

Series of Training Program:
Virtual Classroom Training Program on
Roadmap for safe and Resilient Schools



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&

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Organized by

Background

Disasters are defined as a serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources. Due to a range of factors, including age, physical ability, gender, health conditions and, dependency on care givers, many children are extremely vulnerable in the event of a disaster. Such events cause a serious disruption in their healthy growth and development as well as overall well-being. Experiences of fear, violence, separation from parents and caregivers, exploitation and abuse, are some of the key risks that children face. Moreover, the loss of livelihood of their families can lead to homelessness and extreme poverty. As with other infrastructure, schools are also exposed to disaster risk. Disasters have not only challenged the government and other stakeholders in providing access to education but also endangered the lives of children and those engaged in the pursuit of education. There is enough evidence to reflect that the quality of school premises and existing capacities of the stakeholders have a bearing on a child's vulnerability to disaster risks.

Given the fact that children are expected to spend majority of their time at school, safe schools attain very high importance with a view to ensuring their safety and well-being. Schools can be a safe haven for children that help them slowly move back to normalcy. Within the safe school premises, essential supplementary nutrition for children can be provided, along with safe water and sanitation facilities especially for adolescent girls and boys. Thus, there is a global consensus that schools should be resumed at the earliest in the aftermath of a disaster

Understanding School Safety

As per National School Safety policy 2016, School Safety has been defined as the creation of safe environments for children starting from their homes to their schools and back. This includes safety from large-scale 'natural' hazards of geological/climatic origin, human-made risks, pandemics, violence as well as more frequent and smaller-scale fires, transportation and other related emergencies, and environmental threats that can adversely affect the lives of children. The concept has evolved over the last couple of decades as the threat to the physical well-being of children has become more visible both globally and in the country.

What is a Disaster Resilient/Safe School?

Disaster effects can be mitigated and through mitigation, the impact on the school communities can be minimized. School systems poses capacities for knowledge innovation, especially in building a culture of safety, prevention and resilience. Schools can be transformed into communities of learning and practice which can actively influence disaster mitigation, response and recovery. Prioritizing schools as a focal point in Disaster Risk Reduction education is an effective approach for communities. DRR education impacts knowledge and skills in order to save lives and prevent injuries during disasters within communities, as well as ensuring the development of helpful practices, recognizing valuable lessons, and building individual confidence in hazard resilience. The resilience of a community in respect to potential hazard events is determined by the degree to which the community has the necessary resources and is capable of organizing itself both prior to and during times of need (UNISDR Terminology in Disaster Risk Reduction, 2009).

Building of safer school structures, creation of better evacuation plans, maintaining health and hygiene facilities, among others are key aspects in building disaster resilient schools.

Hazard (or Disaster) Resilience is the ability of a system, community or society exposed to hazards to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions (Guidance Notes for Safer School Construction).

As per Global Framework for Comprehensive School Safety 2017 , a disaster resilient school should include the different spheres (three pillars) of the Safe School Framework, namely:

Pillar One: Safe Learning Facilities

Structural and non-structural aspects of the learning environment, which the school communities should strive to establish and maintain.

- Safe site selection
- Building codes
- Disaster-resilient and ‘green’ design
- Performance standards
- Builder training

- Construction supervision
- Quality control
- Remodeling
- Retrofit
- Water, sanitation and hygiene

Pillar Two: School Disaster Management

- Assessment and planning
- Physical, environmental and social protection
- Response skills and provisions
- Representative/participatory SDM linked to school-based management
- Educational continuity planning
- Standard operating procedures
- Contingency planning

Pillar Three: Risk Reduction and Resilience Education

- Education for sustainable development
- Child-centered learning
- Formal curriculum Integrations and infusion
- National consensus-based key messages
- Teacher training and staff development
- Extracurricular and community-based informal education
- Conflict sensitive education for diversity acceptance, peace and social cohesion

A disaster resilient school should consist of the following salient features:

- Raising disaster awareness
- Analysis of hazard, vulnerability and risk
- Structural and non-structural safety
- Mapping of resources and facilities, such as;
 - Emergency evacuation routes/Emergency vehicle routes
 - Alternate assembly area, shelters, and safe havens
 - Health facilities
 - Fire station
 - Hazardous materials sites

- Tools (such as power supplying equipment)
- Transportation resources
- Vulnerable populations (elderly, young children)
- Vulnerable building, roads, and facilities
- Resource people for response and recovery
- Constitution and training of School Disaster Management Committee and Task Forces
- Alert mechanisms
- School maps and calendar of preparedness activities
- Mock drills
- Psycho-social support for children during disaster
- Consideration of disability and gender-based needs
- Periodical review and disaster risk audit of School Disaster Management Plan
- An emergency crisis response plan, including evacuation plans

Resilient/Safe School Indicators:

- Regular Comprehensive school safety assessments
- Newly constructed schools according to building codes as well as monitored and safe construction.
- Comprehensive structure retrofitting and replacement.
- Non-structural and/or environmental safety measures taken in schools.
- School disaster drills held at least twice a year.
- School disaster management plan in place and a committee that updates it annually.
- Holistic integration of disaster prevention education with action-based learning throughout primary and secondary education.

Components for safe and resilient school:

1. Every school should have a layout plan that ensures proper location of classrooms, drinking water and sanitation facilities, as well as playgrounds within the school premises. There should also be provisions for future extensions. This ensures well planned school infrastructures.
2. Barrier free access in schools should be enforced, and this should be accessible by those who are physically challenged.
3. Incorporation of child friendly elements in school buildings
4. Indoor and outdoor school spaces as pedagogic resources

5. Incorporation of appropriate 'safety features' in school designs (guidelines for regulating building construction activities - The National Building Code of India 2005

Fire Safety: All School buildings are designed for fire protection arrangements as prescribed in National Building Code of India 2005.

- No thatched roof, inflammable material is use in school construction particularly in the kitchen shed.
 - No inflammable and toxic material is stored in the school building. The fuel or cooking material should be stored safely.
 - There should be adequate supply of water for firefighting purpose.
 - Provision of adequate capacity and numbers of fire extinguishers of ISI marks to be provided in eye-catching spots in each block of the schools.
6. Class room parameters, such as classroom area, classroom height, essential classroom fittings, ventilation and light, doors, doorways, verandah, and plinth protection should be as per the relevant IS codes.
 7. Essential School Amenities like, drinking water facilities, sanitation facilities, kitchen for mid-day-meal, playground, garden, parking space, boundary wall/green fencing should be as per the codes.

Objectives of Training:

- To enhance conceptual understanding on various aspects of Disaster Risk Reduction and School Safety from an inclusive perspective.
- To develop competencies of the participants to undertake Disaster Risk Reduction measures in schools (training of the students, components of School Disaster Management Plan (SDMP), undertake hazard, vulnerability, capacity and risk analysis, etc).
- To enable the participants to develop the School Disaster Management Plan (SDMP).

Target Audience

The targeted participants for the scheduled training program would be DEOs and DPEOs (Education Dept.) The Training will be organized in 2 Batches. There would be 25 participants in each batch.

Schedule

3:00 PM to 3:10 PM	<ul style="list-style-type: none"> • Introduction of GIDM • Introduction to 5 hours e-course on Basics of DRM and EC2DRM • Objective of the training program 	TSPM (CM)
3:10 PM to 4:00 PM	<p>School Safety Concept</p> <ul style="list-style-type: none"> • Linking school safety with whole school concept • Legal (National and International) Frameworks • Institutional Mechanism 	TSPM (CM)
4:00 PM to 5:00 PM	<p>Detailed discussion on roles and responsibilities of DEO and DPEOs in school safety initiatives in the state (As per NSSP Guidelines 2016 and orders issued by GoG)</p>	Con. UNICEF (KK)

