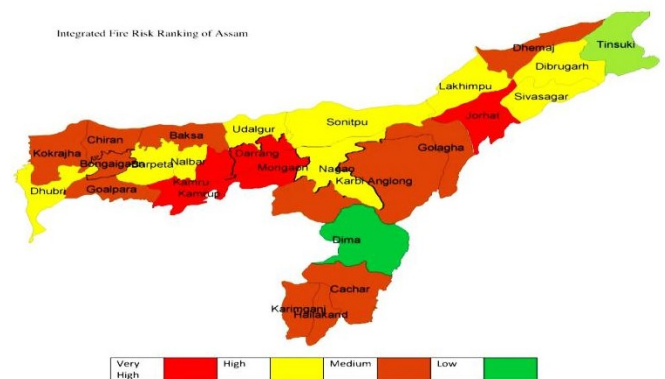
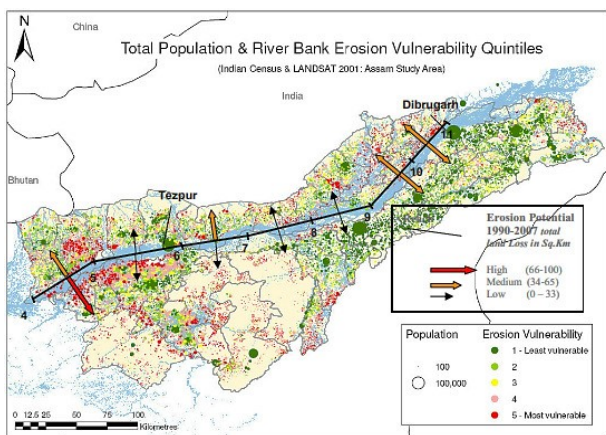
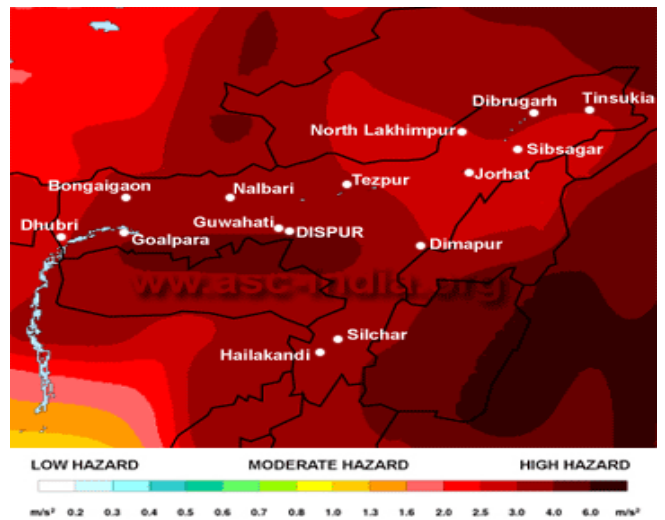
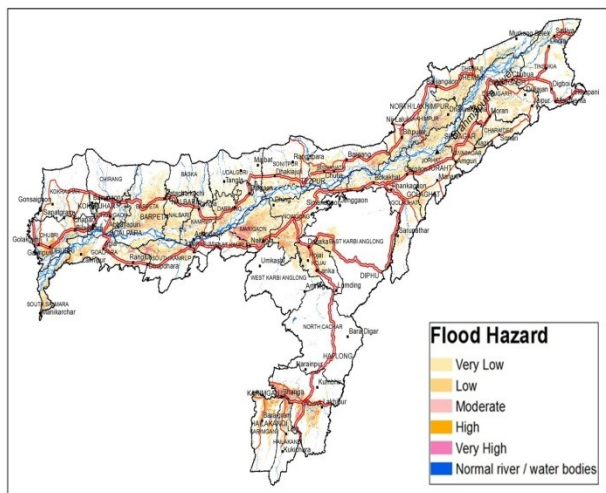


# Teacher Training Module on Disaster Risk Reduction and School Safety



State Council of Educational Research and Training, Assam

*In Collaboration with*  
UNICEF Assam

Access to “all weather buildings”; in “areas with difficult terrain, risk of landslides, floods, lack of roads and in general, danger for children. The State Government / Local Authority shall locate the school in such a manner as to avoid such dangers” - ***RTE, ACT,2009***

**When Disaster Strikes,  
The Time to Prepare is  
Passed**

## CONTENT

### FOREWORD FOR TRAINERS

### BACKGROUND AND REFERENCE FOR TRAINERS

#### DAY 1

- REGISTRATION AT 9.30 AM

#### FIRST SESSION 10 AM – 11.30 AM

- INTRODUCTION
- AIMS AND OBJECTIVES OF THE TRAINING
- SCENARIO OF SCHOOL SAFETY AND DISASTER RISKS IN INDIA AND ASSAM

#### SECOND SESSION 11.45 AM -1.30 PM

- CONCEPT OF SCHOOL SAFETY AND DISASTER MANAGEMENT.
- UNDERSTANDING AND CONCEPTUALIZING DRR ACTIONS AT SCHOOL LEVEL

#### THIRD SESSION 2.30 PM 3.45 PM

- SCHOOL DISASTER MANAGEMENT PLANNING AND IMPLEMENTATION.
- 

#### FOURTH SESSION - 4.00 PM - 5.30 PM

- SCHOOL DISASTER MANAGEMENT PLANNING AND IMPLEMENTATION
- GROUP WORK IN SMALL GROUPS AND PRESENTATION IN PLENARY

#### DAY 2

#### FIRST SESSION – 10.00 AM – 11.30 AM

- RECAP OF DAY I
- MAINSTREAMING DRR IN SDP

#### SECOND SESSION - 11.45 AM – 1.30 PM

- GROUP WORK ON MAINSTREAMING DRR IN SDP
- PRESENTATION

#### THIRD SESSION - 2.30 PM – 3.45 PM

- INSTITUTIONAL MECHANISM FOR DRR IN SCHOOL
- PROVISIONS AND POLICIES

#### FOURTH SESSION - 4.00 PM - 5.30 PM

- PREPARATION OF ACTION PLAN AND PRESENTATION

**Government of Assam**  
**Office of the Director**  
**State Council of Educational Research and Training (SCERT), Assam**  
**Kahilipara, Guwahati**  
**PIN – 781019**  
Phone/Fax – 0361 2382507  
Email – [dr.scertassam@rediffmail.com](mailto:dr.scertassam@rediffmail.com)

No. SCERT/ACA/NDM/ 161/Part-I/2015/59

Dated: Guwahati, the 23<sup>rd</sup> August 2017

## **FOREWORD**

Disasters are events that disrupt the normal functioning of the economy and society on a large scale. Natural, technological, and wilful (terrorist initiated) sources of disasters – earthquake, landslide. Floods, thunderstorm etc. - all cause dramatic losses of life and property. Disasters are non-routine events in societies, regions, or communities that involve conjunctions of physical conditions with social definitions of human harm and social disruption.

A catastrophic incident may occur with little or no warning. To reduce the risk of disaster and enormity of the disaster risk calls for a more proactive approach that ensure effective disaster reduction at all levels towards sustainable development. It is not always possible to eliminate a risk; extensive experience and practise in the past have demonstrated that the damage caused by any disaster can be minimized largely by awareness, careful planning, mitigation and prompt action. It is everybody's business to aware the society and reduce the damage.

The purpose of this Disaster Risk Reduction and School Safety Module is to enhance the capacity of our teachers to prevent and to deal with disaster and to avoid developments which are subject to high risk of disaster. This is to be seen as an information guide to teachers. It advises them how to lead in case of a disaster to prevent or at least mitigate negative effects on school, children and community at large.

I sincerely appreciate the effort and support provided by Shri Ravindra Kumar Mishra, State Consultant, UNICEF, Assam in bringing out this module which I believe, will be helpful to both teachers and teacher educators of the state in Disaster Risk Reduction and School Safety.

With best wishes

  
(Smt. Sewali Devi Sharma, ACS)  
Director  
SCERT Assam  
Kahilipara, Guwahati - 781019

## For Trainers.....

- Acquaint yourself with Guide line on disaster risk reduction and school safety and this training module
- Manage and arrange all training materials before the beginning of the training
- Prepare Registration and Attendance Registers before the commencement of training
- Ropes should be tightened on 2-3 walls of the training hall with clips hanging with it
- Training hall should airy and properly lighted
- Give an overview of the training
- Ensure Participation, engagement and involvement of all
- Respect views of participants
- Make Groups by activity and give a name to each group that may be flower, scholars, writers etc.
- Review the day's work at the end of each day at the end of the day
- Make a time table

<b>TIME TABLE</b>	
<b>(Suggestive)</b>	
<b>FIRST SESSION</b>	<b>- 10.00 AM – 11.30 AM</b>
<b>TEA</b>	<b>- 11.30 AM – 11.45 AM</b>
<b>SECOND SESSION</b>	<b>- 11.45 AM – 1.30 PM</b>
<b>LUNCH</b>	<b>- 1.30 PM – 2.30 PM</b>
<b>THIRD SESSION</b>	<b>- 2.30 PM – 3.45 PM</b>
<b>TEA</b>	<b>- 3.45 PM – 4.00 PM</b>
<b>FOURTH SESSION</b>	<b>- 4.00 PM - 5.30 PM</b>

### **MATERIALS REQUIRED:**

A Suggestive List that can amended/replaced as per the local need is given below:

1. Handbook on Inclusive Education 2. Demonstration kit 3. Chart Paper 4. Sketch pen	6. Plain paper 7. Yellow slip 8. Seizure 9. Colour chalk 10. White board and marker 11. Stapler with pin	12. Cotton and ribbon 13. Gum 14. Cello tape 15. You can add to the list as per need.
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# Background and References

Understanding Comprehensive School Safety and Security for effective school disaster Risk Reduction and school safety is another important area. The purposes of this component is to enable prospective teachers to identify common understanding and preparedness to reduce the risk of disaster in schools. It is important to ensure that children remain safe as they access and enjoy their Right to Education. Schools are also more than a place to learn. In the aftermath of a disaster, restoration of education services and re-opening of schools play a very important role to restore the sense of pre-emergency routine to the community. Disaster Risk Reduction planning is relatively new to the education sector. Such contingency planning may be seen as an extension of the risk assessment procedure. It is the key to reducing the Risk Reduction of a disaster to a system for making decisions at a time when decision making is difficult.

For schools, disaster planning, or crisis Risk Reduction, is about ensuring that normality returns as soon as possible and that unnecessary damage is not done to the children and staff; or to the valuable relationships built up between the school, parents and the local community. This is consistent with good safety practice and minimises the impact of a disaster.

Considering the importance of Disaster Risk Reduction and School Safety, a meeting was convened at SCERT with UNICEF for preparation of a module on Disaster Risk Reduction and School Safety for Teachers addressing the needs of children

It was realized that, incorporation of DRR in the ongoing training programmes will add value in the entire effort and enable to increase the knowledge level of the participants in the areas of DRR & SS, accordingly it was suggested to UNICEF to provide financial and technical support in organizing a workshop for development of module on DRR and SS for teachers.

Objective the training module for teachers on Disaster Risk Reduction and School Safety (DRR & SS) :

- To leads to an awareness of the possibilities of preventing disasters from happening in the first place.
- To enables Teachers/Children and community to meet obligations under various health and safety regulations and requirements
- To improves procedures leading to greater levels of DRR&SS
- To reduces the amount of thinking time necessary after an incident has occurred
- To contain the incident and minimise the extent of the damage

## References:

- School Safety Including the School Disaster Management Plans and Conduct of Mock Drills- ASDMA
- National Disaster Management Guidelines School Safety Policy – NDMA
- Sankalp Jatra ;Module of Cluster level SMC members Training – Axom SSA,2016-17

# Day – I

## Session –I & II

### Scenario of school safety and disaster risks in India and Assam

#### Objectives :-

- To acquire knowledge on the disaster profile of India as well as Assam.
- To sensitize participants about the importance of school safety and disaster risks.
- To make the participants realize about the importance of comprehensive plan for disaster risk reduction in school.

#### Content:-

- Introduction
- Risk Scenario related to disasters in schools in India as well as global.
  - a) Major disaster in India and resultant loss and damage
  - b) Overall impact of disasters on life and properties.
  - c) School based incident and impact caused due to disasters.
- Risk Scenario related to disasters in schools in Assam.
  - a) Major hazards of Assam
  - b) Overview of major disasters and resultant loss and damage.
  - c) Overall impact of disaster on life and property
  - d) School based incident and impact caused due to disasters
- Need of risk related safety and security upon learners
- Measures of comprehensive school safety and security

**Introduction:-** A disaster is a natural or manmade event that involves large scale loss of life and property. The impact of such events may differ at different times, depending on their magnitude as well as the nature of environment, they affect. Disaster is broadly classified into two categories namely- Natural Disaster and Manmade Disaster. Disaster Risk Reduction refers to the practices of various actions and arrangement that are capable of encompassing different kinds of disasters. The four basic elements of Disaster Risk Reduction are Preparedness, Response, rehabilitation and prevention. As we know that both disasters have a great impact on school education, there should be a comprehensive Risk Reduction plan for school safety and security.

#### Risk Scenario related to disasters in schools in India as well as global:-

- a) Major disasters and resultant loss and damage:-

A glimpse of major disasters in the glob are as follows:-

  - Major Earthquake in Assam 1950
  - Great fire of London, 1966
  - Starvation in Bengal, 1943
  - Bhopal Gas Tragedy, 1984
  - Train Accident in Eschede , 1998
  - Cross Europe flood hits Glashhaltee, 2002
  - Bhuj Earthquake in Gujarat, 2001
  - Tsunami in 2004
  - Nepal Earthquake , 2015

**Resultant loss and damage:-**Major loss and damages of some of the disasters are as follows:-

- Bhopal Disaster 1984 killed more than five lakhs people due to leakage of toxic gases.
- Nepal earthquake in 2015 killed 9000 people and more than 22000 people injured.

- Tsunami in India 2004 killed almost 10000 people and made homeless 10000 people.
- Earthquake in Assam 1950 killed about 3300 people

**Overall impact of disasters on life and properties:-**

- Spread of disease and death of human and animals.
- Loss of crops and agricultural production which ultimately result Famine
- Loss of livelihood due to the loss of water for drinking and sanitation.
- Global warming due to ecological changes.
- Loss of landmass due to flood and soil erosion.
- Displacement of population
- Emotional after shocked
- Loss of important document and materials.

**School based incident and impact caused due to disasters:-**

- Dhemaji (Assam) bombblast killed 14 No. of children in 2008 ?
- School remained closed for one to two months per year in flood effected area in Assam.
- Dammage of schools due to flood.
- School van tragedy of Tiruvanthapuram, Kerala sep 2011 killed four children and 21 chlidren injured.
- MDM tragedy Chapra Bihar 2013 killed 22 children and injured 50 students seriously
- Fire Tragedy in Kumbakonam 2004 killed 87 children and seriously injured 23
- School tragedy in Bhuj Gujarat 2001 killed 971 children and 31 teachers and 1884 school building colluspe and 11761 schools suffered major damage.

**Risk Scenario related to disasters in schools in Assam.**

Major hazards and disasters of Assam:- Assam is a multi hazards state prone to various types of disaster mentioned as follows:-

- Flood
- Earthquake
- Storm and thunder along with cyclone
- Landslide
- Erosion
- Epidemic
- Deforestation
- Fire
- Ethnic violence and Conflict
- Social evils like superstition, Child marriage, witch hunting.

**Overview of major disasters and resultant loss and damage in Assam:-**

- Occurrence of devastating flood, 2016 in all district except the hilly districts resulting great loss of lives and properties including 28 No. of people , 2 lakhs hectare of farming land and a great loss of wild life in Kaziranga National Park.
- Assam flood in 2015 affected 2100 villages and destroyed crop land within an area of 180000 hectares.
- Earthquake of Assam in 1950 killed 3300 people including students life.

**Overall impact of disaster on life and property:-** Already it is given in provided materials by UNICEF.

**School based incidents and impact :-** Specific source is no available related to case study

**Impact of risk related to safety and security upon children and their development:-**

- Children get affected due to damage of school building
- Children get injured due to falling of trees , storm and thunder.
- Child abuse caused by teachers and society.



- Loss of important documents due to flood and earthquake.
- Loss of life of students due to fire and electrocution.
- Obstruction in normal functioning of school due to submergence of school caused by seasonal flood.
- Spread of epidemic directly affected the learners.
- Loss of life of children due to ethnic violence and insurgency problem.
- Social evils cause emotional and intellectual disturbance of children

**Measures of comprehensive school safety and security:-**

- Cooperation, coordination and interaction among all the stakeholders related to school.
- Awareness program for sensitizing the community about the hazards and impact of disasters.
- Provision of available disaster mitigation materials in school
- Organizing regular Mock drills for mitigating the impact of disasters
- Proper construction of school building.
- Emphasis more on structural and non structural mitigation measures.
- Display of child friendly IC materials.
- Weekly monitoring of school environment and MDM by the community members.
- Sensitization meeting for generating a awareness on protection of child from all sorts of violence and abuse.
- Training program for teachers on preparedness, response and recovery related to disaster Risk Reduction.

**Expected Outcome:**

- Teacher will be aware of the general meaning and concept of disaster and its Risk Reduction.
- Participants will be able to cope with the disaster related risk in the school
- Participants will be able to deal with students for their safety and security during disaster.
- Children will feel comfort and safe against disaster with the help of teachers.
- Participants will realize the need of disaster Risk Reduction and school safety and security.
- Trainee will ensure disaster risk free environment in the school

**Process and methodology of delivering of chapters during training:-**

First there will be an introductory session on the concept of disaster where the participants will share their personal experience on disaster and RP will sum up the concept accordingly.

After having experience from the participants, the RP will explain how a small incident/accident( food poisoning, fire accident, conflict, snake biting, child abuse, contaminated disease etc.) in the school may convert to a school based disaster.

N.B:- RP will prepare the probable questions may be raised by the participants regarding training content.

Sl.No	Objectives	Methodology	Tools/ Materials	Time	Rationale
1.	<ul style="list-style-type: none"> <li>• To acquire knowledge on the disaster profile of India as well as Assam.</li> </ul>	<ul style="list-style-type: none"> <li>• Slide show of photographs of disasters occurred in different parts of the world along with distribution of printed document(leaflet, handout etc.)</li> </ul>	Laptop, projector, printing materials.	15 min	Assam is very sensitive to disasters and so it becomes necessary to aware the participants about occurrence of

					different disasters and losses due to disasters.
2	<ul style="list-style-type: none"> <li>To sensitize participants about the importance of school safety and disaster risks.</li> </ul>	<ul style="list-style-type: none"> <li>Showing of vedio clip on disasters with special reference to schools.</li> <li>Group discussion and Sharing of personal experience on disaster in their locality and school.</li> </ul>	Laptop, projector, Paper, pencil etc.	30 min	Sensitization brings motivation which is utmost important to adopt necessary measures to cope with the disaster and damages.
3	<ul style="list-style-type: none"> <li>To make the participants realize about the importance of comprehensive plan for disaster risk reduction in school.</li> </ul>	<ul style="list-style-type: none"> <li>The participants will chalk out the probable disaster risks in concerned school.</li> <li>Identification of resource to mitigate the adverse effect of disasters in concerned school.</li> <li>Group discussion and sharing on utilization of resource to mitigate the disasters in school.</li> <li>RP will give the idea of comprehensive plan on DRR and accordingly participants will prepare the plan for their own school.</li> </ul>		10 min 10 min 15 min 25 min	In order to minimize the adverse effect of disasters in school it is necessary to have a comprehensive plan for execution.

**reparation for Trainers:-**

- Analysis of training needs.
- Target group selection
- Preparation of supporting documents, study materials related to disasters and its Risk Reduction.

- Preparation of training – training schedule, training module, venue and logistic arrangement.
- Arrangement of required materials and devices for conducting training.
- Mastery over the training module for transaction.

**Required materials and tools :-**

- Study materials and references regarding hazards and disasters.
- Training module
- Supporting devices and equipments like projector, computer, chart paper, photograph, paper pencil etc.

# Day – I

## Session – III & IV

### CONCEPT OF SCHOOL SAFETY AND DISASTER RISK REDUCTION.

#### OBJECTIVES:

- To acquaint the target groups (Teachers) with different key terminologies on School Safety and Disaster Risk Reduction (SS & DM).
- To develop the understanding of basic terminologies and concepts related to SS & DM.
- To understand the basic differences and analogy among various terms and their usage.

#### Key Terms :

- Disasters,
- Hazards,
- Vulnerability ,
- Exposure,
- Disaster Risk (DR),
- Disaster Risk Reduction(DRR),
- Disaster Risk Risk Reduction (DRR),
- Climate Change (CC),
- Climate Change Mitigation (CCM),
- Climate Change Adaptaion (CCA),
- School Safety (SS),
- Comprehensive School Safety (CSS),

#### CONCEPTS AND DEFINITIONS OF KEY TERMS:

In discussing School Safety(SS) & Disaster Risk Reduction(DM) issues we use different terminologies which we need to have a clear understanding. An interpretation of each of the key terms is given below:-

#### DISASTER:

A Disaster is the condition when the normal functioning of a community or a society experiences a serious disruption resulting to large scale human, material, economic and environmental losses. Consequently, the affected community or society finds it difficult to cope with it using its own resources. Its impact may lead to lose of life, injury, disease and other adverse effects on human physical, mental and social wellbeing.

It may also cause damage to property, destruction of assets, loss of services, social and economic disruption and environmental degradation. So disasters are the result of a combination of exposure to a hazard, exciting vulnerability and inability to cope with the probable negative impacts. Examples of Disaster : Bhopal Gas Tragedy, Nepal Earthquake, Tsunami 2004 in South East Asia, ect.

## **Hazard**

A Hazard can be described as a dangerous circumstance, substance, human activity or condition that may cause loss of life and livelihood, services, injury, damage to property and environment as well as social and economic disruption. It can be both natural and manmade. Natural hazards are earthquake, floods, fire etc. and manmade hazards are bomb blast, communal riots, warfare, etc.

## **Vulnerability**

Vulnerability can be defined as the characteristics and circumstances of the community/ system/ asset arising out of various physical, social, economic and environmental factors that make it susceptible to the damaging effects of a hazard. For example, poor construction of buildings and bridges, inadequate protection of assets, lack of awareness, etc.

## **Exposure**

The state of having no protection from something harmful, embarrassing or damaging vulnerability is independent of its exposure. For example, open electric cable/ transformer, unplanned exit route of building, unfenced water body, etc.

## **Disaster Risk**

Disaster Risk is the potential disaster losses in lives, health status, livelihood, assets, and services. It may occur in a particular community or a society over some specified future time period. Example: uncovered manhole/ water tank, exposed electrical wire/gadget, etc.  
It can be represented as :-

$$\text{DR} = (\text{Hazard} \times \text{Vulnerability}) / \text{Capacity}$$

[**Capacity** refers to a combination of the strengths and resources available within a community, society and organisation that can reduce the level of risk, or the effects of a disaster.]

## **Disaster Risk Reduction**

Disaster Risk Reduction aims at reducing disaster related losses of life, property or assets. It includes all measures for reducing vulnerability of the elements at risk.

## **Disaster Risk Risk Reduction**

Disaster Risk Risk Reduction is a process by which an authority prepares Disaster Risk Risk Reduction Plan to set up the goals and objectives for reducing Disaster Risks.

## **Climate Change**

Climate change can be defined as a change of climate which is observed over a comparable time period due to natural process or external human factors effecting directly or indirectly that alters the composition of global atmospheres.

## **Climate Change Mitigation**

Mitigation refers to the reduction or limiting of adverse impact of hazard and related disasters. Climate Change Mitigation consists of actions to limit the

magnitude or rate of long term climate change. Climate change mitigation generally involves reduction of human emissions. Mitigation may also be achieved by increasing the capacity of carbon sinks which causes human produced global warming.

### **School Safety**

School safety is a safe and secure environment for effective teaching and learning process thus ensuring safety of children, teachers and staff members inside and outside the school campus.

### **Comprehensive School Safety**

Comprehensive school safety is addressed by education policy and practices aligned with disaster Risk Reduction at national, regional, district and local schools cite levels.

It rests on three pillars:-

- Safe school facilities and school environment.
- Protection from violence and other forms of abuse.
- Disaster risk reduction.

### **Expected Outcome:**

- Development of understanding of the different Disaster Risk terms associated with the discussion of School Safety and Disaster Risk Reduction related issues.
- Understanding of different terminologies and their concepts that would help the participants to know the relationship and differences among the Disaster Terminologies and their usage in different contexts.

### **Process and Methodology of Delivering of chapter during Training:-**

#### **Methodology**

The delivery of the chapter follows mainly constructivist approach involving participants in self learning/ collaborative activities in group, pair and individually. Demonstrative discussion with the help of audio-visual materials by the trainers and participants' interaction will be the core of the chapter transaction. Presentation and display of group works on participants' findings in the given activities / topics.

#### **PROCESS**

<b>Sl. No.</b>	<b>Activity Name</b>	<b>Duration</b>	<b>Process/Method of Transaction</b>	<b>Materials &amp; Tools to be used</b>	<b>Remarks</b>
1.	Individual/whole class acquaintance of common Disaster Risk term.	10 min.	Trainees will elicit from participants their individuals experiences/ Anecdotes/ incidents if any, they might have get witnessed/ heard either both natural or man-made.	Paper, pens	Other participant note down the key words

2.	Group Works (Visualising disaster)	20 min	Trainers will display video clips / distributes pictures among the groups and ask participants to say what they have observed.	Picture/Photo/video, of major disasters	Participant be divided in 4-6 groups.
3.	Group works: Familiarization with key DR Terminologies	20 min	The Group will be set into two large groups. one group will be administered with DR Terminologies cards and the other group with the Term definition sheets. The participant will read the terminologies and definitions and try to understand their interpretation. Then they will find out the matching DRT cards and TD sheets with the groups and arrange the same in systematic order.	Terminologies Flash cards Terminologies sheets	Trainer will prepare/collect require number DR Terminologies cards & sheets
4.	Pair work Drawing/knowing my school	30 min	The participants will make pairs. The trainer will ask them to draw the pictures of their schools and level/mention DRR measures available/ DRR barriers/hazards/risk in the schools	Drawing chart paper, colour pencils	Participating will check.
5.	Whole Group Understanding the DR terms and their concepts.	10 min	Trainer will place the DR Terminologies cards and TD Sheets on a desk in front of the participant. Each Trainee will collect the same one after	DR terms cards and term definition sheets as per content	Participant may add to the list any other relevant words they know

			another and make sheet of DR terms and their definition in their notebooks.		
6.	Summary & Consolidation	5 min	Participants will present the summary of the lists of Terminologies they have prepared, and trainers will consolidate the outcome of the session/chapter		

## PREPARATION FOR TRAINERS

- Orientation of the trainers on the topic.
- Conceptualize trainers manual/training module.
- Check list of the materials to be used by trainers.
- Logistic support for conducting training programme.
- Copies of handouts, word charts, picture charts CDs etc.
- Collection of related resource materials.

### Required Materials & Tools

- Training Module.
- Disaster Risk Terminology – Charts, Cards, Terms, Definition Sheets
- CDs, PPpT.
- Laptop, LCDs
- Stationary items – chart paper, pencils etc.

*Source:- UNICEF materials on DM & SS.*

## Session II

### Understanding and Conceptualizing DRR actions at School level

#### Objectives:

- To enable teachers to understand the basic concepts pertaining Disaster Risk Reduction, School safety and Resilient Education.
- To identify the Issues/events related to Vulnerability of schools in Assam.
- To develop and promote disaster resilient school and promote safe learning environment through development of School Disaster Risk Reduction Plan (SDMP), School Development Plans, and building capacities of stakeholders.

### Hazard Resilient and Safe Learning Facilities

#### Key Words:

- Hazard Resilience,
- Safe Learning Facilities,
- School Disaster Risk Reduction planning and implementation,
- Disaster Risk reduction, Resilience Education



The Comprehensive School Safety Framework of 2014, provides a comprehensive approach to reducing risks from all hazards to the education sector. The CSSF tries to bring different international commitments and efforts into a clear and unified focus in order for education sector partners to work more effectively, and to link with similar efforts in all other sectors at the global, regional, national and local levels.

The goals of Comprehensive School Safety are:

- To protect learners and education workers from death, injury, and harm in schools
- To plan for educational continuity in the face of all expected hazards and threats
- To safeguard education sector investments
- To strengthen risk reduction and resilience through education

### **The Three Pillars of Comprehensive School Safety**

Comprehensive school safety is addressed by education policy and practices aligned with disaster Risk Reduction at national, regional, district, and local school site levels. It rests on three pillars:

**1. Safe Learning Facilities;** Safe Learning Facilities involves education authorities, planners, architects, engineers, builders, and school community members in safe site selection, design, construction and maintenance (including safe and continuous access to the facility).

- Safe site selection
- Building codes
- Performance standards
- Disaster resilient design
- Builder training
- Construction supervision
- Quality control
- Remodelling
- Retrofit

**2. School Disaster Risk Reduction;** is established via national and sub-national education authorities and local school communities (including children and parents), working in collaboration with their disaster Risk Reduction counterparts at each jurisdiction, in order to maintain safe learning environments and plan for educational continuity, conforming to international standards.

- Assessment & Planning
- Physical & Environmental Protection
- Response Skills & Provisions
- Representative/participatory
- SDM committee
- Educational continuity plan
- Standard operating procedures
- Contingency planning

**3. Risk Reduction and Resilience Education;** should be designed to develop a culture of safety and resilient communities.

- Formal curriculum
- integrations & infusion
- Teacher training & staff development

- Consensus-based key messages
- Extracurricular & community-based
- informal education

### **Planning at the school level – inclusive and ongoing action**

“Planning for emergencies at the school level cannot be done in isolation from the school community and the official structures responsible for schools. Therefore the planning exercise must be inclusive – involving wide range of representatives from the school and its neighbouring communities, including school administrators, school principals, school staff, students and key representatives from the community.” – National School Safety Policy

A comprehensive assessment of needs, conducted prior to the development of the School Development Plan (SDP) is essential for identifying the possible risks for children as well as their capabilities to respond and recover from critical incidents. The assessment should consider the history of natural disaster risk in the area and natural vulnerabilities, physical factors, such as the location of the school with regard to existing / emerging hazards, for example flooding due to proximity of a water body, building code requirements in relation to school structures as well as non-structural components that may threaten the well-being of children.

*Structural safety:* The structural elements of building carry the weight of the building itself, the people and the things inside, and the forces of nature. These load bearing elements include the frame (Column, beams) and in masonry or construction also the “shear walls”.

The NSSP states several actions pertaining to structural safety.

*Non- Structural safety:* Non structural elements are those which are either attached to buildings or kept in buildings. The non structural elements of building do not carry the weight of building and include windows, doors, stairs, partition walls, pipes and ducts. They include “building contents” like furniture, appliances, coolers, water tanks, etc. But it is important to learn what safety measures can be adopted so that it becomes fully fledged resource and not a threat.

#### Within School Building

- For ensuring mass evacuation dimensions of halls or stairways
- Smoke in the hallway
- Doors and windows opening inward
- Glass Panes
- Electrical wires
- Tall book cases or cabinets not properly secured of the wall
- Areas where flammable liquid are stored
- Fire extinguishers
- Other movable, falling and blocking hazards

#### Hazards outside the School Building

- Power lines
- Trees
- Parapets, roof tiles, chimneys, glass, etc.

- Routes past concrete walls
- Rivers, sea coast, main roads, market place, inflammable goods storehouse, a bus stand, a railway track, etc.
- Open well
- Ramp and grab bars etc.

The NSSP states several actions pertaining to non-structural safety.

## SCHOOL DISASTER RISK REDUCTION PLANNING AND IMPLEMENTATION.

Under the CSSF, **School Disaster Risk Reduction** is established via national and sub-national education authorities and local school communities (including children and parents), working in collaboration with their disaster Risk Reduction counterparts at each jurisdiction, in order to maintain safe learning environments and plan for educational continuity, conforming to international standards.

The National School Safety Policy, 2016: defines School Safety as:

***“The creation of safe environments for children starting from their homes to their schools and back”***

(Adopted from Ahmedabad Action Agenda on School Safety, 2007)

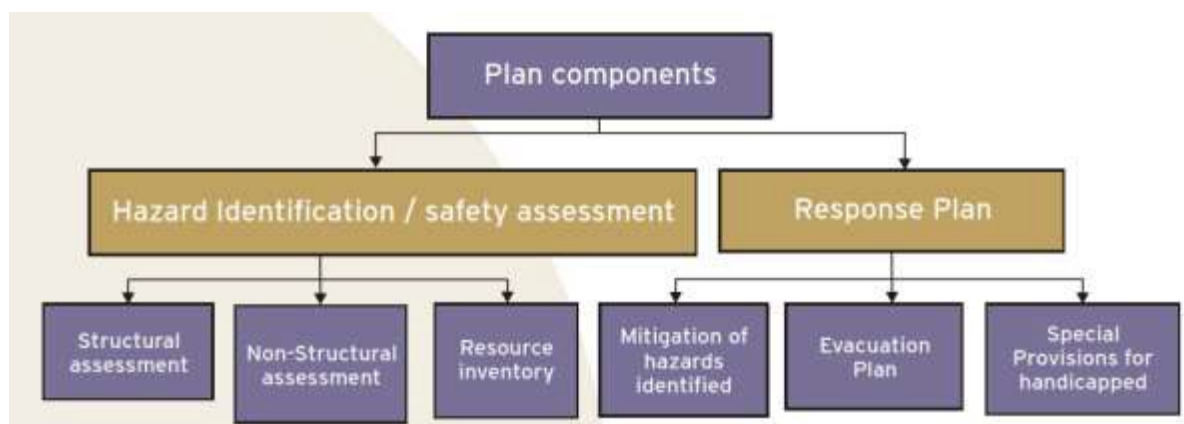
State: Schools should also develop a Disaster Risk Reduction Plan defining procedures to confine, contain, consolidate and control the emergency and crisis, with inputs from DDMA.

Under the ASDMA training module: The aim of emergency planning is to ensure that the safety of the students and the staff is maintained during an emergency. The emergency Risk Reduction plan is a means by which this can be achieved. In this unit, we will look at:

- how to identify the hazards in the school
- how to manage the hazards
- how to mitigate the effects through planning and effective response

## Components of School Disaster Risk Reduction Plan

The Plan has two components as depicted in the following chart:



Source: ASDMA Training Module

## Process and steps in planning:

**Step 1:** Sensitisation meeting for creating awareness amongst teachers, School Risk Reduction Committee, identification of focal point teacher

**Step 2:** Formation of the School Disaster Risk Reduction Committee

**Step 3:** Hazard Identification and Safety Assessment

**Step 4:** Preparation of Disaster Risk Reduction plan

**Step 5:** Formation and Training of Disaster Risk Reduction Teams

**Step 6:** Dissemination of the plan to everybody in the school

**Step 7:** Conduct regular mock drills to SDMC

**Step 8:** Evaluation and Updating of the Plan to improve effectiveness and reporting to coordination group

## Implementation of the plan:

### Recommended structure for SDMC:

- Chairperson: Principal
- Vice Principal, Heads of primary and middle sections
- Education Officer/Deputy Education Officer for the zone
- Parent Teacher Association President
- 4 Students (NCC, NSS, Scouts and Guides, Head Boy and Head Girl)
- Representative of Relief/ Revenue/ Disaster Risk Reduction. Department/ District Administration/ Municipal Corporation
- Representative of the Fire Services (from Closest Fire Station) or Civil Defence personnel.
- Representative of Police (from Closest Police Station)
- Representative of Health Department (Local Doctor)
- A Warden from Civil Defence

### Implementation:

- **Resource Inventory:** Listing of resources available inside the school campus which could be used during any disaster situation for effective response.
- Identification and listing of resources outside the school within vicinity of one-five kilometers
  - a. Nearest hospitals Health Centre for emergency treatment.
  - b. Police Station
  - c. Fire Station
- **Updation of important telephone numbers in Principal's room**

**IV. Critical health problem record** of each child to be maintained by school and also displayed on his I-Card with blood group along with updated contact details of parents/ Guardian and alternate contact persons.

- Mechanism for alerting students and teachers during school time including installation of alarm.
- School Map with evacuation plan in place
- Annual calendar for conducting various preparedness activities along with plan to implement it. This will include the list of various awareness generation programmes to be conducted by the school annually.
- Storage Policy
- Action plan for conducting Mock drills and development of a checklist to identify the gaps.

- Steps for Updation of DM plan - indicating the time line and the process of doing it along with the roles of teachers and other non teaching staff.

### **Monitoring of the plan**

As per NSSP, Monitoring school safety at school level:

- Conduct Safety Audits in school including fire safety and food safety (mid day meals in rural schools and clearance by fire authorities) by SMC, Quarterly
- Review School Development Plans to identify unaddressed hazards and additional new hazards that emerge by SMC, Quarterly

### **DISASTER RISK REDUCTION AND RESILIENCE EDUCATION IN SCHOOLS.**

- Through Developing School Disaster Risk Reduction Plans and School Development Plans.
- The NSSP, highlights the role of SCERTS/DIET in

### **Integration in Academic calendar:**

- “Ensure that the school authorities create space in the school **curriculum and timetable** for disaster risk reduction training and education in all the classes.”
- *School safety agenda at the school* : Acknowledge that safety is an important issue that requires sensitization and training of teachers
- Develop interesting **modules for training of teachers on issues of disaster risk and how it can be mitigated.**
- Develop **child friendly and intellectually stimulating** content on the issue of disaster risk for inclusion in the curriculum.
- Train school safety **focal point teachers**
- Develop modules for **training of peer trainers** at the school level
- **Block Education Officer** to orient teachers and Principals on issues of school safety
- Ensure that **schools allocate time for follow up actions** on school safety at least once a week.
- Include indicators on safety as part of routine monitoring
- Support schools to include safety issues in the School Development Plans.
- Promote cross-learning between schools with regard to their initiatives for promoting safety.

### **Strengthening Impact Assessment:**

- SDMC will ensure that there is a systematic process to assess the impact of law, policy and practice on teachers – in advance, during and after implementation.
- Involving external experts/evaluators in the assessment and incorporating feedback and suggestions in the development/updation of SDMP.
- Assessment will also include the review of the SDMP developed by the school.

- Accessing and interpreting early warning etc.**  
NSSP guidelines

### **Expected Outcome:**

1. Trainees will be able to understand about the basic concepts related to hazard resilient and safe learning facilities.
2. Trainees will be able to understand and contextualize the vulnerability of the respective schools.
3. Trainees will be able understand the procedure involved in preparation of School Disaster Risk Reduction Plan and SDP its implementation.

### **PROCESS AND METHODOLOGY OF DELIVERY OF CHAPTER DURING TRAINING:**

During the training, focus would be on participation of teacher throughout the training. For the delivery of the chapter -

- Introduction of the chapter using the title and objectives pages
- PPT Presentation by Resource Persons – Key Concepts, Definitions,
- Group work and presentation – Contextualization and application of concepts,
- Case Study Analysis
- Role-play and group activities
- Developing SDMP drafts for schools, each facing a different nature of disaster, presentation, updation of plans based upon feedback received.

SL No	Teaching/Learning Point	Method of Transaction/Activity(RP/Participants)	Time	TLM/Tools Used	Rational
1.	Ice Breaker	RP will request the participants to change their respective seats by seeing to their right and left. Next the RP will again request them to get back to their seats previously occupied by them. This way the RP will try to draw conclusion that in their first move they did not have any idea (GOAL) where to sit and hence they took much time. But in the 2 <sup>nd</sup> move they took less time to sit as they had the goal already set. In this way the RP will try to focus on the importance of setting goals and accordingly development of SDMP.	10 mnts.		Attention Drawing
2.	Concepts of Structural and Non-structural safety.	The RP will through light on the concepts. will divide the participants in four groups. He will ask two groups of the participant to list out the structural and non-structural hazards in their respective schools and the other two groups will prepare a list of safe learning facilities available in and around their schools.	20mn ts	Audio-Visual Clips. Computer, Digital Projector, NSSP Handout	For better understating of the concepts.
3.	Group Activity	The RP will divide the participants in four groups. He will ask two groups of the participant to list out the structural and non-structural hazards in their respective schools and the other two groups will prepare a list of safe learning facilities available in and around their schools.	20mn ts.	Paper/pen	
3.	Presentation	The groups will be asked to make presentation on their allotted task and RP will summarize	20mn ts		To make them involved in the concepts practically
4.	Various	The RP will try to through	30mn	PPT	

	components of SDMP and steps involved in its Preparation and Implementation	light on the need, importance and various aspects of SDMP and how it can be prepared and implemented as per NSSP,2016	ts	presentation, NSSP Guideline.	Skill development
5.	Group Activity	The RP will ask the participants to prepare a Evacuation Plan in an Emergency situation in groups.	30 mnts		Skill development
6.	Presentation and Discussion	The groups will be asked to make presentation on their allotted task and the RP will summarize.	20mn ts		To make them involved in the concepts practically
7.	DRR and Resilience Education in Schools	The RP will try to through light on DRR and Resilience Education in schools as per NSSP Guidelines.	20 mnts	PPT presentation.	Knowledge and understanding
8.	Group Activity	The RP will ask the participants to prepare a strategy to make their school disaster resilient and how to incorporate activities on DRR in academic calendar	20mn ts	Paper/Pen	Skill development
9.	Presentation	The groups will be asked to make presentation on their allotted task and the RP will summarize	10mn ts		To make them involved in the concepts practically

#### PREPARATION FOR TRAINING:

- Identification of Venue, Duration, Resource Persons and developing Programme Schedule
- Communication with concerned district authorities for deputation of teachers
- Assess the anticipated knowledge needs, interests, and constraints of trainees,
- Developing Resource/Reference Materials (print-outs, publications, articles, audio-visuals)
- Communication with concerned Govt agencies and depts. for the training.
- Preparation of Training methods and tools

#### REQUIRED MATERIALS AND TOOLS

- Module for each participant and other Resource materials.
- Tools and props needed for activities
- Papers, Chart papers, Pen, Pencil, Colour pen
- IEC Materials
- Resource materials: School DM Plan Model Template-National School Safety Policy (NSSP); ASDMA Training Module, Process of Safety Needs Assessment template, Sample School Evacuation Plan etc.



# Day – II

## Session- I & II

### Mainstreaming DRR into School Development Plan

Introduction : Disaster is a serious disruption of the functioning of normal life caused by natural and man-made hazards resulting into loss of life and property. Disaster risk reduction(DRR) is one of the crucial pillars of the Three Pillars of Comprehensive School Safety and Security (CSSS).

DRR aims to reduce the damage caused by natural hazards like; **earthquakes, floods, droughts and cyclones**, through an ethic of prevention.

#### Objectives

- To make the teacher trainees understand the concept of mainstreaming of DRR into SDP.
- To incorporate DRR measures in SDP.

#### Rationale

The state of Assam is vulnerable to multi-hazards, among them the *earthquake, flood, soil erosion, landslide, insurgency, violence etc.* occur frequently. This causes damage to the lives and property of the people in the state. The data base says, the flood hazard alone claimed 2567 lives in last 1953 to 2012 yrs. It has also eroded around 7% of landmass of the state in last 6 decades, which further increases the vulnerability of the people in the state more specifically the women and children.

Additionally, it ruins the social as well as physical infrastructure in the state. The database says, the state loose around 200 crores in flood alone every year, which includes schools, institutions, cultivable lands etc.

Considering above and realizing the vulnerability of the state, and understanding the vulnerability of women and children in the society, it is inevitable to mainstream the DRR in all sectors including SDP for reducing the adverse impact of hazards in the state.

1. Meaning and concept of DRR : As stated earlier, DRR is a comprehensive action taken to reduce the risk of disaster and the adverse impacts of natural hazards through systematic efforts to analyze and manage the causes of disasters. It is a major component of the three pillars of CSSS.

- Components of DRR :
  - i) Mitigation : Measures to taken before and after an event.
  - ii) Preparedness : Measures to be taken before and after an event.
  - iii) Response : Measures to be taken during and immediately after an event.
  - iv) Recovery : Post disaster measures.

2. Awareness programmes :

- i) Dramatization
- ii) Showing Audio-visual clips
- iii) Visitation to places suffered due disasters.

3. Skills to be developed in the teacher-trainees :

- i) Hazards and vulnerability Assessment
- ii) Risk analysis
- iii) Social mapping
- iv) Understanding the disaster risk

4. Main streaming of DRR in the SDP components

- i) In the location aspects
- ii) Structural Aspects
- iii) Non-structural
- iv) Water sanitation and hygiene practices
- v) Community Participation
- vi) Protection
- vii) Health

viii) Log frame-SWOT

Activity no.	Contents	Duration	Process and methodology	Materials to be used	Remarks
1	Overview of DRR (meaning, terminologies)	10 Min.	Interaction, ppt., terminology	PA System, LCD, Laptop	
2	Brief discussion on SDP (components of, importance and implementation of SDP)	10+10 Min.	GD and Gr.ppt.	Stationeries	
3	Mainstreaming DRR into SDP (incorporation of DRR in SDP)	35+25 Min.	Gr. Work and ppt. and consolidation	Stationeries	

- S/He must have adequate technical knowledge about DRR and allied.
- S/He should be equipped with teachers training.
- S/He should have sound knowledge on ICT.
- S/He must be communicable to the level of understanding of the trainees

**Required materials and tools**

1. Stationary items; marker pen, chart paper, A4 papers, pencil, sketch pen.....
2. Projector, laptop
3. AV materials
4. Approved training plan of DIET/SCERT.
5. Mobilization of community resources.
6. MLA, MP-LAD fund

*The fund will be utilized according to plan (SDP).*

Resource allocation and utilization

1. Approved training plan of DIET/SCERT.
2. Mobilization of community resources.
3. MLA, MP-LAD fund

*The fund will be utilized according to plan (SDP).*

**Monitoring Mechanism**

1. Existing mechanism with the involvement of CRCC, BRC, on monthly basis.
2. Development of monitoring tools.
3. Regular support visit to schools by educational functionaries and DIET/CTEs and linkage to state level agencies like SCERT, ASDMA.
4. Involvement of senior officials in monitoring
5. Regular review meeting and feedback.

## Session – III & IV

### Institutional Mechanism for DRR in schools

#### Objectives:

- To assist schools to assess and anticipate risk and take initiatives for reducing risk and subsequently adopt a policy on safety of children.
- Equip and empower SMCs and other Stakeholders on specific School Safety Policy and Act.

#### RATIONALE

India is a multi-hazards prone country, different areas are prone to different disasters like Earthquake, flood, landslides, cyclonic storm etc. The number and severity of disasters are increasing. In regard to DRR in Schools there are concerns like, lack of preparedness in schools and ignorance in taking precautionary measures. The existing School Risk Reduction committees are not fully equipped with a disaster mitigation plan, even there are no Disaster Risk Reduction committee in school. Schools have never done any evacuation or preparedness mock drill. In regard to School safety aspect, it is very important to involve persons from various Institutions/ Organizations like Fire service dept. PHED, Gram Panchayat, Medical Dept. DDMA and others, who are experts in different areas of Disaster mitigation process like Fire safety, earthquake safety, First aid, CPU, search & rescue, water and sanitation etc.

It is equally important for the SMCs and the Teachers to be fully aware of various Policies and Acts so as to draw required services and mobilized funds from the respective depts. to strengthen the School safety measures.

Leveraging Services & funds for implementation of DRR in Schools			
Sl	Institute	Roles	Scope for Convergence
1	Fire service department	Training on fire safety measures	
		Operating fire safety tools/equipments	
		Fire Safety Building Audit	
		Search and rescue	
2	Medical department	i. Training of First aid	
		ii.WASH	
		iii. Training of Cardiac Pulmonary Resuscitation(CPU)	
3	Red Cross Society	i. Training of First aid	
		ii. Search and rescue	
4	PWD ,Gram Panchayat, NHAI	I.Safe Access Roads	PMGSY, Highway projects, MGNREGS, MPLAD,MLAD
5	Education Department/ DDMA	I.Structural Safety Assessment of School Buildings	SSA/RMSA
	PHED,UD and Panchayat and Rural Development	I. Adequate Drinking Water and Sanitation	Swachha Bharat Vidyalaya Campaign

	Content	Methodology	Time
1	Overview on	The RP will give an overview	10 Mins

	Institutional Mechanism	of the session with the PPT	
2	Policies & Acts	Group activity Participants will discuss about it and prepare a list of policies and acts.	25 mins
3	Presentation of Group	Group wise	15 mins
4	Q/A	Clarification of queries on policies and acts	10 mins
5	Summary & conclusion	RP will give an overall summary of the session	10 mins
		<b>Total</b>	<b>70 mins</b>

### Draft Policy Overview:

The National School Safety Policy stand for a vision of India where all children and teachers, and other stakeholders in the school community are safe from any kind of risks due to natural hazards. The Guidelines focus upon the urgent need to strengthen risk resilience of schools in rural as well as urban areas of the country. It is hoped that it will be useful to ensure that all school children across the country remain safe from any kind of disaster risk as they access their right to education. The Policy highlight upon the following key elements:

- Addresses the vertical of school safety in a more inclusive and holistic manner in the national policy sphere
- Capacity building of children, teachers, school personnel, state and district education machinery on school safety and disaster preparedness
- Implementing child centered community based disaster risk reduction in the local context
- Mainstreaming risk and safety education in the school curriculum.
- Linking school safety in the existing government schemes and policies.
- Strengthening coordination amongst institutional structures at the district, state, and national levels to promote effective child rights governance in disaster situations

### Expected Outcome:

Introduces the concept and examines the importance on school safety as placed in the various national policies and guidelines. It details the key challenges faced while addressing safety issues in schools, the core principles of school safety which have been kept in mind while formulating the said guidelines and the vision and objectives of the guidelines. It also details various activities that need to be undertaken at the state, district and local levels to be able to address school safety in a holistic manner. This includes, school safety planning at designated levels, preparation of school disaster Risk Reduction plans, implementation of safety actions (structural and non – structural measures, capacity building of stakeholders, incorporation of school safety and disaster preparedness in core curriculum, monitoring of risk and mainstreaming of disaster risk reduction in all the school education initiatives. Defines the roles and responsibilities of the various stakeholders to ensure school safety at national, state and local levels.

### Provisions of the Policies

- **The RTE, ACT, 2009**, states that, access to “all weather buildings”; in “areas with difficult terrain, risk of landslides, floods, lack of roads and in general, danger for children. The State Government / Local Authority shall locate the school in such a manner as to avoid such dangers”.
- **The National Policy on Children (2013)**: The Policy has identified survival, health, nutrition, education, development, protection (including from emergencies/disasters)

and participation as the undeniable rights of every child, and has also declared these as key priority areas.

- **National Policy on Disaster Risk Reduction (NPDR), 2009:** The National Policy on Disaster Risk Reduction 2009 highlights the need for structural as well as non-structural safety in schools and educational institutions.
- **National Policy on Education (NPE) 1986, Revised in 1992,** the National Policy on Education calls for a "child-centred approach" in primary education, but does not contain a specific reference to school safety or disaster risk issues of children.
- **ustainable Development Goals 2015-2030,** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

#### **Institutional mechanism at school level;**

- Roll out of Comprehensive school safety programme with special emphasis on SS policies and Act.
- Develop appropriate teaching material for teachers to engage them on school safety issues
- Training on various services and funds/resources to mobilize.

#### **Monitoring of DRR actions at School level**

SI	Stake holders	Role	Time/ Frequency
1	SMC	Take inventory/ Risk assessment	Yearly once
		Update and redesign the SDP	yearly
		Community meeting	Half yearly
2	CPU	Awareness on School safety	Half yearly
3	FPT	Mock drills	Quarterly

#### **Process and steps:**

Action	Person Responsible	Time
Mobilize local community, teachers, students to participate in school safety actions through meetings, rallies, street play, distribution of hand out etc. and to ensure dedicated planning and action	SMC	As and when required
Designate a school safety focal point teacher (FPT) to operationally anchor safety related actions at the school level as part of his / her routine commitments in the school.	Headmaster	Immediate / One time
Identify and develop a cadre of peer educators / trainers for ensuring that safety messages, dos and don'ts of different disasters, procedures and protocols reach each and every student in the school	School safety Focal Point Teachers	yearly

**Establish inclusive mechanisms to address issues in relation to school expansion and development, fire drills, power outage, early dismissals for weather events, health and safety concerns, trespassers or road/bus accidents**

**SMC/PRI**

**Immediate,  
one time**

**Expected Outcome:**

- SMC and other stakeholders will be empowered on specific DRR related Act and Policies, their provisions.
- SMC will be involved design and plan school specific SDP.
- SMC to involve in execution of SDP.
- SMC to ensure SS policies are compiled by school safety.

**Methodology of delivering chapter during training:**

- Briefing on the subjects
- Group activities: discussion on various policies and Act.
- Analysis on its implementation as per the context.
- Role Play
- Preparations for trainers:
- Clarity on the Training Module
- Facilitation skills
- Relevant Knowledge & Information
- Home work
- -Materials required & tools:
- ICT support (projector, white board, laptop etc)
- Poster, banner, pamphlet etc.
- Reference Book

The participants will prepare a DRR and SS for incorporation in their school plan

Session may end with cultural song and vote of thanks

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