1. PROVIDE SAFE SCHOOL FACILITIES

First and foremost, make sure that schools themselves are safe for students and teachers. Policy-makers have a responsibility to ensure that students are safe in and on the way to school. Policy-makers can establish standards on safe school facilities by:

- Enacting policies and procedures to ensure that every new school is a **safe school.**
- Identifying and prioritizing unsafe schools for **retrofit** or replacement.
- Guiding and **funding** school maintenance for disaster risk reduction.
- Incorporating **safety upgrades** into all school remodelling and school greening programmes.
- Establishing **guidelines** to minimize non-structural and infrastructural risks
- Ensure that schools are **planned as temporary community shelters**, not just used as a last resort.
- Incorporate **safe facilities monitoring** into Education Management Information Systems.

2. MAINSTREAM DISASTER RISK REDUCTION INTO EDUCATION POLICY AND PLANNING AND EDUCATION INTO DISASTER RISK REDUCTION AND RESPONSE PLANNING

Ad hoc DRR in education interventions are not sustainable as disasters recur in most countries.

- **Planning.** Disaster risks should be considered in the Education Sector Development Plans/National Action Plans situational analyses and programmes. And educational, continuity planning should be considered in disaster management plans at all levels. This helps ensure that DRR measures are considered in a country's educational priorities.
- **Offices**. Establish Disaster Management Offices within national and sub-national education authorities; identify DRR focal points and develop Disaster Management and Educational Continuity Plans at all levels of the education system.
- **Risk assessment, reduction**. Policy-makers can encourage and spearhead education sector disaster risk reduction and management and educational continuity planning, to encompass risk assessment, risk reduction, response-preparedness, and educational continuity planning activities.
- **Multi-hazard risk assessment.** An essential building block for the plan is multi-hazard risk assessment at the national, sub-national and school levels in collaboration with disaster management authorities and mechanisms. These risks should be incorporated into the EMIS, and monitored at each level.

Key elements of an Education Sector Disaster Management include:

- **Sub national and school level policies.** Having policies, guidance at sub-national and school-site levels for ongoing site-based assessment and planning, risk reduction, and response preparedness as part of normal school management and improvement.
- **School site level**. Developing, training, institutionalizing, monitoring and evaluating school-site committees, empowered to lead identification of hazards and community and action-planning for ongoing disaster risk reduction and preparedness activities.
- **Standard operating procedures.** Adapting standard operating procedures as needed, for hazards with and without warnings, including: drop cover and hold, building evacuation, evacuation to safe haven, shelter-in-place and lockdown, and safe family reunification.

- **School early warning/action systems**. Engaging schools in making early warning and early action systems meaningful and effective.
- **Pre- school and out of school children**. Incorporate the needs of pre-school and out-of-school children, children with disabilities, and both girls and boys.
- **Drills**. Practicing, critically evaluating, and improving on response preparedness, with regular school-wide and community-linked simulation drills. Adapt standard operating procedures to specific context of each school.

Key elements in planning for educational continuity include:
- Developing guidelines to limit the use of schools as temporary shelters.
- Identifying alternate locations for temporary schools and alternate modes of instruction.
- Establishing national and sub-national contingency plans, based on Interagency Network for Education in Emergencies (INEE) Minimum Standards (2010), to support educational continuity, including plans and criteria to limit the use of schools as temporary shelters.
- Preparing for full local engagement in rapid needs assessment to determine impact on the education system.
- Being ready to develop an agile response plan to include establishment of temporary learning facilities, and provision of psychosocial support services.
- Having systems for back-up of student educational records.

3. PROMOTE DRR IN TEACHING AND LEARNING
Teaching and learning about DRR is the key approach for increasing individuals' and community's knowledge and information about hazards, including what to do when a hazard strikes. Policy-makers can mandate mainstreaming of DRR in teaching and learning, linking this as necessary to the Education Sector Disaster Management and Contingency Plan and Education Sector Development Plans. Key elements of mainstreaming DRR in teaching and learning involve:
- Infusing DRR into the curriculum and school-wide activities, starting from the primary level, based on scope and sequence of skills and competencies in disaster risk reduction.
- Identifying consensus-based key messages for reducing household and community vulnerabilities, and for preparing for and responding to hazard impacts as a foundation for formal and non-formal education.
- Investing in high quality teaching and learning materials for students and teachers.
- Prioritizing capacity development in teacher training institutes to teach future generations of teachers.
- Supporting community-led programmes and community engagement in DRR teaching and learning.
- Developing strategies to scale-up teacher in-service training through self-study programmes.
- Supporting research into DRR and education.
- Encouraging children and youth to be champions and leaders in DRR.