



Ministry of Education & Training
Government of Vanuatu

2024 - 2030 POLICY

**VANUATU DISASTER RISK REDUCTION AND
EDUCATION IN EMERGENCY (DRR & EIE)**





Ministry of Education & Training
Government of Vanuatu

Foreword from the Minister of Education

It is my privilege to present to you the Disaster Risk Reduction and Education in Emergency policy document—a comprehensive framework crafted to address the critical need for continuity in education during times of adversity and building disaster resilience in the education sector. The previous Vanuatu education in emergency policy and plan had lapsed in 2015, prompting a thorough review resulting in this updated and essential document.

Throughout the rigorous process of refining this policy, we conducted three consultations that brought together diverse perspectives and expertise. The participants included the Ministry of Education and Training Central staff, Provincial Education Officers from all six provinces, pertinent national partners, stakeholders, and representatives from esteemed organizations such as UNICEF and Save the Children. Their invaluable contributions and insights have been instrumental in shaping a policy that is robust and responsive to the multifaceted challenges faced during emergencies.

This document is not confined to the limits of our ministry; rather, it is intended to be a guiding light across all levels of government, educational institutions, departments, and other stakeholders. Its purpose is to provide comprehensive guidance and support for national, provincial, and school-level planning and actions aimed at mitigating risks that threaten our national development. Furthermore, it emphasizes the imperative nature of formulating and executing effective plans and activities that reduce, respond to, and recover from the impacts of potential hazards that could escalate into major emergencies or national disasters.

Aligned with the Disaster Risk Reduction and Disaster Management National Plan (2006 - 2016), the Vanuatu Disaster Risk Reduction and Education in Emergency policy embraces an 'all hazards' and integrated approach consistent with the Pacific regional framework for action for building the resilience of nations and communities to disasters (2005 - 2015). Every meticulous detail in this document is intended to guide stakeholder decision-making throughout the disaster risk management process. However, its successful implementation hinges on the unwavering commitment of those entrusted with authorized responsibilities to execute their designated roles effectively.

This policy is envisioned as a guiding beacon for the formulation of emergency plans at various level provincial, island, zone, and within school communities. I extend my heartfelt gratitude to UNICEF, Save the Children, and other national and community stakeholders for their invaluable funding and technical support, without which this policy's development would not have been feasible.

I eagerly anticipate the progressive implementation of this policy in a spirit of collaboration and unity. Let us together ensure that the principles enshrined in this document become an integral part of our concerted efforts to safeguard education during times of crisis.

Sincerely,


Honourable Simil Johnson (MP)
Minister of Education and Training



Introduction from the Director General

Our schools stand as fragile nodes vulnerable to various natural and man-made hazards, demanding an urgent need for enhanced preparedness to safeguard the well-being of our children. As the Director General of the Ministry of Education and Training, I emphasize the critical importance of proactive measures to mitigate the impact of these adversities.

In times of crisis, there's often a reliance on external aid, but we must recognize the necessity to rely on our cultural skills and knowledge to effectively prepare for and respond to immediate needs before, during, and after disasters. Prioritizing our inherent resources is paramount before seeking external assistance.

Our Disaster Risk Reduction and Education in Emergency Policy document is an essential framework developed to comprehensively manage emergencies in education—before, during, and after disaster events. It underscores that emergency preparedness in education is a shared responsibility, advocating for a proactive approach to reduce risks and mitigate disasters at the school level.

Vanuatu, positioned within the Pacific cyclone belt, situated along the seismic “rim of fire,” and dwelling upon two tectonic plate subduction zones, faces a myriad of disasters—from earthquakes to tsunamis, volcanic eruptions, and oil spills. Our geographical vulnerability, encompassing a significant landmass in a “Y” formation amidst the vast ocean, exposes our schools and communities to heightened susceptibility.

The Disaster Risk Reduction and Education in Emergency Policy and Plan serve as critical platforms to address disaster and emergency issues comprehensively, emphasizing a unified approach—from national strategies down to individual school actions. Moreover, it stresses the paramount need for improved coordination among the Ministry of Education and Training, other government sectors, and stakeholders, at all levels, recognizing that disaster management is a collaborative, cross-sectoral commitment.

I implore each of you to assess the actionable steps outlined within this policy and take individual responsibility to implement measures that reduce risks and ensure the safety, security, and healthiness of our educational spaces—whether it be classrooms, teachers' residences, or school grounds—for the protection and well-being of the children of Vanuatu.

Sincerely,


Iati Bergmans
Director General



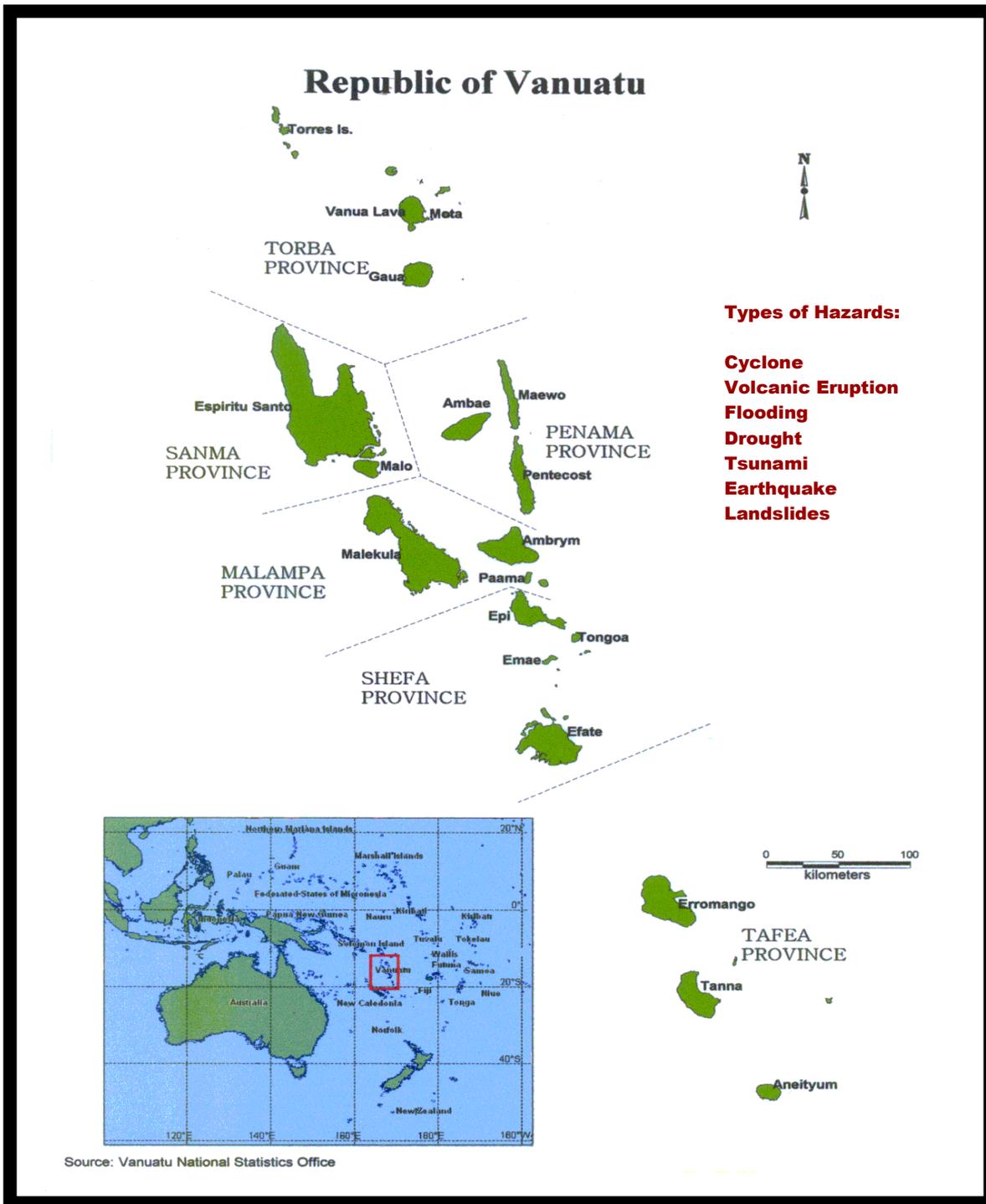
Table of Contents

Foreword from the Minister of Education.....	2
Introduction from the Director General.....	3
Table of Contents	4
Map of Vanuatu.....	5
Vanuatu risk map.....	7
1. Background	8
Vanuatu Context.....	8
Regional and International Context.....	9
2. Education Situation Analysis	9
3. Rationale.....	10
4. Policy Vision, Goals, and Objectives	10
Vision	10
Goals.....	11
Objectives.....	11
5. Guiding Principles	13
6. Procedures	14
7. Monitoring and Evaluation.....	15
8. Effective Date.....	15
9. Review Date	15
10. Roles and Responsibilities of Stakeholders.....	15
11. Schools used as shelters	22
DRR and EIE Policy Implementation Plan 2024 – 2026	24
Steps according to the vulnerability level	28
Glossary.....	31

Acronyms and abbreviations

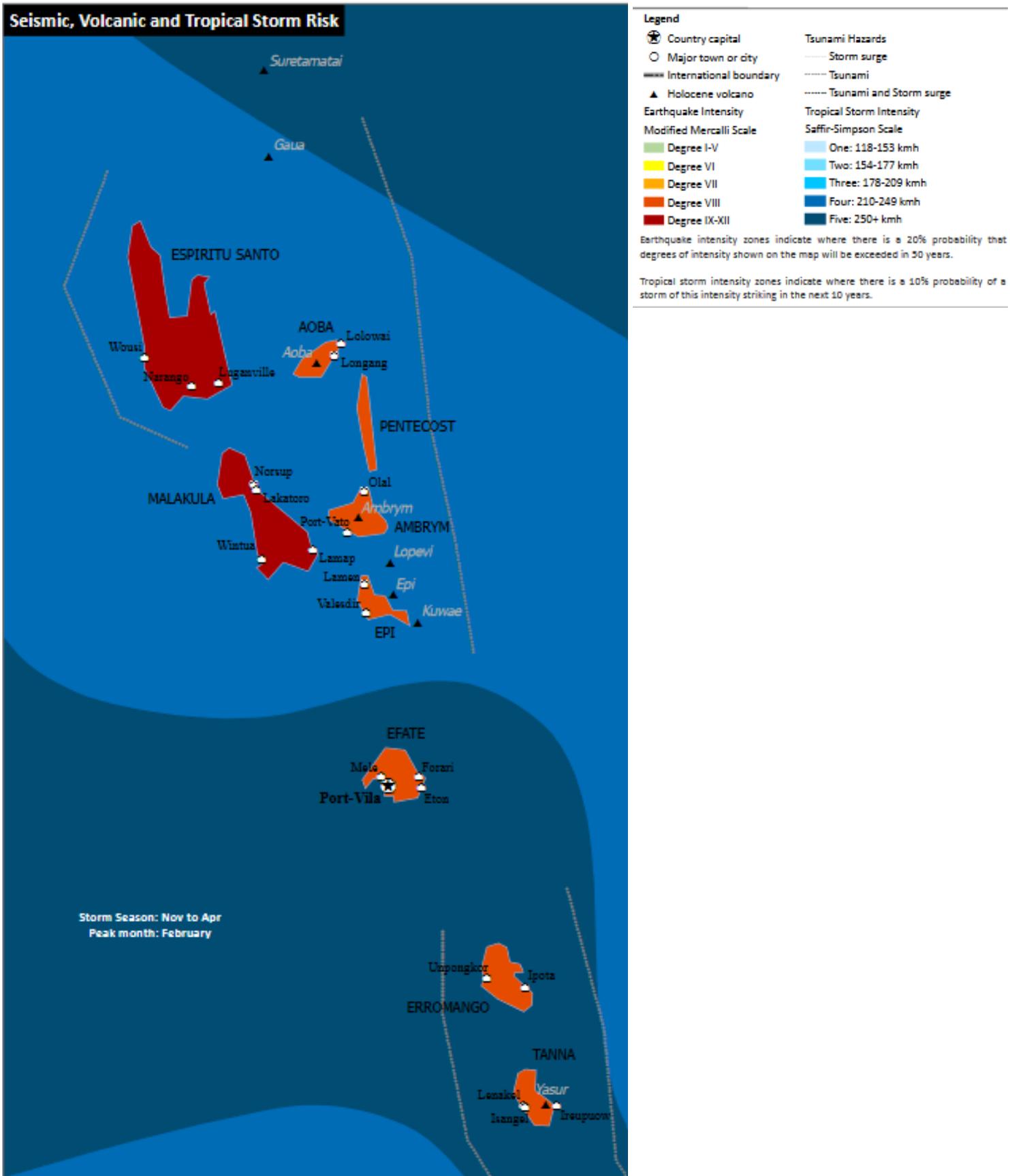
CRC	Convention on the Rights of the Child
DM	Disaster Management
DMNP	Disaster Management National Plan
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
EiE	Education in Emergencies
EOC	Emergency Operation Centre
FDRP	Flexible Disaster Response Plan
GEDSI	Gender Equality, Disability, and Social Inclusion
M&E	Monitoring and Evaluation
MOCC	Ministry of Climate Change
MoET	Ministry of Education and Training
NDMOs	National Disaster Management Offices
PMO	Prime Minister’s Office
SDGs	Sustainable Development Goals
SDMC	School Disaster Management Committee
SOP	Standard Operating Procedure
VEMIS	Vanuatu Education Management Information System
VETSS	Vanuatu Education and Training Sector Strategy
WASH	Water, Sanitation, and Hygiene

Map of Vanuatu



Vanuatu risk map

United Nations Office for the Coordination of Humanitarian Affairs. *Vanuatu: Natural hazard risks*. OCHA Regional Office for Asia Pacific



1. Background

1.1 The background briefly covers the Vanuatu context, regional and international context.

Vanuatu Context

1.2 The Republic of Vanuatu is one of the most vulnerable nations in the world. Its geographical location in the ‘ring of fire’ and the ‘cyclone belt’ area of the Pacific, and its archipelagic geological characteristics and wide distribution of small islands in a large Exclusive Economic Zone (EEZ), together with limited financial and technical capacity, make Vanuatu particularly vulnerable to many different hazards. According to the World Risk Report in 2021, Vanuatu ranked number one country in the world with the highest disaster risks and with the most exposure to disaster hazards.

1.3 Vanuatu is regularly prone to cyclones, droughts, floods, fire and landslides, volcanic eruptions, earthquakes, tsunamis, sea level rise, climate change, as well as threats of public health emergencies and pandemic (such as COVID-19) and social conflicts. Some of these hazards are increasing in frequency, as well as the unpredictability of extreme events due to climatic variability and sea level rise associated with human-induced climate change. Rapid growth of population, limited infrastructure, improper planning and practice of urban centres development in fast-growing urban areas, such as Port Vila, and lack of access to information, highlights the need for a more coordinated, systematic, and sustainable approach to measures on disaster risk reduction and education in emergencies to build disaster resilience in the education sector.

1.4 The impacts of disasters on the lives and livelihoods of people, as well as damage to physical infrastructure are large, affecting both the social and economic fabric of communities. For example, the catastrophic Tropical Cyclone Harold (2020) caused major damage to approximately 21,000 houses and infrastructure with a total cost of recovery estimated at US\$ 358 million (or approximately 43 billion vatu), the Manaro Voui volcanic eruption (2017) displaced close to 11,000 Ambae residents to the neighbouring islands, and the earthquake and tsunami in the South-West of Pentecost Island (1999) caused numerous landslides and destruction of agricultural areas.

1.5 These impacts affect Vanuatu’s ability to meet the needs and aspirations of its people and to address the sustainable development goals at national, provincial and community levels. They also impact the ability to accomplish the aspirations set out in the Vanuatu Education and Training Sector Strategic Plan 2020-2030 (VETSS) and achieve Vanuatu Minimum Quality Standards for Primary Schools, particularly Standard 9 on the safety of school buildings and Standard 11 where school policies need to be in place to protect schools, children and its staff.

1.6 Historically, Vanuatu has demonstrated resilience to natural hazards and its ability to rebuild its subsistence economy and societies, using traditional knowledge, external disaster relief and other development assistance. However, the capacity of Vanuatu to effectively deal with the impacts of major disasters remains fragile, particularly as parts of the country become urbanized and where traditional knowledge has been forgotten. This is also combined with the global challenges that the country is facing, including the recovery process from the COVID-19 pandemic, supply chain disruption due to conflicts in other parts of the world, as well as rising prices and inflation of fossil fuel, natural resources and

commodities. The challenge of achieving sustainable development goals, including the reduction of poverty, increasing economic growth and protection of the environment, will be undermined unless the potential impact of hazards on vulnerable communities and economies is addressed.

- 1.7 The risks posed by hazards can only be effectively reduced and managed as an adaptive, systematic, and sustainable resilience process that adopts a comprehensive and more integrated approach to Disaster Risk Management. This will involve the proactive management of disaster risks and reduction of vulnerability, robust efforts on combating climate change, expanding beyond the traditional approach to disaster preparedness, response and recovery, and adopting a strategic approach to improve and strengthen development effectiveness and efficiency by emphasizing building disaster resilience through disaster risk reduction, strengthening capacities of education in emergency, and addressing the impact of climate change.
- 1.8 The DRR & EIE Policy mirrors these key strategies and builds on the existing government education systems and its partnerships. In addition, the DRR & EIE policy is aligned and complementary with the Vanuatu Disaster Risk Management Act no. 23 of 2019, Vanuatu Climate Change and Disaster Risk Reduction Policy 2016 – 2030, and Vanuatu Strategic Roadmap for Emergency Management 2021 – 2023.

Regional and International Context

- 1.9 The vulnerability of Vanuatu to disasters, and the need for a shift towards treating disasters as a development issue by adopting an ‘all hazards’ and integrated approach to disaster risk management was acknowledged by the Vanuatu Prime Minister, and other Pacific Leaders during the Pacific Islands Forum leaders in 2016 when they endorsed the Framework for Resilient Development in the Pacific, an integrated approach to address climate and disaster risk management for more resilient development in the Pacific (FDRP) 2017 - 2030.

The regional framework mirrors the *Sendai Framework for Disaster Risk Reduction 2015-2030*, the *Paris Agreement on Climate Change*, and the *2030 Agenda on Sustainable Development*. There global commitment in which known disasters and climate risks have been identified as development changes. DRR should therefore be at the core of sustainable development across all sectors, which includes being integrated into the education sector.

2. Education Situation Analysis

- 2.1 The government of Vanuatu is committed to providing opportunities for all children and young people to maintain access to a quality education. This is based on working towards achieving the Sustainable Development Goals (SDGs), principally SDG #4 on quality education and SDG #13 on climate action, and the Education for All Goals, which aims to achieve universal primary education by 2030.

2.2 This DRR & EIE Policy document draws upon and complements the VETSS and uses the three key strategic goals to ensure emergency education and DRR are integrated: increase equitable access, improve quality and strengthen planning, fiscal, and financial management.

3. Rationale

3.1 Vanuatu has ratified the *Convention of the Rights of the Child* (CRC) adopted in 1989. This outlines education for children as being relevant, developmental, and inclusive. It also establishes education as a basic human right to which all Ni-Vanuatu children are entitled, even in certain situations. (Articles 2, 3, 6, 28 and 29). Vanuatu is also a party to the Declaration of the Rights of Persons with Disabilities and as part of this, the MOET has in place an Inclusive Education Policy that includes all children and adults.

3.2 The DRR & EIE Policy is also aligned with the globally-recognised Comprehensive School Safety Framework 2022 – 2030, where it is recognised that education is an essential service with the framework goals to take a participatory risk-informed approach to 1) Protect learners, educators and staff from death, injury, violence and harm in schools and other learning spaces; 2) Plan for education and protection continuity, and limit disruptions to learning in the face of shocks, stresses, hazards and threats of all kinds.; and 3) Promote knowledge and skills of learners and duty-bearers, to contribute to risk reduction, resilience building, and sustainable development.

3.3 The DRR & EIE Policy is also aligned with the MOCC’s long-term visions and plans, where the aim is to enable resilient communities, a sustainable environment and economic development and NDMO’s vision to improve its coordination mechanism and building strong capability through the establishment of solid partnership with other line emergency responders in the country to continue to save life and property of all citizens.

3.4 Therefore, the DRR & EIE Policy is developed to ensure that there is a platform to work from, to address disaster and emergency issues from the education perspective, encompassing the national, provincial, school and area council levels. As disasters are everyone’s matter, there is also needed to ensure better coordination among the Ministry of Education and Training and government agencies from other sectors and other stakeholders to address emergencies and disaster situations, to be more resilient, better prepared and better able to respond and recover to disasters effectively.

4. Policy Vision, Goals, and Objectives

Vision

4.1 The Vanuatu DRR & EIE Policy envisions a disaster- and climate-resilient education sector that is inclusive, child-centred, and actively engages the whole school community. This vision promotes innovation and learning through robust monitoring, evaluation, and coordinated partnerships, fostering a supportive and cohesive environment.

It aligns with the VETSS vision of providing quality, inclusive education that equips every individual with lifelong skills, values, and confidence to contribute to Vanuatu's sustainable development¹.

Goals

4.2 The DRR & EIE Policy goals are to:

- Ensure the safety of all children and education staff in school and on the way to school
- Build resiliency of the education system to anticipate all hazards, by establishing policies, enabling systems, safeguarding education sector investments, including school facilities to be safer and greener, processes in place to promote school safety and educational continuity, promoting risk reduction and resilient education, and continuously empowering teachers and other education personnel
- Identify and remove educational barriers, especially to the most at-risk learners – due to age, gender, disability, digital divide, minorities and social exclusion
- Provide DRR & EIE education that is student-centred, inclusive, relevant, sustainable, responsive, and of good quality, to guarantee every student in all situations, including before, during and after disasters and other emergencies.
- Encourage the participation of parents and communities in community-based DRM initiatives and contribute to their schools in emergency preparedness and response situations.
- A well-managed and accountable EIE system focuses on re-building the human resources of Vanuatu, improving learning, living, and working opportunities, and enabling young people to contribute to the productive and sustainable development in rural and urban areas before, during and after an emergency.
- Sufficient resources (personnel, financial, and tools) combined with reliable, accurate and timely information that inform design and decision-making processes strengthening multi-sector collaboration and coordination.

Objectives

4.3 The objectives of the DRR & EIE Policy are as follows:

- To improve disaster risk reduction at primary/ secondary/ ECCE/ PSET level as well as mitigation measures, and preparedness -including anticipatory actions- to minimize the adverse effects of disasters and other emergencies as part of building resilience and to facilitate effective response and recovery when disaster and other emergencies occur.
- At the provincial level: To collaborate and engage with provincial stakeholders, participate in needs assessments, coordinate monitoring, evaluation, and learning, as well to oversee, document, and strengthen capacities of the education sector.

¹VESS, p. 13.

- At the national level: To ensure policies, regulations, and mechanisms are in place are aligned with other sectors and backed up with coordinated sufficient surge capacity to mobilise support in times of emergency.

4.4. The DRR & EIE approach incorporates the three main strategic pillars of the VETSS by adapting them to the emergency context:

4.4.1. *VETSS Pillar #1 (Access)*: To increase equitable access to education for all students and staff at all levels of education in Vanuatu through DRM interventions and through being better prepared for, and to respond and recover after an emergency.

4.4.2. *VETSS Pillar #2 (Quality)*: To improve resilience and the quality of education in Vanuatu through DRM interventions and to better prepare and respond to an emergency.

4.4.3. *VETSS Pillar #3 (Management)*: To improve planning, fiscal, and financial disaster risk management of the education system in Vanuatu and to be better prepared for, and to respond and recover after an emergency.

4.5 Access

4.5.1. Objective 1: To ensure continuous access to quality basic education for all school-age children in an emergency.

4.5.2. Objective 2: To deliver a temporary school infrastructure development programme including distribution of supplies in emergencies.

4.5.3. Objective 3: To ensure temporary schools are sited in a secure and suitable location for educational purposes in emergencies.

4.5.4. Objective 4: To ensure equal access to education for both boys and girls and children with special needs at all levels of education.

4.5.5. Objective 5: To engage with the community and other stakeholders on back-to-school, catch-up, and remedial education activities. Equally, to create distance learning options to minimise the impact of the emergency/disaster on the learning of children and adolescents.

4.5.6. Objective 6: To ensure minimum disruption at school and education activities in the aftermath of the emergency/disaster.

4.6. Quality

4.6.1. Objective 7: To establish standards and general forms for undertaking assessment and response during an emergency.

4.6.2. Objective 8: To improve the roles and responsibilities of all stakeholders at the national level and Provincial level in DRM and in preparing and responding to education in emergencies.

4.6.3. Objective 9: To integrate and approve the national emergency and DRR curricula for all levels of education.

4.6.4. Objective 10: To train teachers in DRM interventions and on the use of the national emergency curricula. Integrate in pre-service and in-service teaching programmes.

4.7. Management

4.7.1. Objective 11: To improve baseline data management through the Vanuatu Education Management Information System (VEMIS).

4.7.2. Objective 12: To strengthen planning, coordination, auditing, budgeting and management by implementing joint partnership arrangements with stakeholders.

4.7.3. Objective 13: To ensure the appointed national MOET focal person/unit coordinates and supports the MOET, other ministerial departments and NDMO. This should be replicated at provincial and school/ area levels.

4.7.4. Objective 14: To initiate and implement a programme of human resource training development and capacity building for all staff in the Ministry of Education and training with DRM framework during preparedness, response and recovery to emergency education situations.

4.7.5. Objective 15: To develop an improved principals and teacher management system and more efficient management processes in emergency cases.

4.7.6. Objective 16: To develop a supply logistics plan that includes data validation a proper auditing system in place in terms of monitoring the education in emergency supplies during an emergency.

4.7.7. Objective 17: To lead the education cluster as a permanent structure and maintain continuous engagement with the education partners throughout.

5. Guiding Principles

5.1 Convention on the Rights of the Child, Article 29².

5.2 Ensuring quality standards include educational preparedness, response, and recovery.

5.3 Increase access to safe and relevant learning opportunities.

5.4 Making Education relevant, inclusive, and Resilient in disasters/emergencies.

5.5 Community members, including children participate meaningfully transparently and without discrimination in preparedness, response and recovery processes, in all process.

² CRC Article 29: The right to an education which enables children to develop their capacities and to take up responsibilities in the community. Education should be an active learning and participatory approach that uses methods based on a holistic understanding on how children develop psychosocially, emotionally, intellectually, physically and morally.

5.6 Coordination mechanisms are in place to improve and strengthen the disaster risk management of the education system, to be better prepared for, and to respond and recover after an emergency.

5.7 Ensure accountability in providing the services based on the needs and principles of equity.

5.8 Contribute to “building back stronger” education systems and building resilience.

6. Procedures

6.1 Disaster risk reduction and emergency preparedness for education at the national and provincial levels requires:

- Clear policies.
- Accountable institutional and organizational arrangements and connections across and within levels of government, sectoral partners, and communities in a cohesive and coordinated manner.
- Coherent planning, mapping and standard messages.
- Adequate financing, including specific budget allocations for education in emergencies, including preparedness, response and DRR activities.
- Robust auditing and monitoring mechanisms are in place.
- Ensure adequate supplies and stock storage as well as a logistical plan comprising various alternatives.

6.2 Disaster risk management addresses all hazards in a coordinated manner and comprises measures before the disaster (which includes disaster prevention, mitigation and adaptation, and preparedness) and in the aftermath of the disaster (which includes disaster response and recovery and receiving relief support in the community).

6.3 Disaster risk management policies and procedures are aligned with other policies, including policies and procedures related to water, sanitation, and hygiene (WASH), shelter, logistics, health and well-being, child protection and participation, gender, disability, and social inclusion (GEDSI).

6.4 Disaster risk management and capacity development must be mainstreamed into national education sector planning and budgetary processes and this, in turn, must be carried through to provincial and school levels.

6.5 Routine monitoring and evaluation are in place to oversee the system, mechanisms, and measures of DRR and EIE in the education sector conducted by relevant agencies.

Prepare the response to the emergency/disaster based on needs and action that is data led.

7. Monitoring and Evaluation

- 7.1 The DRR & EIE policy is accompanied by a technical guideline that includes comprehensive indicators utilised for monitoring and evaluating the progress and impact of interventions at all levels and aligned with other education standards and procedures related to monitoring and evaluation
- 7.2 Monitoring and evaluating of progress towards education in emergency preparedness and DRR mainstreaming in the education sector, and across all levels, will be carried out every year.
- 7.3 At the school level, the school principal is responsible to monitor and report the needs and implementation of DRR & EIE in their school to the provincial education office with regular monitoring and reporting to the MOET.
- 7.4 At the provincial level, the Provincial Education Office is leading the collection of information on impact/needs and monitoring to assess the implementation of DRR & EIE in schools through the school principals.
- 7.5 At the national level, data for monitoring is collected, analysed, reported, disseminated, and documented and to be utilised as a basis for planning and decision-making processes. The MOET is responsible for developing and overseeing the system, mechanisms, and tools for monitoring, participating in data collection and evaluation of the DRR and EIE in the education sector, including the integration with VEMIS.

8. Effective Date

- 8.1 The DRR & EIE Policy covers a period of seven years from 2024 - 2030 and should come into effect as of MOET's Approval

9. Review Date

- 9.1 The DRR & EIE Policy like any other government policy document has a period life of implementation. The first review of this policy should take place in 2027 and the final review in 2030.

10. Roles and Responsibilities of Stakeholders

10.1 National Government

10.1.1. The National Government through the MOET, with support from the National Disaster Management Office (NDMO) and other relevant authorities, is responsible for supporting the introduction, management and implementation of this policy in line with the VETSS, and other relevant legislation and policies.

10.1.2. In **non-emergency situations (before the disaster)**, the MOET is responsible to:

- a. Conduct coordination meetings at the national and provincial levels.
- b. Update contact details of education working group members and other relevant stakeholders.
- c. Develop and review the TOR of the education cluster.
- d. Ensure the education cluster is a reliable, active and permanent structure.
- e. Develop and review plans, strategies, and SOPs related to prevention, mitigation, and preparedness measures for disasters and other emergencies in the education sector, including contingency planning at national and provincial levels.
- f. Develop and review MOET's contingency plan at the national level.
- g. Oversee and lead the implementation of school-based disaster risk reduction programming.
- h. Implement disaster risk reduction programming and EIE national level and Provincial level.
- i. Liaise and establish clear communication lines and working collaboration within the cluster and across other clusters/ working groups/ ministries.
- j. Develop and review education sector-specific assessment tools, SOPs, and guideline.
- k. Build capacity to conduct assessments related to EIE and DRR in the education sector.
- l. Ensure assessment data relating to disaster risk reduction, preparedness, response, and recovery are integrated into open VEMIS.
- m. Establish and maintain a roster of deployable people to provide technical and coordination support at the local level.
- n. Ensure staff welfare at central, provincial, and local level, including psychosocial and mental health support.
- o. Educate and raise awareness on existing standards, procedures, and plans related to EIE and DRR in the education sector at the national level.
- p. Conduct monitoring and evaluation of the education sector measures for risk reduction (i.e., preparedness, mitigation, and prevention).
- q. Establish an education sector coordination mechanism at the Provincial.
- r. Designating provincial focal points to coordinate the education sector response in support of the EOC that are aligned with the NDMO's policies, guidelines, and SOP.
- s. Identify and coordinate the needs assessment tools, teams and resources to be deployed.

10.1.3. During an **emergency situation (during a disaster)**, the MOET is responsible to:

- a. Support coordination mechanisms for the education sector response at all levels including surge.
- b. Establish education sector coordination mechanism at the Provincial for the affected area including the EOC centre.
- c. Establish and maintain a roster of deployable people to provide technical and coordination support at the provincial level.

10.1.4. During a **recovery situation (after the disaster)**, the MOET is responsible for:

- a. Ensure that education sector coordination mechanisms remain in place meetings are held as necessary to adapt and update recovery plans.
- b. Support relevant provincial education office and education authorities in developing policies for education sector recovery and align with the recovery plans coordinated by the PMO.

- c. Coordinate and mobilise funding resources to support disaster recovery in the education sector using assessment / DRR /EIE DATA.
- d. Reconstruct and rehabilitate schools according to priorities, construction plans, standards and designs.
- e. Support and participate in monitoring and evaluation of the education sector recovery as part of the overall recovery.
- f. Develop recovery plans and relevant policies to support the education sector's recovery.

10.2 Provincial Education Office

10.2.1. Preparedness (**before the disaster**), the Provincial Education Office is responsible to:

- a. Coordinate the efforts of all schools under their authority in implementing the school-based disaster risk reduction programming.
- b. Coordinate the education authorities in supporting schools to implement the DRR & EIE efforts to reduce disaster risks and increase disaster preparedness.
- c. Educate and raise awareness for community members, parents, school committees or boards on existing standards, procedures, and plans related to EIE and DRR in the education sector at the provincial level.
- d. Conduct regular coordination meetings at the provincial level with the Provincial Disaster Management Office and other relevant stakeholders.
- e. Update TOR, including contact details of education working group members and other relevant stakeholders.
- f. Implement and review the TOR of the education cluster and align the TOR with the contingency plan at the national level.
- g. Implement plans, strategies, and SOPs related to prevention, mitigation, and preparedness measures for disasters and other emergencies in the education sector, including contingency planning.
- h. Implement contingency plan EIE and DRR for the provincial level and align it to the provincial disaster plan.
- i. Provide and mobilise resources to support schools in implementing school-based disaster risk reduction programming at the local level.
- j. Liaise and establish clear communication lines within the education and across working groups working groups/ other sectoral agencies at the provincial level.
- k. Build capacity to conduct assessments related to EIE and DRR in the education sector.
- l. Facilitate and raise awareness while ensuring compliance with existing standards, procedures, and plans related to EIE and DRR in the education sector at the provincial level.
- m. Establish & maintain a roster of deployable personnel.
- n. Conduct monitoring and evaluation of the education sector measures for risk reduction (i.e., preparedness, mitigation, and prevention) at the provincial level using developed tools, and data to inform planning and decision-making at the provincial level and school level.

10.2.2. During **emergency/response (during disaster)**, the Provincial Education Office are responsible to:

- a. Implement the education sector response plan at the local and provincial levels. This includes consideration of applying homeschooling & distance learning to be implemented as necessary.
- b. Coordinate and mobilise funding resources to support response to disasters and other emergencies in the education sector at the provincial level.
- c. Conduct needs assessment, monitoring and evaluation of schools' response at the provincial level.
- d. Consolidate the information on the impact and progress of the disaster/emergency.

10.2.3. During the **recovery situation (after the disaster)**, the Provincial Education Office are to:

- a. Ensure that the education sector remains in place and conduct routine meetings as necessary to adapt and update recovery plans, including also through EIE & DRR working group mechanisms and clusters.
- b. Coordinate and mobilise government funding resources and project funding to support disaster recovery at the provincial and school level.
- c. Reconstruct and rehabilitate schools according to priorities, construction plans, standards and designs.
- d. Conduct monitoring, evaluation and analysis on the recovery focussing on schools and provincial education officers including EAs and Reporting.

10.3 School Committee/ Boards/ Councils and/ or School Disaster Management Committee

10.3.1. The School Board Committee/ Boards/ Councils and/ or School Disaster Management Committee is responsible for:

- a. Ensuring that the guideline is implemented at the school level.
- b. Ensuring that a School Disaster Management Committee is set up and functional and that the school has a School Disaster Management Plan for all emergencies and hazards (including disease outbreaks and pandemics) and is updated every three years
- c. Managing the school for it to be safe secure and learner friendly.
- d. Cooperate with school management in the implementation of disaster drills.
- e. Ensuring that the school preparedness guideline is available and is implemented.
- f. Ensuring that DRR and EIE are included in the whole school development plan/ Sector strategic plan.
- g. Work with community members and advocate for their support in DRR and EIE activities of the school as part of the awareness-raising activities.
- h. Ensure teachers and other education personnel are safe and appropriate conditions of work and are appropriately compensated.
- i. Support monitoring and evaluation under the provincial educational office coordination.

10.4 The School Management (Principal & Deputy Principal or Head Teacher & Deputy Head Teacher)

10.4.1. The School Principal or Head Teacher is responsible for:

- a. Coordinating with respective provincial education offices, Education Authorities and School Committees and Boards on the planning and implementation of EIE and DRR programmes.
- b. Taking the lead and ensuring compliance on developing the school's disaster/emergency preparedness plan adapting it to the school's context and aligning it to the school's strategic plan.
- c. Ensuring that relevant policies such as Child Safeguarding Policy, WASH in schools policy, and others are appropriately implemented at the school level.
- d. Providing support, and motivation and identifying the needs and encouragement to teachers where necessary in implementing the school-based DRR guideline.
- e. Coordinating in-service workshops necessary for providing the knowledge and skills to assist teaching staff in emergency preparedness, response and resilience building.
- f. Ensuring school emergency drills are outlined in the school's yearly programmes and are carried out at least twice a year.
- g. Guarantee that the school must install basic safety equipment on its premises have proper storage for emergency resources; and include necessary training.
- h. Make sure that all buildings within the school have displayed evacuation maps and routes.
- i. The school's disaster preparedness plan is updated each year.
- j. Ensuring that constant routine checks are carried out on the school's basic safety equipment and replacement is done for any faulty equipment.
- k. Ensuring that hygienic practices are routinely practised and enforced in school
- l. Ensuring that the school abides by its safe school operation plan, including for disease outbreaks and pandemic situations.
- m. Ensuring the school is sanitised and cleaned regularly after the school day
- n. Identifying and securing sites for quarantine and isolation in case of students/personnel exhibiting symptoms to prevent disease outbreaks in school.
- o. Ensuring all people in the school vicinity (including learners, security guards, janitors, canteen staff, and visitors) are aware and understand the EIE and DRR plans.
- p. Providing support and supervision mechanisms for teachers and other education personnel to function effectively at all times (before, during, and after disaster)
- q. Ensure that M&E is conducted and reported at the school level.
- r. Ensure the standards on the use of schools as accommodation centres during a disaster/emergency are followed.

10.5 Teachers

10.5.1. The Teachers are responsible for:

- a. Working together as a school-wide team of collaborating professionals in implementing school preparedness and response plans in school.
- b. Ensuring knowledge on disasters is taught to children where relevant during official lessons.
- c. Encouraging community members to participate in the DRR and EIE day-to-day activities of the school.
- d. Supporting the school head teacher/principal in organising and implementing emergency drills at the school level.
- e. Providing support for the annual review and updating of the school's disaster preparedness plan.

- f. Developing a school evacuation map and making sure that students are aware of the school evacuation assembly points the safest escape routes and the location of the safest assembly point.
- g. Instructing students on the proper use and care of the school's safety equipment.
- h. Ensuring that any faults to the emergency/1st aid or other kits which may pose risks to the students are immediately attended to.
- i. Ensuring knowledge on disaster preparedness (for all relevant hazards including disease outbreaks and pandemics) is taught where relevant.
- j. Supporting the school leaders on the applications of their school-based disaster risk reduction plans.
- k. Ensuring all students are safe, healthy (physically and mentally), and protected from any harm and violence.
- l. Identifying, preventing, and supporting managing incidents (including referrals of incidents) of child abuse, bullying, and harassment as part of ensuring children are protected and safe at all times (before, during, and after the disaster). Understanding addressing psychosocial impacts of disaster (e.g. distress, stress, anxiety, trauma) in their children and knowing how to manage/ handle it.
- m. Ensure the standards on the use of schools as accommodation centres during a disaster/emergency are followed.

10.6 Students

The students are responsible for:

- a. Understanding and being aware of the school's Emergency and Evacuation plan, assembly points and the proper uses and maintenance of the school's basic safety kits and their care.
- b. Participating in the disaster drills and other DRR and EIE activities organised by the school.
- c. Reporting to the school management and the duty teacher any faults to the safety kits.
- d. Reporting to the school management and the duty teacher any incidents which may lead to an emergency in the school.
- e. Abiding by the school-based disaster risk reduction plan (including disease outbreak and pandemic) response.
- f. Providing support to each other during disasters and other emergencies.
- g. Avoiding passing on inaccurate information about disaster-related information.
- h. Reporting incidents of child abuse and bullying either online or offline (to be discussed, can use school reporting approach).
- i. Selecting representatives to be part of the School Disaster Management Committee and participate in the design and implementation of DRR and EIE Plans.
- j. Participate in monitoring and evaluation of DRR and EIE Plans.

10.7 Parents/Caregivers

10.7.1. The Parents/Caregivers are responsible for:

- a. The safety of their children when travelling to and from the school and to take heed of warnings given by responsible authorities in any emergency.
- b. Passing on local and practical knowledge about disaster risk management practices to their children.

- c. Understanding and being aware of the school's emergency and evacuation plan.
- d. Understanding addressing psychosocial impacts of disaster (e.g. distress, stress, anxiety, trauma) in their children and knowing how to manage/ handle it.
- e. Understanding child protection risks, including identifying, preventing, and managing incidents of child abuse, bullying, and harassment.
- f. Working in partnership with the school management and the school committees or board in the implementation of the plan and to provide support for the EIE/DRR activities organised by the school.
- g. Understanding of accurate information about disaster-related information.
- h. Practices and model appropriate safe and healthy hygiene etiquette for their children.

10.8 Communities

10.8.1 In **non-emergency situations (before the disaster)**, the communities are responsible for:

- a. Providing support to the school committees or school boards at the school level.
- b. Identifying and providing land that is safe and secure from disasters for the school's use.
- c. Taking part in awareness raising in DRR and EIE.
- d. Taking part in school-based disaster drills.

10.8.2 During **emergency response (during the disaster)** situations, the communities are responsible for:

- a. Providing support to teachers and children in times of emergencies.
- b. Assessing distress in their children and knowing where/whom the same when to address them.
- c. Providing safe learning and teaching spaces during times of disasters and other emergencies (including disease outbreaks and pandemics).
- d. Understanding their roles in ensuring the safety of children in the learning and teaching spaces.
- e. Providing land for the provision of quarantine and isolation centres.
- f. Practice and model appropriate safe and healthy hygiene etiquette for their children.

10.8.3 During **recovery response (after disaster)** situations, the communities are responsible for:

- a. Providing support to the school committees or school boards at the school level for repair and/ or reconstruction of school infrastructure and facilities.
- b. Supporting in mobilising resources for repair and/ or reconstruction of school infrastructure and facilities.
- c. Coordinating with the community recovery plans to ensure that recovery efforts are coordinated.

10.9. Development Partners and Non-Government Organisations (NGOs)

10.9.1. The development partners and Non-Government Organisations (NGOs) are working under the coordination of MOET and responsible for:

- a. Supporting schools with technical and financial support in the areas of DM, DRR EIE, climate change resilience and pandemics.

- b. Supporting MoET in achieving the national and provincial DRR, DRM, EIE and climate change resilience plans' overarching goals and in developing a comprehensive plan that is financially supported by the government and their development partners.
- c. Support MoET in the initial implementation, monitoring and review of the guidelines and detailed plans in DRR and DM.
- d. Supporting MoET initiatives for awareness raising in communities about the implications of the EIE guideline and of the changes that will be taking place in the delivery of education during and after emergencies.
- e. Providing technical support for schools and communities in the implementation of school-based disaster risk management.
- f. Seeking endorsement of the MoET on all the education and training materials, school campaigns and messages on DRR, EIE and climate change resilience,

11. Schools used as shelters

11.1. In the aftermath of a disaster or emergency, there are times when schools must be repurposed as shelters, as they often represent the only available haven for affected communities. Schools are typically built to withstand various environmental challenges and are equipped with essential facilities such as sanitation, water, and open spaces, making them suitable for temporary refuge. Balancing the need for shelter with the resumption of education is necessary and should follow some minimum standards.

11.2. Managing schools as shelters includes the School Director and teams to consider:

- Plan to have separate spaces for shelter and learning.
- Move educational materials, supplies and administrative records to a safe space to be stored and secure from potential destruction.
- Create camp management practices.
- Assess, plan and monitor security and child protection.
- Ensure that unknown adults do not have unsupervised access to children.
- Register and track child users of shelters and temporary learning facilities.
- Collect data on age, gender and disability to monitor regularly while the school is being used as an evacuation centre.
- Plan for separating water and sanitation facilities for students and the sheltered populations.
- This includes separate facilities for women and girls, and men and boys.
- Plan for inclusive access to water and sanitation facilities for people with physical disabilities.
- Install clear signage and separate learning spaces from shelter areas, as well as school and shelter water and sanitation facilities.
- Communicate child protection referral systems to teachers and learners.
- Conduct a periodic 'child protection assessment'.
- Proper ventilation is essential to reduce smoke-related health issues and disease transmission. Local building practices and materials should guide efforts to control disease-carrying insects and pests.
- Ensure that shelter occupants have the means to prepare, cook, and eat food.
- Develop plans to protect school property and provide written guidelines for using schools as both educational spaces and temporary shelters.
- Within 7-10 school days of the disruption, create and share plans for an alternative space to continue the education program.

- Develop communication strategies to inform the school and wider community about how, where, and when classes will resume if the school is used as both a shelter and school.
- Conduct a rapid post-disaster damage assessment and continuously monitor temporary learning facilities to ensure infrastructure safety and access. Where feasible, link this data to pre-designed collection systems as part of the Vanuatu Education Management Information Systems (VEMIS).

DRR and EIE Policy Implementation Plan 2024 – 2030

No	Activity Task & Implementation Strategy	Activity Description	Key Performance Indicator (KPI)	Year 1	Year 2	Year 3	
1	<p>Utilisation of the SBDRR handbook Implementation strategy: Once the SBDRR handbook has been finalised and approved, the handbook will be printed and distributed to all schools. The schools will be able to develop the School Disaster Management Plan (SDMP), form the School Disaster Management Committee (SDMC), and conduct disaster simulation/ drills by using the SBDRR handbook as guidance.</p> <p>The handbook needs to be regularly reviewed and updated. Feedback mechanisms and a knowledge sharing platform will be established (see section 2 on awareness raising and section 5 on monitoring and evaluation below) to gather feedback, concerns, and suggestions so that the SBDRR can remain relevant, effective, and inclusive</p>	1. SBDRR finalised and approved	1. SBDRR finalised and approved				
		2. Printing of the SBDRR handbook	2. # of the SBDRR handbook printed and distributed				
		3. Distribution of the SBDRR handbook to all schools and provincial education offices	3a. # of schools received the SBDRR handbook	3a. # of schools received the SBDRR handbook			
			3b. # of schools with SDMP	3b. # of schools with SDMP			
		3c. # of schools with active SDMC	3c. # of schools with active SDMC				
4. Review on the effectiveness of the SBDRR handbook	4. # of meetings conducted for SBDRR handbook review						
2	<p>Communication and awareness raising on DRR and EIE Implementation strategy: A proper communication strategy needs to be developed and endorsed that outline and agreed on: the key messages, target audience, medium of communication, actors that need to be involved, duration, and frequency. Cultural aspects and local context need to also be incorporated in the communication strategy. Once the strategy has been developed, promotional materials will be produced and then shared to all schools.</p> <p>Knowledge exchange platform will be established where teachers and school principals can share the documentation of the SBDRR activities, good</p>	5. Update on the SBDRR handbook	5. SBDRR handbook updated				
		1. Development of communication strategy for the DRR & EIE Policy and SBDRR handbook	1. Communication strategy endorsed				
		2. Production of promotional materials regarding the DRR and EIE policy (e.g., flyers, short videos, posters, bulletins)	2a. # of promotional materials produced				
		3. Distribution of promotional materials to schools	3. # of schools received benefits from the promotional materials				
		4. Creation of knowledge exchange platform for teachers and school principals (e.g., Facebook fan page)	4a. Knowledge exchange platform for teachers and school principals created and moderated	4a. Knowledge exchange platform for teachers and school principals created and moderated			
4b. # of teachers and school principals participated in the knowledge exchange platform	4b. # of teachers and school principals participated in the knowledge exchange platform						
		4c. # of postings, documents shared, and discussions generated in the knowledge	4c. # of postings, documents shared, and discussions generated in the knowledge				

<p>practices, lessons learned, as well as their concerns, feedback, and suggestions.</p> <p>Dissemination workshop at the national level needs to be conducted to inform other national level stakeholders within the MOET and external to the MOET (e.g., NDMO, MOH, Meteorological services, and non-government institutions) and be familiar with the DRR & EIE policy.</p> <p>At the end of the implementation plan (Year 3), a review will be conducted for the DRR & EIE policy to assess its effectiveness, relevance, and outcomes as well as to identify existing gaps and ways to address it.</p> <p>Development of campaign materials Implementation strategy: A proper communication strategy needs to be developed and endorsed that outline and agreed on: the key messages, target audience, medium of communication, actors that need to be involved, duration, and frequency. Cultural aspects and local context need to also be incorporated in the communication strategy. Once the strategy has been developed, promotional materials will be produced and then shared to all schools.</p> <p>In Year 2, the dissemination of the promotional materials will be evaluated. At the end of the implementation plan (Year 3), a review will be conducted for the promotional materials to assess its effectiveness, relevance, and outcomes as well as to identify existing gaps and ways to address it</p>	<p>exchange platform</p> <p>5a. # of dissemination workshop conducted at the national level</p> <p>5b. # of people (male and female) participated in the dissemination workshop at the national level</p> <p>6. DRR & EIE Policy reviewed and updated</p> <p>10. # of review meetings/ studies conducted to evaluate the promotional materials</p> <p>11. Promotional materials are updated and improved</p>	
<p>5. Dissemination workshop at the national level</p> <p>6. Review and update of the DRR & EIE Policy</p> <p>7. Monitoring and evaluation on the effectiveness of the promotional materials</p>		
<p>1. Update and development of training guide for Training of Trainers</p> <p>2. Conduct training of trainers in each province</p>	<p>1. Training guide developed and endorsed</p> <p>2a. # of ToTs conducted</p> <p>2b. # of trainers (male and female) being trained in the ToT</p> <p>2c. Feedback and evaluation from the training received and responded</p>	
<p>Capacity strengthening for school principals, teachers, and other education stakeholders Implementation strategy: Training guide will be developed for the ToT and the training roll out. Once the training guide has been endorsed, the ToT will be conducted in each province to train future trainers to support the training roll out, this includes PEO</p>		

	<p>officers, school coordinators (primary, secondary, and ECCE), representative from principals, PIEC officers, environment officers, and area administrators). The ToT will form a pool of trainers.</p> <p>The trainers will then roll out training for the school principals and teachers in all schools. Feedback and evaluation from the trainings will be collected and responded.</p> <p>Monitoring and mentoring sessions will be conducted to support the trainers when conducting the training roll-out.</p>	<p>3. Training roll out for school principals, teachers, and other education stakeholders by pool of trainers trained in the ToT</p> <p>4. Monitoring and mentoring after training roll out</p>	<p>3a. # of trainings conducted</p> <p>3b. # of teachers and school principals (male and female) participated in the training roll out</p> <p>3c. # of students (male and female) participated in the training roll out</p> <p>3d. Feedback and evaluation from the training received and responded</p> <p>4. # of monitoring and mentoring sessions conducted</p>
4	<p>Monitoring and evaluation of the SBDRR</p> <p>Implementation strategy: Tools for monitoring and evaluation (M&E) for the SBDRR programme will be developed. This will also include identification of parameters/ queries that will be integrated into VEMIS. To support this, coordination meetings with the Monitoring and Evaluation directorate will be conducted.</p> <p>The M&E tool will be utilised by the PEO to assess and monitor schools during school visits to assess the progress, achievements, and challenges on SBDRR programme implementation.</p> <p>In addition, an inclusive feedback mechanism will be established to support people in providing feedback regarding the SBDRR programme, this includes the students, teachers, principals, parents, and other community members to share their ideas, suggestions, concerns, and feedback.</p>	<p>1. Development of monitoring tools for SBDRR</p> <p>2. Identification and integration of M&E indicators to VEMIS</p> <p>3. Coordination meetings with the Monitoring and Evaluation directorate</p> <p>4. School visits conducted by PEO that assess the implementation of the SBDRR</p> <p>5. Coordination meetings conducted with the SBDRR stakeholders to assess the progress of SBDRR programme</p> <p>6. Inclusive feedback mechanisms for the SBDRR programme are set up and operational</p>	<p>1. Monitoring tools for SBDRR developed</p> <p>2. M&E indicators on SBDRR are integrated into VEMIS</p> <p>3. # of coordination meetings</p> <p>4. # of school visits to assess the implementation of the SBDRR</p> <p>5. # of coordination meetings conducted for the SBDRR programme implementation</p> <p>6a. # of feedback received and responded in a timely manner</p> <p>6b. # of people providing feedback, disaggregated by gender, age group, type (e.g., students, teachers, principals, parents), and vulnerability characteristics (e.g., people with disabilities)</p>
5	<p>Development of information board</p>	<p>1. Designing the disaster preparedness information board</p> <p>2. Placement of the information board in each school</p> <p>3. Updating the design of the information board</p>	<p>1. Disaster preparedness information board designed and endorsed</p> <p>2. # of schools with information board</p> <p>3. Design of the information board is updated</p>
6	<p>Strengthening disaster preparedness in the education sector</p>	<p>1. Conduct regular education cluster coordination meeting</p>	<p>1. # of regular meeting conducted by the education cluster</p>

	<p>2. Develop TOR, SOPs, and hazard-specific Contingency Plans</p> <p>3. Capacity strengthening for members of the education cluster on Education in Emergency</p> <p>4. Preposition supplies (school in a box, recreational kits, school tents) to support EIE</p> <p>5. Conduct After Action Review, evaluations, and other learning initiatives to improve preparedness</p>	<p>2. # of TOR, SOPs, and contingency plans developed</p> <p>3. # of trainings and other capacity strengthening initiatives conducted related to EIE</p> <p>4. # of pre-positioned supplies available to support EIE</p> <p>5. # of learning initiatives conducted in the aftermath of emergency</p>			
--	--	--	--	--	--

Steps according to the vulnerability level

Steps	Vulnerable (Red)	Prepared (Yellow)	Resilient (Green)
<p>1. Awareness Raising</p> <p>The school delivers regular DRR awareness raising opportunities for the whole school community</p>	<p><input type="checkbox"/> No disaster/safety- related awareness raising activities in the last 12 months</p>	<p><input type="checkbox"/> The school runs awareness raising activities at least once in the last 12 months</p> <p><input type="checkbox"/> The school runs awareness raising activities focusing only on disaster response procedures</p>	<p><input type="checkbox"/> The school runs regular awareness raising activities more than once in the last 12 months</p> <p><input type="checkbox"/> The school runs regular awareness raising activities focusing on not only disaster response procedures but also disaster prevention, mitigation, preparedness, and climate change resilience</p>
<p>2. School Disaster Management Committee</p> <p>A gender balanced and child-centred school committee for disaster risk management has been established using the most appropriate school structure</p>	<p><input type="checkbox"/> No committee has been established to manage disaster risks</p>	<p><input type="checkbox"/> The SDMC is created but activities are still limited to disaster preparedness and response</p> <p><input type="checkbox"/> The SDMC does not have student representatives</p> <p><input type="checkbox"/> The SDMC does not have balanced representation of gender</p> <p><input type="checkbox"/> At least the SDMC conducted one meeting in the last 12 months</p>	<p><input type="checkbox"/> The school has an active and functioning SDMC that have conducted activities for disaster prevention, mitigation, preparedness and response and climate change resilience</p> <p><input type="checkbox"/> Student representatives actively participate in the SDMC</p> <p><input type="checkbox"/> The SDMC have balanced representation of gender</p> <p><input type="checkbox"/> At least the SDMC conducted two meetings in the last 12 months</p>
<p>3. School Disaster Risk Assessment</p> <p>A school risk assessment is regularly conducted in a participatory manner</p>	<p><input type="checkbox"/> No school disaster risk assessment ever conducted</p>	<p><input type="checkbox"/> The school has conducted disaster risk assessment</p> <p><input type="checkbox"/> The disaster risk assessment has never been updated</p> <p><input type="checkbox"/> There was no participation of students and community when developing the disaster risk assessment</p>	<p><input type="checkbox"/> The school has conducted disaster risk assessment</p> <p><input type="checkbox"/> Students and community actively participated when developing the disaster risk assessment</p> <p><input type="checkbox"/> The risk assessment captures the perspectives of girls, boys, women, and men as well as children with disabilities</p>

<p>4. School Disaster Management Plan</p> <p>The school disaster management plan includes disaster mitigation and preparedness as well as climate change resilience components and reflected in the School Annual Development Plan</p>	<p><input type="checkbox"/> The school has no disaster management plan and no SOP</p>	<p><input type="checkbox"/> The school has a disaster management plan that only covers preparedness and response components</p> <p><input type="checkbox"/> The school has SOP for each hazard that are identified in the risk assessments</p> <p><input type="checkbox"/> The school disaster management plan is not reflected in the School Annual Development Plan</p> <p><input type="checkbox"/> The SDMP and SOP are not yet gender-sensitive, not yet inclusive, and do not promote active participation of children</p>	<p><input type="checkbox"/> The disaster risk assessment has been updated at least once in the last three years OR after a major disaster</p> <p><input type="checkbox"/> The school has a school disaster management plan covering disaster prevention/mitigation, disaster preparedness and response components as well as climate change resilience</p> <p><input type="checkbox"/> The school has SOP for each hazard that are identified in the risk assessments</p> <p><input type="checkbox"/> The school disaster management plan is reflected in the School Annual Development Plan</p> <p><input type="checkbox"/> The SDMP and SOP are gender-sensitive, inclusive, and promote active participation of children</p>
<p>5. Practicing Safety Measures and Procedures</p> <p>The school conducts: a) conducts regular technical practice for teachers and students; b) activities related to prevention, mitigation, and building climate resilience have been implemented in the school; and c) regular emergency drills conducted at least two times per year</p>	<p><input type="checkbox"/> No practical/ technical training has been done for the school community</p> <p><input type="checkbox"/> No SBDRR training has been done for the school principal</p> <p><input type="checkbox"/> Measures related to prevention, mitigation, and building climate resilience have not been implemented</p> <p><input type="checkbox"/> The school has not conducted two drills in the last one year</p>	<p><input type="checkbox"/> Teachers and students benefit from the practical/ technical trainings provided by the school</p> <p><input type="checkbox"/> Measures related to prevention, mitigation, and building climate resilience have not been implemented</p> <p><input type="checkbox"/> School principal has been trained on SBDRR</p> <p><input type="checkbox"/> The school has not conducted two drills in the last one year</p> <p><input type="checkbox"/> No activities have been</p>	<p><input type="checkbox"/> Teachers and students benefit from the practical/ technical trainings provided by the school</p> <p><input type="checkbox"/> School principal has been trained on SBDRR</p> <p><input type="checkbox"/> Measures related to prevention, mitigation, and building climate resilience have been implemented</p> <p><input type="checkbox"/> At least two drills have been conducted in the last one year with post-drill debriefing/reporting</p> <p><input type="checkbox"/> Student-led activities that are age appropriate are encouraged to address the specific needs and vulnerabilities of girls, boys, women, and</p>

<p>6. Making the School a Hub for DRR Learning and Action</p> <p>The school serves as the community hub of DRR and resilience building</p>	<p><input type="checkbox"/> There SDMP and SOP is not accessible to the whole school community</p> <p><input type="checkbox"/> No collaboration between school and community on DR</p>	<p>undertaken to address the specific needs and vulnerabilities of girls, boys, women, and men in relation to disaster risk</p> <p><input type="checkbox"/> The SDMP and SOP is accessible to the whole school community</p> <p><input type="checkbox"/> No collaboration between school and community on DRR</p> <p><input type="checkbox"/> Feedback mechanism exist but not yet inclusive or responsive</p>	<p>men in relation to disaster risk</p> <p><input type="checkbox"/> The SDMP and SOP is accessible to the whole school community</p> <p><input type="checkbox"/> Active collaboration between school and community on DRR</p> <p><input type="checkbox"/> Feedback mechanism in place that are inclusive and responsive</p>
---	--	--	---

Remarks:

- Schools in the red category require urgent attention and intervention
- Schools in the yellow category require improvement and further strengthening
- Schools in the green category are considered to have fully implemented the SBDRR and can become model schools/ champions for others

Standards and progress indicators serve a range of purposes, for instance:

- A monitoring and reflection tool for school-level stakeholders to examine the quality and level of their current practice and to plan for continuous improvement
- A discussion tool in awareness-raising and training contexts

<p>Examples of data sources for evidence and verification</p> <ul style="list-style-type: none"> ▪ Interviews and surveys with members of school disaster risk management committee, head teachers, teachers, students and community members ▪ School disaster management plan ▪ Emergency drill records ▪ School disaster risk management committee’s self-evaluation ▪ Records and photos of student-led projects/initiatives ▪ Minutes and notes of meetings ▪ School records and photos of awareness raising and dissemination activities ▪ Feedback records

Glossary

Word or phrase	Definition
Anticipatory Action	Anticipatory action is commonly defined as acting ahead of predicted hazards to prevent or reduce acute humanitarian impacts before they fully unfold. Anticipatory action works best if activities, as well as triggers and decision-making rules are pre-agreed to guarantee the fast release of pre-arranged financing. Anticipatory action allows relevant agencies and communities to make informed decisions ahead of a humanitarian crisis – saving time and money; preventing displacement, disease, loss of livelihood; and preserving the dignity of those affected
Capacity	The combination of all the strengths, attributes, and resources available within an organisation, community, or society to manage and reduce disaster risks and strengthen resilience
Children	Every human being below the age of eighteen years
Child Protection in Humanitarian Action	Refers to all efforts to prevent and respond to abuse, neglect, exploitation, and violence against children in the aftermath of a disaster or during a public health emergency, such as, but not limited to: (1) Physical abuse – hurting a child with an object or your hands and feet, either once or multiple times; (2) Emotional abuse – repeatedly using harsh or mean words when speaking with a child which makes them feel hurt or less than others; (3) Sexual abuse – touching, involving or showing a child sexual activity; and (4) Neglect – repeatedly failing to meet a child’s basic physical, emotional or psychological needs; and (5) Exploitation – using a child for employment, sexual and other activities for financial gain or in exchange for something the child wants or needs.
Climate Change	A change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods
Climate Change Adaptation	One of the key aspects of climate action and disaster risk reduction. It means altering our behaviour, systems, and ways of life to protect ourselves and the environment from the impacts of climate change. It also involves managing unexpected concurrent threats, such as disease outbreak, prolonged drought, or heavy rains
Community Disaster and Climate Change Committee	CD-CCC is a committee formed at the community level that identified hazards in the community, advocate and mainstream disaster risk reduction and climate change within the community, and develop the Community Based Disaster Risk Reduction Plan (CBDRRR) and Community Response Plan (CRP)
Community Representatives	Community representatives are people who take part in activities to ensure that the activities address a local need and is sensitive to the needs and expectations of the community. In the SBDRR context, community representatives can be the chairperson/ secretary, church leader, counsellor, and/ or area administrator
Comprehensive School Safety	Comprehensive School Safety (CSS) rests on three pillars, including safe school facilities, school disaster management and risk reduction education. The CSS framework aims to reduce the risks of all hazards (natural, man-made or infectious diseases) to the education sector. CSS focuses on child-centred and evidence-based efforts to promote disaster risk reduction throughout the education sector and to assure universal

	access to quality education. This allows education sector partners to work more effectively and to link with similar efforts in other sectors.
COVID-19	COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV'. The COVID-19 virus is a new virus linked to the same family of viruses as severe acute respiratory syndrome (SARS) and some types of common cold
Disaster	A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts. This may include disasters caused by natural and non-natural hazards, conflicts, rapid-onset and slow-onset (e.g., drought, sea level rise, and other climate-related risks) situations, or pandemic/public health risks
Disaster Preparedness	The knowledge and capacities developed by governments, response and recovery organizations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current disasters.
Disaster Risk	The potential loss of life, injury, or destroyed or damaged assets which could occur to a system, society or a community in a specific period, determined the probability of a disaster as a function of hazard, exposure, vulnerability and capacity.
Disaster Risk Management	Disaster risk management is the application of disaster risk reduction policies and strategies to prevent new disaster risk, reduce existing disaster risk and manage residual risk, contributing to the strengthening of resilience and reduction of disaster losses.
Disaster Risk Reduction	Disaster risk reduction is aimed at preventing new and reducing existing disaster risk and managing residual risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development.
Duty Teacher	Refers to a teacher who is assigned to oversee the implementation of the school's day to day activities on either for a day or a week
Education in Emergency	Education in emergencies refers to the quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives.
Emergency	A situation where a community has been disrupted and has yet to return to stability. Emergency is sometimes used interchangeably with the term disaster.
Exclusive Economic Zone	An area of coastal water and seabed within a certain distance of a country's coastline, to which the country claims exclusive rights for fishing, drilling, and other economic activities
Exposure	The nature and degree to which a system, people, infrastructure, housing, production capacities and other tangible human assets is exposed in hazard-prone areas.
Pandemics	A pandemic is the worldwide spread of a new disease. "an epidemic occurring worldwide, or over a very wide area, crossing international boundaries and usually affecting a large number of people". The classical definition includes nothing about population immunity, virology or disease severity. A pandemic occurs when almost simultaneous transmission takes place worldwide.
Hazard	A process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic

	disruption or environmental degradation
Prevention	Activities and measures to avoid existing and new disaster risks.
Psychosocial Support	Processes and actions that promote the holistic well-being of people in their social world. It includes support provided by family, friends and teachers. Examples of family and community support include efforts to reunite separated children and to organise education in emergency setting. Support may focus on particular groups, for example, accelerated learning, livelihood support and social integration for children formerly associated with armed forces or armed groups. In crisis settings, both teachers and learners will likely require psychosocial support.
Mitigation	Measures taken to reduce the adverse impacts of a hazardous event, either by reducing vulnerability, increasing capacity, or by modifying the hazard, where possible
Rapid Assessment	Quick assessment done of the damage, impact of the disaster with the aim to collect basic information about most urgent needs for people living in the affected areas as well as assessing existing capacities to have better understanding on the gaps and helps in designing intervention and decision-making process
Reconstruction	The medium- and long-term rebuilding and sustainable restoration of resilient critical infrastructures, services, housing, facilities and livelihoods required for the full functioning of a community, or a society affected by a disaster, aligning with the principles of sustainable development and “build back better”, to avoid or reduce future disaster risk.
Recovery	The restoring or improving of livelihoods and health, as well as economic, physical, social, cultural and environmental assets, systems and activities, of a disaster-affected community or society, aligning with the principles of sustainable development and “build back better”, to avoid or reduce future disaster risk
Rehabilitation	The restoration of basic services and facilities for the functioning of a community or a society affected by a disaster
Resilience	The capacity or ability of a system, community and/or individual to anticipate, prepare for, respond to, and recover timely and efficiently from impacts of a disaster. This means that resilience is not only a measure of how quickly the community/individual can recover from the disaster impacts, but also the ability to learn, cope with or adapt to hazards
Response	Actions taken directly before, during or immediately after a disaster to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected
Retrofit	The reinforcement or upgrading of existing structures to become more resistant and resilient to the damaging effects of hazards
Sendai Framework	The Sendai Framework for Disaster Risk Reduction 2015-2030 outlines seven clear targets and four priorities for action to prevent new and reduce existing disaster risks. The four specific priorities for action include: (i) Understanding disaster risk; (ii) Strengthening disaster risk governance to manage disaster risk; (iii) Investing in disaster reduction for resilience and (iv) Enhancing disaster preparedness for effective response, and to “Build Back Better” in recovery, rehabilitation and reconstruction. It aims to achieve the substantial reduction of disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries over the next 15 years. The Framework was adopted at the Third UN World Conference on Disaster Risk Reduction in Sendai, Japan, on March 18, 2015

Temporary Learning Space	A safe and secure area for children, students and teachers to continue education and promote the protection and the psychosocial well-being of learners, teachers and other education personnel, as well as to be able to gradually recover from the disaster
Vulnerability	The characteristics and circumstances of a community/individual, system or asset that makes it susceptible to the damaging effects of a hazard. A school is said to be at risk or vulnerable when it is exposed to known hazards' and is likely to be adversely affected by the impact of those hazards when they occur. Vulnerability is determined by physical, social, economic and environmental factors or processes.

3