

Developing a RCRC model for School based Disaster Risk Reduction

Tools & Methodologies

November 2014

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SEEDS

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Acknowledgements

This work is a result of extensive research carried out to study good practices around the world, and contextual needs of RCRC national societies in the South East Asian Region. I am grateful for the support and guidance provided by Ms. Anne Elisabeth, Mr. Sanjeev Kafly and Ms. Indira Kulenovic at IFRC, Bangkok office.

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Manu Gupta
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Report Structure

Developing an RCRC comprehensive model has required this consultant to go through a layered analysis examining the existing approaches adopted by RCRC national societies in the region, hearing from tested methodologies tried successfully elsewhere in the region and finally, to address some of the emerging challenges that RCRC model must address.

A questionnaire survey was administered (Annexure B) with the national societies coordinated by the Bangkok office. Based on results received, the consultant shared a model that RCRC is best powered to perform. Elements of this model were presented to representatives of National Societies in a meeting held on 17th September, 2014.

Increasingly the feedback received from the participant as well as a meeting held with Mr. Sanjeev Kafly and Ms. Anne Elisabeth, the consultant has organized, has prepared this report presenting the draft RCRC model for SBDRR.

Following the desired outcomes as given in the Terms of Reference, and agreed with the consultant, this report is broadly divided into three parts:

Part 1: School Based Disaster Risk Reduction Model and framework developed for Red Cross National Societies

Part 2: Tool kits providing assistance to the Master Trainers to conduct school safety program effectively

Part 3: Guidelines for policy advocacy

The central part of this work is the development of modules and tools following the desired framework of an “RCRC model for SBDRR”. The tool kit for master trainers has been organized in 5 modules. These modules have been developed based on best practices around the world yet, building on the Comprehensive School Safety (CSS) model for South East Asia. The modules are targeted for Master Trainers within national societies in the region and would help in initiating school safety programme in the countries.

In developing the RCRC model for SBDRR, the unique position of national societies vis-à-vis national government has been leveraged to enable it to play an enabling role, rather than a implementing role.

The topics covered in the 5 modules are listed below:

Module # 1

- Vulnerability of children in disasters
- Comprehensive school safety framework
- Role of IFRC in facilitating implementation of comprehensive school safety framework
- Outline of model of engagement in school based safety/school based disaster risk reduction for RCRC

Module #2

- Basic concepts of disaster management
- Developing local hazard and vulnerability profile
- Ensuring safety of children against disasters: Approaches and methodologies

Module # 3 0-5 Age Group

- Role of givers and parents in ensuring safety of early childhood
- DRR exercises with children
- Building self-awareness among children

Module # 4 6-18 Age Group

- Concept of school based disaster risk reduction
- Role of teachers and school administration
- School based HVC
- Structural and non-structural issues in schools
- Introduction of school disaster management planning
- Introduction to school based task forces
- Mock drill framework in schools
- Addressing needs of children with disabilities
- Psycho-social care and support to children

Module # 5 18-24 Age Group

- Youth leadership and volunteerism for disaster risk reduction
- Campus safety in disasters

The third part of the report, is a brief guidance note on engagement at policy level with national government on the issue of school safety. While mapping the general institutional structure that is available within countries, the note provides some essential references that may contribute in policy development at country level.

Part 1: School Based Disaster Risk Reduction Model And Framework Developed For Red Cross National Societies

Results of scoping exercise of existing capacities of Red Cross National Societies in South East Asia:

As we develop the RCRC model on School Based Disaster Risk Reduction (SBDRR), it was essential to scope and capture the resources, capacities and the areas of improvement. The SWOT analysis has supported in describing and detailing the best possible SBDRR model that may be considered feasible under the given comprehensive school safety framework with a few added elements.

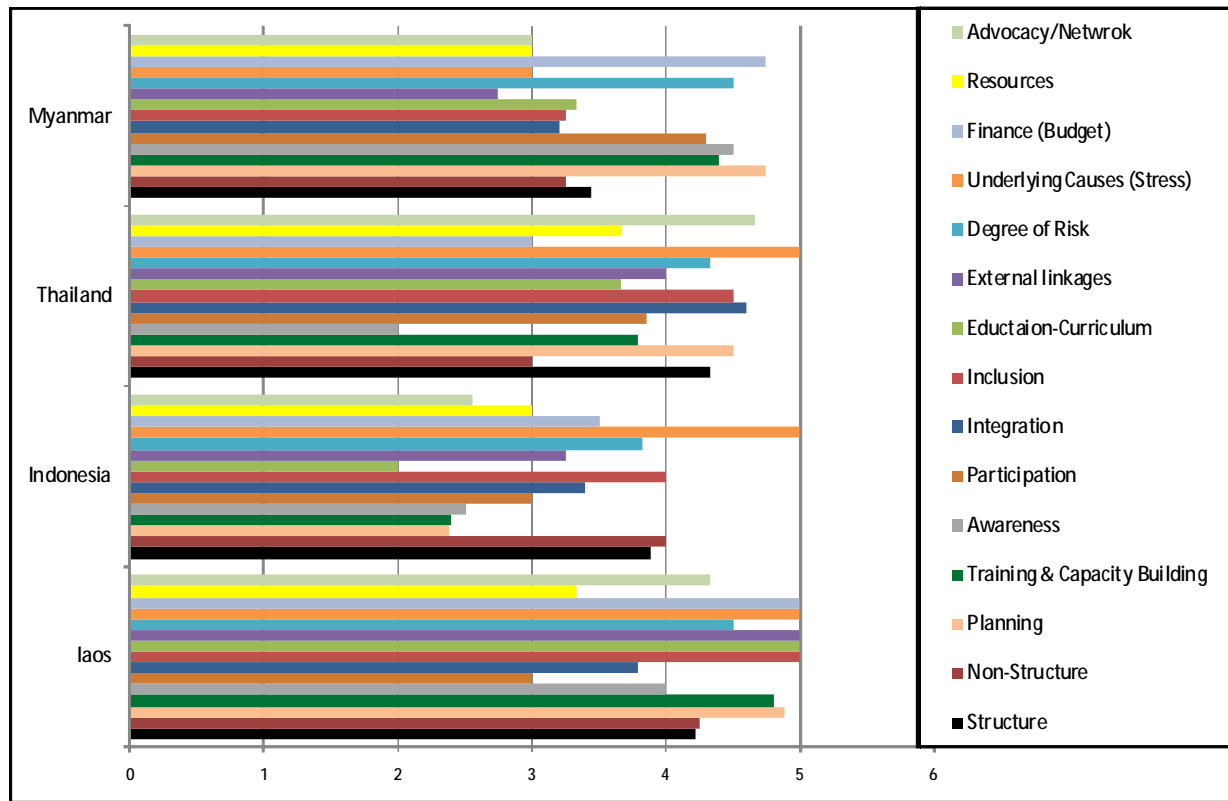
The analysis were done on the basis of key factors influencing comprehensive school safety, classified under five parameters:

1. *Level of Preparedness:* A crucial factor for an effective response to an emergency situation is the level of preparedness attained by community/institution. It starts from the moment the alert is sounded and lasts till post occurrence of the disaster incident. Some key areas of interventions are anchoring non-structural elements in the building, level of planning, and integration of the plan with larger area plan, special care for issues like inclusion of disability issues in its approach.
2. *Level of Awareness, Training and Capacity Building:* The level of preparedness depends on the plan and actions towards the awareness generation, capacity building and training of team towards life-saving skills and demonstration of other emergency functions. These actions would depend on the local context and hence the mode and modalities of achieving it would vary. The established best practice in achieving it is through inclusion in formal curricula and active participation at all levels.
3. *Collaboration with external agencies:* Any institution or community cluster cannot work and plan in isolation without external support and coordination. External support could be in various forms - direct support to build capacity and/or generate awareness, providing financial assistance and to support for needs that are beyond the capacity or control of local institution or community.
4. *Exposure to underlying causes:* Hazard strikes aggravate existing vulnerabilities thereby creating a higher risk for children and local communities. If these conditions are not controlled or addressed appropriately, vulnerabilities would only be enhanced. These elements may be considered as stresses – everyday issues and problems. E.g. availability of maintained sanitation units in appropriate numbers, safe drinking water, solid waste management, health and nutrition, general economic conditions of parents and community, and social factors.
5. *Degree of Risk:* The level of overall management and planning influenced by past experience of disaster and its severity. This is directly linked to level of preparedness. As an established fact that existing stresses get aggravated during disasters, the degree of risk under to which an institution or community is exposed to, is directly influenced by two factors – preparedness and the exposure. Hence, planning and actions need to incorporate past losses or expected losses, level of stresses, frequency and severity of disaster.

The SWOT analysis was done on the basis of these key factors, providing a framework for future planning and intervention. Based on ground realities and given context, further assessment and corresponding analysis may vary but largely it is understood that the deviation is normal:

Key Findings:

Our findings is a result of analysis of the standardized questionnaire circulated among the national societies of Thailand, Myanmar, Indonesia and Laos in the month of June-Aug, 2014.(Annexure B).



Range 1 – 5:

1 – Evidence of comprehensively done. Most suited for replication and creates benchmark

2 – Evidence on great progress. Requires few improvements to achieve perfection

3 – Evidence on progress to some extent/average. Requires further Action.

4 – Evidence on limited progress. Significant intervention needed.

5 – No clear evidence of action taken. Critical intervention required.

Findings have been organized under five factors identified in the previous section. They are as follows:

Level of preparedness:

- Structure:** The overall and average condition of the structures as shown through analyses requires major intervention. This factor also requires to be analyzed through a technical assessment. It shows that in countries like Myanmar, there is an absence of appropriate national building codes and policy in practice, and while others do have these in existence the implementation is weak. The structures are not being maintained and show visible cracks and seepage.
- Non-Structural elements:** It is found that awareness on practice of safekeeping of non-structural elements is a huge requirement. Fire is considered as a major threat to the schools and through the SWOT analysis, it was found that fire prevention measures are not in place.
- Planning:** Participation of all stake-holders, including children is the vital for planning and all the countries indicate poor participatory processes. Indonesia seems to be the only country wherein emphasis has been given on appropriate and participatory planning.
- Integration:** A plan or an action requires to be integrated with larger community level plans. A school plan should ideally be part of village or town plan, thereby providing a better resilience and sustained effort. Laos has been stronger in this action and other countries have also advanced but still a lot requires to be done.
- Inclusiveness:** The approach of attaining the safety should address all groups with equal participation by them. The most vulnerable and their difficulties need to be considered. This issue is largely un-addressed in the region.

- f) Resources: This was found to be an area of strength. It is found that the schools do have the facilities and trained human resources available although attention is required in attaining standard benchmarks.

Level of Awareness, Training and Capacity Building:

- a) Training and Capacity Building: As school users and residents in the local community are considered first responders, it is important that they are trained and have adequate levels of capacity to do so. Indonesia has done so to a good extent; in other countries this is was not uniformly spread.
- b) Awareness: Mass awareness is essentially required in bringing about behavioral change. It has been a concern across the region except in Indonesia where there are strong signs of progress.
- c) Participation: Effective and participation of all is required for coordinated efforts. While DRR activities have been generally undertaken, there is limited evidence of stakeholder participation.
- d) Curriculum: DRR should be part of formal education curriculum and has to carry theory as well practical sessions. Except in Indonesia where there is no evidence of its inclusion in other countries.

Collaboration with external agencies:

- a) External Linkages: Schools of all the countries do have strong linkage with local government departments, but not necessarily for DRR related activities. Line departments especially those dealing with emergency functions need to be closely involved and accountable for DRR.
- b) Financial resources: Though minimal financial resources are required to undertake DRR activities, budgets are still needed and allocations done accordingly. There is a major scope of improvement on this factor across the region.
- c) Advocacy and Networking: As disaster management is a continuous process and strong ownership by external stakeholders at local and national level, an advocacy and networking approach is required. The national societies in Indonesia and Thailand have been strong in this effort. Further strengthening is, however needed.

Exposure to underlying causes and degree of risk:

Lack of attention to underlying causes has served as a major barrier towards achieving sustained levels of safety. At times it is not even acknowledged as a cause, however a detailed assessment reveals, that this could be a major contributing factor. The south-east Asian region faces a major threat with varying degree of severity of many underlying causes such as poverty, level of education, sanitation, safe drinking water, hygiene practices, unplanned development which have contributing exacerbating impacts of disasters on communities. The entire region faces a major challenge on these underlying causes. As such the RCRC model for SBDRR needs to incorporate this factor.

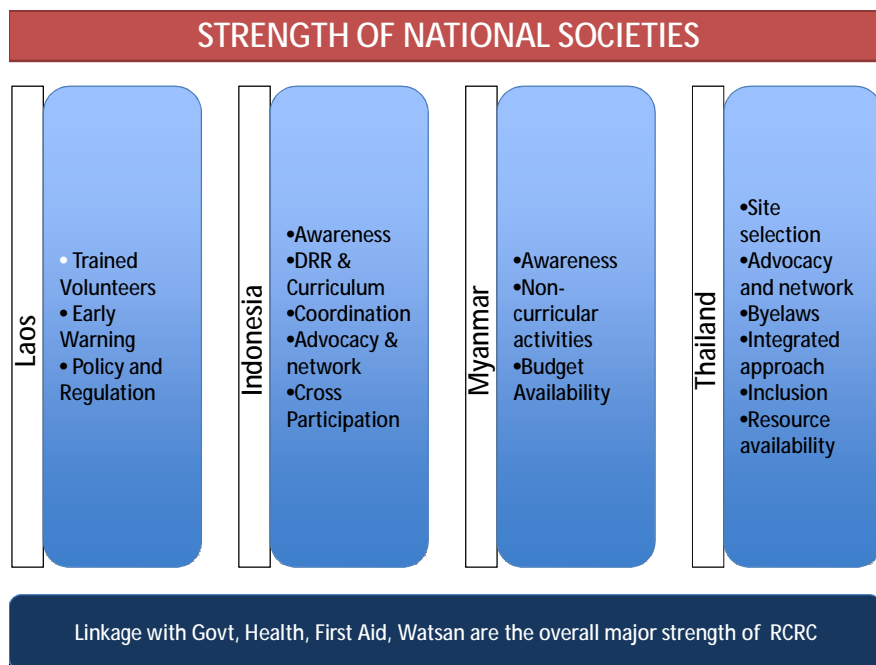
The degree of risk to which schools in the region are exposed is very high. This is well known and documented phenomena. Available information on the occurrence of disasters, level of impact and severity, the losses particularly among children are known to be enormous.

Observed Strengths:

The SWOT analysis, identifies existing strengths of the National Societies in the region that can be suitably leveraged in the proposed SBDRR model. Briefly, these are:

- a) Trained Volunteers: The National societies are uniquely positioned with a strong pool of trained volunteers having varied expertise. There is an opportunity utilizing this strength in the proposed SBDRR model.
- b) Early Warning: Countries like Laos have a strong linkage and systemized early warning mechanism. Early warning is vital component for preparedness.

- c) Policy and regulation/Advocacy and Network: National societies have strong engagement with the national government and have influenced policies and regulations in past. They have also influenced changes in existing systems and operational mechanism of government/agencies.
- d) Awareness: National societies having a stronghold at policy and execution level, have demonstrated the scale of reach out evident in their health programmes.
- e) Resource: The national societies have presence in all locations within the country with a large cadre of volunteers and as well adequate resources to initiate the effort and support government and other agencies for carrying out programmes at scale.



Recommendations for modifications to the Comprehensive School Safety Model.

The Comprehensive School Safety framework provides a comprehensive approach to reducing risks from all hazards to the education sector. The three pillars of Comprehensive School Safety framework are

1. Safe Learning Facilities
2. School Disaster Management
3. Risk Reduction and Resilience Education

Multi hazard risk assessment is the foundation for planning for Comprehensive School Safety. It is supported by various tools and models on School Safety developed by various organizations and agencies.

Based on the learning from the SWOT analysis, and a review of the comprehensive school safety model, the consultant feels there is scope to strengthen CSS model. The existing comprehensive school safety has detailed and comprehensive framework for operation. However; through our field experience and success of other models practiced by SEEDS and other agencies, there is a potential to enlarge the scope further, for example linking actions within the school and immediate neighbourhood to the government line departments. The consultant proposes a three tier model using a systems approach.

The first tier emphasizes on school based activities as mentioned in Pillar 1 and Pillar 2 and partly in Pillar 3. The second layer covers the action jointly to be done with neighbourhood community e.g. action planning, plan integration, training and capacity building of community and allocating shared responsibility to community volunteers. This has also been covered under pillar 3 of CSS, to some extent. The third tier brings in external factors such as governance, and accountability. It

has not been covered under CSS model. However, the consultant feels this is a critical element for ensuring safety and has been established through many good practices in different parts of the globe, including the approach of SEEDS.

The following inputs are recommended as modifications/additions to the comprehensive school safety model:

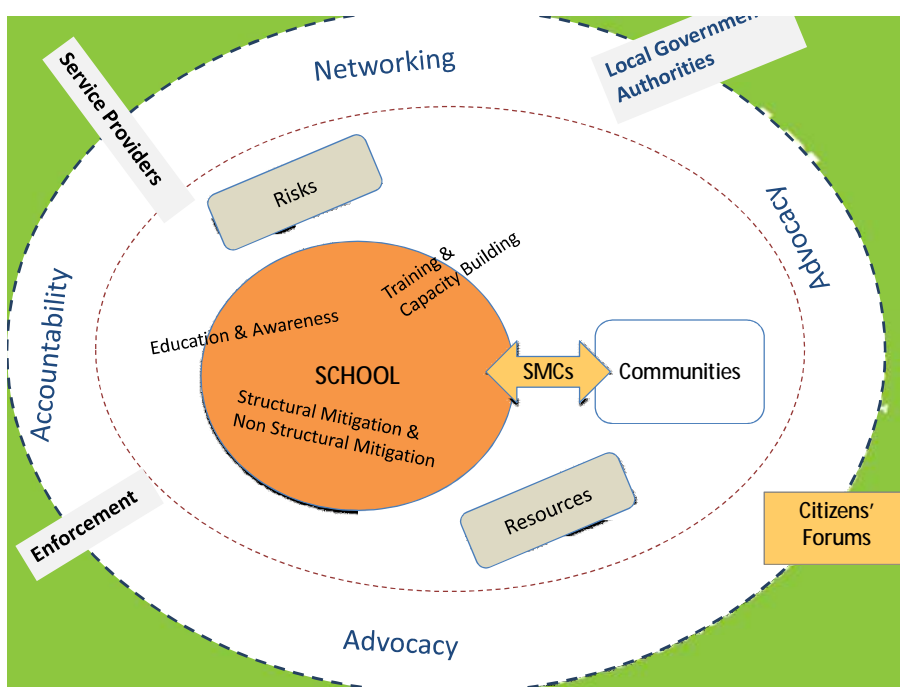
Community Participation: The community residing in the neighbourhood has a major role to play during emergency. Parents and local youth volunteers are potentially best position to respond as has been observed in many previous instances. Enhancing their capacity further and training them as part of the school based approach would be a useful value addition.

Community Linkages and action planning: The community usually copes in its own way in responding to emergency situations. If there is a gap between their coping strategies and formal contingency or crisis management plans of school, it would result in chaotic situation during emergencies. The situation could worsen if they are not trained and respond unsystematically. Hence if there is mechanism in place where school based plans are coordinated and linked to community response mechanisms, better coordination can be ensured during emergencies. Communities should be part of disaster management planning in schools and instrumental in mitigating external threat and stresses of these children. And since schools also serve as nerve centres in local communities, they should be an integral part of any action planning exercise that is taken at community level.

Accountability with external agencies: Following UNCRC principles on rights of children, the safety of children becomes a responsibility of the government and other external agencies. This responsibility needs to translate into practice at local level, and be made part of the proposed SBDRR model. For example, public health engineering has responsibility of ensuring safe drinking water to community and school and hence their participation is necessary. This factor of accountability is not clearly spelled out in CSS.

Policy enforcement : Even though policies are in place in the region. Their mere existence does not serve the purpose. Hence creating accountability with their participation shall bring in better execution of these policies and eventually affecting the cause positively. This aspect has not been covered explicitly under CSS Model.

Networking: It is an essential element to reduce signs of systemic vulnerability and provides uniform approach towards any cause. Networking with other issues e.g. health, WATSAN can potentially create greater benefits. This would need to be explored in the SBDRR model.



The current discourse on scope of disaster risk reduction, including inputs for the successor to the Hyogo Framework of Action has brought attention to “stresses” and not just shocks . Whereas a shock is defined as a ‘sudden event that impacts on the vulnerability of a system and its components’, stress relates to ‘long-term trend that undermines the potential of a given system and increases the vulnerability of actor within it. These are often the underlying causes that get aggravated on an occurrence of a hazard (natural or human induced). For most communities, these are day to day problems that they face in routine life. .

This document has focused on the stresses which is directly linked to an emergency situation and may become a cause for secondary disaster or aggravates to a level wherein it converts a situation into disaster. Some of the key stresses proposed be included in the SBDRR are issues related to:

Water, Sanitation and Hygiene: The issue of safe drinking water has been prevalent in the region and thereby within schools and institutions as well.

Accessibility has been a major challenge contributing to school drop-outs. A child should be safe at school, and in community. Likewise, for children with disability, facilities are need for easy access within the school campus and building. Common issues related to accessibility are: Accessibility to the school - human animal conflict, human induced conflict and safety issues, distance from home to school and safe pathway/road to school; Even within school premises issues related to universal design, clear exit designs, obstructions, protective railings are important.

Health and Nutrition standards among children in the region and contribute in high levels of stress.

Natural environment degradation and climate change has adversely affected children’s lives.

Road accidents is now considered a “hazard” resulting in direct losses and contributing to high levels of stress among children and parents.

Available tools and practices on school safety

The consultant studied available tools and practices from around the world. In doing so, all age groups were addressed – 0-5 years, 6-15 years; and 16 to 24 yrs. A summary of various available tools is provided in Annexure C. These tools have helped in shaping the proposed SBDRR model. However, the consultant is aware that many similar tool development initiatives are currently underway in the region and a possible convergence is desirable.

Some interesting practices observed were:

On safe learning facilities: The Vermont Department of Education encourages school boards and administrators to conduct annual inspections to help keep school grounds and facilities in good repair and safe for all users. The School Safety Review checklist is an important component of the broader school crisis resources.

On School Disaster Management: Children's Report card standards, developed by Save the Children, determine how well prepared child care facilities and Schools are to respond to the needs of children in the event of natural disasters and emergencies. In America, there are two million infants and toddlers as well as thousands of children with disabilities and those with access and functional needs. More than half of the states fail to account for these children in their emergency preparedness plans. This major gap puts many of our most vulnerable children at risk every day.

Under its methodology for nationwide benchmarking of School Safety, the agency runs assessment surveys in schools through interviews with schools and visual inspection of school facilities. This methodology helps to present a generalized picture of school safety standards in the country.

National Crime Prevention Council runs school safety and security toolkit – a guide for parents, schools and communities. This toolkit is an easy-to-use guide that will assist parents and administrators in implementing the Be Safe and Sound model in their schools. It includes a step-by-step procedure for assessing school safety and security, forming an action team, identifying the problems, holding a forum with stakeholders to brainstorm solutions, developing an action plan and building support for it, and evaluating the results.

Creating child friendly schools is an international movement by UNICEF that encourages schools to operate in the best interests of children. Child friendly model also promotes quality education for all children in everyday situation as well as in emergencies.

New York City Government runs –DOT's to teach children about en-route safety. DOT conducts safety education and outreach programs for children, parents, educators and senior citizens and all New Yorkers. DOT's safety educators visit 600 schools and 100 senior centers a year. DOT's We're Walking Here encourages students to walk to school.

A School safety and health audit developed by Health and Safety Authority is a comprehensive review of all aspects of safety and health management across the school as a whole. It can be used by the Board of Management/VEC to establish the school's current status in relation to compliance with safety and health legislation and to help identify current gaps in managing safety. It can also be used by the Board of Management/VEC at the end of the school year to review the school's safety progress and assist with planning for the forthcoming year.

School Safety Plan Evaluation Tool for K12 schools developed by Safe Havens International based upon the United States Department of Education and Jane's models for school safety planning. The main goal for developing this toolkit is to help school and community officials create and maintain a reasonably safe learning environment for our children and those who dedicate their lives to educate them.

On Risk Reduction and Resilience Education : A number of models are being practiced by various NGOs and agencies in South Asia, to enhance the quality of life of marginalized children and

connect them to education. It has been the experience in child development programmes that chances of success improve significantly with the active participation of the community. Some of the tools and models used are 'Rainbow' – the programme for non-formal system of education, alternate education schools and centres for marginalized children and community supported pre-school programme. These are inspiring examples of local solutions from the region, to inter-related problems of income generation, education, empowerment, health, and environmental care.

UNICEF promotes "Getting ready for School: A Child to child approach". The purpose of the programme Getting Ready for School: A Child-to-Child Approach is to facilitate the successful transition of young children into primary school through the use of older schoolchildren (young facilitators) as providers of early childhood education support to younger children in their communities.

The school audit tool run by Australian Government and Department of Education identifies nine elements that help create teaching and learning communities where all members of the school community feel secure from harassment, aggression, violence and bullying. This is not just a new 'programme', it is a culture and a philosophy underpinning all that happens in the school.

Selected good practices have been compiled in Table 1

Table 1: Selected good practices

S.N O	AGE GROUP	TOOLS	ACTIVITIES	OBJECTIVE	AGENCY	WEBSITE
1	Infants & toddlers 0-5yrs	Children's Report Card Standards	Evacuation & relocation plan Family- child reunification plan Children with special needs plan K-12 Multiple Disaster plan	to determine how well-prepared child care facilities and K–12 schools are to respond to the needs of children in the event of natural disasters and emergencies, such as tornadoes, earthquakes, or industrial accidents, which can occur at any time, including during school hours.	Save The Children	http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/STC%20DISASTER%20REPORT12%20FINAL.PDF
2	3-19 yrs	Alternate education schools & centres for marginalized children	Early Child Care and Dev Life skills Exposure visits Training of Teachers Basic Course in Education Bridge & Remedial courses Bal Sabhas Recreational facilities Field & Academic support	To enhance the quality of life among the disadvantaged and marginalized children through gender sensitive community based alternative education and child-centred programmes through local initiatives in rural and urban areas; and To address their requirements holistically and cater to their long term needs of earning a decent livelihood.	Prayas – New Delhi	http://www.prayaschildren.org/pdf/community_based.pdf http://www.savethechildren.in/custom/recent-publication/communities_for_children.pdf
3	Street children, especially girls aged 4 to 18 years	'Rainbow', the programme is a non-formal system of education within the regular school,	quality education is provided to urban poor children with the participation and support of its teachers, children, parents, and the local community thus reintegrating underprivileged children into the mainstream	To provide shelter, care, and quality education to children at Risk to reintegrate the into mainstream society and make them capable of being productively employed; and To be a resource centre for the community, and create a sense of belonging within the school and a desire to reach out to the poor and marginalized in the process	Loreto Day School, Kolkata- Save the Children, West Bengal	http://www.savethechildren.in/custom/recent-publication/communities_for_children.pdf
4	3-5 years of age group of slum children	Community supported pre-school programme	Motivating disadvantaged parents and persuading them to educate their children . Identifying free of cost community spaces such as homes, places of worship, or community centres for setting up preschool centres. Choosing young instructors from within the community and	To provide early childhood education to children of marginalised communities for their all round development; To enhance and strengthen the child's subsequent school performance in terms of attendance and achievement through the pre-school exposure	Pratham, Save the Children	http://www.savethechildren.in/custom/recent-publication/communities_for_children.pdf

			<p>providing training for their empowerment.</p> <p>Enabling a decentralized working system of Balwadis for greater individual and community initiative and ownership.</p> <p>Identifying children in the area who are not enrolled in Any pre-school set up.</p> <p>Making available health interventions in the centres to address malnutrition and common deficiencies prevalent in deprived children by providing periodic supplementation and educating their parents about better nutrition</p>			
5	5-18years	Assessment surveys	<p>Interview with schools</p> <p>Visual inspection of school facilities</p>	<p>This methodology does not aim at a thorough assessment of individual components of school safety, as It would be done, for instance, to inform programming decisions. Rather, it is meant to support benchmarking surveys, aimed at forming a global picture of school safety levels in a country and providing a general picture of priorities for intervention.</p>	UNICEF	http://www.unicef.org/ceecis/towards_safer_school_FINAL.pdf
6	0 – 5 yrs	<p>Getting ready for school: A child to child approach</p> <p>(Interaction of younger children with Older Children)</p>	<p>Interaction with older children at least twice a week</p> <p>Engaging family and Community</p> <p>Early advocacy with ministries</p>	<p>Younger children learning from and interacting with older children. It provides a low cost alternative for supporting young children's school readiness in communities</p>	UNICEF & Child To Child Trust	http://www.unicef.org/education/files/Evaluation_-_FINAL_(2).pdf
7	5-18 yrs	Safety Education	<p>School Safety Maps: for each school serving elementary and intermediate school students.</p> <p>Safety City: simulated New York city street to teach</p>	<p>DOT's mission is to provide for the safe, efficient, and environmentally responsible movement of people and goods in the City of New York and to maintain and enhance the transportation infrastructure crucial to the economic vitality and quality of life of our primary</p>	New York City Govt - Dots	http://www.nyc.gov/html/dot/html/about/safety-education.shtml

			<p>children about traffic safety through hands on experience.</p> <p>Outreach programs: for children, parents, educators and senior citizens and all New Yorkers.</p>	<p>customers, City residents. Our agency's work is guided by Sustainable Streets, the Strategic Plan for the New York City Department of Transportation</p>		
8	5-18yrs	School Safety and Security Toolkit – A guide for parents , schools and Communities	<p>Form an Action Team</p> <p>Identify Safety and Security problems</p> <p>Hold a school safety and security forum</p> <p>Develop an action</p> <p>Publicize your initiative</p> <p>Advocate your cause</p> <p>Evaluate success and revise the Plan</p>	<p>Parents and caregivers involvement is crucial when it comes to creating safer schools. People can work with school principals and staff to stop vandalism in its tracks, curb thefts, introduce conflict resolution programs, redesign building spaces to discourage illicit activity, and secure funding for security upgrades</p>	National Crime Prevention Council	<p>http://www.ncpc.org/cms-upload/ncpc/File/BSSToolkit_Complete.pdf</p> <p>http://www.ncpc.org/cms-upload/ncpc/File/BSSToolkit_Complete.pdf</p>
9	4-12yrs	Participatory Capacity and Vulnerability Analysis	<p>With much of the land still littered with unexploded bombs leftover from the Vietnam War, children are often forced to play near the main road, which is the route used by large trucks and buses moving between Laos and Vietnam.</p> <p>As there are no footpaths, children are also forced to walk on the road to get to school. Mostly by themselves while their parents are busy working in the fields to support their families. The road is narrow and windy, leaving drivers with poor visibility. This combined with excessive</p>	<p>Work in partnership with Children and their families in Nonghet that enables communities to express their perceptions and understanding of hazards</p>	Child Fund	<p>http://www.childfund.org.au/blog/helping-keep-children-safe-rural-laos</p>

			speed causes many accidents.			
10	5-18 yrs	Child Friendly Model	Child seeking, child centred, gender sensitive, inclusive, community involved, environmentally friendly, protective and healthy approaches to schooling and out of school education	To advocate for and promote quality education for every girl and boy. CFS promotes quality education for all children in everyday situation as well as in emergencies.	UNICEF	http://www.unicef.org/education/index_focus_schools.html https://acei.org/global-action/child-friendly-schools.html
11	5-18yrs	School Safety Review Checklist	Adaptable checklist for an annual in house inspection to ensure that every student is provided a physical learning environment that is safe, secure and well maintained. It helps to identify conditions in need of attention.	The department of Education encourages school Boards and administrators to conduct annual inspections to help keep school grounds and facilitates in good repair and safe for all users.	Essex Police Department, Vermont Department of Education	http://education.vermont.gov/documents/educ_construction_safety_checklist.pdf
12	5-18yrs	The School Audit Tool	The School Audit Tool assists schools to make informed judgments about the extent to which they have created and maintained a safe and supportive learning environment.	The School Audit Tool will help you pinpoint where you are doing well and where action is recommended, and highlight key priority areas. Use the tool individually or as a group with colleagues.	Australian Government Department of Education.	http://www.safeschoolshub.edu.au/safe-schools-toolkit/overview http://school-audit-tool.safeschoolshub.edu.au/Dashboard/
13	5-18yrs	School Safety and Health Management Audit tool	The guidelines are a management tool intended to offer guidance and practical	This resource is a guide to help schools plan, organize and manage a safe and healthy school environment for staff, students and visitors.	Health and Safety Authority SDPI	http://www.hsa.ie/eng/Education/Managing_Safety_and_Health_in_Post-

			<p>advice to assist schools in planning, organizing and managing a safe and healthy school environment for staff, pupils and visitors. They will also help schools to benchmark their current policies and practices against current legislative requirements. They do not place any additional responsibility on schools that does not already exist in legislation.</p>			<p>Primary Schools/Guidelines for or Post Primary Schools/Tools/Tools - Tool 1 B School safety and health management audit tool.pdf</p> <p>http://www.hsa.ie/eng/Education/Guidelines_on_Managing_Safety_Health_and_Welfare_in_Primary_Schools.pdf</p>
14	5-18yrs	School Safety Planning Tools	<p>The main goal is to help school and community officials create and maintain a reasonably safe learning environment for our children and those who dedicate their lives to educate them.</p>	<p>This tool is based upon the United States Department of Education and Jane's models for school safety planning. These are the most comprehensive planning models available and the United states department of education plan model is a national standard. `</p>	Safe Havens International	<p>http://safehavensinternational.org/file/2014/08/K12_School_Crisis_Site_Planning_Evaluation_Tool.pdf</p>

Part 2: Tool Kits Providing Assistance To The Master Trainers To Conduct School Safety Program Effectively

Module 1

Outline

- Vulnerability of children in disasters
- Comprehensive school safety framework
- Role of IFRC in facilitating implementation of comprehensive school safety framework
- Outline of model of engagement in school based safety/school based disaster risk reduction for RCRC

Basic Concepts

1. Vulnerability of children in disasters

The UN Convention on the Rights of the Child states that all children, without discrimination, have the right to live, grow, develop and participate in a secure and decent environment. Thus, from a rights perspective it is critical that DRR programmes bring into focus the needs and realities of young children through providing support to their families and through educating children from an early age about DRR and disaster preparedness.

A sudden, generally unanticipated event in a school negatively affects a significant segment of the school population and often involves serious injury or death. These events can either be a natural or human induced and can strike with little or no warning. The collapse of a building in an earthquake, fire accidents in the school, stampede cases etc. have ushered the school community across the country to understand and avert such disasters from happening. There is no dearth of examples to say that many of the schools are not prepared. The casual approach of not attending this problem has taken the life of many innocent children and school staff. Teachers, school staff primarily must know how to help their students through a crisis and ensure that they return home safely. Knowing what to do when faced with a crisis can be the difference between calm and chaos, between courage and fear and between life and death.

Disasters can have several negative impacts on schools. Not all disasters strike the schools directly and immediately. Sometimes schools are affected indirectly through students, staff and their families. Schools can be affected also in short or long term phases. An example of direct effect of disaster event on a school is an earthquake that damages the school building. Damages to the school infrastructure are directly related to reduction in school hours, and consequently, to a decrease in the quality of education.

If a school is unusable, the children will have to go to other schools, often in shifts, and their education suffers. School hours may also be cancelled because teachers are busy helping their communities meet recovery needs. If students have been left anxious, uprooted, out of classrooms for long periods or relocated to other facilities, this disrupts their education and increases their stress.

An indirect effect of disasters on schools can be seen in increased dropout rates of students in the wake of earthquakes, droughts or communal riots. It is common for students to leave school after a disaster event, either because their parents need them to work for their

livelihood, or because they are afraid of sending their children back to an unsafe school environment. Additionally, children may feel unable to attend classes or have problems concentrating because they are suffering from psychosocial impacts of disasters.

Thus, vulnerability of school facilities must not be seen only in terms of the need to prevent catastrophic damage that may destroy the buildings and cause injuries. It is also necessary to prevent situations that may affect the continuity of the services that schools provide.

2. Comprehensive school safety framework

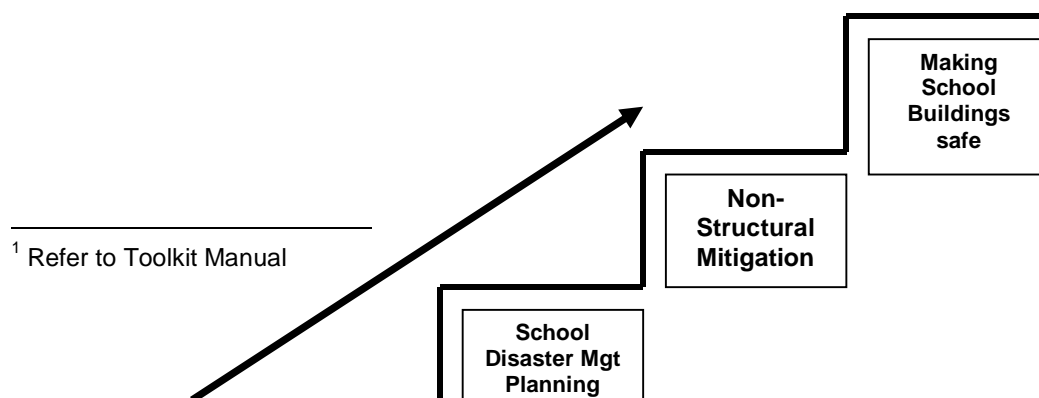
School Safety suggests a series of ongoing activity that includes identifying the hazards in the school and around. Conducting drills, preparation of a plan by involving parents, teachers, and students; striving to build on the capacities of the institutions and individuals to meet the challenges during an unforeseen event.

Schools and colleges need to prepare themselves for a major damaging event. Being prepared will improve the ability to respond to disaster. In such an event, school administration and teachers will have to be self-sufficient- relying on their own resources to protect and care for the student population and the immediate surrounding communities until external assistance is available. It is important that all schools develop emergency plans and conduct drills for various situations and hazards that are persistent in the region. School children and their families need more information and education on safety and preparedness measures. The safety programme should add into a dimension of carrying the initiative forward to community level.

The framework consists of the following major points:¹

1. General consideration and planning guidelines.
2. Risk reduction: Prevention and Mitigation
3. Preparedness
4. Response
5. Recovery

Further, incremental approach to school safety may be considered based on availability of resources and existing levels of exposure to risk in a given site. Under the “school safety” approach, at the very basic level, there is need to create awareness on disaster risk reduction among school students. If this is achieved, it would create a culture wherein, school communities would be motivated to take initiatives on planning. One step would lead to the other taking them higher on levels of safety that can be achieved. At each step there would be incremental cost implications for implementing organizations.



3. RCRC model for School Based Disaster Risk Reduction

The proposed RCRC model of SBDRR seeks to further enhance the impact of the CSS model by leveraging some of the unique strengths the national societies are positioned with in the region.

The model would have three tiers. The first tier emphasizes on school based activities as mentioned in Pillar 1 and Pillar 2 and partly in Pillar 3 of the CSS model. The second layer covers the action jointly to be done with neighbourhood community e.g. action planning, plan integration, training and capacity building of community and allocating shared responsibility to community volunteers. The third tier brings in external factors such as governance, and accountability.



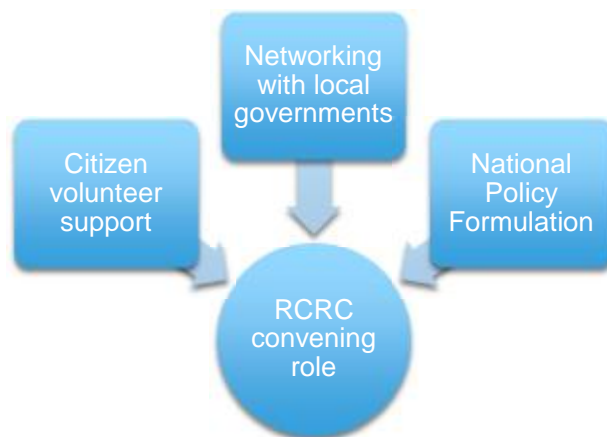
4.Engagement by national society on school based disaster risk reduction issues

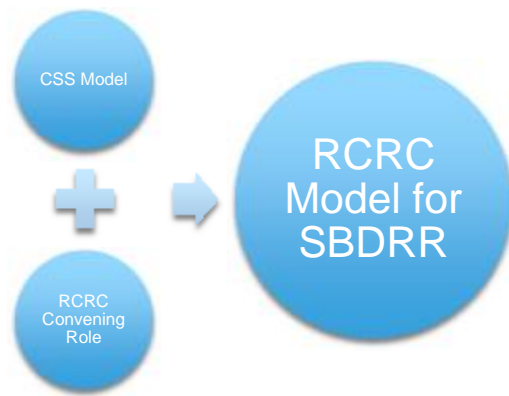
The proposed RCRC model for SBDRR covers all life stages (from 0-24) among children and builds on the agreed upon Comprehensive School Safety Model (CSS).

It leverages the unique position that National Societies have in countries and their existing relationship with the National Government and a presence of large number of volunteers.

While direct implementation of School Based Disaster Risk Reduction can best be carried out by many child centered organizations would have the presence and the capacity to carry out such activities, the National Society can bring in some added value as a convener in the following areas:

- a. School to community links: The large citizen volunteer base may be mobilized to support school based activities within communities. The community volunteers can complement schools' own limitations in terms of trained human resources and limited outreach beyond their campuses. E.g. Early warning dissemination.
- b. Building networks and partnerships: Strong mutually accountable partnerships with local governments especially with emergency departments are critical for a lasting impact of school based disaster risk reduction activities. The national societies can facilitate such partnerships to ensure schools get the required support.
- c. National Policy formulation: At national level, institutional structures serve as a barrier to comprehensive policy framework that is needed to address disaster risk. The NDMOs will need to engage with Education Ministries in the respective countries to evolve a policy framework that addresses disaster risks reduction in schools. The national societies are best placed to facilitate such works.





Tools for Master Trainers

<Appended Separately>

Module 2

Outline

- Concept of Disaster Management
- Ensuring Safety of Children against Disaster

Basic Concepts

1. Basic concepts of disaster management

A disaster “refers to a catastrophe, mishap, calamity or grave occurrence from natural or man-made causes, which is beyond the coping capacity of the affected community. ‘Disaster management can be defined as the organization and management of resources and responsibilities for dealing with all humanitarian aspects of emergencies, in particular preparedness, response and recovery in order to lessen the impact of disasters.’ It also states a continuous and integrated process of planning, organizing, coordination and implementation measures which are necessary or expedient for:

1. Prevention of danger or threat of any disaster.
2. Mitigation or reduction of risk of any disaster or its severity or consequences.
3. Capacity building including research and knowledge management.
4. Preparedness to deal with any disaster.
5. Prompt response to any threatening disaster situation or disaster.
6. Assessing the severity or magnitude of effects of any disaster.
7. Evacuation, rescue and relief.

Scenario in South East Asia:
<To be added>

2. Ensuring safety of children against disasters: Approaches and methodologies

In the event of any disaster children and teachers in an unsafe school building are at considerable risk. The School is a densely populated place and has small children that are one of the most vulnerable groups in the society. To reduce this vulnerability particularly for schools, it is important to consider three aspects:

1. Protect students and the staff from physical harm;
2. Minimize disruption and ensure the continuity of education for all children;
3. Develop and maintain a culture of safety

Approaches:

1. Text Book Approach (School)
2. Pilot Project (Training with expertise)
3. Centralized Competency Based (Stakeholders)

Methodology:

1. Interactive Learning Session
2. Affective learning (Experience sharing)
3. Inquiry Learning (Research)
4. Surrogate Experimental Learning (activities and Games)
5. Field Experiential learning (reviewing emergency plans, hazard mapping, vulnerability assessment etc)
6. Action learning (community,)

Tools for Master Trainers

<Appended Separately>

Module 3

Outline

- Role of Givers and Parents in ensuring Safety of Early Childhood
- DRR Exercises with Children

Basic Concepts

Role of Givers and Parents in ensuring Safety of Early Childhood

Disasters have persistent, long-term negative impacts on human development. At a stroke, they can destroy lives and livelihoods, undoing the progress made over years of development efforts.

Disasters are a humanitarian and a development concern. They are increasing in both frequency and intensity. Their impact is a function of their intensity and duration, and people's vulnerability and resilience. However, disasters can be mitigated and their impact minimised if people take steps to reduce risks. Disaster risk reduction is a "systematic approach to identifying, assessing and reducing those risks".

By linking DRR to initiatives that support Early Childhood Development (ECD), the risks for young children can be reduced significantly.

The right of children to survival, growth, development, protection and participation is enshrined in the UN Convention on the Rights of the Child. Early childhood, from conception through age 8, is the critical stage when children develop an array of cognitive, physical, social and emotional skills. The extensive brain development that occurs during the first years of life is susceptible to environmental influences and impacts performance and achievement in schooling. Children's early experiences can either augment or inhibit their overall development, depending on access to and the quality of basic services, nutrition and health care, family and community care.

0-5 Age Group

Role of givers and parents in ensuring safety of early childhood:

Early childhood is the critical period in which to lay the foundations for success in education and beyond. Children who are hungry, malnourished or ill are not in a position to gain the skills needed for later learning and employment. Children in rural areas and from poor households suffer more because nutrition is not just a matter of general availability of food.

Rather it is also a matter of access to food, good health care, water and sanitation services, from which the poorest are often denied. For example, in Nepal, the stunting rate was 26%

among the richest children and 56% among the poorest, with corresponding rates of 27% in urban and 42% in rural areas. Ongoing food price instability, climate change and conflict make improving nutrition a challenge in many parts of the world. Parent and caregiver involvement is crucial when it comes to creating safer schools. Education, public awareness and proper training for enhancing the capacity is the cornerstone of approaches aimed at reducing vulnerabilities. Many of us trust schools to take care and keep children safe during the day. All the schools remain a safe home for the children till a tragedy occurs. The unfortunate reality is that many of the schools can be touched either directly or indirectly by an emergency situation of some kind at any time.

A key component of the continuum between child-friendly schools and local communities is linking the care of younger children who are not yet in school with the schools. In India, this linkage is termed as Anganwadis (pre-primary schools) run under integrated child development services (ICDS). In emergencies these centers can provide parents and siblings with an opportunity to be involved in activities outside the crises, reducing their depression and despair. Because young children provide moments of pleasure and joy that bring back a sense of normalcy, they are a source of healing for many families. Essential considerations in creating early childcare facilities include:

1. Motor Skill
2. Dramatic Play
3. Arts & Craft
4. Picture Book

For children under three, key messages and skills are to be transmitted through care-givers and parents and included in the process of family disaster preparedness planning. Even with limited resources, appropriately designed and sustained measures are effective in protecting children and their care-givers from hazards.

Physical structures: Action can be taken to integrate ECD and DRR by making hazard-resistant structures where children and caregivers congregate. Constructing standards for preschools, ECD centres, health posts and orphanages exist in most countries, and they can be revised to take into account predominant local hazards and local conditions. The areas where risk informed action can be taken concern the structure itself, its geographical location and the surroundings. In addition, safety inside the structure can also be better ensured when there is an appropriate arrangement of furniture and materials, an evacuation plan, pre-determined emergency shelters and availability of basics for emergencies - first-aid kits, ladders, equipment for search and rescue, evacuation maps, etc. Standards for young children's physical environment in kindergartens, preschools or wherever young children come together as a group should be a part and parcel of quality standards for child friendly early education.

Home-based and non-formal community-based childcare: In present day, only a small minority of young children have the opportunity to attend preschool. Most children, especially those from poor, rural families stay at home under their parents' care. Home-based care is also the only practical type of care for children under three years old. Parenting programmes, caregiver education, home-based/community-based childcare activities and family disaster preparedness offers excellent opportunities for introducing DRR concepts and concrete actions.

Advocacy: Advocacy is central to conveying messages in both ECD and DRR. There is potential and indeed a necessity to include DRR aspects when advocating on ECD and vice

versa, so that DRR efforts reach all young children. Overall the concept and practice of DRR are still relatively new to the general public. Most DRR activities have been limited to selected localities and pilot schools. Advocacy is therefore essential to draw the attention of decision makers and the public to the crucial role of risk reduction for children under the age of 8.

Upstream advocacy can be in such areas as incorporating DRR in the ECD policy framework, in pre-service and in-service training of health, education and welfare service providers and in early learning and development standards. Downstream advocacy focuses on improving childcare methods and parental sensitisation or increasing young children's participation. UNICEF's Communication for Development (C4D) approach may be can be harnessed to bring about changes in the mindsets and behaviour of decision makers, parents, caregivers and community members so that all possible action is taken to reduce risks that can threaten young children's survival or development.

2.DRR exercises with children

Numerous examples across the globe show that children are more vulnerable to disasters. But at the same time they can be influential and effective communicators about disasters. Often, lessons learnt at school are later transmitted to the home. Unsafe schools are a reality in India. With the spread of education, more and more children go to schools that are vulnerable to multiple hazards. At repeated great cost, this has been seen many times in the last decade. Nearly half of all victims of natural disasters are children under the age of 15. Despite the opportunity of using schools as safe facilities for public shelter following disasters, school buildings are an additional liability.

Tools for Master Trainers

<Appended Separately>

Module 4

Outline

- Concept of School Based Disaster Risk Reduction
- School based Hazard, Vulnerability and Capacity
- School Disaster Management Planning
- School Based Task Force
- Mockdrill in School (How and What)
- Needs of Children with Disability
- Psycho-Social Care and Support

Basic Concepts (6-18 Age Group)

1. Concept of school based disaster risk reduction:

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).

2. School based Hazard, Vulnerability and Capacity

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 follows²:

1. Water and Climate
 - a. Floods
 - b. Cyclones
 - c. Tornadoes and Hurricanes
 - d. Hailstorm
 - e. Cloud Burst
 - f. Heat Wave and Cold Wave
 - g. Avalanches
 - h. Drought
 - i. 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

What is vulnerability?

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.

² Disaster Management of India, Ministry of Home Affairs, Government of India

Type of Vulnerabilities:

1. **Physical Vulnerability:** Land- use planning, engineering and architecture density levels, remoteness of a settlement, design and materials used for critical infrastructure and for housing.
2. **Socio Vulnerability:** Literacy, education, peace and security, access to basic human rights, systems of good governance, social equity, positive traditional values, knowledge structures, customs and ideological beliefs and overall collective organizational.
3. **Economic Vulnerability:** Poverty ratio, national economic reserves, socio-economic infrastructure, communication network, utilities, supplies, transportation, water, sewage and healthcare etc.
4. **Environmental Vulnerability:** Extent of natural resource depletion, state of resource degradation, loss of resilience of ecological system, loss of biodiversity, exposure to toxic and hazardous pollutants.
5. **Systemic Vulnerability:** Degree of Networking, linkage, and coordination among different agencies/departments/ministries, mechanisms for identifying gaps in the existing system and strengthening the weak areas.

What is capacity?

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.

3. 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:

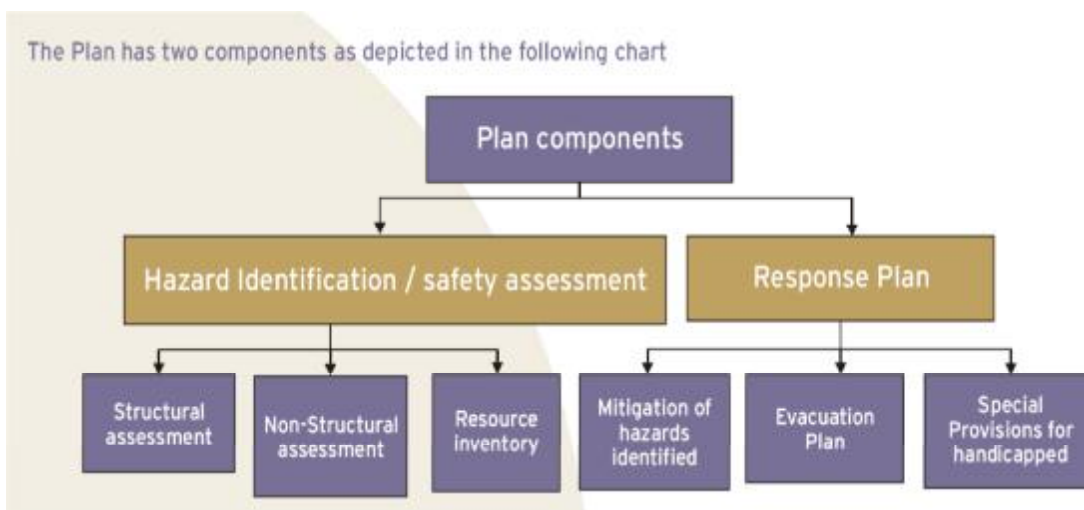
- Relocate furnishing and contents
- Secure non-structural building elements and furnishing
- Actions for offsite non structural hazard
- Ask for consultation from engineers and maintenance personnel together for solution
- Behavioral changes among users, it is very vital and indispensable that the users develop the culture of safety. Like use of dustbin to avoid water blocking/logging or discipline when moving in a mass.

4. Introduction of school disaster management planning

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.



5.Introduction to school based task forces

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:

- If it is middle school and above:
 - Task Forces will be created at schools
 - Members will be children, school staff 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)
- If it is primary school:
 - Task Forces will be created around school
 - Members will be youth and neighbor of school and present during the school hours
 - Coordinators are senior teachers
 - Members consent to be taken before nomination and no enforcement
 - Gender balance should be checked
 - Inclusion (PWD/CWD, SC, ST, minorities)
 - Adequate refresh training
 - Practice session compulsory during training session by each member
 - Criteria of nomination of Task Force

Main Task Force should consist of³:

1. Awareness generation 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.

2. Warning and Information Dissemination Team

Role and responsibilities include:

- 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

3. Search and Rescue 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

³ Task force manual, SEEDS

- 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.

6. Mock drill framework in schools

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 fire-alarm 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. To determine 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.

7. Addressing needs of children with disabilities

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 non-discrimination 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

8. 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 well-being seems fairly simple, achieving a state of psychosocial well-being is complex..

Psychosocial well-being 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 directly 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 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: 1.

⁴ 1

IASC. (2007) Guidelines on Mental Health and Psychosocial Support in Emergency Settings. pg-148

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-to-day activities including strains in the relationships between family members or between friends, changes in expectations

that family members 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.

Tools for Master Trainers

<Appended Separately>

Module # 5: 18-24 Age Groups

Outline

- Youth Leadership and Volunteerism for Disaster Risk Reduction
- Campus Safety

Basic Concepts

Youth leadership and volunteerism for disaster risk reduction

The social and economic challenges of recent years have focused attention on the availability of skills and learning opportunities for the young. Young people regularly face great hurdles to get their voices heard, while research and practice in the disaster and climate change community commonly represent young people as passive victims requiring protection. Consequently, their capacities to inform decision-making processes,

communicate risks to their communities and take direct action to reduce risks have been neglected.

Young people's participation in DRR and adaptation may therefore be conceptualised in multiple modes, including:

- contextualising knowledge, using analytical tools and prioritising actions;
- advocacy and mobilisation, building coalitions with parents, community members and other stakeholders;
- conception, design and implementation of projects that tackle climate and disaster risks pertinent to children's lives;
- communicating risks, sharing and contextualising knowledge, building credibility and trust and persuading others to take action.

The emergence of youth-centred approaches to DRR and climate change adaptation has drawn heavily from theory and practice around children's participation (Hart 1997; Francis and Lorenzo 2002; Hill et al. 2004; Sinclair 2004). Many early models of youth participation were both functional and universal, negating the socially and culturally constructed nature of such processes

In contrast, the nature and mode of participation are usually influenced by the point and scale of entry, community and institutional dynamics, livelihood strategies and living standards, and cultural factors.

Young people are often seriously affected when disasters strikes and can face severe difficulties in coping with unexpected and traumatic interruptions to their lives. But despite this, the world's youth are also the very people who can teach their communities - and the wider world - how to reduce the risks and impact of disasters. Young people are unmatched by any other demographic group in their ability to bring about meaningful change in social behaviour and attitudes. We must not underestimate their potential to make a real difference in the time of disasters.

Tools for Master Trainers

<Appended Separately>

Part 3: Guidelines For Policy Advocacy

3.1 Brief Introduction

Significant numbers of children are denied education due to impacts of emergencies. The last decade and a half has witnessed loss of lives of children due to impact of natural hazards. Education is the fundamental right of a child and a major component for humanitarian assistance. Education and its efforts in emergencies⁵ are seen in light of the following:

- The Childs'Right to Education
- The Childs'need for Protection
- A community's priority for education

Child's Right to Education: Education rights have been further elaborated to address the issues of quality and equity. The quality education looks into issues of providing good education, but also consider key aspects of school buildings such as appropriate infra structure, providing safe drinking water, Sanitation facilities for both girl and boy, and other important requirements such as ramps for disabled and issues related to road safety. The school disaster management and its aspects look at these elements to ensure that the children get the right environment for their studies. It is acknowledged that both teaching and non-teaching aids include disaster preparedness and management components, thereby ensuring both quality and equity.

Child's need for Protection: Child's right to educate is clearly defined, however, the cognizance of child protection requires to be taken into account. The post disaster impacts includes situation such as displacement of children, threat or fear due to repeated disasters and often loss of parents. Disaster management issues needs to take into account the protection of children by providing secured spaces to the children, a structured training to ensure that the children are able to cope up with the risks , a recognition and solution to care for vulnerable groups such as girl child, children from marginalized or minority community and children with disabilities.

A community's priority for education: The link of the school with the communities is of immense necessity for a overall safety and preparedness. The safe school building brings confidence to the communities for being able to shelter themselves and children during emergency, while also ensuring that the education is uninterrupted during emergency. The safe school helps for psychosocial support and also a faster road to recovery after a disaster. The role of community therefore is important to ensure that the schools are safe and thereby the children are safe and future is secured.

School Safety Model - A Changing Perspective

The school safety model is evolved, giving importance to the above aspects of safety, protection and linkages to the disaster management. The three main components followed largely includes:

- a. Structural Safety
- b. Non Structural Safety
- c. Training & Capacity Building of the key stakeholders [Teachers, Students and School Occupants]

⁵ *Education in Emergencies – A tool kit for starting and managing education in emergencies – Save the Children*

The above three components have ensured the schools are structurally safe, the architectural elements or falling hazards anchored and the training and capacity building of the key stakeholders. The coping mechanisms were largely designed to address the risks due to natural hazards.

However, with the increased number of frequent disasters due to changing weather patterns and the increasing adverse effects on environment due to man made actions; widen the scope of the school safety and preparedness programs. School Safety & Disaster Preparedness requires addressing the needs to cope up with day-to-day risks and also issues related to changing environment through their risk reduction plans. Moreover, the role of institutions outside the schools such as Public Welfare Departments requires be enhancing and incorporating in the School Safety Disaster & Preparedness. The nodal agency being Education Department, there is a strategic role of all other Public Welfare departments to ensure that the Child is Safe in School. The school safeties issues require to be more inclusive bring in perspective of Child rights and protection and Equity.

3.2 Key guiding principles of School Safety:

- Increase the Physical Safety and Resilience of the Schools
- Integrate teaching on local risks and hazards into the curriculum

Increase the Physical Safety and Resilience of the Schools:

It is the right of every child to be safe in school. Resilient school is the fundamental to the faster recovery process and in the central to the coping mechanisms in the adverse situations. A functional school has a powerful normalizing effect both on children and the wider communities.

It is important that the disaster risk factors are systematically addressed in the new construction of school buildings, while the old buildings are strengthened through repairs and retrofitting. Moreover, the non-structural aspects will also be required to be regulated through the allied government departments such as Fire departments.

It is through the government and the regulatory authorities that the school buildings are assured risk free, however, the technology for dissemination of public safety messages would be pertinent to reach out to the common people and construction workers. This would require general awareness campaigns from the Public works department, Education department and other related departments.

Moreover identification of day-to-day risks requires to be monitored periodically. The regulatory actions for maintaining road safety, repairs and maintenance of drains, the management of solid waste, the clear and secured approach road to schools and covering of the open wells, building retaining walls are some of the examples, where the other nodal government departments requires to be coordinated and actions requires to be planned for.

Integrate teaching on local risks and hazards into the curriculum

The curriculum must incorporate key thematic areas of Disasters, Disaster risk reduction and Disaster management. This should include understanding of local hazards and the key steps involved in reducing risks. Both teaching and non-teaching aids should be provided as tools to the teachers for making easy learning possible. It is also important that the teachers are

provided training on Disasters and its management and on event of emergency, how they would cope up to ensure zero life loss and property due disasters.

The education tools should also help to reach out to the parents through students and thereby promote actions of risk reduction at the household level. Moreover, the schools should engage and impart trainings to the neighboring communities on various aspects of risks and treatment of those risks to ensure comprehensive school safety. Schools can also help in generating awareness about disasters and disaster risk reduction through messages and involving communities in this process.

3.3 Role of Government in School Safety

School Safety in a country is the mission of the national government particularly the NDMO and the nodal ministry is Education, which would lead the process of implementation. Attached to this are other government departments such as social and child welfare departments, public works department, health and sanitation department, and judiciary department – which would help to build up systematic approach towards the comprehensive school safety program.

3.4 Fostering Inclusive Partnership for wider outreach

Emerging trends in managing natural disasters have highlighted the role of the non-government organizations as one of the effective partnerships for actions and effective communication link between various stakeholders and the communities. While non-government organizations are involved in service delivery and advocacy at various levels including grass roots; the role of government is to ensure the quality of delivery and monitoring the mechanisms as per the stated guidelines.

School Safety as becoming more holistic and comprehensive; requires to foster inclusive partnership for wider outreach. The role of the government is vital in terms of clearly stating the guidelines for the School Disaster Management Planning and defining the role and involvement of other departments and also monitoring the implementation of the School Safety. The government should engage with experts to develop guild of Master Trainers of the community based organizations as well as Teachers to ensure wider outreach to the school and surrounding communities. The approach towards school safety is not only to prepare the schools for emergencies but also prepare the neighborhood communities to develop the understanding towards the risks and resources that they are exposed to and the relationship with the school is established for execution of the joint actions.



Fig.1 Picture depicting Inclusive approach

Systems Approach – for cross sectoral coordination:

School Disaster Management should achieve a similar coherence in its specific environment. The systems' approach provides an alternative approach which involves inter disciplinary linkages. School Safety and Preparedness requires inputs and actions from the key departments stated in Figure 1. Systems approach requires a different type of intervention that intentionally targets a combination of leverage points to overcome constraints related to the complexities and simulate broader change within the systems. The School Safety Policy of the government should therefore state clearly the roles and responsibilities of each of the departments across levels.

Monitoring the impacts of School Safety Program

The goal of the School Safety Program is to ensure that all schools are prepared and have updated school disaster management plans in place. The government should prepare monitoring indicators to assess the impacts of School Safety. The key aspects of monitoring includes:

- § Structural Safety
- § Non Structural Safety
- § Trained Students, Teachers, Parents
- § Trained Communities and established mechanisms to ensure linkages with the schools
- § Mock Drills conducted
- § Established links with the key departments and their preparedness

The government should ensure that each school fulfills all the above parameters. The monitoring systems should be established to assess the impacts periodically. The mechanisms of such monitoring should be placed at sub district level and consolidated at provincial and subsequently at national level.

Training and Capacity Building

The training and capacity building programs are the backbone of the School Safety programs. The government should develop a cadre of Master Trainers at National and State level. The training calendar should be prepared at the national level and the trainings should be designed in the local language to ensure that across various age groups of children, the trainers are available. The trainings should be imparted to teachers, ICDS workers, community based organizations and the youth leaders. The training and capacity building programs should be cascading and reaching out up to the school level. Government should induce disaster management training as a part of Teacher's training. Training manuals should be developed in the local language. The up to date teaching and non-teaching aids will help these teachers to adequately train the school students. Also, for special children, the teachers should be supported with the required training aids and guidance to conduct school trainings.

Role of Red Cross:

South East Asia is one of the most disaster prone regions in Asia and Pacific. The Red Cross and Red Crescent National societies have been making significant contribution in reducing vulnerabilities through various risk reduction activities. As a part of Core cross cutting components of community safety and resilience, the national societies are encouraged to commit to the implementation of these core components, depending on the specific national context and hazard profile.⁶

In particular, National Societies have been trying hard to advocate to their government to community-based approaches such as School Safety through:

- Capacity Building at various levels including Red Cross and Non Red Cross staff, volunteers and partners
- Early Warning Dissemination
- Community DRR action plan [School Disaster Management Planning and risk reduction activities.]
- Local Government networks
- Participatory Monitoring & Evaluation
- Integrate Disaster Risk Reduction into School Education

The IFRC plays a unique humanitarian role as auxiliaries to the national governments. Advocacy for the School Safety and Disaster Preparedness and proactively engaging with the national government for implementation is one of the key roles of Red Cross. School Safety is one of the key thematic areas where in the national societies will be engaged with the national governments to ensure that policy of School Safety is in place and its implementation is carried out as per the plans.

Key Declarations on School Safety in the Region:

⁶ Reducing the risks – A framework for DRR in South Asia by IFRC, South East Asia , Regional Office , Bangkok.

Some of the Key Declarations in the region includes the following:

Ahmedabad Agenda of Action for School Safety:

The agenda sets the goal of achieving 'Zero Mortality of Children in Schools from Preventable Disaster by the year 2015'. The immediate actions laid down by the agenda included:

- To include disaster risk reduction in the formal curriculum both at primary as well as secondary levels
- To promote disaster risk reduction through co-curricular activities in schools acknowledging that the school children need to develop 'survival skills' first, along with the life skills and academic inputs.
- Complete risk assessment and safety measures must be undertaken to ensure zero potential damage to new school buildings
- Mandatory safety audit of all existing school buildings with respect to their location, design and quality of construction and prioritizing them for demolitions, retrofit or repair
- Mobilize parent, student, local community and school staff to champion school safety.

Bangkok Action Agenda:

Subsequent to the Ahmedabad Action Agenda, the Bangkok Action Agenda called for further localization of school safety program by way of incorporating local traditional knowledge into the education curriculum, and develop minimum standards for safe school buildings with appropriate material available locally.

Islamabad Declaration on School Safety:

The Islamabad Declaration on School Safety called for resilient school movement and urges the national government to develop a National School Safety Programme. The underlying message in the Islamabad Declaration is to make school safety part of the mainstream development process.

Children's Charter for Disaster Risk Reduction:

The aim of this charter is to raise awareness of the need for a child centered approach to DRR and for stronger commitment from governments, donors and agencies to take appropriate steps to protect children and utilize their energy and knowledge to engage in DRR and climate change adaptation.

- Schools must be safe and education must not be interrupted
- Child Protection must be a priority before, during and after a disaster
- Children have the right to participate and to access the information they need
- Community infrastructure must be safe, and relief and reconstruction must help reduce future risk
- Disaster Risk Reduction must reach the most vulnerable

Annexure A: Terms of Reference

Purpose of project and background

Considering millions of children are affected, or are at risk to impact of natural hazards every year in Asia; considering millions of children are going to schools in locations that are vulnerable with lack of any preparedness; considering Right to Education will increase the demand for additional capacity in schools thus putting pressure on already over-burdened existing setup-governments, communities and civil society organizations cannot chose to overlook the need for ensuring children and communities are adequately prepared to protect themselves from effects of disasters. Risk reduction needs to be integrated with all programmes carried out in locations that are vulnerable to natural hazards. For this, training and capacity building is required of the practitioners and policy makers to enable children and communities are safe from effects of disasters. Every child has an inherent Right to life. Ignoring their vulnerability to the effects of disasters therefore amounts to gross injustice.

In October 2012, several organizations who are champion in promoting DRR education in school, UNICEF, ADPC, Plan International, World Vision, UNESCO, Save the Children and the IFRC, came together and developed a comprehensive school safety framework with the aim to (i) promote disaster risk reduction throughout the education sector along with education for sustainable development, and (ii) to assure universal access to quality education.

The comprehensive framework consists of three pillars:

- 1) Safe School facilities
- 2) School Disaster Management
- 3) Risk Reduction Education

For Red Cross Crescent, we are in good position to contribute to the entire framework. The frame work suggested that Risk Reduction Education should be designed to develop a culture of safety and resilient communities. Key responsibilities are to :

- Develop consensus- based key messages for reducing household and community vulnerabilities, and for preparing for and responding to hazard impacts as a foundation for formal and non-formal education.
- Develop scope and sequence for teaching about hazards, disasters, and problem-solving for risk reduction.
- Infuse risk reduction throughout the curriculum and provide guidelines for integration of DRR into carrier subjects
- Provide teacher training for both teachers and teacher trainees on risk reduction curriculum materials
- Develop strategies to scale up teacher involvement for effective integration of these topics into formal curriculum as well as non-formal and extra curriculum approaches with local communities.

However, how to start and what is a minimal package to reach school children are not yet in place or in other word there is no standard model and curriculum to guide stakeholders on this important sector.

Alignment to the IFRC's objectives and strategy

The School Based Disaster Risk Reduction objectives and outputs are in line with the IFRC Strategy 2020's aims and directions and in the meantime it will make a significant contribution towards the IFRC-the Road to Resilience.

Project Objectives

The project aims to develop a RCRC Comprehensive Model together with necessary tools and guidelines that would contribute to training and building capacities of the RCRC to implement integrated and multi-sectoral approach to school safety. It aims to address issues related to multi hazards and their impacts in School Based Risk Reduction initiatives raising resilience levels among school going children, teachers, parents and communities to face known threats, act preventively, respond effectively in times of need and bounce back to after the impact of disasters.

The project consists of six specific objectives as follow:

Objective 1: To build greater and common understanding about School Safety concept including Comprehensive School Safety Framework

Objective 2: To develop commonly accepted Model of Engagement in School Safety/School Based Disaster Risk Reduction for Red Cross Red Crescent National Societies in South East Asia and possibly beyond.

Objective 3: To pilot Project implementation in the pilot countries with possibility of replication in other National Societies Red Cross in South East Asia in the future (beyond this project period)

Objective 4: To develop tools, guidelines and IEC to facilitate implementation of Comprehensive School Safety Programme.

Objective 5: To be able to provide safe School training to key relevant stakeholders in the Pilot countries.

Objective 6: To monitor the process of implementation through various monitoring mechanisms

Desired outcomes

It is expected that the project will be able to deliver the following outcomes:

Outcome1: School Based Disaster Risk Reduction Model and framework developed for Red Cross National Societies

Outcome 2: Tool kits provide assistance to the Master Trainers to conduct school safety program effectively

Outcome 3: Guidelines for Education Ministry developed for larger advocacy

Consultancy outputs

1. Finalisation of RC model SBDRR: The RC model of SBDRR will be finalised though:
 - a. Scoping Exercise of Existing Capacities of Red Cross National Societies in South – East Asia to conduct SWT analysis. The assessment will help capture the resources and capacities available at the national levels to implement school safety.
 - b. Study of available School Safety Models: Various School safety models are being implemented and advocated for at the regional and global level. Also, the context of disasters in changing and it is talked more in relevance of daily shocks and stresses,

that the children or student faces. It is therefore imperative to look at all the models of School Safety. The scoping exercise along with the study would help in development of a more cohesive model for School Safety.

- c. Draft RC model of SBDRR: Based on inputs received in (a) and (b), the Draft RC model of SBDRR will be presented to the national societies for further finalisation. It is expected that the school safety framework will help the National Societies to build in uniform approach in their programs of school safety.
 - d. School Disaster Management planning
2. Development of Tool Kits, and Guidance Notes:
To substitute the trainings and to provide guidance to the master trainers, the tool kits will be developed at various stages of intervention. These kits would include a poster, games, Family Hazard Hunt and Activity Book. The training tool kits would help the Master Trainers with:
- a) Audit and Need Analysis
 - b) Standard Operating Procedures for selection of task force members
 - c) Task Force Manual
 - d) School Disaster Management planning

Along with this, following guidance notes will be prepared on possible ways in engaging with the Education Ministry in the respective countries.

After all outcomes are delivered, the IFRC SEARD might consider to engage the consultant to test and pilot the model and tool kits and develop IES materials in two targeted national societies of Myanmar and Thailand. In addition, set up a Monitoring and Evaluation mechanism and on-line library to be further considered. All related costs will be borne by the IFRC SEARD.

Modification to Terms of Reference, Meeting with Anne, Sanjeev, 17th September, 2014
(email dt. 24.09.2014)

Once we will receive the modules and tools-we can plan to rest of the activities to test the module and tools in Thailand and Myanmar as facilitate the process as we discussed with Anne. Please note that we were discussing:

- Testing modules and tools at selected schools in Myanmar and Thailand. We need modules and tools
- Harmonizing these tools and modules with other partners including government which might help to position our National Red Cross in convening role. We need to define the process/steps.

Annexure B: SWOT Analysis

Questionnaire for National RC Societies

SWOT analysis is being part of the assignment titled **“Scoping Exercise of Existing Capacities of Red Cross National Societies in South-East Asia”**. A questionnaire has been developed on the basis of carrying SWOT analysis in Myanmar and Thailand.

The questionnaire may be filled in a separate sheet clearly indicating the corresponding question number on this sheet. Questions provided below may be answered in relevance to following parameters: (explanations against questions will be useful)

Number	Parameter
1	Comprehensively done. Most suitable for replication and creates and bench mark
2	Done to a great extent. Requires few improvement to achieve perfectness
3	Done to some extent/average. Requires further action.
4	Done to a limited extent/below average. Requires improvement/prioritize
5	Not at all. Immediate intervention required.

No.	Questions
1	Are all school buildings strong enough to withstand hazard (seismic force or hydrological elements or any other such prevailing hazards)?
1.1	To what extent the building codes are adhered in a new construction?
1.2	Are sites of these schools appropriate, safe and as per national bye laws/guidelines?
1.3	Are these buildings regularly checked and maintained?
1.4	Are these schools recommended for retrofitting and what is the level of acceptance of retrofitting techniques by concerned authority?
1.5	Are the drainage systems checked and repaired regularly?
1.6	What kind of damage do you generally find in the structure of the building? (Cracks on wall, cracks on joints, seepage, reinforcement exposed, any other)
1.7	Are these schools prepared to be used as emergency shelter for neighbourhood? (space, sanitation facility, drinking water storage, essential dry ration storage, first aid facility, any other resource)
1.8	Are facilities for disabled incorporated in design of the building? Ramp, tactile, grab bars, appropriate colours.....
1.9	Do these structures follows norms and standards, such as - National Building byelaws, Disaster resilient features, INEE, Child friendly spaces, Girl child friendly, Disability, Environment and ecology friendly, WaSH
2	Are all these schools free from non-structural hazard?
2.1	Do these schools have appropriate numbers of emergency exits? (at least 2 exits from classrooms, at least 2 exits from building at a distance within 30 mtrs, at least 2 exits from school premises – aligning with national building codes)
2.2	Are these exit path marked and signnages displayed appropriately and adequately?
2.3	Are the non-structural hazards relocated/anchored properly?
2.4	Are there adequate numbers of extinguishers and fire fighting equipments available and in functional condition as per national standard?
3	Do all teachers, children, parents and other key stake holder participate in planning, monitoring and financial matters relevant to Disaster Management?
3.1	Do Teachers, children, parents and other neighbourhood community members participate in disaster planning process?
3.2	Do all the key stake holders including children group have clear standard operating procedures developed and followed?
3.3	Do these schools have comprehensive disaster management plan in place? Inclusive of family reunification plan.
3.4	Do these schools have emergency (including education in emergency) and recovery plan in place and included in overall disaster management plan?
3.5	Does these plan integrated in community based disaster management plan?
3.6	Do schools participate in Disaster management or development plan of community?
3.7	Do these schools have a separate budget on disaster risk reduction/disaster management?
3.8	Does school promote household plan for the family of school occupant?
4	Are all the key Stake Holders (within school + neighbourhood) trained on to handle emergency situation and Disaster Management?
4.1	Are the entire school occupant trained on Disaster Management and Preparedness?
4.2	Are the School management committee members, parents and neighbourhood trained on disaster management and preparedness?
4.3	Are all the schools have their task forces formed and trained? Internal and external
4.4	Are all the schools trained and practice evacuation and mock drill regularly?
4.5	Are training implemented to construction artisans at regular interval?
5	Does the entire school occupant are aware to demand/initiate/adopt components of disaster management?
5.1	Does the school authority, teachers, non-teaching and children are aware of Dos and Don'ts of different and relevant hazard?
5.2	Do the officials, community representative and line departments are aware of their roles and responsibilities towards disaster management?
6	Does the entire key stake holders (representative) cross participate in planning, process, activities and other relevant DRR initiatives? Teacher, parents, community representative, children, government officials
6.1	Do teachers and staff participate in the disaster planning process?
6.2	Do parents contribute in Disaster planning or joint planning on Disaster preparedness with the community?
6.3	Does School Management Committee participate for reducing risks?
6.4	Does local government officials/line department participate in Disaster management activities/process?
6.5	Does local/national private sector participate in Disaster management activities/process?
6.6	What is the level of involvement of the School in the disaster management planning processes of the community?
6.7	Do minority groups in the community participate and influence decision?
7	Are all these schools having an understanding defined/agreed with community and other essential service provider? police station, hospital, fire, other school
7.1	Do these schools are aligned with local level early warning mechanism?
7.2	Is there established communication and coordination mechanism between parents and school?
7.3	Does school disaster management plan is integrated with school development plan and thereby with community based disaster management/development plan?
7.4	Do school and community have joint activities to reduce risk?
7.5	Does the disaster management/development plan of line departments have clearly defined needs of school?
8	Are these schools' approach inclusive and it is being ensured?
8.1	Are all the facilities in accordance to the need/requirement of disability/girl child/age appropriate?
8.2	Are these schools child friendly, girl child friendly and disabled friendly?
8.3	Are special needs of the children are considered in disaster management planning process?
8.4	Are the entire plannings of school inclusive?
9	Does the school curriculum and non-curricular covers the disaster management?
9.1	Does the school syllabus cover the disaster management? Does it have practical elements?
9.2	To what extent non-teaching aids are utilized to create better understanding of Disasters?
9.3	Does the school have non curricular activities which incorporate Disaster Management components?
10	Do all schools have strong linkage with external agencies and Government departments?
10.1	Are the schools accountable to local government and aligned to different and relevant policies/programmes of the

No.	Questions
	government?
10.2	Do the schools have understanding/pre arrangement with other schools in the area for cross learning and using facilities in emergency?
	To what extent Early Warning Mechanisms with the local government is established?
10.3	Does the school have established linkages with corporate and other essential service provider?
10.4	Does concerned department involves schools in matters relevant to and affecting children?
11	What are the prevailing hazards in your area which has medium or high probability of affecting school?
11.1	Define Level of actual/expected loss/impact, frequency and severity (could be in percentage of populace) arising out of Natural and human induced hazards.
11.2	What are stresses those are existing and influencing children at large? Noise/air pollution, corporal punishment, security, drinking water, sanitation, hygiene, accessibility,
11.3	What is the extent of Damage and loss occurred / expected to the property in the past / future disasters in your local area?
11.4	What is the extent of loss of Human lives that happened / expected in your local area during past/future disasters?
11.5	What is the frequency of disaster in your local area? [once a year , twice a year , thrice a year or more]
11.6	What is / could be the extent of severity of such disaster?
12	What are the underlying causes of creation of vulnerability in the area at local level?
12.1	Enlist the vulnerability in accordance to Social, Economic, Physical, Political and Systematic.
12.2	Prioritize the list of underlying causes in relevance to the effect/impact on children?
13	Does the school have sufficient budget to undertake the activity for Disaster Risk Reduction?
13.1	Does the school receive contribution from neighbourhood community?
13.2	Does school receives fund from concerned government department, corporate and elected representative?
13.3	Does School Management Authority allocate received funds for activities of disaster risk reduction?
13.4	Is school management committee empowered to manage fund allocated for DRR?
14	Are all the schools have good coverage of resources required during emergency? Hospital, fire brigade, doctor, civil society.....
14.1	Do schools have facility and equipment required to perform emergency skill? First aid, LSAR,
14.2	Does school's neighbourhood have trained volunteers?
14.3	What is the general coverage in KMs of the resources around school? 5 kms, 10 kms.....
15	Are Advocacy plan of National Societies is inclusive of School based DRR?
15.1	State the importance of DRR in your country strategy. Is school safety a priority area under the strategy?
15.2	Does your National Policy/Act/Regulations encompass DRR for schools?
15.3	Does National/State Policy on right to safety of Children in accordance to UNCRC?
15.4	Does national/state have comprehensive policy/byelaws/codes on Buildings?
15.5	Is there existence of National Policy/Act/Regulations on Disability and Gender and other inclusion aspects?
15.6	Provide Organogram for line of communication of disaster management authorities.
15.7	Briefly explain the mechanism of implementation/execution strategy at local level.
15.8	Briefly explain the flow of actions/command from national/state to local level. State the line departments involved directly into ensuring safe school at local level. Briefly explain their role.
15.9	Briefly explain the role and limitation of National Societies in framing the policy/Act for national/state government?
16	What is the organizational set up, strategy and approach towards community resilience?
16.1	List the type of field human resource expertise available with national society/partners. First aid trainer, psychosocial care trainer.....
16.2	List the existing programme of national society, which is cross cutting for disaster along with list of activities under the theme. Health (immunization, first aid training, triage training), WaSH (steps of hand washing, filtering and purification of water.....)
16.3	List the programmes directly relating to Disaster risk reduction.
16.4	List the target beneficiary (age, gender, ethnic group, disabled, youth)