United Nations
Educational, Scientific and
Cultural Organization

6

Training Module

Preparing for Effective Emergency Response and Recovery in Education

Ministry of Education and UNESCO
(February 2010)

Module (6) Preparing for Effective Emergency Response and Recovery in Education

Module 6

PREPARING FOR EFFECTIVE EMERGENCY RESPONSE

AND

RECOVERY IN EDUCATION

LEARNING OBJECTIVES

By the end of this session, the participants will be able to:

❖ Implement preparedness and response planning using different methods of school safety

❖ Understand the Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction (MSEE)

METHODOLOGY

This session introduces preparedness and response planning to the participants. It guides them how to implement the different elements of disaster planning like structural mitigation, non-structural mitigation, task forces and so on. Through the exercise the participants will understand the different tasks to be carried out by the task forces, equipment required to be collected and the importance of coordination between the different task groups.

TIME

The total session will be of 2.5 hours, structured as follows:

Presentation: 60 minutes

Exercise: 90 minutes

- School safety
- Capacity building
- Structural mitigation
- Non-structural mitigation
- School to community safety
- Inter-agency network on education in emergencies (INEE)
- Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction (MSEE)
- Contingency planning
- Post conflict post disaster situation
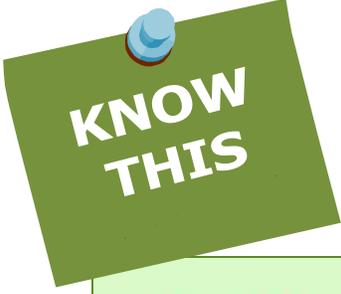
Module 6

PREPARING FOR EFFECTIVE DISASTER RESPONSE AND RECOVERY IN EDUCATION

1

Hyogo Framework for Action

Priority 5:

"Strengthen disaster preparedness for effective response at all levels"

Looking through an education lens:

"Preparing for effective disaster response and recovery in education"

2

Priority 5 of the HFA deals with disaster preparedness for effective response. This is the action that covers all aspects of relief and early recovery, and for the purpose of the education sector it covers preparing for responding to early warnings, evacuation in schools, search and rescue, fire fighting, first aid and so on.

Indicative Activities

- Building disaster management capacities at policy, technical and institutional levels for education sector
- Dialogue, coordination & information exchange between education specialists, disaster managers and development sectors
- Regional approaches to disaster response, with risk reduction focus
- Review and exercise preparedness and contingency plans of schools
- Emergency funds generated for the education sector
- Voluntarism and participation

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The range of activities for preparedness action is very wide, but it is easily identifiable with disaster management actions. Building capacities, coordination, contingency planning, organising funding, and promoting community participation are cornerstones of effective disaster preparedness.

Indicators of Progress

- Independent assessment of disaster preparedness capacities and mechanisms of education sector undertaken and responsibility for implementation assigned

- Disaster preparedness plans and contingency plans are in place at all levels, and regular training drills and rehearsals are held

- All academic and non-academic staff and volunteers responsible for maintaining preparedness are equipped and trained for effective disaster preparedness and response

- Financial reserves and contingency mechanisms are in place to support effective response and recovery

- Procedures are in place to document experience during hazard events and disasters and to undertake post-event reviews

4

Progress on preparedness actions is best measured through institutionalised capacities to respond efficiently. Disaster management plans being in place, task forces being formed and trained, equipment being identified, and mechanisms being set up for regular review and revision of disaster management plans and arrangements indicate preparedness.

Contingency planning

- Contingency planning is a management tool that helps agencies to develop strategies in response to potential disasters and emergencies
- Done at individual level as well as interagency level
- Contingency planning includes:

Analyzing potential emergencies → Analyzing potential Impact and consequences → Establishing clear objectives, strategies, policies and procedures → Implementing preparedness action plan
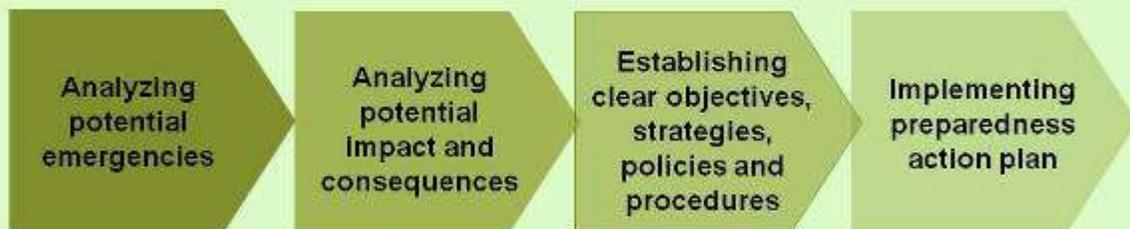
Source: Inter agency standing committee

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Contingency plans are an integral element of disaster preparedness, and the process of contingency planning needs to be done at all levels in a coordinated and consistent manner for it to be effective. Contingency planning requires a systematic approach of anticipating harm and putting systems in place to be able to respond to it.

Why contingency plan?

Time
- Deal with anticipated problems before the onset of a crisis
- Put in place measures that enhance preparedness

Relationships
- Establish relationships with partners
- Develop shared understanding of common challenges
- Clarify roles and responsibilities
- Strengthen coordination mechanisms

Effectiveness
- Identify constraints to effective response actions
- Focus on operational issues

Enhance the quality of response!

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*Facilitator Note: The facilitator explains some of the benefits of contingency planning to the participants and asks them to think about other benefits that should fall into one of 3 categories: **Time, Relationships, and Effectiveness.** If there are benefits they cited which are relevant and new, the facilitator may acknowledge them and indicate which category they contribute to. **Then it should be pointed out that these benefits are just part of the picture: The overarching benefit is to enhance the quality of the humanitarian response and it is important to always keep this goal in mind when you are engaged in a contingency planning process.***

The planning process

ACTIONS	Preparation	Analysis	Response Planning	Implementing Preparedness
	• Prepare for and organize the preparedness planning process and teams	• Analyze hazards and risks • Assess capacities • Build scenarios	• Define response objectives and plan action sequences • Define teams and establish management arrangements	• Enhance preparedness and continue the planning process • Review and revise plans where needed

Strong coordination and process management

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In addition to the four phases, it is important to emphasize the underlying strong coordination and process management required to make contingency planning work well.

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Inter-agency Network on Education in Emergencies (INEE)

❖INEE founded with the aim of promoting access and completion of education for all persons affected by emergencies, crisis or chronic instability, within the framework of Convention on the Rights of the Child, the EFA Declaration and the Dakar Framework.

❖It is an open network of UN agencies, NGOs, donor, practitioners, researchers and individuals from affected populations.

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INEE is an open network that has emerged as a global benchmarking body for education in emergencies. It is aligned with the various international commitments on children, education and emergency management.

Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction (MSEE)

➢ INEE has articulated the Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction (MSEE).

➢ MSEE intended to increase accountability of education providers to affected communities, governments, the internal management of individual agencies and donors.

➢ Involves 2250 individuals from more than 50 countries.

➢ MSEE represent a universal tool to define a minimum level of educational quality and help ensure the right to education for people affected by crisis.

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One of the most prominent contributions of INEE to the education and disaster theme is the establishment of minimum standards for education in emergencies. This provides a benchmark that can guide education recovery work in any disaster situation.

MSEE: Categories and the Standards

Minimum standards are presented in five categories:

Category I - Standards Common to all categories

1. Community participation: (a) Participation & (b) Resources
2. Analysis: (a) Assessment (b) Response (c) Monitoring & (d) Evaluation

Category II - Access and Learning Environment

Standards: 1. Equal Access, 2. Protection and Well-being, 3. Facilities

Category III - Teaching and Learning

Standards: 1. Curricula, 2. Training, 3. Instruction, 4. Assessment

Category IV - Teachers and Other Education Personnel

Standards: 1. Recruitment and Selection, 2. Conditions of Work, 3. Supervision and Support

Category V - Education Policy and Coordination

Standards: 1. Policy Formulation and Enactment, 2. Planning and Implementation, 3. Coordination

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Community participation, promotion of access, and promotion of teaching-learning processes are all process oriented standards that ensure improvement of learning in the emergency situation. Minimum standards ensure that the limitations and constraints of the situation do not become an excuse for provision of education that is below acceptable levels.

School Safety

- Adopting initiatives towards school safety is an effective way of tackling disaster vulnerabilities

- Accentuating and encouraging a culture of school safety is the best safety measure

- Safe school approach involves basic orientation, school disaster management plan, training and preparedness skills, structural and non-structural mitigation.

- Community participation in matters relating to school safety is also important.

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School safety activities are the most effective and direct way of ensuring preparedness of the education sector. School safety has been researched and developed extensively in recent years, with specific tools being developed for participatory processes that ensure locally appropriate programmes.

School Safety
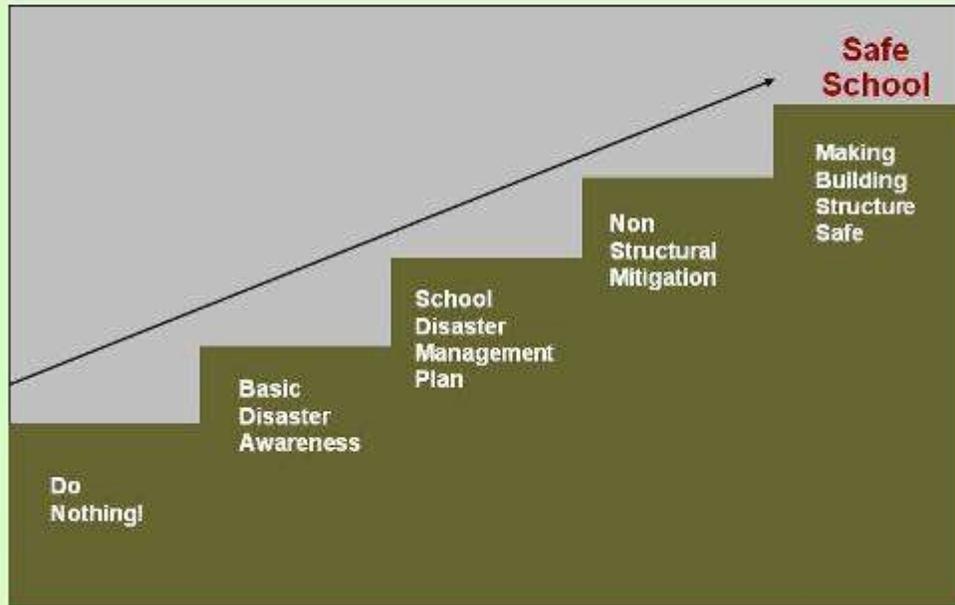
From existing situation to safe schools is a four step process. The first step is basic disaster awareness. Once this is achieved, particularly among administrators, teachers and students, the next step is of preparing school disaster management plans. Plans provide the action guidelines to school communities. This is to be followed by non structural mitigation, which is an inexpensive step, and finally by structural mitigation, which is the final step for making a school safe.

Task Forces

- **Students and teachers are first responders in emergency situation in a school**
- **Essential to have basic skills and knowledge to respond during critical period as external help takes time to reach**
- **With an aim of building coping capacity of the school community, following task forces can be set up:**
  - Warning and awareness task force
  - Evacuation task force
  - Search and rescue task force
  - First aid task force
  - Psychosocial task force
  - Relief task force
  - Fire / flood / storm / earthquake safety task force

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Task forces based within schools are the instrument for implementing school safety activities. Task forces comprise teachers and students. There are six basic task forces. These can be adapted to suit local situations.

Task Forces

▪First aid kits should be prepared in advance by the schools and replenishing of these kits must be ensured by the First Aid task force members

▪Temporary arrangements such as tents should be kept ready   for emergency times by the relief task force

▪During evacuation, priority should be given to vulnerable people like the disabled.

▪Training provided to task forces (example – first aid training, etc.)

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Each task force is trained in specific skills required for their functioning.

Examples

Search and Rescue task force

First Aid task force

Fire Safety task force

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Children take the work of the task forces with great enthusiasm and motivation. Their actions are supervised by teachers who are members of the task forces. In this process children also learn many things, like use of different kinds of fire extinguishers in different kinds of fires, appropriate ways of carrying injured persons depending on the nature of the injuries, and first aid methods depending on nature of injury. All of this is done in a fun learning way.

Mock Drills

- Mock drills are the most useful exercise to check the preparedness of a system in case of any eventuality.

- They involve generating a range of possible scenarios and to conduct regular exercises to manage various types of emergency situation.

- Mock drills help in better understanding of roles and responsibilities and better coordination among task forces. For effective response, mock drills must be conducted periodically.

- Storm, flood, earthquake and fire drills are to be conducted.

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Mock drills are an effective way of testing and revising the skills learnt through task force trainings. Ideally a fixed day should be decided for mock drills, at least on an annual basis so that new batches of students get oriented, but ideally they should be done more frequently. The drill should also be the time to review the plan, and bring in required revisions.

School Disaster Management Plan (SDMP)

➢ SDMP is a comprehensive dossier that helps to identify risks, assess resources and structure emergency task forces in a school.

➢ It enables the school to prepare and respond effectively in case of a disaster situation.

➢ It helps the Principal to encourage teachers and students concerning DRR activities at the school assembly.

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The School Disaster Management Plan is the primary document that guides school safety work. It is based on simple template formats. It should be widely publicised, and should be reviewed and revised at least once a year in order to keep it updated and relevant.

SDMP Approach

- Hazards/Risks Exposed to School
- Equipments and Tools — Emergency Task Forces
- Facilities and Resources Assessment
- Emergency Services near to School
- Disaster Management Plan
- Risk Prioritization — Evacuation Plan — Roles & Responsibilities
- Training and Awareness — Mock Drills
- Preparedness and Risk Mitigation Activities
- Review the SDMP

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The School Disaster Management is based on a sequential set of activities, starting from vulnerability and capacity assessment, and moving on to planning, implementation of activities, and review of the plans. Each activity, however, has very systematically organised sub activities that involve suitable stakeholders and require appropriate equipments and protocols.

School Disaster Management Committee (SDMC)

- SDMC must include local authority representative, local NGO representative, community representative, member of parents teachers association, board of Trustees representative, teacher representative, students representative (school council) and school authorities to ensure a thorough approach on disaster management

- School Principal must ensure the formation of this committee

- Periodical meetings must be conducted to review situation and coordination between its different components

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The School Disaster Management Committee oversees the SDMP preparation process and its implementation. It is also the institutional body that links the school with the local government and community, thus ensuring that the plans are in line with the state approach, and that the school to community safety link is effective.

SDMC Structure and Linkage

Dept. of Education School emergency management team

Fire Safety Task Force

First Aid Task Force

Psychosocial Task Force

Principal

School Disaster Management Committee

Warning & Awareness Task Force

Search & Rescue Task Force

Evacuation Task Force

Relief Task Force

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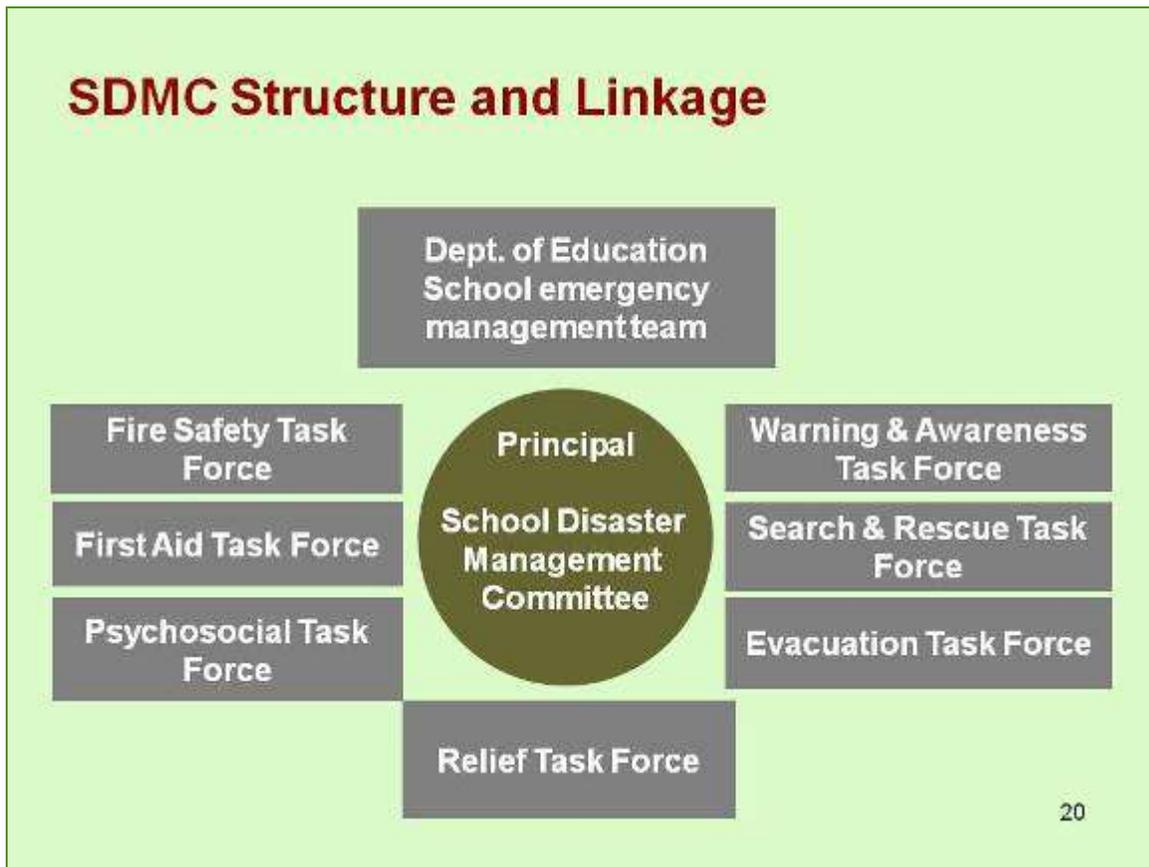
The SDMC is chaired by the School Principal, and comprises representatives of the six task forces along with local government officials from education and emergency management related departments and local community representatives. The task forces operate under the directions and supervision of the SDMC.

Warning Dissemination

- Dissemination of warning to each and every person within the school premises must be ensured

- Pre-arranged signals indicating danger should be known to all students and teachers

- A clear line of communication and information dissemination must be developed

- Warning systems such as loud speakers and alarm bells should be installed in advance

- To be able to understand the system and respond properly, it is necessary to conduct drills and workshops, etc.

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The first step of the emergency management process is warning dissemination. It is the trigger for the SDMP to be activated. Warning dissemination should be done on pre-defined and practiced basis. It is a very sensitive activity, and if not done correctly it can lead to panic, and resultant chaos and harm.

Warning Dissemination

Emergency action flowchart

WARNING RECEIVED | INCIDENT OCCURS

MEDIUM ONSET DISASTER
- Cyclone/tornado
- City level emergency Storms
- Heavy rain
- Flood
- Heat waves
- Cold

RAPID ONSET DISASTER
- Earthquake
- Fire
- Bomb blast
- Chemical accident
- Building collapse
- Other accident

POLICE
FIRE DEPARTMENT
DISTRICT CONTROL ROOM
EDUCATION DEPARTMENT

PRINCIPAL TO VERIFY INFORMATION

ACT
- If earthquake-duck, cover, hold
- If fire, extinguish
- Follow the instructions in manuals

DECISION secure or evacuate?

EVACUATE
- Inform all classes
- Evacuate
- SAR/Fire fighters
- First Aid
- Inform authorities
- Inform parents
- Manage students

TASK FORCES ACTIVATED
Warning and Awareness Task Force
First Aid Task Force
Evacuation Task Force
Fire Safety Task Force
Search and Rescue Task Force

SECURE
- Inform all classes
- Task forces to keep vigil
- Telephone operator to reply to parents' calls
- Inform the local police station and district control room

DECISION resume or close school?

RESUME
- Return to classrooms in an organised manner

CLOSE
- Inform parents Organise pickups and drops
- Inform when to resume

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The Emergency Action Flowchart shows how each step of school disaster management is sequenced and related to preceding and following activities. It starts from receipt of warning for hazards that give a lead time, like cyclones. For hazards that give little or no warning time, like earthquakes and fires, it may be triggered by the occurrence of the incident.
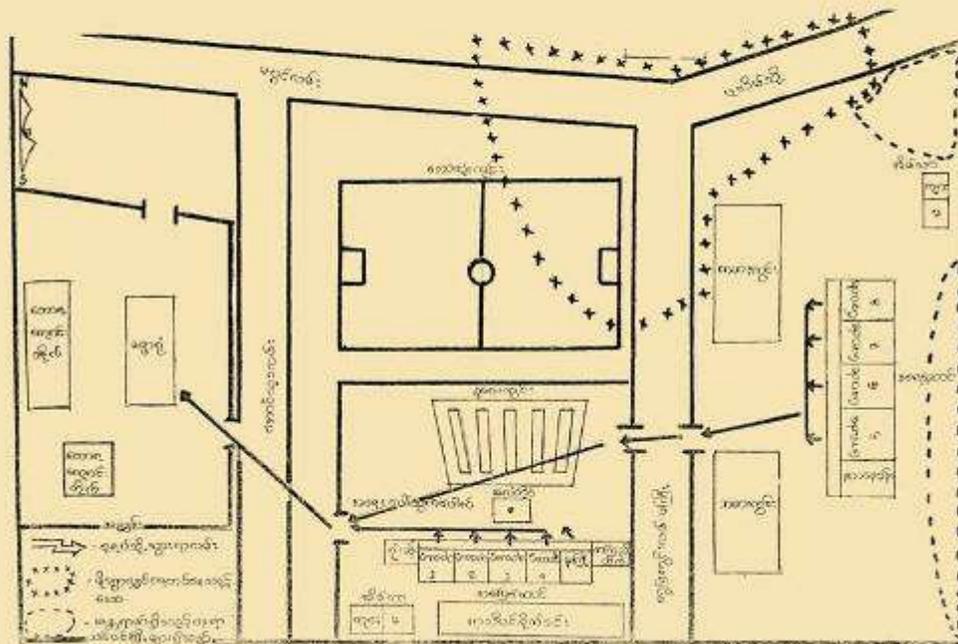
Evacuation Plan

➢ Evacuation should take place in a sequential manner coordinated by task forces and teachers

➢ Students and teachers must evacuate the school building using predetermined routes

➢ Evacuation plan must be displayed in each classroom

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An evacuation plan is a pre-requisite for ensuring that children exist their classrooms and school buildings in a quick but orderly fashion. In the absence of a well worked out and rehearsed evacuation plan there is fear of panic and stampede as scared children try to run out of classrooms in panic.

Evacuation Map

A sample evacuation plan shows how classrooms should be evacuated in a way so that there is maximum distribution of exiting children across different passages so that crowding of the passages is avoided. It also shows how safe spots need to be identified in advance where the children will gather after the evacuation. Everyone should know in advance how to move out, which route to take, and where to assemble.

Structural Mitigation

➤ Many school function from buildings constructed without following bylaws and standard building codes

➤ Most school do not have a safe space for evacuating children in emergency

➤ To ensure safety of school children, first requirement is a safe building

➤ Safe school building can serve as shelter during an emergency for accommodating the neighboring community

➤ Construction of safe building begins with selection of right site, designing the structure conforming to appropriate disaster resilient design codes, and doing construction with quality material

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Structural mitigation involves civil engineering principles and is the responsibility of the public works agencies. The principles of assessing structural risks at a broad level, and of identifying the very basic needs for structural mitigation can be part of a rapid and simple process that can involve students and teachers.

The primary purpose of conducting a detailed structural assessment is to determine the potential weaknesses of the building and identify the most appropriate measures to strengthen it. In some cases, relatively few measures will be required to meet the performance objectives. In other cases, the conditions of a building might require a costly and time-consuming solution to increase its hazard resistant capacity. Where the cost and time reach a given threshold, reconstruction may prove a more effective and efficient solution. The detailed structural assessment will determine the technical feasibility of retrofitting the building. Factors for consideration are the level of damage, the quality and

condition of materials and building components, and whether the building type can be retrofit to an acceptable level of safety *(The Guidance Notes on Safer School Construction-GFDR, ISDR, INEE)*

TERMINOLOGY

Load: A type of force which acts on a building or some element of the building. Dead loads consist of the weight of the building elements that a structure must support. The roof, for example, is a dead load. Live loads are other additional forces which act on a building. People using a building are considered live loads. The forces on a building caused by wind, water and ground shaking are also examples of live loads.

Load path: How forces on one structural component are subsequently transferred to other elements

Structural Components: Elements of a building which are designed to support any loads on a building.

Non Structural Components: Elements that are not part of the load-bearing system of the building. This may include false ceiling, fixtures, furniture etc

Wall bearing construction: In wall bearing construction, the walls support horizontal structural members like beams which support the roof or an additional storey.

Framed construction: In framed construction, a structural frame is built to support all other elements of the building. A framed building should be designed so that any loads on the building are transferred to the frame. Frames are made of structural elements such as columns and beams. In frame construction, walls do not carry any loads and are commonly called infill or curtain walls.

Robustness: Applies to a building's structural system. It's a structure's ability to withstand stresses, pressures, or changes in circumstance. A building may be called "robust" if it is capable of coping well in its operating environment due to any minimal damage, alteration or loss of functionality (Bhakuni).

Integrity: Applies to materials in use. Integrity is a term which refers to the quality of being whole and complete, or the state of being unimpaired (Bhakuni).

Stability: Applies to various building elements (such as columns, walls, beams, etc…) which maintain equilibrium for a building to stand (Bhakuni).

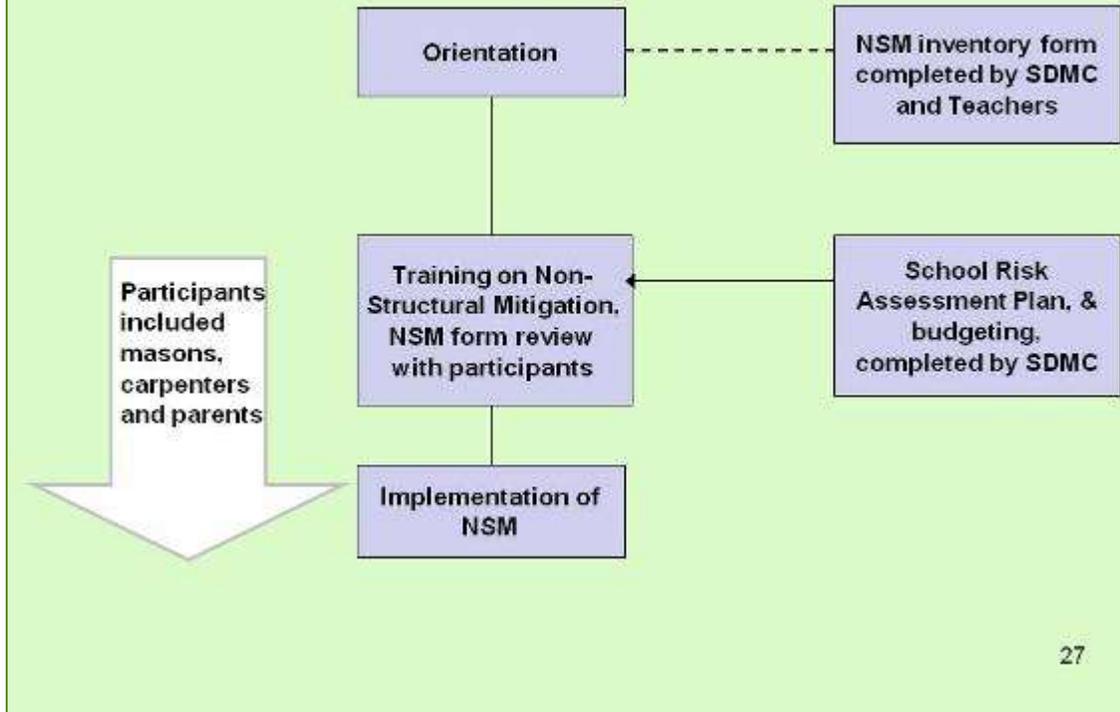*(Source: The Guidance Notes on Safer School Construction-GFDR, ISDR, INEE)*

Non – Structural Mitigation

- In 1999 Turkey earthquake, 50% injuries and 3% deaths caused solely by non-structural hazards

- Falling hazards can cause severe damage to children

- Objects like doors, windows, furniture, electronic items, wall claddings, false ceiling, electrical features etc comprise non structural elements

- NSM must be made mandatory for every school seeking government affiliation.

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Non Structural Mitigation (NSM) is the process of ensuring safety of building content and to avoid falling hazards from causing injuries. It also involves ensuring safe exit routes during emergencies.   NSM is a very low cost intervention and can lead to the minimisation of serious injuries from glass, falling objects and blocked exits.

Non Structural Mitigation Flowchart

Orientation

NSM inventory form completed by SDMC and Teachers

Participants included masons, carpenters and parents

Training on Non-Structural Mitigation. NSM form review with participants

School Risk Assessment Plan, & budgeting, completed by SDMC

Implementation of NSM

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NSM process is started with a local hazard hunt and creation of an inventory of items to be addressed. This is prepared by the SDMC and the task forces comprising teachers and students. Supported by an orientation and training process, the NSM plan and budget is prepared. This is then implemented by appropriate workers and they also do a check while implementing it.

This poster on NSM displays how the process is carried out in a model school in Delhi, India. It explains the structural and non structural elements, and the need for addressing critical non structural risk. It shows some examples of how simple steps can be taken to reduce such risks.

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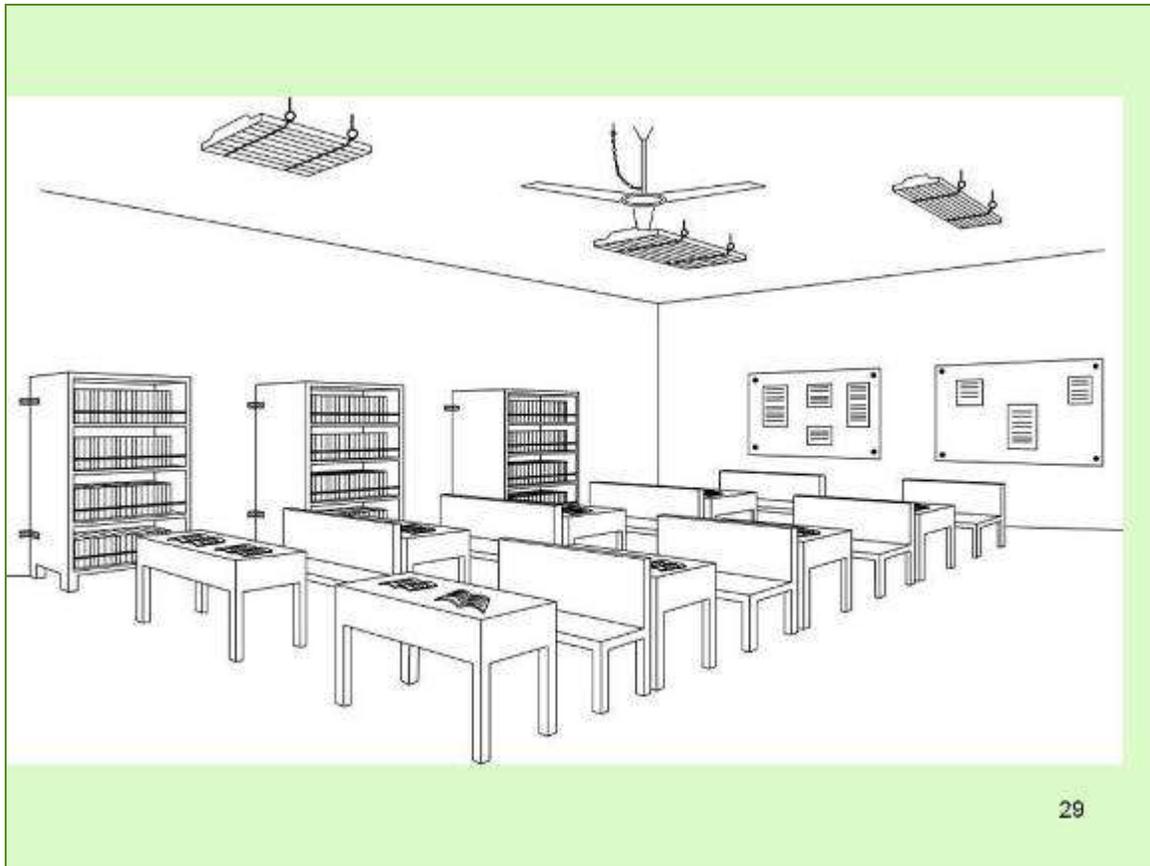
This graphic representation shows that falling hazards are mainly in the form of tall cupboards and similar heavy furniture or equipment, things such as light fittings, fans etc. hanging from the ceiling, and items nailed or pinned to the walls. Sometimes false ceilings or loose elements of weak ceilings can also be a risk. Sturdy desks are in fact a capacity where available, as children can duck under them to protect themselves, specially their heads and necks, in times of an earthquake or very severe winds.

DIVIDERS & PADDING

SHELF RESTRAINTS

STRAP AND CLIPS

DOOR STOPPER

WINDOW STOPPER

POLYESTER FILM

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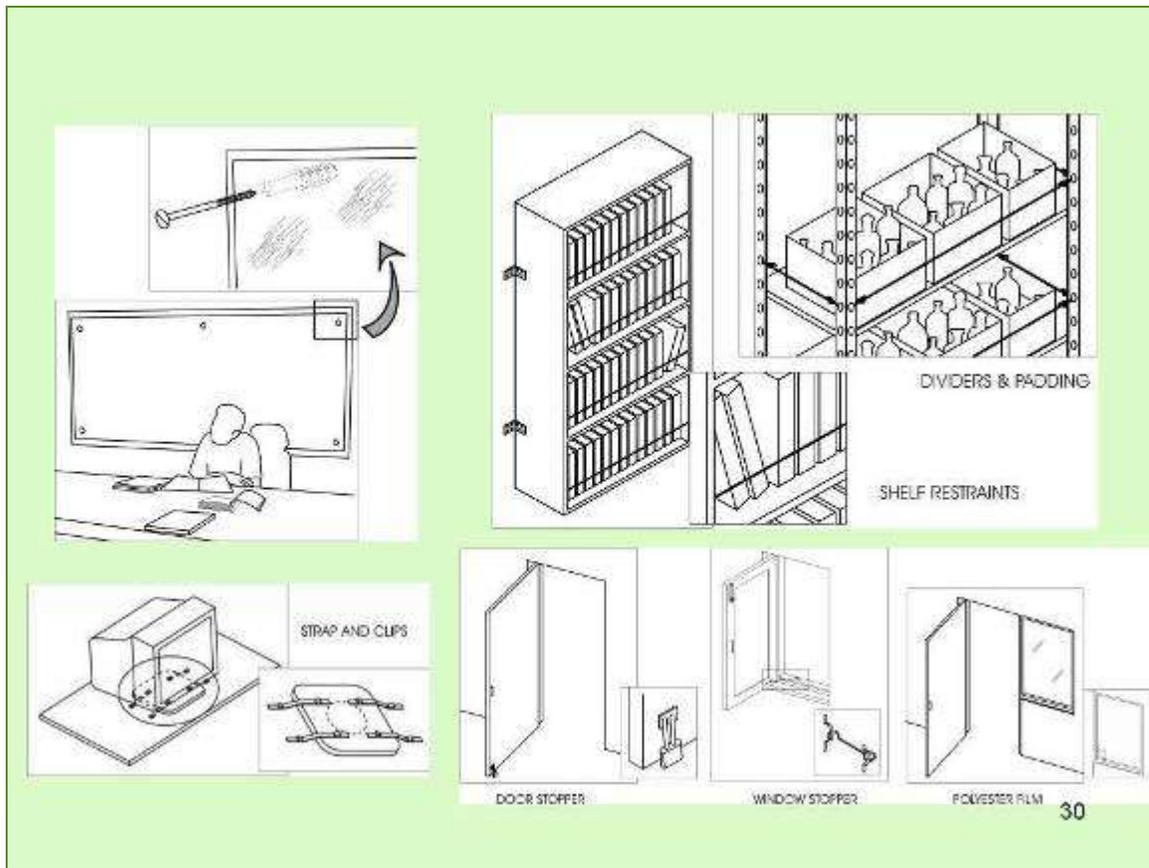
Boards on walls should be screwed with sleeves, and not simply nailed. Cupboards have to be bolted to strong walls with L brackets. Shelves should have restraints to stop items from falling. Equipment must be anchored. Windows should have stoppers and poly film to keep glass shards from flying, and doors must open outwards and have stoppers.

CHAIN

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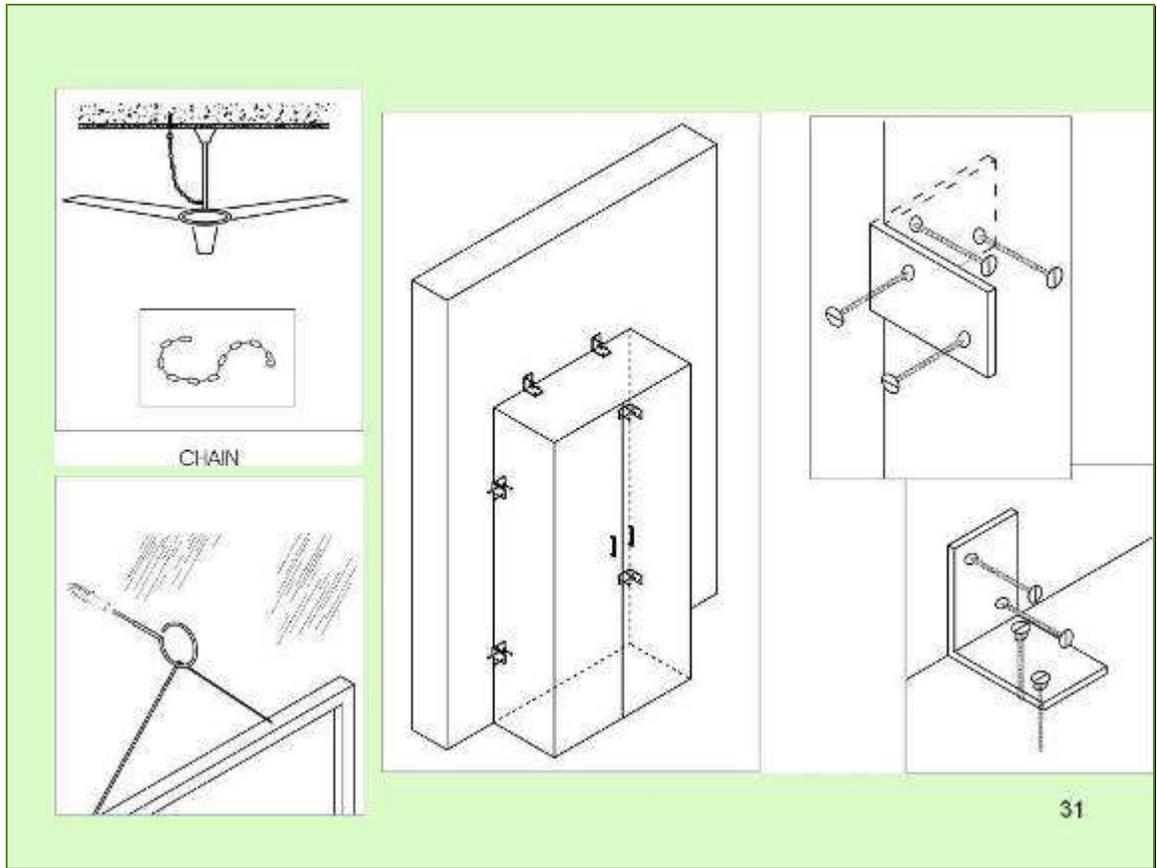
Falling hazards such as ceiling fans should have additional chains holding them. Paintings and wall hangings should be on hooks and not on simple nails. L brackets used to bold cupboards to walls should use screws, and they can also be tucked in behind the cupboards so that they don't show.

Before   After

Source: School Earthquake Safety Initiative, Shimla, India

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An example from a school in Shimla, India, shows how falling hazards in a teachers' room are removed or secured to make the room safer. In the absence of such action, such items can fall and hurt teachers sitting in the room, and the big objects can also fall in the doorways and block exit routes.

Source: School Earthquake Safety Initiative, Shimla.
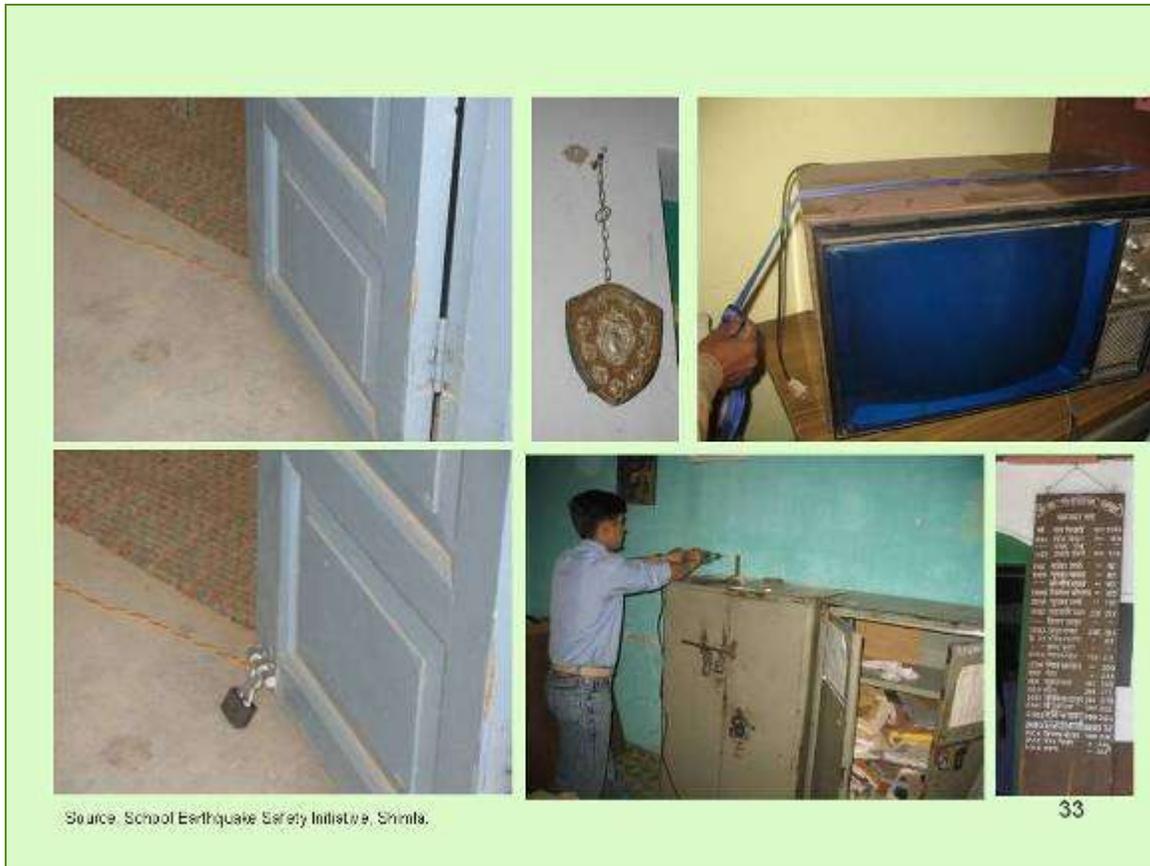
Doors opening outwards and having stoppers is stressed upon, because there have been many instances where a large number of children tried to get out of a classroom in panic during an emergency, and got trampled because the doors opened inwards and before the children at the front could pull the door inwards to open them, the pressure from children behind them crushed them against the door. Ways are also shown here for securing other falling hazards.

Bookshelf and Lockers

2004 Chuetsu Earthquake, Niigata

2004 Chuetsu Earthquake, Niigata

Source: Countermeasures that are shown are excerpt from the "Disaster Management Manual", Institute of Industrial Science, University of Tokyo (April 2002)

Damages
- Prevent overturning of bookshelves and lockers, and Prevent contents from bursting out .
- Overturned bookshelves and lockers by the seismic motion.
- The contents burst out and were scattered over the floor.

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Evidences from Japan show how falling hazards can create mayhem, and cause damage and be potentially injurious. Sometimes one falling item hits others and triggers a chain reaction, which is specially true for libraries and laboratories in schools. Additionally, chemicals and other hazardous items in some school laboratories can be specially dangerous.

- Fixing and securing bookshelves and lockers
- Fix bookshelves and lockers to sturdy wall, beam or ceiling with metal brackets.
- Interconnect the top of tall and shallow bookshelves.
- Bookshelves or lockers that are stacked should be fixed at the base and at the joint.
- Install a latch at the center of front opening doors.

Install latch to front opening doors.

Install front support on shelves.
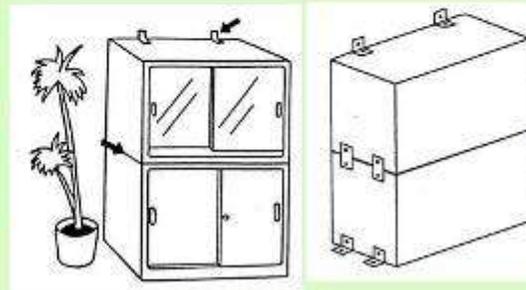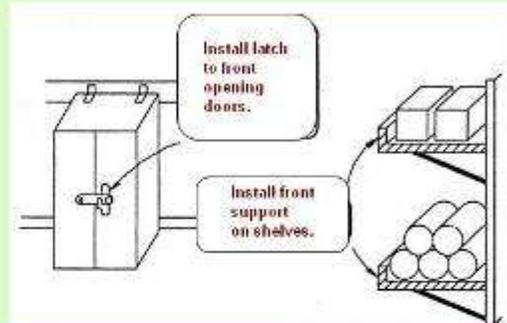
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The principle of retrofitting remains similar for such items, through a process of securing them against strong anchorage so that they don't fall with motion. Interconnecting members and restraints are the main elements of retrofitting.

School to Community Safety

STATE

DISTRICT

BLOCK

VILLAGE

SCHOOL

POLICY

STRATEGY

ACTION

Structural mitigation & response
- Non Structural Mitigation
- Model Block Disaster Management Plan (BDMP)
- Linking BDMP with school and district plans
- Mason and Engineering training
- Teacher Training

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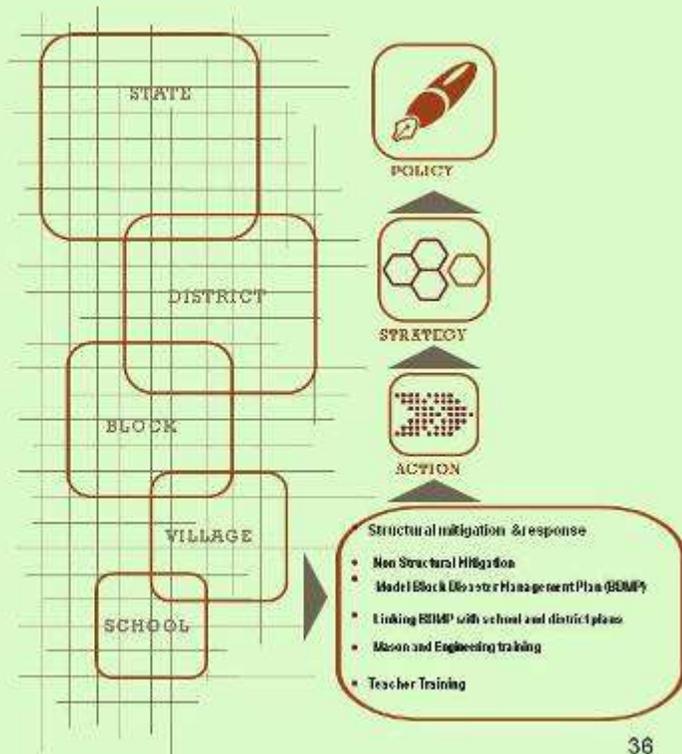
The concept of disaster risk reduction is introduced and mainstreamed in school based learning processes through the many measures discussed. The processes also lead to implementation of school safety actions, including structural and non structural safety. This can influence local communities and initiate a culture of safety. These benefits can then be translated into strategies that can replicate and scale the programmes up, covering other areas and making it a national movement.

Major elements of effective national school safety programmes

- Community awareness and participation element

- Safety policy element

- Accountability element

- Risk reduction element for new facilities

- Risk reduction element for existing facilities

- Building codes and code enforcement element

- Training and qualification element

- Preparedness and planning element

Source: Adapted from OECD Programme on Educational Buildings

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National school safety programmes are now being promoted by international agencies as well as national governments as a means of making children safer and at the same time triggering wider public awareness that will contribute to long term disaster risk reduction at the local levels.

READ THIS!

Linkage with HFA Priority 5

Strengthen disaster preparedness for effective response at all levels.

Priority 5 is distinctive because it represents the important link between the ongoing DRR activities elaborated in Priority 1 through 4, and the operational abilities most often identified with emergency (or disaster) management of schools. The responsibilities outlined in Priority 1 through 4 are complementary to and often important to emergency management. Priority 5 concerns the operational domain where these respective interests and abilities meet. Stakeholders bring together abilities for planning, preparedness of educational facilities, public understanding and communication, and contribute their experiences to the broader strategic policies related to disaster and risk management.

School safety

Among all public amenities, children in schools are among the most vulnerable groups during any disaster. Poor school buildings and lack of preparedness can have adverse consequences in case of a disaster. It is equally crucial to communicate risks, create awareness and build capacities in preparedness and mitigation. Education has been recognized as an essential element in sustainable development. Disaster education for children fosters awareness and better understanding about the immediate environment in which their families work and live. A complete school safety approach that incorporates basic disaster awareness to safe school buildings help to internalize a culture of disaster safety (see Figure 1). The process also mainstreams disaster education and ensures development in greater harmony with nature.
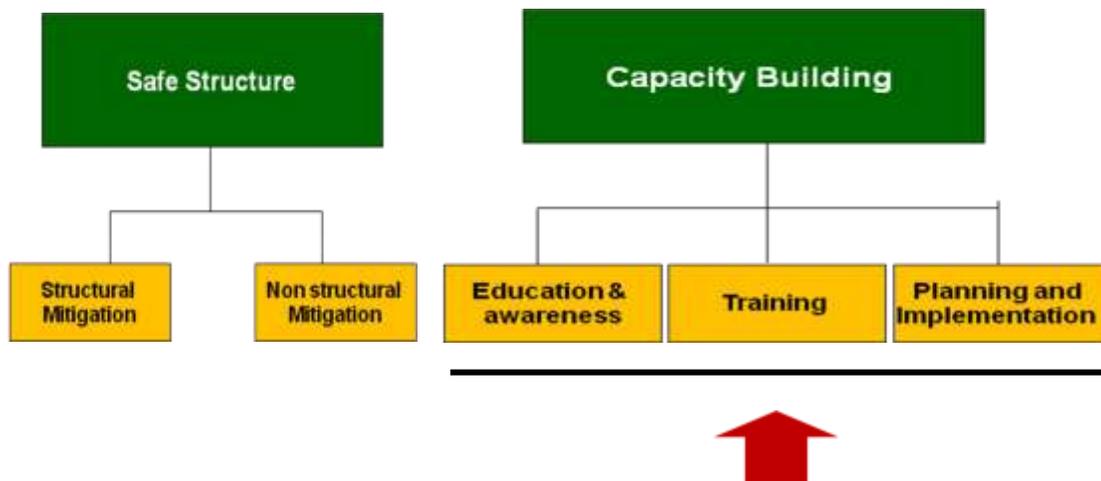
Figure 1- Role of Knowledge in School Safety

"The youth can be a trained resource for disaster preparedness at school and community level"

Deepika Dhiman, Student, Himachal Pradesh University, Shimla, India

Deepika Dhiman, a student of disaster management at Himachal Pradesh University, was a participant of the NGO SEEDS' 'School earthquake safety initiative, Shimla' workshop in May 2008.

It was a new and exciting experience for her, because she was able to gain some practical knowledge about disaster management and the views of other participants. She firmly believes that the youth can be a trained resource for disaster preparedness at the school and community level.

She mentions how disaster management is a community-based activity, which begins from the school. For her, the school safety initiative helps in developing skilled resource people from all age groups.

Further, a student or an individual is trained to help many people in case of a disaster. She notes that every school should have its own disaster management plan and carry out mock drills periodically to reinforce knowledge and practice.

Components of school safety are described below.

Mock drills

Emergency situations are relatively rare occurrences. The complexity of a major emergency event is such that a level of practical experience is essential to minimize the possibility of a critical breakdown during the course of an emergency situation. Simulation or mock drill involves generating a range of possible scenarios, and to conduct regular exercises to manage various types of emergency situation. Each simulation should be carefully structured to address the required issue, and can have varying levels of output depending on the objectives that have been set. High levels of efficiency can be attained if mock drills are properly conceived and practiced.

How to conduct mock drills?

Earthquake drill

- Orient the students on earthquake basics and precautionary steps to be taken before, after and during an earthquake.
- Conduct a classroom orientation to identify secure spaces within a classroom.
- Discuss the evacuation plan and evacuation routes. The evacuation sequence and some rules while evacuation must also be detailed out. Assign roles and responsibilities in each classroom.
- Ensure the task forces are prepared and have their equipments in working condition. Similarly one should identify the first aid station.
- After the drill, the Principal along with school SDMC (School Disaster Management Committee) members must evaluate the process and ensure improved coordination next time.

Fire drill

- Orient the students on fire safety basics, evacuation process and do's and don'ts during a major fire.
- Discuss the evacuation based on potential location of fire. An earthquake evacuation a little different from fire evacuation as in this case the evacuation is based on the fire location.

- The task forces must be oriented on the simulated situation. Similarly, the nearest fire station must be informed of such an exercise.
- Ensure appropriate fire extinguishers are available based on the nature of fire.
- After the drill, the Principal along with the SDMC members must evaluate the process and ensure improved coordination next time.

Task forces

With an aim to build the coping capacity of the school community, task forces should be formed involving teachers and students. Following task forces can be set up at school level:

- Warning and awareness task force
- Evacuation task force
- Search and rescue task force
- First aid task force
- Fire safety task force
- Psychosocial task force

Each of these task forces has their roles defined for all stages, namely non-disaster time, alert and warning stage, during disaster and after disaster.

School Disaster Management Plan

The SDMP is a comprehensive dossier that is developed with a simple approach wherein risks and hazards to a school are identified, the resources required to minimize risks are developed or gathered and planned actions are initiated to ensure the safety of school children, teachers / management in a disaster situation.

The first step of the emergency management process is **warning dissemination.** It is the trigger for the SDMP to be activated. Warning dissemination should be done on pre-defined and practiced basis. It is a very sensitive activity, and if not done correctly it can lead to panic, and resultant chaos and harm.

School Disaster Management Committee

The SDMC must include Government representative, community representative and school authorities to ensure a thorough approach on disaster management. The school

principal must ensure that this apex committee is formed and meets periodically to review situation and coordination. Roles and responsibilities of SDMC:

Non-disaster time:

Review and update SDMP annually

Provide resources and funds to implement SDMP

Guide and monitor training, awareness and implementation of SDMP

During disaster:

Take necessary actions and decisions

After disaster

Review situation and response to disaster

"Simple steps can make school children safe from disaster"

Rama Negi,
TGT Government Senior Secondary School, Shimla, India

Ms. Rama Negi participated at the training of master trainer workshop in Shimla, India. Her curiosity to learn about disaster management gradually transformed into an enthusiasm to implement school safety measures in her school.

After the workshop, Ms. Negi met the Principal of the school to discuss how the school safety measures could be implemented. The Principal was impressed how simple steps can make schools safe and resilient to disasters. Teachers carry multiple responsibilities and can play an active role in implementing safety initiatives in multiple ways.

Evacuation plan

An evacuation plan is a pre-requisite for ensuring that children exit their classrooms and school buildings in a quick but orderly fashion. In the absence of a well worked out and

rehearsed evacuation plan there is fear of panic and stampede as scared children try to run out of classrooms in panic.

Preparing an evacuation plan:

- Make a simple plan layout of the school building.

- Identify appropriate assemble point / evacuation ground.

- Identify safest and shortest exit routes from each room to the assembly point / evacuation ground.

- On the layout, mark the exit routes from each room to the assembly area.

- Mark location of fire extinguishers on the map.

- Mark location of rescue and first aid equipment.

- Similarly prepare exit plans for each floor and classroom.

- The evacuation plan must be displayed in each classroom.

Structural mitigation

To ensure safety of school children, the first requirement is a safe building to house the school. A safe school building can also serve as shelter during an emergency for accommodating the neighbouring community. Construction of a safe school building begins with the selection of the right site, designing the structure conforming to appropriate disaster resilient design codes, and doing construction with quality materials. However, many schools are functioning from buildings constructed without following byelaws and standard building codes. Built in congested places; in between tall buildings; just above market place; most of these schools do not even have play area. These schools do not have a safe space for evacuating the children in emergency situation.

Also, recognising the incapability of the existing building structures to resist disaster, retrofitting is important. Retrofitting is a set of safety actions taken to upgrade the disaster resistance of an existing building so that it becomes safer under future earthquakes. It can be implemented in the form of providing seismic bands, eliminating sources of weakness or concentration of large mass and openings in walls, adding shear walls or strong column points in walls, bracing roofs and floors, adequately connecting roofs to walls and columns and also providing connections between walls and foundations.

Non-structural mitigation

It was discovered that in the 1999 Turkey earthquake, 50% injuries and 3% deaths were caused solely by non-structural hazards. If we look at our schools, it is common to see cupboards standing close to doorways, heavy objects lying on top of shelves, and clocks and picture frames hanging on the walls. Non- structural elements do not carry the weight of a building but can be fatal at the time of a disaster. Non-structural mitigation measures can help prevent deaths and injuries.

What we do in Non-Structural Mitigation?

1. All sliding objects are properly secured by means of fasteners.

2. All kinds of objects susceptible to topple are properly secured

3. Hanging objects are properly tied. Paintings etc should be hung on hooks, not nails

4. Doors and windows open outwards. They must have stoppers too.

5. No heavy objects are placed near the exits, as they might block the exits during a disaster

6. Heavy objects are secured on the ground

Inter-agency Network on Education in Emergencies (INEE)

The INEE is an open network of UN agencies, NGOs, donors, practitioners, researchers and individuals from affected populations working together to ensure the right to education in emergencies and post-crisis reconstruction. It was founded with the aim of promoting access and completion of education of quality for all persons affected by emergencies, crisis or chronic instability, within the framework of the Convention on the Rights of the Child, the EFA declaration and the Dakar framework.

INEE brings together and supports agencies, organizations, communities and individuals in their ongoing work by consolidating and disseminating learning materials, resources and experiences, including good practices, tools and research guidelines. It also identifies and fills technical resource gaps, encouraging the development of these resources through task teams convened by INEE organizational members.

One of the most significant developments in the field of education in emergencies and reconstruction has been the recent definition and articulation of Minimum Standards for Education in emergencies, chronic crisis and early reconstruction (MSEE). The minimum standards are intended to increase the accountability of education providers to affected communities, government, the internal management of individual agencies and donors.

The minimum standards are presented in **five** categories:

1. **Minimum standards common to all categories**: focus on essential areas of community participation and use of local resources.

2. **Access and learning environment**: focus on partnerships to promote access to learning opportunities and inter-sectoral linkages.

3. **Teaching and learning**: emphasis on critical elements that promote effective teaching and learning:

   (a) Curriculum

   (b) Training

   (c) Instruction

   (d) Assessment

4. **Teachers and other educational personnel**: focus on the administration and management of human resources in the field of education.

5. **Education policy and coordination**: focus on policy formulation and enactment, planning and implementation, and coordination.

INEE also has a website with a widerange of resources for those working on education in emergencies, chronic crises and early recovery - www.ineesite.org

DO THIS!

Exercise 9

- In your respective groups, list down the different task forces at school level.
- For each of these task forces, now put together the activities to be performed.
- While putting down the activities, keep noting down the equipments required by the task forces to carry out their activities.
- Towards the end of the exercise, trace the inter-relationship between the different task forces. This would help the group to analyze the level of cooperation required within these task forces.
- Use the format given for the purpose of carrying out this exercise.
- If any data / information is not available, you may make appropriate assumptions.

Task forces (School)	Actions to be taken	Equipments to be procured

Examples of Activities

- Identification of warning signals and alarms
- Creation of awareness for common understanding of warning signals
- Installation and regular testing of alarm systems
- Designation of key person and alternate back-up person for triggering alarms
- Practice of drills
- Understanding of rescue methods for persons with different kinds of injuries
- Preparing and keeping available a first aid kit
- Regular checking, replenishment of medicines, and discarding expired ones
- Training in appropriate skills
- Regular upkeep of fire fighting equipment
- Designation of teachers for counseling, and appropriate training to them
- Keeping emergency food and materials in the school premises
- Keeping exit routes clear
- Preparing and displaying the evacuation maps
- Preparing school disaster management plan
- Discussing the school plans and activities with parents and neighbours
- Mapping risks inside schools
- Mapping the neighbourhood to identify larger risks
- Discussions with village and township stakeholders
- Keeping copy of village and township plans and contact details in the school
- Immediate assistance to injured persons
- Counting the evacuated persons to identify how many are trapped inside
- Finding and bringing out injured persons
- Contacting parents and keeping list of children present and dispatched
- Providing food and water to everyone in an emergency
- Helping calm the affected persons and giving them encouragement

SOURCE OF INFORMATION

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1. SCHOOL SAFETY

School safety activities are the most effective and direct way of ensuring preparedness of the education sector. These include capacity building, structural mitigation and non-structural mitigation.

2. SCHOOL TO COMMUNITY SAFETY

Schools invariably influence the local communities and initiate a culture of safety. The concept of DRR can be mainstreamed through schools.

3. INTER-AGENCY NETWORK ON EDUCATION IN EMERGENCIES (INEE)

INEE promotes access and completion of education for all persons affected by emergencies, crisis or chronic instability. One of the most important contributions of INEE is the establishment of **Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction (MSEE).** MSEE ensures the right to education for people affected by disasters.

Task forces (School)	Actions to be taken				Equipment to be procured
	Non-disaster time	Alert and Warning stage	During disaster	After disaster	
▪ Warning and awareness task force					Megaphone, Radio set, TV set
▪ Search and rescue task force					Ladder, Rope, Torch
▪ First aid task force					First aid kit, Stretcher, Medicines
▪ Fire safety task force					Fire extinguisher, sand buckets
▪ Psychosocial task force					
▪ Relief task force					Tents, stock of dry food material

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