FEDERAL MINISTRY OF EDUCATION

EARLY WARNING HANDBOOK

EARLY WARNING HANDBOOK

A Guide to Protecting Schools in Nigeria

Federal Ministry of Education (FME 2025)

Contents

Acronyms

CPR	Cardiopulmonary Resuscitation
CSOs	Civil Society Organizations
EWS	Early Warning Systems
FME	Federal Ministry of Education
LEA	Local Education Authority
NiMET	Nigerian Meteorological Agency
NIHSA	Nigeria Hydrological Services Agency
NEMA	National Emergency Management Agency
NGO	Non-Governmental Organization
NSCDC	Nigeria Security and Civil Defence Corps
NSSRCC	National Safe Schools Response Coordination Center
PTA	Parents' Teachers Association
SBMCs	School-Based Management Committees
SEMA	State Emergency Management Agency
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Commission
UNICEF	United Nations Children's Fund

Foreword

Given the current devastation of our environment due to climate change and insecurities that affect education in Nigeria, and indeed, the world at large, it is my pleasure to introduce this handbook, **Early Warning Handbook: A Guide to Protecting Schools in Nigeria.** This is a critical resource necessitated by the need for the recognition of the signs of impending disaster and the comprehensive measures needed to be taken to ensure that learning takes place in a safe and secure environment. The Federal Ministry of Education is committed to ensuring that our education system provides a safe, supportive, and inclusive learning environment for all learners and teachers.

Although Disaster Risk Reduction (DRR) and Climate Change Education (CCE) have been embedded into different subjects at different levels in the school curriculum, the need for a guide for teachers and learners to understand the warning signs and take the necessary actions capable of averting disaster in line with global best practices has been met by this handbook. Schools' staff, students, parents, members of the community, and education managers at the local government, state and federal levels, policy makers, and other stakeholders are advised to recognize and act fast to prevent disasters, as well as be committed to the protection of schools and learning environment from all forms of hazards and risks.

The **Early Warning Handbook: A Guide to Protecting Schools in Nigeria** is a timely and essential tool for all educators, as it provides critical guidance on identifying early warning signs of potential risks and threats to learners' and teachers' well-being, safety, and learning. It is designed to support our collective efforts to prevent and respond to issues such as flooding, kidnapping, communal clashes, violent extremism, and mental health concerns, which have disrupted learning and put learners, teachers, and the school community at risk.

This handbook is a call to action for everyone to recognize the warning signs, act quickly, and prioritize learners' and teachers' well-being, as well as the safety of the school environment. All educators, members of the school community, policymakers, and stakeholders are, therefore, urged to make use of this handbook and join hands together in the efforts to create a safe, supportive, and inclusive learning environment for all.

Dr. Maruf Tunji Alausa
Honorable Minister of Education

Acknowledgments

The **Early Warning Handbook: A Guide to Protecting Schools** in Nigeria is made possible due to participation of internal and external stakeholders, who put in valuable efforts to ensure its successful completion.

Our sincere gratitude goes to the Federal Ministry of Education (FME) Management, Universal Basic Education Commission (UBEC), National Emergency Management Commission (NEMA), Nigeria Security and Civil Defense Corp (NSCDC), National Safe Schools Response Coordination Center (NSSRCC) Abuja and Kano, State Ministries of Education (SMoE) and the State Universal Basic Education Boards (SUBEB) from (Adamawa, Borno, Yobe, Sokoto, Zamfara, Kano and Jigawa States), United Nations Children Fund (UNICEF), as well as education specialists from (Abuja, Kano and Bauchi Offices). The committed experts' input from their representatives led to the success of this handbook. The Federal Ministry of Education gratefully acknowledges UNICEF, which provided technical and financial support for the development of the Early Warning Systems (EWS) as well as the development of the handbook. The UNICEF Consultant, Dr. MyFriend Bulus from the University of Maiduguri, who handled the development of this handbook, is appreciated.

Special thanks go to the FME Director Education Support Services, Mrs. Larai Nana Ahmed, and officers of the National and International Partnerships Division (Multilateral Corporation Branch) led by the Deputy Director, Uche Onwuama, for their dedication and hard work.

A special recognition to all the Officers who contributed to the development and completion of the **Early Warning Handbook: A Guide to Protecting Schools in Nigeria** can be found on the last page of the handbook.

Abel O. Enitan
Permanent Secretary,
Federal Ministry of Education

Introduction

Nigeria, with its diverse cultural heritage and rapidly-growing population, faces unique challenges that impede quality learning in schools. The country's schools have been vulnerable to various threats, including terrorism, kidnapping, and communal clashes, which have disrupted learning and put learners, teachers, and school administrators at risks. Furthermore, natural disasters, such as floods, erosion, and fire outbreaks, have also negatively impacted on schools. Disasters can occur naturally or artificially because of some of the activities of human beings. It is important to note that disasters lead to emergencies. These and many more necessitated the need for comprehensive measures to be taken to ensure learning takes place in a safe and secure environment.

School staff, students, parents, members of the community, and education managers at the local government, state, and federal levels must be committed to the protection of schools and learning environments from all forms of hazards/risks. This is necessary because before any form of hazard occurs, there are early warning signs that are often ignored.

This guide will help learners, teachers, and school communities to identify early warning signs for hazards and how to prevent such hazards from happening, including mitigation and response measures. The Handbook identifies specific examples of natural and human-made disasters. It also outlines early warning signs and communication channels available for schools, to avert potential crises.

Larai Nana Ahmed
Director, Education Support Services,
Federal Ministry of Education

Chapter One:
Identifying Risks/Hazards

Various potential risks and hazards can affect the safety and well-being of learners, teachers, and school communities. By understanding the types of risks and hazards that exist in schools, both learners and teachers can take proactive steps to mitigate threats, create a conducive learning environment, and promote academic success.

What is a risk/hazard?

A hazard is something that has the potential to harm someone.

Risk is the likelihood of a hazard causing harm.

In the context of this handbook, risks that affect schools can be categorized into two forms:
*   Natural hazards
*   Human-induced hazards

Natural Hazards

Natural hazards are threats to the safety and well-being of learners, teachers, and the school community, caused by natural events, such as earthquakes, floods, landslides, and extreme weather conditions. These unpredictable events can cause damage to school infrastructure, disrupt learning, and put lives at risk. These hazards include:

i.   **Floods:** Flooding can damage schools, disrupt learning, and pose health risks to teachers and students.

https://nigeriaessence.com.ng/dangerous-animals-on-the-loose-as-flood-ravages-maiduguri/

ii.   **Erosion:** Excessive rainfall can cause erosion, thereby causing damage to buildings.

iii.   **Droughts:** Water scarcity can lead to school closures, health issues, and decreased food security.

iv. **Heatwaves:** Extreme heat can cause heat-related illnesses, discomfort, and decreased productivity among learners and teachers.

v. **Wind/Rainstorm:** Severe weather conditions can damage school roofs, walls, windows, and cause power outages, and transportation disruptions.

https://punchng.com/oyebanji-advocates-tree-planting-as-rainstorm-destroys-houses-school-in-ekiti/

vi. Sandstorm: Severe weather conditions, such as strong winds, also carry a large amount of sand, which can cause damage to learners, teachers, and the school environment.

Human-Induced Hazards

Human-induced hazards are intentional or unintentional threats to the safety and well-being of learners, teachers, and the school environment, caused by human actions or decisions. Identifying and addressing human-induced hazards is crucial to creating a safe, supportive, and inclusive school community. These hazards include:

i. **School Premises Hazards:** These include any harm to learners and staff because of school construction or renovations, chemical spills, or explosions in science laboratories or workshops, etc.

ii. **Pandemics:** Outbreaks of infectious diseases, such as influenza, diphtheria, or COVID-19, can spread quickly in schools, affecting students and staff.

iii. **Conflict/Communal Clashes:** Violence or clashes between learners, teachers, or community members can create a hostile learning environment.

iv. **Attacks on Schools:** Armed robberies, attacks, kidnappings, banditry, and abduction of students and staff can put lives and school properties at risks.

A public school destroyed by Boko Haram in Borno State.
Photo credit: Borno government

Fire Outbreak: Intentional or unintentional fire outbreak can cause damage and harm to teachers and students.

A block of classrooms at Limawa Day Secondary School, Minna, Niger State engulfed in flames in November 2024

v. **Accidents:** These can occur on the way to and from school and even within the school. They include road crashes and other preventable accidents, such as slips, trips, or falls. Preventable accidents can occur due to negligence or lack of safety measures.
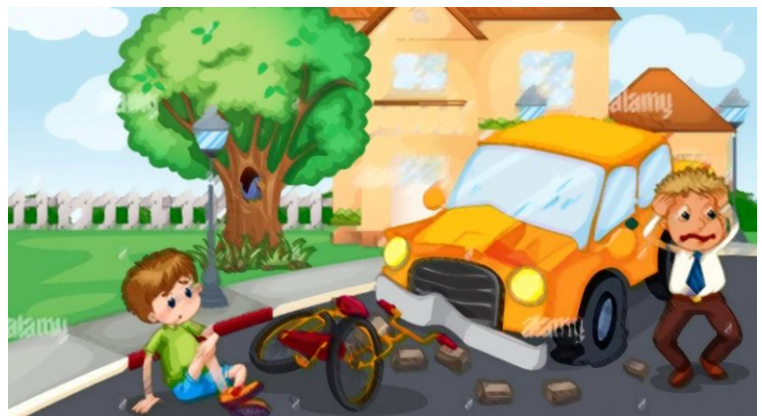
Chapter Two:
Early Warning Signs

Early warning signs are indicators of a security threat at a given location or area. They point to threats, such as terrorism, civil unrest, natural and human-induced hazards.

Early warning signs play a key role in reducing damage and mitigating the impacts of these hazards. To ensure effective preparedness and response, all learners, teachers, and school administrators must be aware of the various hazards and the warning signs that precede them.

Early Warning Signs for Natural Hazards

S/N	TYPES	Early Warning Signs
1	**Floods**	- Excessive rainfall - Collapse of riverbanks - Increase in water level in dams, rivers, seas - Predictions/Forecast by NiMET , NIHSA, NEMA - Overflowing drainages - Flood alerts by NiMET, NIHSA, NEMA
2	**Erosion**	- Excessive rainfall - Overgrazing (repeated heavy grazing over several years that results in deterioration of the plant community) - Deforestation (the action of clearing a wide area of trees) - Poor drainage system
3	**Droughts**	- Predictions/Forecast by NiMET, NIHSA, NEMA - Dry winds - Change in wind direction
4	**Heatwaves**	- Weather forecasts indicate high temperatures. - Warnings are issued when the heat index is expected to exceed a certain threshold. - Increase in atmospheric temperature
5	**Wind/Rainstorm**	- Darkening skies may signal an approaching storm. - Increasing wind speed can indicate a strengthening storm. - Thunder and lightning may signal the approach of a storm. - Warnings by weather forecasting agencies
6	**Sandstorm**	- Heavy dust - Strong wind - Hazy weather

Early Warning Signs for Human-Induced Hazards

S/N	TYPES	Early Warning Signs
1	**School Premises Hazards**	• Construction/renovation site within the school not fully demarcated, with safety precautions put in place • Uncontrolled releases of hazardous materials, such as chemical spills, fuels, gases, or explosions in science laboratories
		• Unusual noises or strange sounds, such as hissing, grinding, or banging from equipment or machinery • Excessive vibrations from equipment or machinery, which may indicate imbalance or misalignment • Overheating of equipment or machinery, which may indicate potential fire hazards. • Unusual odors or strong smells from chemicals, fuels, or other hazardous materials.
2	**Attacks on School**	• Increased movement of suspected bandits/insurgents in the general area • Reports or signs of increased bandit activities in neighboring towns • Intelligence reports from local security agencies or community leaders • Rumors of an imminent attack circulating in the community from various sources, including students, parents, or residents who overhear or receive warnings from insiders or informants. • Heightened presence of armed gangs, e.g., reports of armed groups moving or assembling near communities where schools are located • Aftermath of government or military raids on bandit camps, or if local vigilante groups take action, kidnappers/bandits may provoke retaliation against schools /communities
3	**Pandemics**	• Concerns, rumors, or reports about specific illnesses, disease, or symptoms circulating on social media platforms or within the community • Increased activities of disease-carrying vectors, such as mosquitoes or ticks • Changes in water quality, such as contamination or pollution, which can increase the risk of waterborne diseases

		• Information and guidance from government health agencies • Reports of clusters of similar illnesses or symptoms in humans, especially in a specific geographic area
4	**Conflict /Communal Clashes**	• Increasing social segregation, such as separate living areas, schools, or community facilities • Escalating ethnic or religious tensions • Rising aggression, hostility, or violence between individuals or groups • Growing intolerance towards different cultures, religions, or lifestyles and widening economic disparities between the different groups, which can lead to resentment and frustration • High level of political activities within the community
5	**Fire Outbreak**	• Damaged or burnt electrical switches/sockets • Electrical shocks or sparks when using appliances or equipment
		• Improper storage of flammable liquids, gases, or chemicals • Overheated equipment, such as motors, generators, or appliances • Bush burning around school premises • Careless behavior, such as smoking in prohibited areas or using open flames near flammable materials. • Neglect of safety protocols, such as failing to maintain fire extinguishers or ignoring fire alarms
6	**Accidents**	• Slippery floors, stairs, or walkways, increasing the risk of falls • Cluttered workspaces, walkways, or areas, increasing the risk of tripping or accidents. • Ignoring road signs when crossing the road or walking along the roadsides • School staff being distracted by phones, conversations, or other factors, increasing the risk of accidents • Lack of speed breakers and pedestrian crossing signs on roads located close to the school environment

Chapter Three:
Communicating Early Warning Signs

Communication plays a critical role in disseminating early warning signs, ensuring proactive measures, quick responses to emergencies, and support for the school community. Schools can use traditional or modern channels to communicate early warning signs and incidents of threats.

Reporting Early Warning Signs

As soon as a threat is detected and analyzed, timely communication is critical. There should be a clear and effective dissemination of early warnings to all stakeholders, including school administrators, teachers, students, parents, and emergency responders. This could involve SMS alerts, loudspeaker announcements, school bells, social media posts (as applicable), emails, announcements during assembly, or direct communication with local authorities and parents.

Messages must be clear, accurate, and actionable, ensuring that everyone understands the risk and knows how to report and respond to the risks and keep themselves safe. Communication should outline the nature of the threat, recommended actions (e.g., evacuation, lockdown), and timelines.

Message Type	Target Audience	Message Content	Timing/Frequency
Early Warning Alert	Students, staff, parents, school community	"Emergency detected in [area]. Evacuate to safe zones."	Immediate
Lockdown Instructions	Students, staff	"Lockdown initiated. Remain in classrooms and lock doors."	Immediate
Situation Updates	Local Authorities	"School is currently secure. Requesting additional patrols."	Ongoing during crisis

Developing Communication Plans

A well-defined communication plan is the foundation for how information is shared during an emergency or security threat. The communication plan outlines **who** is responsible for disseminating warnings, **how** the messages will be delivered (e.g., SMS, WhatsApp, loudspeaker), and **what** information should be communicated. It is also important to identify the direction of the message flow, either upwards from the school to higher authorities or downwards from higher authority to the school community experiencing the threat.

Key Elements of the Communication Plan

a. Roles and Responsibilities
   i. Clearly designate who is responsible for sending out emergency alerts and notifications. This could be the school principal, the head of security, or a designated EWS team member. Multiple backup personnel should be identified in case the primary individual is unavailable.
   ii. Assign specific roles to different staff members, such as those responsible for communicating with parents, coordinating with local authorities, or managing internal communications with staff and students.

b. Message Content
   i. The communication plan should include templates for various types of incidents, such as lockdown, **evacuation**, or **natural disaster**. These templates ensure that messages are clear and concise; and they convey essential information without causing panic.
   ii. Messages should include:
   * **What has happened or about to happen if quick action is not taken?** (e.g., "There is a safety threat on campus.")
   * **What actions should be taken?** (e.g., "All students and staff should proceed to their designated safe areas immediately.")
   * **When will further information be provided?** (e.g., "Further updates will be sent via SMS every 15 minutes.")

c. Target Audiences
   i. Identify the different groups that need to be informed in case of an emergency, including students, staff, parents, local authorities, and security agencies.
   ii. Ensure that the messages are tailored to each audience, using language and instructions that are clear and actionable. For example, students may need simple, direct instructions, while parents may require more detailed information and reassurance.

d. Multi-language Support
 i. In diverse school communities, it is important to consider the language preferences of stakeholders. The communication plan should accommodate multiple languages where such is needed, to ensure everyone receives and understands the message.

A well-organized communication plan ensures that in times of crisis, everyone knows what to do and how to respond, thereby minimizing confusion and delays.

Emergency Responders

- National Safe School Response Coordination Center/Nigeria Security and Civil Defence Corps
    - Phone: 09131232323, 09132232323,
    - Emergency Email: contact@nssrcc.gov.ng
    - Official Website: https://nssrcc.gov.ng

- National Emergency Management Agency:
    - Phone: 080CALLNEMA, 08022556362,
    - Email: info@nema.gov.ng
    - Website: www.nema.gov.ng

Examples of Key Messages

Early Warning Alert	Messages	Channel of Communication
Flood Warning	A severe flood warning is in effect for XXX location. Residents in low-lying areas are advised to evacuate immediately to a safe location. Follow instructions from local authorities. Stay safe	Radio/TV/ loudspeaker/ SMS, etc.
Pandemic/ Health Alert	[Disease Name] outbreak in XXX location. Residents are advised to practice good hygiene and seek medical attention if they experience symptoms. Follow instructions from local authorities	Radio/TV/ loudspeaker/ SMS, etc.
Heatwave Alert	XXX location is experiencing a heatwave. Residents are advised to stay hydrated, avoid strenuous activity during peak hours, and seek shade. Follow instructions from local authorities.	Radio/TV /loudspeaker/ SMS, etc.
Fire Warning	FIRE WARNING: Fire in [specific area]. Residents are advised to evacuate immediately. Follow instructions from local authorities."	Sirens/ Community Announcements

Chapter Four:
Roles and Responsibilities of Key Stakeholders

In the context of early warning systems, collaboration of various stakeholders is essential for effective implementation and maintenance of a safe learning environment. These stakeholders play a crucial role in identifying, communicating, and mitigating potential threats and hazards. By working together, they ensure the well-being of all individuals within the school environment.

The stakeholders include:

1. School/Community Level Stakeholders
2. Local Education Authorities
3. State Level Authorities
4. Federal Level Authorities
5. Security and Safety Agencies
6. Civil Society Organizations/NGOs

1. School/Community Level Stakeholders

These include:

i. Head teachers:
The head teacher or principal coordinates safety efforts, conducts risk assessments, trains staff and students, ensures effective communication, and engages with the community to maintain a secure school environment.

ii. Teachers:
Teachers should observe and report any unusual activities or behaviours, participate in training and drills, and foster a culture of safety within the classroom. Teachers should also communicate with parents and guardians about safety measures, ensuring that everyone is informed and prepared to respond to emergencies.

iii. **Learners:**
Learners can play a crucial role by recognizing and reporting unusual activities, participating in drills, supporting peers, and communicating concerns to school staff.

iv. **Traditional/Religious Leaders:**
These categories of people are expected to play the following roles:

- Influence community behavior by promoting safety and preparedness messages.
- Act as trusted messengers to counter misinformation and panic.
- Facilitate coordination between local authorities and community members.
- Encourage humanitarian assistance and volunteerism.
- Ensure community compliance with safety directives and protective measures.
- Mediate between government agencies and community members for effective implementation.

v. **School-Based Management Committees (SBMCs):**
Members of this committee should play the following roles:
- Develop and implement school emergency response plans.
- Work with local authorities to ensure school safety infrastructure is in place.
- Monitor and report security threats or risks within school environments.
- Mobilize community members to provide safety to schools

vi. **Parent-Teacher Associations (PTAs):**
The responsibilities of members of this association are:
- Engage parents in school safety initiatives and preparedness programs.
- Provide support for school infrastructure improvements related to safety.
- Assist in mobilizing resources for emergency response activities.

2. Local Education Authorities

This includes the LEA and the Local Government Councils

Their roles cut across these areas:

- Respond to early warning signs identified in schools
- Coordinate with school authorities on identified threats by providing mitigation measures
- Provide relevant information to schools to prevent the occurrence of hazards in schools.

3. State-level Authorities

These include the State Ministry of Education, SUBEB, SEMA, etc.

Their roles and responsibilities are:
- Implement safety policies at the state level, ensuring schools adopt early warning measures.
- Monitor and evaluate school safety data and incident reports.
- Work with security agencies and community stakeholders to respond to threats.
- Facilitate training of teachers and school administrators on risk identification and response.
- Provide guidance to schools to prevent any form of hazards
- Allocate funding and resources to support schools

4. Federal Level Authorities

These include the Federal Ministry of Education (FME) and the Universal Basic Education Board (UBEC).

Their roles include the following:
- Provide national policy direction on school safety and EWS implementation.
- Coordinate with security agencies and relevant stakeholders for threat assessments.
- Ensure the integration of EWS into national education frameworks.
- Facilitate funding and technical support for EWS initiatives.
- Provide alert and prediction

5. Security & Safety Agencies

These include the Local Vigilante, Police, NSCDC, NEMA, NIMET, Fire Service, etc.

i. Local Vigilante Groups:
- Serve as the first line of defense by monitoring and reporting threats, such as bandit attacks, kidnappings, or other security risks.
- Provide real-time intelligence to security agencies, leveraging their local knowledge.
- Assist in mobilizing community members for safety measures and evacuation when necessary.

ii. NSCDC/NSSRCC:
- Coordinate the implementation of school safety and security measures.
- Ensure that security alerts are promptly relayed to relevant stakeholders, including schools, government agencies, and local communities.

- Provide technical and logistical support for rapid response in case of threats to school safety.
- Facilitate training programs on risk assessment, crisis response, and community engagement.

iii. Police:
- Serve as the primary law enforcement agency in responding to security threats.
- Investigate reports from schools and take necessary action to neutralize threats.
- Work with other agencies and community groups to implement preventive security measures.
- Provide security escorts and patrols in high-risk areas, especially around schools.

iv. NEMA (National Emergency Management Agency):
- Respond to disaster-related emergencies, such as flooding, building collapses, or other natural and man-made crises affecting schools.
- Coordinate rescue and relief efforts in collaboration with other agencies.
- Develop disaster preparedness plans and conduct awareness campaigns in schools and communities.

v. NiMET (Nigerian Meteorological Agency):
- Predicting weather and climate forecasts
- Collecting and disseminating meteorological data and information to prevent or mitigate the effects of hazards

vi. Fire Service:
- Provide early detection and response to fire outbreaks in schools and communities
- Conduct fire safety drills and awareness programs to educate students and staff on emergency procedures
- Assist in search and rescue operations during fire-related emergencies
- Ensure that schools and other public buildings comply with fire safety regulations

6. Civil Society Organizations (CSOs)/NGOs

- Facilitate awareness campaigns on early warning indicators and emergency preparedness
- Provide technical expertise and resources for community-led monitoring and reporting
- Advocate for policy implementation and government action to risk reduction
- Train community members and school personnel on emergency response protocols

Chapter Five:
Prevention, Mitigation, and Response

Prevention refers to actions undertaken in advance to reduce the potential damage and suffering that disasters can cause. Prevention activities should be ongoing.

Mitigation specifically refers to actions taken with the intent to lessen the severity of a disaster's impact. Investing in measures that limit hazards can greatly reduce the burden of disasters.

Sometimes, prevention is referred to as mitigation.

S/N	Types of Hazards	Prevention	Mitigation	Response
NATURAL HAZARDS				
1.	**Flood**	Conduct site assessments before constructing schools to avoid flood-prone areas.	Construct flood-resistant school buildings using raised foundations and waterproof materials.	Evacuate students and staff to designated higher ground or safer buildings (Muster points).
		Build schools on elevated grounds and ensure proper drainage systems.	Implement early warning signals (radio alerts, SMS notifications) for flood forecasts.	Ensure emergency kits with first aid, food, and water are available.
		Plant trees and vegetation around schools to absorb excess water.	Maintain clear water channels and drainage systems around schools.	Coordinate with emergency responders and local disaster agencies for rescue efforts.

2.	**Heatwaves**	Ensure classrooms are well-ventilated and shaded. Adjust school hours to avoid peak heat periods.	Install heat-resistant roofing and cooling systems (fans, shade structures). Develop heat safety protocols, including hydration and cooling breaks.	Provide immediate care for students and staff experiencing heat exhaustion. Move affected individuals to cooler areas and administer first aid.
		Encourage students to wear light clothing and stay hydrated.	Plant trees around schools to provide natural shade.	Adjust school schedules if extreme heat persists.
3.	**Wind/Rainstorm**	Design and construct school buildings with wind-resistant materials. Remove weak tree branches and secure outdoor objects that could become projectiles. Install storm shutters on windows to prevent shattering.	Establish safe shelter areas within schools. Develop a school emergency plan and conduct drills for windstorm scenarios. Monitor weather forecasts and issue early warnings when necessary.	Move students and staff to designated safe rooms. Provide first aid for injuries and ensure immediate medical care if needed. Assess damage and carry out repairs before reopening schools.
4	**Drought**	Establish alternative water sources such as boreholes and water storage systems. Promote sustainable water usage in schools (water conservation programs) Encourage planting drought-resistant trees and vegetation around schools.	Install rainwater harvesting systems to store water. Implement water rationing and recycling strategies during drought seasons. Work with local authorities to ensure a continuous water supply in schools.	Distribute emergency water supply to affected schools. Implement health monitoring for students to prevent dehydration and heat-related illnesses. Coordinate with relevant agencies to ensure food security in cases of prolonged drought.

5	**Sandstorm**	Build perimeter walls or vegetation barriers to reduce sand intrusion.	Develop a school-wide awareness program on sandstorm safety measures.	Keep students indoors until the storm passes.
		Encourage students to wear protective gear (masks, goggles) when necessary.	Store emergency medical supplies for respiratory issues.	Provide masks for students and staff experiencing respiratory distress.
		Ensure classrooms and offices have dust-proof windows and doors.	Limit outdoor activities during sandstorm warnings.	Ensure medical check-ups for those affected by prolonged exposure.
6	**Erosion**	Conduct soil and environmental assessments before building schools.	Build retaining walls and terraces to reduce soil displacement.	Relocate students if the school structure is at risk of collapse due to erosion.
		Plant vegetation and trees around the school premises to stabilize the soil.	Regularly inspect school grounds for signs of erosion and take corrective actions.	Conduct emergency repairs and reinforce affected areas.
		Construct proper drainage systems to prevent water runoff from causing erosion.	Work with local environmental agencies to implement erosion control measures.	Assess long-term solutions such as re-landscaping or relocation of high-risk schools.

HUMAN-INDUCED DISASTERS

1.	**Attack on School**	Restrict access to school premises, except with identity verification for visitors. Train students and staff on personal security and kidnapping prevention. Engage community security groups to monitor the school surroundings.	Install CCTV cameras and panic alarm systems in strategic areas. Establish safe zones within school premises for emergency lockdowns. Implement school bus tracking systems for secure transportation.	Report incidents immediately to law enforcement agencies. Activate emergency communication systems to notify parents and authorities. Provide counseling and rehabilitation for rescued victims.
2	**Fire Outbreak**	Conduct fire safety inspections and enforce electrical safety regulations. Train students and staff on fire prevention and evacuation drills. Ban flammable materials and unauthorized cooking inside school buildings.	Install fire extinguishers, smoke detectors and emergency exits in all school buildings. Establish a fire response team within the schools. Ensure that the emergency water supply (fire hydrants, water tank) is available. Establish muster points in schools.	Evacuate all students and staff to safe havens through planned routes. Use fire extinguishers to control small fires while waiting for firefighters. Account for all students and report all missing persons to emergency responders.
3.	**Conflict/Communal Clashes**	Promote peace education and conflict resolution programs. Establish early warning systems for potential clashes.	Develop school contingency plans for communal violence. Collaborate with local leaders to maintain peace in school zones.	Develop school contingency plans for communal violence. Collaborate with local leaders to maintain peace in school zones.

4	**School Premises Hazards**	Ensure regular inspections, check buildings, classrooms, and playgrounds for cracks, loose tiles, or broken equipment	Ensure routine maintenance, regularly inspect classrooms, ceilings, windows, and playground structures for damage,	Sound alarms or use the public address system to send warnings on dangers (fire, gas leak, etc.)
		Clear walkways, keep hallways, staircases, and exits free from clutter to prevent trips and falls	Secure perimeter, use fences, gates, and security cameras to protect the school grounds	Administer first aid for injuries (e.g., stop bleeding, treat minor burns, perform CPR if needed)
		Clean facilities, regularly clean classrooms, toilets, and common areas.	Keep chemicals, cleaning agents, and sharp tools in locked cabinets to ensure proper storage.	Use readily available first aid kits placed strategically around the school.
		As much as possible, avoid construction/renovation during school hours.	Ensure safety precautions are in place during construction/renovations.	Contact emergency services (fire, police, ambulance) immediately.
5	**Pandemics**	Provide water, sanitation and hygiene facilities in schools.	Students who are sick should not be allowed to attend classes to avoid the spread.	Rapid development and distribution of vaccines, as practiced during the COVID-19 pandemic.
			Use of face masks and other mitigation measures during a disease outbreak.	Spread awareness through guidelines on hygiene, mask-wearing, and social distancing.
				Restrict movement to prevent the spread of the disease.
				Track the spread of disease to understand its patterns.
				Support individuals and businesses affected by the pandemic's disruptions.

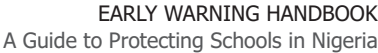| 6	**Accidents**	Obey Traffic Laws :	Clean, slippery floors, stairs, or walkways, to avoid the risk of falls.	Check for immediate hazards (like fire, gas leaks, or falling debris.
		Avoid distractions. Do not text or use a phone while walking along the road.	Provide lighting in cluttered workspaces, walkways, or areas to avoid the risk of tripping or accidents.	Quickly evaluate the severity of injuries and the extent of damage.
		Regular Inspections: Check machinery, tools, and structures to catch hazards early.	School staff and students should not be distracted by phones, conversations, or other factors, increasing the risk of accidents.	Dial emergency services and provide clear details.
		Do not allow children to cross the road alone.		Move to a safe location (if possible) to avoid further danger.

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List of Contributors

S/N	NAME	ORGANIZATION
1	Mrs. Larai Nana Ahmed	Federal Ministry of Education
2	Onwuama Uche Mary	Federal Ministry of Education
3	Owuamanam Ifeoma	Federal Ministry of Education
4	Adeolu Adenike Christianah	Federal Ministry of Education
5	Olaitan Caroline Uzezi	Federal Ministry of Education
6	Ikwun Xyztus	Federal Ministry of Education
7	Adekola Benjamin Lanre	Federal Ministry of Education
8	Mrs. Sanchi-Tagang Augustina Basham	Universal Basic Education Board (UBEC)
9	Adebayo Samuel Oladipo	UBEC
10	Dr. MyFriend Bulus	University of Maiduguri (UNIMAID)
11	Believe Oritsenemi Eke	UNICEF Abuja
12	Muntaka M. Mukhtar	UNICEF Kano
13	Raphael Aiyedipe	UNICEF Bauchi
14	Aisha Abdullahi	UNICEF Kano
15	Umar Muhammad	UNICEF Kano
16	Awwal Sadiq	National Emergency Management Commission (NEMA)
17	Alhassan Alhassan	NEMA
18	Suleiman Abdulrazaq	Nigeria Security and Civil Defense Corp National Safe Schools Response Coordination Center NSCDC/NSSRCC Abuja
19	Musa Gwarzo	NSCDC/NSSRCC Abuja
20	Musa Muhammad Saleh	NSCDC Kano
21	Sanusi Yunusa	NSCDC Kano
22	Samuel Barminas Bello	Ministry of Education & HCD Yola Adamawa
23	Mohammad Musa	Adamawa State Universal Basic Education Board (SUBEB)
24	Ibrahim Ahmad Ado	Ministry of Education (MoE)
25	Sani Gimba	Ministry of Basic Education (MoBE)
26	Mannir Isah Yakasai	Kano State Universal Basic Education Board (SUBEB)
27	Nura Ibrahim Aliyu	Ministry of Education Kano

28	Alhaji Kachalla Ali	Borno State Universal Basic Education Board (SUBEB)
29	Abubakar Usman	Borno Ministry of Education (MoE)
30	Ibrahim Buba Zarami	Yobe State Universal Basic Education Board (SUBEB)
31	Adama Aliyu Jatere	Yobe SUBEB
32	Sani Musa Sule	Jigawa State Universal Basic Education Board (SUBEB)
33	Isah Shuaibu	Zamfara Ministry of Education (MoE)
34	Murtala Abubakar Chika	Ministry of Basic Secondary Education (MoBSE) Sokoto
35	Faruku Muhammad	Sokoto State Universal Basic Education Board (SUBEB)

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