**Youth Empowerment and SBDRR Toolkit**

* **Outline**
  + 1. Concept of School Based Disaster Risk Reduction
    2. School based Hazard, Vulnerability and Capacity
    3. School Based Task Force
    4. Mock drill in School (How and What)
    5. School Disaster Management Committee and Planning

**3.2.1 . Concept of school based disaster risk reduction:**

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| Presentation Slides  Question box   * Have you heard about the DRR? * What is DRR, What is SBDRR? * Why DRR is important at schools?   Flipchart   * Analysis and identification from the students |

Reference:

Child-led DRR is gaining recognition as a critical component linked to community based disaster management. CLDRR is a child-centred community-based framework that fosters the agency of children and youth, both in groups and as individuals, to work towards making their lives safer and their communities more resilient to disasters. The approach entails the ethical and meaningful participation of all children in assessing, planning, implementing, monitoring and evaluating DRR programs. It is underpinned by the recognition of children as rights holders, who, together with the support of adult duty-bearers, can and must play significant roles in their communities. Thus, children are seen both as holders of basic rights (survival, development and protection) and as actors whose knowledge and active efforts are acknowledged in the preparedness, relief and recovery disaster programs (and beyond).

**3.2.2 School based Hazard, Vulnerability and Capacity**

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| Game  - Classroom Hazard Hunt  - Activity; “Answer with your feet”  “ Hazard, Vulnerability and Capacity” Cards and Gestures  Question box   * Have you heard about Hazard, Vulnerability and Capacity at schools? * Have you experienced about any kind of Hazard at schools, community and other places?   Answer Cards   * Analysis and identification from the students |

**Hazard** may be defined as “a dangerous condition or event, that threat or have the potential for causing injury to life or damage to property or the environment.” Hazards can be grouped into two broad categories namely natural and human induced.

**i. Natural hazards** are hazards which are caused because of natural phenomena (hazards with meteorological, geological or even biological origin). Examples of natural hazards are

cyclones, tsunamis, earthquake and volcanic eruption which are exclusively of natural origin.

Landslides, floods, drought, fires are socio-natural hazards since their causes are both natural and manmade. For example flooding may be caused because of heavy rains, landslide or blocking of drains with human waste.

**ii. Manmade hazards** are hazards which are due to human negligence and intentional. Manmade hazards are associated with industries or energy generation facilities and include explosions, leakage of toxic waste, pollution, dam failure, wars or civil strife, terrorist attack and fire etc.

**iii. School specific hazard:** these kinds of hazards are prevalent in the school campus or close and pose a threat to the students. Like a transformer at the entry of school or a high

tension electrical wire running through the school campus or an open well, chemical explosion in the chemistry lab or burns in the home science class or fire due to short circuit,

unfortunate incident during picnic etc. These specific hazards are definite threat to school but may not be direct threat to the community in the area. The various types of hazards are as follows:

**Hazard, Capacity Cards**

1. Water and Climate

a. Floods

b. Cyclones

c. Hurricanes

d. Hailstorm

e. Cloud Burst

f. Heat Wave and Cold Wave

g.Drought

h. Thunder and Lightning

2. Geological

a. Landslide and Mudflows

b. Earthquakes

c. Dam Failures/ Dam Bursts

3. Chemical, Industrial and Nuclear

a. Chemical and Industrial

b. Nuclear

4. Accident

a. Urban Fires

b. Mine Flooding

c. Oil Spill

d. Major Building Collapse

e. Serial Bomb Blast

f. Festival Related Disaster

g. Electrical Disasters and Fires

h. Air, Road and Rail Accidents

i. Boat Capsizing

j. Village Fire

5. Biological

a. Epidemics

b. Pest Attacks

c. Cattle Epidemics

d. Food Poisoning

**Vulnerability** may be defined as “The extent to which a community, structure, services or geographic area is likely to be damaged or disrupted by the impact of particular hazard, on account of their nature, construction and proximity to hazardous terrains or a disaster prone area.” Vulnerabilities can be categorized into physical and socio-economic vulnerability.

**School specific vulnerability** is also to be discussed. Like a low space or no play ground or no fencing. These are the weaknesses of the school, which aggravates the emergency situation or aggravates during emergency situation. A school which has no fencing tends to provide opportunity of kidnapping and may lead to trafficking as well.

**Capacity** can be defined as “resources, means and strengths which exist in households and communities and which enable them to cope with, withstand, prepare for, prevent, mitigate or quickly recover from a disaster”. People’s capacity can also be taken into account. Hazards are always prevalent, but the hazard becomes a disaster only when there is greater vulnerability and less of capacity to cope with it. In other words the frequency or likelihood of a hazard and the vulnerability of the community increases the risk of being severely affected.

**School specific capacity** is also to be discussed. Like trained manpower within school, fire

extinguisher in school or a first aid box.

Type of Capacity:

1. Physical Capacity: People whose houses have been destroyed by the cyclone or crops have been destroyed by the flood can salvage things from their homes and from their farms. Some family members have skills, which enable them to find employment if they migrate, either temporarily or permanently.
2. Socio-economic Capacity: In most of the disasters, people suffer their greatest losses in the physical and material realm. People with resources/skills and support (from family/friends) have the capacity to recover soon because of their support systems. Even when everything is destroyed they have the capacity to cope up with it better compared to people with less or no resources/ skills and support systems.

**Structural and non-structural issues in schools**

**What is Structural Hazard?**

The “structural elements” of a 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 (columns, beams) and in masonry or construction also the “shear walls”. School needs to check for structural validity to withstand hazard like earthquake, flood, cyclone, tsunami or other hazards they are prone to. It should be certified by the relevant government authorities/engineers on the safety standards. A basic awareness on typology, load travel path, construction material, damages to building, similar basic information.

**What is Non-Structural Hazard?**

The “non-structural elements” of a building do not carry the weight of the building, and

include windows, doors, stairs, partition walls, pipes and ducts. They include “building contents” that users bring with them such as furniture, appliances, coolers, water tanks, etc. in other words non-structural elements are those which are either attached to building or kept in building. The school is prone to non-structural hazards ‘on site’ and ‘off site’. There are other elements which are not actually part of building – attached to it or placed in it - but within the school campus and not part of load travel or bearing. Such as open well, no fencing, no grab bar. These elements are of course does not directly form of seismic hazard but increases threat to students and staff or in other words form and add certain degree of vulnerability. These threats are also to be dealt appropriately. Removal of these elements does not solve purpose but it is important to learn that what safety measures can be adopted so that it becomes a fully fledged resource and no way a threat.

Within the school buildings:

· For ensuring mass evacuation dimensions of halls or stairways

· Smoke in the hallway

· Doors and windows opening inward

· Glass panes

· Electrical wires

· Tall bookcases or cabinets not properly secured to the wall

· Areas where flammable liquids are stored (science laboratory)

· 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, railway tracks etc.

· Open well

· Fencing

· Ramp, grab bars, etc.

There are five important ways of reducing risk from non-structural hazards around you:

· Relocate furnishing and contents

· Secure non-structural building elements and furnishing

· Actions for offsite non structural hazard

· Ask for consultation from engineers and maintenance personnel together for solution

· Behavioral changes among users, it is very vital and indispensable that the users develop the culture of safety. Like use of dustbin to avoid water blocking/logging or discipline when moving in a mass.

**3.2.3 school based task forces**

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| **Presentation about Task force (Objective, Roles and Responsibility)**  **Group Discussion and preparation for mock drill**   * Divided into Task force teams according to 4 scenarios (see attached scenarios) * Task force roles and responsibility  1. Transact walk 2. Risk assessment 3. Evacuation mapping/plan 4. Procedures |

Common people are first to react to any disaster. If we want to protect our children, we will need to form task force on local level and train them so that they are able render services in any emergency situation. It is important for the success of any DM plan that children are part of the plan and are active participants in all the activities as well. Various persons and institutions can help to prepare schools for disaster events and emergencies.

Following aspects may be talked upon:

– Task Forces will be created at schools

– Members will be children, school stall and teachers

– Coordinators are senior teachers

– Children should be of VIII and above or above the age group of 13-14 years

– Trainee should be from std VIII & above

– Training should be in accordance to learning & retaining capacity of a child

– Members consent to be taken before nomination and no enforcement

– Gender balance should be checked

– Inclusion (CWD as a member of TF & other inclusion)

– Adequate refresh training

– Practice session compulsory during training session by each member

– Focus on Safety of a rescuer (primary, unless which the TF not to start)

– Criteria of nomination of Task Force

– Reason behind the usage of specific technique to be given

– Once the children master in basic than the specialized training can be provided to them

– Training to be provided at their own location (school)

Main Task Force should consist of 3:

1. **Warning and Awareness Team**

Role and responsibilities include:

· Develop IEC materials posters, pamphlets, simple tips on do's and don'ts in different disasters, street plays and “nukkad nataks”

· Conduct awareness generation activities systematically in the whole school,targeting different classes and also staff and teachers.

· Conduct awareness generation activities in the neighboring areas in coordination with the RWA representatives, the local police station, and any local NGOs.

· Organise innovative activities and exercises for students and teachers on Disaster Management to ensure continuing interest on the issue during normal time.

· Monitoring and taking regular updates from TV/ Radio/Internet on the potential hazard that school can face, e.g. weather updates in case of floods, landslide, cyclones etc.

· Inform the school authorities of any impending hazardous situation

· Maintain contact with district authorities and communicate any directions to the school authorities

· Post warning signs / flags of appropriate colour for different warning level at prominent and designated places in the school.

· Disseminate the information to all the classrooms and teachers

· Coordinate with the other teams and inform them about the latest weather /warning situation

1. **Search and Rescue,**
2. **Evacuation Team**

Role and responsibilities include:

· Check the exits

· Identify the open areas where the school can assemble after evacuation in an emergency

· Make sure there are no hazards present for evacuating to the designated area

· Make sure that necessary supplies are accessible

· Assist the Planning Committee in developing options in the event evacuation is required during stormy weather

· Be prepared for special equipment needs for mobility-impaired students

· Any special response procedure for special needs students must be tested during drills

·Conduct regular drills in coordination with the other teams and practise the different evacuation procedures used in different hazards

These different procedures have to be disseminated to the entire school and separate drills to be conducted for them

**4. First Aid Team**

Role and responsibilities include:

· Make sure that first aid supplies are up to date and always complete

· Keep emergency cards and health cards up-to-date

· Ensure training for all new members and refresher training for existing members (every year)

· Be aware of special medical requirements of students / employees and ensure that some stock medication (maybe 1-2 days medicines) are kept in the school and regularly updated

· Participate in regular drills

**5. Fire Safety Team**

Role and responsibilities include:

· Make sure fire-fighting equipment (extinguisher) is in working order and that staff

has received training to use it.

· Ensure that all non-structural earthquake hazards that can cause fire (i.e. chemical laboratory, cafeteria kitchens, hot water tank) are properly secured.

**3.2.4. Mock drill framework in school**

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| **Mockdrill presentation (Objective, Attention)**   1. Addressing the needs of disabled children 2. Psycosocial support care to children 3. Obstacles/ unexpectations 4. Announced and unannounced   **Mockdrill exercise play starting from Team A.B.C.D**  10mins Awareness  20mins Exercise  15mins Participants feedback to the team with questions   1. What did you enjoy most? 2. What to improve for the mock drill?   10mins Feedback from team   1. What were most difficult parts/challenges?   5mins Additional points by Facilitators team (Experts if possible)   1. What did facilitators enjoy most? 2. What to improve? |

A Mock Drill is the testing of the efficacy of Disaster Management Plan. Lot of homework needs to be put in to prepare a plan and then conduct a mock drill which may last only a few minutes. It is a participatory method to practice the safety-related measures and evacuation of a building during an emergency situation. For fire related evacuation mock drills, the firealarm is activated and the building is evacuated as though a real fire had occurred.

Generally, the time it takes to evacuate is measured to ensure that it occurs within a reasonable length of time.

To ensure proper execution of a mock drill exercise, the roles and responsibilities of the concerned staff, teachers and students as well as the departments like fire services, home guards and civil defence should be precisely defined and the standard operating procedures (SOPs) should be clearly understood by everyone.

The objectives of conducting Mock Drills in Schools:

a. Educating and training staff, teachers and students to react for any unforeseen emergency situations specifically like Earthquake & Fire, mainly because they have a quick onset and hardly have any warning signs.

b. Mock exercises and evacuation to build up courage and confidence in staff, teachers and students.

c. To teach Life Saving and Rescue techniques to school staff, teachers and students and to enable them to be life savers at the time of emergencies.

d. Testing the efficacy of School Disaster Management Plan and improving it further so that it becomes do-able.

e. To have clarity and better understanding of the roles and responsibility of all stakeholders.

**The mock drills can be classified into two types:**

(i) **Pre-announced Drills:** When the staff, teachers and students are expecting a mock drill, it is called as Pre-announced Drills.

The objectives of Pre-announced Drills are:

· To ensure everyone has read and understand new evacuation procedures.

· To Test how everyone reacts to a more specific hazard (like a predetermined blocked exit route).

· To determine people’s ability to locate and operate fire extinguishers.

**(ii) Unannounced Drills:** Unannounced drills are a good way to test people’s ability to react to a hazardous situation they weren’t expecting. Schools should conduct unannounced drills once the understanding about mock drills is clear and a certain level of proficiency has been attained.

The objectives of Unannounced Drills are:

· To ensure everyone in the school premises can clearly hear the alarms.

· To discover if the staff, teachers and students know the exit routes to take.

. Todetermine whether staff and teachers with special roles (in the case of an emergency) know what steps to take and

· To find out how long it takes to get everyone out of the building.

Emergency Evacuation Plan

· Identifying the evacuation assembly area and the evacuation route is critical in a School Emergency and Disaster Preparedness Plan.

**\* Addressing needs of children with disabilities**

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| **Question Box**  1. What do you understand by “inclusive approach”?  2. Do we value all children equally?  3. Is inclusion a culturally relevant process?  4. Are there some children for whom inclusion into regular schools might be inappropriate?  5. Are these inclusive children be a beneficiary or bring them to decision maker  Ask one question at a time and give time for response and then move on to the next  question.  · Make note of relevant comments from the participants.  · Encourage participants to share their experience and information. |

80% of the children with disability (CWD) live in developing countries (Promoting the rights of Children with disabilities, UNICEF, 2007). Having said that, CWD are four times more vulnerable to violence against them (WHO, 2012). This is due to the following stigma attached to them –

· Disabled,

· Discrimination that CWD face,

· Ignorance amongst general public regarding the intensity and forms of disabilities (given below)

· Lack of social support.

The stereotype set for CWD says that they are weaker than and inferior to, children without any form of disability’. When during normal times CWD are more prone to violence and given a lower position in the community, during disasters this seemingly insignificant action intensifies and puts CWD in further more vulnerable and hence perilous position.

Social Model of Disability ascribes the inability of persons with disability to perform on to the barriers within the society. Hence, the disability does not lie within a person but in the mind of the society. (*The Social Model of Disability*, British Council of Disabled People, 1981).

CWD are much stronger than what the community perceives of them and instead of undermining them, their needs have to be included in every aspect of child development.

This includes customized interventions in schools and effective communication for providing accessible information and societal setting. The needs of the CWD can be well defined by them and therefore we need to begin to including them in the process of disaster preparedness and mitigation planning in schools. Involve them in all facets of disaster management in schools and provide them a platform based on equality and nondiscrimination so that they grow beyond their vulnerabilities.

**Children with Special Needs**

* Children who have been exposed to maltreatment

· Physical abuse

· Emotional abuse

· Neglect

· Sexual abuse

* Children with developmental disabilities

· Blind and visually impaired

· Deaf and hard of hearing

· Mobility impaired

· Mentally ill

· Brain disorders and injuries

· Chronically ill

· Drug and/or alcohol dependent

· Dually-diagnosed with mental illness and substance abuse

* Children with special psychiatric needs

· Children who were previously defined as psychiatrically disturbed, and/or who were receiving psychotropic medication, and/or whose condition worsened due to the lack of access to medications

· Children with existing psychosocial and psychiatric problems which are exacerbated by the stress of disaster

Children who experience cultural/ethnic health disparities or live in geographic isolation

· Cultural/ethnic groups and Rural residents

Children with limited language proficiency

· Limited-English or non-English speaking Refugees

· Legal immigrants

· Illegal/undocumented immigrants

· Sign language

* Children who live in economic disadvantage

· Population-wide poverty

· Living at or below the poverty line

· Working poor

* Children with special medical needs

· Children with medical trauma

· Children with medical needs

· Families with children with medical needs

* Others

· Juvenile offenders

· Dependent on public transportation

· Families underserved by public health

· Sheltered juveniles: runaways, battered youth

· Homeless youth

**\* Psycho-social care and support to children**

The word psychosocial refers to a person’s psychological and social world. It implies that the two worlds are interrelated and interdependent, and are continually interacting with and influencing each other.

Psychological processes include thoughts, emotions, feelings and behaviours. These have a significant impact on a person’s social world, including their relationships, environment, community, and culture.

The psychological processes are also greatly influenced by the social environment, such that these two aspects of every individual are closely interconnected. While the concept of wellbeing seems fairly simple, achieving a state of psychosocial well-being is complex..

Psychosocial wellbeing depends on many elements and on the fulfillment of a range of different needs, including:

· Biological (food, water, health/medical care)

· Material (shelter, clothes).

· Social (relationships, community, basic services)

· Psychological (emotional, cognitive, personal competence, ability to learn)

· Spiritual (sense of meaning and purpose)

· Safety

In emergencies, education is a key psychosocial intervention: it provides a safe and stable environment for learners and restores a sense of normalcy, dignity and hope by offering structured, appropriate and supportive activities. Many children and parents regard participation in education as a foundation of a successful childhood.

4 Children are affected differently according to their individual differences by disasters and other stressful events.

The effects of disaster on children who are directly exposed to danger and trauma are different from those of children who witnessed but did not direcly experience traumatic events.

Differences in age, experience, maturity level, and personality, for example led to varying reactions to the same incident. With knowledge about how children may react, parents and adults can feel more confident about talking with children and responding to their needs in ways that better enable children to cope and recover.

Children respond to trauma or disasters in many different ways. Some may have reactions very soon after the event; others may seem to be doing fine for weeks or months, and then begin to

oooo show worrisome behavior. The child’s age and development level, current physical and mental health and past experiences all influence how a child will react to disasters. Some children will show a greater degree of resilience and some children will require greater support. The experiences children have as a result of a disaster depend on the kind of disaster it was, whether there was fore-warning and time to prepare, the extent of the impact on the community, and how much direct exposure the children or their families might have had. However, there are two kinds of experiences that children who live through a disaster have: The trauma of the disaster event itself; and 2. The changes and disruption in day to day living caused by the disaster.

Some children may have sought shelter or prepared for the disaster but didn’t experience any direct impact of the disaster. These children may still feel fear and anxiety. Some children may have had homes, schools, child care programs, and communities that were damaged. Adults who cared for them may no longer be able to provide care because of damage to their own homes and businesses. Even if children’s basic physical needs are being met, experiencing multiple life changes will cause children to feel emotional distress Life might not return to normal quickly following a disaster.

There may be changes in living conditions that cause changes in day today activities includings trains in the relationships between family members or between friends, changes in expectations that family member have for each other (along with changes in responsibilities). These disruptions in relationships, roles, and routines can make life unfamiliar or unpredictable ,

which can be unsettling or sometimes frightening for children.

**3.2.5. school disaster management planning**

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| Discussion by four groups (Parents, Community, School teachers, School students)   * Pre, During and Post disaster, What can we do at our level? * Make a list of plan, roles and responsibilities at their level   Four - member “Get together” Role Play  Give equal number of tokens to each group  120 mins = 40 mins x 3 rounds (Pre, During, Post)   1. Each group select a member who will present its plans 2. Selected member present their plans in the following turn--STPC 3. While presenting, the rest group members consider and find a matching plan to support the presenter. 4. If no matching plan or silence or inactive, 2nd member of the same group can replace a seat and continue.   The more presentation of plans by its own group members (counting number of balls), the winner the said group (the group with no balls)   1. Organise a Disaster Management Committee at school 2. Roles and responsibilities 3. Setting up coordination and cooperation system (Pre, during, after emergency) |

School Disaster Management plan is the process of assessment and planning, physical protection and response capacity development. To reduce vulnerability particularly for schools, it is important to have a school Disaster Management Plan. Schools also have many resources and are community nodes. Therefore, a School also has responsibility towards its immediate locality, just as the neighboring community is linked to the school.

Not all emergencies can be prevented. Therefore, the plan needs to describe arrangements for responding to those Emergencies that do occur/are at a greater chance of occurring. It shall describe key roles and responsibilities including who will be responsible for coordination, control and communication when responding to an emergency. While preparing a plan one needs to see to it that the plan prepared has a holistic approach to deal with any disaster. A written description of the school and its surroundings can provide a basis for identifying hazards to which the school might be exposed. Once the hazard has been identified, it becomes possible to develop preparedness, prevention and a response programme to minimize them.

It is important to note that there is a fundamental link between day-to-day emergency readiness and disaster preparedness. Schools that are well prepared for an individual emergency involving a student or staff member are more likely to be prepared for complex events such as community disasters.

**3.2.6 Development of SBDRR Plan**

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| - Summary of all discussions and mock drill exercise  - Template for plan and completion.  Select some tools and implement it in your class or school  - Mobilisation Activities for SBDRR Dissemination  Each group address theme/problems/issues through their activities and show a solution.  (music, dance, drama) |