

RCEs' DRR Network

'Mehfooz'

'School Safety' - Safety of All, Everywhere, All the Time

Draft Concept Note by RCE Srinagar

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Please engage in DRR activities and join the Network

Dear RCE Community of Asia Pacific Region,
Warm greetings!

As we are aware, disasters have been occurring very frequently causing heavy loss of human lives and property. In future, disasters are going to increase both in frequency and magnitude. By way of being prepared, the losses from disasters can be minimised to a great extent and post disasters relief, rehabilitation and reconstruction can be accelerated much better and faster.

Safety is important for peace, progress and prosperity. Starting with schools and other educational institutions we can reach out to community thus ensuring safety of all, everywhere, all the time. Engaging into DRR preparedness warrants urgent and immediate attention.

RCE community forms a fantastic platform for addressing to DRR by way of 'Building Climate Smart, Disaster Resilient and Sustainable Communities'. The 'Mehfooz' (in Urdu language) 'School Safety' means true well being and not just the physical safety. 'Well being' in its true sense being the core value of ESD, DRR becomes a befitting activity for all RCEs.

The engagement is easy and simple. Already there is ample IEC material, training modules and activities developed. Besides these, there is a variety of other resource material available. These can be easily adapted and translated to make them locale-specific. Some can be directly used. Several RCEs have been involved in DRR and have gained rich experience. Learning from one another will be easy and this will strengthen the DRR Group of the RCE Community.

Please go through the following concept note to get an insight of the proposed DRR programme. The note is prepared for India, especially Indian Himalayan Region, context and can be suitably modified depending upon the interest shown by RCEs. We welcome your comments and feedback on it. We will be happy to provide you further information that you may like to seek about this initiative and the proposal. We hope that most RCEs will show interest, get engaged in DRR and join the network. This invitation and request is extended to all the RCEs in Asia Pacific Region.

This note is initially prepared for Indian context but we hope that it applies to other countries as well. We welcome your suggestions in revising this note making it appropriate to your country and other countries of the AP Region. (Reference the portions highlighted in yellow.)

We look forward to receiving your inputs at the earliest and joining the Network,

With regards,
Abdhesh Kumar Gangwar for
RCE Srinagar, India

'Mehfooz'

'School Safety' - Safety of All, Everywhere, All the Time

1. Disasters and Children

Children have been recognized as one of the most vulnerable group during disasters. Past accounts, to mention only a few, clearly provide evidence that the maximum burnt of disasters or emergencies has been borne by the children. In 2015 earthquakes, floods, typhoons and storms that struck Nepal, Myanmar, Indonesia, the Philippines and Vanuatu had high impact on children, schools and education. Floods in northern Jakarta, Indonesia affected 351 schools. Schools remain inaccessible and submerged for up to two weeks. Cyclone Pam in Vanuatu affected 34,500 children and damaged half of the schools forcing them to remain close for at least 30 days. 7.5 magnitude earthquake in Nepal affected around 3.2 million children, damaged 8,200 primary and secondary schools. Nearly 52,200 classrooms were damaged or destroyed leaving 870,000 students without permanent classrooms. Myanmar witnessed floods from June to October which damaged 4116 schools and 250,000 children were unable to attend school

because of these floods. Between 2007 and 2011, 10.8 million students in the Philippines were impacted by disasters, and 8,472 schools were used as evacuation centres. Typhoon Koppu, a category 3 storm in mid-October, hit central Luzon, north of Manila, causing widespread floods and landslides. The typhoon displaced one million people and damaged 803 schools, which were closed an average of two weeks, while 138 schools were used as evacuation centres.

During Bhuj (Gujarat, India) Earthquake in 2001 more than 971 students and 31 teachers died while 1884 schools building collapsed, 5950 classrooms destroyed, and 11761 school buildings suffered major to minor damage. Kumbakonam (Tamil Nadu, India) Fire tragedy on 16 July 2004 killed 93 children, all below the age of 11 years. During 2005 Kashmir (both India and Pakistan) earthquake around 17,000 children died and 2,448 schools collapsed in Pakistan side of Kashmir. Luckily in India side of Kashmir the schools were yet to open, therefore, there was no death toll in schools; however, more than 1,200 people lost their lives. The June 2013 Uttarkhand, India flash floods and landslides displaced more than 150,000 people including over 65,000 children. (We will appreciate receiving data from other countries as well.)

Disasters have been tough especially on children. The most important institutions surrounding a child's life- family, school and the larger community- get weaken affecting the overall development and well-being of a child. The disasters leave behind emotional stress, scars and grief from personal tragedy and loss in the minds of children. Many children lose their homes and take temporary shelters. Education gets disrupted due to widespread damage. School buildings either collapse or are declared unfit for use. In remote areas, many a times the only school in the village collapse where most of the children from village are enrolled. Schools become inaccessible due to collapsed bridges, risky and blocked routes. Children fear going to school as they are traumatized and shaken while parents fear that they might lose their children on their way to school.

Though after sometime schools reopen but they present a grim picture. No school teacher is available due to lack of accessibility and also because they themselves are the victims of disaster. Even teachers who are available become reluctant to travel to far away villages taking risky routes. Due to unavailability of school buildings, school authorities are forced to accommodate children in any

other schools or public building available in the village. The few available buildings become overcrowded with children of all age groups from several surrounding villages.

In states like Jammu & Kashmir, RCE Srinagar area of operation, child safety is highly compromised in times of disasters and conflicts. Children in the region are deprived of normal childhood where they can play in parks or take part in any outdoor recreational leisure activity. While going to school children are under constant scrutiny. Schools often remain in-door and there is serious law and order problem. This has a heavy toll on education. Children are not exposed to outdoor activities like eco-campaigns, gardening, picnics or formal school outings. This hinders the overall development of a child and has a lasting impact on the emotional, cognitive, behavioral and physiological functioning of an individual. (Conflict situations exist at several places. We request RCEs having such situations to please describe them in brief.)

2. Child Safety through Safe Schools and Safe Communities

In developing countries like India, the location and infrastructure manifolds the risk of disasters. In villages and towns, schools are largely built on land donated by the residents of village or on land that is of no use to the village whereas schools in urban centres operate in congested areas. Thus making the environment of school full of hazards, which might results in natural or man-made disasters? Adding to this risk is the ignorance of school administrative on structural measures essential to ensure safety of students. (Please add to it based on situation in your country.)

Goal 4 of Sustainable Development Goals (SDGs) adopted on 25 September 2015 lays emphasis on ensuring inclusive and quality education for all and promotes lifelong learning. Thus in order to achieve commitment towards quality education for all firstly it is necessary to provide an enabling learning environment for children by ensuring their safety and well-being.

By the term 'school safety' we mean creating and promoting physically, emotionally, socially, and academically secure environment for students and staff where effective teaching-learning can take place. A safe and enabling learning environment will have a positive impact on attendance/drop-out rates, behavior, and academic achievement thereby ultimately achieving quality

education for all. School safety involves preparedness and planning to prevent, mitigate, respond and recover from natural and man-made hazards that pose threat to school students and the entire school community.

Child safety and promoting an enabling environment for children to grow and develop does not end with school. The Child is in the school only for some time. For the rest of the time s/he is at home, in the community. This programme 'Mehfooz' aims at safety of school children in schools and extended beyond. A child, besides in the school, has to be safe at home also, has to be safe everywhere. Safety of child also includes safety of all his other family members and friends, and safety all the time. Though named as 'School Safety', the programme covers DRR preparedness in schools as well as villages (residences) involving students and teachers and the community and Panchayati Raj Institutions. Thus 'Mehfooz' School Safety programme encompasses safety of all, safety everywhere, and safety all the time.

'Mehfooz', an Urdu language word means true well being. It's about not only the physical safety of the child, but total well being including social and psychological security. Awareness and education is key for building safe and disaster resilient communities. Schools can play a vital role in reducing disaster risk through education and innovation. Teachers and students can play an active role in transferring knowledge and skills on disaster preparedness, prevention and mitigation to their families, friends and the larger community, consequently aiding in the development of a culture of safety in society.

(Please suggest equivalent of 'Mehfooz' from your language. For the AP Regional programme we will have a title most appropriate, like the 'Sejahtera' Forest for All of RCE Tongyeong.)

3. Aim

To develop a culture of disaster preparedness in schools and communities and promote a healthy and enabling environment for children to learn, grow and develop; achieving safety in its true sense, the 'well being'.

4. Objectives

1. To promote disaster safety in schools through education and awareness.

2. To sensitize school students and teachers on disaster preparedness and safety measures.
3. To provide joyful method of teaching-learning in schools and link curriculum with outside environment.
4. To develop capacities of teachers and officials of Education Department to act as resource persons on school safety and preparedness.
5. To assist schools in preparing for future disasters by facilitating in preparation of their School Disaster Management Plans (SDMPs).
6. To promote disaster preparedness in communities through school students and teachers.
7. To facilitate preparation of Village Contingency Plans (VCP) through trained school students and teachers.
8. To develop capacities of Panchayati Raj Institution (PRIs) for mainstreaming DRR and preparedness into local planning.
9. To promote discipline and culture of 'safety'.
10. To link DRR with climate change and sustainability education aimed at achieving SDGs and Sustainable Mountain Development in Indian Himalayan Region (IHR).

(SDMP, VCP, PRI, IHR are from India context. Please add to the context of your area/country.)

5. The Stakeholders

1. School students, teachers and staff of Government Inter Colleges and High Schools.
2. District Resource Group (DRG), Cluster Resource Centres (CRC) and Block Resource Centres (BRC) under Sarva Sikhsha Abhiyan (SSA).
3. Officials of Education Department.
4. MLA, Block Pramukh, Gram Pradhans and other members of PRIs.
5. Youth, adolescent girls and boys and women.
6. Concerned government departments, agencies and the officials.

(These stakeholders are for India context. Please add to the context of your area/country.)

6. Activities to be conducted under the programme

6.1 Awareness and Education Activities

- Create understanding on importance and need for school safety and disaster preparedness.
- Topics- what are hazards, disasters, risk, vulnerability and capacity; potential impact of disasters on school community; actions to be taken before, during and after disasters; how preparedness can help in minimizing damage and loss.
- Activities/games- drawing and poster making, writing competitions, debates and extempore, exhibitions, skits and drama, hazard hunt, etc.
- Water, Sanitation and Hygiene (WASH), Clean India Mission, Waste Management components will also be integrated into DRR education and awareness activities.

(The activities need to be country specific.)

6.2 Trainings

6.2.1. Teachers' Training Workshops (TTWs)

- State level and district level TTWs involving officials from CRC, BRC and members of DRG.
- Topics- disaster preparedness and school safety, psychosocial care and support, school safety audit, how to include disaster preparedness in daily teaching, how to link disaster concepts with subjects, how to link curriculum teaching to outside environment, SDMP-guidelines & methodology etc, integrating WASH and Waste Management with school activities, sensitizing youth on skill development.
- Teachers can very effectively guide students on career choices and can help in linking youth with skill development schemes of state and central government.

6.2.2. Workshop cum training for MLA, Block Pramukh and members of PRIs (In villages in India these are the important stakeholders)

- District/Block level workshop-cum-trainings
- Topics- role of PRIs before, during and after disasters; need for VCP; how to prepare VCP; how to link disaster management with development programs; analyzing how critical sectors of development-livelihood, infrastructure, food security, livestock- are likely to be affected by disasters and how disaster risk can be reduced by development actions.
- Lack of local institutions or lack of trainings/skills impedes DRR interventions. Gram Pradhans and Block Pramukhs will be trained on how they can set up small training centres- computer centre, tailoring/embroidery centre for girls and women, eco-tourism centre etc. for residents to provide them sustainable livelihoods.
- Gram Pradhans and Block Pramukhs can link youth with hotels, mountaineering/trekking institutions, adventure sports centre so that youth can learn skills that will help them in income generation as well as build their capacities to act in times of emergency.
- Campaigns on WASH, Clean India Mission, Namami Gange (Clean Ganga Campaign), Waste Management can be linked with DRR interventions.

6.3 Preparation of SDMPs and VCPs

- Selected schools and villages will be facilitated to prepare disaster management plans of their respective schools and villages.
- Establish a group comprising elderly, youth, adolescents, men and women who will work on and prepare VCP.
- A VCP/SDMP document contains the following:
 - ✓ Introduction about the school/village
 - ✓ List of members of the disaster management committee with their responsibilities and contact details

- ✓ Hazards, Vulnerability, Risk and Resources identification
- ✓ School and Community maps
- ✓ Dos and don'ts during an emergency

6.4 Formation and training of Disaster Management Committees

- Responsible for implementing all the activities related to disaster preparedness and mitigation.
- Composition and number of members may vary according to the school/village capacity and specific requirements.
- Minimum size of 5 to 7 members is advisable.
- Team will be further broken into sub-teams- Warning and communication, Evacuation First Aid, Search & Rescue etc.
- Sub-teams will be trained for their responsibilities and will meet regularly for exercises to acquire/maintain skills.

6.5 Dissemination of Disaster Management Plans, Trainings and Mock drills

- Once the plan is made it becomes very important that it should reach each and every person of school/village.
- Mode of dissemination should be local and can be arranged by the DMC itself.
- Mock drills to be conducted at village/school level, block level and district level.
- Village/school level mock drills to be conducted monthly- one drill per month.
- Block level mock drills to be conducted quarterly.
- District level mock drills can be conducted annually or every six months.
- After each mock drill evaluation will be done to get feedback of the mock drill practices. Each and every comment after the drills will be used to upgrade the disaster management plan.

6.6 Updation of Disaster Management Plans

- Disaster Management Plans prepared need to be updated and evaluated periodically.
- DMC will fix a time in the year when they will evaluate and update the plan to make sure that it remains effective even after years of being made.
- Updated plan then to be disseminated to the community

6.7 Development of Information, Education and Communication (IEC) material

- Development of IEC materials and other learning aids for school children, teachers and community in local language.
- Development of training module for students, teachers and PRIs.

7. Synergy Building

This 'School Safety' programme will have synergies with most of the programmes that are relevant and important in the field of DRR. Some are described below.

7.1. Supporting Sendai Framework

The Sendai Framework for Disaster Risk Reduction 2015-2030 calls for the strengthening of disaster resilient public and private investments, particularly through structural, non-structural and functional disaster risk prevention and reduction measures in critical facilities like schools. Increasing the knowledge and awareness on disasters and ensuring comprehensive understanding of risks is the foundation for school safety programme and for integrating DRR into education sector. The SDMPs prepared by schools can be a part of school management system ensuring that the plan is in place, updated annually and school based mock drills are conducted periodically. Also including teachers, CRC, BRC, DRG and other personnel from education department will help in integrating DRR into policies and plans of education sector. When teachers and school students completely understand need for inculcating culture and discipline of disaster preparedness, the same message goes to the families, friends and communities

of these teachers and students thereby resulting in building of a prepared and resilient society.

This will directly or indirectly help in achieving the targets of Sendai Framework:-

1. Minimize the number of deaths and injuries due to disaster impacts on schools.
2. Reduction in the number of school children affected by disasters.
3. Reduce loss in education sector due to disaster impacts.
4. Involves varied stakeholders to achieve comprehensive school and community safety.

7.2. Building on National Mission for Sustaining the Himalayan Ecosystem

The National Mission for Sustaining the Himalayan Ecosystem (NMSHE) is one of the eight missions under the National Action Plan on Climate Change (NAPCC).

One of the primary components of NMSHE is building institutional and human capacity building understanding of climate change by enhancing understanding of climate change; enabling participants to assess vulnerability; designing of adaptation actions at local level; promoting traditional knowledge with scientific basis etc. The proposed activities in the project promote a holistic approach to awareness and capacity building in IHR. Through its school and community based programmes, the project aims to develop understanding of students, teachers, youth and local residents on CC and DRR as well as involve them in developing strategic plans to mitigate climate change and extreme weather events in their region. Involving local residents in SDMP and VCP development will build a resource group in community based management practices combating climate change in their respective regions. Also, it will help in identifying traditional knowledge in mitigating the impacts of CC which can be replicated in other regions as wells. This further will be bottomed up to PRIs, district and state authorities thus creating a comprehensive network and strengthening and collaborating traditional and scientific knowledge system for sustainable development of IHR.

7.3. Contributing towards SDGs

DRR can be seen as a cross cutting in issue all the 17 SDGs and their targets. Building the resilience of communities is fundamental to achieving the goals and in attaining development that is sustainable. Working with students, teachers, parents, extended families and large community ensures that a safe environment is being created for a child to learn, grow and develop. Various activities outlined under the project aspire to promote a joyful method of teaching and learning in schools. A safe environment combined with joyful method of teaching and learning ensures quality of education thereby lowering dropout rate by ensuring continuity in education even during crisis. Since education has been recognized as a key in attaining all the SDGs therefore the project will contribute in attaining the SDGs across IHR.

(Information on programmes from other countries is required.)

8. CEE's and RCE Srinagar's Past Experience in DRR and related Programmes

8.1. ESD, Climate Change and Sustainability Education

CEE was the nodal agency to implement the Decade of Education for Sustainable Development (DESD) in India. CEE has several programmes aimed at CC, DRR and sustainability Education. Paryavaran Mitra programme of CEE is world's largest Climate Change and Sustainability Education programmes run in over 200,000 schools. CEE has 5 Regional Centres of Expertise acknowledged by UNU-IAS. RCE Srinagar acknowledged in 2011 has been actively engaged in DRR, CC and Sustainability Education. RCE Srinagar with CEE Himalaya has been working towards achieving 'Climate Smart and Disaster Resilient Communities in IHR'. RCE Srinagar's this project during 2016 was recognized by UNU-IAS as the 'outstanding flagship project' and was awarded by them.

CEE Himalaya has been working in IHR since 2000 and has established a good network of local NGOs, communities, youth, women groups, media and interested individuals. CEE works through schools, colleges, universities and other concerned departments like, Forest, Environment, Wildlife, Pollution Control, Tourism, Health etc. CEE also works with INGOs and UN agencies and has been receiving support from a large number of them.

CEE has implemented the following relief and rehabilitation programmes post disasters in India.

8.2. *Rebuilding Hope (Gujarat Earthquake 2001)*

In the aftermath of the major earthquake that hit Gujarat on 26 January 2001, CEE initiated a sustained programme called 'Rebuilding Hope' in 30 affected villages spread across three districts of Gujarat with the objective of strengthening rehabilitation efforts, facilitating restoration of livelihoods, and having a holistic programmes which lookd at education, training and capacity-building, health and sanitation, information servicing, institution building as a part of the overall development process of the affected areas. The fundamental focus of the effort was to facilitate people-centered, community-driven rehabilitation and development processes. The idea was that the communities should not be merely recipients of aid, but should be able to interact as equal partners in the rehabilitation. To this end, the efforts have looked at strengthening participatory processes and institution building in the communities.

8.3. *Rebuilding Lives (Indian Tsunami 2004)*

The Tsunami that hit the eastern coast of India and other parts of South and South-East Asia on 26 December 2004 wiped out several lives and more importantly affected the lives of the survivors. There was tremendous loss to livelihoods, shelter, and agriculture land. In order to help rebuild the lives of the Tsunami affected people, CEE initiated a programme 'Rebuilding Lives' with a goal to implement an integrated multi-sectoral, rehabilitation programme leading to sustainable livelihoods and disaster preparedness for the Tsunami affected people of Tamil Nadu, Pondicherry and Andhra Pradesh. The main goal of the programme was to facilitate an integrated, multi-sectored, rehabilitation programme leading to sustainable livelihoods in the Tsunami affected villages in Tamil Nadu, Andhra Pradesh and Pondicherry.

8.4. *Rebuilding Trust (Kashmir Earthquake 2005)*

CEE began with its '**Rebuilding Trust**' programme immediately after the earthquake that hit Kashmir on October 8, 2005 with the objectives of offering relief to the communities affected by the earthquake; offering psycho social care to children affected by the earthquake and continuing their studies; providing shelter to the worst affected families through the winter months and; building

the foundation for undertaking an integrated rehabilitation programme in the long term.

During a period of over 6 years CEE worked for rehabilitation of earthquake affected people through its interventions on interim household and class room shelters; reconstruction of 10 damaged schools; psychosocial care and restoration of education through open air schools popularly called "Umang" covering the affected schools in Uri and Tangdar; teacher trainings on handling with traumatized children and participatory methodologies for joyful teaching and learning; capacity building of local technicians on earthquake resistant construction; livelihood support to vulnerable families; demonstration and popularization of non-farm based locally suitable livelihood technologies, DRR education and awareness in affected schools in Srinagar, Bandipora, Gandarbal, Baramulla and Kupwara districts; CBDRM capacity building and preparation of village level contingency plans.

8.5. *Rebuilding Faith (Uttarakhand Floods 2013)*

CEE with support from JSW Foundation for the relief and rehabilitation of the 16-17 June 2013 Uttarakhand flash flood tragedies provided psycho social care and related needs to children and people including other activities like distribution of stationary, school bags, exercise books, IEC material development etc. This programme was able to make impact on 6952 people of 38 schools in which 6329 were children's, 623 were teachers. Later, CEE strengthened school education and improved quality of teaching/learning by making it relevant and mountain specific through effective use of communication tools already developed through hands on opportunities for teachers and students. In this phase with the help of developed communication tools and Mock drills more than 2000 school students learned about the natural disasters, do's and don'ts during and after disasters, tips of safety, evacuation technique, firefighting, first aid etc. Schools prepared disaster response plans and teachers got trained on disaster preparedness and risk reduction.

9. Time Period, Reach Out and Scale

We intend to make it an ongoing programme which will keep revising to accommodate the new requirements that will keep emerging as the network grows and programme increases in scale and variety of activities. We will begin

with DRR and later will also include other thrust areas like biodiversity conservation, climate change and sustainability, transportation, sustainable consumption and production, as the network decides.

This programme needs to reach out to every school and village. Depending upon the resources available we can start with State, District, Block, Cluster and further down to individual schools and villages. The programme could be done only in selected states, rather than across IHR, taking up all the districts and or selected few districts.

CEE Himalaya with RCE Srinagar would like to take this programme to Asia Pacific level roping in other RCEs of the AP Region. Most countries of AP Region are prone to disasters and getting badly hit by them quite often. Considering the increasing frequency and magnitude of disasters this programme is need of the hour across AP Region. RCE Community taking it up will be a great contribution.

Donors, capable RCEs are requested to please help in raising the funds. If the programme kick starts at a small or modest scale, may in selected places in IHR and then gradually scaled up. A sum of about 25,000 USD will help us kick start the programme and with this seed money we are confident to raise more money, and scale up the programme.

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