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With the purpose of fostering the topic of risk management education, UNICEF and the ISDR have decided to issue this newsletter, which will be published every six months, along with the "ISDR Informs" Magazine.

We encourage all those individuals, organizations and institutions that wish to share experiences, lessons learned, and news, related to education and children's rights in emergency situations, to send their contributions to [eird@eird.org](mailto:eird@eird.org). As this will be a concise four-page newsletter, brief contributions, that include contact information, are encouraged and appreciated.

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**1. "Disaster Risk Reduction begins in School" Awareness Campaign and Art Contest**

"Disaster Risk Reduction begins in School" awareness campaign and art contest was devised by a dedicated team of sponsors (ISDR/UN, UNICEF, DIPECHO, PLAN, IFRC) in search of a way to captivate the attention of children ages 12 and under with the task of creating a culture of DRR awareness and prevention in Latin America and Caribbean Region. Promotional products such as the disaster risk reduction board game entitled RISKLAND together with a regional Art Contest in which the young audience creatively illustrated the level of their comprehension of the theme, produced inspiring results.

The year long outreach concluded with a celebration of the activities and the winning artists whose works were unveiled on October 10, 2007, the United Nation's "International Day for Disaster Reduction." Each of the twelve winning artists received a hefty art kit equipped with the various mediums of art materials, sponsor's promotional materials including t-shirts, pencils, notebooks, bags and workbooks. Additionally, each of the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> placement schools was offered a Disaster Risk Reduction project grant funding projects that would continue the DRR awareness process and/or DRR improvements on the school property. Some of the projects include a continued DRR awareness campaign including emergency plan videos, formation of emergency planning brigades, training materials, and formation and implementation of school emergency plans in Colombia, Cuba, Ecuador, Costa Rica and Nicaragua, Panama and Trinidad in the West Indies.

**2. DIPECHO PROJECT**

"Local Risk and Disaster Management Strengthening in the Education Sector in Central America"

The project financed by the European Union – Humanitarian Aid Office (ECHO) – seeks to recover and systematize experiences and reproduce practices and instruments regarding risk management in the field of education in six Central American countries, allowing such promotion and reproduction at a local level.

In addition, the project contributes with national authorities of the education sector in order to elaborate and implement their policies and strategies regarding prevention, preparation and response to emergencies and disasters. The experiences identified in the region will facilitate the elaboration, validation and feedback of the methodologies and tools used by Central American ministries of education, contributing to the process of regional integration through the exchange of local experiences and updating Central American Education Plan for Risks and Disasters.

At the same time, the project seeks to develop a series of model documents for different sectors (safe school, minimum regulations for education in emergencies, school/shelter) that will allow the authorities as well as the education sector – teachers, technicians, and cooperative institutions dealing with risk reduction in the education sector – to have available the basic tools to prevent, be prepared for and respond to disasters as well as to ensure the right of children to a prompt return to educational activities immediately after an emergency.

The countries of Nicaragua and El Salvador have exemplified the mission of the project through national and local activities. Nicaragua 23 trained trainers in Bilwi RAAN on the use of the project inspired materials highlighting best practices in risk

management, safe schools and temporary shelter planning. In the north and coastal areas a National workshop to systematize best practices in risk management in the education sector was held with the MINED, school leaders and alumni, as well as various DIPECHO partners including CARE, the Nicaraguan, Spanish and Dutch Red Cross units.

In coordination with Save the Children, 28 trainers were trained how to work with communities on Minimum Standards for education in emergencies, chronic crisis management and early reconstruction.

In El Salvador, after six months of intense efforts, the C.E Carias school community has successfully developed its commission and Plan for Educational Protection. Trainers were trained to spread the message throughout the surrounding community with the support from strategic allies such as the MINED, Salvadorian Red Cross and local fire department. Community awareness events were directed at joining teachers, students and parents in preparing for emergency situations through hands on activities creating evacuation routes and maps, shelter planning and the basics of risk management. Youth facilitators were also trained to spread the message amongst their peers and in all three schools and their surrounding communities benefited from the untiring efforts to build a culture of awareness.



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### 3. NEWS

#### Strategic Framework for Education on Disaster Risk Reduction.

Ministers and education authorities of Central America and the Dominican Republic adopted the Strategic Framework for Education on Disaster Risk Reduction. This was accomplished within an ordinary session of the CECC, Ministers and education authorities of Central America and the Dominican Republic, held last 9th of May in Panama. With the approval of the Strategic Framework for Education on Disaster Risk Reduction the commitment to motivate Ministries of Education offices to use the Framework to define policies and actions on Disaster Risk Reduction was established.

#### The framework includes

- Formation of DRR Curriculum and Teachers – A plan for incorporating a curriculum that would encourage youth to invest their talents and future in the task of disaster risk reduction. This process begins with bringing youth into the process of DRR through youth brigades and training so they can take an active role in building the culture of awareness amongst their peers and within their communities. The plan continues on with the formation of a formal curriculum for older students and career plans in the areas supporting DRR.
- Secure Physical Educational Infrastructure (SIFE)

– A guide for planning, design, construction and maintenance of safe educational infrastructures that would change national and interinstitutional policies for minimum standards in educational infrastructure. The plan includes creating a maintenance program that would involve the entire community in contributing their talents to the continued effort to provide a safe learning environment for their children.

- Preparations and Plans for Protected Schools (PPPE) – A plan for organized and rapid recovery of educational services in the post emergency stage also promotes cooperation from a national level to the local level. The plan includes integrating emergency plans in each educational facility identifying preventive, response and recovery measures that would address community emergency response needs while providing tools and measures for a rapid and organized recovery.

#### Available Materials

##### INEE

The Minimum Standards for Education in Emergencies, Chronic Crises and

Early Reconstruction are both a handbook and an expression of commitment,

developed through a broad process of collaboration, that all individuals – children, youth and adults – have a right to education during emergencies.

They echo the core beliefs of the Sphere Project: that all possible steps

should be taken to alleviate human suffering arising out of



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calamity and conflict, and that people affected by disaster have a right to life with dignity.

[http://www.ineesite.org/minimum\\_standards/MSEE\\_report.pdf](http://www.ineesite.org/minimum_standards/MSEE_report.pdf)

#### Safe School - Escuela Segura

Reference document for education authorities as well as teachers, technicians, and cooperative institutions dealing with risk reduction in the education sector regarding considerations about what a safe school in safe territory means.

[http://www.eird.org/cd/toolkit08/material/Inicio/escuela\\_segura/item.html](http://www.eird.org/cd/toolkit08/material/Inicio/escuela_segura/item.html)

#### Schools as shelters - Escuela Albergue

Document about the considerations regarding the use of schools as shelters during emergencies. It includes the priority of protecting life and assuring security in emergency situations

and explains the advantages and disadvantages of the use of the educational facilities as shelters as well as the importance of the rapid recovery of educational services.

[http://www.eird.org/cd/toolkit08/material/Inicio/escuela\\_albergue/item.html](http://www.eird.org/cd/toolkit08/material/Inicio/escuela_albergue/item.html)

#### New Tool Kit

The widely successful ToolKit has been enhanced and now provides additional materials that support the imperative task of Disaster Risk Reduction. This collection of resources is representative of the priority and interest to provide local communities with the tools to help themselves build resilient communities.

<http://www.eird.org/cd/toolkit08/>

#### Systematized Index - Fichero Sistematizacion

Systematized cards and CD of replicable experiences in Central America regarding disaster risk reduction in the education sector. This is a product of best practices, tools and