector Disaster Management and Contingency Plan

Policymakers can encourage and spearhead the development of an Education Sector Disaster Management and Contingency Plan as the basis of the sector's preparedness and response activities.

An essential building block for the plan is a multi-hazard risk assessment. This ensures that the education sector assesses and monitors hazards that might disrupt education's functioning at the national, sub-national and school level. Risks and hazards to the system need to be assessed initially and their monitoring incorporated into the EMIS.

Key elements of an Education Sector Disaster Management and Contingency Plan include:

- The sector's disaster management measures, risk reduction concepts and approaches.
- Actions to mitigate risks before and after a disaster occurs and the necessary technical, human and financial resources to implement the plan.
- Inter-sectoral linkages to the government's overall disaster management plan, with operational linkages to disaster management plans of other relevant authorities and agencies.

- Strategic direction for sub-national and school-level preparedness and response plans, including regular school-level simulations and drills.
- DRR mainstreaming into teaching and learning.

1.3. Implement the plan should a hazard strike

When a hazard strikes, policymakers need to implement the Education Sector Disaster Management and Contingency Plan. Appropriate actions following an event include:

- Conducting a rapid needs assessment to determine impact on the education system.
- Developing a response plan and implementing appropriate activities, e.g. establishment of temporary learning facilities, and provision of psychosocial support services.
- Ensuring the continuation of safe schooling as soon as possible.

INVESTING
SAVES
LIVES



▲ A severe flood in Singburi Province, Thailand. Boys and village collect supplies from donors (2010).

2

Promote DRR in teaching and learning

Teaching and learning about DRR and climate change is key to increasing individuals' and community's knowledge about hazards and what to do when they strike. Policymakers can mandate the mainstreaming of DRR in teaching and learning, linking this to the Education Sector Disaster Management and Contingency Plan and Education Sector Development Plans. Key elements of mainstreaming DRR in teaching and learning involve:

- Mainstreaming of DRR into the curriculum and school-wide activities, starting from the primary level. This includes multi-hazard education, conducting drills and establishing school-level disaster management plans.
- Including DRR in non-formal channels and in collaborative activities with the private sector.
- Supporting community-led programmes and community engagement in DRR teaching and learning.
- Ensuring teachers, school managers and staff have incorporated DRR into their training activities.
- Ensuring DRR learning materials and resources are available to key stakeholders.
- Encouraging children and youth to be champions and leaders in DRR.
- Supporting professionalization of and research in DRR in institutes of higher education.

3

Provide safe school facilities

Policymakers have a responsibility to ensure that students are safe in and on the way to school. Policymakers can establish standards on safe school facilities by:

- Setting reasonably high building standards to ensure that schools are built to withstand multi-hazards, provided with regular maintenance and upkeep, and not located in hazard prone areas.
- Prioritizing modification of existing schools that are found moderately unsafe – retrofitting can often be done without high cost implications.
- Providing first-aid kits, and basic safety and rescue equipment for schools located in hazard prone areas.

▼ Boys attend class at a UNICEF supported temporary learning centre in Sindh Province, Pakistan (2010).



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4

Promote school safety and disaster management

Polymakers can support school-level disaster management by providing strategic direction within an Education Sector Disaster Management and Contingency Plan and other policies and plans. School disaster management involves:

- Setting up school disaster management committees with participation from students, teachers, school administration and community members.
- Implementing school Emergency Disaster Preparedness Plans that promote safety, protect the school and its students, and also provide operational direction to schools before, during and immediately after an emergency. It includes warning systems, evacuation plans, and conducting regular emergency drills and simulations.

Invest in DRR in education



▲ Four days after the quake, children study in a temporary classroom in Jiegu, Qinghai Province, China (April 2010).

Further Resources about DRR in education:

UNISDR. Disaster Prevention for Schools: Guidance for Education Sector Decision Makers. www.unisdr.org/files/7556_7344DPforSchoolsm1.pdf

UNISDR. Guidance Notes on School Emergency and Disaster Preparedness. www.unisdr.org/files/15655_1msshguidenotesprefinal0313101.pdf

Kyoto University. 1-2-3 of Disaster Education. www.unisdr.org/files/12088_123sm.pdf

Regional Consultative Committee on Disaster Management. Integrating DRR into School Curriculum. www.preventionweb.net/files/4006_ADPCEducGuidelineConsultationVersion3.1.pdf

INEE. Guidance Notes on Safer School Construction. www.gfdrr.org/docs/Guidance_Notes_Safe_Schools.pdf



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