

Training Module for Master Trainers on

Comprehensive School Safety



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Jointly Developed By



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Message




Schools are the most important institutions influencing the development of a country and are primarily entrusted with the responsibility of creating the citizens of tomorrow. One of the important tasks is to create a safe learning environment for our nation's children under the ambit of school safety. However, as a matter of fact, in our country, the school children and school buildings have been greatly affected by natural hazards and manmade events occurred in the past, including stampede in Dabwali (1995), Kumbhakonam fire tragedy (2004), Bhuj earthquake (2001), Jammu & Kashmir earthquake (2005), and Bihar Mid-Day Meal Disaster (2013), etc. Further, in recent times the cases of security negligence and violence inside the school campus have also increased (Ex: Ryan School, New Delhi), which have also highlighted the importance of safety & security in schools. The devastating Bhuj Earthquake of 2001 resulted in the death of 921 students and 31 teachers, collapse of 1,884 school building, loss of 5,950 classrooms, 11,761 school buildings suffered major to minor damages, additional 36,584 rooms unfit for holding instruction sessions.

Considering the safety of school children and providing them a safe environment as a high priority area, the National Disaster Management Authority (NDMA) of India, formulated the National Guidelines on School Safety Policy in 2016 with a vision of safety of school children. This is a mandatory requirement to be implemented in each of the schools in the country. These guidelines spell out the roles & responsibilities of all concerned stakeholders for preparing plans, capacity building, risk reduction, coordination and synergy at all the levels.

A safe and secure environment in & around the school is a prerequisite for effective teaching and learning. Amongst all the public facilities, children in schools are the most vulnerable groups during any disaster/emergency. Hence, the importance of school safety is gaining momentum since disasters and unprecedented events threatening safety & security in schools are on the increase. Comprehensive School Safety covers all the efforts to create safe environments for children starting from their homes to their schools and back, in a comprehensive manner.

I appreciate the efforts of the GIDM and UNICEF team for coming up with the module on Comprehensive School Safety. I hope, this module will benefit teachers, students, administrators and professionals engaged in the School Safety Program across the state.

May 2020
Gandhinagar


[P.K. Taneja]
Director General

Message



All children deserve safe, healthy, and secure environment to interact, learn and develop. Schools are the learning centres for students where they spend a substantial period of their growing years.

International bodies such as the UN Charter of Child Rights also recognizes the need for children to be brought up in safe and loving environments starting from the home. Article 28 sections 2 of the Charter specifically states that “*States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.*” Hence, recognizing schools’ role in contributing to the growth and development of the child through safe and protective environment. The Right to Education Act, 2009, has equated the right to education with the right to life. Hence, in order to fulfill this promise, it becomes imperative to consider that schools become safe and secure space to grow and thrive in.

The comprehensive school safety training manual has been created with the intent to address a range of issues and concerns related to the safety and wellbeing of the students during school hours. The manual contains the necessary knowledge and processes for ensuring that the school is physically safe for the students, teachers and other support staff in respect to its design, maintenance, preparedness for handling any risk or disaster situation, and also ways to ensure that the students are safe from the threat of physical or psychological abuse, discrimination, violence and exploitation. It reiterated in the manual that the aspects of structural appropriateness for safety and the processes for ensuring psychosocial and physical wellbeing are equally important and together create an environment that is safe and conducive for students to freely express, move around and interact.

The manual is an important step to building perspective, knowledge and skills of school head teachers, teachers, monitoring officials and trainers from DIETs to that they can ensure that the ‘safety and wellbeing’ of students and teachers remain in the centre of creating school development plans and reviewing the progress and quality of the schools. The manual also underlines that the schools need to prepare the students to be more prepared for any risks of natural and manmade disasters and for this, processes need to be put in place and ensured so that the adequate emphasis can be made on these.

The manual focuses on building the perspective of the learners on disaster management; comprehensive school safety along with the legal framework of RtE in this context; risk mitigation; and school preparedness for safety; aspects of protection from abuse, violence, and bullying etc

A safe and conducive environment is foundational to the learning of the students. The schools aim to prepare students for life and focus on giving experiences that nurture their present and shape their future. UNICEF believes in equitable quality education and wellbeing of each child. We believe that together, with commitment, knowledge and right systems and processes in place, we can really ensure that all the children get the required support to actualize their true potential.

We take this opportunity to extend our sincere thanks to GIDM and the collaborative partnership for mainstreaming the school safety agenda in the annual training calendar and releasing the module as knowledge product that will enable stakeholders’ access and learn the components of comprehensive school safety programme.

Laxmi Bhawani,
Chief, UNICEF Gujarat

May 2020
Gandhinagar

Abbreviations

ANC:	Ante Natal Care
ASER:	Annual Status of Education Report
BMI:	Body Mass Index
BRC:	Block Resource Coordinator
CRC:	Cluster Resource Coordinator
CPC:	Child Protection Society
DEO:	District Education Officer
DPEO:	District Primary Education Officer
DRR:	Disaster Risk Reduction
DRM:	Disaster Risk Management
GDP:	Gross Domestic Product
GSDMA:	Gujarat State Disaster Management Authority
GSDMP:	Gujarat State Disaster Management Plan
GSAPCC:	Gujarat State Action Plan on Climate Change, 2015-20
GSFESO:	Gujarat State Fire and Emergency Services Organization
HFA:	Hyogo Framework for Action 2005-15
HDR:	Human Development Report
HDI:	Human Development Index
HRVA:	Hazard, Risk and Vulnerability Assessment
IDP:	Internally Displaced People
IDMC:	International Displacement Monitoring Centre
IMR:	Infant Mortality Rate
ICDS:	Integrated Child Development Schemes
IHHL:	Individual Household Latrine
NCRB:	National Crime Records Bureau
NIDM:	National Institute Disaster Management
NEIIPP:	North East Industrial and Investment Promotion Policy

NDMA:	National Disaster Management Authority
NFSH:	National Family Health Survey
MoEFCC:	Ministry of Environment, Forest and Climate Change
MMR:	Maternal Mortality Rate
NER:	North-Eastern Region
NCRB:	National Crime Records Bureau
PCA:	Paris Climate Agreement
PLHIV:	Persons Living with Human Immune Deficiency Virus
PHED:	Public Health Engineering Department
RTA:	Road Traffic Accidents
RIP:	Risk Informed Programming
RSOC:	Rapid Survey on Children
SCPS:	State Child Protection Society
SFDRR:	Sendai Framework for Disaster Risk Reduction, 2015-30
SDG:	Sustainable Development Goals 2015-30
SRS:	Sample Registration System, Registrar General, India
UNICEF:	United Nations Children's Fund
U-DISE:	Unified-District Information System for Education
WASH:	Water Sanitation and Hygiene
WHO:	World Health Organization

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About the Training Module

Welcome to the Comprehensive School Safety Training Programme...!

This training module will help build the knowledge, skills, and perspectives of District Government Officials, Education Officers, DM Officials and Professionals working in the Education and Child Protection sector across the State.

This training module will assist the master trainers to conduct TOTs which will benefit not only the stakeholders involved in the Education sector but also a commoner /any person interested in conducting Comprehensive School Safety activities involving children in reducing risk due to Hazards. Master Trainers with a background to many of the concepts we are discussing, summaries of the sessions presented and information on further reading. This module is supplemented by submodules on specific actions that must be referred to during capacity building programs.

While developing this training module, some of the materials and content was adopted from Training module on School Safety by NIDM, Training Module on School safety by various institutions, persons, presentation, research paper and templates for use of training purpose only. We hope you find the training enjoyable and informative.

1. Who shall use the Training Module?

The module, though puts together to address master trainers, can be adapted and used with groups as well. It is intended for:

- Teachers, Principals, BRCs and CRCs, DEOs, DPEOs
- School Trustee, School Committee members (especially Architects, Engineers – *structural*), School Admin staff
- Trainers from DIET (District Institute for Education and Training) under the Department of Education
- Faculty members from different training institutions in the State

2. How to use the Training Module?

This training module has several sub-modules and all of them are made up of the number of sessions, each tackling a specific key issue. Most sessions consist of the following:

- Session objectives
- Outline of the content
- The expected outcome of the session
- Detailed session plan including facilitators notes
- Session resources

- References/further reading

Session outline of 4 days training program has also been provided here for ready reference.

The module encourages discussions on the issues with participants through a participatory process. It stimulates dialogue and encourages a response, taking action, problem-solving and negotiating skills. It focuses on experiential learning. It is structured in a manner that guides the participants through a process of experiences and activities, reflection and discussion. The participants are encouraged to look for ideas for action and application to a similar situation in their lives and surroundings. Situations and problems are presented, discussed and analyzed.

3. Trainers' Guide

The training module has been designed keeping a participatory framework in mind. In addition to the knowledge and skill inputs explained in the technical sessions, the trainer may consider the following guidelines to make the program interactive, comprehensive and interesting so that inputs are retained by trainees after the conclusion of the program:

- After finalizing the participants' list, write a welcome note to the prospective participants about the location of the institute, how to reach the venue, reporting time for training, prevailing either and type of clothing recommended and welcome to the institute.
- The participants should be asked to fill out an online registration form with details of name, address, contact numbers, etc.
- While they wait for the program to begin, a film about the institute/ organization can be shown to give them an idea of the institution they are training in.
- The participants' list with contact details should be circulated after the commencement of the training for any corrections before finalizing it.
- An ice-breaker session that involves all participants should be organized to initiate interaction.
- Energizers, especially in the post-lunch session should be organized (not more than 5 -10 min duration) every day.
- As far as possible, change the groups for group work every day to ensure better peer-topper interaction and sharing.

B. Training Module Design Brief

1. Context/ Background

"School Safety" has been defined as the creation of safe environments for children starting from their homes to their schools and back. In highly disaster-prone areas, safe schools attain very high importance intending to ensure the safety and well-being of the children. Not only physically, but children also suffer mental stress and trauma due to loss of immediate family, or caregivers, school, learning materials and other facilities that they relate to. In such a situation, schools can be a haven for children that help them slowly move back to a physical, but especially a sense of normalcy especially mentally.

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. It is also a key consideration that schools should be resumed at the earliest opportunity in the aftermath of a disaster. Even in the pre-disaster or development phase, there have been efforts to make children and teachers aware of the dangers that threaten their lives and steps that they can take to prevent, mitigate, or manage those risks. This includes safety from large-scale 'natural' hazards of geological/climatic origin, human-made risks and violence as well as more frequent and smaller-scale fires, road accidents and other emergencies, and environmental threats that can adversely affect the lives of children.

2. The rationale for the course

This course provides comprehensive orientation on DRM concepts, legal frameworks, and school safety programming. The course also deals with the skills aspect with special reference to risk analysis, school disaster management planning, conducting mock drills and first responders' skills like first aid and search and rescue. The training methods are primarily based on participatory techniques including group work, demonstrations, and scenario-based exercise. The first day of the training deals with concepts, legal frameworks and introduction to risk analysis. The second day of the training takes the learning process forward towards planning for school disaster management including preparedness and mitigation measures. The second day also provides significant opportunities for the participant to learn about first responders' skills and children's task forces for safe schools. The third day primarily takes participants into the scenario-based exercise on designing a school disaster management plan and organizing mock drills with children. The fourth day consolidates the learning process by linking three days of the learning process with education continuity as the right to education and making society safe in terms of community-based disaster risk reduction and risk-sensitive development planning.

Target Group

The training is targeted towards school authorities who have the mandate and responsibility for ensuring a safe and secure environment for children to acquire knowledge in various disciplines. This would also involve professionals working in different structures and systems focusing children as center stage such as Education, Planning Authorities, Teachers, BRCs/CRCs, DEOs/DPEOs, School Trustee, School Committee members (especially Architects, Engineers – *structural*), School Admin staff/Administrators, CSOs and Volunteers concerned towards building a culture of preparedness to meet any adverse eventualities.

Preferable Group Size: 30-40 participants

3. Entry Behaviour

Level of participants: In-service officers from the Education Department, Interested Teachers/Principals, and officials from Social Justice and Empowerment Dept. (SJED) working on child protection.

Age Group: Less than 55 years

Educational Qualification: Graduation, preferably with professional qualifications and/or experience

Disaster Experience: Desirable, but not mandatory

4. Key Constraints

The key constraints are presumed to be:

- **Knowledge:** Lack of awareness about the theoretical aspects of Disaster risk and prevention and preparedness aspects.
- **Attitude:** Attitudinal constraints towards training and learning may be a deterrent
- **Time:** As nodal administrative officers with multiple responsibilities, to be away for lengthy training may be difficult.
- **Field level experiences:** not always positive, may take precedence over classroom training
- **Transferable Nature of Job:** This may diminish the learning interest.

5. The objective of the program

The overall objective of the program is to impart adequate knowledge and skill to the trainees to deal with risks in their respective spheres of work and formulate strategies/ action plan suitable to prevent risks and build resilience.

6. Learning Objectives

At the end of the training, participants will be able to:

- i. Explain the approaches and methods for Disaster Risk Management and their implementation in the context of School Safety for the continuation of Education at all times.
- ii. Describe the nature, extent of threat and significance of countermeasures required for risk reduction and resilience.
- iii. Identify the disaster management interventions required to deal with risks to achieve the goals of prevention, preparedness, response, and mitigation.
- iv. Explain the need and nature of the integration of sectors towards achieving a holistic perspective on the Comprehensiveness of the existing school safety programs in the state.
- v. Describe future strategies for disaster risk reduction in an institutional setup for a sustainable future.

7. Methodology

The training will be conducted in an interactive mode with a judicious mixture of lectures, discussions, demonstrations, experience sharing, field visits, group work and case study analyses for understanding the major issues in urban risk reduction and resilience.

8. Teaching Aids

Training will have to be conducted with the help of the following:

- A Compendium of Background Reading materials
- Handouts of presentations or additional material
- Scenarios for exercises
- Data Sharing: All the material to be given at the closure of the program containing the presentations, group exercises, photographs, contact numbers of trainers and coparticipants for subsequent updating and networking.

9. Training Materials and Equipment's Required

The training is designed to be classroom-based, with field trips of half-day or 1-day duration. The field trips would be followed by group exercises about the area visited and identifying the disaster risk issues therein. The training materials for classroom teaching like Computers, LCD projectors, Flip charts, markers, etc. would be required in the classroom. For the field trip, maps of the area to be distributed to participants for guidance and risk identification.

10. Seating Arrangements

The seating arrangements should preferably be four or five circular tables to facilitate group work and allow the trainer to move around the class for interaction.

11. Language of Instruction

The medium of instruction will be English, Hindi, and Gujarati

12. Content Design

Sr. No.	Session Title	Session Objectives	Time
	Inauguration & Pre-Training Assessment	<ul style="list-style-type: none">• Welcome participants• Introduce trainees and trainers• Overview of the training and GIDM• Lay down ground rules• Formal Inauguration	45 Min
LU 1.1	Pre-Test/ Icebreakers	<ul style="list-style-type: none">• Pre-test Questionnaire/MCQs	15 min

LU 1.2	Hazard, Vulnerability & Risks: A Conceptual Approach to Disaster Management	<ul style="list-style-type: none"> • Explain the concepts of hazards, vulnerability, risk, and resilience in the context of Disaster Management. • Describe the DM cycle and its stages. • Explain the impact of human actions on hazards and risks 	60 min
LU 1.3	From DM to DRM: An Overview	<ul style="list-style-type: none"> • Describe DRM in the process of evolution • Explain Global paradigm shift • Explain Indian response to paradigm shift • Describe the change in orientation in • DM system: Describe the DM Act 2005 and DM Act 2003 • Describe the instruments of change in DRM and approach on School Safety 	30 Min
LU 1.4	Identifying Risks & Vulnerabilities in the Schools	<ul style="list-style-type: none"> • Identify and explaining the Disaster Risk Formula • List out the vulnerabilities and its positioning in the school context • Risk mapping and Root Cause analysis 	30 min
LU 2.1	Introduction: Understanding School Safety in the overall DRM Planning and Practices	<ul style="list-style-type: none"> • Salient features of School Safety from National to State prospective • The transition of the School Safety approach to Comprehensive School Safety • Gujarat School Safety Program (GSSP) 	40 min
LU 2.2	Comprehensive School Safety Programme (CSSP)	<ul style="list-style-type: none"> • Pillars of CSSP -DRM, School • Environment & Child Protection 	45 Min
LU 2.3	Legal Frameworks & Right To Education Act-2009	<ul style="list-style-type: none"> • Explain the salient features and provisions in RTE-2009 • Roles and Responsibilities of School Authorities under Right to Education 	75 min

LU 2.4	Hazards, Vulnerability, Capacity and Risk Assessment (HRVCA) - Tools and Techniques	<ul style="list-style-type: none"> • Explain what H, R, V, C stands for in the context of schools • Explain how an HVC study helps to understand the level of risk and gradually meet the needs of the school community • Use the tools and Techniques for HVCA in schools • Explain the process of risk assessment • Understand the implications of risk on the school community. 	90 min
LU 3.1	Structural and Non-Structural Safety	<ul style="list-style-type: none"> • Brief Participants the difference of Structural and Non-Structural Safety • Probable risks arising out of structural and non-structural elements. • Past disasters that had affected the school or in the vicinity of the school. 	60 min
LU 3.2	School Disaster Risk Management Plan (SDRMP)	<ul style="list-style-type: none"> • Define the need and purpose of an SDMP • Describe how an SDMP can be used to reduce risk to schools • Describe the layout & framework of SDMP • Describe the skills required for drafting a SDMP • Show and discuss a draft SDMP 	60 min
LU 3.3	Task Force Formation	<ul style="list-style-type: none"> • Explain the need for Task Forces in Pre, During and Post Disaster Phases • Explain the need for a separate school emergency task force • Explain the functions of a Task Force in the school context 	30 min
LU 3.4	Fire Safety/ First Aid/ Search and Rescue Technique	<ul style="list-style-type: none"> • Demonstrate basic first aid techniques • Demonstrate light search and rescue techniques • Explain fire safety concepts • Demonstrate how to use a fire extinguisher • Shows documentary on SAR Skills 	60 min

LU 3.5	Mock Drill Framework	<ul style="list-style-type: none"> List the principles engaged in planning and executing a mock evacuation drill in a school Identify the different components of a Mock drill 	15 min
LU 4.1	Safe & Healthy School Facilities and DRM (Planning to ensure safety)	<ul style="list-style-type: none"> Better understand the concept of safe and healthy facilities and safe buildings in schools Explain CSSP Issues and corresponding manifestations of component-1 Equip to plan to ensure safe and healthy school facilities Equip to plan to make school buildings safe for use 	90 min
LU 4.2	Mock Drill Demonstration in a Nearby School	<ul style="list-style-type: none"> Broad objectives of a mock exercise and its importance Describe the scene of the drill Discuss circumstances under which drills are to be conducted List the chronology of a drill process List possible mistakes in a drill Identification of Stakeholders and their SOPs List down the Pre-requisites of schools for carrying out an Emergency mock drill in the school 	180 min
LU 5.1	Mock Drill- Lessons Learnt	<ul style="list-style-type: none"> List out Do's and Don'ts for organizers and participants Logistical requirement and arrangements-pre, during and post drill Safety measures and SOPs for children (also for special need children) Resource status of key departments concerning Schools Debrief, evaluation & Reporting of Mock drills/Simulation exercises 	30 min

LU 5.2	Inclusive Approaches for CSSP	<ul style="list-style-type: none"> • Explain what is inclusive approach • Prepare inclusive SDMP The inclusive approach ensures the mainstreaming of all sections and negates any scope of marginalization based on age, gender, HIV, disability, socio-economic status. (Discussion on Mainstreaming) 	60 min
LU 5.3	Psychosocial Issues of School Children in Disaster	<ul style="list-style-type: none"> • Explain the Psychosocial Challenges/stress as an outcome of a disaster Events • Show pictures /photographs /Videos on post-Gujarat Earthquake stories 	45 min
LU 6.1	The Setting-up context for Child Protection	<ul style="list-style-type: none"> • Explain and discuss what is Protection Why the protection of children is important in disaster events • Discuss national and state guidelines on Child Protection 	60 min
LU 6.2	Physical Abuse and Corporal Punishment	<ul style="list-style-type: none"> • Discuss different types of Abuses, Punishment and its impact on the child • What is POSCO and brief about redressal mechanism • Explain Supreme court ruling on Child Protection and responsibilities of School Authorities 	60 min
LU 6.3	Understanding Child Sexual Abuse (Planning to ensure Safety)	<ul style="list-style-type: none"> • Identify the sign and symptoms of CSA and its impact. • Identify the warning signs of adult behaviour towards a child in a school. • Understanding the concept and various forms of online/cyber abuse 	60 min
LU 7.1	Designing Training Session on CSSP	<ul style="list-style-type: none"> • Demonstrate the skills to use tools and knowledge acquired in the past three & half days • Specify key learning messages of different school safety components. • Demonstrate skills to map participants, capacities & available Resources for a training planning & Delivery • Set Timelines for the planning and delivery of a training • Prepare sketch layout design of a Training on School Safety and delivery 	90 min

LU 7.2	Open House Discussion	<ul style="list-style-type: none"> • Encourage Participants for discussions on Comprehensive School Safety • State examples of Best practices concerns/ Challenges • Review the listed expectations for a satisfactory conclusion of the program 	60 min
LU 7.3	Action Plan	<ul style="list-style-type: none"> • Design a plan of action for Individual cluster/area • Identify the steps and measures required to take the action plan forward 	30 min
LU 7.4	Post-Training Evaluation	<ul style="list-style-type: none"> • Evaluation and post-test questionnaire • Note down the changes in Knowledge levels 	90 min
LU 7.5	Valediction	<ul style="list-style-type: none"> • Valedictory, Closing Remarks and Certificate distribution 	30 min

13. Trainers/ Facilitators/ Resource Persons Required

As Disaster Risk Management is a multi-disciplinary and cross-cutting issue, it is difficult for one trainer to deliver all the sessions. It is, therefore, necessary to have experts from various fields especially in sessions on structural safety and fire risk mitigation, safety Planning. The coordinator's role would be, to sum up, the inputs given into outputs from trainees so that they get the best of the knowledge and skills available within and outside the organization.

14. Expected Outcome

1. A better understanding of the concept and approach of the Comprehensive School Safety Programme in the context of Gujarat for better response and preparedness planning.
2. Enhance knowledge and upgrade skills for planning and implementation of strategies for the Safety and security of Children in the education system.
3. Link the learning to disaster management activities to lead to efficient response even in the worst-case scenario.
4. Skill development of participants for conducting training sessions on CSSP and resilience activities at the state and local levels.

15. Evaluation & Validation

The course is continually evaluated in terms of summing up the day's inputs by the coordinator, discussing issues raised by participants and connecting the knowledge inputs with participants' own experiences. At the end of the course, a formal evaluation is carried out by participants based on content, objectives, utility, and facilities provided in the program. According to the feedback and coordinator's impressions, future programs are designed and conducted.

Technical Session – 1

Introduction, Overview & Perspectives

1. Introduction, Overview & Perspectives

The first Technical Session would provide the introduction to the course to the trainees, after assessing their entry behaviour. The course, being interdisciplinary, would use this session for providing an overview of both generic urban aspects and disaster management aspects, and the interface between the two. This session would be divided into five learning units providing an overview of the subject.

Learning Unit 1.1: Pre-Training Assessment

Learning Unit 1.2: Hazards, Vulnerability & Risk: A Conceptual Approach to Disaster Risk Management

Learning Unit 1.3: From DM to DRM: An Overview

Learning Unit 1.4: Identifying Risks & Vulnerabilities in Schools

The primary objectives of the module would be to:

- Assess the entry behaviour of the participants through pre-training assessment.
- Communicate the ground rules to participants for the smooth conduct of training.
- Explain the basic concepts of disaster management and the impact of human actions on the hazards and risks.
- Trace the evolution of the disaster management discipline from the post-disaster response to pre-disaster risk reduction.

Duration: 150 mins, preferably completed on the first day of training.

2. Methodology

Since this session has a dual aim of introduction to the training and between trainees as well as providing an overview of the subject, the methodology will vary from lesson to lesson. A formal inauguration may be arranged, followed by informal ice-breakers and

discussions. The technical sessions can be conducted subsequently, after a short break for tea, etc. As it is the first day, the technical session would have to be trainer driven, aimed towards facilitating discussions and interaction among the trainees. As far as technical sessions are concerned, they can be conducted in a lecture-cum-discussion mode on the first day. Film shows, if available can be shown to initiate discussion.

3. Trainers' Note

The trainer should bear in mind that the first day is crucial to set the tone for the entire program. Therefore, the first day should be designed to acquaint the trainees of the program and make them comfortable in the new surroundings. The following ideas can be considered:

1. Inaugural Session: can be either formal or informal. A formal inauguration would involve inviting high-level dignitaries/experts on the subject. The session would include a formal address from the dignitaries with a brief introduction of the course and participants. In an informal inauguration, the trainer can start directly with a welcome speech followed by the introduction of participants. The introduction session should be conducted innovatively to get everyone to participate so that peer to peer interactions are facilitated. About 30- 40 minutes can be spent on the introduction session. Dividing participants into pairs and getting each to introduce their partners can be used as an ice-breaker.
2. After the ice-breaker, 10-15 minutes can be taken to lay down the ground rules of training. This process should involve all participants for better ownership and implementation. This could include:
 - Objectives
 - Session timings
 - Lunch & Tea Breaks
 - Formation of Host Teams and their duties
 - Norms for interactions and discussions during sessions
 - Mobile phone etiquettes
 - Availability of facilities (telephone, internet, etc)
 - Smoking rules/bans etc
 - Evening engagements (if any)
 - Asking Queries
 - Participation in Group works

Learning Unit 1.1: Pre-Training Assessment

1. Context & Description

Participants from different organizations have different levels of understanding of disaster risk management and school safety concepts. Their orientation towards the subject depends on the nature of duties performed, so in most cases, the understanding of disaster risks varies widely across the spectrum. For example, for some trainees, the understanding of the disaster risks may be limited to nuances of building construction, school environments while a teacher/principal at school level may focus on instruments of governance like laws, regulations, acts, teaching methodology, etc. This session is therefore aimed towards assessing the entry behaviour of the participants and subsequently getting them on a similar platform so that the objectives of the course are met.

2. Session objectives

- To assess the expectations of the participants from this course
- To assess the entry behaviour of participants
- To make a comparative analysis of the course objectives and participants' expectations

3. Duration: 40 minutes

4. Methodology

- Expectation Exercise and Discussion
- Q & A Session

5. Trainers' Note

The session can be divided into two parts viz. the expectation and the entry behaviour. To find out participants' expectations from the course, the trainer may distribute sheets of paper for participants to write down the most important expectation. These may then be collected and pasted/pinned to the walls/boards or collated in a composite chart. At the end of the training, a similar exercise can be conducted to see how much of the expectations were met.

To find out the entry behaviour of the participants, a Question & Answer Session can be organized. The coordinator can ask simple questions on the subject, give each trainee 2-5 minutes to ponder and write down the answers and then proceed to discuss each with the group. If the group is too large, this exercise can be done in pairs.

6. Session Plan

Time slots in minutes	Process
0-05	<p>Start the program by welcoming all the participants on behalf of GIDM and UNICEF. Introduce both the organizations with key features and linkage with the current program.</p> <p>State the session's objective and importance of knowing each other to ease out the environment for the duration of the training.</p>
06-20	<p>Conduct an exercise through a "card game" for the introduction of the participants. Put all the card already prepared on a table, ask participants to pick one card from the table, once all the participants have cards, ask them to find their partner matching the card. Ask participants to know each other by exchanging about their names, organizations, job profile, personal trait/quality, etc. Each pair introduces themselves (A tells about B and vice versa) in a larger group. Each pair introduces themselves.</p>
21-30	<p>Inform participants on the training folder and the reference material provided to each participant along with the training schedule.</p> <p>Show PowerPoint to explain the overall course overview and course objectives to the participants. Carry participants through 4 days detailed schedule. Ask participants to share if they have any thoughts/comments /suggestions to make in the schedule and make a note of the same and respond to them.</p>
31-40	<p>Distribute meta cards to all the participants. Ask them to write on meta card their 12 expectations from the course. Ask participants to share it one by one in the larger group. Alongside list these expectations on a flip chart. The facilitator sums up the list with information to the participants if all the expectations will be accommodated in the course or if any such expectations can't be covered in the current schedule-inform them back to the participants with reason.</p>

7. Training/ Performance Aids

Color paper handouts, Flip chart, white Board stand, Markers, Meta cards, Pair cards for intro and LCD and screen, Tag-boards to pin the handouts (walls and scotch tape will suffice if there are no tag-boards).

Learning Unit 1.2: Hazard, Vulnerability & Risk - A Conceptual approach to Disaster Risk Management

1. Context/ Background

This would be the first technical session of the training program. It will broadly cover the basic concepts used in Disaster Risk Management discourse. The session will aim to introduce the participants from the education sector about the importance of understanding Risk, different concepts/scenarios used and related to disasters /hazards in the textbooks. The DM cycle and phases of activities in disaster management need to be explained to the participants in length which can provide a comprehensive recapitulation for the trainees from the disaster management field. The aim would also be to underscore the impact of human actions on disaster risks of an area and to explain the need for risk-sensitive development.

2. Description of the session¹

Disasters form an intrinsic part of the passage of civilization. While nature has been unrestrained in showering her bounties to humankind, her fury has wrought devastation and destruction. Over millennia, civilizations and societies have learned to cope with the various disasters and vulnerabilities that struck them. With the evolution of society especially in the post- Industrial Revolution era, the magnitude and impact of disasters increased exponentially.

Disaster is an actual or imminent event, whether natural or otherwise occurring in any part of the State which causes, or threatens to cause all or any of the following:

- 1) widespread loss or damage to property, both immovable and movable; or
- 2) widespread loss of human life or injury or illness to human beings; or
- 3) damage or degradation of the environment; and any of the effects specified in the (1) to (3) above is such as to be beyond the capacity of the affected community to cope up with using its resources and which disrupts the normal functioning of the community. Disasters are the result of a combination of exposure to hazards, the vulnerability of the affected community and their capacity to cope with the disaster. A disaster is, therefore, the function of hazard, vulnerability, and capacity.

Hazard is a process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption or environmental degradation. Hazards arise from a variety of geological, meteorological, hydrological, oceanic, biological, and technological sources, sometimes acting in combination. Therefore, hazards are classified generically as geological, hydro-meteorological or technological. Hazards aggravated by degrading environments due to human actions are termed socio-natural hazards. Each hazard is characterized by its location, intensity or magnitude,

¹ All the definitions and explanations follow the Gujarat State DM Act 2003 or UNDRR definitions

frequency, and probability. Biological hazards are also defined by their infectiousness or toxicity, or other characteristics of the pathogen such as dose-response, incubation period, case fatality rate and estimation of the pathogen for transmission.

Exposure is the situation of people, infrastructure, housing, production capacities and other tangible human assets located in hazard-prone areas. Measures of exposure can include the number of people or types of assets in an area. These can be combined with the specific vulnerability and capacity of the exposed elements to any particular hazard to estimate the quantitative risks associated with that hazard in the area of interest.

Vulnerability is the conditions determined by physical, social, economic and environmental factors or processes which increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards. Vulnerability is the human dimension of disasters and is the result of the range of economic, social, cultural, institutional, political and psychological factors that shape people's lives and the environment that they live in. Many of the underlying drivers of vulnerability, including poorly managed urban development, are increasing, resulting in vulnerability increasing in many countries and regions of the world.

Capacity is the combination of all the strengths, attributes and resources available within an organization, community or society to manage and reduce disaster risks and strengthen resilience. Like vulnerability, capacity has physical, social, economic or environmental connotations and may include infrastructure and physical means, institutions, societal coping abilities, as well as human knowledge, skills and collective attributes such as social relationships, leadership, and management.

Resilience is the ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to, transform 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 through risk management.

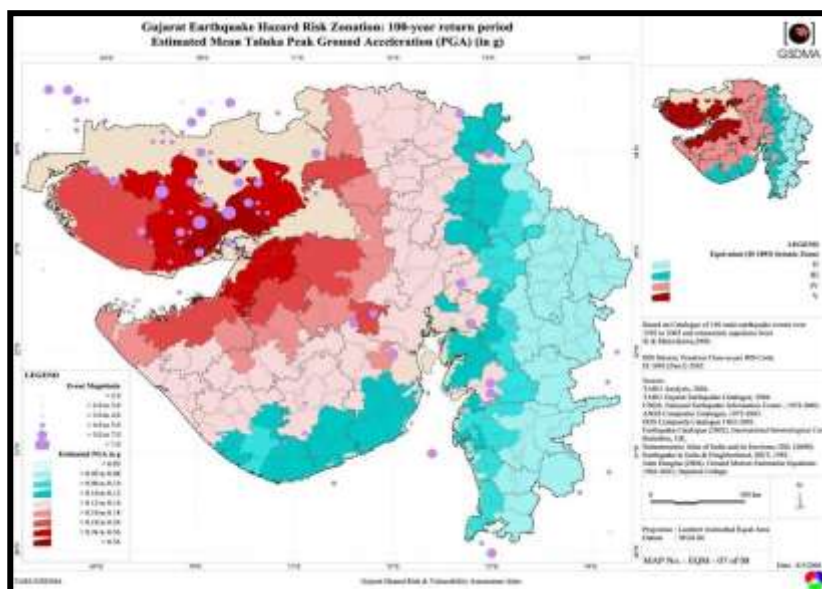
Disaster Risk is, therefore, the potential disaster losses, in lives, health status, livelihoods, assets, and services, which could occur to a particular community or a society over some specified future time. The systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities to lessen the adverse impacts of hazards and the possibility of disaster is disaster risk management. **Disaster Risk Reduction (DRR)** is aimed at preventing new and reducing existing disaster risk and managing residual risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development. Disaster risk reduction strategies and policies define goals and objectives across different timescales and with concrete targets, indicators and time frames. In line with the Sendai Framework for Disaster Risk Reduction 2015-2030, these should be aimed at preventing the

creation of disaster risk, the reduction of existing risk and the strengthening of economic, social, health and environmental resilience.

3. Hazard Risk Vulnerability Assessment (HRVA) of Gujarat

Earthquake

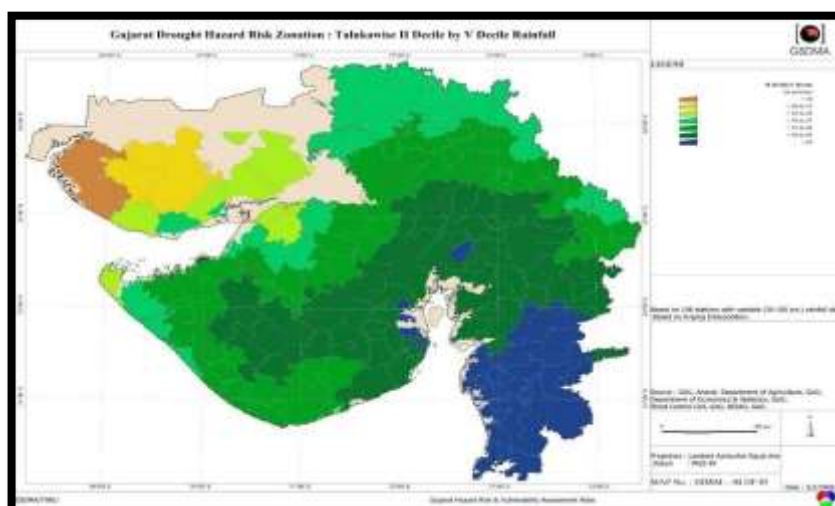
As per Indian Seismic Zone Map, the Gujarat region lies in three zones- Zone III, IV and V. Kachchh region lies in zone V where earthquakes of magnitude 8 can be expected. A belt of about 6070km width around this zone covering areas of North Saurashtra and areas bordering Eastern part of Kachchh lie in zone IV where intensity VIII can be expected mainly due to earthquakes in Kachchh and some local earthquakes along North Kathiawar fault in Northern Saurashtra. The rest of Gujarat lies in zone III where intensity VII earthquakes can be expected due to moderate local earthquakes or strong Kachchh earthquakes.



The estimated mean taluka earthquake peak ground acceleration (PGA) zonation for a 100-year return period is presented in figure 2.1. All of Kachchh, almost the entire coastline of northern Saurashtra that adjoins Kachchh and a small area in Patan district fall into the very severe intensity zone over a 100-year return period. The cities of Ahmedabad, Bharuch, Rajkot, and Bhavnagar fall into the severe intensity zone, while Bhuj and Jamnagar fall in the very severe intensity zone over this time frame.

Drought

The daily temperature of the State ranges from a minimum 13°C to 27°C in January to 27°C to 41°C in the summer during May. The South-West winds mostly bring rain between June to September and approximately 90 to 95% of precipitation is

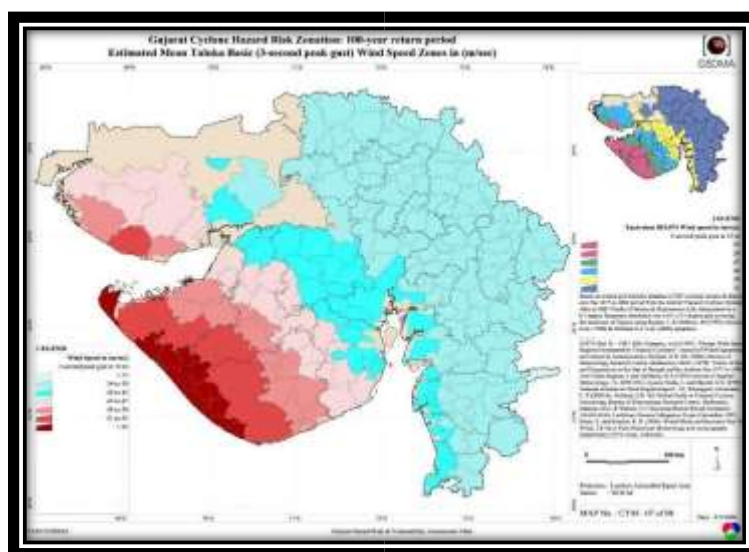


registered in these three months. From the North-West areas to South Gujarat areas, the rainfall varies from 300 mm to 2000 mm per annum. In Gujarat, 60% of rainfall is uncertain, unprecedented and unequal. Since 1900, the state has faced a scarcity of water and food almost 30 times.

Gujarat with an average annual rainfall of about only 816 mm with more than half of the Talukas of Gujarat receiving rainfall within the range of 200-400 mm. Substantial portions of the State are arid to semiarid. With large parts of North Gujarat and Saurashtra having no source of alternate irrigation, groundwater exploitation is leading to increased threats of droughts. Falling water tables have added stress on crops and water supplies.

Cyclone

Gujarat falls in the region of the tropical cyclone. With the longest coastline of 1600 km in the country, it is highly vulnerable to the cyclone and its associated hazards such as floods, storm surges, etc. Most of the cyclones affecting the state are generated in the Arabian Sea. They move North-East and hit the coast particularly the Southern Kutch and Southern Saurashtra and the Western part of Gujarat.



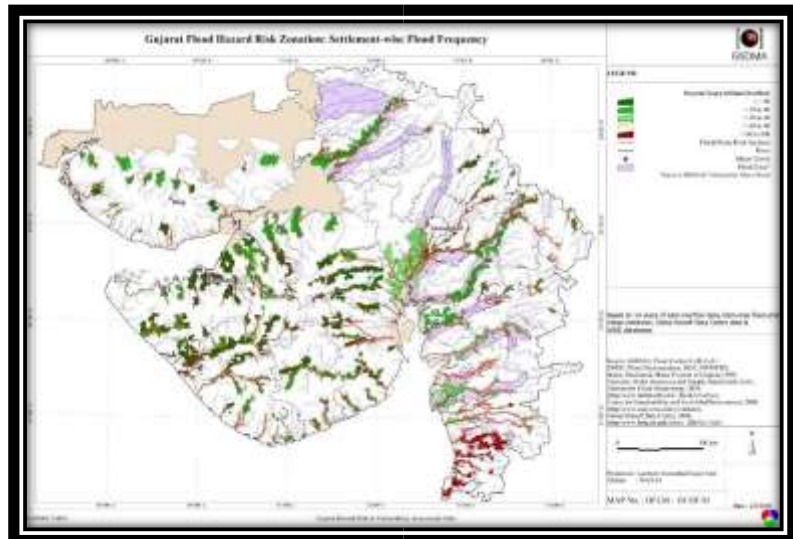
Two cyclonic storm seasons are experienced in Gujarat: May to June (advancing southwest monsoon) and September to November (retreating monsoon). Over 120 cyclones originating in the Arabian Sea had passed through Gujarat over 100 years. Figure shows a maximum wind speed class of more than 55 m/sec along the Saurashtra coast, specifically in Porbandar, Jamnagar and Junagadh districts, which are exposed to high intensity cyclonic and storm impact. The 51 to 55 m/sec class extends further inland to cover much of Jamnagar, part of Rajkot, Junagadh, and Kutch districts. The 48 to 50 m/sec class extends to most of Rajkot, part of Amreli and Jamnagar districts including Jamnagar, Rajkot cities and parts of Kutch. The 45 to 47 m/sec class covers much of Saurashtra and all of Kutch. This is followed by the 40 to 44 m/sec class that gets its swathe from Kutch through northern Saurashtra to the coast of Gulf of Khambhat and southern Gujarat. The rest of the State falls into the 34 to 39 m/sec class.

Flood

The climatology of Gujarat is influenced by the Arabian Sea in the West and three hill ranges along its Eastern border. A long coastline makes parts of arid Saurashtra and Kutch occasionally experience very high rainfall. These occasional heavy rainstorms are responsible

for most of the floods in the State. While the Northern part of the State is mostly arid and semi-arid, the Southern part is humid to sub-humid.

Extremes of climate, be it rainfall or temperatures are quite common in this region. All major rivers in the State pass through a wide stretch of the very flat terrain before reaching the sea. These flat lowlands of lower river basins are prone to flooding. Cities like Ahmedabad, Surat, and Bharuch are located on the flat alluvial plains of large rivers.



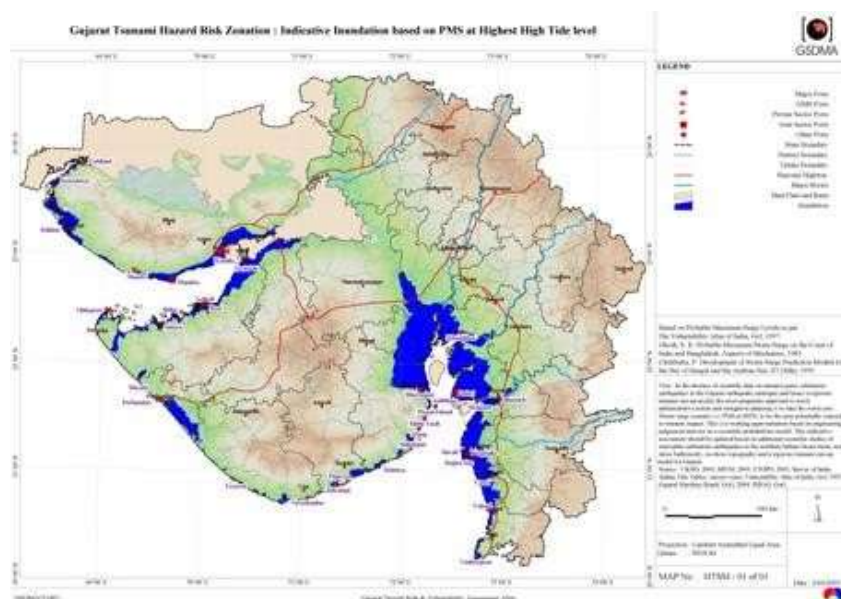
Concentrated runoff resulted from heavy rainfall caused flash floods in the small river basin of Saurashtra and Kutch because of their fairly impervious catchments (rocky or black cotton soils) and steep sloping upper catchments.

The flood-prone river sections were identified from settlement level analysis. Flood prone river sections in Saurashtra extend to the upper basins due to the presence of dams that have to resort to emergency discharge during heavy rainstorms. Even small valleys in Saurashtra are used for agriculture. Hence flooding in these zones impacts both residents and settlements.

The majority of the area of Gujarat is flood-prone, irrespective of the size of the catchment. The flood risk in Saurashtra is lower than that of the South Gujarat plains. The relatively flat plains in the lower basic areas with hilly catchments in upper parts of South Gujarat accentuate flood risks. Few villages in North Gujarat are flood-prone too.

Tsunami

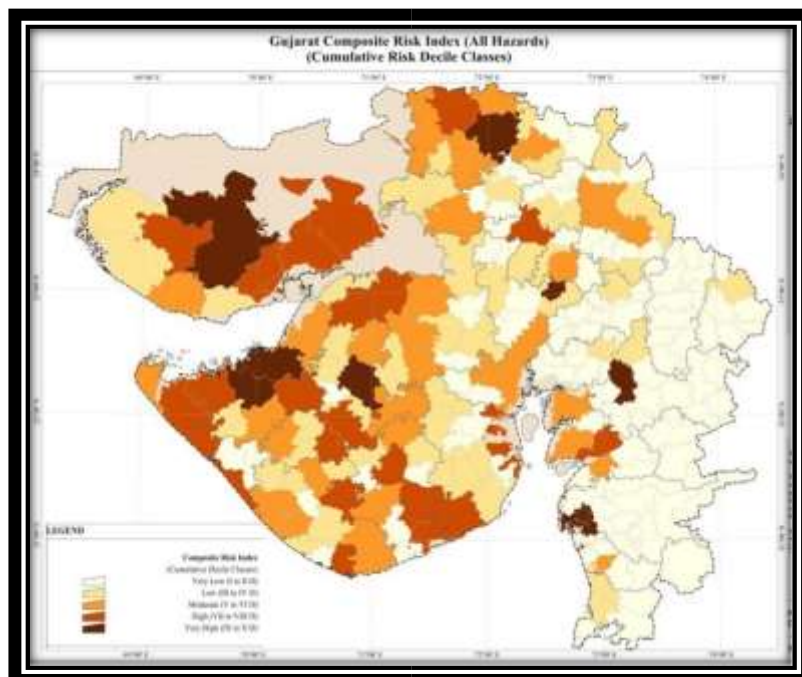
Gujarat is prone to tsunami risk due to its long coastline and probability of occurrence of near and offshore submarine earthquakes in the Arabian Sea. Makran Subduction Zone (MSZ) – South West of Karachi is an active fault area which may cause a high magnitude earthquake



under the sea leading to a Tsunami. In past, Kandla coast was hit by a Tsunami of 12 mtrs height in 1945, due to an earthquake in Makran fault line. Tsunami prone areas in the State include coastal villages of Kutch, Jamnagar, Rajkot, Porbandar, Bhavnagar, Anand, Ahmedabad, Bharuch, Surat, Navsari and Valsad districts.

Composite Risk Index

An overall Composite Risk Index for all hazards on a taluka-wise basis has been estimated for prioritization of overall investments, disaster mitigation, and related development interventions. The risk index has been computed by stratifying annualized risk estimates by two decile classes to generate a five-point scale (Very High, High, Moderate, Low and Very Low). Source: GSDMP, GSDMA 2017



The Disaster Management Cycle (DM Cycle) identifies the activities to be undertaken



before, during or after a disaster.

Disaster management is a continuous activity, which needs to be dealt with comprehensively. Thus the cycle consists of activities in the pre-disaster, during disaster and post-disaster phase. **Prevention** means measures to avoid the occurrence of a disaster. **Mitigation** aimed at reducing the impact or effect of disaster. **Preparedness** means the state of readiness which enables stakeholders to

mobilize, organize and provide relief to deal with an impending or actual disaster or the effect of a disaster. **Response** means measures taken during or immediately after a declaration of disaster to diminish or alleviate any suffering, pain, injury or distress or hardship caused on

account of the disaster. **Recovery** is the actions taken by the community and all the government and the non-government agencies to reset the condition after the disaster and minimize the vulnerability of the same kind of disaster in the future. The use of the recovery, rehabilitation and reconstruction phases after a disaster to increase the resilience of nations and communities through integrating disaster risk reduction measures into the restoration of physical infrastructure and societal systems, and into the revitalization of livelihoods, economies and the environment defines the concept of “Build Back Better”.

4. Learning Objectives:

At the end of the session, the participants will be able to:

- Explain the concepts of hazards, vulnerability, capacity, and risk in the context of disaster risk management
- Describe the DM Cycle and its stages
- Explain the impact of human actions on hazards and risks

5. Duration: 60 minutes

6. Methodology:

- Q & A/ Quiz on definitions
- Discussion

7. Teaching/Performance Aids:

Handout 1.2.1: Terminologies related to disaster management, as on ISDR website (www.isdr.org)

Handout 1.2.2: Gujarat State DM Act 2003 (available on GIDM Website)

Handouts 1.2.3: Hazard, Risk, Vulnerability and Capacity Assessment - GSDMA

8. Trainers’ Note & Session Plan

The first technical session should be conducted to provide conceptual clarity about the subject. Rather than rote-learning of the concepts, the trainer should aim for an understanding of each of the concepts covered. The explanation should be buttressed with as much pictorial and visual aids as possible. The trainees must have clarity in understanding the concepts, as these will guide all subsequent discussions. The session can be divided into 2 broad sections. An indicative session plan is as follows:

Time slots in minutes	Process
0-15	<p>Exercise: Matching meanings and definitions</p> <p>Ask participants to work in groups of three and to use the laminated resource sheets to match the term with the definition.</p> <p>Once they have completed this, check they all have the correct answers and then draw attention to the definitions in the workbook.</p> <p>Ask participants at what stage of the disaster cycle (see resource and workbook sheet diagram) they think the terms/activities apply.</p> <p>Note: The terms and definitions are still being defined. It's important to be clear with other partners what you mean by a term.</p> <p>Although activities are linked to particular stages in the emergency-development life cycle, in reality, many of them cross over.</p> <p>Most people now regard risk, reduction, and even preparedness activities as part of development work. This is increasingly true as the number of disasters (small and large scale) increases globally</p> <p>The sheet is in training aid –activity folder 1.2</p>
16-35	<p>Show the PPT 1.2 (1-12) slide on Gujarat Vulnerability to different Hazards,</p> <p>Climate change and school safety</p>
36-55	<p>Group Exercise briefing</p> <p>In your groups, you will be given one hazard to work on</p> <p>Make a list of all the potential impacts of this hazard on children by age group bearing in mind impacts on different sectors (e.g. Education, Health, Child Protection, Water, Sanitation and Hygiene, Nutrition, etc.)</p> <p>You have 15 minutes to work on this</p> <p>All groups will make a short presentation (maximum 5 minutes) to the full group</p>
56-60	<p>Show the Video Clip on Act Now and end the session with thanks to the participants</p> <p>Link of the video- https://www.youtube.com/watch?v=HhD85cQejTg</p>

Learning Unit 1.3: From DM to DRM- An Overview

1. Background & Context

This session will broadly cover the basics of disaster management and its process of evolution as a discipline. The session would aim to provide participants an overview of the growth of disaster management as a discipline of discourse. It will trace the development of the subject from ancient to modern, with emphasis on the paradigm shift in the 1990s. The aim is to trace the history of disaster management and link it to the issue of sustainable development.

2. Description of the Session

Coping with disasters has been a way of life with human civilization. The Indus Valley Civilization, one of the greatest urban civilizations is thought to have been destroyed by a calamity. With the evolution of society especially in the post- Industrial Revolution era, the magnitude and impact of disasters increased exponentially. Globally, between 2005-2015, over 700 thousand people have lost their lives, over 1.4 million have been injured and approximately 23 million have been made homeless as a result of disasters. Overall, more than 1.5 billion people have been affected by disasters in various ways, with women, children and people in vulnerable situations disproportionately affected. The total economic loss was more than \$1.3 trillion. Besides, between 2008 and 2012, 144 million people were displaced by disasters (UNDRR). This session aims at providing a general overview of the process and instruments of disaster management.

Notwithstanding the continuous increase in the frequency and magnitude of disasters, the management remained reactive over the years. Disaster events continued to be considered as interruptions or aberration in the development process, to be managed through relief disbursement and reconstruction assistance. Globally, a paradigm shift in the approach to disaster management from relief and rehabilitation to prevention and mitigation and a holistic and comprehensive framework, took place when the United Nations observed the 1990s as the **International Decade for Natural Disaster Reduction (IDNDR)**. The objective of the IDNDR was to “reduce, through concerted international action, especially in developing countries, the loss of life, property damage and social and economic disruption caused by natural disasters.” In 1994 the **Yokohama Strategy** and Plan of Action for a Safer World was adopted at the World Conference on Natural Disasters. The strategy called for accelerated implementation of a Plan of Action based on evolving a global culture of prevention, an integrated approach to disaster reduction, unequivocal political commitment for vulnerability reduction, community participation, improved risk assessment, broader monitoring, and communication of forecasts and early warnings.

In 1999, the United Nations General Assembly Resolution adopted the **International Strategy for Disaster Reduction (ISDR)** and created the Secretariat of the ISDR (UNDRR).

The International Strategy for Disaster Reduction (ISDR) is a multi-disciplinary and multi-stakeholder platform to enable societies to increase their resilience to natural, technological and environmental disasters and to reduce associated environmental, human and economic and social losses. A range of United Nations organizations and international partners participated in cooperation with Governments and civil society organizations. In adopting ISDR, the United Nations General Assembly (Res/54/219) endorsed the establishment of an institutional framework for its implementation consisting of the Inter-Agency Task Force on Disaster Reduction (IATF/DR) and the inter-agency secretariat (ISDR secretariat). The main functions of the secretariat are policy coordination, advocacy, and information management, at the international and regional levels, to ensure synergy between disaster reduction strategies and those in the socio-economic and humanitarian fields.

In 2003 and 2004, the UNDRR carried out a review of the Yokohama Strategy and Plan of Action for a Safer World. The review formed the basis of the **Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters (HFA)** which was adopted by the World Conference on Disaster Reduction held in Jan. 2005 and subsequently endorsed by the General Assembly of the United Nations.

The Sendai Framework for Disaster Risk Reduction 2015-2030 (SFDRR) is the successor instrument to the HFA. It was adopted at the Third UN World Conference in Sendai, Japan, on March 18, 2015. The Sendai Framework is built on elements which ensure continuity with the work done by States and other stakeholders under the HFA and introduce several innovations as called for during the consultations and negotiations. Many commentators have identified the most significant shifts as a strong emphasis on disaster risk management as opposed to disaster management, the definition of seven global targets, the reduction of disaster risk as an expected outcome, a goal focused on preventing new risk, reducing existing risk and strengthening resilience, as well as a set of guiding principles, including primary responsibility of states to prevent and reduce disaster risk, all-of-society and all-of-State institutions engagement. Besides, the scope of disaster risk reduction has been broadened significantly to focus on both natural and man-made hazards and related environmental, technological and biological hazards and risks. Health resilience is strongly promoted throughout.

The Sendai Framework for Disaster Risk Reduction 2015-2030 outlines seven clear targets and four priorities for action to prevent new and reduce existing disaster risks:

- 1) **Understanding disaster risk;**
- 2) **Strengthening disaster risk governance to manage disaster risk;**
- 3) **Investing in disaster reduction for resilience and;**
- 4) **Enhancing disaster preparedness for effective response, and to "Build Back Better" in recovery, rehabilitation, and reconstruction.**

It aims to achieve the substantial reduction of disaster risk and losses in lives, livelihoods, and health and the economic, physical, social, cultural and environmental assets of persons,

businesses, communities, and countries over the next 15 years. The chart for SFDRR is as under:



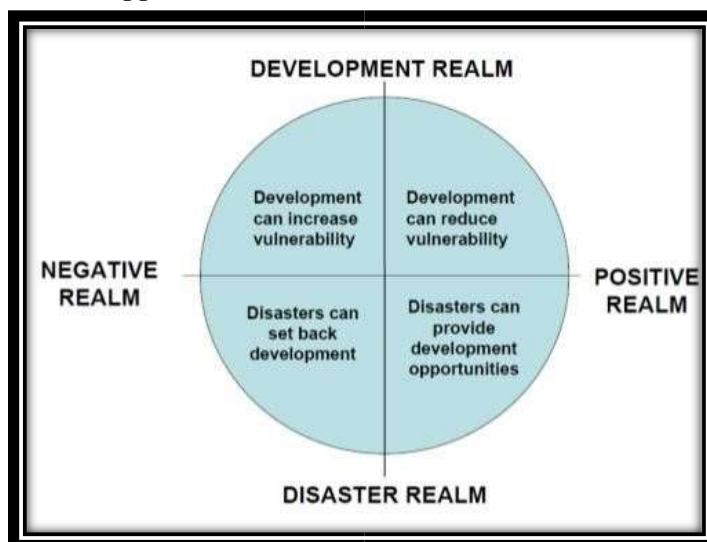
The state of Gujarat has been prone to disasters. These disasters have caused extensive damage to life and property and have adversely impacted economic development. Examples include the persistent droughts in the state and the devastating earthquake that hit Gujarat on January 26, 2001. While the state boast of a reasonably well-coordinated relief administration, proactive mitigation or risk reduction measures were conspicuous by their absence. After facing the Bhuj Earthquake 2001, the focus shifted from a post-disaster reactive approach to a proactive risk reduction approach covering both pre and post-disaster phases. Today, the focus is on the entire disaster management cycle with an added emphasis

on disaster risk reduction and preparedness. The new approach proceeds from the conviction that development cannot be sustainable unless disaster mitigation is built into the development process.

The Disaster Management Act 2003 was one of the most significant initiatives taken by the Government of Gujarat for putting in place an institutional system dedicated to disaster management. The Gujarat State Disaster Management Authority has been constituted for a more comprehensive and holistic management process. Subsequently, the Gujarat Institute of Disaster Management (GIDM) has also been entrusted with the responsibility of human resource development, capacity building, training, research and documentation in the field of Disaster Risk Management.

3. Disaster and Development

Disasters and development are closely linked. Disasters can both destroy development initiatives and create development opportunities. Development schemes can both increase and decrease vulnerability. In the traditional approach to disasters, the attitude was that the disasters, especially natural ones, were an act of god and as such were beyond human control; accepting death and damage to property was part of the costs. With such an attitude, most development plans were designed without consideration for the effect disasters would have on community plans and vice versa. When a disaster did occur, the response was directed at meeting emergency needs and cleaning up.



In the current approach, it has been realized that much more can and need to be done to reduce the severity of hazards and disasters. A growing body of knowledge on the relationships between disasters and development indicates four basic themes as follows:

- 1) Disasters set back development programming, destroying years of development initiatives.
- 2) Rebuilding after a disaster provides significant opportunities to initiate development programs.
- 3) Development programs can increase an area's susceptibility to disasters.
- 4) Development programs can be designed to decrease the susceptibility to disasters and their negative consequences.

Thus, policymakers cannot ignore the relationship between disaster and development. Projects are thus being designed to include disaster recovery programs and with long term,

development needs in mind. Disasters can significantly impede the effectiveness of the development of resource allocation.

4. Learning objectives:

At the end of the session, the participants will be able to:

- Describe the increasing trend of disasters globally and in India especially Gujarat
- Describe the evolution of Disaster Risk Management concerns across the globe
- Describe the causes and process of the global paradigm shift and the relation between Disaster and Development
- Explain the Gujarat response to the paradigm shift
- Describe the change in orientation in the DRM system in India and Gujarat
- Explain the mandate, aim, and institutions brought about by the DM Act 2003 and 2005

5. Duration: 30 minutes

6. Methodology

- PowerPoint Presentations
- Q & A sessions
- Discussion

7. Teaching/Performance Aids

Handout 1.2.1: Copy of the presentation

Handout 1.2.2: Disaster Management Act 2003

Handout 1.2.3: Disaster Management Act 2005

Handout 1.2.4: Sendai Framework for Disaster Risk Reduction (2015-2030)

8. Trainers' Note & Session Plan

The session should be conducted to provide an overview to all participants about the evolution, of the subject, its role in the development and the changes brought about by the paradigm shift. Care should be taken not to overload the participants with too much data, but explain the evolution process in a smooth discussion. The session can be divided into 3 broad sections and each broken down into smaller capsules. After each section, allow 5-10 min for discussion for better understanding and retention. An indicative session plan is as follows:

Contents	Trainers' Note	Duration
<p>Disasters & Trends</p> <p>Disasters by numbers and impact from 1900 onwards Trends of growth in numbers (emphasize on the increasing impact)</p> <p>Damage and losses due to disasters</p>	<p>This section aims for putting across the message that disasters transcend all societal mores, affect everybody and therefore need everybody's participation. Focus on the disaster development interface.</p>	10 min
<p>The global agenda</p> <p>IDNDR & Yokohama Strategy... ISDR, HFA, and SFDRR</p> <p>Paradigm shift – cause and effect</p> <p>The Process – relief to mitigation to risk reduction</p> <p>Building resilience among communities</p>	<p>Focus on the gradual change in orientation, incidents that led to these changes. Ask trainees to name specific events during IDNDR they remember and compare the thinking then and now.</p>	20 min
<p>The Indian and Gujarat Experience of a Paradigm shift</p> <p>The Initial Years (Ministry of Agriculture, NDMA, GSDMA)</p> <p>The mega-disasters, learning lessons.</p> <p>Concept of Disaster and Development</p>	<p>Concentrate more on the Act while mentioning the circumstances leading to the Act formulation. Conclude by summarizing and connecting all sections</p>	20 min + 10 min concluding the discussion.

DM Act 2003, 2005

Note: Being a long session, give a 5 min break before the next session participants to facilitate retention.

Learning Unit 1.4: Identifying Risks & Vulnerabilities in Schools

1. Background & Context:

This session acts as the bridge between the themes of Disaster Risk Management and Vulnerability in the context of School as a system. It builds on the concepts of hazard, vulnerability, and risk and places it within the school premises. The aim is to acquaint participants with the concept of vulnerability among different sections of the population and how vulnerability differs among different sections of the community especially the children studying in schools.

2. Description of the Session

The potential disaster losses, in lives, health status, livelihoods, assets, and services, which could occur to a particular community or a society over some specified future time. The definition of disaster risk reflects the concept of disasters as the outcome of continuously present conditions of risk. Disaster risk comprises different types of potential losses which are often difficult to quantify. Nevertheless, with knowledge of the prevailing hazards and the patterns of population and socio-economic development, disaster risks can be assessed and mapped, in broad terms at least.

$$\text{Disaster Risk} \propto \frac{\text{Hazards X Vulnerability X Exposure}}{\text{Coping Capacity}}$$

School buildings often serve multiple purposes in a community. In Addition to their role as learning centres, they may serve as a gathering place for community events, meeting place and public shelter in case of emergency. When as school building is vulnerable to natural hazards, the welfare of the entire community is at risk

Schools can be affected directly or indirectly and in the short- or long-term phase of any disaster. An example of the direct effect of disaster event on a school is an earthquake that damages the schools or a school building in low lying are inducted by flood by 2-3 months. Damage or inducted of school building or infrastructure directly related to the reduction in schools' hours, and consequently to a decrease in the quality of education. If students have been left anxious, uprooted, out of classrooms for long periods time or relocated to other facilities, this disrupts their education and increases their tress

An indirect impact on schools can be seen in increased dropout rates of students in the wake of the earthquake, floods or cyclone. It is a common event that students leave school either because their parents need them to work for their livelihood, or because they are afraid of sending their children back to the unsafe school environment. Additional children may feel unable to attend classes or have problems concentrating because they are suffering from the psychological impacts of disasters. Thus, the vulnerability of schools 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 be affect the continuity of the services that school provide. If we discuss “Risk” from a socio economic perspective, it has to take note of the society we live in and also the living conditions. For example, a recently migrated household staying as squatters in a weak structure is vulnerable due to the poverty and economic vulnerability. Likewise, a person employed in the informal sector lives with the risk of losing his livelihood – for a short-term or sometimes permanently, in case of any disaster.

A Few School Disaster Incidents in India:

- **December 23, 1995**, nearly 425 people, many of them school children, perished as they tried to escape the flames during a school prize giving ceremony in the town of Dabwali, Haryana.
- **January 26, 2001, Gujarat earthquake**: 971 students and 31 teachers died.
- **July 18, 2004, Kumbhkonam fire tragedy**. A deadly fire raged through Lord Krishna School killing 93 children, all below the age of 11.
- **December 26, 2004, South India Tsunami**. Thousands of school children many teachers died or were reported missing in Tamilnadu, and Andaman-Nicobar Islands.
- **October 8, 2005, Kashmir earthquake**. The death toll was huge specially for school children.
- **May 2006, Kashmir boat tragedy**, The incident involved the drowning of one teacher and 21 school children in Wullar Lake of Kashmir.
- **February 20, 2007, Kerala boat tragedy**, 15 children and 3 teachers died when they were crossing a river with a tattered boat on the way back from school picnic.
- **April 16, 2008, Baroda bus tragedy**. 47 students died travelling to a school in Baroda when the bus fell into the Narmada canal.
- **September 2009, Stampede in Delhi Schools**: 5 girls killed and 34 injured
- **January 21, 2009, Morbi road accident**. 33 primary school children were injured when their jeep overturned on their way to school.

(Source: Adopted from National School Safety Training Manual developed by NIDM)

From an economic perspective, disasters impact both fixed capital investments and production flows. It follows therefore that a city having a concentration of both capital investments and production flows would be highly vulnerable to the impact of a disaster. This would also include indirect losses related to the cost of reconstruction and restart.

The social connotation of risk would include the differential vulnerabilities and coping capacities of different population segments. While it is generally accepted that the poor are more vulnerable to disasters due to their economic conditions, societal expectations and stereotypes aggravate vulnerabilities of segments like women, children, old people, etc. and those with severely compromised mobility. These multi-layered facets of risk need to be considered for aggregate risk assessment.

3. Learning objectives

At the end of the session, the participants will be able to:

- Identify and explain the Disaster Risk Formula
- List out the vulnerabilities and its positioning in the school context
- Risk mapping and Root Cause analysis
- Explain how disasters impact the socio-economic well-being of an individual/family
- Describe the coping mechanisms developed by the vulnerable population.

4. Duration: 30 min

5. Methodology

- PowerPoint Presentation (optional)
- Discussion
- Film (if available)

6. Teaching/Performance Aids

- 1.4.1 Copy of presentation
- 1.4.2 Flipchart/ markers

7. Trainers' Note & Session Plan

The session should be taken up in a discussion mode so that trainees come out with their ideas and experiences in understanding the different layers of vulnerability. A good way to begin the session would be to ask the participants to identify out various risks which they can identify and judge the level of Risk in a school context. Then ask the group to identify aspects of the vulnerability of each segment, the causes, and likely difficulties during a disaster. Draw out the social and economic aspects of vulnerability and focus on the differential vulnerability of which is known to the school authorities like % of Children coming to school from weaker socioeconomic sections, from poor families, etc, etc. An indicative session plan is as follows:

References

1. <https://www.UNDRR.org/we/inform/publications/>
2. How to make cities more resilient: a handbook for local government leaders (Available on <https://www.UNDRR.org/we/inform/publications/54256>)
3. Book: The Vulnerability of Cities: Natural Disasters and Social Resilience by Mark Pelling

Technical Session – 2

Understanding School Safety in the overall DRM Planning and Practices

<i>LU 2.1</i>	Introduction and Understanding School Safety
<i>LU 2.2</i>	Comprehensive School Safety Programme (CSSP)
<i>LU 2.3</i>	Legal Frameworks & Right to Education Act-2009
<i>LU 2.4</i>	Hazards, Risk, Vulnerability & Capacity Assessment (HRVCA) - Tools and Techniques

Learning Unit 2.1: Introduction and Understanding School Safety

1. Background and Context:

School safety means the overall well-being, the safety of the child, including physical and emotional health. It also includes the entire journey of a child from home to school and back i.e. “Home to Home”. To provide a safe & secure learning environment, there is a need to generate awareness in schools for the teachers to prepare, prevent and respond to undesired eventualities. This session essentially prepares the ground for the four-day training program by introducing the subject of disaster and school safety. Disasters generally have a huge impact on everyone but schoolchildren are considered to be the most vulnerable. In this session, we are particularly looking at the impact of disasters on schools and schoolchildren. It introduces the concept of school safety, the National School Safety Programme (NSSP) and Gujarat School Safety Programme (GSSP), and why is there a need for Disaster Risk Management (DRM) at School?

2. Description of Session:

The Facilitator /Trainer will establish the relevance of a Comprehensive School Safety Framework (CSSF) in the context of Gujarat, where children are exposed to a variety of hostilities and then introduce the concept of CSSF to the participants. Further, the RP will refer to the existing legal provisions, guidelines, etc. of the Center and State as well as those that cover specific aspects of school safety and draw attention to the fact that there is no single framework that covers all dimensions of safety in schools. Serious efforts must be made to make children comfortable in schools so that they can concentrate on learning. Throughout the sessions, the message that children learn best in an environment where they feel safe, secure, respected and free from any kind of stress/fear is to be made and reinforced.

3. Learning objectives

At the end of the session, the participants will be able to:

- List the objectives of the NSSP and GSSP.
- Identify essential elements of school safety practice.
- Enumerate the risks and stresses faced by schoolchildren due to hazards or disasters.
- Relate to school safety practices within their context.

4. Duration: 40 min

5. Methodology

- PowerPoint Presentation (optional)

- Discussion
- Film (if available)

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan

The session should be taken up in a discussion mode so that trainees come out with their ideas and experiences in understanding school safety as they mean and understand in the present institutional setups. The Resource Person will try to establish a link with the previous session where participants analyzed possible threats/Risks surrounding children and use the platform to explain the need for a safe and secure environment.

"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 emergencies, and environmental threats that can adversely affect the lives of children. The main objective of the school safety activities is disaster risk reduction. This includes mitigation, preparedness, and preparing a disaster management plan for the school, etc.

The RP shall then make a PowerPoint presentation to introduce the concept of School Safety and encourage participants to raise questions to make the session participatory and effective. As ready reckoners, the participants (Master Trainers) will be provided with Government Orders and guidelines as handouts. This will help the participants sketch various international, national & state-level declarations, strategies, policies, acts, rules & guidelines which mandate for school safety programs at all levels to enable them to use the same when they train school teachers.

An indicative session plan is as follows:

Time slots in minutes	Process
0-5	Start the session will help the participants draw various International, National & State level Conventions, Declarations, Strategy, Policy Act, Rules & guidelines which are drive and mandate for School Safety Program at National & State level.

06-20	<p>Form five groups of the participants for group interaction and work.</p> <p>Instruct each group one by one on the following:</p> <p>Group 1 to identify factors to work on Why there is need to work on School Safety</p> <p>Group 2- to identify Instruments/Acts/Policy/guidelines at different level providing mandate for school Safety & Education in Emergency</p> <p>Group 3- to identify Organizations/Body/Authority working on School Safety</p> <p>Group 4- to identify what mandates them to perform their role vis a vis school safety program</p> <p>Group 5 to identify what Education in Emergency is & their experience if any.</p>
21-25	<p>Provide stationary –Chart paper & Marker to each group</p> <p>Instruct them to complete the group work in 15 minutes - discuss, agree as a group and write the responses on a chart paper in clear BOLD words (no paragraphs and long sentences)</p> <p>Instruct them to choose member (s) from their group to make presentation Ask them to display the chart paper in training Room at a reasonable distance from other after completion</p>
26-40	<p>Each Table/Group to present the BOLD words & others to make suggestions/changes /questions, prompt for discussion.</p> <p>After each presentation is over the facilitator, to sum up, the key point/messages</p>

8. Additional Readings:

School Safety – Basic Concept:

Before introducing the concept of school safety, ask participants the following questions:

List out 10 days to day problems/issues of a child (in school, in community and the places where children go e.g. playgrounds).

- Bring in all the issues under few headings.
- With a participatory approach, pick up common issues and prioritize them.
- Now ask, how these issues would be affected or aggravated during any emergencies? (Most of these issues may be vulnerabilities of the school; hence convey the importance of addressing them to minimize the disaster impact on children.) Their perception of “SCHOOL” and “SAFETY”.
- Write the words/phrases mentioned by the participants on the board or flip chart. People may have a different perception of safety.
- About National School Safety Programme (NSSP) and Gujarat School Safety Programme (GSSP).
- Encourage all the participants to share their views/perceptions of school safety.

Effects of Disaster on Schools

Natural or man-made, disasters can cause unbearable negative impact on schools and all others concerned. These disasters may strike the schools directly or indirectly in the immediate future or in the long run on a human scale or through destruction of infrastructure etc.

An example of direct effect of disaster on a school is a Gujarat earthquake (2001) that damaged completely or partially over 11600 schools. Number of deaths of school kids, staff & teachers can only be imagined.

Damages to the school infrastructure are directly related to reduction in school hours, and consequently, to a decrease in the quality of education. Once a school is declared unsafe or its approach is destroyed, it stresses the management as well as parents.

A disaster put the clock backwards for a school already striving to exist or develop its infrastructure. Indirectly, disasters may lead to drop out rate rising and it may as well mean enhancing the already traumatised mental condition of the parents as well as students.

References/Further Reading:

- <http://ndma.gov.in/ndma/nssp.html>.
- [http://siteresources.worldbank.org/INDIAEXTN/Resources/Reports-Publications/gujaratearthquake/ executive_summary.pdf](http://siteresources.worldbank.org/INDIAEXTN/Resources/Reports-Publications/gujaratearthquake/executive_summary.pdf) assessed on 14th June 2013.
- Integrating disaster risk reduction in school curriculum. Available at http://www.preventionweb.net/files/4006_ADPCEducGuidelineConsultationVersion3.1.pdf.
- <http://www.cbse.nic.in>.

Learning Unit 2.2: Comprehensive School Safety Programme (CSSP)

1. Background and Context:

To ensure the safety of children & school premises, it is highly essential to endow teachers and headteachers with the knowledge of three Pillars of Safety & Security in schools which have been clubbed into two broad components. This session will also help participants understand the component-wise detail for the implementation of CSSP at their respective schools. Teachers and headteachers need to be aware of these details so that they are equipped to initiate required action to ensure the safety of their students, particularly girls, in school.

2. Description of Session:

This session will involve two activities by the Resource Person (RP) to help participants understand the components of the CSSP. First, the RP will distribute VIPP/Color cards to the participants and ask them to write about some incidents related to safety within schools that they have experienced, encountered, seen, heard and/or witnessed as children or as adults. The RP may facilitate them to link the session with the previous one (session 3) where they have already analyzed different issues/threats threatening a safe school environment. (10 Minutes)

Once the inputs are received from the participants, the RP will ask participants to match them to three pillars of safety & security in schools i.e. (1) Safe school facilities & school environment, (2) Protection from violence and other forms of abuse and (3) Disaster Risk Reduction. (10 Minutes)

In the end, the RP will introduce the two broad components of CSSP using a PPT, which provides a comprehensive list of all the issues in the CSSP. Establish the link and relevance of a Comprehensive School Safety Framework (CSSP) in the context of Gujarat, where children are exposed to a variety of hostilities and then introduce the concept of CSSP to the participants.

3. Learning objectives

At the end of the session, the participants will be able to:

- List the three pillars of CSSP.
- Identify essential elements of a Comprehensive School Safety Programme.
- Enumerate the difference between School Safety and Comprehensive School Safety
- Relate to school safety practices within their context.

4. Duration: 45 min

5. Methodology

- PowerPoint Presentation (optional)
- Discussion
- Film (if available)

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan

The session should be taken up in a discussion mode so that trainees come out with their ideas and experiences in understanding Comprehensive school safety as they mean and understand in the present institutional setups. The Resource Person will try to establish a link with the previous session where participants analyzed Key Messages:

1. There are two key components in the Comprehensive School Safety Framework.
2. Under Safe School Environment including DRM of Component-1, there are seven issues, viz. The safe school environment, location of the school, the safety of classrooms, health & hygiene in school premises, mid-day-meal, access to school & quality of school construction and maintenance.
3. Component 2 deals with Child Protection. Under this component, there are four issues which are as follows:
 - Physical abuse, positive discipline
 - Emotional and mental abuse/harassment
 - Cyberbullying
 - Child sexual abuse

Pointers for Facilitators on CSSP

Physical impacts:	Educational impacts:
It includes direct impacts like: Loss of life/injuries to school building occupants. Collapsed/damaged school buildings and other infrastructure. Non-structural hazards can also cause death and serious injuries etc.	It includes direct/ indirect impacts like Increased dropout rates. Loss of trust in an educational institution. The decrease in education quality. Missing educational records etc.
Economic impacts:	Psychological impacts:
Unsafe/ damaged schools beyond repair need a level of reinvestment. Loss of income, housing, etc. makes it difficult for families to support children continuing their education, etc.	Increased stress. Students lose a sense of continuity and their hopes and plans for the future are destroyed etc.

Learning Unit 2.3: Legal Frameworks & Right to Education Act-2009

1. Background and Context:

School safety means the overall well-being, the safety of the child, including physical and emotional health. It also includes the entire journey of a child from home to school and back i.e. “Home to Home”. To provide a safe & secure learning environment, there is a need to generate awareness in schools for the teachers to prepare, prevent and respond to undesired eventualities. The RP will establish the relevance of a Comprehensive School Safety Framework (CSSF) in the context of Gujarat, where children are exposed to a variety of hostilities and then introduce the concept of CSSF to the participants. Further, the RP will refer to the existing legal provisions, guidelines, etc. of the Center and State as well as those that cover specific aspects of school safety and draw attention to the fact that there is no single framework that covers all dimensions of safety in schools. Serious efforts must be made to make children comfortable in schools so that they can concentrate on learning. Throughout the sessions, the message that children learn best in an environment where they feel safe, secure, respected and free from any kind of stress/fear is to be made and reinforced.

2. Description of Session:

The Resource Person will try to establish a link with the previous session (Session 3) where participants analyzed possible threats surrounding children and use the platform to explain the need for a safe and secure environment. The RP shall then make a PowerPoint presentation to introduce the concept of CSSF and encourage participants to raise questions to make the session participatory and effective. As ready reckoners, the participants (Master Trainers) will be provided with Government Orders and guidelines as handouts. This will help the participants sketch various international, national & state-level declarations, strategies, policies, acts, rules & guidelines which mandate for school safety programs at all levels to enable them to use the same when they train school teachers.

3. Learning objectives

At the end of the session, the participants will be able to:

- State what the Right to Education says.
- Explain the direction of Supreme court on School safety
- Explain the concept of Education in Emergency (EiE).
- State what the UNCRC says on the rights of children.
- Describe UNDRR’s worldwide initiative for safe schools.
- Explain the need and importance of making schools a safe and sound place for education.

4. Duration: 45 min

5. Methodology

- PowerPoint Presentation (optional)
- Discussion
- Film (if available)

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan

The session should be taken up in a discussion mode so that trainees come out with their ideas and experiences in understanding Comprehensive school safety as they mean and understand in the present institutional setups. The Resource Person will try to establish a link with the previous session where participants analyzed Key Messages:

1. There are two key components in the Comprehensive School Safety Framework.
2. Under Safe School Environment including DRM of Component-1, there are seven issues, viz. The safe school environment, location of the school, the safety of classrooms, health & hygiene in school premises, mid-day-meal, access to school & quality of school construction and maintenance.
3. Component 2 deals with Child Protection. Under this component, there are four issues which are as follows:
 - Physical abuse, positive discipline
 - Emotional and mental abuse/harassment
 - Cyberbullying

Additional Readings:

UNITED NATION CONVENTION ON RIGHTS OF THE CHILD (UNCRC)

The Convention on the Rights of the Child was adopted and opened for signature, ratification, and accession by General Assembly resolution 44/25 of 20 November 1989. It entered into force on 2 September 1990, following article 49. The UNCRC consists of 54 articles, with 41 that are specifically related to the rights of children. It covers almost all aspects of a child's life and aims to create a balance between the rights of children and those of the parents or adults responsible for their survival, protection, and development. The 20th

ratification of the convention was received in just over 8 months and the UNCRC officially came into effect binding all UN countries to the convention. This is more quickly than any other human rights treaty in history. The UNCRC got ratified by India on 11 December 1992². The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival, and development; and respect for the views of the child. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child³.

RIGHT FREE AND COMPULSORY EDUCATION ACT 2009 AND RIGHT TO EDUCATION RULE 2011.

The right to education is fundamental rights and provided under Article 21 (Right to life) under the constitution of India. Supreme Court of India also observed in the PIL case of Mr. Ashok Kumar Thakre as It has become necessary that the Government set a realistic target within which it must fully implement Article 21A regarding free and compulsory education for the entire country. The Government should suitably revise budget allocations for education. The priorities have to be set correctly.

The most important fundamental right may be Article 21A, which, in the larger interest of the nation, must be fully implemented. Without Article 21A, the other fundamental rights are effectively rendered meaningless. Education stands above other rights, as one's ability to enforce one's fundamental rights flows from one's education. This is ultimately why the judiciary must oversee Government spending on free and compulsory education."

Because of what has happened in Lord Krishna Middle school in District Kumbakonam and other incidents which have been enumerated in the preceding paragraphs, it has become imperative that each school must follow the bare minimum safety standards, in addition to the compliance of the National Building Code of India, 2005, in particular, Part IV of Fire & Life Safety and the Code of Practice of Fire Safety Educational Institutions (IS 14435:1997) of the Bureau of Indian Standards

WHAT IS THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE) ACT?

- The Parliament (Lok Sabha and the Rajya Sabha) passed the Right of Children to Free and Compulsory Education (RTE) Act in 2009. It was signed by the President into action on 1 April 2010.
- RTE is a law that says I have the right to go to school and learn, along with every child in the country between the ages of six and 14. I have the right to get an education until I complete at least Class 8.
- No one can stop me from getting my right to a good education. Anyone who tries to stop me from going to school and learning can be punished.

² Bhakhry, S. (2006), Children in India and their Rights. National Human Rights Commission, New Delhi

³ UNICEF (2010), Understanding the UNCRC; http://www.unicef.org/crc/index_understanding.html

WHAT DOES RTE MEAN FOR ME?

- Education is my right, and nobody can stop me from going to school.
- If I am older than six years, I will enter a class with children of my age.
- If I am not able to go to a school or, I had left school, now I will go to school regularly.
- If I am older than six-years-old and out-of-school, I will enter into a class with children my age. If I am 10-years-old, even if I missed some days or years of school, then I will go to Class 4 and get special help to catch up with the other students in my class.
- The Government has promised us entry into school, whoever we are: boy or girl, rich or poor, disabled or handicapped, and whatever religion we follow or language we speak.
- If I or my friends cannot finish school by age 14, we have the right to continue until we complete Class 8 no matter what our age.

FIRE SAFETY MEASURES IN SCHOOLS:

- i. Provision of adequate capacity and numbers of fire Extinguishers of ISI marks to be provided in eye-catching spots in each block of the school.
- ii. First Aid kits and necessary medicines should be readily available in the school.
- iii. Provision of the water tank and separate piping from the tank with hose reel to the ground floor and first floor.
- iv. Firefighting training to all teachers and students from X to XII standards.
- v. Fire Task Force in every school comprising of Head of the institution, two teachers/staff members and one member from the Fire and Rescue Department should be constituted. The Fire & Rescue
- vi. Department members shall monitor and make a fire safety plan and conduct inspections once every three months.
- vii. Display of emergency telephone numbers and list of persons to be contacted on the notice board and other prominent places.
- viii. Mock drills to be conducted regularly. Fire alarm to be provided on each floor and for rural schools separate long bell arrangements in case of emergency.
- ix. All old electrical wiring and equipment shall be replaced with ISI mark equipment and routine **24** maintenance conducted by the School Management in consultation with the Fire and Rescue Department.

- The school is free. No one can ask me or my family to pay a fee that will stop me from getting my education
- If my family moves to a new place, I will go to a school near my new home. No one can stop me from moving from one school to another when I move to a new place.

WHAT DO GOVERNMENT AND PARENTS NEED TO DO?

- There are different types of Government -- in New Delhi, in states and close to my home - - that should make sure I get my right to education.
- The State Government (or any of the local authorities) will set up schools in every neighbourhood. No child will have to walk long distances to reach school. If the school is too far or the path to get there is dangerous, the Government should provide transport like buses, bicycles or boats to make sure we get to school safely.
- The Government has to make sure I have a good school with:
 - A classroom for every teacher
 - At least one teacher for every 30 children in a primary school and one teacher for every 35 children in an upper primary school
 - At least two teachers in every school, even for the smallest school
 - Teachers for every subject in Grades 5-8, including language, math, arts, health o Separate toilets for boys and girls o Enough clean drinking water o Kitchen where mid-day meals are cooked o Playground, games and sports equipment o A library with many books, maps, and a dictionary
 - Easy access for children who have disabilities or special needs, like a ramp for wheelchairs
- The central and state governments need to provide enough money to put everything in place for children to get their right to education.
- The school should have working days and holidays. The primary school will be open for 200 days every year. The upper primary school will be open for 220 days in a year. • New schools will be built and old ones repaired. This is the responsibility of the Government.
- They must make sure that children with special needs get extra help to stay in school and learn, like a child who cannot study at home, because his parents did not go to school or a child who is working instead of going to school.
- Parents will ensure that children go to school and learn.
- The Government may also set up a pre-school center so that younger children (3-5 years) can play and learn together to get ready for school.

WHAT DO SCHOOLS AND TEACHERS NEED TO DO?

- No school can refuse my right to education. No one can make me leave school before grade eight.
- If the school does not follow the rules of RTE, they may be asked to close down.

- Even if my parents do not have money to pay, I can be admitted to a private school. For every three children who enter into grade one in a private school, one more can enter whose parents do not have the money to pay. The Government will help with this.
- I have a right to apply to a private school nearby, even if my parents cannot pay the fees. If I am admitted, the Government will pay for me to study there.
- A school cannot make me take a test to get in. Even if I do not have a paper that shows my age, I can still get into the class with kids my age.
- No scary entrance tests for any of us.
- My teachers will have gone to school themselves to get a diploma that shows they know how to work with children and help them learn.
- No teacher can beat me or punish me in any way
- Our teachers will be in school for the full-time table.
- They will talk with my parents and tell them about how I am doing in school, how I am learning and where I need help.
- School is not just for lessons. We will be looked after well, kept safe from danger, given food at noon, lots of playthings and time for playing.
- Our school will have a School Management Committee in which some of our parents, especially mothers, will be members. Together they will make a plan for the development and running of the school.

WHAT WILL I LEARN?

- At school, I learn to be a good person and to treat others with respect and equality as described in India's constitution.
- Other than basic reading, writing, and arithmetic, I will play, sing, dance, paint and take part in other creative activities.
- I will also learn the things that will help me take care of my body to grow big and strong.
- My home and school will help me in acquiring skills that I can apply in life.
- I will come running to school because there are so many interesting activities for me. My teacher will give me the chance to explore and learn new things on my own and with my classmates.
- My teachers will help me to learn in my language.
- I have ideas and opinions about many things. I enjoy the freedom that I get in class to talk about them.
- A great thing about the new law is no board exams! I will learn as much as I can. My teachers will not make me feel ashamed or humiliated, because I have not understood anything.

WHO HELPS PROTECT MY RIGHTS?

- One special body exists to protect my rights, including my right to education. It is called the National Commission for Protection of Child Rights (NCPCR).
- If I am not getting my right to education, my parents, teacher or anyone else who wants to help can write a complaint to our local authority.
- If any child is left out, a helpful adult can write a complaint to the Local Government.
- I can use a Child Helpline, SMS, telephone or a letter to make a complaint. My name will be recorded, but not told to anyone.
- Within three months, I will have an answer and there will be some action. If I am not satisfied, I can go directly to the State Government. I feel confident that my rights will be protected.

WHAT CAN I DO?

- Go through this booklet and know my rights.
- Reach out to children who live nearby and take them to school with me.
- Be a friend to every child in my school even if they are from a different religion, language, neighbourhood, class or background.
- Discuss how much I enjoy school with my family and friends.
- Go to school every day and study.
- I can complain to the Government if my rights are violated.
- Check if our school has all the facilities such as safe and adequate drinking water, toilets, a playground, and play material, library, teaching staff, equipment, and mid-day meals.
- We will learn to form Child Cabinets or, Meena Manches, in school to help take care of our school and report to our teachers.
- Help each other to learn and help our teachers to make the classroom-friendly for all children.
- Cooperate with our peers and teachers so that no child in our class feels left out.
- My parents and I can work with the School Management Committee (SMC).
- Report any violation of child rights that we come across in school or outside.
- Express my views without fear and ask my teacher where I need help to learn better.
- Include all the children in my class in activities, especially the newcomers.
- If a child is scolded, beaten or thrown out of school, I will inform the head of the school, my teacher or a parent. If action is delayed or not satisfactory, then we can request our parents and teachers to take our complaint to the SCPCR in the State.

SARVA SIKHSYA ABHIYAN (SSA)

Sarva Siksha Abhiyan (SSA) is implemented as India's main program for universalizing elementary education. Its overall goals include universal access and retention, bridging gender and social category gaps in education and enhancement of learning levels of children. SSA provides for a variety of interventions including the opening of new schools and alternate schooling facilities, construction of the school and additional classrooms, toilets and drinking water, provisions of teachers, periodic teachers training and academic resource support for learning achievement. In the present phase of SSA, it is mandatory to ensure that the approach and strategies for universalizing elementary education conform to the rights perspective mandated under the RTE act. The RTE act has also brought in new monitoring mechanisms to ensure that child's rights under the act are protected. The RTE act provides for constitutionally created independent bodies like the national and state commissions for protection of Child Rights to perform this role. The new law provides a judicial legal framework that entitles all children between the ages of 6-14 years free and compulsory education, attendance and completion of elementary education. It provides for a child's right to an education of equitable quality, based on the principle of equity and non-discrimination.

Pointers for Facilitators/Resource Person (RP):

The RP will touch on the following legislations:

1. UNCRC
2. National School Safety Policy Guideline, 2016
3. School Safety & Security Guideline of the Education Dept. GoG
4. Supreme Court ruling on School Safety
5. Guidelines issued by the Department of School Education and Literacy, MHRD, Government of India over concerns of school safety. These are as follows:
 - i. Advisory/Guidelines for eliminating corporal punishment in schools under section 35 (1) of the RTE Act (MHRD, 2014)
 - ii. Guidelines on Safety and Security of Children, MHRD, 2014
 - iii. Guidelines on Food Safety & Hygiene for School Level Kitchens under the Mid-day Meal Scheme, MHRD 2015

Key Messages:

Supreme court of India judgment for basic minimum standards for safety in schools:

The Supreme Court bench of Justice Dalveer Bhandari and Justice Lokeshwar Panta articulated the following in the case related to the Kumbakonam Fire tragedy Avinash Mehrotra Vs Union of India (Writ Petition 483 of 2004). In 2007 the Indian National Disaster Management Division published a school safety handbook for administrators, education officers, emergency officials, school principals, and teachers. Noting that various accidents and hazards have struck Indian schools in recent years, sometimes with catastrophic results,

the handbook stresses the importance of taking both structural and non-structural measures to reduce the vulnerability of the school children. (Source: *National Disaster Management Guidelines – School Safety Policy -February 2016, A publication of the National Disaster Management Authority, Government of India*)

1. Children can learn best in an environment that is safe and protected.
2. Several guidelines and policies are available that address safety of children in school but there is no single, comprehensive framework.
3. There is a need for a comprehensive school safety framework to provide a safe and protective learning environment for children.



Learning Unit 2.4: Hazards, Risk, Vulnerability & Capacity Assessment (HRVCA) - Tools and Techniques

1. Background and Context:

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.

In India, the Central Board for Secondary Education has introduced disaster management as a separate subject in grades VIII, IX and X (for details refers to handout). To ensure the safety of children & school premises, it is highly essential to endow teachers and head teachers with the knowledge of three Pillars of Safety & Security in schools which have been clubbed into two broad components. This session will also help participants understand the component-wise detail for the implementation of CSSF at their respective schools. Teachers and head teachers need to be aware of these details so that they are equipped to initiate required action to ensure the safety of their students, particularly girls, in school.

2. Description of Session:

This session will involve two activities by the Resource Person (RP) to help participants understand the components of the CSSP. First, the RP will distribute colour cards to the participants and ask them to write about some incidents related to safety within schools that they have experienced, encountered, seen, heard and/or witnessed as children or as adults. The RP may facilitate them to link the session with the previous one where they have already analyzed different issues/threats threatening a safe school environment. **(10 Minutes)**

Once the inputs are received from the participants, the RP will ask participants to match them to three pillars of safety & security in schools i.e. (1) Safe school facilities & school environment, (2) Protection from violence and other forms of abuse and (3) Disaster Risk Reduction. **(10 Minutes)** In the end, the RP will introduce the two broad components of CSSF using a PPT, which provides a comprehensive list of all the issues in the CSSP. Establish the link and relevance of a Comprehensive School Safety Framework (CSSP) in the context of Gujarat, where children are exposed to a variety of hostilities and then introduce the concept of CSSP to the participants.

3. Learning objectives

At the end of the session, the participants will be able to:

- Explain what H, R, V, C stands for in the context of schools
- Explain the equation used to calculate risk

- Explain how an HRVC study helps to understand the level of risk and gradually meet the needs of the school community
- Use the tools and Techniques for HRVCA in schools
- Explain the process of risk assessment

4. Duration: 90 min

5. Methodology

- PowerPoint Presentation (optional)
- Discussion
- Film (if available)

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan

The session should be taken up in such a manner so as the participants were able to grasp the prime terminology i.e Hazard, Risk, Vulnerability & Capacity in the context of a school environment. This session will relate most of the things covered in Technical session 1.3 where participants have understood the overall Risk Formula as well as seen the impact of these disaster elements. The session flow will be as follows:

Time slots in minutes	Process
0-20	<p>Begin with Asking of following Questions</p> <p>Have you heard about HVCA tools and techniques?</p> <p>Have you done any kind of HVCA in your respective schools?</p> <p>Encourage the participants to share their views/experiences about HVCA tools and techniques.</p> <p>If participants are not aware of HVCR, elaborate – hazards, vulnerability, capacity, and risk.</p> <p>Write down comments on the whiteboard/flip chart.</p> <p>Show the PPT (1.5)and explain the different tools using different examples</p>

21-30	<p>Show the Video Clips on</p> <p>Show the films</p> <p>The Girl Effect: The Clock is Ticking (Note that this is not an emergency focus.) http://www.youtube.com/watch?v=1e8xgF0JtVgicking</p> <p>Demystifying vulnerability (disabled people in emergencies, mainly children) http://www.youtube.com/watch?v=4IywPclgr2I</p>
31-45	End the session with Key Learning points and thanking the participation
46-75	<p>Group Exercise:</p> <p>Divide the participants in 4-5 Group</p> <p>Provide them a scenario-based case study</p> <p>Ask them to Analysis Hazard, Vulnerability and Capacity</p> <p>Q1. Identify the different Hazards based on the Scenario</p> <p>Q2. Who are the Vulnerable (children, woman, Family)</p> <p>Q3: What are the different capacities (human, Social, Financial, and Physical)?</p>
76-90	<p>In plenary ask them to present each group 5 min</p> <p>Ask for addition by any group</p> <p>Encourage discussion and end the session with key learning points.</p>

Pointers for Facilitators on CSSP

RISK ANALYSIS

Identification of risk is the first step of the school safety program. Risk Analysis has three Components and known as HVCA (Hazard Vulnerability and Capacity Analysis)

1. Hazard Analysis,
2. Vulnerability Analysis,
3. Capacity Analysis

1. Hazard Analysis

The Purpose of a Hazard Analysis is to specify the nature and behaviour of the potential hazards and threats the student in the schools face. Also, it helps to prioritize the different hazards Hazard Assessment includes:

- Identification of main hazards that may affect the school and its surroundings.

- Understanding their characteristics.
- Assessment of trends, as the frequency, intensity and severity of some disaster types are increasing.

Hazard assessment also determines the:

- The geographical area affected by the hazard.
- The season when the hazard is most likely to appear.
- Any warning signs which precede its appearance etc.

Sample Hazard Assessment Table

Questions	Hazard 1	Hazard 2	Hazard 3
1. TYPE: What hazards/disasters commonly affect your community/locality/school?			
2. SIGNIFICANCE: Which would you consider to be the most serious hazard, in terms of impact upon the community/ locality/school? (do a ranking exercise)			
3. HISTORY: What was the last significant disaster event to affect this community/locality/school, and when was it?			
4. FREQUENCY: How often does this hazard occur (e.g. every year, one year, in three years, etc...)			
5. DURATION: How long does the hazard persist (hours, days, weeks)?			
6. LOCATION/AREA: Which parts of the community/locality/school are worst affected? (could show on map)			
7. SIGNS: Any early warnings, traditional or scientific? How quickly (or slowly) does the hazard appear?			
8. SEVERITY: How do you measure the severity of the hazard (e.g. depth of water, wind speed, lack of rain, damage)? What would you observe in a good year and a bad year?			
9. FOREWARNING: Estimate the time from the signs and actual occurrence of the hazard			
10. TRENDS: What changes are happening to the frequency, duration or severity of the hazard? Any new hazards?			

(Source: Adopted from National School Safety Training Manual developed by NIDM)

It is important to know that some hazards also induce secondary hazards. For example, cyclones can cause landslides, drought may cause epidemics and pest infestation and earthquakes can cause landslides/ fires.

Structural and Non Structural Hazards in Schools

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

The school needs to check for structural validity to withstand hazards like earthquakes, floods, cyclones, tsunami and other hazards they are prone to. It should be certified by the relevant government authorities/engineers on the safety standards.

Non-structural Hazards: The non-structural elements of the building do not carry the weight of the building and include windows, doors, stairs, partition walls, pipes, and ducts. They include “building contents” like furniture, appliances, coolers, water tanks, etc.

Non-structural elements are those which are either attached to buildings or kept in buildings. The school is prone to non-structural hazards —on-site and —off-site. The other elements which are not part of the actual building but placed within the school campus are open well, no fencing, no grab bar, etc. These elements do not form seismic hazards but increase threats to students and staff. Removing them will not solve the purpose. But it is important to learn what safety measures can be adopted so that it becomes a fully-fledged resource and not a threat.

Types of Hazards related to Schools

Hazards Within School Building	Hazards outside the School Building :
<ul style="list-style-type: none"> • 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 of the wall • Areas where flammable liquid are stored • Fire extinguishers • Other movable, falling and blocking hazards 	<ul style="list-style-type: none"> • Power lines • Trees • Parapets, roof tiles, chimneys, glass, etc. • Routes past concrete walls • Rivers, sea coast, main roads, market place, inflammable goods storehouse, and a bus stand, a railway track, etc. • Open well • Ramp and grab bars etc.

VULNERABILITY AND CAPACITY ANALYSIS

The disaster occurs when a hazard meets vulnerable elements and cause damage to life, livelihoods, property, economy, environment, etc. These are called ‘**elements at risk**’.

VULNERABILITY ASSESSMENT

Vulnerability assessment is the process of estimating the degree of weakness of “elements at risk” (people, school children, faculties, etc.) to various hazards and analyzing root causes for damage and loss.

Different elements vary significantly in their susceptibility to damage or disruption and vulnerability. It also differs according to the magnitude and characteristics of hazards.

The relationship between impact and vulnerability can be illustrated by the following example-

Example of Hazard Mapping: Floods Scenario

Possible Elements at risk	Impact on the element at risk	Vulnerability conditions which allow this impact
School buildings	Damage to school buildings Waterlogged in the school campus	Schools located close to the river, in low lying areas in the river bed. Weak school building design or weak foundations. No protective wall, embankment or trees
Water supply (Handpump)	Contamination of wells	Hand pumps close to the river. Hand pump not capped or protected from contamination.

VULNERABILITY ASSESSMENT CONSIDERATIONS:

1. Need to focus on degrees of loss, damage.
2. Focus attention on important elements concentrate analytical resources on critical or significant items:
 - a) People;
 - b) Lifelines;
 - c) Economic activity, resources;
 - d) Areas of developmental importance;
 - e) Production facilities etc.

3. Essential to consider relationships of factors that determine social and economic systems and processes, over time.

Variations in vulnerability: Vulnerability can vary considerably from community to community. Even within one state, some schools may be highly vulnerable to disaster – depending on location or type of school building and many more such factors. (Types of vulnerabilities have been discussed in detail in the previous section.) In addition to vulnerabilities, a disaster-prone area will always possess some capacities at various levels (community, family or individual levels).

CAPACITY ASSESSMENT

It is about determining the strengths and coping mechanisms of the community.

It is therefore important that, when conducting vulnerability analysis, all those positive attributes, that may contribute to prevent or mitigate the effects of a disaster, or which may strengthen a community's ability to respond effectively to disaster also needs to be taken care of.

Vulnerability vs Capacity

Vulnerability Vs Capacity	
Vulnerability	Capacity
Absence of trees due to human activity or climatic factors	Presence of trees or bamboo for building, shelter or fuel.
Surface water not consistently available throughout the year.	Adequate surface water available for the whole year.
No emergency flotation devices are available.	Emergency flotation aids available – e.g. coconuts, banana trees.
Soil impoverished, for example through mono-cropping and / or soil erosion	Soils fertile and productive

Physical Vulnerability vs Capacity

Physical Vulnerability Vs Capacity	
Vulnerability	Capacity
School buildings and structures are not strong enough to resist common hazards.	Many school buildings include cyclones or earthquake-resistant design features.

Roads and bridges not usable by motor vehicles for some months of the year.	Road surfaces and bridges allow vehicles to pass for the whole year, including disaster season.
No protected wells or water hand-pumps.	Hand-pumps elevated on platforms above potential flood water level; springs and wells have protective caps.
No landline telephone communication, and/or poor signal for mobile phones.	Landline telephone and/or mobile phone communication good in all weather conditions.

RISK ASSESSMENT:

Risk is defined as the probability of harmful consequences — casualties, damaged property, lost livelihoods, disrupted economic activity, and damage to the environment — resulting from interactions between natural or human-induced hazards and vulnerable conditions. Risk assessment is a process to determine the nature and extent of risk by analyzing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm to exposed people, property, services, livelihoods and the environment on which they depend” (reference: UNDRR terminology).

Methodology:

Role-play – to show what happens during the disaster and why.

Problem tree and ranking – to the linkage of vulnerabilities and enables the school to express important vulnerabilities to address.

A facility/resource map showing the various facilities existing within and outside the school and their relative location concerning the school, name of the contact person with contact details can be prepared.

There are no fixed rules on how a general risk assessment should be carried out.

FIVE STEP APPROACHES TO RISK ASSESSMENT HAS BEEN DISCUSSED HERE:

Step 1: Consider the hazards –refer-hazard assessment. (It is advised here that the hazards (dangers) that are threatening to strike the school should be identified through discussion).

Step 2: Identify elements at risk and assess their vulnerabilities – refer- vulnerability assessment.

Step 3: Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done. Description of additional steps to take (if necessary), in the form of an action plan, Measures to be taken if things go wrong – an emergency action plan.

Step 4: Record your findings with the date of the assessment and Signatures of the assessor(s) and stakeholders involved.

Step 5: Review your assessment periodically and revise it if necessary.

- It is important to evaluate or rate the risk and deal with the highest risk first.
- Listing the past disasters of the area or locality will be useful to address the most recurring danger.
- Members of the school disaster management committee/members of the nearby community/staff member of the school may have the knowledge and experience of the dangers faced by the school. They can recall their past experiences; information obtained from them can be useful in risk assessment.
- Finally, a risk map can be prepared by showing the various problems outside the school and their relative location concerning the school. This risk map can be displayed in the school. The map may be sketched by hand. The map should be oriented in a direction so that the teachers and students can easily understand the map. The North direction may be marked on the map.

Hand-out 1

Classroom Hazard Hunt- Checklist

(Source: School Disaster Management Plan, NDMA)

Instructions

- Identify and take appropriate steps for each of the tasks mentioned in the list.
 - As you complete each of the tasks, put a tick mark against it.
 - Check your classroom safety score at the end.
- ☐ 1. We have discussed the disaster management plan with our teacher and classmates.
- ☐ 2. We have identified possible disasters that can affect our school and its surroundings:

Hazards	Probability of Occurrence		
	High	Medium	Low
Floods			
Earthquake			
Landslides			
Fire Accident			
Road Accident			

☐ 3. We have learned about dos and don'ts to be followed before, during and after any disaster.

☐ 4. We have identified hazards around our school. (Put a tick mark against the applicable category).

Hazards	Very close to our school (Less than one kilometre)	Close to our School (1-2 km away)	Far from our School (more than 2 km away)
Hazardous factory			
Busy road			
High-rise building			
Shop selling and/or selling inflammable material			
Open/blocked/unclean drains			
Others			

5. We have completed about

	Name and Address Address	Distance from School	Telephone Numbers
Emergency control room (State/District/Taluka/ Block /Panchayat)			
Helpline(public utility lines)			
Local hospital			
Nearest chemist store			
Fire station			
Police station			
Others			

☐ 6. We will follow the road safety rules.

☐ 7. We know where to assemble in our school in case of an emergency.

- ☐ 8. In case of an emergency, we know that we have to evacuate the school building by walking fast and covering our heads with our hands instead of running to avoid the stampede.
- ☐ 9. We know the location of the safest staircase in our school which can be used in case of emergency.
- ☐ 10. While using the staircase we should move in a queue and open ground.
- ☐ 11. We have identified safe escape routes from our classroom.
- ☐ 12. We have identified the safest places in the class (away from windows, large and heavy
- ☐ 13. We have a first aid kit ready with the following materials for our classroom. (We check the expiry date of the medicines and change them from time to time).
- ☐ Cotton.
- ☐ Bandage.
- ☐ Emergency medicines
14. We have an emergency kit ready with the following materials for our classroom. (We check the expiry dates of the objects for effective usage).
- ☐ Torch with batteries
- ☐ Medicines and bandages
- ☐ Dry food material like biscuits
15. We have completed hazard hunt and mitigated hazards from our schools:
- ☐ We have removed heavy objects from high walls.
- ☐ We have placed objects (like cupboards and almirahs) away from the doors so that they don't fall and create an obstruction in the exit.
- ☐ We have secured material in our laboratory to prevent breakage or leak of chemicals.
- ☐ We have secured books and cupboards in our library to prevent them from falling and causing damage or injuries in case of a disaster.
- ☐ We have fastened all loose movable objects properly.
- ☐ 16. We know how to turn off the electricity in our classroom.
- ☐ 17. We have learned to practice "Duck, Cover, Hold" in case of an earthquake.
- ☐ 18. We have learned how to practice "Stop, Drop and Roll" in case of fire.
- ☐ 19. We spread awareness of disaster management wherever we go.

Name _____

Class _____

School _____

Address _____

Date _____

Safety Score of My Classroom:

Count the total number of tick marks and check how safe your class is:

15 and above	10-15	Below 10
Our class is well equipped to face any disaster. We are a safe class!	We are learning about safety. We need to work hard to make ourselves, our classroom and school safe!	Our class has a long way to go. We need to work much harder to make ourselves and our school safe!

BUILDING STRUCTURAL SYSTEM AND SAFETY:

Statistics reveal that a large number of school-going children and school staff are exposed to damage and collapse of structures caused by events such as earthquake, cyclone, flood, tsunami, landslide and fire events. One of the key reasons is the poor performance of the building structural system to hazard events.

Did you know that failure to implement building code and safety parameters resulted in:

- In 1995, a school prize-giving ceremony in Dabwali (Haryana) turned to tragedy when a fire broke out, killing nearly 400 people, many of them were children and teenagers.
- 31 teachers died and 95 were injured, 971 students perished (910 in primary schools, 37 in secondary schools, 3 in colleges and 21 in technical schools) and 1,051 were injured in the Bhuj earthquake, (2001, Gujarat).
- In the Bhuj earthquake (2001, Gujarat) 1,884 school buildings collapsed, resulting in damage to 5,950 classrooms. Besides, 11,761 school buildings suffered major to minor damages, rendering an additional 36,584 rooms unfit for holding instruction sessions
- Fire swept through the Lord Krishna Middle School in District Kumbakonam (2004). 94 children aged between eight and ten years were charred to death while over 27 others received serious burns.
- The Jammu and Kashmir earthquake (2005) killed at least 17,000 students in schools and seriously injured another 50,000, leaving many disabled and over 300,000 children affected. Moreover, 10,000 school buildings were destroyed; in some districts, 80% of schools were destroyed.
- The Super Typhoon Durian (2006) in the Philippines caused \$20m USD damage to the school, including 90-100% of school buildings in three cities and 50-60% of school buildings in two other cities.
- Cyclone Sidrin Bangladesh (2007) destroyed 496 school buildings and damaged 2,110 more.
- Sichuan earthquake (2008), China killed more than 5,335 children in their schools and an estimated 7,000 classrooms collapsed.

A large number of school buildings across the country do not adhere to the design and construction procedures laid down in the '**Building Codes** (Building codes are a body of rules

which specify the minimum requirement a building must meet to ensure the safety and wellbeing of its occupants. In India, the Building Code and Indian Standard Code of Practice are brought out by the Bureau of Indian Standards). It is important to remember that incorporating hazard resistant features in school buildings (during site selection, structural design, and construction) is one of the topmost components of a safe school.

Making New Buildings Hazard-Safe: When it comes to new buildings it is essential to ensure that the construction site is appropriately chosen, proper architectural layout, building and related amenities are properly designed and constructed. This can be achieved by meeting the requirement of the prevailing guidelines, codes, and standards for construction (for details refer to handout 2).

Upgrading existing structure to become resistant to the damaging effect of a hazard: A large number of existing buildings in the country (including school buildings) are found to be unsafe from the hazard point of view (earthquake, tsunami, flood, wind and cyclone, landslide, fire, building element collapse and stampede incident). This is primarily because the buildings are not planned, designed and constructed as per the Building Code. In some cases, lack of maintenance (water seepage, rusting of reinforcement bars in concrete, thermal cracking, settlement of the building) causes weakness in load-carrying members failing structural element or collapse.

It is important to distinguish between the terms retrofit, repair, and rehabilitation

Please remember, all the terms refer to the modifications carried to a building but in different contexts.

Repair: is loosely used to describe any intervention. Here, interventions are minor and non-structural. This includes repair of thermal cracks by re-plastering, eliminate seepage of water in the building (rainwater or internal plumbing leaks), removal of cracked tiles and fixing new tiles, etc.

Retrofit: is a structural intervention and is aimed to strengthen the building. A typical definition of a retrofit is “the reinforcement or upgrading of existing structures to become more resistant and resilient to the damaging effects of hazards”. Retrofit aims to strengthen the building to satisfy the requirements of the current codes of hazard resistant design. The building which is intervened for retrofits program may not be damaged or deteriorated. In case the building has undergone damage in a hazard event, the building needs to be first assessed by a competent engineer and based on the result, a suitable retrofit strategy shall be prepared.

Rehabilitation: is also a structural intervention. The aim here is to regain the original strength of the building, which may have been damaged or deteriorated. This includes strengthening the weakest members through appropriate construction techniques.

Technical Session – 3

Mitigation and Preparedness for School Safety

LU 3.1	Structural and Non-Structural Safety
LU 3.2	School Disaster Risk Management Plan (SDRMP)
LU 3.3	Task Force
LU 3.4	Fire Safety/ First Aid/ Search and Rescue Technique
LU 3.5	Mock Drill Framework

Learning Unit 3.1: Structural and Non-Structural Safety

1. Background and Context:

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.

2. Description of Session:

This session talks about structure and non-structural risk and vulnerabilities. These go beyond school premises. Structural safety is mainly related to the building and its construction and non-structural safety are related to all things present in and outside the school. The Facilitator should begin by asking the following questions:

- a. What do you understand by "structural and non-structure safety"?
- b. Have you participated in any such assessment?
- c. Write down questions on the board.
- d. Give one meta card to each participant and ask them to write their answer on it.
- e. Give them 5 minutes to complete the job.
- f. After that ask each of them to read out their answer to the group.
- g. If necessary facilitator should ask participants to elaborate on their answers for the benefit of the group.

3. Learning objectives

At the end of the session, the participants will be able to:

- Sensitized to structural risks and to know where to look for solutions
- Equipped to identify the non-structural hazard and the know-how to address them

4. Duration: 90 min

5. Methodology

- PowerPoint Presentation (optional)
- Discussion
- Film (if available)

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan

Time slots in minutes	Process
0-5	Ask the participants “Besides external hazards, what are the internal elements that could pose a risk to life and safety?” Note down all relevant responses on the board.
6-20	Ask the participants “What comprises the structural elements of a building?” (Ans: columns, floor, beams roof) “Do they periodically retrofit their homes and buildings, why?” Steer the discussion towards the importance of doing so. Ask “How do you go about checking the strength of your building?” “Do you think a school should also invest these resources in their structures?” “How could a school go about identifying its structural strength?” Facilitate a discussion across the class and encourage them to share their experience of having retrofitted their homes. Finally, explain the importance of conducting structural safety assessments in schools (some important statistics are in the PPT 2.1)
21-35	Ask the participants “Have they felt unsafe by any objects/items in and around their homes? If yes, what and why?” Facilitate cross-sharing. It could even be items like an open well or a neighbour’s attitude. Ask “So, if not a structure, what could pose a threat in and around a school?” Note all relevant responses on the board. Give clues for items not covered by the participants and add to the list. Introduce the concept of non-structural risk mitigation in schools and establish its link with the overarching mandate of school safety. Finally, run the PPT and walk the participants through the points. (PPT 2.1)
36-60	Activity: Ask the participants to work in pairs. Ask them to walk around and explore the premises including outdoors and identify any items that they feel could pose a risk. They need to make their notes and report back in class in 10 minutes. The pairs have to present their findings in the remaining 15 minutes.

61-90	<p>Ask “Now that we can understand non-structural elements that pose a risk, what could we (or a school) do to mitigate these?” Note all the relevant and worthy responses on the board. Finally, walk the participants through the rest of PPT 2.1</p> <p>Discuss the key learning points and wrap up the session. Ask for any questions/comments if any.</p>
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Pointers for Facilitators on CSSP

Explain that Schools are vulnerable to structural and non-structural hazards.

What is a 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". The school needs to check for structural validity to withstand hazards like earthquakes, floods, cyclones, tsunami or other hazards they are prone to. It should be certified by the relevant government authorities/engineers on the safety standards. Basic awareness on typology, load travel path, construction material, damages to the building, similar basic information.

What is a 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. {PPT1}

In other words, non-structural elements are those which are either attached to the building or kept in the building. The school is prone to non-structural hazards 'on-site' and 'off-site'.

Other elements are not part of the 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 the threat to students and staff or in other words form and add a certain degree of vulnerability. These threats are also to be dealt with 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 labs
- Fire extinguishers
- Other movable, falling and blocking hazards **Hazard outside the school buildings:**
- 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 a solution
- Behavioural changes among users: it is very vital and indispensable that the users develop the culture of safety. Like the use of dustbin to avoid water blocking/logging or maintain discipline when moving in a mass.

GUIDANCE NOTE ON CONSTRUCTION OF NEW HAZARD RESILIENT SCHOOLS AND RETROFITTING OF

EXISTING SCHOOLS-

The following suggested steps guide both the construction of new hazard resilient schools and retrofitting of existing schools to higher safety levels. Majority of the steps identified in this table apply to the design and construction of both new construction and retrofitting. However, as these processes differ at various stages of the project (new building and for existing building), certain steps may apply solely to the case of a new construction or retrofitting. Although the steps have been organized sequentially, many of the activities can be conducted simultaneously. This quick reference guidance note proposes seven steps:

Guidance notes on the construction of new hazard resilient schools and retrofitting of existing schools

Step	Key questions to be answered?	Description
1. Identifying partners stakeholders	Who can contribute to the initiative? How are local buildings constructed? What materials and skilled resources are locally available?	Key stakeholders can include: School Management, Parents Teachers Association, Education Department, Local Government, Engineering Department, Subject Experts, Architects, Engineers (Structural, Civil), Contractor/Builder, Disaster Management Professionals (Fire & Emergency Services)
2. Determining risk	What hazards pose risk to existing and prospective schools and where is that risk the greatest?	Undertake risk screening through the identification of key hazards and their assessment, vulnerability assessment, determine possible scenarios, determine the maximum amount of damage or disruption, existing school building documents and drawings (in case if it is not available, building drawings can be prepared), weakness in building plan (shape, architectural features, space issues), strength and structural weakness, external threats (that may arise outside the school premises such as - narrow roads, low lying areas, dangerous buildings, etc), DRM concerns, risk screening report.
3. Adopting building codes and retrofit guidelines	What guidance and standards exist to ensure a new school or retrofitting plan can meet the performance under the action of the hazard?	Based on the prevailing hazard and hazard assessment, relevant building codes (National Building Code 2005, Indian Standard Code of Practice published by the Bureau of Indian Standards – BIS) and hazard resistant design guidelines should be adopted for the design and construction of the building (new/retrofit) and allied facilities
4. Assessing a school site	What makes a site more or less vulnerable to hazards? What hazards pose risk? Are there conditions make a particularly vulnerable?	The school site should undergo geotechnical investigation which in turn will identify the selection of the foundation type. Besides local hazards (such as liquefaction, ground instability, weak and expansive characteristics of soil, high water table, and slope instability) will have to be analyzed as part of the investigation. If the site is inappropriate and the building cannot be shifted to another site, the site must be stabilized by ground improvement methods. School location should also be assessed from the point of highest flood level, waterlogging, and

		environmental/chemical hazards in and around the vicinity. Protection works need to be undertaken in case of landslide-prone areas (engineered retaining walls etc.) and flood-prone areas (flood defence measures etc.). The site has to be secured/prepared before the start of any construction activity.
5. Assessing the vulnerability of existing school buildings, Structural Analysis, Retrofit Strategy	<p>What is the condition of the existing school? Should it be retrofit or rebuilt?</p> <p>What measures can be taken to strengthen the building?</p>	Conditional Assessment describes the process of assessing the actual condition of the structure concerning the code and use requirement. This technical assessment (to be done only by a qualified and experienced engineer) indicates whether the structural requirements are satisfactory, or whether it has to undergo repair, rehabilitation and retrofitting. In case the building qualifies for a seismic retrofit, the initial assessment step is Rapid Visual Screening (RVS). The RVS is the form of a survey to identify the buildings which are expected to be more vulnerable under an earthquake and need further seismic evaluation (to determine areas of deficiencies through detailed analysis). Based on the detailed analysis (Detailed Vulnerability Assessment - DVA), the retrofit strategy is undertaken. It is important at this step to determine the level of resistance of school building design to various hazards (Fully Operational, Immediate Occupancy, Life Safety, Collapse Prevention)
6. Preparing a new school design or retrofitting plan, construction specifications	What is the design considerations for a new school or retrofit plan? Who should be involved in the design process? Any special considerations when retrofitting a school?	The architectural and structural design drawings will have to be made available to the construction team and the client. In case of a retrofit, retrofitting plan and design have to be undertaken by a competent organization. Material and Construction specifications should be laid down for execution. Experienced professionals and construction workers shall be identified for execution.

<p>7. Assuring the Quality of work, Building Operations and Maintenance Schedule</p>	<p>What are the strategies for developing a transparent construction project?</p> <p>What are the approaches to train builders & construction artisans to use hazard resilient techniques?</p> <p>What mechanisms can be adopted to encourage compliance to the hazard resilient design?</p> <p>What should be considered when setting up building operations and maintenance program?</p>	<p>The construction work on-site should meet the specifications given in the design and construction drawings. The materials used in the construction activity should comply with the code requirements of BIS. Construction procedures should meet the code requirements given in the Indian Standard Code of Practice. In case the work requires special skills (especially to undertake retrofit activity); training needs to be provided to the construction workers or else a specialized team with the right skills should be employed for construction/retrofitting of the building. Quality control should be adhered to on-site and should meet the work specifications and the code requirements. Test of raw materials (bricks, sand, aggregate, cement, steel, etc) and finished elements (concrete) must be undertaken as per the requirements given in the code. A comprehensive maintenance program shall be outlined and financial resources shall be allocated for annual repair and maintenance works.</p>
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Non-Structural Elements (NSEs) can be classified under three groups based on their use and function, namely:

1. Contents of buildings: Items required for functionality enabling the use of spaces, such as (i) furniture and minor items, e.g., storage shelves, (ii) facilities and equipment's, e.g., refrigerators, washing machines, gas cylinders, TVs, multi-level material stacks, false ceilings, generators and motors, and (iii) door and window panels and frames, large-panel glass panes with frames (as the window of infill walling material), and other partitions in buildings.
2. Appendages to buildings: Items projecting out of buildings or attached to their exterior surfaces, either horizontally or vertically, such as chimneys projecting out from buildings, glass or stone cladding used as facades, parapets, small water tanks rested on top of buildings, sunshades, advertisement hoarding affixed to the vertical face of the buildings or anchored on top of the building, and small communication antennas mounted atop buildings. Thus, some of these are architectural elements, while the rest are functional.
3. Services and utilities: Items required for facilitating essential activities in the buildings, such as plumbing lines (e.g., water supply mains, sanitary pipelines, rainwater drain pipes, and gas pipelines), electricity cables, and telecommunication wires from outside to inside of the building and within the building, air-conditioning ducts, elevators, fire hydrant systems (including water pipes through the buildings).

NSE's are popularly referred to as **non-structural hazards** as they have been the cause of a huge number of avoidable injuries and deaths during disasters. Typical examples of non-structural damage include brick chimneys and parapets falling away from the building; ceiling tiles and light fixtures falling; exterior glass windows cracking; spilling contents of shelves; breakage and leakage of pipes, including sprinkler pipes, gas pipes, water pipes, and sewerage; building utility equipment sliding off from their supports or overturning, etc.

There are many ways that risks posed by NSE's can be reduced. These range from simple solutions that one can do oneself to complex solutions that require professional help. The process of risk reduction of NSE's is called **Non-Structural Mitigation (NSM)**. Though it is very little or scope for the teachers and students to work directly on structural issues but has a major stake in dealing with non-structural elements.

Learning Unit 3.2: School Disaster Risk Management Plan (SDRMP)

1. Background and Context:

It is highly important to prepare a School Safety Plan at a school level to minimize the impact of disasters and ensure that children and school staff are in a safe environment as well as in a better position to respond effectively. Such a plan also encompasses various other safety concerns that need to be addressed in a school. The resource person will explain to participants the main objectives of a school DM Plan, various steps to initiate school safety planning which includes, risk & vulnerability analysis based on experience, assessment of existing risks, hazard hunt exercise, resource & capability analysis, other emerging concerns, engaging children to make them change agents and promoting peer-to-peer strategy for knowledge and skill-building.

The participants will also be informed about the formation of different teams (DMTs), role clarity, further capacity-building training, preparedness and mitigation planning, periodic evaluation, approval & updating of SSP. At the end of the session, the resource person will share the experiences from Gujarat School Safety Programme (video clip on School Safety Programme) and other state-level initiatives as found appropriate.

2. Description of Session:

The RP will start the session by asking if anyone of the participants has had any prior SSP preparation. If yes, the RP may ask the following relevant questions to him/her/them (1) Why it was important to have SSP in school? (2) What process did the school committee follow? (3) Planning steps etc.

If No, the RP may ask what (content) they would like to have in SSP & why (10 Minutes)
Next the RP will make PPT presentation on SSP and explain the following:

- Sensitization to SMC and planning (Getting ready)
- Risk & Vulnerability Analysis (Analysis of past and existing threats/hazard hunt)
- Capacity & Resource Analysis (In school & within community/stakeholders' info)
- Formation of teams and groups (Response Teams)
- Delineation of roles & responsibilities
- Children with special needs (Extra care for special children)
- Emerging concern (Planning for emerging issues)
- Mitigation, recovery planning
- An evacuation plan and mock drill

3. Learning objectives

At the end of the session, the participants will be able to:

- Define SDMP
- Explain the purpose of an SDMP
- Describe how an SDMP can be used to reduce risk to schools

4. Duration: 90 min

5. Methodology

- PowerPoint Presentation (optional)
- Discussion
 - Film (if available)

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan

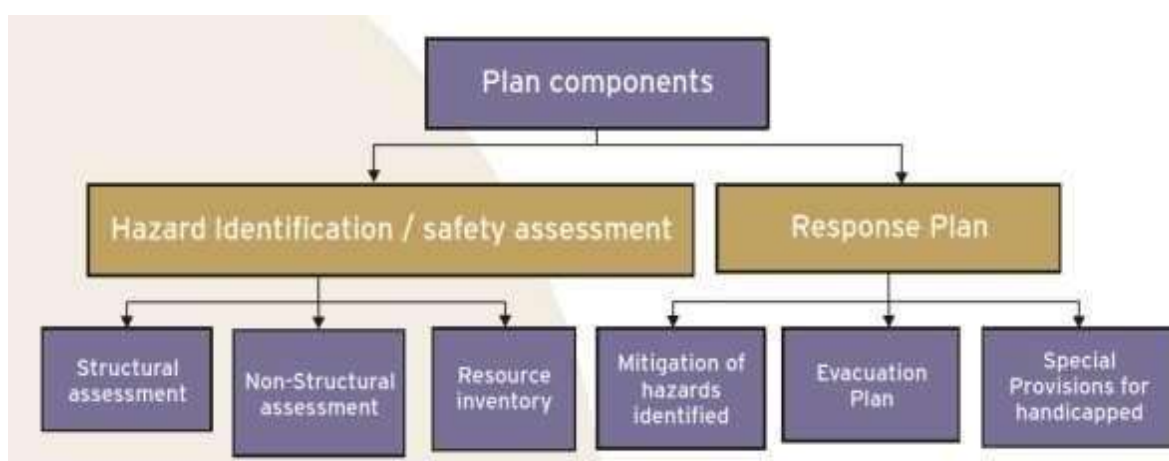
Time slots in minutes	Process
0-15	Trainer, to ask “What is simply a disaster risk management plan?” “What are some of the contents that the participants may have viewed in a DRM plan document?” “Hence, what is the objective of a DRM plan?” For all questions, trainer to note only the relevant responses on the board. Trainer, to ask “So what typically could be the function of a school DRM plan?” Facilitate discussion in a manner to bring out preparedness points, response points, mitigation planning, information on emergency task forces, etc.
16-30	Move to PPT 2.2. Walk the participants through the sample contents of an SDMP. Share more examples from experience as you go along and also invite participants to contribute points, in addition to what is on the slide, based on any experience they might have.
31-45	Orient the group (in 5 minutes) about the visit to a nearby school by showing a picture of a school and how they as a group have to come up with a simple draft of the SDRMP. Hand over the broad headings from an SDRMP that they have to fill in for that specific school. Assumption: The school can be an old /new school having substantial students' strengths.

46-90	Time spent in the group discussion and answering queries and on the template has to be matched before doing the SDRMP draft. The time available is 45 minutes before lunch, plus 5-10 minutes to get back in time for lunch. Allow the participants to break up into smaller teams and move in different directions around the school/building to capture details for the draft SDRMP simultaneously.
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Pointers for Facilitators on School Disaster Risk Management Plan

- A school safety plan provides a structured approach to address various risks over time and aims at ensuring the well-being and safety of all children in school.
- Risk Assessment forms the basic premise for any planning exercise within a school.
- It helps identify the various measures to prevent, mitigate and respond to risks through available resources by enhancing capacity.
- Children should be made an integral part of the risk assessment and planning process to ensure sustainability.
- Need-based response teams should be formed and their roles clarified.
- School Safety Plan should be tested through mock drills and updated regularly.
- Coordination and collaboration between various departments are essential for implementing the School Safety Plan.

Components of School Disaster Risk Management Plan: The Plan has two components as depicted in the following chart:



While preparing the plan one needs to see assurance that the plan prepared has a holistic approach to combat any disaster. A written description of the school and its surroundings shall 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 program to minimize them.

Components of a School Emergency and Disaster Preparedness Plan

- Complete contact information, such as office, home, and mobile phone numbers, and e-mail addresses of all members of the school emergency and disaster preparedness committee.
- Telephone numbers of emergency and support agencies (e.g. fire departments, hospitals, police, radio and television stations, etc.).
- Maps and floor plans, Maps of the community and school site, and school floor plans that provide summaries of the natural and man-made features of the area.
- Topographic maps and street maps that can be used to assess the vulnerability of the school to hazards such as floods, landslides, forest fires, and transportation accidents involving hazardous materials.
- Floor plans and site plans of the school facilities which offer planners a summary of building features to:
 - Identify shelter areas; ii. Plan evacuation routes;
- Locate shut-off devices for gas, water and electricity, underground gas lines, and fire suppression equipment; and
- Locate chemical storage areas. Emergency warning system for informing the school the population of the actual or impending danger. Aside from a public address system, new technologies like emails, mobile phones, etc. can be used.
- A school evacuation plan and map for specific disasters, showing the location and route inside and outside the school.
- List of school buildings to be used as shelters for evacuees in case of a community disaster.
- Emergency Preparedness Plan orientation and drills for all students, teachers, and staff.
- Procedures for informing parents and guardians during school emergencies (e.g. local radio, TV, internet, telephone or cell phone)
- A school property inventory may reveal equipment that may pose danger in the event of a disaster or emergency
- Provision of emergency transportation for students and staff
- Alternate warning system to alert the entire campus if and when there is a power failure.
- Contingency plan for continuity of student learning (e.g. home study or conduct of classes at alternative locations) in case the school is temporarily closed for repairs or used as an evacuation shelter.
- Off-site back-up of important school records.

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.

Process of Preparing School Disaster Risk Management Plan The school disaster risk management plan has eight key steps.



This requires the involvement of everyone from all sectors of the entire school community. It is also important to have good coordination among all involved. National Disaster Management Authority (NDMA) has prepared a template of a School Disaster Risk Management Plan for implementation and actions which can be taken by school stakeholders (please see Annex 2).

- 1. Sensitization meeting for awareness of School Management:** As a necessary first step to preparing a plan and teacher training on how to prepare a plan, sensitization meetings should be organized by the school authority in which all key school members are present (i.e. principals, administrative staff, all teachers, student leaders, head cook). These key members should discuss potential hazards in their school, disaster risk management plans, as well as how to organize a committee and conduct a school safety audit with trained staff or experts.
- 2. Formation of the School Disaster Risk Management Committee:** Four groups: Coordination group, Disaster awareness group, Risk reduction group and Disaster response group. All four will conduct together an audit and then begin school-based DRM activities. The group's roles and responsibilities could be defined.

3. Conduct School Safety Audit Hazard Identification and Safety

Assessment: The audit enables the school to enumerate potential risks and risk reduction measures. It also helps to identify limitations and necessary support from outside agencies. Audit findings enable the school to prepare a school-specific plan for DRM activities. For example, a school might not have emergency lighting to use during a power failure, exit doors and windows that jam and will not open, existing risk like outside electrical wires, suspended ceilings, weak tree branches, unsafe building, risk at high way located near to the school, etc.

4. Preparation of the School-based Disaster Risk Reduction document:

The document should contain a detailed analysis of the school safety audit, mostly emphasizing information related to school-specific hazards, vulnerability and capacity through key aspects such as:

- The physical location and demographic details of the school building and its surrounding environment like the number of classrooms and laboratories as well as its proximity to river, highway, and railway line/crossings, etc.
- Resource mapping showing the resources available within the school (i.e. stretcher, fire extinguishers, ladders, first aid kit, disaster response kit, etc.)
- Vulnerability mapping and coping mechanisms showing the vulnerable location of the school building such as the average number of students and teachers per classroom, taps located in the vulnerable place, and outside electrical wires, coping mechanisms for the hazards identified should be listed out.
- Possible risk wise safe places and evacuation routes with charts and signs of the school should be prepared and posted at the notice board. Time-to-time this document should be updated and reviewed.

5. Formation and Training to the School-based Disaster Risk Reduction Teams: The member of the group should be creative, while developing the materials for awareness generation, kindly note that the cultural background of the area should be kept in mind. Based on the location of the school (urban or rural) community should be targeted. Each team member will engage in different activities such as raising awareness, risk reduction implementation, soliciting support from outside agencies, disaster response, coordination within the team and evaluation, etc. For these various tasks, team members need materials and training subjects like school safety, school-based DRM, first aid, and search and rescue are several key subjects.

6. Awareness activities and dissemination of the plan to everybody in the school: It is important that after plan preparation, the plan is disseminated to every school through innovative and interesting activities and with the integration of existing school activities.

7. Conduct regular safety demonstrations and report to Committee: Mock drills, fire safety demonstrations are conducted to train students and teachers and to test the various elements of your response plan to evaluate and revise it. During a disaster, life-protecting actions such as evacuation to safer place search and rescue and first aid must be taken

immediately. There will not be time to decide what to do next; everyone must know in advance because evacuation or first aid administration may be necessary; well-trained staff and students will guarantee that these crucial steps are taken as quickly as possible. Disaster specific drills can be conducted against any disaster — fire, earthquake, accident, cyclone, etc

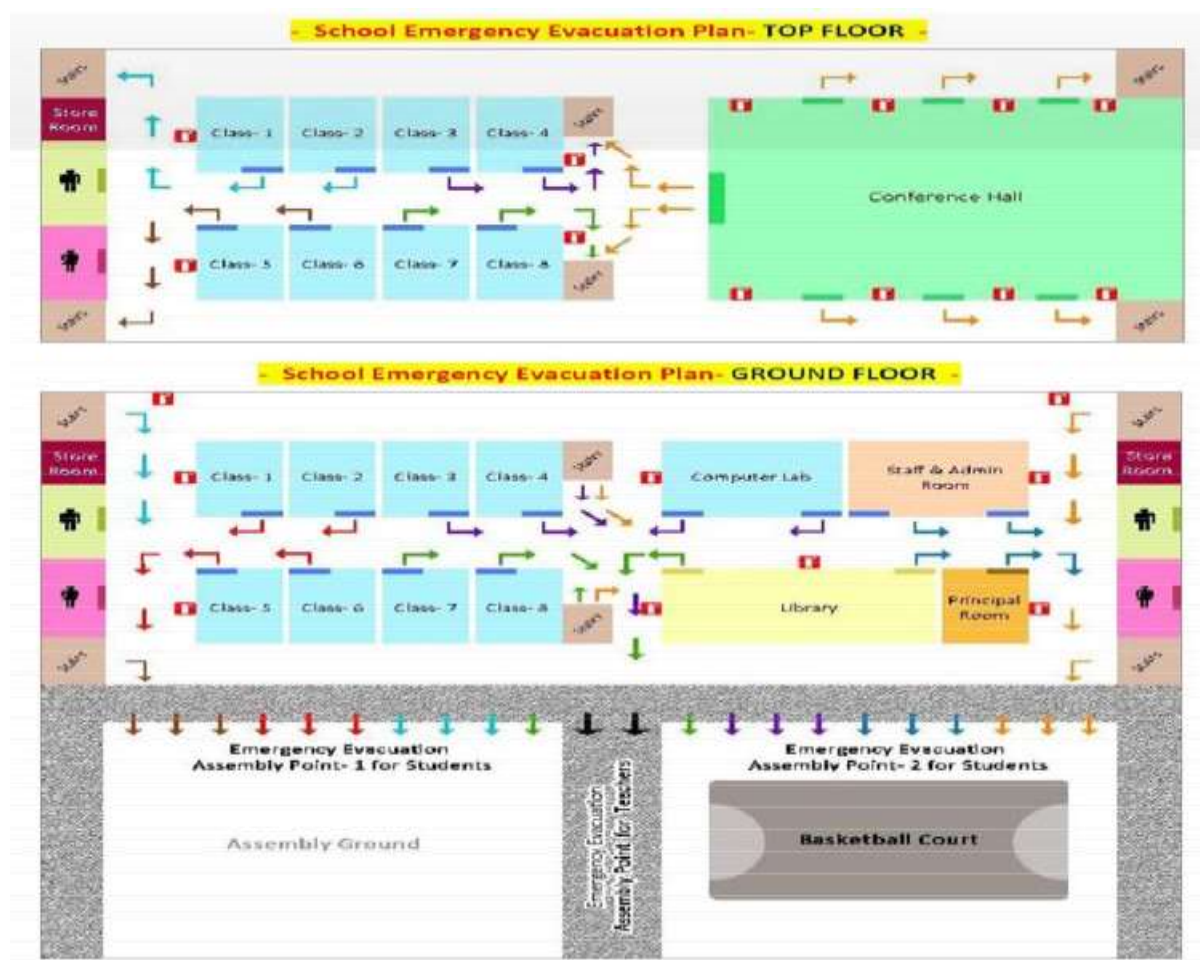
8. **Implementation of risk reduction measures:** Based on the audit analysis, the team develops an understanding of the school's vulnerability. Now the team knows where and what kinds of mitigation measures should be implemented with whom and for whom. Several examples could be removing weak tree branches, taking fire safety measures in laboratory and kitchen, raising awareness on specific topics where school's lack knowledge, constructing safer buildings, designing appropriate exit routes, and taking steps to ensure the safety of vulnerable groups such as young students (std.1 to 4), and People with Disabilities (PWDs). This step — implementation of risk reduction measures — is important for making schools safer and according to the progress of this measure all other aspects are changing.
9. **Evaluation of the plan to improve effectiveness:** The school-based disaster risk reduction plan needs to be periodically evaluated and updated. The suggested period for plan updating could be quarterly. For example, the first mock drill may have many mistakes or consume more time. This drill needs to be evaluated and improved. The National Disaster Management Authority (NDMA) has prepared a model template for concerned school authorities and other school stakeholders for preparing a school disaster risk management plan. This initiative has been taken as a part of the NSSP that NDMA had implemented in 8600 schools from 22 states/ union territories of India falling in seismic zone IV or V. The template is also available on http://www.ndma.gov.in/images/pdf/school_safety/link3.pdf

Linking SFDRR Priorities to Child-Focused Programming	
SFDRR Priority	Child Focused Programming Application
Understanding Disaster Risk	<p>A comprehensive and inclusive approach to school safety is the foundation for integrating risk reduction and resilience into education sector strategies, policies and plans</p> <p>Child-centered risk assessment is in place at all levels in the education sector</p> <p>Multi-hazard risk assessment has been conducted to analyse and prioritise risks affecting the education sector</p> <p>A systematic plan for assessing and prioritising retrofitting and replacing unsafe schools has been developed and is being implemented</p> <p>The National Disaster Management Authority and Education authority has nationally adopted consensus and evidence-based, action-oriented key messages as a</p>

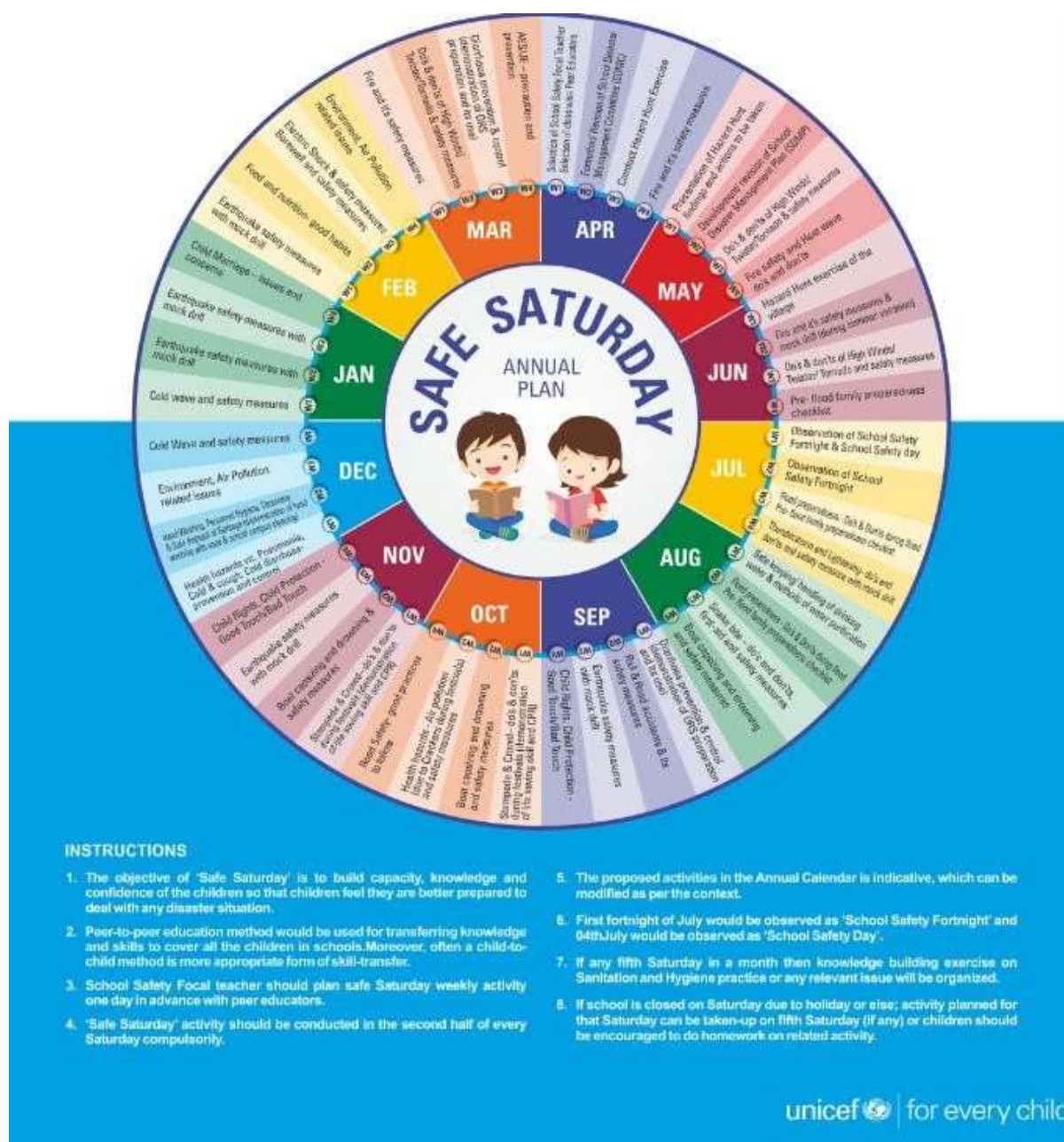
	<p>foundation for formal and non-formal education</p> <p>The education authority has infused Risk Reduction and Resilience (RRR) Education into regular curriculum, including (but not limited to) climate education, Disaster Risk Reduction education, and conflict-sensitive education</p> <p>Schools convey RRR Education via non-formal education. This can include participation in school disaster management and after school clubs, assemblies, and extra-curricular activities</p>
Strengthening disaster risk governance to manage disaster risk	<p>Enabling policies and legal frameworks are in place at national and/or sub-national levels to address the key elements of Comprehensive School Safety</p> <p>Organisational arrangements, leadership, and coordination for RRR Education is established by senior management, and includes designated leaders who are responsible at all levels</p> <p>Guidance and regulations for safe school construction are in place</p> <p>Safe school site selection, design and construction are monitored for compliance/enforcement by the appropriate authorities</p> <p>Schools annually review school Disaster Risk Reduction and management measures. For example, this can be part of school-based management and/or school improvement including (but not limited to) ensuring guidance and plans are in place for preventing and responding to attacks on education, conducting school based hazard drills, and evacuation</p>
Investing in disaster reduction for resilience	<p>Funding is in place to reduce education sector risks</p> <p>Monitoring and evaluation for Comprehensive School Safety is underway</p> <p>Funding, monitoring and evaluation is in place for generating hazard-related evidence to increase access to and availability of risk-related data</p> <p>A prioritisation plan for upgrading existing unsafe schools is being resourced and implemented</p> <p>Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of investments in public schools</p> <p>The education authority has needs assessment, strategy, and an implementation plan to develop staff and student capacity for participation in school-based Disaster Risk</p>

	<p>Reduction and management at the necessary scale</p> <p>The education authority has needs assessment, strategy, and an implementation plan to develop teachers' capacity for teaching RRR Education</p> <p>The country has enough quality (RRR) Education materials to implement RRR Education at scale</p>
Enhancing disaster preparedness for effective response, and to "Build Back Better" in recovery, rehabilitation, and reconstruction	<p>Planning is undertaken for limited use of schools as temporary shelters or collective centers during the school year</p> <p>The education authority has multi-hazard risk assessment based national and sub-national plans for education sector risk reduction and management. The focus is on safety and security, educational continuity and contingency planning, and protection of education sector investments</p> <p>The education authority has established and relevant simulation drills that are held annually at all levels to practice response preparedness and to review and adapt response plans as needed</p>

Source: 'Comprehensive School Safety', A global framework in support of The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and The Worldwide Initiative for Safe Schools, March 2017, UNDRR and GADRRRES



A model School Evacuation Map



Learning Unit 3.3: Task Force Formation

1. Background and Context:

This session details the importance of task forces in DRM in schools. What all task forces should be formed, who should be the members, what should be the criteria for selection of these members, training, and information required by the members, etc. The session also mentions the roles and responsibilities of each task force as well.

2. Description of Session:

Begin with asking the following questions:

- a) What is the task force?
- b) Do you have any task force in your school to deal with emergencies?
- c) Are you part of any task force in your school?

Those you say yes, ask them to elaborate on their answer as to what task force and whether they plan any role in that.

3. Learning objectives

At the end of the session, the participants will be able to:

- Explain the need for a separate school emergency task force
- Explain the functions of a school emergency task force in
- 3 phases of a disaster (Pre, During, and Post)
- Define the roles and responsibilities of the Task Force
- Explain the need for the sectoral taskforce

4. Duration: 45 min

5. Methodology

- PowerPoint Presentation (optional)
- Discussion
 - Film (if available)

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan

This session would speak on the task force in general and not on any explicitly on designated task forces (search & rescue, first aid, etc). Explain that common people are first to react to any disaster. If we want to protect our children, we will need to form a task force on the local level and train them so that they can render services in any emergency. 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
 - The trainee should be from std VIII & above
 - Training should be following 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 a training session by each member
 - Focus on Safety of a rescuer (primary, unless which the TF not to start)
 - Criteria of the nomination of Task Force
 - The reason behind the usage of a specific technique to be given
 - Once the children master in basic than the specialized training can be provided to the
 - Training to be provided at their location (school)
- If it is primary school:
 - Task Forces will be created around school
 - Members will be youth and neighbour 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, ICWD, SC, ST, Minorities)
- Adequate refresh training
- Practice session compulsory during a training session by each member – Criteria of the nomination of Task Force

The main task force should be (for details see handout 1 }:

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 natak"
- Conduct awareness generation activities systematically in the whole school, targeting different classes and also staff and teachers.
- Conduct awareness generation activities in the neighbouring areas in coordination with the RWA representatives, the local police station, and any local NGOs.
- Organize innovative activities and exercises for students and teachers on DRM to ensure continuing interest in the issue during normal time.

2. Warning and Information Dissemination Team

Role and responsibilities include:

- Monitoring and taking regular updates from TVI 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 I flags of the appropriate colour for different warning levels 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 I 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

- 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 practice 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 I 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 (extinguishers, etc.) is in working order and that staff has received training to use it
- Ensure that all non-structural earthquake hazards that can cause a fire (i.e. Chemical Laboratories, Cafeteria Kitchens, hot water tank) are properly secured

Coordinate with the SDMC in ensuring that a fire safety assessment of the school premises is conducted by the local fire department and that the recommendations are implemented

Time slots in minutes	Process
0-15	Ask the participants “Do we need skilled and trained people to cope with certain situations and what type of situations?” “What type of people and why?” “What are the skills a school would need in the house as compared to what they can wait for professionals to do?” Discuss all answers and help to bring out – first aid, search & rescue, firefighting and basic transportation of casualties.

16-30	Walkthrough the PPT on need, importance, and composition of a SEMT (PPT 2.3)
31-39	Play YouTube video on need for school emergency management team: https://www.youtube.com/watch?v=Caxv9VjUbM4 Please facilitate discussion after screening
40-45	Play the YouTube video of the transportation of casualties by school students. Link: https://www.youtube.com/watch?v=LRlyHI9eoWk Please facilitate discussion after screening

Reference/Further Reading:

- National Disaster Management Guidelines: Management Of Landslides And Snow Avalanche, 2009, National Disaster Management Authority, Government Of India
- Safe learning - safe citizens: Education today for a safe tomorrow
- Gujarat School Disaster Management Plan, GSDMA
- A practitioner's handbook on School Safety, Save the Children
- National School Safety Policy 2016-NDMA
- School DRM Plan template document developed by GIDM and UNICEF

Learning Unit 3.4: Fire Safety/ First Aid/ Search and Rescue Technique

1. Background and Context:

Emergency Taskforces in schools required to protect the students, evacuate to safe spaces during an emergency during the school hour. 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. This session details the importance of these task forces within the school to save critical times require for a victim to survive. The participants will also be informed about the basic dos and don'ts during various disasters/emergencies. The resource person will share the experiences from the Gujarat School Safety program and the risk assessment exercise carried out in select KGVs in Gujarat with the participants.

The session will also include a demonstration of basic first aid and search for & Rescue techniques. The basic first aid tips, fire fighting and search and rescue techniques will be shared with as well as demonstrated to the participants. The purpose of this session is not to develop the skill but to create an overall awareness among the participants so as they become more informed and can organize specific training programs at the school level for the teachers and students with support from Red Cross, Civil Defence, local fire officials, and NDRF.

The key topics to be covered are as follows:

First Aid:

ABCD of first aid.

Basic first aid tips during the following emergencies mentioned below.

- Fall
- Sports injury
- Assault
- Trap door injuries
- Stampede
- Medical conditions as Fainting
- Drowning
- Burns
- Stab
- Animal bites
- Electrocution

- CPR- Cardio Pulmonary Resuscitation

Search and Rescue: key techniques to be covered are as follows:

Four Hand Seat Method

Pick a Back Method

Carry a Chair Method

Human Crutch Method

Two-Hand Seat Method

Three-hand Seat Method

Fireman Lift Method

Fireman Crawl Method

Staircase Drag Method

2. Description of Session:

Begin with asking the following questions:

- What should be these task forces' role?
- Do you have any existing task force who are doing similar activities in normal times?
- Are you part of any task force in your school?

Those you say yes, ask them to elaborate on their answer as to what task force and whether they plan any role in that.

This session will be divided into two parts. The first part of the session will commence with a presentation. The second part of the session will be held post lunch and will include the demonstration of basic first aid, search and rescue, and firefighting techniques.

This part of the session will be conducted with support from Red Cross, Local Fire Officials/Civil Defence volunteers/NDRF. In the event of a fire incident or any other disaster, staff teachers and students in an unsafe and unplanned school building are at substantial risk. Children are highly vulnerable in any disaster but fire is one of the common and probably one disaster which has a very high occurrence as well. However, very schools are well prepared to deal with this danger. Given the seriousness of the matter, all schools should develop their school fire safety management plan. The school should focus more on precaution and prevention of fire mishaps. Hence dos and don'ts of fire should be taught upon.

There are two main components in the fire safety plan:

- Hazard identification Safety Assessment, which includes -
 - Structural assessment
 - Non-structural assessment

- Resource inventory
- B. Response Plan, which includes:
 - Mitigation of hazards identified
 - Evacuation plan
 - Special provision for differently able

To achieve fire safety school, every school should form a task force for fire safety. The members of the team can include - teachers, parents, and students.

Role & responsibilities of the school fire team:

- Make sure fire-fighting equipment (extinguishers, etc.) is in working order and that staff has received training in its use
- Ensure that all non-structural earthquake hazards that can be the cause of the fire (i.e. Chemical Laboratories, Cafeteria Kitchens, hot water tank) are properly secured
- Coordinate with the SDMC in ensuring that a fire safety assessment of the school premises is conducted by the local fire department and that the recommendations

3. Learning objectives

At the end of the session, the participants will be able to:

- Demonstrate or show basic first aid techniques
- Demonstrate light search and rescue techniques
- Explain fire safety concepts
- Demonstrate how to use a fire extinguisher

4. Duration: 60 min

5. Methodology

- PowerPoint Presentation (optional)
 - Discussion and show Film (if available)

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan

Time slots in minutes	Process
0-5	Trainer to break the ice with questions and facilitate discussion. Ask: Q. Have you ever been in a situation where you wanted to help an injured person but did not know how?" If yes, ask them to share their experience. Q. Have you rendered first aid or helped to douse a fire? If yes, ask them to share their experience. Note: Trainer to check if fuel and at least 2 fire extinguishers have been made available for use by the end of the session.
6-40	Walk the participants through PPT 2.4.
41-60	Ask the participants to work in pairs or teams of 3 and practice some of the techniques that can be used to transport casualties.
60-90	Trainer to ensure fire extinguishers and fuel is ready to step out and demonstrate how to use an extinguisher. The group steps out to practice how to use an extinguisher. Trainer to ensure each participant gets a turn at the extinguisher. Feedback on the practical use of fire extinguishers.

Key Learning Points:

- 1 First aid includes treatment for bleeds, burns, injuries, and fractures before transporting the victim to the hospital
- 2 Search and rescue would include identifying students that might be trapped as well as rescuing them if it is easy to do so
- 3 Fire safety concepts for schools include electrical safety, chemical safety (school laboratory), kitchen safety, and safety from firecrackers (as children love fireworks)
- 4 To use a fire extinguisher, one can engage the PASS method – Pull the pin, Aim the nozzle, Squeeze the handle and Sweep.

Guidelines for Fire Safety in Schools in Gujarat

Introduction

While protecting the right to education and life, it must be ensured that the lives of students are protected by at least the minimum safety measures in the schools. There have been instances of fire accidents across the country causing serious safety concerns for the children. The Supreme Court of India in a direction to petition reply on April 13, 2009, has directed all schools functioning in the country to comply with safety measures.

Purpose


Gujarat State Disaster Management Authority (GSDMA) with the intent to promote fire safety culture among schools in Gujarat has come up with the compilation titled "Guidelines for Fire Safety in Schools". Every school is responsible for the provision and maintenance of

fire-safe conditions to its students and themselves. Similarly, every student is responsible for complying with the safety rules and for using the fire safety equipment provided in the school. The guidelines have complied with the view that it would motivate the school and students to practice and promote fire safety in the schools.

Fire Safety Precautions

The best defence against fire is to prevent the fire from starting. Everyone is responsible for fire prevention and for knowing how to handle a fire emergency. Control fire if possible. In all situations, ensure personal security.

1) Fire Extinguishers

Fire Extinguisher is firefighting equipment used to prevent and/control fires due to various combustibles sources. Fire extinguishers must be used by trained personnel and are intended for use on incipient fires. The type, location, size, and numbers of fire extinguishers are based on the specific fire hazard(s) present in the work area. All fire extinguishers are labelled either **ABC, A, B, C, or a combination of A, B, and C**, so be sure to purchase the appropriate type of extinguisher and also read the label on the equipment carefully. **Only ISI mark  approved and certified BIS fire extinguishers are recommended.**

- I. Portable Class A type (**Water-CO2**) ISI marked fire extinguisher for safety against “A” class fires involving materials like wood, paper, cloth, plastic, fibre, rubber, etc. A 9 litres capacity Water –CO2 extinguisher is suggested for a floor area of 1000 square meters floor area. It is recommended to use one Class A type extinguisher for each floor and wing of the school building.

CAUTION: DO NOT USE IN ELECTRICAL FIRES

- II. ISI marked **Carbon Dioxide (CO2)Type Fire Extinguisher** is suitable for B and C class fires involving all inflammable *Multi-purpose type fire extinguishers (ABC type)* liquids, gases, machinery fires, will handle fires involving combustible materials: flammable liquids, gases, and greases, as well as electrical and electronic equipment electrical fires. fires, transformer, and switchgear

Water /Water –Gas fire type extinguishers (A)

fires. One CO2 type of 4.5 litres will handle fires involving wood and/or paper, capacity is recommended for each cloth, plastic, etc. computer laboratory/centres in the ***Carbon dioxide fire extinguishers (BC)*** will handle small fires caused by flammable liquids, gas or school electricity.

III. ISI marked **Dry Chemical Powder**

- 1) **Fire Extinguisher (DCP)** can also be used to control B and C class fires due to Oil, petrol, petroleum products, solvents, paints, varnishes, chemical liquids, all inflammable liquids, electrical fires, gas fires, etc. One DCP type of extinguisher of 5 litres capacity is recommended for each chemistry/chemical laboratory in the school. If the power consumption is more than 5 KW it is recommended to install one DCP extinguisher of 5 litres capacity for the main electrical distribution junction.

- 2) Electric Switchgear Equipment/System:** Electricity and electrical equipment may cause fire due to electrical arc or overheating. It can cause injury or death due to shocks and burns or may lead to a major fire outbreak in the school. Extension cords must be used only temporarily (less than 3-4 days). Cracked, broken plugs and switches and/or faulty wiring must be replaced. Power outlets and multiple plugs must never be overloaded. ISI marked appliances and equipment must only be used. Routinely check the electrical appliances and wiring of the entire school once every year. Never put water on an electrical fire. Turn off the main supply in case of electrical fires. Switchgear protection equipment like Miniature/Moulded Case Circuit Breakers (MCB's) and/or Earth Leakage Circuit Breakers (ELCB's) must be used for each distribution enclosure to prevent fires due to overloads, short-circuits and ground faults. The use of only ISI/BIS marked MCBs/ELCBS is recommended.
- 3) Fire Exits in School Buildings:-** A fire exit is a door, gate, external stairway/case leading to the outside of a building from the main passageway. Fire exits in occupied school buildings must remain free and clear of all obstructions and these exit doors must be accessible from the inside without the use of a key. Ideally, the stair width should be 1.5 to 1.8 meters. In two or more storeyed school buildings, having only one fire exit, an external staircase is to be provided.
- 4) Fire Mock Drills:-** Schools must conduct two fire/disaster exit drills in a year (interpreted as school months and/or whenever the building is occupied). The drill must be conducted on 14th April every year (next/previous working day if 14 is a holiday) to observe National Fire Safety Day and any other day preferably before the Diwali vacations or on the 2nd Wednesday of October to observe the International Day for Disaster Risk Reduction. A record of these drills must be kept. The District GSDMA representatives and/or local fire services' assistance may be sought for this purpose. The mock drills shall be exit /evacuation drills accompanied by appropriate instructions commensurate with all established procedures.

Do's and Don'ts:-

- Do not throw water on electrical appliances or fire due to electrical appliances.
- In case of an electrical fire, turn off electric main switches.
- Place firefighting equipment at appropriate locations.
- Make sure that firefighting equipment is in working condition always and refilled periodically.
- Avoid overloading electrical outlets and extension cords or multi-outlet strips.
- Keep corridors, aisles and second exits clear to facilitate evacuation. Do not block evacuation routes with equipment materials, especially items that can burn easily.
- Do not use elevators in case of a fire emergency
- Know where the nearest fire extinguisher is located and how to use it.

- Know primary and secondary evacuation routes, as well as the location of a safe gathering place
- Keep the emergency numbers ready.

Some Important Instructions for handling Fire Extinguishers:

- ***The extinguisher must be located in its designated place. Fire extinguishers must be installed at heights that are convenient for personnel to reach. Do not install it at a very high or low height.***
- ***Maintain clear access to the fire extinguishers. Ensure there is no obstruction to its access or visibility.***
- ***Ensure that the operating instructions on the nameplate are legible and facing outward; the seals and tamper indicators are not broken or missing.***
- ***Do not store items and equipment in front of fire extinguisher. It may delay the response in case of emergency.***
- ***All staff members must be instructed and become familiar with the proper use of fire extinguishers. . Fire extinguishers must be checked for safety and operation.***
- ***The school authorities shall periodically inspect the attachments holding the extinguishers to the walls. Loose equipment must be secured to avoid a serious injury to students and employees.***



Learning Unit 3.5: Mock Drill Framework

1. Background and Context:

A Mock Drill is the testing of the efficacy of the DRM Plan. A 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. 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.

To avoid mishap facilitator should conduct the mock drill with the help of a mock drill specialist.

2. Description of Session:

This session will outline the framework used for mock drills in schools. What the components of a mock drill, who conducts and how it is conducted in schools. What can be the involvement of the community in a drill?

3. Learning objectives

By the end of the session, the participants will be able to identify components for conducting a mock drill in school.

- Educating and training staff, teachers, and students to reach for any unforeseen emergencies specifically like Earthquake & Fire, mainly because they have a quick onset and hardly have any warning signs.
- Mock exercises and evacuation to build up courage and confidence in staff, teachers, and students.
- To teach Life Saving and Rescue techniques to school staff, teachers and students and to enable them to be lifesavers at the time of emergencies.
- Testing the efficacy of the School Disaster Risk Management Plan and improving it further so that it becomes doable.
- To have clarity and a better understanding of the roles and responsibilities of all stakeholders.

4. Duration: 45 min

5. Methodology

- PowerPoint Presentation (optional)
- Discussion
- Film (if available)

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan

At the start of the session, the RP/facilitator may enquire if any of the participants had prior Mock Drill experience. If yes, the participant may be asked to share his/her experience and accordingly, the RP shall ask him/her to narrate the drill sequence followed and experience gained from the drill for the benefit of other participants (Max. 5 minutes).

The RP will then use a PowerPoint presentation & explain the importance and need for conducting regular mock drills in schools at periodic intervals, the process/steps involved in organizing a drill, important points to remember both prior and after conducting a drill, precautions to be taken, the importance of observing and reporting a drill in school for upgrading drill sequence and updating the School Safety Plan and finally explain the steps to develop a script/scenario for the drill.

The RP may show a video on a school mock drill available at

<https://www.youtube.com/watch?v=QTDWQ03DHOs> for better understanding, followed by a Q&A session to clear any ambiguity. Participants may refer to the School Safety Manual/Handouts for detailed information.

Begin with asking the following questions:

- Do you know what a mock drill is?
- How many of you have either conducted or participated in a mock drill?
- Give participants meta cards and pens.
- Ask all the participants to write what they think is a mock drill.
- Give them 5' to do this task.
- Ask them to pin up their cards on the pinboard or stick on the whiteboard.

The mock drills can be classified into two types:

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 understood 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.

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 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

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

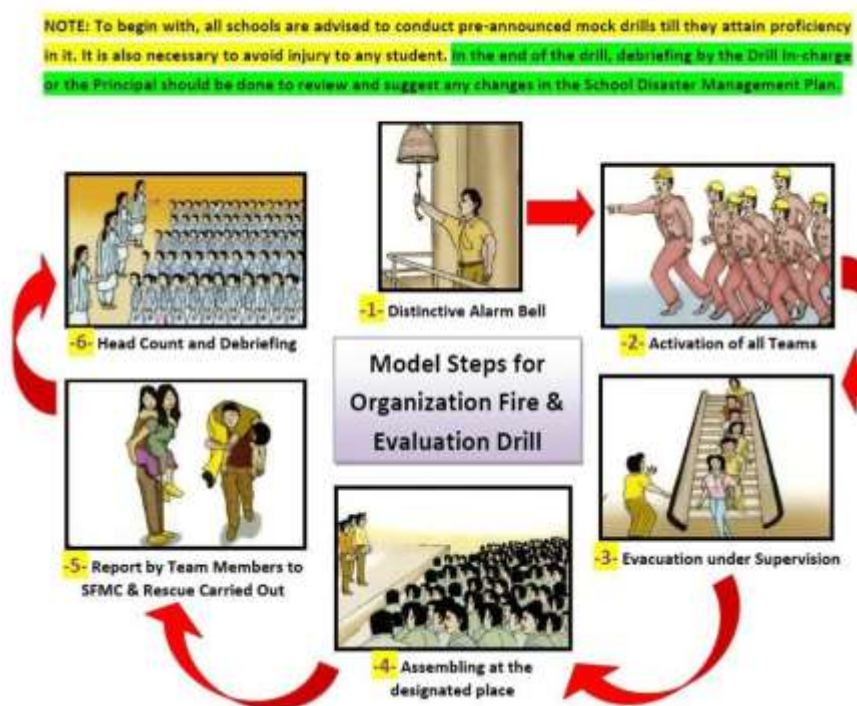
PPT2:

An Evacuation Route Map showing the site and neighbourhood map with identified evacuation routes and locations should be posted in strategic and conspicuous places (preferably in each room with the room marked on the map).

- Depending on the hazard, the school should identify safe evacuation areas.
- Open areas for earthquake and fire
- Shelter for windstorms, heavy rainfall, etc.
- Higher ground for floods and flash floods
- Evacuation routes should avoid potentially hazardous conditions and elements.
- Avoid routes where there are no objects like toppled cabinets, broken glass, fallen trees, cut electrical wires) which may hinder evacuation.
- Avoid flooded areas.
- Avoid storage areas of combustible or hazardous chemicals.
- Simple rules for building evacuation which teachers must stress upon the students:
- Do not pushes, run, talk or go back during the evacuation.
- Create a Buddy System to ensure the safety of the children with disabilities

School Administration must pay attention to the needs of children with physical disabilities (especially during an emergency). Persons with a disability may not be able to evacuate without any assistance. Therefore, it is strongly advised that each student with a disability is accompanied by a physically-fit student. This practice is known as the Buddy System. Ideally, the school administration should arrange to get such children (with disabilities) to make several acquaintances with their classmates at the time of the beginning of the academic session, so that they can get build up trust and friendship between themselves. Teachers must also keep motivating the students to assist their physically challenged colleagues during an emergency.

The facilitator needs to contextualize and link the session with the type of drill that would be conducted in school the next day.



Pointers on Mock Drill in Different Scenario for Facilitator:

Mock Drills on Floods

Alarm Operation

When it is announced that floods are pending, immediately activate the distinctive alarm by operating the nearest alarm call point. The alarm should ring differently than the normal school bell. Preferably it should not be electrically operated.

Evacuation and Assembly

- Upon hearing the alarm, pupils must be instructed to leave the building in a single file and a calm, orderly manner.
- The person-in-charge of each class must indicate the exit route to be used and everyone must be directed to pre-identified evacuation areas.



- Specific arrangements must be made for students with physical or mental disabilities to ensure that they are assisted during evacuation.
- No running is to be permitted to avoid panic and stampede.
- On staircases, everyone must descend in a single file. Overtaking of classes or individuals must not be permitted. 2 files can be permitted on wide staircases.
- Anyone who is not in class when the alarm goes off must go immediately to the assembly point.
- At the assembly point, the students should stand according to their Roll Number.
- At the assembly point, a roll call or body count must be made to ascertain that no one remains on the school premises.
- Each teacher must report whether everybody is accounted for or if there are missing students.

Mock Drills on Earthquakes

Alarm Operation

- A pre-arranged distinctive signal such as a siren or bell is set off indicating earthquake shaking. Pupils and teachers will be alerted by this signal.
- Response
- While the signal is ongoing, move away from windows, glass and unfastened objects.
- Everyone should perform “drop, cover and hold” under tables, desks or chairs until the “shaking” signal stops.
 - School bags can be used to protect the head where the sufficient number of desks are not available or where there are no desks at all.
 - The door mentor should hold the door open to prevent it from locking the people inside.
 - If outside, get clear of buildings, power lines, trees, light poles and other dangers, dropdown to your knees and cover your head and neck.

Following is a reference to the earthquake drill:

- Alarm - Continues for 40-50 secs
- Duck Cover & Hold where ever you are
- Incidental Commander takes charge of the situation



- Ready for evacuation
- Ground floor evacuates first followed by other floors
- Teachers evacuate with the Attendance register
- Assemble at Safe Evacuation Point
- Headcount by teachers through attendance register
- In case of absence of attendance register, count through partner student
- Headcount of teachers and non-teaching staff
- Missing person list to be reported and handed over to the incident commander
- Incident commander calls coordinator of SAR, FA & fire Safety
- All 3-task force takes up their station
- Coordinator of SAR along with other members chalks out plan to enter the building if the building is safe
- Fire Safety team assist SAR
- Coordinator of FA prepares Medical First Aid Responder (MFR) station
- SAR moves into the building and evacuates victims and bring them to MFR station
- FA task force provides first aid to victims and arranges to move them to the nearest hospital
- The second alarm goes for fire.
- Incident commander calls upon fire safety team to ambush fire
- Fire occurs in oil (class B) and class A
- Fire safety team extinguish the fire
- SAR prepares to search victims of NO GO building through Hailing Search Method
- Expert reaches collapse building site and evacuates victim through chair knot.
- Incident commander ends the drill as the successful evacuation of all students and other school community
- SAR, FA & Fire safety team share their experience
- Soon after the drill is over; call upon the entire stakeholder and have a feedback session. This session would provide base and need for change in the DRM Plan.
- Mock Drills (a simulation drill of a real situation of an emergency) provide schools with an opportunity to visualize images of emergency scenario and how the crowd will move and open up an opportunity to strengthen the crowd management and evacuation plans. Discipline and control, system and coordination, responsibility and leadership are key

concerns for effective crowd management planning in schools. The ability to visualize and handle nerves when the crowd is left with panic, hue, and cry requires skill, confidence, decision making power and self-belief among those responsible.

Note for the Facilitator: A briefing on mock drill and of school should be provided to observer beforehand, about its hazard, vulnerability, risk, capacity, the strength of school and sequence of the drill, etc. The institute must make available a copy of the evacuation plan to the observer. Introduce the chapter using the title and objectives pages. This should only take a matter of a few minutes. After an initial discussion on the importance and needs of mock drills, participants can be oriented with a video show on mock drills in schools. This will help them gain confidence and reduce hesitation to impart in and leading the mock drill in their respective schools. Mock drills may be executed in 3 stages to bring improvisation among the participants. It will also raise confidence among them.

Do's:

1. You should reach at least 1 hour before the drill starts.
2. You should all be wearing Ids provided by the training institute and it should be very visible.
3. You should maintain silence in the school
4. You should be polite and courteous to students and other staff
5. You should not disturb the ongoing class
6. You should not reveal the reason for your visit to the school to any student as the drill may be done without flowing information to students.
7. You should avoid criticizing school but you may place your recommendation to them.
8. You should avoid indulging in handling mock drills or suggesting ideas when the drill is ongoing.

Points to remember:

1. The observer should check all the locations of the school building as well as campus before the drill starts.
2. Choose your location from where you would like to observe the drill. Later after the evacuation is over, you can proceed to a different location to observe the skill of search & rescue, First aid, fire safety or any other task formed by task forces.
3. Avoid a location where you could be a hindrance to an evacuation route. Things to focus upon:
 1. Record followings
 - a Timing of the siren bell
 - b Timing of evacuation of all students

c Scope of improvement

d Points where clarification is required

2. The discipline of the students while conducting the mock drill
3. Involvement of teachers and other staff
4. Follow the evacuation map by school
5. Sequence of action
6. Listen to messages given by incident commander/principal
7. De warning or closure call for drill

CLEAN SCHOOL PREMISES



Technical Session – 4

Planning for Comprehensive School Safety

LU 4.1	Safe & Healthy School Facilities and DRM (Planning to ensure safety)
LU 4.2	Mock Drill Demonstration in a Nearby School

Learning Unit 4.1: Safe & Healthy School Facilities and DRM (Planning to ensure Safety)

1. Background and Context:

Apart from rendering regular education, ensuring safe and healthy facilities and making the school premises safe for its users are equally important for the school administration. The absence of these requisites will make the lives and education of children as well as the lives of teaching and non-teaching staff, vulnerable. In this session, the participants will be explained what a safe and healthy school should be like and what steps the head teacher and teacher should take to ensure uninterrupted education in a safe learning environment for the children even during upheavals. Hence, participants shall be equipped on how to identify and address issues and corresponding manifestations through proper planning and execution. More than half of the world population is below the age of 25 years, 29% are between 10 and 25 years of age, of which 80% live in developing countries. Due to technological advancement and health promotion activities, children who in the past would have died in infancy are surviving into childhood, adolescence, and adulthood. Due to limited resources in developing countries, it is important to utilize all available cost-effective resources to improve health care¹. Schoolteachers are the best resource for the implementation of school health programs. However, the growing age of school children is an important phase of life. Diseases like anaemia and other nutritional deficiencies, refractive errors, diarrhoea, pneumonia, worm infestation, dental caries, malaria, injuries are common health problems of school children in developing countries. Many children present as an emergency in the form of pain abdomen, high-grade fever, body aches, vomiting, toothache, bleeding, etc. in the school hours. In developing countries, due to lack of training of teachers on health, the paucity of funds, ill-developed referral, and transport, such situations are not adequately handled though these ailments need immediate attention.

2. Description of Session:

This session will involve Plenary and Group Discussions followed by analysis by the RP to enable participants to plan better towards ensuring a safe and healthy environment in schools.

3. Learning objectives

At the end of the session, the participants will be able to:

- understand and explain the concept of safe and healthy facilities and safe buildings in schools.
- Explain CSSP Issues and corresponding manifestations of component-1.
- Equip to plan to ensure safe and healthy school facilities.
- Equip to plan to make school buildings safe for use.

4. Duration: 90 min

5. Methodology

- PowerPoint Presentation (optional)
- Discussion
- Film (if available)

6. Teaching/Performance Aids

Copy of presentation/Flipchart/ markers

7. Trainers' Note & Session Plan

The RP will first divide the participants into 7 groups (as per the Issues under the Component-1 of CSSF) The RP may then use the PPT and show all the 7 issues under Component-1 and accordingly ask each group to identify what should be the important “Indicators” that would indicate that the school is safe for learning.

For example, Group-5 (Mid-day meal) may indicate:

1. Seasonal and good quality food items are available for preparing meals
2. Students get planned and balanced meals
3. Kitchen hygiene is maintained
4. Cooks maintain personal hygiene
5. Clean/washed utensils and plates
6. Regular monitoring by Headteachers, etc.

While each group will present their findings, other groups should be encouraged to complement, if any. The whole process should be completed within 25 minutes.

Next, the RP will distribute flip charts/sketch pens along with group-wise handouts on “Issue & Manifestation” & ask each group to list out appropriate measures/actions to be taken against each manifestation, to ensure safe and healthy school facilities and to make school buildings safe for use. The RP will use his/her experience to analyze their findings for the participants’ better understanding. The following Pointers for the Facilitator may be discussed in detail.

- The school should always be a safe place for children to learn better and must have healthy school facilities and well-maintained buildings for safe use.
- Component-1 of CSSP has 7 Issues & several manifestations.
- Proper planning should be made to address 7 key issues and corresponding manifestations.
- The responsibility lies with SMC/headteachers and teachers to provide a safer learning environment for the children through the execution of planned activities and regular monitoring.

Learning Unit 4.2: Mock Drill Demonstration in a Nearby School

1. Background and Context:

To understand effectively what is the risk elements in an institutional setup and the planning requirements mentioned in the School DRM Plan will prove to be matched when a mock drill is organized and learned. In this context, The mock drill is the essential part for the children as well as the school authorities to check the preparedness level, amend the SOPs as well as recall and learn from the mistakes during skill demonstration activities. With the limited opportunity, the mock drill needs to be a planned mock drill with a specific Hazard scenario which should be informed to school authorities in advance.

2. Description of Session:

The mock drill is a process in which members of an institution get acquainted with the execution of a response plan prepared for a specific purpose. This is also equally true when the drill is conducted regularly in a school. It is one of the best ways to test the level of preparedness in schools and is extremely important to build capacity in handling real-time emergencies. Through this session, the participants will be explained the various steps in conducting a mock drill, points to remember, scripting a drill and the precautions to be followed while conducting such an exercise along with children.

A briefing on mock drill and of school should be provided to observe beforehand, about its hazard, vulnerability, risk, capacity, the strength of school and sequence of the drill, etc. The institute must make available a copy of the evacuation plan to the observer.

3. Learning objectives

At the end of the session, the participants will be able to:

- To give practical training exposure in a school environment and with School Children

4. Duration: 240 min

5. Methodology

- PowerPoint Presentation (optional)
- Follow the procedures discussed in LU 2.5 and inform trainees about the school and visit plan.
- Film (if available)

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan

At the start of the session, the RP/facilitator may enquire if any of the participants had prior Mock Drill experience. If yes, the participant may be asked to share his/her experience and accordingly, the RP shall ask him/her to narrate the drill sequence followed and experience gained from the drill for the benefit of other participants (*max. 5 minutes*).

The RP will then use a PowerPoint presentation & explain the importance and need for conducting regular mock drills in schools at periodic intervals, the process/steps involved in organizing a drill, important points to remember both prior and after conducting a drill, precautions to be taken, the importance of observing and reporting a drill in school for upgrading drill sequence and updating the School Safety Plan and finally explain the steps to develop a script/scenario for the drill. The

RP may show a video on a school mock drill

(<https://www.youtube.com/watch?v=QTDWQ03DHOs>) for better understanding, followed by Q&A session to clear any ambiguity. Participants may refer to the School Safety Manual/Handouts for detailed information.

Time slots in minutes	Process
0-10	State the objective of the session. Select 8-10 volunteers from the participants who are good at enacting and playing roles based on your observation. Explain their role –to be played –different causalities from the school building collapse. Provide them nature of injury written in bold and tagged on them. Keep them separate from the rest of the participants. The causalities may include –a conscious patient with a neck injury, person with Back injury, shoulder injury, the woman with an ankle injury, a deaf & dumb person with upper limb injury, an unconscious person with head injury et.al.
11 – 15	Set 3-4 observers from the team members and give them framework pointers to observe the whole process.
16 – 20	Instruct as Precaution to not involve media at the spot as its a training mock exercise for participants to learn not to school Mock drill exercise. Brief the organizers and the school accordingly. Guide teachers at school to keep children away from the spot of actual incidents.
21 – 30	Send/keep the participants away from the drill site on the pretext of returning to the training venue.

	Communicate to the participants to come to the evacuation site and they have to act as first aiders. P. S. Also provide them a list of numbers in case they require to call emergency services to avoid mainline numbers which may lead to wider publication & activation of services.
	Once the vehicle reaches the spot, alert the casualty players.
31-45	The evacuation starts. Observers keep taking notes of the actions by the Responders. The facilitators keep prompting and providing input to guide the respondents to make moves. Once all casualties have been rescued and lifted to the transportation either ambulance or other vehicles. The Drill is announced to stop.
46 -60	Participants and facilitators travel back to the venue
61 -70	Sharing by the participants as feedback on good points and areas for improvement
71-80	Sharing by Observers
81-90	Overall sum up by the facilitator

Describe the process of organizing a school-level Mock Exercise in the context of Fire Incident, Earthquakes, Storm and Flash Floods.

- Describe the chronology of a drill process.
- Process in creating a scenario of a mock drill.
- Discuss important points and precautions to remember when organizing a drill.

Key Messages for Facilitator and Organizer :

- School Mock drills are necessary to test the level of preparedness and to spread awareness within the community.
- It will help in enhancing skills, developing role clarity & confidence among DMTs/Stakeholders.
- Understanding the process and the following precautions are important.
- Execution of search and rescue, first aid, observing and reporting, etc. should be part of a mock drill.
- Mock Drill helps to minimize response time and make the response cost-effective by utilizing local resources at the earliest.
- Identify gaps in the plan for further updating.

Technical Session – 5

Mock drill Lesson Learnt and Addressing Special Needs for Comprehensive School Safety

LU 5.1	Mock Drill- Lessons Learnt
LU 5.2	Inclusive Approaches for CSSP
LU 5.3	Psychosocial Issues of School Children in Disaster

Learning Unit 5.1-Mock Drill - Lesson Learnt

1. Background and Context:

To understand effectively what is the risk elements in an institutional setup and the planning requirements mentioned in the School DRM Plan will prove to be matched when a mock drill is organized and learned. In this context, the mock drill is the essential part for the children as well as the school authorities to check the preparedness level, amend the SOPs as well as recall and learn from the mistakes during skill demonstration activities. With the limited opportunity, the mock drill needs to be a planned mock drill with a specific Hazard scenario which should be informed to school authorities in advance.

2. Description of Session:

This session will focus on feedback on the mock drill observed a day before to bring in clarity on the drill as well as SDRMP. The sequence and its component will be discussed in length to provide clarity and a need for a drill. The evaluation sheet by the observer will be shared with the participants.

3. Learning objectives

At the end of the session, the participants will be able to:

- Discuss and gave feedback on Mock drill observed in a nearby school to clear their doubts and ways to improve SDRMP

4. Duration: 40 min

5. Methodology

- What did they learn from SDRMP
- How was their mock drill experience
- Encourage all the participants to talk.
- PowerPoint Presentation (optional)

6. Teaching/Performance Aids

Copy of presentation/Flipchart/ markers

7. Trainers' Note & Session Plan

- Participants may be asked to share his/her experience and accordingly, the RP shall ask him/her to narrate the drill sequence followed and experience gained from the drill for the benefit of other participants (Max. 10 minutes).
- Question and answer session followed by discussion. (30 Minutes)

Learning Unit 5.2 - Inclusive Approaches for CSSP

1. Background and Context:

To understand the need for the differentially abled children in the context of planning and assisting themselves in case of a disaster is a priority activity. This inclusive approach should focus more on the children who are socially and physically challenged so as they can be safe during the crisis period.

2. Description of Session:

This session basically about an inclusive approach to school safety and disaster risk reduction in disaster risk management. Children are the most vulnerable section of society but among them also there are even more vulnerable groups e.g. children with special needs, differently-abled students, HIV affected children, etc.

3. Learning objectives

At the end of the session, the participants will be able to:

- Identify and prepare an inclusive SDMP
- perform Hazards, Risks, Vulnerability Assessment keeping Inclusive approaches in mind

4. Duration: 90 min

5. Methodology

- Discussion and Presentation

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan (Question & Answer)-45 Minutes

Ask participants the following questions:

- What do you understand by "inclusive approach"?
- Do we value all children equally?
- Is inclusion a culturally relevant process?
- Are there some children for whom inclusion into regular schools might be inappropriate?

- Are these inclusive children be a beneficiary or bring them to decision-maker
- Ask one question at a time and give time for response and then move on to the next question.
- Make note of relevant comments from the participants.
- Encourage participants to share their experiences and information.

Time slots in minutes	Process
0-5	Explain the objectives of the session and expectation from the participants to engage themselves with honesty & demonstrate ownership as the exercise demands it to draw the Best output.
6 -8	Divide the participants into 5 groups. Invite 8-10 volunteers to form group no 1. Explain the task: <ul style="list-style-type: none"> • Provide hand-outs. Ask them to refer handouts on RTE Act & Gujarat State Rules & prepare themselves to respond to excluded people of a community in a to be happening public hearing on Inclusive Education. Ask them to find a peaceful place & corner to get going. Give them a list of possible stakeholders to assume the roles and tag them on themselves in bold as Badge.
9 -11	Invite 3 volunteers to form Group 2. Explain the task: <ul style="list-style-type: none"> • Provide chart papers and markers. Ask them to draw a linkage among Inclusive Approach, RTE –as Inclusive Education and SDMP as a model for Inclusive approach & Education. Ask them to find a peaceful place to start work. Instruct them to observe the “public hearing” to be happening and add to their work.
12-14	Form group no 3 out of the rest of the participants. Explain the task: <ul style="list-style-type: none"> • Provide them the list of exclusion cases from a community. As they choose a local community name and become members of the community. Each one has to get into the chosen role (exclusion case) and present it to the stakeholders during a scheduled public hearing in their community. Each one has to tag and display his/her role on them visible and written.
15-17	Assign 2 people to form Group no 4. Explain the task: <ul style="list-style-type: none"> • Enact role of observers from NCPCR /SSA for Public hearing. Instruct them to observe and make note of how Stakeholders responded to the cases of exclusion? Were people satisfied? Did they refer to RTE specific provisions while responding –did it come as Inclusive? What other acts/schemes/bodies were referred for inclusion?

	Invite /select 2 volunteers to form group no 5. Explain the task: <ul style="list-style-type: none"> Assume and enact as differently able persons from the community. Blindfold one and tie legs of the other. Instruct them to get into the role and just leave them, let them be free in their community
18-32	All the groups get engaged in preparing their task. Visit each group and guide them to prepare
	Create a stage for stakeholders and space for community members and observers while all groups are busy in their work.
33-62	Conduct Public hearing: One by one each member from the community presents his/her exclusion case and seeks response from stakeholders. The responsible stakeholder responds to the person. The cycle goes on until all cases or maximum representation are covered.
63 -67	Sharing by Group no 4 (Observers) –their responses to be with specific reference, in brief, to make clear point whether exclusion seemed to convert into inclusion in this process
68 -72	Presentation by Group no 3
73-77	Ask the volunteers from the group no 5 –how did they feel in the whole process, were they part of the community exercise, did anybody try to include them in their group? Ask the larger group and make a point on how subtly in their roles they might be doing/ignoring important things in their approach
78-90	Overall sum up with a quick run-through PowerPoint (if needed) to make linkages

Pointers for Facilitator:

What is the inclusive approach?

A safe, inclusive and accepting school environment is a necessary condition for student success. Students cannot be expected to reach their potential in an environment where they feel insecure and intimidated. Sarva Shiksha Abhiyan (SSA) has adopted a more pragmatic approach to implementing the program of inclusive education. SSA framework clearly states that "SSA will ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. SSA will adopt a zero rejection policy so that no child is left out of the education system. It will also support a wide range of approaches, options, and strategies for the education of children with special needs"

Gender issues in DRM*

The relationships between men and women are powerful forces in every culture. The way these relationships are defined creates differences in the roles and responsibilities of men and

women. It also leads to inequalities in their access to, and control over, resources (who inherits land or can get credit from the bank) and decision- making powers (who has a voice and sits on community councils and committees). The combined effect of these differences and inequalities means that women and girls, and men and boys face different types and levels of exposure and vulnerability to natural hazard risks and disaster impacts. Gender-based behaviours and stereotypes about what men and women can and cannot do, or should and shouldn't do, can further contribute to gender differences, sometimes with devastating consequences. Yet, attention to gender is consistently one of the weakest areas of humanitarian response (Active Learning Network for Accountability and Performance in Humanitarian Action, 2005).

Women and girls generally tend to be the main victims of natural disasters. A few commonly recorded reasons for higher death tolls among women and girls include:

- Cultural constraints on female mobility which hinder self-rescue, for example, women may not leave the home without male permission, they may be reluctant to seek shelter
- Because shared communal facilities do not have separate, private spaces for women or clothing may have been damaged
- Lack of skills such as swimming or tree climbing, which are traditionally taught to males
- Less physical strength than males, in part due to biological differences but, in some countries, also due to the effects of prolonged nutritional deficiencies caused by less access to Food than men and boys.

At the same time, gender-based behaviours and stereotypes can also have negative effects on men and boys. For example, the majority of the victims of Hurricane Mitch in 1998 in El Salvador and Guatemala were men. Some researchers attributed this to societal concepts of masculinity that compelled men to feel they had to take very high risks to protect family, community lives and property (Smyth in A Dimitrijevic's, 2007).

Children with Disability (CWD)

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

- Disabled,
- The discrimination that CWD face,
- Ignorance amongst the general public regarding the intensity and forms of disabilities
- 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 is more prone to violence and given a lower position in the community, during disasters this seemingly insignificant action intensifies and puts CWD in a furthermore 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 society. (The Social Model of Disability, British Council of Disabled People, 1981).

CWD is 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 include them in the process of disaster preparedness and mitigation planning in schools. Involve them in all facets of DRM 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

Scheduled Castes and Scheduled Tribes

The "Scheduled Castes" and "Scheduled Tribes" are names given to different groups in the Indian society which have been given a lower position in the society and/or considered less worthy of dignified life due to the kind of occupation, economic status, and way of life and place of dwelling. Though today's malpractices such as 'untouchability' are considered unlawful, the Indian Constitution considers them disadvantaged due to the inferior treatment meted out to them years back. Nonetheless, to say, many members of the Scheduled Castes still live in rural areas and economic abuse remains their most severe problem. Many Scheduled Tribes still raise voice asking for recognition and equal opportunities for their development and growth. When placed in very sensitive and hazardous conditions in the community, SC and ST members involuntarily become unsafe and during and post a disaster are furthermore eligible to neglect, abuse, and left disenfranchised.

Children from such strata of society need to be given support to access their rights. Their problems can be very different from children of higher castes, for example, poverty, and need to be addressed differently. Including them in the planning of the school safety program is the first step towards ensuring a safe environment to learn and nurture. (Reference: MHRD)

Q&A with discussion (20 minutes)

- Divide participants into groups.
- Ask participants to perform HRVA with integrating inclusiveness.
- Ask participants to present in front of the larger group.
- Discussion on what changes they had to make for integrating the inclusive approach.
- Ask the participants to evaluate the plan which they have developed in the earlier session and make necessary changes with inclusion.

Reference/Further Reading:

1. Access to Equality in Education for Children with Disability through Inclusive Education by Dr.
2. Vandana Singh, Lecturer, School of Education, IGNOU
3. *A practical guide to Gender-sensitive Approaches for Disaster Management

Learning Unit 5.3 - Psychosocial Issues of School Children

1. Background and Context:

The term ‘psychosocial’ refers to the dynamic relationship between the psychological and social dimensions of a person, where the one influences the other. The psychological dimension includes internal, emotional and thought processes, feelings, and reactions. The social dimension includes relationships, family and community networks, social values and cultural practices. Psycho-social support refers to the actions that address both the psychological and social needs of individuals, families, and communities.

In practice, there has been a wide range of approaches and activities undertaken in the name of ‘psychosocial support’ and – to match this diversity – a wide variety of terminology. This can be confusing and frustrating, especially when used and definitions may vary both between and within organizations and across disciplines, or where terms are encouraged and then fall out of favour. The words ‘trauma’ and ‘traumatized’ are particularly sensitive, for example. For some, these terms powerfully describe the disruption that occurs in people’s lives following crisis events. For others, they seem to focus too narrowly on psychological disorders at the expense of broader mental health and psychosocial issues.

The IASC Guidelines have helped to bridge the gap, building a shared understanding between mental health and psychosocial approaches. Exact definitions vary, with people working primarily in health speaking about ‘mental health’ and those in other fields tend to use the term ‘psychosocial well-being.’ The IASC guidelines set out a framework that outlines steps to be taken before emergencies occur describes minimum responses during the acute phase and then suggests comprehensive responses to be undertaken during the early reconstruction phases of an emergency. For the Red Cross Red Crescent, this means the IASC guidelines are as relevant for large-scale crises when we work together with other international organizations, as well as for the ongoing situations handled day by day by our National Societies.

Psychosocial support, whether provided as a specially designed activity or integrated within a broader program, should involve people in participating actively in social networks. Sometimes this may mean re-establishing or strengthening the social support in the community to enable people to actively respond to crisis events. However, activities are arranged, those affected by the crisis must take an active role in the design, implementation, and evaluation of activities. This level of participation will safeguard the interests and concerns of those directly affected and will bring psychosocial benefits in underlining the value of everyone involved.

2. Description of Session:

This session basically about psychosocial issues related to the post-disaster scenario which primarily have long term consequences in child development. The facilitator will prepare a

presentation on specific issues of children who can't cope with the situation and how to encourage counselling sessions etc. for the participants.

3. Learning objectives

At the end of the session, the participants will be able to:

- The participants would be able to understand the emotional reactions of the school children of different age groups and the persons to be involved in the psychosocial interventions for them.
- The participants would be able to internalize the role of teachers in the provision of psychosocial care for the school children

4. Duration: 40 min

5. Methodology

- Discussion and Presentation

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan (Question & Answer)-45 Minutes

Participants should be asked to name animals. After four participants have named one animal each, the remaining participants should repeat the same four names in order one after the other. By doing this each participant would have one name of any of the four animals named first. So, participants with similar animal names would form groups. One representative of each group would be presenting on the outcome of the discussions. Sum up with brief comments: The psychosocial caregiver should understand the different impacts at different age levels to formulate the interventions accordingly. For the age group of 0 to 5 years, the intervention should be mainly by parents with some referral interventions. In the age group of 6 to 12 years of children, the intervention should be by both parents and teachers. Also, the peer group should be used positively to build a better future for the children. During the adolescent period, children would have more changes and one should address these issues through the peer group meetings as each adolescent is influenced by the group. Some of the emotional issues and reflections are highlighted in the box below.

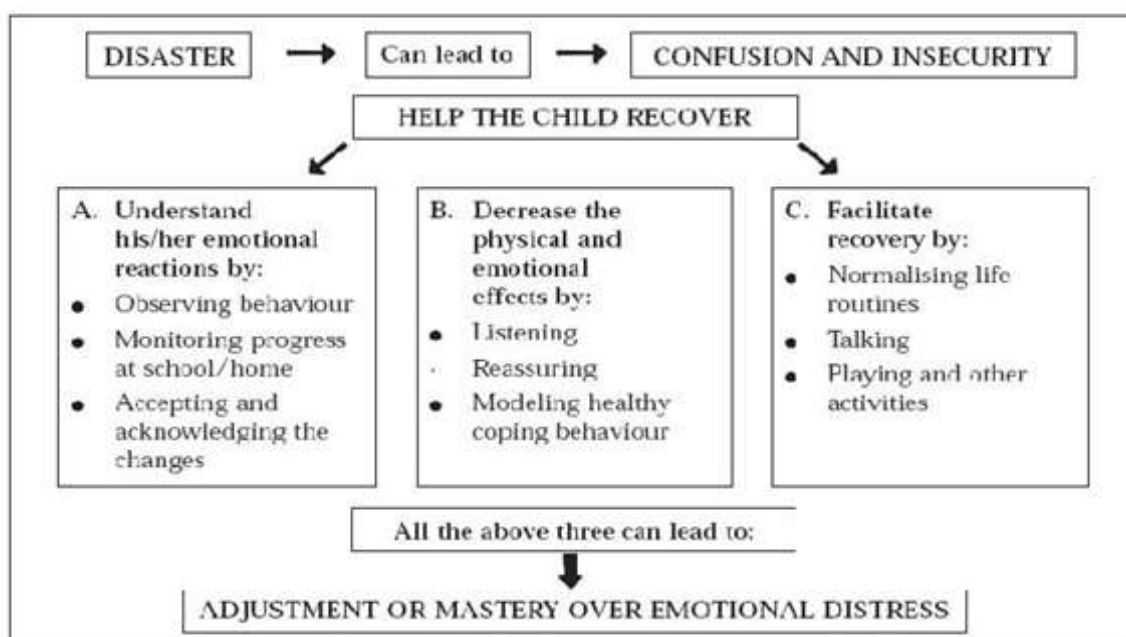
0 to 5 years:	6 to 12 years:
Fear Crying Dependent on parents	Change in behaviour Fear, anxiety, tension Anger, irritability

Refusing food Lack of appetite Disturbed sleep	Lack of interest Lack of interest in studies Disturbed sleep
13 years and above boys	13 years and above girls
Poverty Fear, unsecured feeling Lack of interest in education Lack of sleep Change in their behaviour Forgetfulness Change in their mind status Antisocial behaviour Suicidal thoughts Loneliness Depression Child labour Early marriage Fear towards the future Dependency Easily influenced by peer group Lack of interest Stress Lack of acceptance	Fear Emptiness Lack of interest in studies Loneliness Changes in their relationship Tension insecure feelings Unreasonable anger Lack of sleep Bedwetting Lack of interest towards future Becoming orphan Single parenthood Loss of memory Anger Aggressiveness Believing others immediately Lack of appetite lack of self-care

Pointers for Facilitator

The diagram below captures the recovery process after a disaster and what you can do to hasten the recovery.

How to support a child's recovery from a traumatic event



Role of Different Caregivers



Technical Session – 6

Understanding Child Protection Mechanism in Comprehensive School Safety Planning

LU 6.1	Setting-up the context for Child Protection
LU 6.2	Physical Abuse and Corporal Punishment
LU 6.3	Understanding Child Sexual Abuse (Planning to ensure safety)

Learning Unit 6.1 – Setting-up the context for Child Protection

1. Background and Context:

Child Protection (CP) is a broad subject that includes physical abuse, emotional abuse, psychological abuse, sexual abuse, harassment, bullying and exploitation. However, the concept is not well known or understood by most individuals in terms of what it deals with. Child protection as a concept is not well known or understood by most in terms of what it deals with. The session will begin with the definition of child protection. Various forms of child protection issues will then be discussed and the issues will be reflected upon through constitutional and other special laws.

2. Description of Session:

The session will begin with the definition of Child Protection. Various forms of child protection issues will then be discussed, and the issues will be reflected on through constitutional and other special laws like The Juvenile Justice Act (section 24), POCSO Act, School Safety Guidelines issued by GSDMA, SSA, Education Department in Gujarat and other relevant laws of the state

3. Learning objectives

At the end of the session, the participants will be able to define :

- Child Protection concepts, definitions,
- Child protection laws
- Child Protection programs, schemes, services
- Child Protection mechanisms available and convergence at the district level
- Our role

4. Duration: 45 min

5. Methodology

- Discussion and Presentation
- Group Activities
- Role Plays

6. Teaching/Performance Aids

Copy of presentation/Flipchart/ markers

7. Trainers' Note & Session Plan (Question & Answer)-15 Minutes

For conceptual understanding, the RP will use the Government of India's definition of Child Protection and that of the UN Organisation. The Resource Person will present critical data that highlights the prevalent situation of children in Gujarat to specifically understand child vulnerability. The RP will also quote and share provisions relevant to school safety, like constitutional, special laws and other administrative orders, with the participants.

Emphasis will be laid on reporting and enabling a culture of reporting. This can be more effective if children are encouraged to report without any intimidation. Various school-based methods like a suggestion box, children's groups, etc. can play a key role in enhancing the reporting of cases which is the first barrier in creating a safe school for children in any context. The RP will also highlight various schemes (funding/institution) earmarked for CP in the state context. The RP would show a small video on CP followed by a Q&A session for conceptual clarity.

The Resource Person will also present critical data relevant to the state and highlight the prevalent situation of children in the state, specifically to understand child vulnerability. The RP will also quote and share the provisions relevant to the school safety from the criminal justice system of the state. Various constitutional, special laws and other administrative orders will also be shared with the participants.

Emphasis will be laid on reporting and enabling a culture of reporting which can be more effective if children are encouraged to report without any intimidation. Various school-based methods like a suggestion box, children's groups can play a key role in enhancing the reporting of cases which is the first barrier in creating a safe school for children in any context.

Other methodologies will include handouts, discussions, use of PowerPoint Presentation, Case studies, Q&A. The Resource Person will end the session with Q&A for **15 Minutes**.

Tool Details	Mode
Game – Wolf and Lamb followed by a discussion to identify child victims, abusers/perpetrators, and the child protection mechanisms, agencies and functionaries (15 minutes)	PPT
PowerPoint presentation on the concepts of Child Protection, laws related to Component 2 of CSSP and evidence-based situation of children in Gujarat (including critical data)- 15 Min	PPT
Discussion, Q&A- 15 Min	

Learning Unit 6.2 - Physical Abuse and Corporal Punishment

1. Background and Context:

It is important to emphasize raising participant awareness on what constitutes corporal punishment and why it is unacceptable. The participants will also need to understand the signs and manifestations of physical punishment and understand the nuances associated with each manifestation, with the objective preventing and responding to such cases while they interact with the children daily. Usually, the corporal punishment discussion drifts to positive discipline techniques. Some recognized techniques will be briefly discussed with the participants so that they have an idea about how a challenging situation that may otherwise provoke them to punish a child by inflicting physical punishment, can be avoided.

2. Description of Session:

The RP will reiterate the reporting systems and how a conducive environment encouraging teachers, non-teaching staff and children are promoted to ensure that cases of corporal punishment are widely talked about to find local solutions as far as possible unless the punishment is severe, leading to criminal cognizance.

This also includes a child reporting/exhibiting/showing any manifestation that may be linked to physical abuse either at home or anywhere outside the school. The children may be affected by witnessing excessive violence in their home environment. Various forms of child protection issues will then be discussed, and the issues will be reflected on through constitutional and other special laws like The Juvenile Justice Act (section 24), POCSO Act, School Safety Guidelines issued by GSDMA, SSA, Education Department in Gujarat and other relevant laws of the state

3. Learning objectives

At the end of the session, the participants will be able to define :

- Understanding various forms of abuse faced by children.
- Understanding Physical Abuse & Corporal Punishment.
- Explain Positive Discipline Technique (Reflection, Penalty, Reparation & Last Resort).
- Equip to address issues relating to Corporal Punishment to create a safe environment for school education.

4. Duration: 60 min

5. Methodology

- Discussion and Presentation

- Group Activities
- Role Plays

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan (Question & Answer)-15 Minutes

It is important to emphasize raising the awareness of participants on what constitutes corporal punishment and why it is unacceptable. The participants will also need to understand the signs and manifestations of the physical punishment and understand the nuances associated with each manifestation to enable them to prevent and respond to such cases while they interact with the children on daily basis. Usually, the corporal punishment discussion drifts to positive discipline techniques and some recognized techniques will be briefly discussed with the participants so that they have some idea about how a challenging situation may otherwise provoke them to punish the child by inflicting physical punishment can be avoided. The Resource Person will again talk about the reporting systems and ensuring how a conducive environment for encouraging teachers, non-teaching staff and children is promoted to ensure that cases of corporal punishment are widely talked about to find local solutions as far as possible unless the punishment is severe and will lead to a criminal cognizance.

This also includes child reporting/exhibiting/showing any manifestations indicating that may have experienced physical abuse either at home or anywhere outside the school. The children may also get affected by witnessing excessive violence in their home environment. In a Plenary discussion, the participants will be asked what they understand by physical abuse to a child, punishment in school, including corporal punishment, the types, and repercussions on a child at home/school. The RP will gather clues from their responses and lead the session. The RP will then use a PPT and define what is physical punishment, types of punishments (physical harm/putting the child in an uncomfortable position, forced ingestion or denying food, detention or giving hard manual jobs beyond a child's physical limits) The RP will further explain positive discipline technique (reflection, penalty, reparation & last resort) as well as show a short video film relevant to the subject, followed by a Q/A session to generate better understanding among participants.

Next, the RP will distribute stationery and group-wise handouts on "Issue & Manifestation" under Physical Abuse and ask each group to list out the appropriate measures/actions to be taken against each manifestation, to ensure a safe learning environment in and around the school. The RP will use his/her experience to analyses their findings for the participants' understanding.

Emphasis will be laid on reporting and enabling a culture of reporting which can be more effective if children are encouraged to report without any intimidation. Various school-based methods like a suggestion box, children's groups can play a key role in enhancing the reporting of cases which is the first barrier in creating a safe school for children in any context.

Other methodologies will include handouts, discussions, use of PowerPoint Presentation, Case studies, Q&A. The Resource Person will end the session with Q&A for **15 Minutes**.

The participants will be asked to form groups and few case studies related to the challenging behaviour which often provokes corporal punishment will be given to each group and each group will be asked to undertake a role play around the case study in their respective groups.

Some or all groups (depending upon time) will be asked to do the role play in plenary. This will be followed by a presentation on positive discipline and alternative techniques.

A PowerPoint presentation with a Hindi movie and a short video film will be used to achieve the stated learning points in this section.

Tool Details	No
PowerPoint presentation on Forms of abuse	PPT 8
Three briefcases study for Group work and Role-play (30mts)	HT 9
A Short film by children on positive discipline measures - 10 minutes	F 2
Film: Punishment for Discipline (in Hindi with English sub-titles) - 12 minutes	F 3

Key Pointers for Facilitator/RPs:

- The belief that punishment, whether at home or school, is justified as it is in the best interest of the child, is never acceptable.
- Physical punishment can harm the emotional and intellectual development of a child.
- Physical punishment or abuse in any form is a criminal act under various sections of the RPC JJ Act (Section-24).
- Positive disciplining of a child can be built through appropriate techniques, such as reflection, penalty, reparation & last resort.
- The movie vividly shows how positive discipline technique involves a creative way of handling a challenging situation. It is in Hindi with English subtitles.
- This is a movie made by children to showcase different positive disciplining techniques that can be used by teachers in schools and suggestions by children. Voice over and subtitles are in English.

Learning Unit 6.3 - Understanding Child Sexual Abuse (Planning to ensure safety)

1. Background and Context:

Child Sexual Abuse is treated by many as an insignificant subject, until and unless the issue is highlighted in the media when a heinous crime is committed. Part of the problem lies with the traditional family & community structure where discussing such issues is still a taboo. In reality, it is one of the most hidden and invisible protection issues that can devastate a child's life. The victims usually carry the trauma throughout their lifetime. There is a sense of guilt associated with the victim, even though the act was not his/her fault. There is a need to work on a culture of silence, stigma, guilt and encourage people to talk about it. Various myths associated with sexual abuse viz: children are mostly abused by strangers and that boys do not face such problems are some of the important threads which need to be discussed and communicated to the participants.

2. Description of Session:

To respond positively to a child sexual abuse case, one must first understand the gravity of the situation, be aware of rules & regulations about such incidents and logical steps to be taken to achieve the desired result. He/she must know how to counsel both the victim and his/her parents and facilitate the reporting process while adhering to the rules of the land. Roleplay is one of the best ways to sensitize the audience/learner to assume the role of a stakeholder by simulating a real case scenario in a controlled environment.

The RP will reiterate the reporting systems and how a conducive environment encouraging teachers, non-teaching staff and children are promoted to ensure that cases of corporal punishment are widely talked about to find local solutions as far as possible unless the punishment is severe, leading to criminal cognizance.

This also includes a child reporting/exhibiting/showing any manifestation that may be linked to physical abuse either at home or anywhere outside the school. The children may be affected by witnessing excessive violence in their home environment. Various forms of child protection issues will then be discussed, and the issues will be reflected on through constitutional and other special laws like The Juvenile Justice Act (section 24), POCSO Act, School Safety Guidelines issued by GSDMA, SSA, Education Department in Gujarat and other relevant laws of the state.

3. Learning objectives

At the end of the session, the participants will be able to define :

- Understanding various forms of abuse faced by children.
- Understanding Physical Abuse & Corporal Punishment.

- Explain Positive Discipline Technique (Reflection, Penalty, Reparation & Last Resort).
- Equip to address issues relating to Corporal Punishment to create a safe environment for school education.

4. Duration: 60 min

5. Methodology

- Discussion and Presentation
- Group Activities
- Role Plays

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers
- Video /Film on Komals Story

7. Trainers' Note & Session Plan (Question & Answer)-45 Minutes

The Resource Person will use PPT to make participants understand the concept of CSA, its types, facts and figures, sign & symptoms, effects on the victim as well as warning signs of adult behaviour towards a child, etc. Following this, the RP can show video clippings to show some important facts and nuances about child sexual abuse, especially around the culture of silence and myths around CSA. It is important to understand child sexual abuse with the help of some data contradicting various myths about sexual abuse, like the myth surrounding the sexual abuse of boys, abusers mostly known to the victims, etc. In the second part of the session, the RP will distribute stationery along with group-wise handouts on selective issues & manifestation under CSA (Emotional abuse, age-differentiated sexual offense among two minors, the behaviour of an adult, online CSA, Cyber Bullying, etc.) & ask each group to list out appropriate measures/actions to be taken against each manifestation to ensure a safe learning environment in and around the school. The exercise will be followed by a PPT Presentation by the RP on Child Abuse, Redressal Process, Preventive and Mitigation Measures, Cyber Protocol and activities that can be taken up in school for better understanding among participants.

Finally, a 2-minute clip from the movie Komal will be shown to illustrate how to conduct personal safety sessions with children. The RP should be ready to clear out any confusion and answer queries raised by the participants.

Key Messages:

- The culture of silence is one of the key issues which needs to be addressed in dealing with CSA incidents.
- Child Sexual Abuse and other forms of abuse are less reported.
- A Child is mostly be abused by a known person and a male child can also be a victim of CSA.
- A child should be empowered to report the crime without any fear.
- Sensitization of the community, parents, teaching and non-teaching staff and awareness among children is vital.

Technical Session – 7

Reflection and Planning: way Forward

LU 7.1	Designing Training Session on CSSP
LU 7.2	Open House Discussion
LU 7.3	Action Plan

Learning Unit 7.1 - Designing Training Session on CSSP

1. Background and Context:

Effective training helps learners to be engaged with lessons that flow logically for better learning, with wisely used resources and a result that meets learning and training objectives. Revising and adjusting plans can lead to new assessments and training objectives. Training design is a means for continuous improvement. While each TOT training program is unique, they are similar in that they are all designed to equip people to go out and teach others. Train the trainer programs can take place virtually or in-person and can last a few hours, a few days or even a few weeks. People who want to teach their peers or who have been selected as trainers learn a variety of things through doing some of the following:

- Learning about adult education
- Exploring learning styles
- Practicing public speaking basics
- Learning team building basics
- Participating in training simulation and practice
- Exercising communication skills
- Increasing sensitivity to issues of diversity
- Trying a variety of techniques for sharing information
- Leading training with other trainers
- Becoming clear on the scope and limitations of trainers
- Receiving mentoring and constructive feedback
- Exploring how to troubleshoot problems during training
- Learning how to mentor others

2. Description of Session:

The session will provide the participants with the skill to deliver training and deliver it in such a manner that their engagement and participation remain high constantly. The training objectives are the end goal. Once these are set and once you know what you want your team or company to learn, you can begin to design the training program to teach and reach your objectives. Adults and children have one thing in common: they do not want to sit through a boring lecture. Action plans need to have action. Adults learn by doing, and interactive learning through workshops, hands-on exercises, activities, role-plays and group discussions are all actionable training that engages employees. Remember that some learners are visual and others are auditory. When you embark on training design, keep the word “action” in mind when it comes to lesson planning.

3. Learning objectives

At the end of the session, the participants will be able to:

- Demonstrate the skills to use tools and knowledge acquired in the past three & half days
- Specify key learning messages of different school safety components.
- Demonstrate skills to map participants, capacities & available Resources for a training planning & Delivery
- Set Timelines for the planning and delivery of a training
- Prepare sketch layout design of a Training on School Safety and delivery

4. Duration: 120 min

5. Methodology

- Discussion and Presentation
- Group Activities
- Role Plays
- Handouts sharing

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers
- Video /Film on Komals Story

7. Trainers' Note & Session Plan (Question & Answer)-45 Minutes

Time slots in minutes	Process
0-20	<p>State the objective of the session and explain the process for this session. Ask the participant to tell what includes in different stages of a Training planning and delivery on School Safety. Note their suggestion on a flip chart and then take them through different heads of the training through ppt and Explain the different components of training on School Safety:</p> <p>Need assessment</p> <p>Making Schedule plan</p> <p>Framing the SMART objectives</p> <p>Framing the KLO</p>

	Framing the KLP
	Preparing relevant Reference /course book Back ground & Contextualization of the contents of School Safety Language & communication Time Line Team work –coordination, management, role clarity Tools & Methodology-participatory learning and interaction Facilitation style Logistics Feedback & Evaluation
21-35	B- School Safety components - Invite participants to draw topics covered in the training. Display them in the Room.
36 - 50	Divide the participants into 5 groups, give them 1 hour to prepare the training schedule on School Safety. Ask each group of designate a lead from the group, advise the groups to divide the work and give the role to each member of the group Assign each group one topic from the display. Instruct the participants to write a detailed process of the session on the topic. Each group to choose one topic for the detailed session.
51 -70	Provide stationary to the participants. Visit the groups and guide them in between Participants to plan & prepare training on school safety
70-100	Presentation by each group -10 minutes each group
100-120	Feedback will be provided first by all the groups followed by the facilitators on– schedule, facilitation, coordination, communication Tools and Methodology used and components & topics Contents –did they cover all significant components and topics on School Safety? observe and do mention them in the feedback session plan of a particular topic- observe and feedback on concept clarity

Pointers for the Facilitator:

Who is a FACILITATOR?

- A facilitator is a person who helps the participants learn the skills presented in the course. The facilitator spends much of his time in discussions with participants, either individually or in small groups. For facilitators to give enough attention to each

participant, a ratio of one facilitator to 3 to 6 participants is desired. In your assignment to teach this course, YOU are a facilitator.

- As a facilitator, you need to be very familiar with the material being taught. It is your job to give explanations, do demonstrations, answer questions, talk with participants about their answers to exercises, conduct role plays, lead group discussions, organize and supervise clinical practice in outpatient clinics, and generally give participants any help they need to complete the course. You are not expected to teach the content of the course through formal lectures. (Nor is this a good idea, even if this is the teaching method to which you are most accustomed.)

What, then, DOES a FACILITATOR do?

As a facilitator, you do 3 basic things:

1. You INSTRUCT:

- Make sure that each participant understands how to work through the materials and what he is expected to do in each module and each exercise.
- Answer the participant's questions as they occur.
- Explain any information that the participant finds confusing, and help him understand the main purpose of each exercise.
- Lead group activities, such as group discussions, drills, group exercises, and role-plays, to ensure that learning objectives are met.
- Promptly assess each participant's work and give correct answers.
- Discuss with the participant how he obtained his answers to identify any weaknesses in the participant's skills or understanding.
- Provide additional explanations or practice to improve skills and understanding.
- Help the participant to understand how to use the skills taught in the course in his school.
- Explain what to do in each session.
- Give guidance and feedback as needed during group exercises.

2. You MOTIVATE:

- Compliment the participant on his correct answers, improvements or progress.
- Make sure that there are no major obstacles to learning (such as too much noise or not enough light).

3. You MANAGE:

- Plan and obtain all supplies needed each day, so that they are in the classroom or taken to the field when needed.
- Make sure that movements from the classroom to the field (for the conduct of mock exercise) and back are efficient.

How do you do these things?

- Show enthusiasm for the topics covered in the course and for the work that the participants are doing.
- Be attentive to each participant's questions and needs. Encourage the participants to come to you at any time with questions or comments. Be available during scheduled times.
- Watch the participants as they work, and offer individual help if you see a participant looking troubled, staring into space, not writing answers, or not turning pages. These are clues that the participant may need help with.
- Promote a friendly, cooperative relationship. Respond positively to questions (by saying, for example, "Yes, I see what you mean," or "That is a good question."). Listen to the questions and try to address the participant's concerns, rather than rapidly giving the "correct" answer.
- Always take enough time with each participant to answer his questions completely (that is so that both you and the participant are satisfied).

What NOT to do.....

- During times scheduled for course activities, do not work on other projects or discuss matters not related to the course.
- In discussions with participants, avoid using facial expressions or making comments that could cause participants to feel embarrassed.
- Do not call on participants one by one as in a traditional classroom, with an awkward silence when a participant does not know the answer. Instead, ask questions during individual feedback.
- Do not lecture about the information that participants are about to read. Give only the introductory explanations. If you give too much information too early, it may confuse participants. Let them read it for themselves in the modules.
- Do not review text paragraph by paragraph. (This is boring and suggests that participants cannot read for themselves.) As necessary, review the highlights of the text during individual feedback or group discussions.
- Avoid being too much of a showman. Enthusiasm (and keeping the participants awake) is great, but learning is most important. Keep watching to ensure that participants understand the materials. Difficult points may require you to slow down and work carefully with individuals.
- Do not be condescending. In other words, do not treat participants as if they are children. They are adults.
- Do not talk too much. Encourage the participants to talk.
- Do not be shy, nervous, or worried about what to say.

FACILITATOR TECHNIQUES

A. Techniques for Motivating Participants

B. Encourage Interaction

1. During the first day, you will talk individually with each participant several times (for example, during individual feedback). If you are friendly and helpful during these first interactions, the participants (a) will likely overcome their shyness; (b) will realize that you want to talk with them, and (c) will interact with you more openly and productively throughout the course.
2. Look carefully at each participant's work. Check to see if participants are having any problems, even if they do not ask for help. If you show interest and give each participant undivided attention, the participants will feel more compelled to do the work. Also, if the participants know that someone is interested in what they are doing, they are more likely to ask for help when they need it.
3. Be available to the participants at all times.

Keep Participants Involved in Discussions

4. Frequently ask questions to participants to check their understanding and to keep them actively thinking and participating. Questions that begin with "what," "why," or "how" require more than just a few words to answer. Avoid questions that can be answered with a simple "yes" or "no."

After asking a question, PAUSE. Give participants time to think and volunteer a response. A common mistake is to ask a question and then answer it yourself. If no one answers your question, rephrasing it can help to break the tension of silence. But do not do this repeatedly. Some silence is productive.

5. Acknowledge all participants' responses with a comment, a "thank you" or a definite nod. This will make the participants feel valued and encourage participation. If you think a participant has missed the point, ask for clarification, or ask if another participant has a suggestion. If a participant feels his comment is ridiculed or ignored, he may withdraw from the discussion entirely or not speak voluntarily again.
6. Answer participants' questions willingly, and encourage participants to ask questions when they have them rather than to hold the questions until a later time.
7. Do not feel compelled to answer every question yourself. Depending on the situation, you may turn the question back to the participant or invite other participants to respond. You may need to discuss the question with the Course Director or another facilitator before answering. Be prepared to say "I don't know but I'll try to find out."
8. Use names when you call on participants to speak, and when you give them credit or thanks. Use the speaker's name when you refer back to a previous comment.
9. Always maintain eye contact with the participants so everyone feels included. Be careful not to always look at the same participants. Looking at a participant for a few seconds will often prompt a reply, even from a shy participant.

Keep the Session Focused and Lively

10. Keep your presentations lively:

- Present information conversationally rather than read it.
- Speak clearly. Vary the pitch and speed of your voice.
- Use examples from your own experience, and ask participants for examples from their experience.

11. Write key ideas on a flipchart as they are offered. (This is a good way to acknowledge responses. The speaker will know his suggestion has been heard and will appreciate having it recorded for the entire group to see.) . When recording ideas on a flipchart, use the participant's own words if possible. If you must be briefer, paraphrase the idea and check it with the participant before writing it. You want to be sure the participant feels you understood and recorded his idea accurately. Do not turn your back to the group for long periods as you write.

12. At the beginning of a discussion, write the main question on the flipchart. This will help participants stay on the subject. When needed, walk to the flipchart and point to the question.

Paraphrase and summarize frequently to keep participants focused. Ask participants for clarification of statements as needed. Also, encourage other participants to ask a speaker to repeat or clarify his statement.

Restate the original question to the group to get them focused on the main issue again. If you feel someone will resist getting back on track, first pause to get the group's attention, tell them they have gone astray, and then restate the original question.

Do not let several participants talk at once. When this occurs, stop the talkers and assign an order for speaking. (For example, say "Let's hear Ms Samua's comment first, then Dr. Salvador's, then Mr. Lateau's.") People usually will not interrupt if they know they will have a turn to talk.

Thank participants whose comments are brief and to the point.

13. Try to encourage quieter participants to talk. Ask to hear from a participant in the group who has not spoken before, or walk toward someone to focus attention on him and make him feel he is being asked to talk.

Manage any Problems

14. Some participants may talk too much. Here are some suggestions on how to handle an overly talkative participant:

- Do not call on this person first after asking a question.

- After a participant has gone on for some time say, "You have had an opportunity to express your views. Let's hear what some of the other participants have to say on this point." Then rephrase the question and invite other participants to respond, or call on someone else immediately by saying, "Dr. Samua, you had your hand up a few minutes ago."
 - When the participant pauses, break-in quickly and ask to hear from another member of the group or ask a question of the group, such as, "What do the rest of you think about this point?"
 - Record the participant's main idea on the flipchart. As he continues to talk about the idea, point to it on the flipchart and say, "Thank you, we have already covered your suggestion." Then ask the group for another idea.
 - Do not ask the talkative participant any more questions. If he answers all the questions directed to the group, ask for an answer from another individual specifically or a specific subgroup. (For example, ask, "Does anyone on this side of the table have an idea?")
15. Try to identify participants who have difficulty understanding or speaking the course language. Speak slowly and distinctly so you can be more easily understood and encourage the participant in his efforts to communicate.

Discuss with the Course Director any language problems which seriously impair the ability of a participant to understand the written material or the discussions. It may be possible to arrange help for the participant.

Discuss disruptive participants with your co-facilitator or with the Course Director. (The Course Director may be able to discuss matters privately with the disruptive individual.)

Reinforce Participants' Efforts

16. As a facilitator, you will have your style of interacting with participants. However, a few techniques for reinforcing participants' efforts include:
- Avoiding the use of facial expressions or comments that could cause participants to feel embarrassed,
 - Sitting or bending down to be on the same level as the participant when talking to him,
 - Answering questions thoughtfully, rather than hurriedly,
 - Encouraging participants to speak to you by allowing them time,
 - Appearing interested, saying "That's a good question suggestion."
17. Reinforce participants who:
- Try hard

- Ask for an explanation of a confusing point
- Do a good job on an exercise
- Participate in group discussions
- Help other participants (without distracting them by talking at length about irrelevant matters).

B. Techniques for Relating Modules to Participants' Jobs

1. Discuss the use of covered topics group activities in participants' schools. In this module, each session starts by asking some questions from the participants. Be sure to ask these questions and listen to the participant's answers. This will help participants begin to think about how to apply what they are learning.
2. Reinforce participants who discuss or ask questions by acknowledging and responding to their concerns.

C. Techniques for Assisting Co-facilitators

1. Spend some time with the co-facilitator when assignments are first made. Exchange information about prior teaching experiences and individual strengths, weaknesses, and preferences. Agree on roles and responsibilities and how you can work together as a team.
2. Assist one another in providing individual feedback and conducting group discussions. For example, one facilitator may lead a group discussion, and the other may record the important ideas on the flipchart. The second facilitator could also check the course module and add any points that have been omitted.
3. Each day, review the teaching activities that will occur the next day (such as role-plays, demonstrations, and drills), and agree who will prepare the demonstration, lead the drill, play each role, collect the supplies, etc.
4. Work together on each module rather than taking turns having sole responsibility for a module.

When Participants are working:

- Look available, interested and ready to help.
- Watch the participants as they work, and offer individual help if you see a participant looking troubled, staring into space, not writing answers, or not turning pages. These are clues that the participant may need help with.
- Encourage participants to ask you questions whenever they would like some help.

- If important issues or questions arise when you are talking with an individual, make note of them to discuss later with the entire group.
- If a question arises which you feel you cannot answer adequately, obtain assistance as soon as possible from another facilitator or the Course Director.
- Review the points in this Facilitator Guide so you will be prepared to discuss the next exercise with the participants

When Providing Individual Feedback:

- Before giving individual feedback, refer to the appropriate notes in this module to remind yourself of the major points to make.
- If the participant's answer to any exercise is incorrect or is unreasonable, ask the participant questions to determine why the error was made. There may be many reasons for an incorrect answer. For example, a participant may not understand the question, may not understand certain terms used in the exercise, may have overlooked some information, or may not understand a basic process being taught.
- Once you have identified the reason(s) for the incorrect answer to the exercise, help the participant correct the problem.
- Summarize, or ask the participant to summarize, what was done in the exercise and why. Emphasize that it is most important to learn and remember the process demonstrated by the exercise. Give the participant a copy of the answer sheet, if one is provided.
- Always reinforce the participant for good work by (for example):
 - Commenting on his understanding,
 - Showing enthusiasm for ideas for the application of the skill in his work,
 - Telling the participant that you enjoy discussing exercises with him,
 - Letting the participant know that his hard work is appreciated.

When Leading a Group Discussion:

- Plan to conduct the group discussion at a time when you are sure that all participants will have completed the preceding work. Wait to announce this time until most participants are ready so that others will not hurry.
- Before beginning the discussion, refer to the appropriate notes in this module to remind yourself of the purpose of the discussion and the major points to make.
- Always begin the group discussion by telling the participants the purpose of the discussion.

- Often there is no single correct answer that needs to be agreed on in a discussion. Just be sure the conclusions of the group are reasonable and that all participants understand how the conclusions were reached.
- Try to get most of the group members involved in the discussion. Record key ideas on a flipchart as they are offered. Keep your participation to a minimum, but ask questions to keep the discussion active and on track.
- Always summarize, or ask a participant to summarize, what was discussed in the exercise.

Give participants a copy of the answer sheet, if one is provided.

- Reinforce the participants for their good work by (for example):
 - Praising them for the list they compiled,
 - Commenting on their understanding of the exercise,
 - Commenting on their creative or useful suggestions for using the skills on the job,
 - Praising them for their ability to work together as a group.

Learning Unit 7.2 – Open House Discussion

1. Background and Context:

Discussion with the participants on the contextual issues and specific challenges related to school safety.

2. Description of Session:

The session will provide the participants for discussing the challenges and other observations in providing similar opportunities and scope for per learning on School Safety.

3. Learning objectives

At the end of the session, the participants will be able to:

- Conduct discussions on School Safety
- State examples of Best practices concerns/ Challenges
- Review the listed expectations for a satisfactory conclusion of the program

4. Duration: 30 min

5. Methodology

- Discussion and Presentation
- Handouts sharing

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan (Question & Answer)-15 Minutes

Time slots in minutes	Process
0-15	<p>Share with the participants the overall objectives of the training program. Invite participants to ask questions, share good examples/case studies from their experience, visit, etc.</p> <p>share their experience of different training sessions feedback on School safety contents ask them to be free to ask for clarity on any topic covered in the training ask them to provide any suggestion if they have any on different aspects of the training</p>
16-30	<p>Explain the need to meet the expectations of participants and ascertain the delivery of the components of the training subject. Remind the participants about the expectation exercise conducted on Day 1. Display the list of expectations of the participant contributed. Take the participant through each expectation and ask whether that one got fulfilled once all agree to strike it from the list. Repeat the process for all the expectations until all get stroked from the list.</p>

Learning Unit 7.3 – Action Plan

1. Background and Context:

Discussion with the participants on the contextual issues and specific challenges related to school safety.

2. Description of Session:

The session will provide the participants for preparing an action plan for their respective sectors and schools which will complement the effort of government towards building resilience in the state focusing CSSP approaches.

3. Learning objectives

At the end of the session, the participants will be able to :

- Design a plan of action for Individual cluster/area
- Identify the steps and measures required to take the action plan forward
- Conduct discussions on School Safety

4. Duration: 30 min

5. Methodology

- Discussion and Presentation
- Handouts sharing

6. Teaching/Performance Aids

- Copy of presentation
- Flipchart/ markers

7. Trainers' Note & Session Plan (Question & Answer)-15 Minutes

Time slots in minutes	Process
0-05	Remind the participants' importance of chalking down clear layout and plan on DRM & School Safety and its continuous revision and learning from changing scenarios, environments, and events. States that “Learning is a baton better passed to others than wasted /confined for larger good”. Reiterate the importance of the application of

	<p>learning into a practical context. Ask participants to prepare the Individual action plan containing the following for their specific district/area/zone.</p> <p>topic</p> <p>corresponding actionable</p> <p>timelines</p> <p>Instruct them to prepare the way forward to implement the action plan, this would include identification of Resource, means, Challenges /obstacle and support required.</p>
06-20	Participants prepare Individual Action Plan and Way Forward
21-30	<p>Invite participants for random sharing of their individual Action Plan and Way Forward. Ask for participants to volunteer to collate all the plans and share it with Trainers Tell and emphasize that each participant display this plan in his/her office and implement it.</p>

Post-Training Evaluation

Participants will be provided with MCQ to begin the post-test procedures. This will reflect the change in knowledge levels on CSSP followed by Feedback form.

The need for the session

At the end of the training, evaluation of the knowledge, skill, and attitude of the participants would determine their exit behaviour. The level of increase of knowledge and skill from the inputs given through the training has to be evaluated. Feedback from trainees regarding the training and related facilities would help in modifying future modules to make it more effective.

Objectives

- Discuss a framework for the improvement of the present module
- Evaluate the quality of training imparted through the program
- To assess the exit behaviour of the participants at the end of the course.
- To evaluate the knowledge and skills gained during the course.
- To carry out a formal internal evaluation

Duration

50 minutes. (30+20) minutes.

Methodology

Anyone of the following methods can be followed, according to the trainers' discretion:

1. Formally structured questionnaire – Each trainee is asked to fill up a structured questionnaire that evaluates their knowledge gained through the course.
2. Quiz on the course – Divide into groups and give points for correct answers. The group that wins gets a small prize.
3. Informal discussion – The trainees divide into groups and identify the key learning points of the training and write them on a flip chart. After they finish, they move on to the next flipchart and add or comment on the points raised by other groups. At the end of the exercise, all the points are collated by the trainer and discussed.

Training/ Performance Aids

Depending on the methodology chosen:

- Copies of pre-decided questionnaires or
- Flip charts, Markers, Tag-boards to pin the hand-outs

PARTICIPANT FEEDBACK FORM

**TRAINING OF MASTER TRAINERS ON COMPREHENSIVE
SCHOOL SAFETY**

1. What is your overall feedback on the training on the Comprehensive School Safety Programme (CSSP)?
2. Were the concepts covered in the training clear to you? Were there any topics that were not clear? Do you recommend further clarification? If so, please mention these topics below.
3. Do you think some additional input should be incorporated if similar training is planned in the future? What would these additional inputs include?
4. Do you think the different training methods used (PPT-lecture, AV aids, demonstration, games and group work) helped you understand the topics?

5. Do you now feel better equipped and confident to train teachers on the multiple dimensions of school safety?
6. Do you think you/the schools can, with training, develop the necessary networks for coordination on matters related to school safety? If not, why?
7. Your feedback on the logistics of the training: (Please use ✓)

Stay	Very good	Good	Satisfactory	Not Satisfactory
Food	Very good	Good	Satisfactory	Not Satisfactory
Venue	Very good	Good	Satisfactory	Not Satisfactory
Training Arrangements	Very good	Good	Satisfactory	Not Satisfactory

Optional:

Name:	Address:	Signature:

Additional Resources on DRM for Reference:

Available At: <https://gidm.gujarat.gov.in/en/digital-library>

List of References and Sources

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- Urban Risk Reduction Project Government of India and United Nations
- Development Programme Guidelines of School Safety Plan for Safe Learning Environment 2011-2012
- National Disaster Management Authority, National Disaster Management Guidelines, School Safety Policy, 2016

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- <http://www.worldbank.org/en/country/india/brief/educating-india-children>
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- <http://indiatoday.intoday.in/story/sex-crime-against-minors-gujarat-childabuse/1/370302.html>
- <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>
- <http://ncrb.nic.in/StatPublications/CII/CII2013/Chapters/6Crime%20against%20Children.pdf>
- [CSSP\Draft Self Assessment Tool_English.pdf](#)

Child Protection Policy for Schools in Gujarat

I. Introduction

The safety of children has become a crucial point of discussion across the country. The United Nations Children's Fund (UNICEF) defines child protection as the "strengthening of country environments, capacities and responses to prevent and protect children from violence, exploitation, abuse, neglect and the effects of conflict." Following this decree education system have an important part to play in realizing child protection as children spend a significant amount of their childhood in the school environment, which is the next influential setting for the child after the family.

According to Child Line Foundation, Schools must mandatorily create and implement a Child Protection Policy and must efficiently include child protection into their processes, curriculum, and staff recruitment. Bringing in the concept of child protection in education systems can lead to essential changes in the ways schools function, children's behaviour when attending school and the method in which teachers or school authorities interact with children.

II. Definition:

Child Protection Policy is the principal guiding document to safeguard the rights of children, especially their right to protection and participation. The Protection Policy guides all schools for children operational in Gujarat, under the supervision of the Department of Education, to create an enabling, protective and child-friendly setting.

Every school should be required to create a child protection plan which should cover all factors like school transport, medical facilities, physical infrastructure, toilets, staff training and forms of punishments and abuse. The Child Protection Policy of a school must be made freely available to all children, staff, parents/ guardians and the public.

III. Applies to:

All the School Staff, Visitors, School Management Committee Members and Children of the school.

IV. Purpose:

- 1 To promote a safe and positive environment in schools, conducive for learning and development, in partnership with children and provide a mechanism for ensuring a protective environment for children.
- 2 To define roles and responsibilities and accountability of school authorities and other stakeholders, to recognize signs of all kinds of abuse or situation when a child may require protection and help; and importantly enable them to report or bring to the notice of the concerned authority for immediate action.

- 3 To set in place mechanisms for monitoring, review, and redressal of the implementation of child protection standards.

V. Obligations:

1. The Departments of pre-primary, primary, secondary and higher secondary education, Government of Gujarat, educational boards and various authorities (both government and private) under whose aegis schools function are obligated to:
 - a. Ensure all schools have Child Protection Policy in place that is implemented towards building a protective environment for children
 - b. Ensure schools have reporting mechanisms in place, and follow prescribed procedures
 - c. Facilitate capacity building of key personnel for effective implementation of the policy by way of convergence with concerned departments and agencies providing services for Child Protection.
2. All school authorities, Heads of schools, teachers, on contract personnel, service providers and others related to school are obligated to:
 - a. Know the content and purpose of the School Child Protection policy
 - b. Follow safety standards and put in place preventive measures, redressal measures and mechanisms for the protection of Children
 - c. Report incidence of all kinds of abuse or harm, safety violation or any untoward incidence to the appropriate authorities for immediate action

VI. Guiding Principles of the Child Protection Policy

The Protection Policy is guided by the existing legal frameworks of child protection in India and the ratified international convention. The Protection Policy predominately draws its following guiding principles from Right to Education Act 2009, guidelines issued by NCPCR on Corporal Punishment, the Integrated Child Protection Scheme, 2009, Protection of Children from Sexual Offenses Act, 2012, and the Juvenile Justice Act, 2015.

1. Protection: Safety and security of all children are integral to their well-being and children are to be protected from all forms of harm, abuse, neglect, violence, maltreatment, corporal punishment and exploitation in all situations.
2. Best Interest of the Child: Best interest of the child is the primary concern in all decisions and actions affecting children.
3. Confidentiality: Children's right to privacy and confidentiality should be protected in cases of all kinds of abuse.

4. **Non-Stigmatization and Non-Discrimination:** Each child irrespective of circumstances and learning abilities, as well as gender, socio-economic, cultural, religious and ethnic backgrounds should be treated equally and in a dignified manner.
5. **Participation:** Children's views, especially those of girls, children from disadvantaged groups and marginalized communities, are to be heard in all matters affecting them. In case of any legal cases or administrative cases that the child may be involved in, it must be ensured that the child's voice is heard and taken account of due consideration following their age, maturity and evolving capacities.
6. **Child-centered planning and implementation:** Planning and implementation of Protection Policy and service delivery should be child-centered at all levels, to ensure that the best interest of the child is adhered to.

VII. Definitions

- 1 Child:** A person below the age of eighteen years.
- 2 Child Protection:** Preventing and responding to violence, exploitation, and abuse against children.
- 3 Child Abuse:** All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.
- 4 Corporal Punishment:** 'Corporal Punishment' is defined as inflicting pain to influence a person's behaviour or to punish them. It refers primarily to inflicting physical pain by either hitting children or forcing them into uncomfortable positions. The definition has steadily evolved to now include in its ambit other forms of emotional and psychological bullying and violence. These include (but are not limited to) 'wrongful confinement, verbal insults, threats and humiliations which are used in utter impunity and utter disregard to the law of land and principles of learning.
- 5 Physical Abuse:** Abuse that results in actual or potential physical harm from an interaction or lack of interaction, which is reasonably within the control of a person in a position of responsibility, power or trust. This may be a single incident or repeated incidents.
- 6 Sexual Abuse:** Any kind of physical, mental or verbal abuse, where a person uses a child for his/her sexual gratification. Child sexual abuse is committed by a person who is in a position of trust/power vis-à-vis the child (As defined by POCSO, 2012).
- 7 Emotional Abuse:** Verbal abuse, mental abuse, and psychological maltreatment. It includes acts or the failure to act by School Authority that has caused or could cause serious behavioural, cognitive, emotional, or mental trauma.

VIII. Code of Conduct

All staff members, external personnel and visitors shall follow the prescribed Code of Conduct to safeguard the child from any incidence of abuse.

Appropriate Conduct:(The Do's)

- Be affectionate, caring and understanding of the requirements and needs of the child.
- Be responsive in case of special needs such as health issues, learning disabilities, intellectual disabilities or emotional support.
- Take responsibility to deter any poor practice or potentially abusive behaviour.
- Encourage children to talk to the Teacher/ Principal/ SMC/CPC Member without any apprehension
- Immediately report any suspicious behaviour/suspected occurrence of abuse to the Concerned Authority
- Ensure that visitors need to take permission for visits from the Department of Education/ Principal / School Management Committee. Visits should be made in the presence of Teachers/ Principal
- Ensure visitors can only interact with children in the presence of a staff member and not without the consent of the child
- Report mandatorily on any offences against children or in the case of any incidence of child abuse
- Ensure a safe physical environment, for example, gas cylinders in class-rooms, corrugated iron parts in-ground, dumping waste near school premises, etc.

Inappropriate Conduct: (The DONT's)

- Do not spend excessive time alone with children away from others unless you are authorized by the concerned authorities to do so
- Do not physically assault or physically abuse the child or use language that is discriminatory, abusive or hurtful to the child
- Do not engage children in any work that is beyond their assigned task in schools or that which impedes their physical, emotional and mental development
- Do not develop relationships with the child that could in any way be deemed exploitative or abusive
- Do not store obscene material (photographs, video clips) on their mobile phones and showing to children
- Do not browse, publish or transmit material in any form which depicts children engaged in a sexually explicit act or conduct or show or talk of content that is sexual or take photographs of children.

- Do not create text or digital images and/or collect, seeks, browses, downloads, advertises, promotes, exchanges or distributes material in any electronic form depicting children in an obscene or indecent or sexually explicit manner
- Do not behave physically in a manner which is inappropriate or sexually provocative and do not sleep with a child in the same bed, if the need occurs to sleep in the same room during any exposure visits.
- Do not condone and/or participate in behaviour with children which is illegal, unsafe or abusive.

IX. Activities to be undertaken

1. Installation of Children's Suggestion Boxes

To be installed in all the Schools in such an area that is closer to the child's reach. The school authorities will be responsible for implementing the suggestion boxes and the SMC will be responsible for monitoring its appropriate use in consultation. The suggestion box will be placed based on discussions with students of respective schools regarding where students would be comfortable for their usage of the suggestion box.

2. Display Boards

Display boards with information on Code of Conduct (Do's & Do Not's) and the contact list of DCPO, 1098 (ChildLine), 100 and 101 along with whom the numbers represent and the category of complaint/redressal they are relevant for, shall be fixed where the child has access. (Annexure-II)

- 3. School must have corridors, bathrooms, and rooms that are well lit and infrastructural facilities adherent with RTE**
- 4. Disseminate in appropriate places within the school vicinity material on generating awareness on child abuse and corporal punishment along with grievance redressal mechanisms**
- 5. Maintain a record of reported cases and proceedings conducted in the school**
- 6. Link with existing schemes to undertake a regular psychosocial assessment of children for timely interventions for children with special needs**
- 7. Training:** The Staff/ SMC/CPC members and the children should be trained on the Child Protection Policy to recognize any kind of abuse. All new staff members shall receive training within the probation period aligned with the teacher training schedule (the teacher training schedule should include a module on child protection). All new joiners should gain immediate orientation from the concerned authority. All training and orientations to include modules and focus on reporting formats, preliminary assessments, and grievance redressal systems.

A written record of the child protection policy orientation sessions and training shall be maintained in a register by the Principal/ School In-charge/ Authorized person.

The school shall ensure that all persons holding contractual or regular staff position, submit a self-declaration stating that the person does not hold any criminal records. (Self – Declaration form – Annexure I).

8. **Appoint a Child Protection Focal Person** in the school (Either Principal/ Staff) for reporting any abuse to the concerned authority. For the senior secondary schools and classes, two focal persons should be appointed, preferably male and female for male and female students respectively. The Child Protection Focal Person should seek to avail the services of the counsellor wherever necessary to help the child overcome any kind of trauma. This person would be the authorized nodal person for all further proceedings and service linkages.
9. **Appoint two students (head boy and head girl if deemed fit)** who would report either to the focal persons appointed (refer point 8) or directly to Childline in case they identify or are aware of any cases of abuse in the school. They can also flag any issues submitted to the suggestion box if they are aware of cases that require urgent interventions. The children's participation in this is purely voluntary but the school must appoint two focal persons as outlined, and sensitize them regarding their role and the overall policy.
10. Include a module and binding agreement whichever is relevant to calamity/disaster management/ drill (GSDMA), on safe transport facilities and medical facilities to be provided to children studying in the school.
11. Establish accountability for various tasks within the child protection framework to ensure implementation of the policy
12. Build necessary convergence to ensure the right environment and ecosystem for the protection and safety of children
13. A committee to be formed which should meet once in three months for regular review, the committee should have children's representation.

X. Reporting

- 1 Any information on suspected cases or incidence of child abuse shall be immediately reported to the Child Protection Focal Person to take it further to the competent authorities.
- 2 If the initial report is verbal, the Child Protection Focal Person must fill the written form for reporting any abuse to the Police Authority Immediately. (Written Form - Annexure
- 3 III).
- 4 Along with the reporting requirements, school authorities shall commence an inquiry at the earliest or the mandated legal time framework as per the law

- 5 The Principal/ SMC shall provide complete cooperation to the police authority/SDM office/Court staff/CWC/JJB or any other statutory authority for inquiry/investigation.
- 6 In the event of any allegation or complaint registered the person (major/minor) should be reprimanded/strict action against the person should be taken and/or action is taken according to the governing law.
- 7 Confidentiality of information to be maintained to not reveal the identity of the child.

Annexure I

Declaration of Acceptance

This form is to be completed and returned to officers-in-charge (child protection focal point) and to be stored as official records.

I confirm that I have:

- Received written briefing material informing about the Child Protection Policy ☐
- Received face to face briefing on the Child Protection Policy ☐
- Had the opportunity to raise questions, queries or concerns about the Policy ☐
- Had the questions, queries answered satisfactorily

I also confirm that:

I understand the main principles, purpose and the intentions of the policy ☐

I am clear on the responsibilities defined in the Policy

I am aware that I shall have to mandatorily report the case of any child abuse and failing to do so may be considered as a violation of laws.

I am clear that I must adhere at all times to the Child Protection Policy.

If working in a management capacity, I must ensure that the Policy is operating effectively and respond to any concerns at Children's end.

I understand that any breach or failure to comply with the policy may result in disciplinary action from concerned authorities.

I have discussed the contents of the policy with my line officer/manager in charge and I agree to be bound by the same.

Name: **Position:**

Sign:.....

Date:

Annexure-II

Suspected Child Abuse Report

Date on Report made: _____

Case Number: _____

A. Details of the person reporting	Name:	Occupation & Location:	
	Contact Number:	Residential Address:	
B. Details of the person taking complaint	Name:	Position:	School Name:
	Contact number:	Residential Address:	
	Date & Time of complaint received:	Date & Time of Reported to concern authority:	
C. Details of Child	Name:	School name with Location:	

	Village:	Age:	Sex:	Class/Grade:
	Physically Challenged (Specify):		Mentally Challenged:	
	Any other special need of child - specify:			
	Type of Abuse: <input type="checkbox"/> Physical <input type="checkbox"/> Mental / Neglect <input type="checkbox"/> Sexual <input type="checkbox"/> Emotional <input type="checkbox"/> Other (specify)			
	Was the medical attention required for a Child? <input type="checkbox"/> Yes <input type="checkbox"/> No Did the child receive necessary medical treatment? <input type="checkbox"/> Yes <input type="checkbox"/> No			
	Location of Abuse (Class/Toilet/campus) or elsewhere (specify)		Relationship with Suspect:	
D. Details of the alleged perpetrator	Name:	Age:	Sex:	Relationship with Child:
	Contact number:		Residential Address:	
	Employment details: Position: Employment period:		Nature of Job:	

	Employment status (permanent / in-charge/ contractual): Name of Institution:	
E. Narration on of Incident	Date & Time of Incident:	Location of Incident:
	Describe allegation accused (where, how, when, who, what. quote specific if found important and required for case management:	
F. Evidence acquired	Several evidence acquired from the reporter: * * *	

Signature of the Complainant:

Date & Time:

Signature of the Documenter:

Date & Time:



For More Information, please contact



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