

# COMPREHENSIVE SCHOOL SAFETY TECHNICAL SUPPORT PACKAGE

for the  
**WORLDWIDE INITIATIVE  
FOR SAFE SCHOOLS**

2017



**Global Alliance for  
Disaster Risk Reduction & Resilience  
in the Education Sector**



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## INTRODUCTION

*The Comprehensive School Safety Technical Support Package for the Worldwide Initiative for Safe Schools* provides a compilation of resource materials in support of the Worldwide Initiative for Safe Schools (WISS). The WISS is a government-led global partnership that aims at securing political commitment and fostering safe schools implementation globally. The Initiative offers technical assistance and particular expertise to support interested Governments in implementing Comprehensive School Safety at the national level, and promotes good practices and achievements in safe school implementation for replication in other countries and regions.

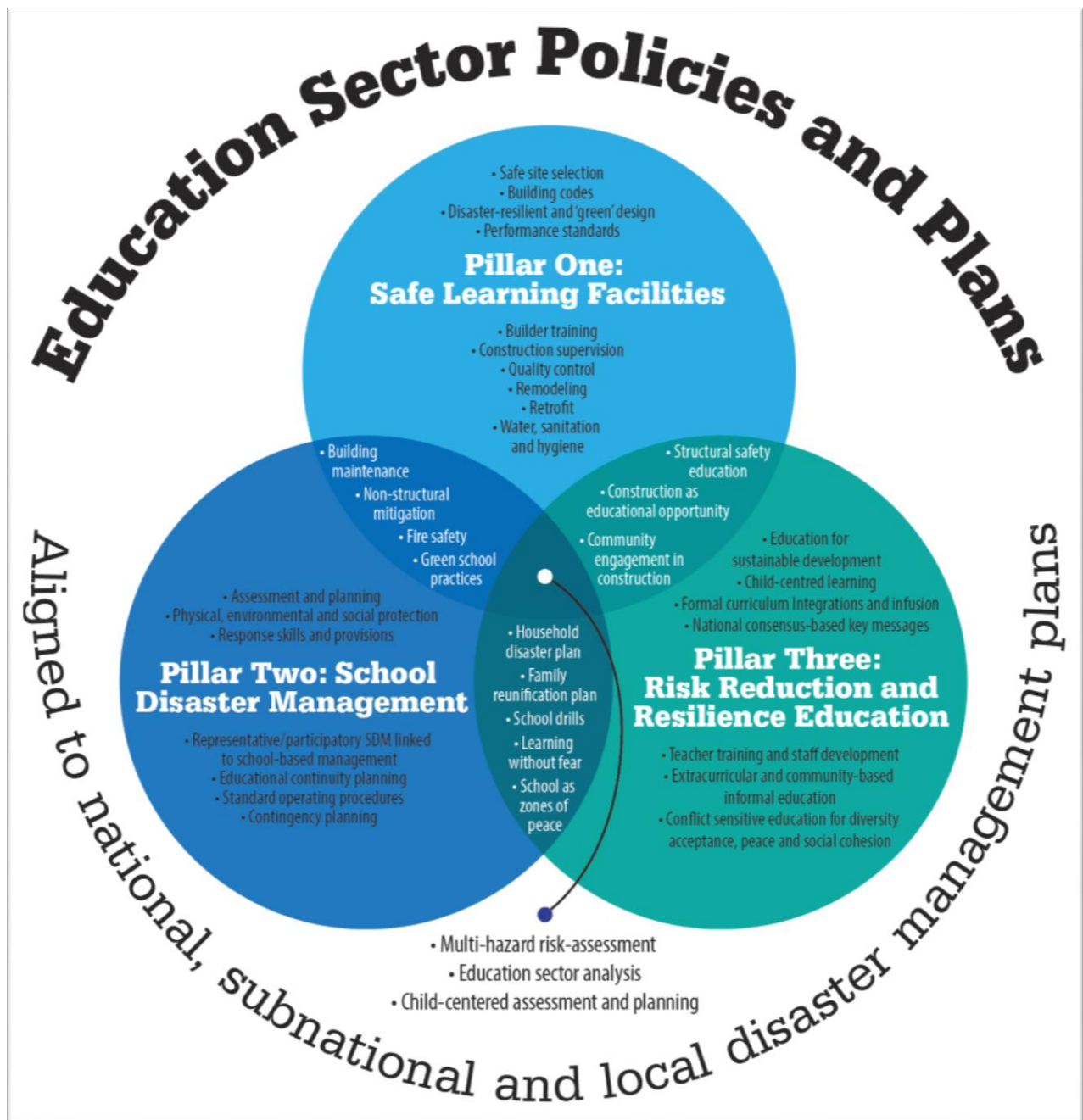
This Technical Package was developed by the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) and compiles best practices and guidance on school safety implementation. It is meant to provide resources on all areas of Comprehensive School Safety to WISS member countries as well as organizations supporting WISS implementation. The diagram below provides an overview of the Comprehensive School Safety Framework, including the three main pillars and the key issues related to each.

The following sections of the Technical Package present a collection of resources developed by GADRRRES members to guide the implementation of each CSS component, including:

- Building an enabling institutional environment
- Child-centered multi-hazard risk assessment
- Safe Learning Facilities
- School Disaster Management
- Risk Reduction and Resilience Education

For each entry, a brief summary is provided that includes the main purpose and components of the resource, and a link to download or access the resource is also available.

Please visit the GADRRRES website at [www.gadrrres.net](http://www.gadrrres.net) for updated WISS support resources.



Comprehensive School Safety Framework



# BUILDING an ENABLING INSTITUTIONAL ENVIRONMENT

## Comprehensive School Safety Framework (CSSF)

### [Download the Comprehensive School Safety Framework](#)

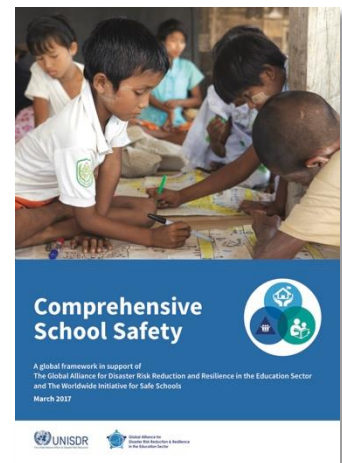
The *Comprehensive School Safety Framework (CSSF)* provides a comprehensive approach to reducing risks from all hazards to the education sector by addressing three pillars of school safety:

- Safe Learning Facilities
- School Disaster Management
- Risk Reduction and Resilience Education

The CSSF aims to provide a unified focus for child-centered and evidence-based efforts to promote Disaster Risk Reduction throughout the education sector and to assure universal access to quality education.

The document includes an introduction to the framework and its components. Detailed descriptions of each pillar are also provided, including key actors and key responsibilities necessary to implementing CSS.

*Resource: GADRRRES*



# Introduction to Comprehensive School Safety: online lesson

## [Access the Introduction to Comprehensive School Safety: online lesson](#)

The *Introduction to Comprehensive School Safety: online lesson* provides an introduction to the Comprehensive School Safety Framework, which is the foundation for the Worldwide Initiative for Safe Schools (WISS), the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES), and Save the Children's Signature Approach to Comprehensive School Safety.

The lesson covers the background, rationale, goals, and structure of the CSS and is intended for the following audiences:

- 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

Lasting 60-90 minutes, the module is available in English and includes the following topics:

- Disaster risk reduction terminology
- Scope of hazard impacts on education
- Goals of Comprehensive School Safety
- Three pillars of CSS: Safe Learning 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

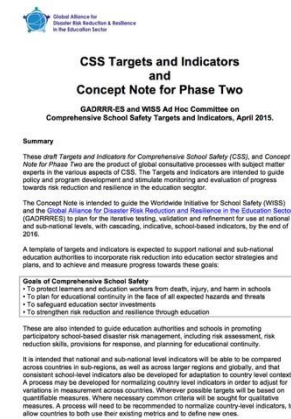
*Resource: Save the Children*

# Comprehensive School Safety Targets and Indicators

## [Download the Comprehensive School Safety Targets and Indicators](#)

The *Comprehensive School Safety Targets and Indicators* are the product of global consultative processes with subject matter experts in the various aspects of CSS and provide guidance to measure progress towards the CSS goals:

- Protect learners and education workers from death, injury, and harm in schools.
- Plan for educational continuity in the face of all expected hazards and threats.
- Safeguard education sector investments.
- Strengthen risk reduction and resilience through education.



The Targets and Indicators are intended to guide policy and program development and aim to stimulate monitoring and evaluation of risk reduction and resilience efforts in the education sector. They are expected to support national and sub-national education authorities to incorporate risk reduction into education sector strategies and plans.

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.

The document provides a detailed description of output targets and input indicators, including the measures necessary for their assessment. The input indicators cover the following areas of CSS:

- Enabling Environment
- Safe Learning Facilities
- School Disaster Management
- Risk Reduction and Resilience Education

*Resource: GADRRRES*



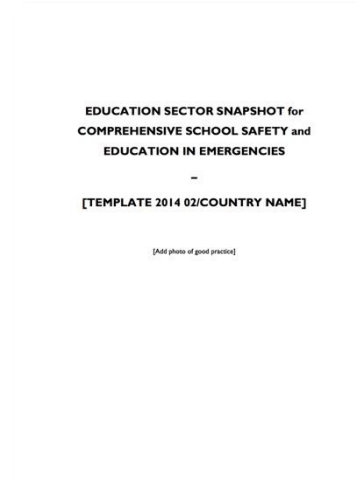
# Education Sector Snapshot for Comprehensive School Safety (CSS) and Education in Emergencies (EiE)

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

The *Education Sector Snapshot for Comprehensive School Safety (CSS) and Education in Emergencies (EiE)* provides a report of country-level information on risk and Comprehensive School Safety. Currently, Snapshots have been developed for more than 15 countries.

The Snapshots provide a baseline for understanding policies, programs, and practices in risk assessment as well as all three pillars of school safety, and include available targets and indicators. The reports are meant to serve as orientation for stakeholders and a reference for humanitarian response.

It is intended that these reports be updated by the national education authority in collaboration with education sector development stakeholders.



The Education Sector Snapshot includes the following elements:

- Introductory demographics
- Education sector overview
- Hazards and risks overview
- Disaster Risk Management overview
- Comprehensive School Safety overview
- Pillar 1: Safe Learning Facilities: policies, practices & programs
- Pillar 2: School Disaster Management & educational continuity: policies, practices & programs (including Education in Emergencies)
- Pillar 3: Risk Reduction and Resilience in Education: policies, practices & programs
- Targets and Indicators for CSS
- 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

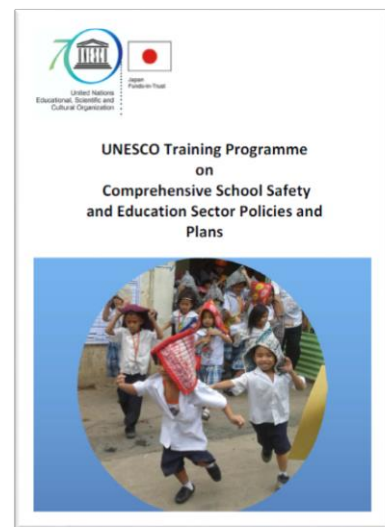
*Resource: Save the Children and UNICEF*

# Training Programme on CSS and Education Sector Policies and Plans

## [Download the 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 the *Training Programme on Comprehensive School Safety and Education Sector Policies and Plans* to provide guidance on the CSS Framework and its implementation.

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.



The objectives of this training programme include:

- increasing the capacity of curriculum developers and educational planners to integrate DRR education in school curricula;
- supporting the revision/development/improvement of school disaster management plans;
- training and guiding decision-makers to improve the resilience of school facilities;
- supporting the development of action plans for the implementation of the Comprehensive School Safety approach in each country.

The training is divided into five (5) modules that cover the following topics:

### *Module 1 - CSS in Education Sector Policies and Plans*

- 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
- Multi-hazard risk assessment as the core of the CSS framework

### *Module 2 - Education Facilities and Assessment Methodologies*

- A multi-hazard approach to school safety

- Safety of school infrastructures
- The UNESCO-VISUS methodology
- VISUS outcomes and safety upgrade planning

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

- 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
- Facilitation as the way to deliver DRR education

*Module 4 - Emergency Response Planning in Education*

- Contingency planning
- Education in Emergencies

*Module 5 - Action Planning for CSS Country Implementation*

- One month plan
- One year plan
- 3-5 year plan

*Resource: UNESCO and UNESCO-IIEP*



# Children and Climate Change E-learning Course

## [Access the Children and Climate Change E-learning Course](#)

The *Children and Climate Change E-learning Course* aims to raise awareness and knowledge about the impact of climate change on children and opportunities for action. It also provides a child's perspective in discussions on how to deal with this global crisis.

Participants will understand how children are and can be impacted by climate change, and how children's resilience can be strengthened. Learners will also reflect on solutions, focusing on the empowerment of children as actors of change, and on the key role that Governments can play in advancing children's protection. Several examples, interactive exercises, and links to external resources are made available to support the content.



The course targets government officials, development partners, and practitioners in the field of children, climate change, and development. However, it is accessible and free for anyone interested in the topic.

The module includes the following five sections:

- The Impact of Climate Change on Children
- Strengthening Children's Resilience to Climate Change
- The Benefits of Climate Change Mitigation for Children
- Empowering Children to Act on Climate Change through Education
- A Climate Change Agenda for Children

This module is self-paced and takes around 2-3 hours to complete. A short quiz at the end allows participants to verify the achievement of the learning objectives. A certificate of completion is awarded to all participants successfully passing the final quiz with at least 70% of correct answers. The module is also available as a downloadable PowerPoint presentation and PDF file that can be used for offline study or for training purposes.

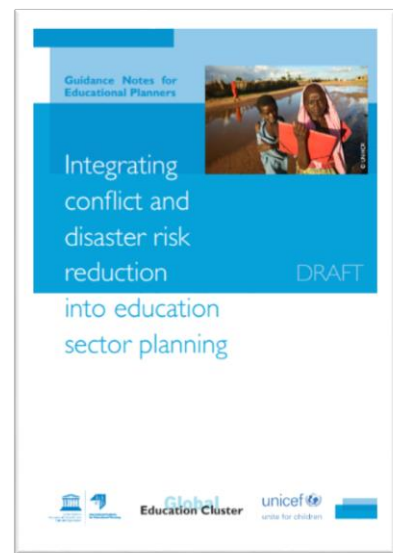
*Resource: UN CC: Learn, UNICEF*

# Guidance Notes for Educational Planners: Integrating Conflict and Disaster Risk Reduction into Education Sector Planning

[Download the \*Guidance Notes for Educational Planners: 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 for Educational Planners: Integrating Conflict and Disaster Risk Reduction into Education Sector Planning* supports 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.

*Resource: UNESCO- IIEP and UNICEF*



# Safety, Resilience, and Social Cohesion: A Guide for Education Sector Planners and Online Course

## [Download \*Safety, Resilience, and Social Cohesion: A Guide for Education Sector Planners\*](#)

Organized into six booklets and a glossary, *Safety, Resilience, and Social Cohesion: A Guide for Education Sector Planners* provides step-by-step advice for educational authorities on how to address safety, resilience, and social cohesion in education sector planning processes.

The booklets 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.

*Resource: UNESCO- IIEP, IBE and PEIC, 2015*



## [Access the e-learning platform of UNESCO-IIEP](#) [Access more information on upcoming courses](#)



The *Educational Planning for Safety, Resilience, and Social Cohesion Online Course* is a 9-week course 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 are able to analyse the impact of risks and integrate safety, resilience, and social cohesion measures into national education sector planning processes. More specifically, upon completion of the course, participants are 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.

*Resource: UNESCO- IIEP and PEIC, 2017*

# Peacebuilding and Resilience Resources

[Download the Context Analysis Summary: Ethiopia](#)

[Download the Social Cohesion and Resilience Analysis Summary: Pakistan](#)

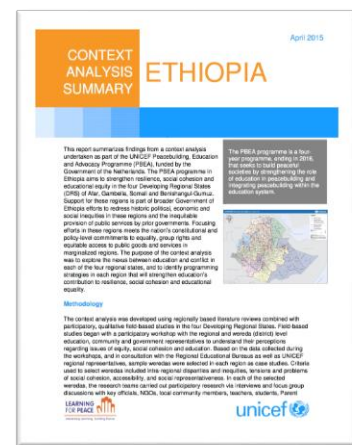
[Access Resilience and Hope – The Children of South Sudan](#)

[Access additional resources on Peacebuilding and Resilience](#)

[Access additional resources on UNICEF's Peacebuilding, Education and Advocacy Programme \(PBEA\)](#)

'Learning for Peace' – the four-year Peacebuilding, Education and Advocacy Programme – is a partnership between UNICEF, the Government of the Netherlands, the national governments of 14 participating countries, and other key supporters. Its goal is to strengthen resilience, social cohesion and human security in conflict-affected contexts, including countries at risk of – or experiencing and recovering from – conflict.

Towards this end, the programme will strengthen policies and practices in education for peacebuilding. Three country case studies have been completed.



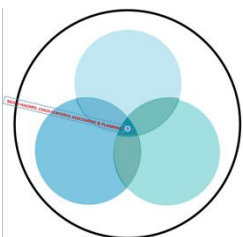
**Context Analysis Summary - Ethiopia:** This report summarizes findings from a context analysis undertaken as part of the UNICEF Peacebuilding, Education and Advocacy Programme (PBEA), funded by the Government of the Netherlands. The PBEA programme in Ethiopia aims to strengthen resilience, social cohesion and educational equity in the four Developing Regional States (DRS) of Afar, Gambella, Somali and Benishangul-Gumuz. The purpose of the context analysis was to explore the nexus between education and conflict in each of the four regional states, and to identify programming strategies in each region that will strengthen education's contribution to resilience, social cohesion, and educational equality.

**Social Cohesion and Resilience Analysis Summary - Pakistan:** This report summarizes findings from an analysis undertaken as part of the UNICEF Peacebuilding, Education and Advocacy Programme (PBEA) funded by the Government of the Netherlands. The purpose of the analysis was three-fold: to identify factors affecting social cohesion in Pakistan; to better understand the underlying causes of tensions, how they develop, and their intersection with education in order to identify priority areas for education programming.



*Resilience and Hope – The Children of South Sudan:* One year since fighting broke out in South Sudan, UNICEF looks back at the some of the inspiring and resilient children involved in the Learning for Peace programme.

*Resource: UNESCO –IIEP, UNICEF*



# CHILD-CENTERED MULTI-HAZARD ASSESSMENT

## Comprehensive School Safety Assessment Suite

### [Download CSS Assessment Suite information](#)

The *Comprehensive School Safety (CSS) Assessment Suite* provides tools to assist education sector actors in assessing Comprehensive School Safety and identifying schools with the most critical unsafe conditions.

The 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 committees 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 policymakers in order to help them decide where to focus their risk reduction efforts and interventions based on available resources and scientific-evidence information, while building/reinforcing national and local capacities for technical assessment.



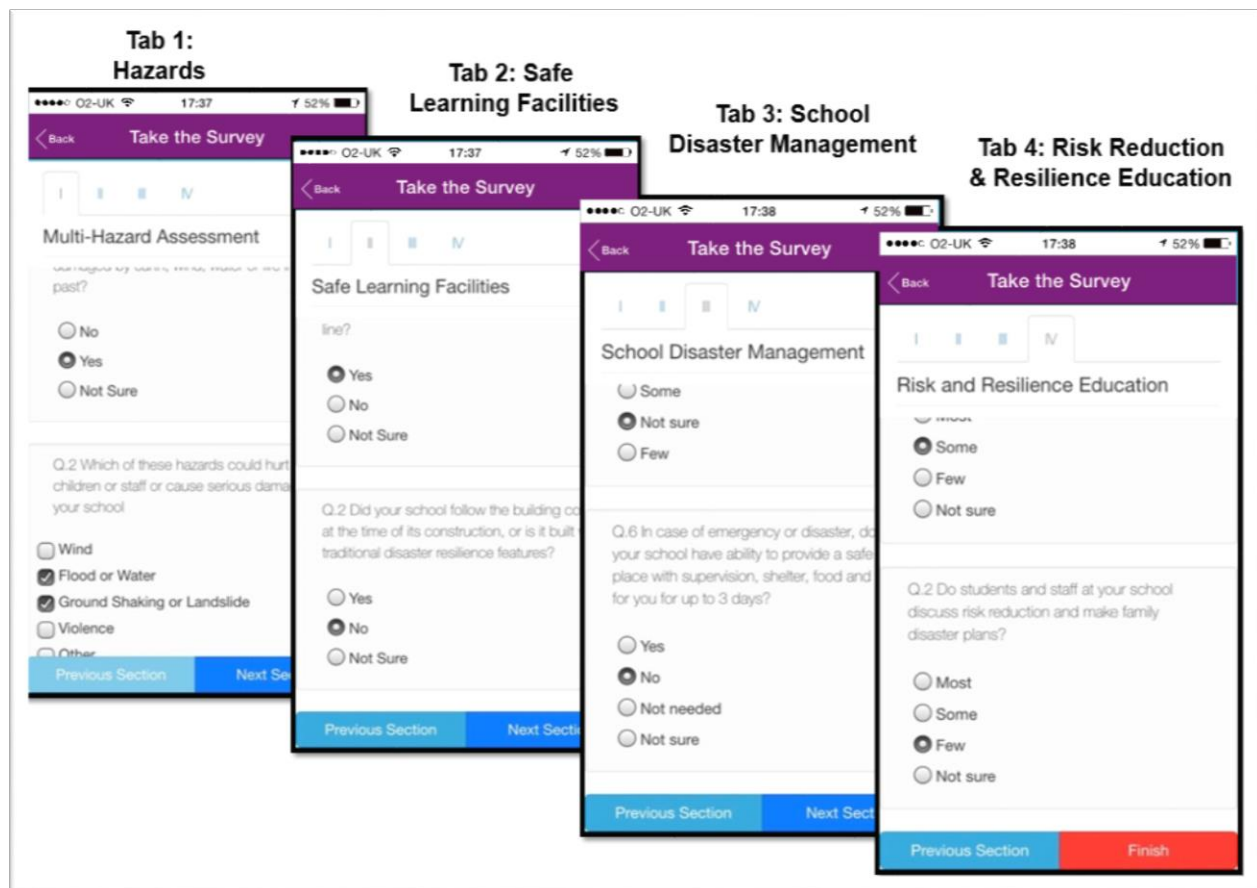
<b>TOOL</b>	<b>INPUTS</b>	<b>FROM</b>	<b>OUTPUTS</b>	<b>TO</b>
<b>1. CSS First Step: Community Awareness</b>	<ul style="list-style-type: none"> <li>• Hazard/Risk maps</li> <li>• Desk review of available data</li> <li>• Crowd-sourced &amp; other views</li> </ul>	<ul style="list-style-type: none"> <li>• Public records</li> <li>• Students</li> <li>• Community members</li> </ul>	<u>Crowd-sourced perception data</u> <ul style="list-style-type: none"> <li>• E-mail to responder</li> <li>• Online visualization</li> </ul>	<ul style="list-style-type: none"> <li>• School community</li> <li>• Local education administrators</li> <li>- Advocacy</li> <li>- Awareness</li> <li>- Interest</li> <li>- Salience</li> </ul>
<b>2. CSS School Self-Assessment: Internal Assessment (P.1, 2, 3)</b>	<ul style="list-style-type: none"> <li>• Pillars 1, 2, 3 quick survey</li> <li>• Photographic reportage</li> <li>• EMIS &amp; geo-informatics</li> </ul>	<ul style="list-style-type: none"> <li>• School safety committees</li> <li>• Visiting education administrators</li> </ul>	<u>School-based self-assessment school report</u> <ul style="list-style-type: none"> <li>• District report</li> <li>• Online visualization</li> <li>• Searchable database</li> </ul>	<ul style="list-style-type: none"> <li>• School management</li> <li>• National &amp; district education admin</li> <li>- Local input</li> <li>- Program development</li> <li>- Capacity-building</li> <li>- Flagging for technical P1 inspection</li> </ul>
<b>3. VISUS CSS: Visual Inspection for defining Safety Upgrading Strategies (P.1)</b>	<ul style="list-style-type: none"> <li>• Visual inspection/detailed data</li> <li>• Application of criteria</li> <li>• Quantitative and Qualitative analysis</li> <li>• Photographic reportage</li> <li>• EMIS &amp; geo-information</li> </ul>	<ul style="list-style-type: none"> <li>• External trained survey teams: <ul style="list-style-type: none"> <li>- Technical inspectors from MoE</li> <li>- Surveyors from local Universities or vocational schools</li> </ul> </li> </ul>	Capacitates for technical assessment created in the country <ul style="list-style-type: none"> <li>• Individual School Report</li> <li>• Collective Report (including budget estimations)</li> <li>• Online Visualization</li> <li>• Searchable database</li> </ul>	<ul style="list-style-type: none"> <li>• School management</li> <li>• National &amp; district education admin</li> <li>- Characterization</li> <li>- Recommendations,</li> <li>- Cost estimate– funding allocation</li> <li>– Prioritization</li> </ul>
<b>4. Detailed investigation and design</b>	<ul style="list-style-type: none"> <li>• Deep technical investigation</li> <li>• Quantitative analyses</li> </ul>	<ul style="list-style-type: none"> <li>• Trained structural engineers</li> </ul>	Detailed investigation and design	In-depth assessment for design and delivery of retrofit or replacement

*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. Its primary goal is to encourage awareness of and interest for Disaster Risk Reduction in schools.

The *CSS First Step* requires only that the user, who may be a student or teacher, register and locate their school on a map. It 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.



Resource: Risk RED

## CSS School Self-Assessment Survey

The *School Self-Assessment Survey* covers the school profile and risks, school facilities, school disaster management and risk reduction and resilience education. Schools receive an automated report (via e-mail), and sub-national levels may draw summary reports. Education authorities can also 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

**Fictitious Primary School**  
SCHOOL SAFETY

SCHOOL ID: 325523  
DATE: 08.12.2015

**PILLAR 1: SAFE LEARNING FACILITIES**

# BUILDINGS: 3

**BUILDING DETAILS**

Name	# Classrooms	# Floors	Structure Type
Blg A	3	1	Concrete
Blg B	3	1	Concrete
Blg C	3	1	Concrete

SCHOOL MAINTENANCE: Frequent

**PHOTOS OF DAMAGE, DANGERS OR HAZARDS**

**PILLAR 2: SCHOOL DISASTER MANAGEMENT**

**SERVICES**

Early warning, Fire suppression, Access, Playground

**WATER AND SANITATION**

Boys Toilets: 1, Girls Toilets: 1

**ACTIVITIES FOR ALL HAZARDS**

Activity	Rating
School Disaster Management	Good
Risk Assessment and Planning	Good
Risk Reduction and Physical Protection	Good
Emergency Response Skills and Preparedness	Good
Policies and Procedures for Emergencies and Disasters	Good

**HAZARD-SPECIFIC RISK REDUCTION ACTIVITIES**

Potential Impact	Risk	Frequency	Measures Taken
All Hazards	High	9	2
Fire	High	1	1
Wind	High	8	5
Water	High	19	12
Earthquake/Landslide	High	11	8
Heat/Drought	High	11	2
Technological	High	4	1
Conflict	High	2	2

**PILLAR 3: RISK REDUCTION & RESILIENCE EDUCATION**

**AWARENESS AND ACTION**

Actions Taken	Students	Teachers	Procedure Familiarity	Actions Needed
Aware of hazards	Good	Good	Good	Find out what students, staff, and parents know about evacuation, shelter, and notification procedures.
Understanding of DRR & Response Procedures	Good	Good	Good	Correct misunderstandings by explaining procedures to all.
Participation in Risk Reduction & Response Preparedness	Good	Good	Good	Regularly drill standard procedures for emergencies and disasters and be sure to include students, staff, and parents in these drills.
Inclusion of young children, boys and girls, and children with disabilities	Good	Good	Good	Especially consider the needs and safety of young children, girls and boys, and with different functional and communication needs (disabilities) in your plans.

**RISK REDUCTION AND RESILIENCE EDUCATION**

Learning Settings	Teaching & Learning Material	Actions Needed
Regular curriculum	Natural and man-made hazards and risk awareness	Disaster risk reduction and resilience should be integrated into formal curriculum, informal education, and community outreach. Teach hazard awareness and the skills for reducing risk at all ages and for all hazards affecting your community.
Regular curriculum	Risk reduction knowledge, skills and competencies	Disaster risk reduction and resilience should be integrated into formal curriculum, informal education, and community outreach. Teach hazard awareness and the skills for reducing risk at all ages and for all hazards affecting your community.
After-school clubs	Response preparedness skills	Students learn best when they are presented with a consistent message through multiple types of materials and experiential activities.
School Assemblies	Learning to live together	Find additional information from your Provincial Office of Natural Resources and Environment.
	Hygiene promotion	

**PHOTOS OF RISK REDUCTION AND RESILIENCE EDUCATION**

Resource: Save the Children, Risk RED



# VISUS CSS - Visual Inspection for defining the Safety Upgrading Strategies

[Download the VISUS Brochure](#)

[Access more information about VISUS](#)

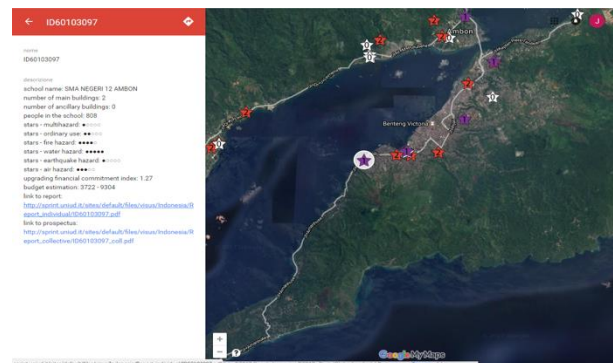
Ensuring the safety of people in case of natural hazards is one of the main concerns of public administrators in hazard-prone territories, particularly with reference to strategic and relevant major public buildings, such as schools. This requires the definition of a rational and effective strategy for 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 *Visual Inspection for defining the Safety Upgrading Strategies (VISUS)*. The method aims to help policymakers in deciding where to focus their risk reduction efforts and interventions based on available resources and scientific evidence.



VISUS helps decision-makers from the Ministries of Education, National Disaster Management Authorities, and other relevant institutions to understand 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
- 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

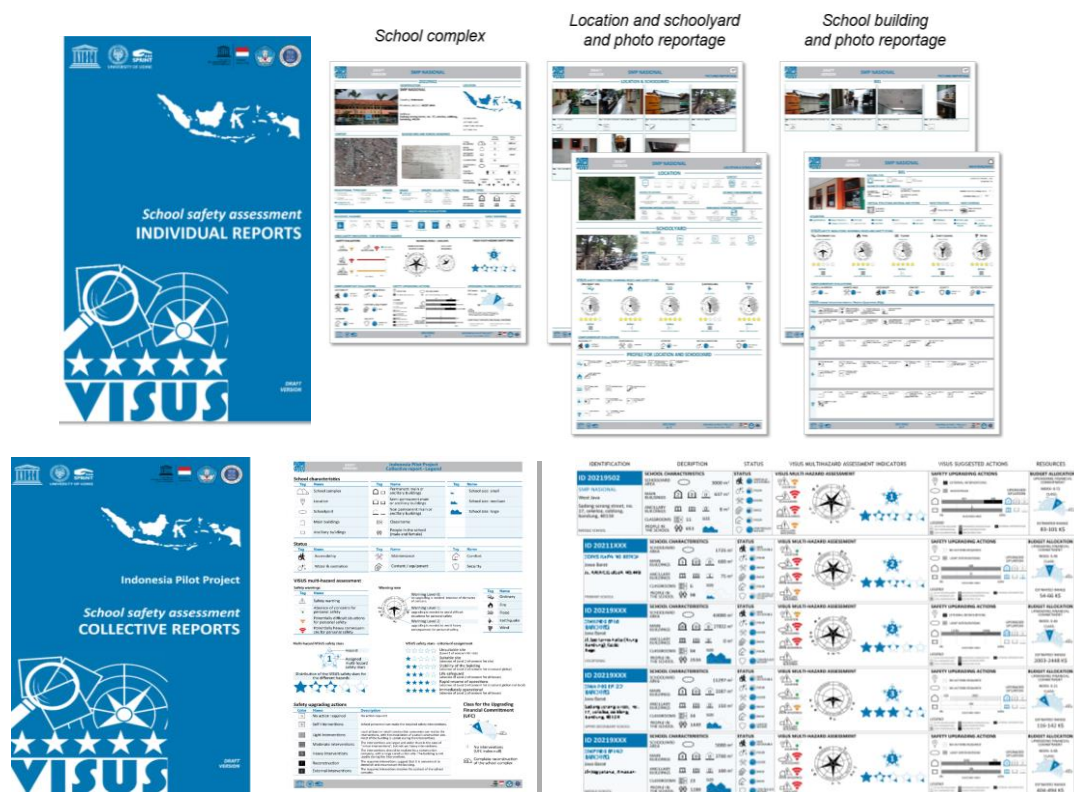
1. Adaptation to the country/region realities (Hazard Profile and Typologies)
2. Building national and local capacities for critical infrastructure assessment
3. Implementation of the assessment
4. Reporting
5. Planning for intervention

## Beneficiaries

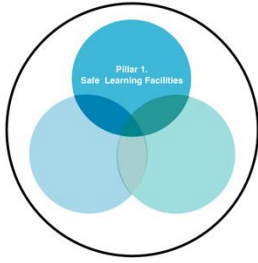
- Students, school managers, and personnel of assessed schools
- National Ministries of Education and Disaster Management Authorities
- Students and professors from local partner universities

## 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



Resource: UNESCO and SPRINT University of Udine



# PILLAR 1: SAFE LEARNING FACILITIES

## Guidance Notes on Safer School Construction

### [Download the 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.

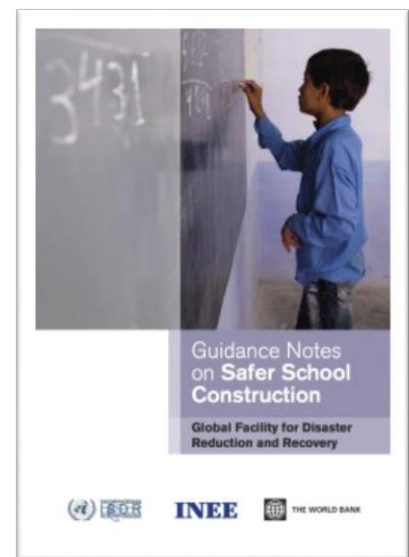
The guidance notes consist of four components:

**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, suggests good practices and 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) identifies 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) provides 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 school 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.

*Resource: GFDRR, INEE and UNISDR*

# Towards Safer School Construction: A community-based approach

## [Download Towards Safer School Construction: A community-based approach](#)

*Towards Safer School Construction: A community-based approach* provides guidance on the process of community-based safe school construction, an approach to school construction that seeks to achieve the twin goals of safer schools and more resilient communities.

This manual demonstrates how community-based safe school construction can enhance the construction process by:

- treating school construction as a community learning opportunity to better understand risks, collectively commit to safety, and to learn and apply strategies for safer construction;
- building community capacity in tandem with the laying of foundations and erecting of classroom walls;
- preparing 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.



The main messages from the manual have been developed into [six short videos](#).

The Safer School Construction website allows users to read the manual online, watch the videos and access case studies, all available in English, French, Spanish, Arabic and Nepalese. Visit the Safer School Construction site at <http://www.saferschoolconstruction.com/>.

### *About the 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

The manual is intended for decision-makers and program managers in agencies

involved in, or intending to begin, school construction in hazard-prone areas. The manual is intended primarily for humanitarian and development actors – the organisations often building and repairing schools in hazard-prone locations – as well as government authorities seeking to introduce or oversee community-based school construction programs. The manual also provides insight for community Disaster Risk Reduction and Disaster Management practitioners within the education sector.

The focus of this manual is on the process of community-based school construction. It should supplement technical guidance on appropriate construction materials and techniques, such as UNESCO's 2013 Guidelines for Earthquake-Resistant Non-Engineered Construction. This manual considers community-based school construction in depth, supplementing the broader Guidance Notes on Safer School Construction published in 2009 by the Global Facility for Disaster Reduction and Recovery (GFDRR) of the World Bank and the Inter-Agency Network for Education in Emergencies (INEE).

The following aspects of the community-based safe school construction approach are included in the manual:

- An overview of community-based safe school construction
- Key actors and activities
- The stages of community-based safe school construction:
  - Strategic Planning and Mobilization
  - Community planning
  - Community Design
  - Community Construction
  - Post-Construction

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

# Global Program for Safer Schools (GPSS)

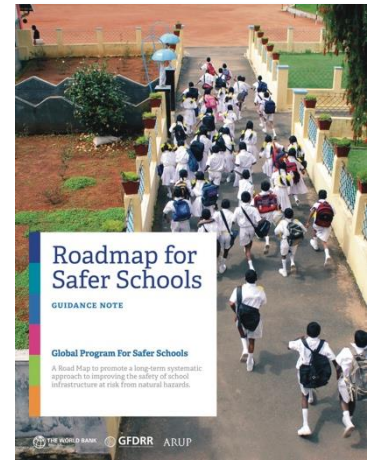
[Download more information on the GPSS](#)

[Download the Roadmap for Safer Schools Guidance Note](#)

[Access the GPSS website](#)

Established in 2014, the *Global Program for Safer Schools* (GPSS) was launched by the Global Facility for Disaster Reduction and Recovery (GFDRR) with a focus on integrating risk considerations into education infrastructure investments. After two years of implementation, the Program will initiate a new phase detailed below.

The Program's development objective is to save lives, reduce the physical impact of disasters on school infrastructure, and minimize the disruption of education service resulting from disasters, by facilitating and promoting informed investments at scale in the safety of new and existing school infrastructure at risk from natural hazards. The focus is primarily on public school infrastructure in developing countries.



For its second phase, the Program has the following four Specific Objectives with expected outcomes.

*Specific Objective 1: Facilitate and support synergies between the work of development partners, academia, and the private sector to develop global evidence-based knowledge on safety and resilience of school infrastructure networks.*

Expected outcomes cover the following areas:

- **Impacts of disaster risk on the education sector.** Analytic work will be conducted to consolidate existing evidence on how disasters affect the education sector worldwide. This work includes gathering data on historical damages and losses, generating a Global Library of School Infrastructure, and defining a standard methodology for vulnerability and damage assessment (V&DA) of school buildings in the aftermath of a disaster.
- **Solutions and innovation for safe and resilient school infrastructure networks.** Activities will focus on developing a range of solutions for seismic rehabilitation of different school building typologies following the Global Structural Classification, and will generate evidence-based knowledge about construction technologies for school buildings in remote areas, regulatory frameworks for school infrastructure, and outcomes of community-based interventions for school reconstruction.

- **Informed investments for vulnerability reduction of school infrastructure networks.** Activities under this component will focus on developing three critical topics: estimating global expenditure of school infrastructure in developing countries, prioritizing and optimizing rehabilitation investments, and designing long-term investment plans.

*Specific Objective 2: Integrate risk reduction considerations into World Bank education infrastructure operations.*

Expected outcomes cover the following areas:

- **Guidance notes and tools for task teams to integrate risk into World Bank operations.** This component focuses on the development of operational tools to help task teams, including “A Roadmap for Safer Schools” (guidance note) that draws on outcomes from the first two years of the program to enhance and improve the roadmap. It will also generate knowledge products to illustrate each of the steps. “A Roadmap for Recovery and Reconstruction of School Infrastructure” (guidance note) will also be developed. The purpose of this roadmap and guidance note will be to support Bank task teams in their dialogue with governments on recovery and reconstruction, and to improve the safety and resilience of educational infrastructure in affected areas following a disaster.

*Specific Objective 3: Provide technical advice and facilitate the design of risk-informed investments in school infrastructure in targeted countries.*

Expected outcomes cover the following areas:

- **Diagnosis of school safety at country level.** To inform new engagements on school safety, this component supports rapid country-level diagnostics. The diagnostic reports will follow the methodology of the GPSS “Roadmap for Safer Schools,” which was developed during the first phase of the GPSS. These reports will provide a rapid assessment of the vulnerability of existing school infrastructure to natural hazards and climate change, and will help to identify factors that contribute to risk. While a more in-depth risk assessment may be required to inform a national school safety investment program, this initial diagnostic will provide the necessary insights into what kind of institutional and policy actions would be required for effective implementation, what improvements would be needed to enhance the quality and enforcement of buildings codes, and how the institutional capacity for risk reduction in the education sector can be further strengthened
- **Grant resources for in-country activities.** This component will provide support to select countries that are interested in moving the safer schools agenda forward and that wish to receive GFDRR grant resources for technical assistance activities designed to influence existing school infrastructure investment programs or lay the foundation for new programs. This support would include (1) creating an enabling institutional, policy, and regulatory environment for school safety by

improving the quality and enforcement of building codes and improving the capacity of institutions to oversee and guide the implementation of a school safety program; and (2) improving school investment and construction practices by providing technical support to guide decisions about the location of new schools, the prioritization of existing high-risk schools, and the selection of optimal technical solutions to reduce risks.

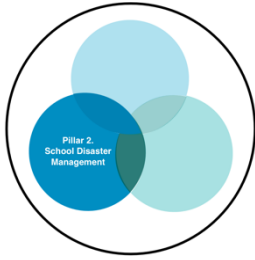
*Specific Objective 4: Make available solutions and knowledge products.*

Expected outcomes cover the following areas:

- **Web-based platform and IT solutions.** The GPSS web platform will be consolidated with all of the information collected by GPSS including:
  - The Global Library of School Infrastructure
  - Results of studies
  - Roadmaps and toolkits
  - Global data on school location and exposure to natural hazards among other information
  - Web-based tools for school infrastructure inventoryThe Platform will also make available the knowledge products developed under the GPSS and all relevant and disclosable technical documentation from World Bank projects on school safety.
- **Acceleration of solutions through e-learning.** Training material will also be developed and integrated into the World Bank Open Learning Campus (OLC), with a course on safer schools as an expected output.

*Resource: GFDRR*





## PILLAR 2: SCHOOL DISASTER MANAGEMENT

### Participatory School Disaster Management Resources

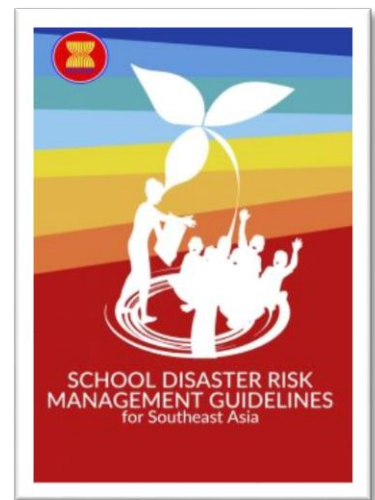
#### [Download Participatory School Disaster Management Resources](#)

Resources for Participatory School Disaster Management (SDM) include:

- Participatory SDM Handbook Template
- Participatory SDM Planning Forms Template
- Participatory SDM Children's Activities
- Participatory SDM 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 Risk Reduction & Resilience focal points at school and sub-national levels to support School Disaster Management efforts through risk assessment and planning, educational continuity planning, and development of response skills and response provisions.



The first two of these have been somewhat adapted and substantially adopted as regional resources for the ASEAN School Safety Initiative, with SEAMEO-Innotech. The presentation resource has been further developed and adapted into training modules for the Philippines. Similar training resources have also been adapted for Vanuatu, and Laos. Full training modules are also in development.

*Resource: ASEAN and Save the Children*

# Introduction to Participatory School Disaster Management: Online Lesson

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

The *Introduction to Participatory School Disaster Management Online Lesson* provides an introduction 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 lesson 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. The module is intended for the following audiences:

- 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

Lasting 60-90 minutes, the module is available in English and includes the following topics:

- 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

*Resource: Save the Children*

# Uganda: Strengthening education sector planning capacities for conflict and disaster risk management

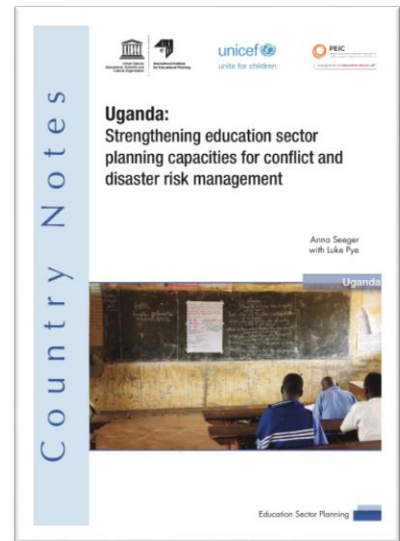
[Download \*Uganda: Strengthening education sector planning capacities for conflict and disaster risk management\*](#)

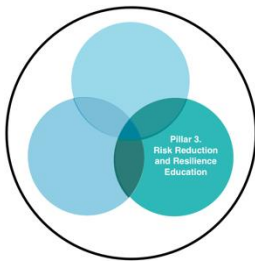
This study details the process and lessons learned in strengthening central- and district-level educational planning capacities for Conflict and Disaster Risk Management (CDRM) in Uganda.

Tools used to develop Conflict and Disaster Risk Management action plans at the school level are included in the study and cover the following areas:

- Vulnerability and capacity self-assessment tools for schools
- Guide for developing CDRM school plans
- CDRM monthly data collection tool

*Resource: IIEP*





## PILLAR 3: RISK REDUCTION & RESILIENCE EDUCATION

### Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries

[Download \*Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries\*](#)

*Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries* 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.

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.

The study is intended to support policymakers in mainstreaming DRR in school curricula. It includes research on optimal DRR curriculum practice from thirty countries covering:

- DRR related curriculum development and integration
- DRR Pedagogy
- Student assessment
- Teacher professional development and guidance
- Learning outcomes
- Policy development
- Planning and implementation

*Resource: UNESCO and UNICEF*

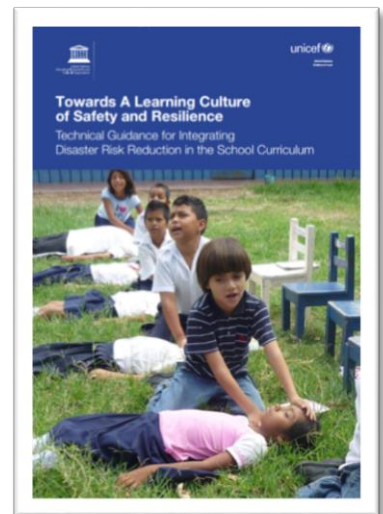


# Towards a Learning Culture of Safety and Resilience: Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum

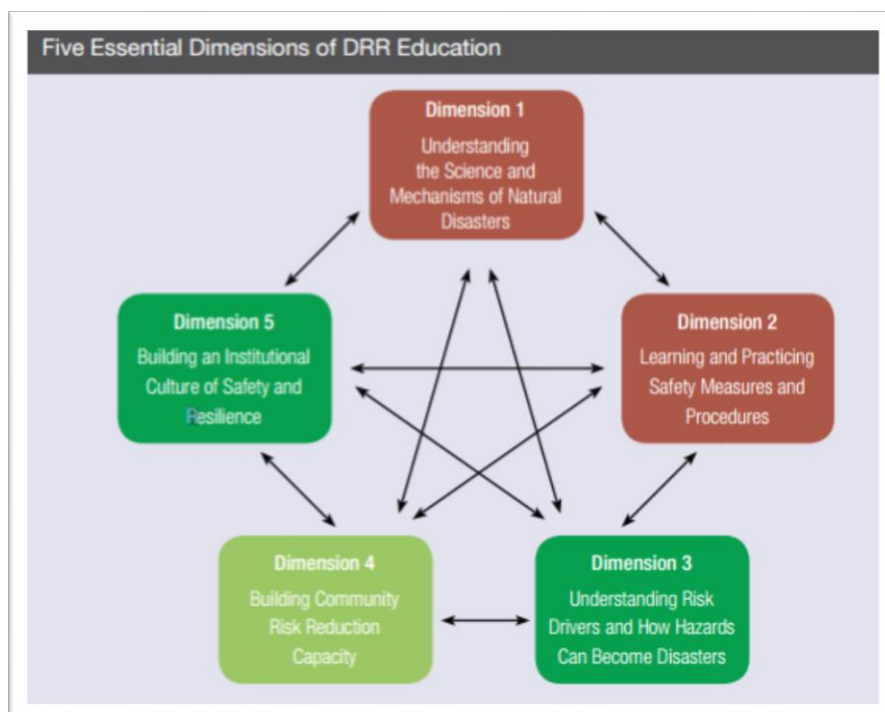
[Download \*Towards a Learning Culture of Safety and Resilience: Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum\*](#)

*Towards a Learning Culture of Safety and Resilience: Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum* guides education planners and curriculum specialists in integrating Disaster Risk Reduction into school curricula.

The document provides a thorough rationale for including DRR in school curricula within an Education for Sustainable Development (ESD) 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 ESD insights and criteria into DRR curriculum review and development. This allows for better coverage of all five dimensions of DRR education (seen in the image below), including dimensions 3, 4 and 5, which are less frequently or rarely addressed within DRR curricula.



This also situates DRR education as compatible with Climate Change Education and as part of Quality Education, Life-skills Education, and Child-friendly Education.

The document 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.

*Resource: UNESCO and UNICEF*

# Public Awareness & Public Education (PAPE) for Disaster Risk Reduction: key messages

## [Download the \*Public awareness & public education for disaster risk reduction: key messages\*](#)

The *Public awareness and public education for disaster risk reduction: key messages* provides a template for developing DRR messages for a variety of hazards.

Evidence-based, action-oriented 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.

To ensure 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.

Developed through a comprehensive validation, consensus-building, and expert feedback process, the *Public awareness and public education for disaster risk reduction: key messages* is a guidance document created as a reference for social and behavior change. It is also intended to be used in developing information and education materials for public and children's awareness and education.

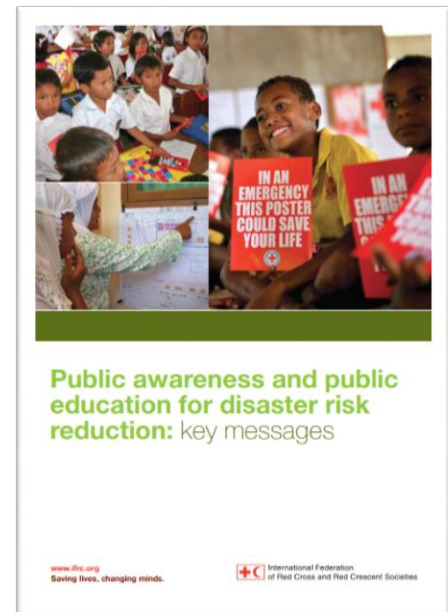
The objective is to develop and refine national DRR messages with reference to this universal template that can be used for contextualization and adoption at the national level, ideally with the leadership of the NDMO.

The current set of Key Messages is based on an *all-hazards* family safety plan with additional messages specific to

- Flood
- Cyclone
- Earthquake
- Drought
- Wildfire
- 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

This resource is available in five languages: English, French, Spanish, Arabic, and Russian.

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 at the above link.

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



# Safety, Resilience, and Social Cohesion: a guide for curriculum developers

## [Download \*Safety, Resilience, and Social Cohesion: a guide for curriculum developers\*](#)

Organized into eight booklets and a glossary, *Safety, Resilience, and Social Cohesion: a guide for curriculum developers* provides step-by-step advice on how safety, resilience, and social cohesion can be incorporated into curriculum development and revision processes.

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.

Organized into eight booklets and a glossary, this curriculum resource kit 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. It provides practical tools, strategies, and guidance on addressing safety, resilience, and social cohesion in curriculum design, review, and implementation, including for curriculum, textbooks, and teacher trainers.

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.

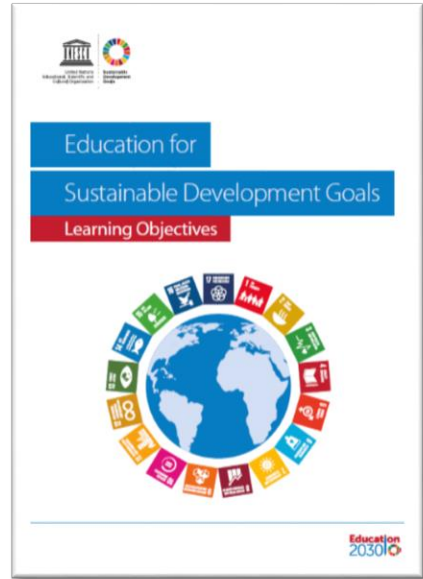
*Resource: UNESCO- IBE, UNESCO-IIEP and PEIC*

# Education for Sustainable Development Goals: Learning Objectives

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

*Education for Sustainable Development Goals: Learning Objectives* provides guidance on using Education for Sustainable Development to support progress towards the SDGs.

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.



The publication is intended 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.

*Resource: UNESCO*

## Scope & Sequence for Risk Reduction & Resilience curriculum integration

GADRRRES partners are interested in taking the *Public Awareness & Public Education for Disaster Risk Reduction: 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

GADRRRES 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