

School Safety and Security

A Training Module for DRR Practitioners



Contents

●	Section 1: Introductory Sessions	8
	<ul style="list-style-type: none">• Session 1: Introduction of Participants<ul style="list-style-type: none">- TM 1 - Tambola Game• Session 2: Objective of the Training• Suggested Training Design	
●	Section 2: Risks at School	20
	<ul style="list-style-type: none">• Session 3: Basic Terms<ul style="list-style-type: none">- TM 2 - Indicative Concepts• Session 4: Case Analysis<ul style="list-style-type: none">- TM 3 - Case Studies• Session 5: Developing Sensitivity<ul style="list-style-type: none">- TM 4 - Types of Vulnerabilities- TM 5 - Spot Game	
●	Section 3: Legal and Policy regime on Safety and Security of Children	44
	<ul style="list-style-type: none">• Session 6 - Legal and Policy Provisions	
●	Section 4: School-Level Safety and Security assessment, Planning and Mitigation measures	50
	<ul style="list-style-type: none">• Session 7: Understanding of Risk Assessment• Session 8: Structural and Non-Structural elements• Session 9: Elements of Disaster Management plans<ul style="list-style-type: none">- TM 6 - Checklists• Session 10: Addressing identified risks<ul style="list-style-type: none">- TM 7 - Plan format• Session 11: Recovery and Building safety<ul style="list-style-type: none">- TM 8 - Case Studies	
●	Section 5: Appendix	86
●	Section 6: Learning Material	98

The module is produced with the support of Gujarat Institute of Disaster Management (GIDM) and UNICEF. GIDM organized a Master Training of Trainers (M-ToT) program for Samagra Shiksha Abhiyan (SSA) of Gujarat in 2022 and used the draft training module. In 6 batches, the 207 Master Trainers drawn from Block Resource Centres (BRC) and Cluster Resource Centres (CRC) were trained. These Master Trainers will conduct training covering all (about 54,000) government and private schools of primary to secondary and higher secondary schools. The module is well tested and received good response.

This module follows a structured training approach in school safety and security to facilitate the improvement of knowledge and skills on the subject and its application by the functionaries at the school level. It aims to help build the knowledge, skills, and perspectives of the community, school management committee, teachers, principals, education officers, disaster management officials, and professionals working in the education and child protection sector across the State. Additionally, the module includes training and learning materials (TM and LM), along with templates for assessing risks, planning, and improving the safety and security of students and staff.

The training module is prepared by Chaynika Pasari, Ashish Singh and Kirit Parmar from UNNATI. Student interns from the Jamsetji Tata School of Disaster Studies, TISS, Mumbai, Priya Kanwar, Dipender Singh, Palani Rajan, and Sreelakshmi also contributed to the development of the module. Ankita Devi from UNNATI supported in the final production of the module. We extend our gratitude to GIDM and UNICEF, Gandhinagar, for their support in preparing this module.

Pramiti Ramchandra and Ira Chokhawala, third year (batch of 2021) students of the National Institute of Design (NID), Ahmedabad developed the overall design and layout, including elements such as illustrations to better depict such concepts and scenarios. Our sincere thanks to both the students. The final production of the manual is supported by Concerned Action Foundation(CAF).

This training module may be freely used to promote school safety and security. The users of this manual are requested to share their experiences and feedback to further sharpen the contents, techniques and methods of the module for enhancing school safety and security.

UNNATI

July 2024

How to use this book

There are a total of 11 thematic sessions in this Resource Pack. Some sessions have more than one activity. Each activity has the following components/subheadings, as shown in the layout here:

Title and number. The title and number includes the session number and session title.

Duration. The time is indicative of the approximate duration that the activity would take for a group of 25-30 participants.

Method. The method refers to the methodology to be used for the activity.

Materials. This includes a list of all the materials required for conducting the activity - stationery, handouts and readings, if any. For some activities, you may require specific materials like balloons, sticks, a pen, etc.

Session 5: Developing Sensitivity

Duration: 60 minutes

Method: Activity, Discussion

Materials: Pins and balloons, string, flipcharts, markers, TM-4

Background: 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. The session will begin with the definition of child protection.

Inform the participants that in a separate session, various forms of child protection issues will then be discussed giving reference to Constitutional provisions and laws. It is estimated that more than one-third of India's population is children and that 40% of children in India are vulnerable to or experience difficult circumstances, such as trafficking, child labour, child marriage, physical and mental abuse, commercial sexual exploitation, and other forms of violations.

Talking about the extent of the problem, around 11 million children live on the streets in India and around 90 million children in our country are engaged in child labour due to which they are exposed to exploitation, harassment and different kinds of health hazards. Also, the number of juvenile delinquents has doubled in the present decade from what it was in the past. All these figures point out the grave intensity of the problem.

Activity 1 - Facilitator's Notes:

The session will begin with the definition of Child Protection. Various forms of child protection issues will then be discussed. 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.

- Divide the participants into 4 groups.
- Step out of the room with group 1. Distribute the balloons to them and instruct them to blow up the balloons and to tie them tightly to their wrists, ankles or any part of their body. Do not tell them anything else.
- Take group 2 aside and instruct them that when the game starts, they

must each stand by one person with a balloon and protect that one person only. Tell them that they must not talk at all.

- Take group 3 aside. Distribute the pins to them and instruct them to pop all the balloons as quickly as possible. Tell them they can strategize however they like.
- Tell group 4 that they are free to do whatever they want.
- Ensure, in all the cases above, that the instructions are given separately. Do not inform group 1, 2 and 4 what the aim of the game is. Only group 3 should be informed.
- Ask all the participants to re-enter the room.
- Call "start the game". The game usually finishes within 1-2 minutes. Usually, 1 minute is enough to pop most or all of the balloons.

After the game is over, ask each group the following questions:

- What happened to you in the activity?
- How did you feel during the activity?
- Does that happen in real life?
- How were the others behaving towards you?
- List out the responses of each group in a separate flipchart for consolidation.
- Tell participants to list the vulnerabilities faced by children. They should also highlight vulnerabilities faced by girls, children with disabilities, children from lower socio-economic backgrounds and other disadvantaged groups.

Facilitator may categorize the responses under three or more categories, such as- physical vulnerability, psychological/emotional vulnerability and sexual vulnerability. Thereafter, ask participants what was needed to stop the balloons from being popped by Group 3 or how can vulnerability of children be reduced.

Ask the following questions:

- What is the impact of different forms of abuse and exploitation on children?
- Why do children need special care and protection?
- What are the important aspects of child protection?
- Highlight the special vulnerability of girls, children with disabilities and other disadvantaged groups.
- Use TM-4 to explain the vulnerabilities.

Process. The process includes step-by-step instructions for conducting the activity. The activities encourage personal reflection and collective learning. Wherever relevant, they may be encouraged to apply this new understanding to their work.

Facilitator's Notes. It includes points that the facilitator may need to consider while working with different kinds of groups. It also includes possible responses and hints on how the discussion may be handled, key points that need to be highlighted & preparation required.

An Introduction to the Training Module

1.1 Why do we need training on School Safety and Security?

The Ministry of Education, Government of India, in one of its Guidelines on School Safety and Security in 2021, introduced the term ‘Whole School Safety Approach’. It is a multi-component whole-school initiative involving all the school community to reduce crimes, violence and bullying behaviours. It makes a departure from the singular focus only on the classroom and curriculum by appointing counsellors. A whole-school approach recognizes that all aspects of the school community can impact students’ holistic development including health and wellbeing and that learning and wellbeing are inextricably linked. Given that children spend much of their first 15 years in a school environment, school is not only the focal point of children’s academic development but also their social and emotional development; it is where they make friends and develop healthy relationships.

The state of Gujarat, owing to its geographic location, experiences a variety of extreme hydro-meteorological events like cyclone, flooding and heatwave. Gujarat has a long coastal area of Arabian Sea along with Gulf of Kutch and Cambay. Gujarat also falls under high seismic zone. Past experiences with regard to disasters in the state have shown that children are highly vulnerable to the impact of disasters. Schools located in disaster-prone areas with an unsafe building can cause tremendous injury, especially if a disaster occurs during school hours.

For instance, the 2001 Bhuj Earthquake caused the death of 971 students and 31 teachers in the state, along with damage to 42,000 schools and complete collapse of 8,000 classrooms. In a fire in 1995 in a school in Haryana, more than 200 children were burnt due to lack of preparedness and response arrangements. In 2004, a fire during school hours in the cooking area of a school in Kumbhkanam, Tamil Nadu, resulted in 93 school children getting brutally burnt. These cases led to the increasing awareness on ensuring the safety in and around the school premises, especially when it was understood that the damage to lives could have been avoided with a little preparedness.

School academic and non-academic personnel, such as, principal, teachers, administrative and support staff and students, etc., spend around 1/3 part of a day, and around 220 days in a year in schools in India. Therefore, if classes are held for six hours a day, a child spends 22% of their waking of a day in the school. In a residential school on the other hand, a child spends about 60% of their life during schooling years in the school. The students spend substantial chunk of time in the school and hence schools must be a

comfortable, joyful, secure and safe space for all children. Therefore, it is important for everyone concerned with school education should understand their clear roles and responsibility towards school safety and security

With increasing awareness about the importance of school safety, efforts have been undertaken at the local, national, as well as international level, in mainstreaming safety and security in schools. For example, the Sendai Framework of DRR 2015-2030 in its four priorities included understanding risk and investing on risk reduction which has direct reference to the school safety. There is a need to improve disaster governance at the level of the school, school management committee (SMC) Taluka, District and State authorities in the management of the school.

Whole School Safety Approach

Safety and security are terms often used together to convey the same meaning; however, these need to be understood separately to further understand the essential steps to ensure school safety and security as a holistic process.

‘Safety’ is understood as a protection against undesirable unintentional threats or dangers, while ‘Security’ is understood as protection from undesirable intentional human behaviours or actions. A safe school environment is, therefore, one that protects against all dangers and creates an environment of harmony promoting the physical, socio-emotional and psychological well-being of all.

The school environment can be understood as the total of all features of school that create the learning environment or effective learning spaces.

School environment comprises the physical spaces, the norms, practices and culture and relationships that create the psychosocial environment and links the school activities in such a way that not only ensures safety and security but also effective and productive education and achievement of school goals.

School’s physical environment encompasses school buildings, school grounds and surroundings as well as service systems; the social environment includes the norms of behaviour, the culture, the discipline, the relationships and the interactions; while the psychological environment encompasses the attitudes, feelings, values and behaviours manifested and encouraged.

All this put together forms the school climate and is reflected in the perceptions and the demonstrations of its members, positive interpersonal relationships, recognition of individuals’ needs, success and even failures, support for and building of self-esteem in students and staff and health and well-being of entire school community. It needs the collaborative working of School Management (owners in case of private schools), PTA, SMC/SMDC (in case of government schools), principals, teachers and all school staff, as well as parents, students and the wider community.

1.2 About the Training Module

Structured trainings have always been instrumental in enhancing skills, knowledge and perspective of participants to improve the situation at the ground level. This module follows a structured training approach in school safety and security to facilitate improvement of knowledge and skills on the subject and its application at ground level.

This training module aims to help build the knowledge, skills, and perspectives of the community, school management committee, teachers, principals, education officers, disaster management officials and professionals working in the education and child protection sector across the State. It is designed to assist the master trainers to conduct training programs for school teachers on school safety and security involving the stakeholders in reducing risks with whole school approach. It is assumed that the Master Trainers can undertake a training of three days covering the the key concepts and interventions for promotion of safety and security. Lastly, it has drawn upon extensively from the following sources: Guidelines on School Safety and Security by the Ministry of Education – 2021, National Education Policy -2020, Guidelines on School Safety Policy by the National Disaster Management Authority (NDMA) -2016.

1.3 Approach of the Training

The training module is developed based on participatory training approach with focus on experiential learning providing equal attention to knowledge, awareness and behaviour change. Structured exercises are developed to allow joint learning of the trainers and participants. It is not a training where the trainer teaches and the learners receives the inputs as a passive learner. The emphasis is on learning rather than training. Learners are encouraged to express their own opinions, challenges, study and analyse their own reality and find solutions too. This strategy also liberates learners from thought patterns imposed by the trainer or any other dominant factor.

This training module utilises two broad approaches:

- i. learning from each other (group learning) and
- ii. from their past experiences.

(i) Group Training

The conventional training approach focuses more on transfer of expertise/knowledge from trainer to participants. An alternative view has evolved over the years in which training is seen as process of growth in which emphasis is placed not only on knowing more but also behaving differently. It is a non-formal process in which both participants and trainers learn from each other during the training.

Group learning approach works with groups in which participants are enabled to share experiences and provide reflection. This makes participation a fundamental

vprocess within a group. The participatory process helps build a level of confidence among those participants who are passive or silent. The participants participate in activities with each other to understand concepts being presented to them. With the sharing of their diverse lived experiences, the participants are able to learn new aspects which they may not be aware of. The needs, questions and reflections emerging from participation and sharing among participants are key to taking a training process forward in the group learning approach.

(ii) Experiential Training

It is a common approach followed in trainings, education, facilitation and organizational development. The approach entails four phases-

- a. Concrete Experience- The participants will be given a new experience or asked to recall previous experiences they have had of the hazards and other accidents in schools.
- b. Reflective observation- This is when the participants will be facilitated to reflect on their own experiences personally. The experience is looked at from different lens where participants may think about why the situation occurred in the first place, who/what elements contributed to the creation of risks among others.
- c. Abstract conceptualization- This happens as the participants form new ideas or adjusts their thinking based on the experience and their reflection about it.
- d. Experimentation/application- This is where the participants apply the new ideas to the world around them, to see if there are any modifications to be made. In this training, the participants would be engaged in a field exercise where they would conduct the safety assessment of a school.

1.4 Objective of the Training

Following are the objectives of the training module on School Safety and Security-

1. Participants develop understanding on various concepts of school safety and security in context with the risks posed by local hazards, WASH services, psycho-social safety physical health, cyber security and undesirable intentional human behaviours or actions.
2. Develop awareness on why and how schools are at risk.

The objectives of the training module on School Safety and Security-

1. Participants develop understanding on various concepts of school safety and security in context with the risks posed by local hazards, WASH services, psycho-social safety physical health, cyber security and undesirable intentional human behaviours or actions.
2. Develop awareness on why and how schools are at risk.
3. Basic understanding on the legal and institutional provisions (Right to Education Act and policy guidelines developed by National Disaster Management Authority and Ministry of Education.)
4. Develop an understanding and skill among the participants on how to conduct a school safety and security assessment.
5. Develop an understanding among the participants about the components and planning process of a School Disaster Risk Management Plan.

1.5 Who shall use the Training Module?

The target participant group, for whom the training is focused are:

- District Education Officers, District Primary Education Officers, Shashanadhikaries, concerned officials of Social Justice Empowerment Department and Tribal Development Department.
- Teachers and Principals.
- Block Resource Centres and Cluster Resource Centres, School Inspectors
- School Trustee, School Management Committee members, School Admin staff, Warden.
- Trainers from DIET (District Institute for Education and Training) under the Department of Education.
- School Disaster Management Committee members, School Safety and Security Focal Point Teachers and Peer Educators.
- Students from higher classes (class 10 onwards)/NCC, NSS, Scout and guides.

1.6 Composition of the Facilitation team

Ideally, there shall be at least two member trainer team to facilitate the training. As and when required, the trainers might invite subject matter experts as resource persons for conducting particular sessions. However, there shall be at least one facilitator who shall be present at all times. They shall be responsible for coordinating with resource persons while also linking the various sessions with the broader objectives of the training.

On the next page, guidelines for facilitators have been provided.

The facilitator shall ensure the following during the training:

- Facilitator should prepare a session plan for each of the sessions, covering the beginning, process and activities, and conclusion of the session, in accordance with the learning objective of the session.
 - They should go through the available resource materials and handouts/ PowerPoint Presentations related to the topic of the session prior to the session.
 - During activities or group discussions, facilitator should provide clear and specific instructions (preferably written) to avoid confusion on the process and purpose of the activity. They should also be a part of the different groups to further facilitate the discussion.
 - Ensure that the presentations being made by the participants are communicated well and understood by other participants as well.
 - Facilitator should be ready and available before and after the training time for further discussion. In all the breaks, it is advised to discuss the process being followed by the facilitator to get immediate feedback on the facilitation of the training.
-

Section 1

Introductory Sessions

This section is divided into two parts:

In this first part, the facilitator shall introduce the purpose of the training and conduct an exercise to introduce the participants to each other. In the second part, the facilitator shall draw upon the experiences of the participants to arrive at a common understanding on “why and how schools are at risk?”.

Session 1: Introduction of Participants

Duration: 30 minutes

Method: Tambola game

Materials:

TM-1, pens

Objective:

To encourage participants to mingle and create an environment where they may interact with one another.

Overview:

In participatory learning, the learning usually takes place on two levels, individual and group. Thus, it is critical that participants experience a sense of comfort and feel at ease with one another which give them the confidence to participate.

Facilitator's Notes:

The participants are requested to raise their hand in response to a set of activities (mentioned in TM-1.) and share their name and experience in brief. There are 14 statements in TM-1. Those who tell their names in an earlier round, they shall not tell again in the subsequent rounds. The facilitator loudly mention the statement or show it on a card. Make it an exercise with fun! (Add new statements to make it more contextual)

Process:

Distribute the handout- TM-1.1, to all the participants, ensuring that every participant has one sheet. Give an introduction to the game and explain the process of playing it. The 16 statements in the sheet represent certain characteristics/skills found in people or situations which they may have experienced. Ask participants to go through each statement.

TM 1- Tambola game

Introduction of participants

A person who has given first aid



A person who has participated in any kind of a mock drill



A person who knows how to use a fire extinguisher



Who has played the role of a team leader before.



Who knows how to change a bulb.



Who regularly practices separation dry and wet waste.



A person who dealt with any kind of accident in the past



A person who can talk in three languages



A person who has travelled outside India



Who knows how to tie a square knot.



A person who has acted as a first responder in an emergency/disaster



A person who has scored above 90% marks in any subject in Std XII exam



A person who has travelled to at least two or more states in India



Session 2: Objective of the Training

Duration: 10 minutes

Method: Discussion

Materials:
laptop, projector, flip-chats, marker

Objective:

To explain the purpose and topics to be covered in the training.

Facilitator's Notes:

The Facilitator will use the introductory section given in the module to explain the session plan given below and discuss the about the topics being covered in the training. Ask, participants about their expectations and write them in the flip chart. Assure the participants which of these topics will be covered in the training.

Session 2	Identification of School level Structural and Non-Structural Elements at Risk	
Session 3	Develop understanding on Elements in School Safety and Security Plan	
Session 4	School Safety and Security Plan - Practice	
Session 5	Visualising Recovery and Building Safety – Looking beyond from case studies	

Suggestive Training Design:

Session no.	Session details	Duration
1. Introductory session		
Session 1	Introduction of Participants	
Session 2	Introduction to the Purpose and objective of the Training	
2. How and why are schools at risk		
Session 1	Introduction to basic terms of School Safety and Security and Disaster Risk Management	
Session 2	Understanding Risk based on personal experiences of Past Disasters	
Session 3	Child Protection Related Risks	
3. Legal Provisions and Guidelines on Child Rights and Protection		
Session 1	Legal Provisions (JJ Act, PACSO, Child labour Act, etc.) and other Guidelines	
4. Risk Assessment and Planning for School Safety and Security (Disaster Management Plan)		
Session 1	Understanding School Risk Assessment	

Section 2

Risks at School

In a country like India, schools are exposed to various natural and human-induced hazards. Natural and human-induced hazards result in risk in the school premises, in the kitchen or area of mid-day meal preparation and in hostels. Apart from this, the path taken by children coming from home to school and back is also affected by other types of risk that can cause physical, mental, emotional and sexual harm and trauma. In order to address this, there are several Acts, guidelines and policies, that focus on enabling a safe environment to allow learning. Increasingly, awareness related to mental abuse/harassment of children is also being focused on in these policies and provisions. However, there are several instances where the children continue to be exposed to such threats.

There are three sessions in this section that will orient participants on the understanding of risks and vulnerability across different hazards. Through a group exercise the participants will explore why and how hazards affect schools. This exercise is based on the real lived experience.

Session 3: Basic Terms

Duration: 60 minutes

Method: Lecture,
Activities

Materials:

TM-2, Cards printed with the Concept (A) and Definition (B) separately, laptop, projector, cello tape.

Objective:

Develop basic understanding of the commonly used terms related to safety, security, risk, disaster, etc., so that participants use the concepts with clarity in the following sessions and subsequent application.

Facilitator's Notes:

To introduce the basic concepts related to school safety and disasters, a presentation has been prepared which will be thoroughly read by the facilitator before discussing with participants.

Two sets of cards will be used in which one set contains the terms related to school safety and disaster management (such as hazard, risk, vulnerability etc.), and the other set contains the definition of those terms. Place the 'definition' cards on the floor and provide the 'concept' card to group of three to four participants. One by one ask the participants to find out the right definition card.

If they do not find out, give the task to another group. Once they find out, initiate a discussion on the concept. In this process all the key concepts will get explained.

Note:

A PowerPoint can be prepared on the concepts and presented after the exercise. The cards are to be prepared from TM-2. The given to the participants as a handout.

TM 2 - Indicative Concepts

- ▶ **Safety** A state in which hazards and conditions leading to physical, psychological or material harm are controlled in order to preserve the health and well-being of individuals and the community.
- ▶ **Security** A condition that is created taking measures in coordination with concerned people to make the environment free of crime, violence and injury.

School Safety: Creating safe environment for children, starting from the transportation from their homes to their schools and back. This includes safety from large-scale 'natural' hazards of geological/climatic origin, human-made risks, pandemics, violence as well as more frequent and smaller-scale fires, transportation and other related emergencies, and environmental threats that can adversely affect the lives of children. It includes safeguarding of children from violence, exploitation, abuse, and neglect.
- ▶ **School Safety & Security**
- ▶ **Hazard** 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.
- ▶ **Disaster** The serious disruption of the functioning of society causing widespread human, material or environmental losses, which exceed the ability of the affected communities to cope using their own resources. It occurs when the negative effects of the hazards are not well-managed. It is the result of a combination of exposure to hazards, the vulnerability of the affected community and their capacity to cope with the disaster.
- ▶ **Mitigation** It is the measures put in place to reduce the impact of a disaster. E.g.- Building codes etc.

- ▶ **Exposure** It is the situation of people, infrastructure, housing, production capacities and other tangible human assets located in hazard- prone areas. It represents the stock of human lives, property and infrastructure exposed to a hazard, and it can include socioeconomic factors.
- ▶ **Resilience** It 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.
- ▶ **Vulnerability** It is a result of a range of economic, social, cultural, institutional, political and psychological factors that shape people's lives and the environment that they live in. These characteristics increase the exposure/ susceptibility of an individual, a community, assets or systems to the impacts of hazards.
- ▶ **Disaster Risk** Disaster risk is the potential loss of life, injury, or destroyed or damaged assets which could occur to a system, society or a community in a specific period of time, determined probabilistically as a function of hazard, exposure, vulnerability and capacity.
- ▶ **Risk Reduction** It is the practice of reducing disaster risks through systematic efforts to analyze and reduce the causal factors of disasters. Reducing exposure to hazards, lessening vulnerability of people and property, wise management of land and the environment, and improving preparedness for adverse events are all examples of DRR.
- ▶ **Risk Management** The systematic process of using administrative decisions, organization, operational skills and capacities to implement policies, strategies and coping capacities of the society and communities to lessen the adverse impacts of natural hazards and related environmental and technological disasters.
- ▶ **Disaster Response** Initial measures taken during or immediately after a disaster to address any suffering, pain, loss and damage caused by it.

► **Recovery**

It is the actions taken by the community and all the government and the non-government agencies to bring the situation back to normal.

► **Structural Elements**

It refers to physical elements of a building carrying 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.

► **Non-Structural Elements**

It refers to those portions of a building and its contents with the exception of its structural element. In other words, everything except the columns, floors, beams etc. Typically, such items are not analysed by engineers/ architects/interior designers. Mostly they are purchased by the owner/user after the construction is finished without the involvement of any design professional. In general, such components and building contents may become hazards when they slide, break, fall or tip over during a hazard.

Session 4: Case Analysis

Duration: 60 minutes

Method: Case Study,
Discussion

Materials:

TM-3., laptop, projector,
flipcharts, markers

Objective:

Develop understanding on the cause of school level hazard incidents, its impact and identify measures for prevention and mitigation.

Facilitator's Notes:

In this session, the participants will be asked to discuss on school level hazard incidents from the seven case-lets provided in TM-3.

Select maximum of four cases looking at the time available.

- Form four or more groups and distribute one case lets to each one.
- Ask each group to discuss within themselves and write down the reason for the occurrence of the incident/disaster, different impacts that the incident caused on school building, children and other stakeholders, the response done afterwards, and the preparedness measures adopted afterwards to avoid/reduce impact in the future. Each group will be given 20 minutes to complete the exercise.
- Ask participants to make the presentation with the points below to understand the cause of the Hazard, responses and impact of the hazard. After the presentation discuss about prevention and mitigation measures that could have been taken.
- **Type of Hazard** - Fire/Earthquake/Flood/ Cyclone/Tsunami/ Food Poisoning/Any other
- **About the occurrence of the hazard**
- **Cause of the Hazard**
- **Impact of the Hazard**
- **Response measures taken**

TM 3 - Case Studies

Case 1: School Fire

► Location:

Kumbakonam
Tamil Nadu



The incident took place on 16 July, 2004 at a Middle School around 10 am when the noon meal was being prepared in the school kitchen that had a thatched roof. The roof caught fire when a spark from the burning firewood fell on it and spread to the thatched roof of the classroom where several children were studying. Two private schools, a nursery and an all-girls high school, all functioned in the same building where, close to 700 students were studying. The inferno, which raged for an hour, left bodies of 94 children burnt beyond recognition. Firefighters and other authorities had to break down the concrete structure because the only way in to the classroom was a single staircase.

The incident which sparked a huge conversation about safety standards in schools and led to a massive uproar over the condition in which the school in

Kumbakonam was operating.

Investigations showed that the school did not have fire safety equipment, NDTV reported. While the case was transferred from court to court for the first few years, the trial gathered pace after charges were framed on 10 September 2012.

(As reported by The Hindu)

The Justice K Sampath Commission was set up for inquiry, which observed that the violation of safety

► Investigation

Norms and poor infrastructure were the main causes for the tragedy, putting the blame on the owner of the school, and Education Department officials.

Of the convicted, five persons

were held guilty under various IPC sections including 304 (culpable homicide not amounting to murder), 337 (causing hurt by act endangering life or personal safety of others), etc.

Those found guilty under these

► Verdict

sections were the owner and founder of the school, his wife and correspondent, the headmistress, noon meal organizer and cook.

Of the total of 501 witnesses, 230 were examined during the trial, which included survivors (children) and parents of the deceased children.

The case surrounding the horrifying tragedy, where 94 children were burnt to death in a school in Tamil Nadu's Kumbakonam over a decade ago, came to a close after a district court convicted ten accused including the owner of the school and acquitted 11.

Case 2: Coaching Class Fire

► Location:

Surat, Gujarat



On 24 May 2019, a fire occurred at a commercial complex in Sarthana area of Surat, Gujarat. At a commercial complex, a coaching center, was operating in a makeshift dome built on the terrace of the building. The fire broke out between 3:45 p.m. and 4:00 p.m.(IST). An electrical short circuit in air conditioner started a fire on the ground floor, which quickly spread, engulfing the third floor and the wooden staircase, leaving the children in the dome, trapped inside. Soon the fire engulfed the makeshift dome on the terrace of the building as well. There were about 50 to 70 students in the coaching center at the time. Twenty-two students died and others were injured in an academic coaching centre located on the building's terrace. Two shops and several vehicles parked near the building were also destroyed in another fire ignited by the blaze. The fire brigade

► Investigation

Arrived with 19 fire engines and two hydraulic platforms. They doused the fire in an hour and rescued several students; however, several had jumped off the building to save themselves.

The Surat Municipal Corporation officials ordered an investigation regarding the statutory permission, including fire safety, of the building. Under the Gujarat Regularization of Unauthorized Development Act, the complex with its second floor was legalized in 2013 but the third floor was not legally approved. The coaching centre owner had also constructed a six-foot high makeshift dome illegally on the terrace. There was no fire safety equipment in the building.

► Learnings

Three people including the coaching centre owner and builders were arrested for their alleged negligence leading to the fire and the deaths. Two fire officers were suspended for their alleged negligence in conducting the fire safety inspection of the building.

- Passive Fire Protection will stop the spread of fire and smoke. Smoke is more dangerous than fire. Smoke Extraction System, Windows and ventilation system is critical.
- Interior coatings, internal walls, etc., spread the fire very fast. Fire Load must be calculated and checked on regular intervals. Continuous running loads will have a fire hazard. Thermography and electrical audits will help the client to improve every time.
- At least 2 hours of fire-fighting capacity must be available with every commercial and industrial building. Safety Equipment and Training & Awareness on how to use it is important. Maintaining the equipment/facility “ready to use” is very critical, which gets ignored over

► Aftermath

Ahmedabad Municipal Corporation and Vadodara Municipal Corporation issued notices to all premises housing children, containing orders to remain closed until they receive a fire safety compliance certificate. Later, the Government of Gujarat ordered the shut- down of all private coaching centers in the state until fire safety inspections are conducted. The government also ordered a fire safety inspection of schools, colleges, coaching centers, hospitals, shopping malls and other commercial buildings. The Delhi

time.

- National Building Code 2016 should be followed for fire safety compliance. Structure, Wall, Floor, and Roof shall be as per National Building Code-2016 which guides on fire rating of each. All high-rise buildings and industrial complexes must conduct the third-party audit every two years.
- Based on each floor's occupancy and travel distance, number of exits must be calculated in a scientific manner rather than having staircases in an unplanned way.
- Learning from a previous or similar incident is very important to improve the safety standards of each premise.
- The emergency Team must be equipped with the right equipment, items, and tools. Based on the incident it shall be mobilized.
- By keeping self-safety in mind, to the extent possible support shall be extended which bring life-long impacting results.

fire service decided to conduct the fire safety inspection of all coaching centers in Delhi.

Gujarat CM, Mr. Rupani visited the hospitals, offered condolences to the families and announced the compensation of Rs. 4 lakh each to the families of children who died in the accident. Several politicians expressed support and condolences, including the Prime Minister.

Case 3: Food Poisoning

► Location:

Bihar



On 16 July 2013, children aged between four and twelve years at the Dharmashati Mata primary school complained that their lunch, served as a part of the Mid-day Meal Scheme, tasted odd. The headmistress rebuked children who questioned the food. Earlier, headmistress had been informed by the school's cook that the new cooking oil was discoloured and smelled odd, to which, she replied that the oil was purchased at a local grocery store and safe to use. The cook, who was also hospitalized by the poisoning, later told reporters that it looked like there was an accumulation of residual waste at the bottom [of the oil jar].

Thirty minutes after eating the meal, the children complained of stomach pain and soon after were taken ill with vomiting and diarrhoea, after eating the food contaminated with pesticide. The number of sick children overwhelmed the school and the local medical system. Some of the

sick children were sent home, forcing their parents to seek help on their own.

According to the official count, 23 children died as a result of the contaminated food. Parents and local villagers said at least 27 had died. Sixteen children died on-site, and four others were declared dead upon arrival at the local hospital. Others died in the hospital. Among the dead were two children of the female cook. A total of 48 students fell ill from the contaminated food. Three remained in a critical condition as of 17 July. Thirty-

► Cause

one children were moved from the local hospital to Patna Medical College Hospital (PMCH) for further treatment.

Initial indications were that the food was contaminated by an organophosphate, a class of chemicals commonly found in insecticides. Dr Amar Kant Jha,

superintendent of Patna Medical College and Hospital in Patna, said that the survivors were emitting toxic vapours, which led his team to suspect almost immediately that they had been poisoned with an organophosphate.

Late on 17 July, officials stated that they believed the cooking oil had been placed in a container formerly used to store insecticides. According to state officials, the school's headmistress had bought the cooking oil used in the food from a grocery store owned by her husband. On 20 July

► Aftermath

police said that a forensic report confirmed the cooking oil contained very toxic levels of monocrotophos, an agricultural pesticide.

Nineteen of the children's bodies were buried on or near school grounds in protest. Across Bihar, numerous students refused to eat their meals in the days following the incident. On 17 July, hundreds of Mashrakh residents took to the streets in protest. Angry protesters carrying sticks and poles blocked roads and rail lines. Desks and chairs from the school were taken and smashed, while the kitchen area was destroyed.

The Bihar government promised a thorough investigation and offered INR 200,000 as compensation for families of the dead children. The headmistress and her husband fled after the deaths became public

knowledge, and the administrative authority suspended her.

She was apprehended by police in Chhapra on 24 July and held on suspicion of murder and criminal conspiracy. In October 2013 the headmistress and her husband were charged with murder and faced the death penalty if convicted. Finally, the headmistress was sentenced to 17 years in prison for her role in the incident.

Bihar Government has taken steps to prevent the recurrence of such incidents. The government issued a toll-free number for all complaints related to Midday Meal. It also ordered that the raw grain samples would be kept for three months at godowns from where items for Midday Meal are supplied.

Case 4: 2001 Earthquake School Collapse

► Location:

Ahmedabad,
Gujarat



On January 26, 2001, the four-storey building of Shree Swaminarayan School in Ghodasar-Maninagar area of Ahmedabad had collapsed following an earthquake. The school had organized flag-hoisting ceremony on the terrace of the building. After the ceremony ended, students were coming down through staircase when the building collapsed. The building was constructed only 11 months ago. 32 children of Class X (science stream) had died in the mishap.

Three persons of a single family were

► Investigation and Verdict

the builders and trustees of the school. The cause of the incident was identified as poor quality of construction of the school building.

A criminal complaint was lodged against them, which is pending before the Ahmedabad Metropolitan Court. Simultaneously, the parents of the 32 deceased children formed an

association and filed a civil suit in the Ahmedabad City Civil Court, demanding a compensation of Rs 10-15 lakh from the builders and trustees of the school run by Shri Ram Education Trust.

The City Civil Court, in October 2007, passed a judgment awarding a compensation of Rs 2 lakh each to the family of the deceased students with five per cent interest rate from the date of filing of the suit. Their lawyer said the suit was filed by the petitioner parents not for monetary gain but to set an example and to force the government to lay and properly implement the building construction rules and safety measures.

Aggrieved by the City Civil Court's order of compensation, the petitioners challenged it in the High Court (HC). The Division Bench of two Justices pronounced the judgement, including the amount of Rs 5,000 for the funeral of per

deceased child in the total compensation amount, to be paid by the builders and trustees of the school.

The advocate said the HC held the defendants responsible for using poor quality material in the construction of the building. "Some glaring irregularities came on record on the part of the builders and trustees of the school like, not getting the soil testing done and putting the building in use without getting the mandatory Building Use permission from the Ahmedabad Municipal Corporation," he said.

The HC had dismissed the defence taken by the defendants that the building collapse was an act of God since the earthquake was quite intense. The court observed it was not an act of God and suggested that it was a man-made disaster.

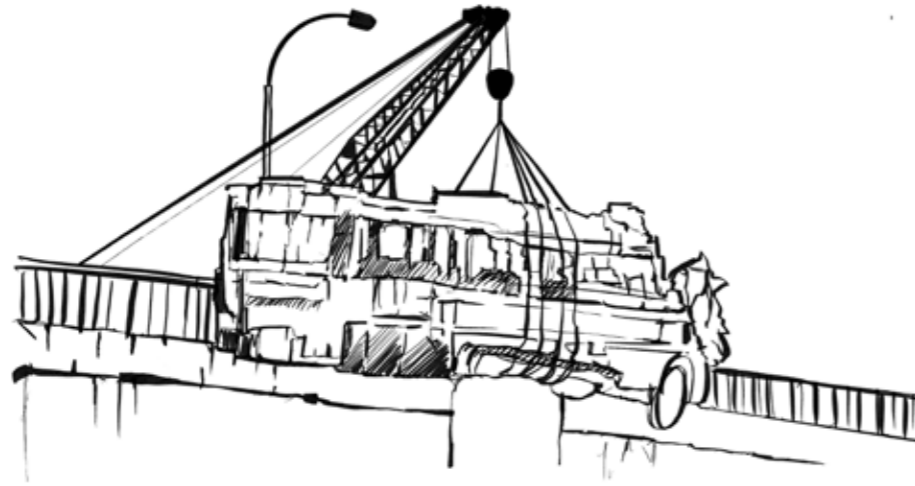
During December, 2010 - In a significant judgment, the Gujarat High Court awarded compensation of Rs 3.75 lakh each to the families of 32 students who were killed inside the school premises during the 2001 earthquake.

Holding the trustees and builders of the school responsible for the poor quality of construction, the HC ordered them to pay the compensation with 8 per cent interest per annum, which comes to around Rs 5 lakh per child.

Case 5: Wazirabad Bridge Accident

► Location:

Delhi



On December 1, 1997 a private bus lost control and fell off the Wazirabad bridge into the waters of the Yamuna. The bus, which had a capacity to seat 66 children, was packed with 117 students and two teachers from the Ludlow Castle-II school in north Delhi. It had been speeding at 65 kmph across the narrow two-lane bridge when it hit a huge pile of sand and lost control.

At least 29 schoolchildren were killed and more than 60 others injured. The police said the rescuers pulled at least 30 children to safety, but were unable to help others who were trapped under the submerged bus.

The police said all the deceased were aged between 8 and 14. Anguish among parents who gathered at the bridge and at a nearby hospital turned to fury when several children who had been taken to the morgue were found to be still alive.

The bus, which had fallen on its side in the two-meter-deep river, was pulled out three hours after the accident. Six of the

sluice gates at the bridge were closed to facilitate rescue operations. But this was done only about half an hour after the accident.

The crash was one of many thousands involving buses that occur each year in India, accounting for at least a third of the annual toll of 65,000 people who are killed on the country's roads.

► Investigation

Chief Minister and Police Commissioner supervised rescue operations and later visited victims at the hospital. An inquiry by Deputy Commissioner (north) had ordered into the accident. The Chief Minister announced an ex-gratia payment of Rs 100,000 to the families of each of those killed, Rs 10,000 to the seriously injured and Rs 5,000 for those who sustained minor injuries. Ludlow Castle School Principal was suspended as the bus was "overloaded". The traffic inspector posted in the area was also suspended. The Chief Minister

camped at the hospital to supervise relief operations along with Health Minister, Chief Secretary and other senior officers. With official help delayed, it was villagers who saved more lives.

► Facts

None of the drivers had any special training to deal with school children. According to the president of the Institute of Road Traffic Education (IRTE), Delhi, there are just three proper training institutes for bus drivers in the country and all of them are in Tamil Nadu.

Eyewitnesses said most of those children missing were possibly washed away due to the delay in the closure of the sluice gates.

The rescue operation was initiated by

► Learnings

demonstration, demanding action against the principal as well as the police, who, they said, should have checked the overcrowding in buses.

Given the narrow width of the bridge, it took nearly 40 minutes before the first fire engine and the crane arrived on the scene. By then most of the damage was done.

Ideally, the city should be equipped with a rapid action emergency group to handle such disasters.

Safety policy guidelines that included such recommendations as not more than 79 children in a regular-sized bus, and safety elements like closing doors, lowering the first step and a sign that clearly identifies the vehicle as a school bus, should be implemented.

Provincial Armed Constabulary personnel who had pitched a camp on the river bank.

Older students who swam to safety were seen crying, looking around desperately for their younger siblings travelling with them.

Local people lit a fire using the wood lying on the river bank as the rescued students were shivering in the morning cold.

Several students also staged a

Recommended by the Institute of Road Traffic Education, Delhi

- No more than 79 children for a regular-sized bus.
- Drivers, even if on contract, must receive special training.
- Lower the first step for easy entry and exit.
- If contract buses can't be painted yellow, it must have a detachable sign saying it's carrying children.
- Hazard warning lights when the bus stops to pick up or drop children.
- Doors that can be closed.
- First-aid boxes and fire extinguishers.

Case 6: E-Class of Girls School hacked

► Location:

Kolkata



The corona virus pandemic has caused almost all activities, be it learning, work, or leisure to shift online, due to which there has been a significant spike in cyber-crime. Recently, an online session of class-6 students of a girls' school in Kolkata was intruded by hackers who threatened the students of rape and murder.

According to a report by Times of India on June 24, 2020, the incident took place on Tuesday when some people entered the online session and started making indecent comments.

The hackers then reportedly started abusing and threatening girls with rape and murder. Petrified by the threats, the students alerted their teacher and parents, after which the

► Investigation

intruders stopped speaking. However, the hackers then started writing sexual comments in the chat-box, following which the e-class had to be suspended.

As per the primary investigation, there were two logins in the name of one student. The school authority has said that they are investigating whether any student shared their login ID with someone, which may have caused the intrusion.

Parents of students from other classes alleged this wasn't the first such incident during online classes conducted by the school, but it was the most serious one.

Case 7: School Shooting

► Location:

Houston,
Texas



On May 12, 2022, a student was shot and injured in the parking lot of Heights High School in Houston, Texas. A student was shot in the parking area of Heights High School, according to the Houston Independent School District.

All of the other students at the school were reported safe, the district wrote in a statement. The shooting happened around 1:15 p.m. Officials said the school district got a report about shots fired but did not know anyone had been injured until a parent called and said their child was shot and was in the hospital.

Details on why the shooting happened are unknown and it's also unknown if any suspects are in custody. The campus was temporarily placed on lockdown as a precautionary measure while police investigated the shooting. The school's dismissal took place at its regular time.

There have been 24 school shootings this year in 2022. There have been 116 school shootings since 2018, when Education Week began tracking such incidents. The highest number of shootings, 34, occurred last year in 2021. There were 10 shootings in 2020, and 24 each in 2019 and 2018.

Session 5: Developing Sensitivity

Duration: 60 minutes

Method: Acticity,
Discussion

Materials:

Pins and balloons, string,
flipcharts, markers, TM-4

Background:

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. The session will begin with the definition of child protection.

Inform the participants that in a separate session, various forms of child protection issues will then be discussed giving reference to Constitutional provisions and laws. It is estimated that more than one-third of India's population is children and that 40% of children in India are vulnerable to or experience difficult circumstances, such as trafficking, child labour, child marriage, physical and mental abuse, commercial sexual exploitation, and other forms of violations.

Talking about the extent of the problem, around 11 million children live on the streets in India and around 90 million children in our country are engaged in child labour due to which they are exposed to exploitation, harassment and different kinds of health hazards. Also, the number of juvenile delinquents has doubled in the present decade from what it was in the past. All these figures point out the grave intensity of the problem.

Activity 1 - Facilitator's Notes:

The session will begin with the definition of Child Protection. Various forms of child protection issues will then be discussed. 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.

- Divide the participants into 4 groups.
- Step out of the room with group 1. Distribute the balloons to them and instruct them to blow up the balloons and to tie them tightly to their wrists, ankles or any part of their body. Do not tell them anything else.
- Take group 2 aside and instruct them that when the game starts, they

- must each stand by one person with a balloon and protect that one person only. Tell them that they must not talk at all.
- Take group 3 aside. Distribute the pins to them and instruct them to pop all the balloons as quickly as possible. Tell them they can strategize however they like.
- Tell group 4 that they are free to do whatever they want.
- Ensure, in all the cases above, that the instructions are given separately. Do not inform group 1, 2 and 4 what the aim of the game is. Only group 3 should be informed.
- Ask all the participants to re-enter the room.
- Call "start the game". The game usually finishes within 1-2 minutes. Usually, 1 minute is enough to pop most or all of the balloons.

After the game is over, ask each group the following questions:

- What happened to you in the activity?
- How did you feel during the activity?
- Does that happen in real life?
- How were the others behaving towards you?
- List out the responses of each group in a separate flipchart for consolidation.
- Tell participants to list the vulnerabilities faced by children. They should also highlight vulnerabilities faced by girls, children with disabilities, children from lower socio-economic backgrounds and other disadvantaged groups.

Facilitator may categorize the responses under three or more categories, such as- physical vulnerability, psychological/emotional vulnerability and sexual vulnerability.

Thereafter, ask participants what was needed to stop the balloons from being popped by Group 3 or how can vulnerability of children be reduced.

Ask the following questions:

- What is the impact of different forms of abuse and exploitation on children?
- Why do children need special care and protection?
- What are the important aspects of child protection?
- Highlight the special vulnerability of girls, children with disabilities and other disadvantaged groups.
- Use TM-4 to explain the vulnerabilities.

TM 4 - Types of vulnerabilities

The following table illustrates the types of vulnerabilities in the context of the schools:

Physical Vulnerability	Psychological/ Emotional Vulnerability	Sexual Vulnerability
<ul style="list-style-type: none"> Poverty Malnutrition Beating or corporal punishment Child labour in hazardous situations etc. 	<ul style="list-style-type: none"> No space to share problems Lack of guidance Forced to beg Pressurized not to speak Child victims of abuse blamed rather than abuser Non-performers and under-performers face neglect Discrimination faced by SC children Drop out from school because of distance 	<ul style="list-style-type: none"> Lack of child friendly spaces Abuse by relatives and known people Children on the streets face threats to their sexuality from adults and other children Possibility of acquiring HIV/AIDS

Learning Materials required - 1 and 2 (Pg 99 and 103 respectively)

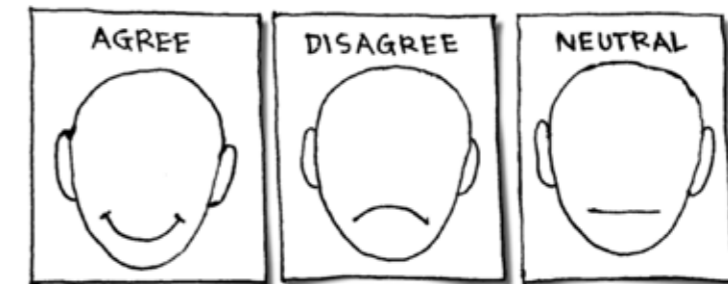
Activity 2: Facilitator's Notes

The opportunity to interact in public spaces, exposure to non-academic conversations and experiences, as well as exchange of new ideas, contribute to the overall development of children. While public places present opportunities, they also raise the possibility of abuse and anxiety. Harassment of all forms, including lewd remarks, improper touching, physical/sexual assault, etc., are feared and experienced by children, particularly girls, in public places, on a regular basis. UN Convention on the Rights of the Child (UNCRC) and the Convention on the Elimination of All Forms of Discrimination Against Women (UNCEDAW) will be discussed in a separate session.

The present session is called Spot Exercise to facilitate examining individual attitudes on critical issues of child and women protection. There are many perceptions that have been set in people's minds, which are different from the rule of law, and often, obstruct in invoking the child rights. Discussion/debate can bring all participants on the same page regarding protection of women and children, through a rights-based approach.

Procedure

- Out of the comprehensive list of 12 statements in TM- 5 select 6 to 7 statements to be used for the exercise.
- Before starting this activity, draw the three faces given below for 'Agree', 'Disagree' and 'Neutral' separately on three different sheets of flipcharts.



- Pin up the sheets, one each on three sides of the room.
- Explain to the participants that the faces represent three options: Agree, Disagree and Neutral.
- Tell them that some statements will be read out, one at a time. After each statement has been read, they should choose the face which most closely represents their feelings or views and stand next to it.
- Ask all the participants to stand at the centre of the room. Read the first statement from TM- 5. Wait till the participants decide their option.
- Ask each group standing in front of the three faces to discuss its reasons for its decision or choice. Tell it to choose a spokesperson who, at the end of the discussion, would share the key ideas of the group with everyone in the room.
- Give, enough time for discussion on each of the statements to bring out their views.
- After the discussion on each statement, explain what aspect of gender awareness is addressed and debrief for each statement, based on the discussion and on the legislative provisions, policies and human rights.

- Some questions for debriefing:

How did you feel when you heard the other group's views?

For those who changed their position, what was it that persuaded you to switch groups?

If you want to change other's views/position, what do you need to do?

As a persuader, what do you think worked and what did not work.

After both the exercises, distribute the LM-1 (Pg 99) and LM-2 (Pg 103) on page and ask the participants to read and initiate a discussion on local level action on child protection.

TM-5: Spot Game

Statements on child protection

1. It is not safe for girls, especially adolescents, to take public transport in the evening.
2. The best way for girls to stay safe is to not go out alone and not go out after dark.
3. If girls avoid certain types of clothes while going out, they should be able to avoid getting harassed.
4. If parents come to know of harassment incidents with their children, they will stop them from going out alone and will also restrict their movements outside the house.
5. In domestic matters, especially about children and adolescent girls, the decision must lie with men.
6. Slapping a woman to reprimand her should not be considered an act of violence.
7. Children are right to feel afraid while walking the narrow by-lanes of a locality, and on the way to school or to the local market.
8. It is better to get young girls married early rather than take the risk of some untoward incident happening with them in public places.
9. Help from local bystanders cannot be expected if incidents of harassment happen on the street.
10. The common reaction from the local police stations ranges from either blaming the victim or showing acute reluctance to record the complaint.
11. Government statutory bodies such as Child Welfare Committees or Juvenile Justice Boards can be approached for referral to appropriate authorities for redressal against harassment.
12. Adolescent girls and women, whose cases of harassment get shared on media and social media, end up feeling more scared about their safety and to venture out in public places.

LM-1: Child Protection and Local level action on prevention

LM-2: Understanding Child Protection

Section 3

Legal and Policy Regime on Safety and Security of Children

This section will educate the participant about legal and policy level provisions on safety, security and protection of children in the Indian constitution acts, Guidelines and other government documents.

Session 6: Legal & policy provisions

Duration: 90 minutes

Method: Discussion

Materials:
laptop, projector

Objective:

Participants know about the legal and policy level provisions on safety, security and protection of children in the Indian constitution acts, Guidelines and other government documents

Facilitator's Notes:

The facilitator shall prepare a presentation based on the materials provided below for the session. The presentation will be displayed at a common viewing point in the session and then, explained to the participants. Thus, this session will be conducted in presentation and lecture mode

The topics covered under this session are:

1. Constitutional provisions for safety and security.
2. Right to Education Act, 2009, and provisions under the act for safety and security of children.
3. National School Safety Policy Guideline, 2016, by the National Disaster Management Authority.
4. National Education Policy, 2020.
5. Guidelines on Safety and Security, 2021, by Ministry of Education.
6. Provisions for punitive and reformative actions in the Constitution of India to ensure.

Material to be referred to:

Learning Materials required - 3 (Pg 105)

Provisions within the Constitution of India for the protection and safety are as given below:

Constitutional provision	Rights
Article 14	Fundamental right to equality and equal protection of the law.
Article 15 (3)	Fundamental right to special provision.
Article 21	Fundamental right to right and personal liberty.
Article 21A	Right to free and compulsory elementary education for all children in the 6-14 year age range.
Article 23 & 24	Fundamental right against exploitation.
Article 39 (e)	Right to health and freedom from abuse due to economic necessity.
Article 39 (f)	Right to development with dignity and guranteed protection of childhood and youth against exploitation and against moral and material abandonment
Article 46	Right of weaker sections to special educational care and protection from social injustice and all forms of exploitation
Article 47	Right to nutrition and standard of living and improved public health.
Article 51A (k)	Duty of parents and guardians to provide opportunities for education

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, also mentions the importance of ensuring a safe and secure location to children for learning. In 2005, the Gujarat State Disaster Management Authority (GSDMA) had also implemented a pilot school safety programme within which, school-based preparedness activities were implemented in 150 schools across earthquake affected regions. A National School Safety Programme (NSSP) was also initiated in 2011 for 400 schools of Jamnagar and Kutch Districts, Gujarat. Under NSSP, a training module for master trainers on school safety was also developed. Thereafter, many other initiatives have been undertaken as far as school safety in concerned in the state.



The National Disaster Management Authority (NDMA) also came up with a **National School Safety Policy Guidelines in 2016**, focusing on training and capacity building of teachers, children, school personnel, parents and other concerned stakeholders on preparedness against disasters. It focusses on formation of disaster management committee, focal point teachers and concept of peer-to-peer learning. The document lays a foundation of role and responsibilities of stakeholders across all levels like national, state, district, schools, NGOs and other such towards ensuring safety of students and providing a healthy environment. Importance of structural and non-structural safety, preparedness measures like mock drills and identification of evacuation routs etc. are also highlighted in the policy document.

The National Education Policy, 2020 lays down the goal of every educational institution – from pre-school to university– “A good educational institution is one in which each student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution.” Para 5.9 of the policy lays down the need for adequate and safe infrastructure, adopting systems to ensure that teachers and students, including children of all genders and children with disabilities, receive a safe, inclusive, and effective learning environment, and ensuring that in-service

training has inputs on safety, health and environment at workplace in schools. Safety of all inmates of residential hostels, particularly of girl children is laid down in para 6.9 of the policy. Para 8.5c gives a framework for ensuring safety in schools.

In 2021, the Ministry of Education also released Guidelines on Safety and Security which also mentions that one of the key roles of the School Management Committee (SMC) should be ensuring the safety and security of children. It also mentions in details all the legal and constitutional provisions regarding education, and safety and security of children. It also spells out in details, the role of the teachers, principals, parents, warden, counsellor as well as students in ensuring safety in school. Accountability framework and legal provisions, whole school safety approach and multi-sectoral approach are the three-pronged approach to the safety and security concerns of these guidelines.

In 2021, Education Department, Gujarat, has also mandated the establishment of a School Disaster Management Committee and incorporating school safety and security one of the roles and responsibility of School Management Committee to lead risk reduction and response efforts during emergencies and making the school ecosystem safe and secure for school community.

The United Nations Convention on the Rights of the Child (CRC) was adopted in 1989 and is the most widely ratified treaty supporting children and their rights. The treaty states that children are not only assets/commodities that belong to their parents, for whom decisions are made. Instead, they are individual human beings with their own set of rights. The Convention states that childhood, which lasts until age 18, is separate from adulthood and is a special, protected period during which children must be given the opportunity to grow, learn, play, develop, and thrive with dignity. This convention is especially relevant in the modern world, since millions of children continue to experience human rights breaches such as inadequate access to nourishment, education, health care, and protection from violence. Childhoods are therefore cut short when kids are compelled to drop out of school, do dangerous jobs, or get married. Children are experiencing more challenges to their rights as a result of global developments including the emergence of digital technologies, environmental change and mass migration.

Provisions on School Safety and Security: The guidelines are a comprehensive compilation of legal and institutional framework and roles and responsibilities from Guidelines on School Safety and Security by Department of School Education & Literacy, Ministry of Education (DSEL, MoE, 2021).

Some important legislations protecting the rights of children

India has comprehensive policy and legal frameworks addressing rights and protection for children, providing opportunities to ensure that all children have equal access to quality protection services. The core child protection legislation for children is enshrined in five main laws: The Juvenile Justice Act (Care and Protection of children) Act 2015; the Child

Marriage Prohibition Act (2006); the Protection of Children from Sexual Offences Act (2012, amended in 2019) and the Child Labour Prohibition and Regulation (1986, amended in 2016). India is among the 128 countries worldwide that legally prohibit use of corporal punishment in schools and institutions.

ii. Punishment for violating the rights of CWSN	Section 89 of the Rights of Persons with Disabilities Act, 2016.
iii. Punishment for offenses against CWSN	Section 5 and 9 of the POCSO Act, 2012 and Section 85 of the Juvenile Justice Act, 2015.
n. Constitutional rights of children	Article 15 (3), 21 (A), 23, 24, 39 (e), 39 (f), 46, 47 and 51A (k) of the Constitution of India.

Legal Provisions in case the offence has been established:

The 2021, Guideline on Safety and Security also mentions about the legal provisions on negligence of school administration at a school level on certain concerns like infrastructure and services.

<p>Accountability of School Management</p> <p>Legal Provisions and rules attracted</p> <p>a. Criminal Negligence</p> <p>b. Medical Aid Negligence</p> <p>c. Corporal Punishment</p> <p>d. Conspiracy</p> <p>e. Concealment/ non-reporting of offence</p> <p>f. Tampering evidence</p> <p>g. Sexual Abuse</p> <p>h. Cyber Safety and Security</p> <p>i. Infrastructural Safety and Security</p> <p>j. Food Safety</p> <p>k. Environmental Safety</p> <p>l. Sexual harrassment and Sexual Assault</p> <p>m. CWSN</p> <p>i. Legal rights of CWSN</p>	<p>Sections 304, 308 etc. of Indian penal Code. Section 75 of Juvenile Justice Act, 2015.</p> <p>Section 77 of the Juvenile Justice Act, 2015.</p> <p>Section 75 of the Juvenile Justice Act, 2015.</p> <p>Section 16 of the POCSO Act,2012, Section 34 and 120B etc. of the Indian Penal Code, 1860 and Section 87 of the Juvenile Justice Act, 2015.</p> <p>Section 21 of the POCSO Act and Section 202 of Indian Penal Code 1860.</p> <p>Section 201, 203 etc. of the Indian Penal Code, 1860.</p> <p>Section 19 of the POCSO Act, 2012</p> <p>Section 67 B of IT Act, 2000 and Section 13 and 15 of the POCSO Act 2012.</p> <p>The National Building Code of India, 2004.</p> <p>Sections 272, 273, of the Indian Penal Code, 1860.</p> <p>Section 278 of the Indian Penal Code, 1860.</p> <p>Section- 4, 6, 8, 10, 12, 14, and 15, of the POCSO Act, 2012.</p> <p></p> <p>Section 16, 17, 31 & 32 of the Rights of Persons with Disabilities Act, 2016 Section 31 of The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.</p>
---	---

Categories of negligence:

It shall be the responsibility of the School Management and Principal in private schools and Principal/Head of school along with local school administration, be accountable to take preventive measures against all forms of negligence towards the safety and security aspects of children in schools. The negligence committed by the School Management/Authorities/Principal/Head of school/teaching and non-teaching staff may be broadly categorized as follows:

1. Negligence in establishing a secured infrastructure for the students and children with special needs.
2. Negligence to the quality, standard of the food served and portability of water provided to students in school for consumption.
3. Negligence related to security measures adopted by the School Authorities for the safety of students.
4. Negligence in providing timely medical aid to the students.
5. Negligence in taking action against a complaint reported by a student.
6. Negligence on corporal punishment including mental, emotional harassment.
7. Negligence in preventing bullying, discriminatory actions, substance abuse in the school premises.
8. No regular monitoring and reporting to appropriate authority as mentioned.
9. Delaying actions in case of crime or disaster.
10. Suppression of facts and not reporting to the appropriate authority.
11. Negligence in strict implementation of COVID guidelines resulting in threat or vulnerability for safety and security of students.

After brief lecture on the legal provisions distribute the LM-3(Pg 105) to the participants to read in group of five to six persons and discuss the legal provisions. At the end of 30 minutes. The facilitator may ask if any clarification is required.

Section 4

School-level Safety and
Security Assessment,
planning and Mitigation
Measures

Session 7: Understanding of Risk Assessment

Duration: 90 minutes

Method: Discussion

Materials:

Laptop, Projector

Objective:

Participants understand the linkage between hazard, exposure, vulnerability and capacity and are able to make risk assessment of the school.

Facilitator's Notes:

In the earlier sessions, we explored the identification of element at risk during different hazards and emergency situations, the impact on children, teachers and the school building, as well as, preparedness measures to reduce future risks.

Schools are at a risk from disasters either from the possibility of occurrence of a hazard, or, from the lack of capacity of the school to face the hazard, which makes it vulnerable to loss & damage.

$$\text{Disaster Risk} \propto \frac{\text{Hazard} * \text{Exposure} * \text{Vulnerability}}{\text{Coping Capacity}}$$

Material to be referred to:

In order to understand the concept of risk in school and surroundings, participants need to understand linkage between hazard, exposure, vulnerability and capacity, which determines elements at risk.

- In this session, participants will be oriented on Hazard, Vulnerability, Risk and Capacity (HVRC) Assessment, and identification of actions for better risk management.
- The participants will be given an orientation on identifying and assessing the existing risks and vulnerabilities of the school.
- They will also understand issues related to safety and protection during and after the classes, from home to school and back, and in the residential areas in the school.
- Areas identified as being weak in degree of vulnerability and capacity, will be addressed through the School Safety and Security Plan (SSSP). Integrating the Disaster Management and Risk Reduction approach into the education sector is also at the focus of national and international frameworks like Sendai Framework for Disaster Risk Reduction (SFDRR, 2015-2030).

Learning Materials required - 4 (Pg 108)

The facilitator has to explain the concepts of Risk Assessment and the types of risks (given below) to the participants in this session. Presentations can be prepared on the given learning materials, which will be displayed by the facilitator at a common viewing point, and explained to the participants. After short lecture distribute the LM-4 (Pg 108) and ask participants to read in groups of 5 to 6 persons and discuss about the risks.

A. Structural Elements

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. (Source: UNICEF-GIDM SS Training Module).

Structural factors include dilapidated buildings, poorly designed structures, faulty constructions, poorly maintained infrastructure, loose building elements.

B. Non-Structural Elements

The non-structural portions of a building include all parts of a building and its contents with the exception of its structural element.

In other words, everything except the columns, floors, beams etc. Typically, non-structural items are not analysed by engineers/ architects/interior designers. Mostly they are purchased by the owner/user after the construction is finished without the involvement of any design professional.

In general, non-structural components and building contents may become hazards when they slide, break, fall or tip over during a hazard.

Non-Structural Elements (NSEs) can be classified under three groups based on their use and function, namely:

Contents of buildings

Items required for functionality enabling the use of spaces, such as:

- Furniture and minor items, e.g., storage shelves,
- Facilities and equipment's, e.g., refrigerators, washing machines, gas
- Cylinders, TVs, multi-level material stacks, false ceilings, generators and motors, and
- Door and window panels and frames, large-panel glass panes with frames (as the window of infill walling material), and other partitions in buildings.

Session 8: Structural & Non-Structural elements

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, 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.

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).

C.Amenities and Services

Under the whole school approach, availability and maintenance of essential physical resources, is very crucial for making the physical environment of the school safe, mainly to prevent injuries and securing equipment aimed at securing the school.

While this is the responsibility of School Management/Principal to provide safe and comfortable infrastructure in school as per the norms already in place, however, school heads, teachers, other staff, students and even parents need to be oriented for critical observation of infrastructure facilities (entry, classrooms, laboratories, libraries, sports grounds, toilets, dispensary, (first aid arrangements), other secluded places and transport in schools, etc. and reporting if there is a need of additional facility or maintenance of the existing facility.

Further continuous supervision of every nook and corner in the school as well as access control, signage, etc. also come under the whole school safety.

Section 19 of the RTE Act, 2009 lays down norms for school buildings in the schedule of the Act:

- Schools should have at least one classroom for every teacher
- and one office cum store room cum Head's room
- Barrier-free access
- Separate toilet for boys and girls
- Safe and adequate drinking water facility for all children
- Kitchen where Mid-Day Meal is cooked
- Playground
- Arrangement for secure building with a boundary wall or fencing.

Duration: 90 minutes

Method: Discussion
Activity

Materials:

Flipcharts, Markers

Objective:

To enable identification (by practice – visit of the school) of elements at risk in and around the school campus, and identify structural and non-structural elements at risk in the school.

Facilitator's Notes:

Based on the assessment of elements at risk, in this session the participants will be able to identify the structural and non-structural elements at risk through a field exercise.

1. Give the participants a brief orientation on structural and non-structural elements at risk and give a field exercise to identify those risks by visiting a building.
2. Divide the participants into three groups of five to six persons.
3. Identify two to three buildings nearby where the groups will do the assessment.
4. Take the groups to their locations and ask them to list out the structural and non-structural elements at risk in the building.

After the participants return, ask them to present the observations and discuss about the structural and non-structural elements with examples.

Session 9: Elements of Disaster Management Plans

Duration: 90 minutes

Method: Discussion Activity

Materials:

TM-6, flipcharts, markers

Objective:

To understand various elements of risks in a school disaster management plan.

Facilitator's Notes:

In TM -6 there are 10 check lists related to school safety to be addressed to prepare a school disaster management plan with the approach of school as a whole.

1. Divide the participants into 5 groups and ask them to choose two sections each depending on their interest. They shall conduct a mock exercise, visualising a school they know. Tell the participants that the list of very exhaustive and shall feel free to identify the important ones and can also add new elements.
2. After 30 minutes of the exercise, all the groups will reconvene and make their presentation. After the discussion, the entire TM-6 may be given to the participants to study.

TM-6: Checklists

Basic Arrangements for Risk Management

Rural schools in India face unique challenges when it comes to ensuring the safety and security of their students, teachers, and infrastructure. These schools often operate with limited resources, inadequate infrastructure, and lack of access to specialized expertise. To address these concerns, a comprehensive approach to school disaster risk management and mitigation is essential.

These checklists will serve as a valuable tool for school administrators, teachers, and local authorities to assess the overall safety and security of their schools, identify areas for improvement, and prioritize necessary interventions.

Learning Materials required - 5, 6 and 7(Pg 109, Pg 114 and Pg 116 respectively)

Sr. no	Indicators	Yes	No	Remedies/solutions
1.	School has updated School Disaster Management Plan (SDMP)			
2.	School has designated nodal person (School Safety Focal Point Teacher) to carry out disaster management activities			
3.	School has displayed vulnerability maps/Emergency and Evacuation Maps			
4.	School Disaster Management Committee formed and trained			
5.	Non-structural mitigation measures have been taken in libraries, laboratories, offices and classrooms (like almirahs, shelves, black boards, ceiling fans, coolers, water tanks etc. are secured to the walls, roof or floor)			
6.	Display of Emergency Evacuation and resources sketch			
7.	Emergency contact numbers and relevant number of child protection services (e.g., Child line, police, ambulance, fire-brigade, District Emergency Operation Centre etc.) are available to teachers and students as well as are displayed			
8.	Structural safety audit has been carried out in the school			
9.	Sign boards and speed breakers on approach roads to schools			
10.	Schools have adequate emergency exits with signage			
11.	Any electrical items such as loose wires that may cause an exigency are addressed			
12.	Classrooms are clean and have signage of exit routes			
13.	Regular installing and refilling of fire extinguishers have been installed and regularly			
14.	Adherence to safety norms with respect to storage of inflammable and toxic materials			
15.	School has conducted annual mock drills			
16.	Hazards specific response plan including Crowd Management to avoid stampede on special days like annual functions, sports day etc			

17.	Life skills (First Aid (understanding on heatwave, injuries etc.), Search & Rescue, Fire Safety etc.) training is imparted to teachers and students			
18.	Schools prepare alternative learning spaces which is safe and secure			
19.	There are boundary wall/permanent fencing plantation or a gate with a lock			
20.	Main and exit gates are monitored			
21.	Generators and transformer are kept in safe areas, away from classrooms			
22.	School is far from industrial areas, harmful chemical exposure etc			

15.	Is the wooden roof structure properly connected with diagonal wire or wood (no cross basing)			
16.	Is the tube fitted with a windproof hook so the tube does not fly if there is no arrangement			
17.	Roof made of tin/tiles/thatch are not hooked to the under-roof structure			
18.	Floating Column			
19.	Short Column			
20.	Others			

Sr. no	Indicators	Yes/No	Location	Remedies/solutions
1.	Loose soil, sandy, rocky, low-lying site			
2.	Base Depth less than 3 Feet (Foundation)			
3.	The Height of Plinth (Whether below flood safety level)			
4.	Earthquake Resistant Horizontal Stripes not having Plinth, Seal, Lintel or Roof Band			
5.	Whether there are Single Rods or Columns Standing in every corner of the Wall			
6.	Column or vertical supports of wood being Weak or Dilapidated			
7.	Joints and corners of rooms and building			
8.	Large windows – Doors with no rods or columns in the corners, Cracks in the Corner of windows			
9.	Beam size not as per technical rules			
10.	Column size not as per technical rules			
11.	Whether there are cracks in walls			
12.	Whether there are cracks in the columns			
13.	Whether roof is dilapidated, or the rods look dusty			
14.	Is the wooden roof structure properly attached to the wall and the vertical strip			

Sr. no	Indicators	Yes/No	Location	Remedies/solutions
1.	Are racks of the files tied to wall			
2.	Are vaults/closets ties to the wall			
3.	Whether supports are properly built into the ground & the roof			
4.	Do shelves have luggage that can fall down			
5.	Are shelves dilapidated			
6.	Might the computer fall on table			
7.	Are items on the wall built properly. E.g., Mirrors, pictures, TLM etc.			
8.	Are items hanging from the ceiling tied properly? E.g., Fan Chandelier etc.			
9.	Is blackboard fastened to the wall			
10.	Are glasses and windows broken			
11.	Are laboratory equipment and chemicals managed safely?			
12.	Is the overhead tank built according to safety standards?			
13.	Are there any underground water tanks, borewell, digwell, pits in the school campus?			
13.1	Do any of these have lids?			
13.2	Are these cleaned & is the water purified regularly?			
14.	Obstacles in open ground such as volleyball net, basketball pole, stage, raised platforms etc.			

15.	Does the emergency exit have any obstructions like loose wires/fencing?			
16.	Is the main entrance small/not easy to get out in an emergency situation?			
17.	Are the steps in terrace and veranda narrow, irregular and without grill?			
18.	Is the railing not properly attached to the wall, or dilapidated? Is there a railing on the subsequent floors?			
19.	A ramp for wheelchair access			
20.	Is the toilet dilapidated?			
21.	Is the toilet cleaned regularly, & sewers are open?			
22.	Is the arrangement of benches inside the class an obstruction during an emergency exit?			
23.	Are the stoves and gas supply in the kitchen unsafe?			
24.	Are there no wind protection hooks that hold the tube in place?			
25.	Is the roofing system poorly attached to the wall			
26.	Are there pits, mounds, open wells in the field which may cause accidents?			
27.	Is there a possibility of short circuit from fan, refrigerator, computer etc., or due to electric wiring such as switch board, bulb or tube light?			
28.	Are the light fitting boards, wires exposed and hazardous?			
29.	Do the electricity boards, main switch and board not have earthing system for all electrical system?			
30.	Are appliances like refrigerator, computer, AC etc. not in proper places?			
31.	Are power poles dilapidated and falling?			
32.	Do power pillars have wires exposed, dilapidated or broken?			
33.	Is there no rainwater disposal system in the school complex?			
34.	School steps are irregular or have edges?			
35.	Are the fences and seats edged and bent			

36.	Do tables and benches have sharp edges			
37.	Are poisonous insects likely to enter the complex or classroom? (frequency)			
38.	Possibility of falling of big trees and of damage to the school building from it			
39.	Others			

Sr. no	Indicators	Yes/No	Location	Remedies/solutions
1.	Hazards from Land and Pedestal			
2.	Dangers from walls and shelves			
3.	Cautions regarding roof			

Sr. no	Indicators	Yes/No	Location	Remedies/solutions
1.	Risk from Gas Stove			
2.	Risk from stove fire			
3.	Harm from unhygienic utensils			
4.	Risk at grain storage (flood, and rainwater), cleanliness, freshness			
5.	Lack of maintenance (pest attack, harmful insects like lizards, cockroaches, rats etc.) or animals like dogs and cattle			
6.	Dangers due to lack of testing of cereals and other used spices			
7.	Is the food being properly cooked?			
8.	Risks from seating arrangements			
9.	Risk from distribution system			
10.	Risks from drinking water system			
11.	Risks from dishwashing system			
12.	Others			

Sr. no	Indicators	Yes/ No	Location	Remedies/ solutions
1.	Pits and Mounds in and around school			
2.	Drains around school complex, possibility of damage from walkers			
3.	Weak power outages			
4.	Risk from high tension electricity			
5.	Feeder and DP should be low, uncovered, short circuit			
6.	Open water canal near school, its depth			
7.	Petrol Pump near school			
8.	Chances of road accidents near school			
9.	Danger of felling of trees			
10.	Lake, river, water filled pits, open wells near the school			
11.	Narrow, kutcha roads to reach school, is traffic very high on the road			
12.	Others			

Sr. no	Indicators	Yes/ No		Remedies/ solutions
Drinking Water				
1.	Safe drinking water is available and accessible for use			
2.	Water storage is protected and dean			
3.	Water is covered while storing			
4.	There is at least 1 tap per 10 students			
Toilet and Hygiene Practises				
1.	There are separate toilets for girls and boys			
2.	Soaps are available for hand washing			
3.	Water is available in the toilet			
4.	Toilets should be disability accessible and placed in safe location within the school			
5.	Toilet doors have locks and lights			
6.	Sanitary absorbents like pad, cloth is available and accessible for use within school premises			

7.	Garbage pits/bins are available for safe disposal of sanitary absorbents like pad, cloth			
8.	Private disability accessible rooms/washrooms with locks for women to change their sanitary products			
9.	Learning and sensitivity materials on menstruation and menstrual hygiene available in the schools, especially for children from 12 years of age			
10.	A teacher/nurse/non-teaching staff should also be trained in addressing and supporting menstruating children in schools			
Hand washing points				
1.	Hand washing point have adequate water and soap			
2.	There are annual school grants for maintenance and cleaning			
3.	Disinfectant arid cleaning materials are kept out of reach of children			
4.	Teachers are trained on general hygiene at schools			
Safe health of children				
1.	Availability of a nurse/doctor, and medicines/first aid materials in school, especially during the school's active hours.			
2.	Whether the medical history of each student is available?			
3.	Whether the special records of blood samples, allergy and medicine have been updated with the co-operation of parents?			
4.	Proper disposal of all medical waste generated in schools, away from access of children.			

Sr. no	Indicators	Yes/ No	Location	Remedies/ solutions
Classrooms				
1.	Are electrical appliances and cords checked regularly?			
2.	Are all doorways clear and free from any kind of obstruction?			
Fire Fighting Systems				
1.	Are fire extinguishers installed?			
2.	Are fire extinguishers tested and refilled on a periodic basis?			
3.	Are there other firefighting materials available (sand, blanket, water hose etc.)?			
Laboratories				
1.	Are flammable liquids properly stored in approved safety containers?			
2.	Are chemicals stored in labs checked to discard ones that are old or showing signs of decomposition?			
3.	Are chemical spills immediately cleaned?			
Fire Safety Preparedness				
1.	Is fire safety plan included in the School Disaster Management Plan?			
2.	Are regular fire evacuation drills conducted?			
3.	Are students and staff given training on the use of fire extinguishers?			
4.	Are students and staff aware about the location of fire extinguishers?			

Sr. no	Indicators	Yes/ No	Location	Remedies/ solutions
1.	Is there any stretch of lonely location from where the children are coming to school			
2.	In the past was there any complaint about children facing abuse by unsocial elements.			
3.	Are the transport staff reliable and respectable to the students.			

4.	Is any part of the road/ lane in which is unsafe like crossing the road with movement of high speed vehicle, climbing a wall, crossing river, field covered with grass, poisonous reptiles, etc.			
----	--	--	--	--

Sr. no	Elements at risk	Yes/ No	Location	Remedies/ solutions
Systems/Mechanisms in place				
1.	There are guidelines and code of conduct for all school place personnel			
2.	There are mechanisms for children to report safety and protection concerns including grievance redressal/ suggestion boxes			
3.	Comprehensive Child Protection and Safety guideline has been adopted by school			
4.	Attendance and visitor record maintained			
5.	Provision for Counselling services of students			
6.	Established POCSO committee in the school			
7.	Schools have a focal person for child protection and safety			
8.	Police verification of all staff and non-staff members			
9.	Protocol for transport facilities is being followed as per norms			
10.	Ban on sale of tobacco in shops within 100 yards radius is followed			
11.	All school staff have an identity card and carry it with them at all times			
Capacities of key stakeholders				
1.	Capacities of PTA, SMC, staff and non-staff members built on child protection issues (as specified in the guidelines) and corresponding grievance redressal			
2.	Capacities of students to understand Child Protection issues and ways to access/use grievance redressal systems			
3.	Capacities of third-party staff members			
4.	(Contractual staff such as security guards, transport)			

5.	Whether the school has formed a committee of mother-father-teacher-student in connection with requisite necessities of security?			
6.	Whether the school students are connected with the messaging system with the parents or the mobile phone?			
7.	Whether the school has policy so that improper behaviour and exploitation of the student is not done.			
Emotional Security				
1.	Whether the children have been explained the difference between the good and bad touch?			
2.	Team of children formed for peer counselling (at least 2 boys and 2 girls)			
Social Security				
1.	Any kind of discrimination or prejudice.			
2.	Whether students feel secure while reporting physical abuse or exploitation.			
3.	Whether the issues in connection with the discipline and security are being regularly disposed off and reported to District Magistrate & DPEO/DEO?			
4.	Whether there is strict prohibition on physical/emotional harassment/bullying and physical punishment of students?			
5.	Whether the school creates awareness about the harmful effects of tobacco consumption, AIDS etc.			
Cyber Safety				
1.	Whether there is proper management of E-waste? (Computer hardware, appliances etc.)			
2.	Whether the parents and children are being made aware regarding secure use of technology and how to avoid danger?			
3.	Whether teachers are aware of online safety (online bullying, harassment, fraud etc.)			
4.	Whether the school has established the right measures within the school online networks to ensure online safety of children during school hours.			

Other indicators				
1.	Safe environment at home (physical/emotional abuse at home, exposure to drugs and alcohol, etc.)			
2.	Whether child is being indulged into child labour, household and other work			

Session 10: Addressing identified risks

Duration: 60 minutes

Method: Activity

Materials:

TM-4.3, laptop, projector, extra papers, pen

Introduction:

The National Disaster Management Authority (NDMA) of India formulated the National School Safety Guidelines in 2016 with a vision of school child safety and sent them to the states for implementation, considering school child safety and providing them with a safe learning environment as a high priority area. Every school is required to prepare a School Development Plan as per the Right to Education Act. One of the mandatory provisions of the National Disaster Management Act of 2005 is preparing a disaster management plan. The National Disaster Management Authority has provided guidelines (National School Safety Policy 2016) for developing a school disaster management plan.

Apart from the School Development Plan, there also needs to be a School Safety and Security Plan, including the safety of students, teachers, non-academic staff, initiation of preparedness for response related actions, and ensuring the celebration of Safety Week once a year to strengthen preparedness.

Objective:

To enable the participants to prepare a school safety, security and disaster management plan, based on the identified risks and solutions.

Facilitator's Notes:

The proposed plan that will be prepared by the participants, will cover both, Disaster Management, as well as Safety and Security. It can also be linked with the School Development Plan, in that, school development actions must also be in line with the safety, security and risk reduction. For schools located in a rural location, the SSSP can also be integrated with the Gram Panchayat Development Plan, where, components of development and safety of school will also be a part of the GP's development actions.

- Start the session with a group discussion continuing with the groups from the previous session. The purpose of this is to revisit the previous session. Ask participants to reflect on the issues and gaps in school safety and security in the contexts identified in the previous session.

- Present the planning framework on a visible board, and using a few identified risks as example, identify actions to address the risk and its incorporation in the plan. Use the SDMP template developed by National School Safety Programme (NSSP)/GSDMA.
- Ask participants to identify gaps in the current template, in terms of the sectors that need to be added.
- Provide participants with a card each and ask them to write the different components/sectors and sub-sectors that should be included in an SDMP through reflections from their field observations and personal experiences, and share that with other participants.
- Further, the participants will be provided with a model School Safety and Security Plan template (TM-7) to read and discuss. The participants will identify other sectors than be included in the template and share.

TM 7 - Plan Format

Section 1

Introduction including school profile, aim and objectives of the plan, geographic location of the school, various routes taken by children in coming to school from the different hamlets.

Section 2

- Hazard, Risk and Vulnerability Assessment- Hazard, exposure, vulnerability, capacity and risk assessment including identification of hazards within and outside the school campus, structural, non structural assessment of school buildings, database of past disasters, summary of key findings.
- Non-disaster safety and security issues- safety within the campus in terms of mental, physical, emotional safety and security including cyber and economic security. It also includes security measures to eliminate external threats such as- terrorist activities, gun-based violence, etc. Water and food safety, as well as safety from all kinds of exploitation.
- Protection- protection during the route of home to school and back, as well as protection of children from bullying, and other forms of harassment.

Section 3

Preparedness Actions and Updation-

Preparedness including constitution of the School Disaster Management Committee (SDMC) and task forces for rescue, first aid, safety and security of children.

Identification of their roles and responsibilities, resource inventory, updation of important telephone numbers, mechanism for alerting school community, including parents.

It also includes hazard specific response plan for identified hazards, identification of spots in schools or on the way to school which increase risk of physical/mental harassment and abuse, school map marking safety spots and evacuation routes, action plan for mock drills in case of disasters, and timely updation of plan.

Section 4

Response Planning-

This includes hazards specific response plans, alternate arrangement for continuation of school education, arrangements for addressing Post-Traumatic Stress in children post disaster or abuse, increasing community level recovery through group activities such as Sneh Samuday.

There is also a need to provide psychological support to children in school in regular time to address issues of abuse/harassment/bullying etc., provisions for groups requiring special attention such as children with disability, children from socially marginalized households, etc.

Section 5

Mitigation measures-

This includes listing of various non-structural measures to be undertaken in the school along with timeline, regular review of the task force for ensuring safety and protection, safety audit and updation of maps marking the unsafe and structurally risky spots, etc.

The School Safety and Security Plan will contain the following components:

- ensuring the safety and security of children from abuse/harassment/torture etc.
- protection of children from external threats such as terrorist activities, cybercrimes, weapons-based violence, etc.
- ensuring good quality food and water availability in the school premises to ensure good health and hygiene
- structural and non-structural elements at risk and risk reduction measures to address them
- disaster management planning- including evacuation, search and rescue, first aid, post disaster response and recovery including psycho-social recovery, etc.

Discuss the following elements with the participants to ensure school safety:

- Periodic Assessment of Structural and Non-Structural Safety
- Mock Drill
- School-level Institutional Arrangements
- Task Force Formation

Periodic Assessment of Structural and Non-Structural Safety

Periodic Assessment of Structural and Non-Structural Safety is another critical element in ensuring the safety and protection of all persons and infrastructure. This assessment can be done once in at least two or three years, and should always be done after a major disaster, to identify the impacts from the disaster on the structural and non-structural elements contributing to risk.

The checklist given earlier can be used to check the status and structural and non-structural safety on the following:

- School's main building,
- Hostel, mid-day meal preparation and food storage area, science laboratory,
- Playground and other surrounding areas of the school,
- The routes taken by children from home to school and back.

The SMC, Disaster Management Committee, focal point teacher and peer educators can be involved in the process. However, as and when required, support should also be taken from the concerned stakeholders such as- children, teachers, parents, etc. Apart from this, before reviewing the structural and non-structural safety, a brief review of the checklist can also be done, to include the additions in the school building, if any (for example, addition of new shelves/tables/chairs/black or soft boards, change in storage especially of food and chemicals, addition of new building/room, changes in the route of home to school and back, etc.).

The structural assessment of these additional elements also needs to be done to ensure safety. There are methods to assist with the school-level assessment such as: safety audit, mock drills, etc.

Safety Audit

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.

- Electric safety audit-checking of the electrical system by an electrician.
- Fire safety audit-checking for possible sources of fire and identifying inflammable items within the school
- Inspection of the quality of food getting served during a mid-day meal.
- Audit of purity of water supply in school.
- Inspection of the hygienic conditions in kitchen and washrooms.
- Testing of purity of drinking water and hygienic conditions in the school

Mock Drills

Mock exercise is a participatory exercise, to practice taking various life-saving measures during the occurrence of a disaster and evacuation of a school building, after the disaster has occurred.

Mock drills are the ways of rehearsing the preparedness plan. The mock drill on earthquake, fire etc., may be conducted at periodic intervals preferably once in every six months and the deficiencies may be assessed for updation of the plan. It is essential that the steps to be followed for conducting the mock drills and the role of the teachers, non teaching staff and students is clearly defined.

An Incident Commander should also be identified who will take charge of rolling out the evacuation at the time of the actual emergency. If required school should invite the Fire Service Officers and trained Civil Defence volunteers for support. The first responders from the district, like fire and emergency services, police and the medical services would normally take time to reach disaster site/s, especially after a major disaster like earthquake.

Mock drills allow a deeper understanding of how evacuation functions are carried out in reality because it creates a mock-version of the disaster for experience. The gaps in evacuation plan can easily be identified through the mock exercise, and corrected before the actual disaster happens, so that during the actual disaster, the evacuation runs smoothly. Regular practice of the evacuation through mock drill also increases confidence in handling the situation mentally, therefore, allowing for lesser scope for human error in critical moments.

This exercise also foster interpersonal relations in a community and inculcates an environment of safety and security among students and teachers and other concerned people. Hence the need for the schools to be self-reliant, till the arrival of help from outside. To ensure proper execution of a mock exercise, the roles and responsibilities of the pre-designated school disaster risk management committee should be clearly delineated.

The support actions required from the school after the arrival of the first responders, like police, fire services, civil defence/home guards, ambulance services and emergency medical teams, should also be defined in the form of Standard Operating Procedure (SOP) and included in the School Disaster Risk Management Plan.

School Level Institutional Arrangements

School-level Institutional Arrangements school safety and security plan (SSSP)/ Disaster Risk Management Plan and regularly updating the plans are only two of the components, which will not have an impact without the institutional arrangements to enforce or activate the plan.

Thus, human and institutional development, including systems and procedures is equally relevant to ensuring school safety. The school-level institutional arrangements that need to be established to ensure regular assessment and updation of plans are: school safety task force, disaster response team, team for regular trainings and safety audit of the school, School Management Committee, Parent Teacher Association, and provision for Mock Drills, SOP for evacuation during emergency and response, school contingency fund and safety/ rescue/disaster management equipment (such as, fire extinguisher, life jacket, rope, torch, pickaxe, HAM Radio, etc.

Task Force Formation

Higher Level of preparedness for disaster helps to minimise the loss of life and prevention of injuries caused particularly during earthquakes for which there is no warning. Certain hazards like flood, earthquake, cyclone, etc., do have early warning systems, however, the impact cannot be judged before the occurrence of the actual disaster. Therefore, the task force that will be prepared in the school needs to be trained on all critical aspects of early warning, evacuation, search and rescue, and first aid, keeping in mind an inclusive and socially just approach, so that the needs of special vulnerable groups are also addressed during the response.

To put this into practice it is recommended that every school constitutes a School Level Disaster Management Committee along with sub committees to ensure better preparedness and response in disasters. The various committees constituted in a school will comprise of members from among teachers, non-teaching staff as well students. The Task Force can also carry out Mock Drills from time-to-time.

Task Force Formation - Recommended Structure

The recommended structure for a School Disaster Management Committee is as follows:

- Chairperson: Principal
- Vice Principal, Heads of primary and middle sections
- Education Officer/Deputy Education Officer for the zone
- Parent Teacher Association President
- 4 Students (NCC, NSS, Scouts and Guides, Head Boy and Head Girl)

Representative of Relief/ Revenue/ Disaster Management Department/ District Administration/ Municipal Corporation

- Representative of the Fire Services (from Closest Fire Station) or Civil defence personnel.
- Representative of Police (from Closest Police Station)
- Representative of Health Department (Local Doctor)
- A Warden from Civil Defence

The sub committees mentioned below will work under overall supervision of school DM Committee (SDMC). Following sub committees can be constituted Awareness generation and warning and information dissemination team. Evacuation team.

- Search and rescue team (only teachers to be member of this team)
- Fire safety team
- First aid team
- Bus safety team (for each bus)
- Site security team

Learning Materials required - 8 (Pg 125)

Session 11: Recovery & Building Safety

Duration: 60 minutes

Method: Case Study, Discussion

Materials:

Pins and balloons, string, flipcharts, markers, TM-4

Facilitator's Note:

There are eight Case Studies on different recovery process provided. The facilitator will begin with dividing the participants into groups. Each group will be given one case study to identify.

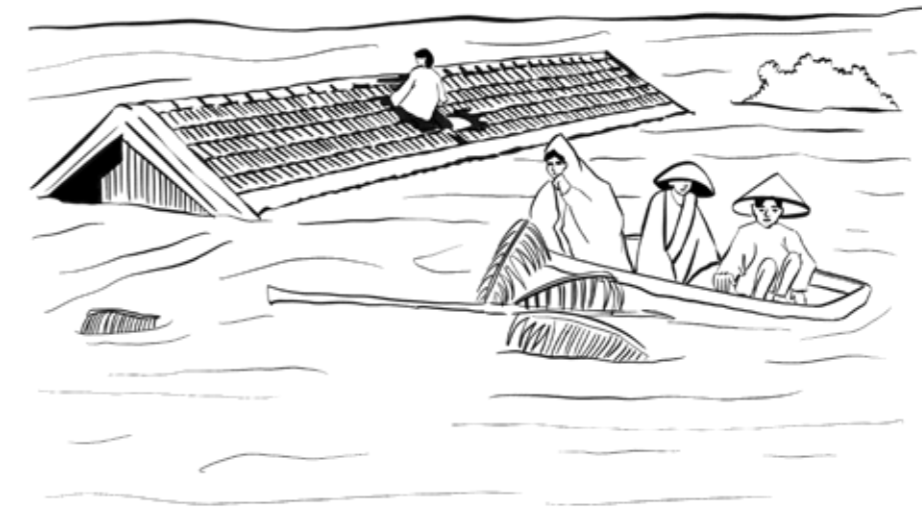
- What was the activity/project practised for building safety ?
- What is the process for preparing that?
- What tools would you require for preparing the activity/project?
- What would be the various challenges that can be faced in adapting the method?

Not more than 15 minutes will be given to answer the above four questions. The group level reports will provide different ideas about the recovery process.

TM-8: Case Studies

Case 1: Vietnam Floods, 2016

► **Location:**
Vietnam



Dong Hoi is a city in Quang Binh Province, North Central Vietnam, with a population of 1.6 lakh people. The city lies in a coastal region at high risk of floods and storms. Flash floods are a common occurrence in the city, wreaking havoc on lives and property.

In October and November 2016, Quang Binh Province was affected by severe floods that led to the deaths of seven students and damaged the classroom and teaching and learning equipment, leading to an interruption of education due to the closure of schools in the province.

Vietnam has made incredible progress in the past decade in enhancing the safety of its school education system.

The Dong My Primary and Secondary

Schools and Vo Nguyen Giap High School were destroyed post-floods in 2016. After floodwaters have receded from schools, cleaning up and rearranging facilities are among the first steps in the recovery process. The schools tried to involve the high school students in carrying out the clean-up and rearrangement in the primary and secondary schools.

Some students who were identified and trained before the floods were involved in the assessment of damages and losses to the school for claiming financial support and compensation support from the government, helping to speed up the timeline for reopening the schools.

(Source: Meding et al., 2018)

Case 2: India Slam Out Loud

► Location:

Delhi



Slam Out Loud is an Indian non-profit that combines the arts and a variety of low-tech platforms to reach out to the most vulnerable children and provide support for arts-based socio-emotional learning and mental wellbeing.

They hope to bring students to creative outcomes and build mental resilience during the COVID-19-based school shutdown time by providing localised, need-sensitive, and engaging at-home audio, video, text, and printed resources for learners who have limited access to the internet.

Within a few weeks of school closures, Slam Out Loud (SOL) quickly changed their interventions to generate free, interactive, and accessible resources

in English and Hindi, which were distributed through a variety of low-tech channels (WhatsApp, Interactive Voice Response Systems (IVRS), and radio).

The significant problems addressed through the program were enhancing student wellbeing and reaching students with diverse access to technology.

The significant challenges faced in implementing the project were different regulations across countries, ensuring parental permissions and requirement continuation of content creation.

(Source: Agrawal et al., 2020)

Case 3: Anando Biddaloy School

► Location:

Bangladesh



Bangladesh is a multi-hazard area, affected by cyclones, floods, droughts, river erosion, tidal surges, waterlogged soil, heatwaves, and earthquakes. Every four to five years, a significant flood occurs, and every three years, Bangladesh is attacked by a severe tropical storm.

After the severe hurricane ‘Sidr’ in November 2007, an alternative education programme was developed in two cyclone-devastated districts of Bangladesh as a post-disaster response and rehabilitation effort. The “Anondo Biddaloy” schools established 20 schools, 10 in Bagerhat and 10 in Patuakhali.

Most of the school buildings (16 out of 20) were donated to the community for free, while only a few were rented.

Those were primarily the owners’ outhouses, which they often didn’t use. When deciding on the location of the school, priority was given to ensuring that the most significant number of pupils could be reached.

The schoolroom was supplied with inexpensive yet child-friendly equipment, such as a ‘Jute rug’ instead of a desk chair or bench.

The project began by delivering a learner-friendly education scheme that blends life skills and livelihood skills education with health and well-being features to provide access to formal education for drop-out and non-enrolled children.

(Source: Rahman et al., 2012)

Case 4: COVID 19 Peer Learning

► Location:

Telangana



The Telangana Social Welfare Residential Educational Institutions Society (TSWREIS) began implementing its remote learning plan less than a month after the school closures due to COVID 19 to ensure that the children it serves could continue their education.

During the lockdown, TSWREIS used innovative yet basic means to promote student learning and teacher training, such as mobile phones (e.g., WhatsApp and phone calls) and instructive television courses.

Older students and peers within communities took the initiative to organise in-person, student-led village learning circles to ensure that pupils who had no other way of obtaining remote learning classes were not left behind.

These began when India's lockdown was lifted, and modest gatherings were permitted, but schools had not reopened.

Village learning circles are student-led lessons in groups of five to ten for peers or younger children who are not enrolled in TSWREIS institutions.

Students conducted courses in houses, churches, temples, community centres, panchayat offices, and even fields if no other venue was available. Many neighbourhood members and religious leaders stepped forward to provide students with circle places.

To encourage and deepen village learning circles, community instructors also began to lead village learning circles. Village learning circles thus became an important aspect of TSWREIS's institutional remote learning strategy to reach all of its students.

(Source: Vincent-Lancrin et al., 2022)

Case 5: My Evening School - Floods

► Location:

Assam



Flooding is a yearly calamity for the people of Assam, damaging the lives and property of ordinary people. The displaced families seek refuge in relief camps or neighbouring safer locations where children's schooling is not available.

Schools are closed for weeks or even months, depending on the severity of the flood, and children stop attending school either because the schools are closed, or their educational material has been destroyed.

Following the Assam floods of 2019, Caritas India intervened to solve this issue by providing child-friendly spaces and classrooms where the child's dignity is valued, and education-related rights are made public.

Twelve impacted villages with 1000

children in the Lakhimpur district were identified under the title 'My Evening School for Resilience Building' to provide sustained study culture during floods and equip them to rescue themselves and their study materials.

To do this, they trained a group of selected teachers on their duties, responsibilities, and how to offer classes for the children that covered their school's curriculum and disaster risk reduction.

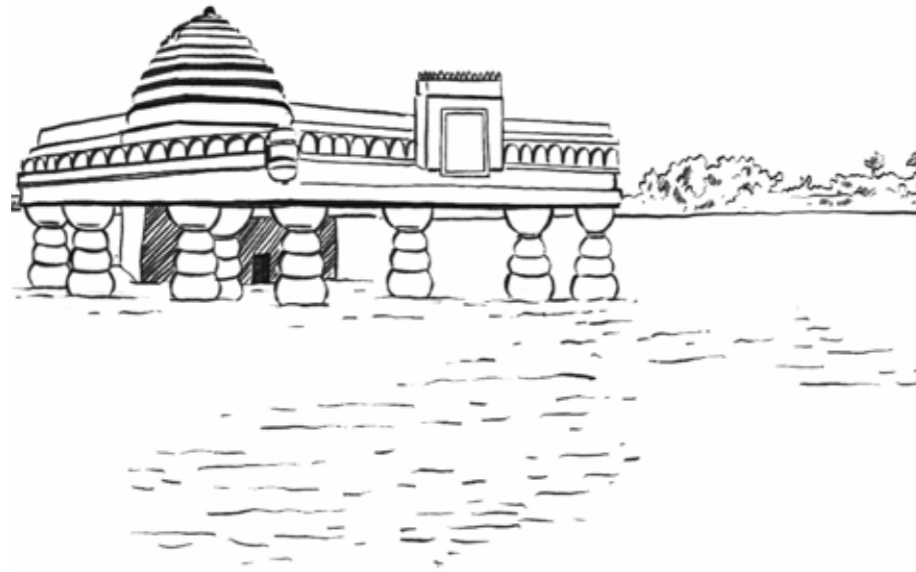
My Evening School's approach is unusual in that it teaches children flood preparedness and academics. Caritas India identified the need to teach their parents about disaster risk reduction (DRR), particularly in terms of resilience capacity building.

(Source: Caritas India, 2022)

Case 7: Schools hit by floods

► Location:

Belagavi



After two months of the Belagavi floods in 2019, thousands of government schools across the district that were affected by floods were still not in working conditions. The floods damaged as many as 4,458 classrooms, 2,307 schools and no release of funds by the government.

For continuing education, the classes shifted to close temples, community halls and under trees. Since the government did not release funds for two months after the floods, makeshift facilities were used to teach students.

The schools that suffered minor repairs were repaired by the school authorities. However, schools that suffered extensive damages could not start schooling

due to a ban on running schools in a dilapidated condition by the Education department officials in light of a school wall collapsing in 2017 in Yamakanamaradi. Due to the shortage of areas to teach, children of several age groups were taught together. This practice became common across the Krishna River belt.

The schools in Nadi Ingalgaon village of Athani taluk ran from a shed, while a school in Khemalapur in Raibag taluk ran from the local Mallayyana temple. Many schools in the district operated out of temples, community halls and even under trees.

(Source: Upper, 2019)

Case 8: Learning during Covid 19

(i) “Naav Ki Patshala”

► Location:

Bihar



The Manihari sub-division located along the Ganga in Kathiar gets inundated annually and stays waterlogged for several months. This has an impact on livelihood, daily lives and education of children. The region is occupied by marginalized farmers and labourers where education has not always been a priority.

The pandemic further pushed the children away from education due to closure of government schools and limited access to online education.

In September, 2021, three teachers from the region borrowed boats from local

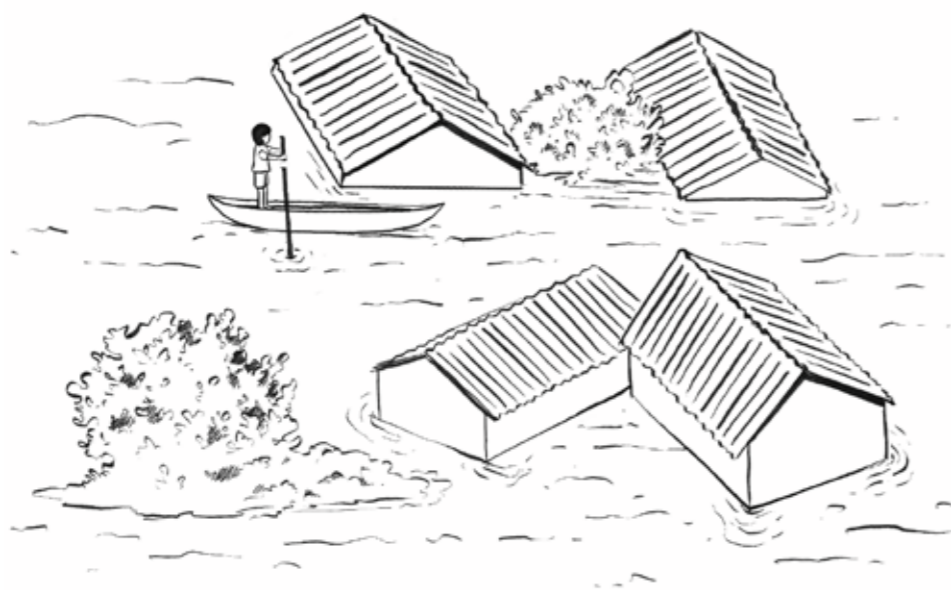
fishermen and sail out in the morning to reach the remote villages.

Once the boat is boarded by 20 students, the teachers tie it to the nearest stump or a tree. Using a whiteboard, the teachers begin their classes for their small class of children.

The teachers not only don't charge fees for this but also provide books, notebooks and pencils for students. They are taught mathematics, physics, chemistry, Hindi and English, among other subjects.

(ii) Uttar Pradesh Floods

► **Location:**
Bhrampur



A 15-year-old girl from Gorakhpur area of Uttar Pradesh, rows a boat daily to reach her school in Bhrampur. Earlier the ongoing pandemic forced students across the nation to attend online classes, however, class 11th student was unable to do so as she does not have a smartphone.

When the school re-opened in 2021, floods hit several parts of Gorakhpur, leaving her with limited options. She studies in Ayodhya Das Girls Inter College. She rows her boat almost 800 meters to a point from which she gets a

tempo till her school.

She revealed that since Covid-19 had already forced her to miss so much of her school, the flood would not stop her from attending classes as she did not have the resources to take any tuitions.

She appealed to the Chief Minister to get an embankment constructed in her area as due to floods entering houses, people were forced to live on their terraces under plastic sheets.

Situations for identifying solutions:

- In 2010, the devastating earthquake in Haiti destroyed thousands of lives and left millions homeless; which hindered education of 3, 25,000 children whose schools were destroyed closing their access to schooling.
- In the Central African Republic, instability kept 300,000 internally displaced and refugee children out of school in 2006. Also, in Sub-Saharan Africa more than half of children receive an education for less than 4 years. In certain countries, such as Somalia and Burkina Faso, more than 50% of children receive an education for a period less than 2 years.
- In 2011, a school in Bangladesh with 220 students had no tube well or latrine with homes more than 1 Km away. This forced girls to often miss classes or some even drop out when they get older.
- In Bosnia and Herzegovina's post-conflict society, Croatian and Bosnian children attend the same school but typically sit in separate classes and have no interaction with one another. The system reinforces divisions and tensions among the two ethnic groups which might lead to conflict in future.
- In 2021 post-Taliban capture of Afghanistan has led to the collapse of the education system. Today there are more than 4 million out-of-school children of which more than half were girls. In the current political, economic and humanitarian crisis this is expected to get worse. Also, hundreds of thousands of teachers are not paid since the new regime forced them to protest or leave the job, all affecting the education of children.
- In 2012, post Fiji floods 6,329 students (4,488 primary and 1,841 secondary) required stationery packs across 109 schools and 6,415 students were identified as needing school food assistance. 49 schools from the Western and Central Division were used as evacuation centres, which provided shelter for over 6,000 evacuees from the flood-affected communities affecting the education continuity of children.
- The Government of Bihar shuts down the schools due to floods every year. This leads to children losing education for a period of 2-3 months every year disrupting their lives and education.
- The Nepal earthquakes 2015 of 7.6 and 6.8 magnitude along with hundreds of aftershocks led to the death of 8,700 people including children who are 42% of the country's population. The events had an immense impact on the psychological wellbeing of children as they have suffered unimaginable trauma and loss. Children don't want to go back because they are scared of the damaged buildings; some are afraid of aftershocks or another occurrence while some are willing to go but are stopped by their scared parents.

Section 5

Appendix

Address	Location	
	Survey No./Municipal Board No.	
	Village/Town/City	
	Census Code	
	Taluka	
	District	
	SVS No. (If any)	
	GPS Coordinates	
	Telephone	
	Fax	
	Email	
	Web Address	

Type of School	Private/Government/ Granted/Non-Granted/Boys/Girls /Co-ed/ Primary/Secondary/Higher Secondary
	English/Gujarati Others

Type of construction/ structure of school building (RCC, Masonry, etc.)	
Number of Buildings in the school compound	
Date of Construction of each School building	
Number of Classrooms	
Number of laboratories (Chemistry, Physics or Biology)	
Number of Floors	
Number of Staircases	

School Timings	Morning		Afternoon		Other
Total Students (Including those with Special Needs)	Boys	Girls	Boys	Girls	
Specify Disabilities					
No. of Teaching Staff					
No. of Non-Teaching Staff					
Management Staff					

Name of Principal		
Contact	Telephone	
	Contact	
	Fax	
	E-mail	

Is there a kitchen in School?	
If yes, do you have Gas stove or open fire kitchen or use cooking gas connection?	
Are there toilets separate for boys and girls?	
Number of drinking water points	
Playground size and open area	

Fire extinguisher/ other fire protection system installed	Yes/No	
If Yes, Fire Protection Equipment/ Systems	Last Inspection Date	Upcoming Inspection date
Fire extinguisher		
Hydrant System		
Number of Sand buckets installed		

Evacuation/Mock drill organized	Yes/No	
If yes, last date when drill was conducted		
Number of students who participated		
Evacuation Map of School		
Floor wise evacuation Maps of School buildings		
Safety audits conducted	Yes/No	

Note: To be filled by the principal or School Safety Focal Point Teacher (FPT)

Process of Preparation of Disaster Risk Reduction in School

Sr. No	Member's Name & Designation	Mobile No.	Responsibilities
School Disaster Management Committee			
1.			<ul style="list-style-type: none"> Incorporate school safety issues in the school disaster management plan Ensure that all the teaching, non-teaching staff, members of SMC/SDMC, School Safety Focal Point Teachers (FPT) and peer educators / trainers are adequately trained for different aspects of school safety in case of an imminent disaster/emergency and disaster risk reduction Include indicators on safety as part of routine monitoring Ensure protection measures including 1098 is displayed and suggestion box are prominently placed in the school premises Ensure Effective risk communication
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
School Safety Focal Point Teacher (FPT)			
1.			<ul style="list-style-type: none"> To operationally anchor school safety related actions in the school.
Peer Educators / Trainers			
1.			<ul style="list-style-type: none"> Ensure all the students are aware about the safety messages, dos and don'ts of different disasters, procedures and protocols.
2.			<ul style="list-style-type: none"> Ensure all students are aware of safe and unsafe touch and complaint redressal mechanism.

Note: The principal is a vital member of the SDMC and has a crucial responsibility in ensuring preparedness and updating SDMP. The principal may involve different stakeholders, including the elected representatives (Sarpanch/ councillor, NGOs, Volunteers, etc.) during the planning and updation of the Plan.

1.1 History of past disasters/accidents which have affected the schools

Sr. No	Disasters/ Accidents	Year	Damages	Key Responses
1.				
2.				
3.				
4.				
5.				

Note: The disasters/ accidents can be selected either as occurrences in past 20 years or last 5 events which they seem fit (In case the school has not been affected by any disaster incidents that occurred in the local area can be listed down)

1.2 History of past disasters/accidents which have affected the schools

Sr. No	Insecure incidents	Year	Impact	Key Responses
1.				
2.				
3.				

2.1 Likelihoods of hazards in the school

Sr. No	Hazards	Define Likelihood	Likelihood value	Exposure
1.				
2.				
3.				
4.				
5.				

Likelihood:

Almost certain - Will definitely happen in a year (5)

Likely - High chance that will happen in a year (4)

Possible - May happen in a year (3)

Unlikely - Not likely to happen in a year (2)

Rare - Very low chances of happening in a year (1)

Exposure:

Within school / Outside school

2.2 Likelihoods of insecure events in the school

Sr. No	Insecure Events	Define Likelihood	Likelihood value	Exposure
1.	Bullying			
2.	Teasing			
3.	Discriminatory behaviour			
4.	Mental Harassment			
5.	Assault			

3. Resources available in the school

Sr. No	Resource	Number	Physical Position	Name & Mobile No. of Custodian
1.	First Aid Box			
2.	Fire Extinguishers			
3.	Torch			
4.	Thick Rope			
5.	Sand Buckets			
6.	Stretcher			
7.	Ladder			
8.	Temporary Shelter (tents and tarpaulins)			
9.	Communication System			
10.	School Playground			
11.	Other resources available, if any			
12.	Psychosocial Support			

7. Hazard and Security specific response plan

Hazard and Security Issues	Capacities required	Capacities available	Gaps identified

Committee/ Team	Roles and Responsibilities		
	Before Disaster	During Disaster	After Disaster
Earthquake			
Cyclones			
Floods			
Heatwave			
Harassment/ bullying/ teasing/ discrimination/ assault			

Note: Hazards can be further added on the basis of assessment

8. Annual plan for Capacity development activities/conducting mock drills

Sr. No	Activities	Timeline	Supporting Organisation	Responsibility
1.				
2.				
3.				
4.				
5.				

Videos on School Safety: Safety, Security and Protection of Children in and Around Schools:

<https://www.youtube.com/playlist?list=PLUgLcpnv1Yiet0HCNc2ZyWu9ab8IelUzY>

Physical Vulnerability	Psychological/ Emotional Vulnerability	Sexual Vulnerability
<ul style="list-style-type: none"> Poverty Malnutrition Beating or corporal punishment Child labour in hazardous situations etc. 	<ul style="list-style-type: none"> No space to share problems Lack of guidance Forced to beg Pressurized not to speak Child victims of abuse blamed rather than abuser Non-performers and under-performers face neglect Discrimination faced by SC children Drop out from school because of distance 	<ul style="list-style-type: none"> Lack of child friendly spaces Abuse by relatives and known people Children on the streets face threats to their sexuality from adults and other children Possibility of acquiring HIV/AIDS

Section 6

Learning Material

LM-1: Child Protection at the Local level

Common Violations	Local action in creating a protective environment for children
Child Marriage	<ul style="list-style-type: none"> • Create awareness among the community members about the harmful effects of child marriage – health hazards, loss of opportunities and possible risks. • Educate community members about the provisions of law. • Encourage people to wait for their children to reach the age of maturity before they are married. • Be alert and use the law to stop marriages. Report any cases of child marriage, which you cannot stop, to police or Child Marriage Prohibition Officer at the District level or District Child Protection Unit. • If the marriage cannot be stopped, negotiate with the parents of the bride and the groom to postpone it till the girl and the boy reach the legal age of marriage and encourage the parents to send them to school till then. • If there are any unsafe or abusive behaviour by anyone in the village, especially towards girl children, deal with it with community support. • Maintain profile (demographic record) of children under 18 in the village in order to track early marriage and assess those children that might be vulnerable to early marriage. Accurate mapping and monitoring early on can help substantially in preventing child marriages.
Child Labour	<ul style="list-style-type: none"> • Create awareness on child labour and its harmful effects on children during different community meetings, gram sabha, etc. • Educate community members about the provisions of law. • Visit the families of children who work; motivate parents to enrol and send their children regularly to school. • Ensure that children, especially those in BPL and other weaker sections have access to social security schemes. • Discuss with teachers the ways of improving quality of education, reducing absenteeism and retaining children’s interest in education. • Ensure that all children are enrolled in school without any difficulty. • Ensure that schools provide the required facilities and quality education and that children get the benefits of schemes for nutrition. • Motivate the SMC to take up issues of improving access to schools and quality of education, corporal punishment, teacher absenteeism, mid-day meals, sanitation facilities in schools, etc. The lack of quality education and corporal punishment are most important factors that force children out of school and engage in labour activities.

	<ul style="list-style-type: none"> • Through community support, identify children involved in labour, farm and non-farm work and maintain data on such children in the Panchayat. • Report child labour cases to Childline by calling 1098. • Support/organize awareness campaigns on the adverse effects of child labour and about the legal implications for employers. • Promote MGNREGA programmes so that more adults can get employment and children are not forced into employment to support their families. • Ensure that the Village Vigilance and Monitoring Committee under MGNREGA conducts constant monitoring to avoid any incidence of child labour.
Children and Migration	<ul style="list-style-type: none"> • Create awareness among the migrating/migrated families about problems they may confront. • Encourage families/individuals who migrate to carry an identity card or a letter issued by the Gram Panchayat. This will be very useful in migrated location for any assistance and seeking protection. • Prepare the list of migrant families at source village and support them along with the SMC to obtain the migration card from the school and convince the parents to enrol their children in the destination school. • Prepare the list of migrant families at destination village and support their children's enrolment in school with the support of SMC. • Motivate the SMC to apply for and open a seasonal hostel with assistance from Sarva Shiksha Abhiyan or a community hostel, with support of community members, if it is source village. • Talk to the school to organise Special Training Programme (STP) for children who are lagging behind in studies due to irregular attendance/migration • Extend the services of Community Health Centre and ANM to the migrant settlement. • Advocate with farmers who employ migrant labour, not to employ children, and if there are violations, alert labour officers.
Corporal and Mental Punishment	<ul style="list-style-type: none"> • Create awareness among the community members about the ill-effects of punishing children, whether physical or mental, whether at home or in school. • Create awareness among children and community that punishing a child is not acceptable even if the child has committed some mistakes. • Encourage children to speak about any cases of punishment at home or school to VCPC or SMC. • Discuss with Head Master or any teacher if there are instances of punishment in the school and to stop the same. • If there are instances of punishment in the school, report to District Education Officer.
Child Trafficking	<ul style="list-style-type: none"> • Educate children and community members of the possibilities of trafficking of children by known persons or strangers. • Educate children and community members about the severe ill-effects (physical, psychological and social) of trafficking and the legal provisions.

	<ul style="list-style-type: none"> • Keep a watch on any outsider/stranger who tends to befriend children in the community and report to local authority in case of suspicious behaviour. • Keep a list of children who migrate out of the village and it would be best to be in contact with them. • If any child is missing from the village or if a child is kidnapped, report immediately to the local police station. • Strict vigilance by Panchayats can help children from being trafficked and will also deter the traffickers. • Seek legal advice. • Build a conducive environment for the trafficked victims to ensure that they can be successfully repatriated and reintegrated with their families and community.
Discrimination and Neglect	<ul style="list-style-type: none"> • Create awareness among children that all the children are equal and they should not discriminate among their peers and other children on the basis of age, gender, caste, colour, religion, region, physical ability and wealth. • Discuss the issue of discrimination and neglect in all village level meetings and communicate that discrimination based on any differences, is a crime. • Along with SMC, monitor that no discrimination or neglect takes place in the school on the basis of gender, caste, ability, etc. especially during classroom transaction, and mid-day meal distribution. • During interaction with children, discuss the issue of discrimination and neglect, and find out if there are any instances of discrimination or neglect and act on them.
Out of School Children	<ul style="list-style-type: none"> • Share information about provisions of RTE Act in all the meetings in the village, so that everyone in the village has information about this right. • Identify out of school children, and track them on a regular basis. • Visit the families of out of school children; motivate the parents to get their children back to school. • Engage with SMC to review.
Child Sexual Abuse	<ul style="list-style-type: none"> • The first step is to recognise and accept that children can be victims of sexual offence and that it can happen both within the family and outside. • Create awareness in the community on child sexual abuse and equip children to understand their bodies, differentiate between good and bad touch, and learn to say 'No' or report incidences. • Educate community members about the provisions of law. • Seek support from NGOs or experts to provide children with knowledge and information on sexual abuse and how to keep themselves protected. • If any child approaches you talking about any sexual abuse or concern, listen to the child and make him/her feel comfortable so that he/she confides in you. Assure the child that whatever he/she speaks will be kept confidential. Also, the child should be communicated that the abuse/violation is not because of his/her fault, so that the child does not feel guilty or ashamed. • Encourage children to speak about any instances of abuse to adults whom they trust and who can help them - this could be a parent, teacher, a friend's mother or any other responsible person in the

Children with Disabilities	<ul style="list-style-type: none"> • The first thing that is required is for members to get to know more about different types of disabilities. Only then will they be able to help others because different types of disabilities may need special and specific interventions. • Establish contact with organisations providing services for the disabled and connect them with children with disabilities and their families. • Create awareness in the community in order to remove the stigma associated with disability. • Sensitise parents, families, and caregivers about the special needs of children with disabilities. This may involve speaking to parents in meetings as well as on a one-to-one basis. • Actively involve parents of young children with disabilities as full team members in planning school and after school activities. • Sensitise Anganwadi workers and teachers about the special needs of children with disabilities and create awareness and sensitivity about their rights. • Monitor schools and other service providing institutions to ensure that children with disabilities are not discriminated against and their special needs are addressed.
Missing Children	<ul style="list-style-type: none"> • First of all, register the case of any child who is missing with the nearest police station. • PRIs can request police to enter the details of a missing child from the village in the online Child Tracking System at http://trackthelostchild.gov.in/trackchild/index.php or the information can also be entered with the support of CWC, JJB or a CCI. • PRIs or any other citizen can also enter the information in the option of Khoya/Paya at http://khoyapaya.gov.in/mpp/home
Substance Abuse	<ul style="list-style-type: none"> • Create awareness among the community members, school and children about the ill-effects of substance abuse. • Refer children who are in the habit of substance abuse to local NGOs, community counselors/adults.

LM-2: Understanding Child Protection

It is estimated that more than one-third of India's population is children and that 40% of children in India are vulnerable to or experience difficult circumstances, such as trafficking, child labour, child marriage, physical and mental abuse, commercial sexual exploitation, and other forms of violations. Talking about the extent of the problem, around 11 million children live on the streets in India and around 90 million children in our country are engaged in child labour due to which they are exposed to exploitation, harassment and different kinds of health hazards. Also, the number of juvenile delinquents has doubled in the present decade from what it was in the past. All these figures point out the grave intensity of the problem.

What is the impact of different forms of abuse and exploitation on children? Instances such as child marriage, corporal punishment, sexual abuse, etc. offend the child and have very negative effect on the overall development of the child. Some of the harmful effects of threats/risks faced by children are:

Little or no access to education that would give them access to greater opportunities in life;
Lack of trust which results in difficulty in forming relationships;
Adverse changes in behaviour/personality --- creation of anger, resentment and low self-esteem;
Feelings of helplessness and humiliation, robbing a child off her/ his self worth and self-respect and leading him/her to withdrawal or aggression;
Detrimental effects on the physical and mental health and, in the worst scenario, can even lead to the death of the child.

2.1 Why do children need special care and protection?

Children need special care and attention because they do not have the physical power to resist or react if someone tries to overpower them. They are particularly vulnerable to abuse and exploitation by adults and those more powerful than themselves. It is shocking to know that in most cases, persons known to the child or in a position of trust and responsibility are the ones who abuse and exploit the child. This tells us how vulnerable children are at the hands of even those who we assume will protect them. In particular, girls are more vulnerable because they receive less attention, resources and importance in most areas.

Adults and people in power do not listen to them or consider that what they say is important because they think children are immature and unable to take decisions. Moreover, children are economically dependent on adults. They have no votes or political influence, so they cannot influence agenda of parties. That is precisely why issues related to children are never given priority in political manifestos and agendas.

Children are the key recipients of services such as nutrition, healthcare, education, child protection etc. but cannot complain if they find problems in accessing services or if the service is not delivered on time or if it is of a poor quality. For instance, if a child is discriminated in school because of his/her socio-economic background or

if a child is forced to marry at an early age, he/she does not know where to go and whom to complain. Children suffer silently as they are unable to protest against the injustice done to them.

The structures and institutions which are meant for child protection in India are not adequate and do not function as per norms. Moreover, there are various committees and forums meant for adults where, if they want, they can register complaints about services meant for them whereas children do not have any such forum or platform.

One should not forget that children also have the same rights as adults and their rights do not differ from human rights. They cannot be taken away because an adult does not like what a child says or does, or because an adult thinks they know better. Children are entitled to protection; it is not a gift or a welfare measure that children receive from patronizing adults. There is an obligation for all those who have responsibility towards children viz. parents, teachers, police, religious leaders, government, legislators, judges, bureaucrats, doctors, Panchayats, Anganwadi workers, community members or any citizen.

2.2 What are the important aspects of Child protection?

‘Child Protection’ is about protecting all children till 18 years from or against any danger or risk to their life that is affecting them now or may affect them later. To put it simply, it is about protecting children in harmful situations by addressing their vulnerability. It is about ensuring that no child faces violence, abuse, neglect and exploitation and, those who do, receive necessary care, protection and support. Children should be protected both in normal times and during emergencies (i.e., always) so that they can fulfil their rights to survival, development and wellbeing; so that they can enjoy their childhood without any kind of fear.

While protection is a right of every child, some children are more vulnerable than others and need special care and attention. These children include: homeless children (pavement dwellers, displaced/evicted, refugees etc.), migrant children, street children, children with disability, orphaned or abandoned children, working children, children of prostitutes, child prostitutes, trafficked children, children affected by conflict, children affected by natural disasters, children affected by HIV/AIDS, children suffering from Terminal Diseases, and children belonging to Scheduled Castes & Scheduled Tribes. The Government recognizes these children as ‘children in difficult circumstances’ who need special care, protection and support because of their specific social, economic, geographic and political situations.

LM-3: Legal Provisions and Policy Frameworks

Constitutional Provisions	Rights
Article 21A	Right to free and compulsory elementary education for all children between 6-14 years of age. The article further has a Constitutional mandate on the State requires the State to ensure the right to education and the right of every child to a safe and protected educational environment.
Article 46	Right of weaker sections to special educational care and protection from social injustice and all forms of exploitation

Central Legislation/ Policy/ Guidelines	Overview
Right to Education: Consolidated guidelines on safety and security of children dated 11th September, 2017	The guidelines came post school safety incidents in 2017 suggesting preventive institutional mechanisms and procedures that should be put in place in the schooling system along with the relief and redressal strategies in case of any such incidents.
Right of Children to Free and Compulsory Education Act 2009 (RTE)	Section 17 prohibits physical punishment and mental harassment of children. Section 29(2) (g) while laying the procedure for curriculum transactions emphasizes making the child free from fear, trauma and anxiety and helping the child to express views freely. Section 19 (1) states that ‘No school shall be established, or recognized, under Section 18, unless it fulfils the norms and standards specified in the Schedule.’
The RTE Act 2009 states guidelines for “School Management Committee or SMC” and all schools consti-	The word ‘School’ here implies that the Principal/Head of School, even if in-charge, will take responsibility of all matters related to safety and security of the school. The schools that are mandated to have School Management Committee includes: a school established, owned or

tuted under the sections 2(n) (i), 2(n) (ii) and 2(n) (iii).	controlled by the appropriate Government or a local authority; an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority; or any school specified by the government.
Provisions for Government Schools]	The SMC is required to have at least three-fourth of members as parents or guardians with proportionate representation to the parents or guardians of children belonging to disadvantaged group and weaker section, and that fifty per cent of Members of such Committee should be women. The provision also lays down the functions of SMC as follows:monitor the working of the school; prepare and recommend school development plan, Monitor the utilisation of the grants received from Government or local authority or any other source; Every government/government-aided school must call parents to regular Parent Teacher Meetings (PTM).
Section 21 of RTE Act, 2009 states provisions for private schools covered under section 2(n) (iv)	The schools under this section are exempted from formulating SMCs in the format laid down by the Act. However, every private school has its own School Management Board/Group/Committee/Trust/etc. which shall herein be referred as “School Management or SM” for the purpose of these guidelines. Further, under section 18 (1) of RTE Act it is mandatory for all private schools functioning within the geographical limits/jurisdiction of the state, to obtain recognition by the state in the manner prescribed. Section 18 (2) of the RTE Act also empowers states to lay down conditions for recognition. Recognition Certificate under section 18 of the RTE Act from the Competent Authority is an essential requirement to establish a private school. Further, without the Recognition Certificate, a school cannot apply for affiliation to the Examination Boards. The private schools defined under section 2 (n) (iv) of RTE Act, 2009 should have a Parent Teachers Association (PTA) as per the prescribed format in this act.
The Juvenile (Care & Protection of Children) Justice Act, 20–5 - Section 75	The Juvenile Justice Act, 2015 under section 75, clearly states that in case of an accident in the School/ school transport during or after, or before school hours it is found that the school, which has actual charge of or control over the child when the child is in school, has wilfully neglected the child that has caused the child unnecessary mental or physical suffering, it may be treated as violation of Juvenile Justice Act, 2015 and should be referred to the Police by the School Management/Authority. When children attend school, where they spend about half a day on every school working day, the responsibility to ensure their safety and

	security lies with the school authorities. When a child is in school, the school has the actual charge or control over a child, and if the school wilfully neglects the child, in a manner likely to cause the child unnecessary mental or physical suffering, it may be treated as violation of Juvenile Justice Act, 2015.
The National Policy for Children, 2013 (NPC 2013)	The NPC 2013 drew extensively from and reiterated the commitments for upholding rights of children already enshrined in the Children’s Charter and the NPA 2005. Guiding Principle X of the NPC 2013 states that “safety and security of all children is integral to their well-being and children are to be protected from all forms of harm, abuse, neglect, violence, maltreatment and exploitation in all settings including care institutions, schools, hospitals, crèches, families and communities.”
The Protection of Children from Sexual Offences Act and Rules, 2012 (POCSO)	Places an obligation on the state to prevent sexual violence against children, identify and respond to such violence and notify guidelines that must be adhered to by various stakeholders including the educational institutions. It seeks to protect all children from sexual assault, sexual harassment and pornography and provides for stringent penal action against offenders, including presumption of guilt.
POCSO Rule, 2020	Rule-3 (Awareness generation and capacity building) of POCSO Rule, 2020 provides that Central Government, or as the case may be, the State Government shall prepare age-appropriate educational material and curriculum for children, informing them about various aspects of personal safety. It also provides that any institution housing children or coming in regular contact with children including schools, creches, sports academies or any other facility for children must ensure a police verification and background check on periodic basis, of every staff, teaching or non-teaching, regular or contractual, or any other person being an employee of such Institution coming in contact with the child. Such Institution shall also ensure that periodic training is organized for sensitizing them on child safety and protection.

LM-4: Identification of the Risk Around the School

To understand the risk, identify the risk aspects as shown below, indicate the location and note that what can cause damage in crisis. There are some other elements that can be added, so that all the dangers around school can be identified.

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). It also includes the assessment of potential hazards inside and around the school premises, as well as on the way to school from home and back. This tool of hazard hunting helps in identifying obvious threats to children in a school.

Five step approaches to risk assessment:

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.

LM-5: Risk Due to Water, Sanitation and Hygiene Elements in School

WASH in Schools supports students with schools that provide a safe, healthy and comfortable environment where children grow, learn and thrive. It improves attendance, health and cognitive development, increases girls’ participation, establishes positive hygiene behaviors, offers the opportunity to introduce better WASH practices in families and communities and addresses issues of inequity and exclusion. Schools become shelter place for displaced people, India’s 2009 Right to Education Act, the appeal of the Prime Minister of India to incorporate hygiene education in schools and the extensive work done on WASH in Schools by many of the Indian States provide a very relevant context to understand the importance of WASH in Schools. In 2014, The Ministry of Education (MoE) Government of India (GoI), launched the “Swachh Bharat Swachh Vidyalaya” (SBSV) initiative to ensure safe learning environment in schools. WASH package as defined under SBSV includes:

1. Water
2. Sanitation
3. Handwashing with soap
4. Operation and Maintenance
5. Behavior Change Activities and Capacity Building

WASH and DRR

Inadequate WASH services can cause an emergency situation, and that situation can further degrade WASH services, resulting in increased disaster risk. It is therefore necessary to consider disaster risk when setting up or developing WASH services whether in an emergency response, early recovery or developmental phase.

There are three areas of concerns:

1. Disasters can directly disrupt services levels of WASH facilities in the schools, resulting in increased risk. For example, an earthquake may rupture water distribution pipes, floods may contaminate water supplied, increasing the risk of infections. Therefore, it is important to ensure that effects of hazard events are mitigated and prepared for disaster. WASH systems be made resilient against natural and man-made hazard events.
2. Inadequate and unsafe WASH services can lead to health emergency
3. WASH services created during emergency response and recovery from disasters do not create a new disaster risk. A community displaced due to cyclone, flooding, or drought etc., and living in crowded and unhygienic conditions, may be at the risk of outbreak of cholera and other infectious diseases.

I. Resilient WASH services in Schools

Mitigation and Preparedness Measures:

School Disaster Risk Management Plan/School Safety and Security Plan aims to identify potential hazards, its potential immediate effects, mitigation measures reduce or avoid the damage and adaptation plan to recover as quickly as possible. It is planned for before and after hazard situation, for example, water safety plan may lead to identify water insecurity for a particular area leading to strategize a higher water source at a higher point.

Building capacities, making material and infrastructure available, and setting up early warning systems are part of preparedness measures.

Reducing the potential risk

- Reduce the likelihood of risk events occurring. For example, a well-functioning stormwater drainage system to avoid flooding.
- Reduce the consequences of risks and limit the damage done, example, an earthquake resistant school building.
- Avoid risk by reducing exposure, example, avoid structures in hazard risk areas.
- Another approach is risk transfer, example by having agreement with other community to allow the access to water source in case of a hazard occurrence.
- Successful resilient WASH service shall be a result of inclusive considerations in terms of age, sex, gender, class, creed and special needs.

II. Safe WASH to avoid emergency situation

a. Water Adequacy

Adequate quantity of drinking water for children and staff

- Non-residential school- 1.5 litres per child for drinking purpose only and 5 litres per children for drinking and cooking purpose.
- Residential school- 1.5 litres per child for drinking water only and 20 litres per child for drinking and cooking purpose.

b. Safe Water Quality

Safe drinking water quality within school premise, free of any of contamination leading to water borne diseases. Sources of contamination are Pesticides, Fluorides, Arsenic, Lead, Nitrates, Petrochemicals, Chlorinated solvents, radioactive contaminants. Children are at increased risk of contracting waterborne diseases. Periodic water quality testing should be done twice every year (before and after monsoon at an interval of 6 months) and water quality test reports should be maintained. Maintain at least 10-meter distance between water source and toilet to ensure safe water.

Safe storage of drinking water- Vector breeding can be reduced by storing drinking water in clean and covered container and by its regular cleaning.

Is it good to leave drinking water container uncovered?

Is using a glass to take out water a safe practice for health? Water container should have lid and ladle to ensure safe drinking water or the container should have a tap.

Safe access to drinking water: inclusive infrastructure

- Adequate quantity of water for toilet use- Flushing, anal cleansing and hand-washing after toilet use
- Adequate quantity of water for handwashing with soap
- Water for kitchen gardening
- Water conservation and reuse within the school premise

(i) Availability of separate, adequate, functional toilet and urinals for girls, boys, teachers and staff.

c. Safe Sanitation

- Natural light and ventilation
- Door with child-friendly latch
- 1 toilet seat per every 40 girls/boys
- 1 urinal for every 15 girls/boys
- Separate entrances for boys and girls for privacy and security needs
- Avoid creating of conflict or bully spaces
- Partition (modesty panels) between girls/boys urinals
- Drainage pipes from urinal fixture to go directly into the main drainage
- Hooks for clothes
- Provision of dustbin inside toilet block
- Water supply for flushing in toilet seat and urinal

(ii) Functional toilets for children with special needs (CWSN)

- At least one in every school
- Access without physical barrier by creation of ramps, rails, holding support, undulating path etc.
- Availability of handwashing facility with soap near or within toilet to enable handwashing after toilet use.
- Availability of Child-friendly toilets and urinals- Height and size of following components be suited of children of all age group:
 - Urinals and toilet pans
 - Doors, handle, latch, hook, food pedestals, walls.
 - Handwashing facility
 - Brightly coloured walls with messages

(iii) Availability of MHM responsive toilets for girls

When girls have access to safe and clean toilets and water at school, they are less likely to miss school while menstruating. Schools should ensure that children with special needs are also able to benefit from MHM facilities and attend school with confidence and comfort.

- Well-lit and ventilated
- Door with latch/ bolt for privacy and safety
- Changing room or hooks/ shelf for clothes and pads and comfortable changing of pads

- Dustbin inside the cubicle
- Soap and water for cleaning and handwashing inside cubicle
- Sanitary pad vending machine inside girls' toilet block. Providing awareness on basket of absorbents to choose for girls (safe cloth, reusable pads, commercial sanitary pads, tampons, menstrual cups)
- Incinerator without-passage from inside toilet cubicles with outlet chimney pipe towards outside.

(iv) Safe disposal of solid and liquid waste

- Introduction of waste management as a part of school curriculum
- Availability of dustbins in each classroom, kitchen, toilets and other locations
- Segregation and disposal of solid and liquid waste in schools
- Address water logging problem within the school premises, if any
- Regular cleaning of classrooms, teaching areas and school premises
- Bucket and mug for each toilet, to use for flushing and cleaning
- Sanitary napkins for emergency

(v) Cleaning and disinfection of WASH infrastructure

- Daily cleaning of toilets, handwashing unit, MDM and drinking areas
- Appropriate use of cleaning material for cleaning
- Personal protective equipment's (gloves, boots, mask etc.) for cleaning
- Brushes for cleaning toilets after use
- Stock maintenance of cleaning material and disinfectants

(vi) Common occupational hazards for Janitors

- Lower back pain, elbow and wrist pain
- Exposure to harmful gases
- Respiratory (cough, wheezing etc)
- Headache
- Itching and Rashes
- Diarrhoea, Nausea
- Injuries

d. Hygiene

Schools can potentially become the nodes of transmission for diseases like COVID-19 if safe hygiene protocols are not followed. Hand hygiene and respiratory hygiene has become even more important during COVID times to reduce risk of infection. It has always been necessary to wash hands with soap at the crucial times.

After toilet use

Before meals

After handling waste/ menstrual waste

During COVID, it is now essential to wash hands

After touching surfaces,

Coming out of public transportation or building,

Touching door handles, elevator doors and buttons,

Entering and coming out of toilets and bathrooms;

Before and after eating;

Hands must be washed systematically after blowing your nose, coughing (where possible, toilet tissue is recommended for blowing nose as it can be discarded immediately after use, instead of handkerchiefs), or sneezing;

Respiratory hygiene like sneezing on folded elbow

The appropriate technique and time taken to clean hands is also important (scrub your hands for at least 40 seconds).

LM 6: Fire Safety in Schools

6.1 How does a Fire Start?

The three things, a fire needs to start are heat, fuel and oxygen. These three elements work together to start a fire. Fuel is the first element in the fire triangle. The fire will need a fuel source in order to continue to burn. The fuels readily available in school premises are piece of paper, wood, cardboard, laboratory chemicals, cooking oils etc. Heat is the second essential element that a fire needs. A fire can't even start or spread unless there's a significant amount of heat involved.

That's why in majority of fires water is applied to cool the fire source. Commonly available heat sources in the schools are matches, gas stoves, candles etc. Finally, the third thing that is needed is oxygen. Oxygen is in the air all around us. Thus, when all the three things come together, they cause fire.

If we need all of these things for a fire to burn, how do you put a fire out? You only need to take away one of these three things, and the fire will go out.

6.2 What are the types of fire?

According to IS 15683:2018, there are five classes of fires, namely:

- Class A fire: Fires involving solid combustible materials of organic nature such as wood, paper, rubber, plastics, etc.
- Class B fire: Fires involving flammable liquids e.g., kerosene, petrol, laboratory chemicals etc.
- Class C fire: Fires involving flammable gases under pressure including liquefied gases e.g., LPG etc.
- Class D fire: Fires involving combustible metals, such as magnesium, aluminium, zinc, sodium, potassium, etc,
- Class F fire: Fires involving cooking oils and fats. The characteristic of these fires is that the boiling point of these liquids is quite high (> 200 C) and as the heated oil reaches these temperatures, water cannot be applied as it will convert to steam and cause the burning oil to splash out and increase the fire.

Different types of fire extinguishers are designed to fight above classes of fire. The four most common types of fire extinguishers are: dry chemical type, foam type, water type, CO₂ (carbon dioxide) type. The following figure provides information regarding the type of fire and which fire extinguisher to be used. Fire Extinguishers should be installed in line with IS 15683 requirements.

Fire Prevention and Fire Safety measures should be part of initial school design, and also require regular maintenance and testing. The following must be ensured:

- Flammable and hazardous materials sources are limited, isolated, eliminated, or secured. This includes electrical lines and appliances, heaters and stoves, natural gas pipelines and LPG canisters, flammable or combustible liquids.
- Exit routes are clear to facilitate safe evacuation in case of fire or other emergency
- Detection and alarm systems (especially urban set ups) are working
- Fire extinguishers are regularly refilled
- Other fire materials and equipment are regularly maintained
- Electrical systems are maintained and operable, in compliance with fire safety design criteria (Source: Adapted from IFC EHS Guidelines)

LM 7: Risks associated with Mental Health

7.1 Background

Health is a crucial part of the discussion when we are talking about Disaster Risk Management. Studies have found that many children and teachers continued to suffer symptoms of psychosocial stress, with symptoms including Post Traumatic Stress Disorder (PTSD), self-isolation, anxiousness, fear, denial and depression post disaster event. We need to recognise that schools are both a place for learning and a place for children to overcome the psychosocial stress of emergencies or any disaster event. The importance of providing psycho-social interventions to counter the impact of trauma on children and youth's well-being and mental health, which can manifest as depression, shame, self-isolation, or aggression.

Loss of shelter, economic difficulties, inadequate living conditions and community tensions, family separation and break up of families, domestic, sexual, and gender-based violence (SGBV), child/early marriage, child labour, limited and/or poor education and vocational opportunities and uncertainty about the future are all significant factors contributing to children's stress? Children's reactions may range from replicating the violence they have seen, to avoiding any situation, person, or thought which reminds them of the violence. Children may be agitated and self-destructive or a danger to others, or they may be passive, withdrawn, or severely depressed. Psycho-social well-being is based on an inseparable combination of biological, emotional, cultural, social, mental, and material aspects of experience.

Following a disaster caused by natural or human induced hazards, it is important to rapidly identify and document all separated and unaccompanied children. When children are suddenly separated from their parents and family, they are much more vulnerable to abuse and exploitation. It should also be remembered that, in any conflict situations, or following disaster events, educators/teachers also have their own physical and psychosocial needs. In many cases, these needs add additional stress to an educator's life and may lead to absenteeism, burnout and leaving the profession.

In disasters, additional sources of stress, for both education personnel and children, may include: physical injury; loss of home and public services; death of guardians; heightened poverty and a sense of vulnerability.

Outbreak of the global pandemic COVID-19 presents a challenging time for everyone around the world. We have seen that school system suffered immensely due to COVID-19 as it could not efficiently transit from the traditional physical teaching methods to a remote approach in order to ensure access to education for all children. Not only is this pandemic a serious medical concern, but it also induces emotional and psycho-social stress.

There are emerging mental health concerns with specific focus on children, adolescents, and youth, especially children with disabilities. Children and adolescents may be more vulnerable and may experience heightened levels of stress, anxiety and fearfulness, along with a range of other emotional and behavioural issues. Such unanticipated and sudden changes would require addressing from all educational platforms. Teachers as well as families with an empathetic and patient approach can go a long way in mitigating such needs of children and adolescents.

In such cases, it becomes even more important to take measures in advance to prepare our schools to mitigate the effect of such public health emergencies.

7.2 What Can Schools do to Reduce Public Health Risk?

- Screening and referral are one of the ways. COVID-19 is one of the public health emergencies which is prevailing and is still going on. So, availability of screening camps within the schools would help in early detection.
- What schools need to make sure is that to make referral facilities available with them to provide adequate and necessary services to the concerned.
- Other health check-up facility set up to be done in all the schools or linkage with nearby hospitals or dispensaries for early response.
- Apart from immunization, what can be continued as a service in schools is administration of albendazole tablets for deworming. This can be continued as practice in the schools even during the pandemic to protect them from other diseases.
- Under physical health, we can also learn how to protect and teach COVID appropriate behaviour to children while resuming schools during COVID-19?
- Even though there is plethora of information available out there on various platforms for everyone to access, parents and teachers need to ensure the reiteration of the precautions to children to help avoid the possibility of infection.

Apart from the physical health, mental health also plays a major role in overall safety and security.

Do you think mental health has anything to do with the recent calamity like COVID-19? Why it is important to talk about mental health when children are resuming the schools after such a long break?

The corona virus has led to disruption in daily life and children are feeling these changes. Taking care of physical health is not just enough now as psychosocial health/ mental health holds equal importance for all. Disturbing/extreme incidences pose a long-lasting impact on child's mental health. Children during pandemic sitting at home, not able to attend schools and meet their friends, excessive time on virtual platform took a toll on mental health of these children.

What role a school can play in ensuring happy, health and stress-free minds of children? Why psychosocial support should be a part of education?

- Teachers can provide a stable, affectionate relationship for a child.
- Education staff can be aware of those having special difficulties in coping.
- Time can be dedicated to better understanding the crisis and its impact.
- Successes in learning will increase the self-confidence of a child.
- Local sports and art, such as drama and dance, help children relax, develop, value their cultural identity and build a sense of belonging.
- Schools and structured activities reinforce the social web of community.
- Teachers and parents should facilitate a space where children are listened to, they can express their thoughts and feelings, and are free to ask any question and are answered honestly. And promoting an environment where children can grow up and develop their full potential having fun and being safe and healthy.
- There is need of using a technique of Listen-Comfort-Reassure to help children cope with stressful situations which arises due to the disasters.

It's important for parents and teachers to know the signs when a child is suffering from some mental health issue. Signs could be:

- Difficulty in sleeping and eating
- Nightmares
- Being withdrawn or aggressive
- Complain of pain in stomach or headache without physical reason
- Having fears, being afraid to be left alone
- Clinging, depending behaviours
- New fears manifest (for instance of the dark)
- Decreased interest in playing and engaging in playful activities
- Being sad, crying more than usual or for no apparent reason
- (For detailed understanding, please refer reading material)

7.3 Compliance of 2021 Guideline on School Safety and Security regarding Mental and Physical health

Psycho-social safety: Psychosocial safety would entail providing a stress-free environment for conducive teaching learning in the classrooms, which promotes positive student- teacher relationships, violence prevention in schools and ensures socio-emotional development in students.

Unusual behaviors, continuous absence from classes or any other signs of stress or depression, if observed, may be brought to the notice of parents for follow up with the counsellor at nearest Adolescent Friendly Health Clinics (AFHCs) / Health & Wellness Centers (HWCs).

Schools should make provision for strong action against teaching and non-teaching staff in case of any involvement in or negligence of physical or sexual violence, bullying and/or corporal punishment, subjecting the child to physical or psychological harassment (Ref. Section 17 of the RTE Act 2009 & Protection of Children from Sexual Offences Act, 2012).

Schools should ensure inclusive practices and under no circumstances subject any child to discriminatory practices on the grounds of caste, creed, religion, disability and gender. (Ref. Section 8 and 9 I of the RTE Act, 2009).

Schools should be sensitive towards the confidentiality of all personal issues shared by students. All the efforts, the humane qualities and other talents of the child should be appreciated rather than just emphasizing on scores to reduce exam-related stress and suicidal tendencies.

As recommended in NEP 2020, group counselling and guidance can be provided through an online, offline or blended mechanism. Students can also avail counselling through Manodarpan (<https://mhrd.gov.in/covid-19/index.html>) an initiative of MoE, which mobilizes psychosocial support for Mental Health and Well Being of Students during and post COVID outbreak. A National Toll-free Tele counselling helpline- 8448440632 has also been developed under Manodarpan, which should be widely disseminated.

7.4 Health and Physical Safety:

- Sports, Yoga and physical activities/exercises must be encouraged for each child in an age- appropriate manner. The importance of physical fitness in productivity of an individual must be explained grade appropriately to the child and the parents.

- Every school should have a basic medicine/first aid kit and emergency medical care numbers including ambulance services on display.
- Schools should conduct health check-ups at least once in a year and maintain health cards. The school health cards must be comprehensive covering both physical and psycho-social aspects of child development and also include child's medical history, any serious ailment/allergy that child has, or other disability issues.
- Schools should follow Central/State Govt. notifications/circulars/SOPs on Health and Physical Safety issued from time to time.
- Mid-day meal served should be as per the guidelines on calorific value, Food Safety and Hygiene.
- Schools should sensitize students and parents on important health issues such as role of nutrition in physical and mental growth, nutritious alternatives to junk food, the importance of a balanced diet, etc., and its impact on child behavior and learning.

Health and Physical Safety- Ask Questions

1. Do you have access to a basic medicine box/first aid kit in the school?
2. Are regular health check-ups conducted in the school?
3. Do you have access to a nurse/doctor in times of medical crisis?
4. Does your school maintain comprehensive health cards for every student?
5. Does your School have a Suggestion/ Complaint Box in place?
6. Do you have a School Safety Pledge in the school?

7.5 How is violence defined?

According to WHO, violence is “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation”.

Violence thus includes more than acts leading to physical harm. Its consequences are far wider than deaths and injuries, and can include communicable and noncommunicable disease, psychological harm, risky behaviours, educational and occupational underachievement and involvement in crime.

Violence can occur anywhere. Whether within extended families, kinship networks, intergenerational relationships and through family-like or career

relationships.

Intimate partners, family members and non-family carers can perpetrate violence against people.

Young people can use violence or be victims of violence within their family, communities and schools/institutions.

7.6 What are the different kinds of violence children can face in schools?

Bullying, harassment, verbal abuse, sexual abuse and exploitation, corporal punishment and other forms of humiliation can come at the hands of a peer, a teacher or even a school authority. Many children also experience school violence associated with gang culture, weapons and fighting. Increasingly cyber-crimes and violence in the online space is becoming a cause of worry.

Due to their age and associated vulnerabilities, children are also considered to be easy target for different forms of violence including online and sexual violence. Physical violence and emotional violence in the form of disciplining, if accepted as a norm, can also be widely prevalent both in the school and within families. We must remember that every child has the right to go to school free from fear.

7.7 What are some of the effects of violence on children and what are some of the early signs you should be alert to?

Whether children experience violence directly, or are exposed to violence, the resulting trauma can affect their physical, emotional and psychological wellbeing. It also compromises their learning and development and has the potential to impact upon their future health and social outcomes. For many children all over the world, the violence they face prevents them from fully benefiting from their education and realizing their potential.

Children who are subjected to violence may experience physical injury, sexually transmitted infections, depression, anxiety, post-traumatic stress disorder (PTSD) and suicidal thoughts. They may also begin to exhibit risky, aggressive and anti-social behaviour.

Children who grow up around violence have a greater chance of replicating it for a new generation of victims.

Violence in school can reduce school attendance, lower academic performance and increase drop-out rates. As you would agree, this potentially holds devastating consequences for children, their families and entire communities. It must be our continued endeavour therefore that in schools we provide quality, inclusive and safe education, children can learn, build friendships and gain the critical skills they need to navigate social situations. In the best circumstances, school put children on the path to a promising future.

In the next three sessions, we will outline the different systems and mechanisms in place to be able to ensure safety and protection of children in school spaces.

7.8 Actions to do that at a school level:

- **Anti-Bullying Committee:** An Anti-Bullying Committee may be constituted in school, comprising of Vice-Principal, a Senior teacher, School Doctor/Nurse/Health worker, Counsellor, SMC/PTA representative, School Management representative, senior students etc. The decisions taken in Anti-Bullying Committee and Grievance Committee on Child Sexual Abuse (CSA) meetings should be discussed in the meeting of SMC/PTA. The school should, jointly with SMC/SM/PTM/PTA and student representatives develop bullying prevention programme and create awareness.
- **School Safety Pledge:** The School Safety Pledge seeks to address the expectations of all stakeholders in the School for providing a safe and secure learning environment for children. It also has the contact numbers of some of the important stakeholders like Childline, State Counselling Helpline etc.
- **School Safety Week:** School Safety Week can be celebrated in the beginning of the session to take stock of all the arrangements related to safety and security of children in schools.

Role of individuals/school/school management under section 19 of POCSO Act:

All schools must constitute a Grievance Committee on Child Sexual Abuse (CSA) within a month of beginning of every academic year. The Committee and school staff should be oriented about their role under section 19 of POCSO Act, 2012. Section 19 of the Act states that any person, who has apprehension that an offence under this Act is likely to be committed or has knowledge that such an offence has been committed, shall provide such information to: a) the Special Juvenile Police Unit; or b) the local police.

Punishment of individual/institution/school management for non-compliance of section 19 of POCSO Act: There is individual as well as institutional (management) liability to report commission of an offence under Section 21 of POCSO Act, 2012 as may be seen below:

Section 21 (a) states that if any person, who fails to report the commission of

an offence under sub-section (1) of section 19 or section 20 or who fails

to record such offences under sub-section (2) of section 19 shall be punished with imprisonment of either description which may extend to six months or with fine or with both.

Section 21 (b) states that any person, being in-charge of any company or an institution (by whatever name called) who fails to report the commission of an offence under sub-section (1) of section 19 in respect of a subordinate under his control, shall be punished with imprisonment for a term which may extend to one year and with fine.

Therefore, in case of sexual offence against children in the school premises/school transport during school hours OR after OR before it, and the school management/individual fails to report the commission of an offence under sub-section (1) of section 19, action may be taken under POCSO Act, 2012 against school management/individual.

Compliance with NCPCR manual for schools:

The School/School Management/Principal/Head of School should ensure compliance with the roles and responsibilities assigned to it under NC'CR's Manual on Safety and Security of Children in Schools and any other guidelines, as applicable. It shall also ensure analysis of the current safety and security measures within the schooling system and identify the gaps therein to undertake remediation. Periodic review of the compliance of Manual shall be discussed in the PTA/PTM meetings.

Compliance with NCPCR Guidelines for residential schools:

The School Management/Principal/Head of School of the schools with residential facility should ensure the implementation of NC'CR's Regulatory Guidelines for Hostels of Educational Institutions for Children. It shall also ensure analysis of the current safety and security measures within the schooling system and the residential system and identify the gaps therein to undertake remediation. In residential schools which do not have a PTA, the House Master/Warden/In-charge teacher for the hostel must be taken into confidence for any decision related to safety and security of students.

Including safety components in SDP: School Management/Principal/Head of School should conduct planning meeting at the beginning of every academic year to develop the School Safety and Security Plan. The 'School Safety and Security Plan' of Children should be included as one of the major components while preparing School Development Plan. The Safety and Security components of School Development Plan (SDP) may be shared with SMC members, PTA/PTM/student representatives for their feedback/suggestions

Socio-emotional Safety- Ask Questions

- Have you noticed any child in your class who often gets angry?
- When you are feeling down, do you share our feelings with others?
- Does your teacher encourage students to talk about their feelings?
- Does your school provide access to a counsellor?
- Are students oriented on importance of personal safety, e.g., difference between 'good touch' and 'bad touch'?
- Does your school have a student council/Bal Sansad that deals with students' issues and concerns?

7.9 Cyber Security

- Do you have Internet facility in the School?
- Are mobile phones allowed in the Classroom?
- Is the access to computer rooms and use of electronic and technological devices in the school supervised by teachers?

7.10 Special mention for Residential and Preschool centres

Residential Schools:

- Schools should ensure minimum living space for each inmate to be approximately 40 sq.feet excluding kitchen, toilet and other common space.
- Sufficient number of well-lit and airy bathrooms with proper fittings and safe and secure access.
- Provision of functional sanitary napkin vending machines and safe disposal of used sanitary products in girl's hostels.
- Wherever hostels have internet facility, internet security provisions for cyber-safe usage may be provided.
- Every hostel should have a warden/in-charge teacher who can devote time for interacting with students on a day-to-day basis concerning adolescence problems and other conflicting situations if any.
- Warden/in-charge teacher/resident teacher and all other staff/workers working in or looking after a girls' hostel should all be females only;
- Warden/in-charge should also be orientated on dealing with physical, mental and emotional development/growth/issues in children and in dealing with it sensitively.
- Sensitization of other hostel staff- guards, caretaker, staff in the etc. to be done regularly by the principal and concerned teacher on child and substance abuse.

Pre-School Centres (PSC):

- PSC may be located on the ground floor, ensuring a child-friendly access.
- Provision for a variety of activities like running, jumping, climbing, cycling, sand and water play, gardening etc., may be made by ensuring the safety of children.

LM 8: Mock Drills

8.1 Types of Mock Drills

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.

A Coordinator (School Safety Focal Point Teacher) who has undergone training in a School Safety Program at the District/State and above level should be detailed by the Principal, to conduct the Mock Exercise. The coordinator, before start of the mock exercise, should review the following:

- The updated School Disaster Risk Management Plan.
- Type of disaster(s) on which the mock exercise is to be conducted (to be given by the Principal of the School).
- Who would act as Incident Commander during the Mock Exercise. (Principal/Vice Principal/Senior Teacher).
- Presence of Members of various School DRM Teams.
- Evacuation Plan (on each floor), next to stair-case.
- Assembly Area(s)
- Nomination of observers for the mock exercise.

- Informing the Police, Fire Services, nearest hospital, ambulance services and the District Disaster Management Authority (DDMA) about the date and time of the mock exercise and the type of disaster on which it is being conducted.

On the given date, a coordination meeting be organized in the school premises by Mock Exercise Coordinator (teacher nominated by Principal of the school/School Safety Focal Point Teacher). This is recommended to be attended by some Members of the SMC, Principal, Vice-Principal, Administrative/support staff, Peer educators also representatives from the first immediate responders like officer from nearest Police & Fire Stations, hospital and ambulance services and the DDMA/Aapda mitra may be requested to attend. In this Meeting the Mock Exercise Coordinator may discuss aspects like:

- A brief description on the type of disaster, on which the mock exercise is being conducted. its causes and mitigation measures.
- Salient features of the School Disaster Risk Management Plan.
- Name of the Incident Commander, different team members in the SDRMC and their role during the mock exercise.
- The classes which will take part in the mock exercise or the whole school
Assembly Areas, where the children will assemble, section and class wise and where the head count will be carried out.
- Recounting of the evacuation plan, with the help of chart showing evacuation route(s).
- Trigger Mechanism, like the sounding of 'fire alarm'; for fire mock exercise, and sounding of siren for one minute', to simulate earthquake mock exercise.
- Who will make call to, first immediate responders for rendering assistance.
- and lastly briefing of the observers for each class/section.

Conduct an open house discussion in which all queries would be answered by the Mock Exercise Coordinator. In the end a documentary film on a mock exercise would be shown to drive home the various points discussed during the Meeting. Here comes the actual process of mock drill. The exercise can be conducted on the same day or on any subsequent day, as convenient., On the scheduled date and time, before the mock exercise, brief the observer and disaster management teams in the school about assigned and expected roles.

Start the Mock Exercise by:

- Sounding of siren for one minute for earthquake, tsunami and cyclone disaster mock exercises.
- Bursting of crackers for terrorist related disaster mock exercise.
- Creating smoke through smoke candle/smoke bomb in case of fire disaster mock exercise and thereafter sounding the fire alarm.

The sequence of actions would be:

- During the initiation of the trigger for start of the mock exercise, the whole school or affected classes take lifesaving precautions, like for earthquake mock exercise, take duck, cover and hold position.
- After the trigger alarm, intimation is sent through the Public Announcement System from the Principal's Office/Control room to all classes, to carry out full or partial evacuation of building. Reason for the evacuation should also be given to avoid any panic situation.
- Accordingly, each class in a particular building/floor or the whole school would carry out evacuation as per instructions, under the respective class teachers who would be taking the classes at that time. Evacuation is carried out as per the SOP and as practiced, with the monitor of the section leading, followed by the class students and the teacher coming last.

They would also carry students with minor injuries. The observers would declare some students (usually 2-3 per section) as injured, who are left in the class. The classes, after evacuation would assemble at the designated Assembly Area/s. Head count would be carried out by the class teacher and report sent through the Monitor to the Principal.

The observers and the class teachers note down the time taken for evacuation. which should be reduced closed in, in successive mock exercises.

- The Awareness generation, Warning & Information Dissemination Team along with the School Search Rescue and First Aid Teams would take out disaster management equipment like ropes, stairs, stretchers, search lights, whistles, megaphone and first aid boxes from the Store and kept near the Control Room/ some safe area inside or outside the building.

The Awareness generation, Warning & Information Dissemination Team would also inform the Police, Fire & Emergency Services, nearest hospital or ambulance services, the District Disaster Control Room and the School Management, intimating the type and severity of disaster, in terms of casualties and the damage to infrastructure and the help required by the school.

- The nominated Search and Rescue Team/s and First Aid Team/s Members report at the School Control Room during evacuation and are given the required DM equipment by the Warning & Information Dissemination Team. Assembly Areas are generally marked with permanent boards by the school management.

- Till the external support arrives, work on the status reports from all the classes and after analyzing the scale of casualties reported and status of damages in the building.
- Once the external support (images of Police, Fire & Emergency Services, nearest hospital or ambulance services, the District Disaster Control Room) arrives, the Search and Rescue Teams and First Aid Teams are directed to the various class rooms (Here we have to keep in mind that access to the building shall be based on how safe it is for staff and students to enter with the external team from police fire brigade and others) where the simulated injured persons are reported. The teams are also tasked to search the toilets, sick room/infirmarary, canteen, basement/s, space under stairs and cupboards for any injured person.
- Once all the injured have been brought to the First Aid Area and given first aid, those requiring hospitalization are evacuated, in ambulances, which by now would have arrived.
- The Awareness generation, Warning & Information Dissemination Team would also receive the Police, Fire Services, Ambulances and other first responders, brief them on the situation at the School Gate/School Control Room and render help as required by them in managing the disaster.
- Once the observers are satisfied with the outcome of the mock exercise, they shall report to the Mock Exercise Coordinator, who will call off the Mock Exercise. After informing the Principal. Remember calling off is done by sounding of siren/ringing of bell.

The observers, teachers and students would thereafter assemble at a central place, for debriefing. The observers first give out their observations giving both the good practices and lessons learnt. Thereafter the participating classes (teachers and students) shall give out their learning experience from the exercise. The Principal shall then give the closing remarks. The coordinator shall note down all the relevant points and make an 'After Action Report' which should be put up to the Principal or School Management Committee, for follow up action. The School DRM Plan would accordingly be reviewed and revised, where necessary.

After the mock exercise, school can also arrange for demonstrations by Fire & Emergency Services, on, how to douse fires by teachers and students and Correct methods of rendering first aid. In case the NDRF Battalion/State Disaster Response Force is located nearby, they can also be requested to give a demonstration on Collapsed Structure, Search & Rescue and Medical First Response.

Mock Exercises have proven to be a useful tool to test the preparedness against any type of disaster. Correct methods of conducting mock exercises ensure improvement in the preparedness in the schools against all types of disasters. We cannot remove hazards in the nature, but we can definitely prevent them from becoming disasters, and when they do happen, ensure minimising their effect in terms of loss of human lives and damage to infrastructure, by taking preventive and mitigation measures.

Earthquake Drills:

- Practice drop, cover and hold.
- Evacuate classroom in less than 1 minute without pushing and falling.
- Evacuate school in less than 4 minutes.
- Lookout for friends.
- Stay away from weak areas/structures.
- Help those who need assistance (identification of task force in advance for rescue of special children)

Fire/ Chemical Accident/ Drill:

- Evacuation from classroom
- Ensure safe storage of inflammable liquids/ chemicals
- Put off electricity and remove or close down gas connections.

Action to do on- Preparedness Measure:

- Constitution of school DM Committee Composition of the Core Team and its roles and responsibilities during different phases.
- Constitution of sub team and identification of roles and responsibilities
- Listing of resources available inside and outside the school campus
- Mechanism for alerting students and teachers during school time including installation of alarm.
- School Map with evacuation plan
- Annual calendar for conducting various preparedness activities
- Action plan for conducting Mock drills
- Steps for Updation of School Disaster Management Plan/ Safety and Security Plan

These need to be complied by all schools.

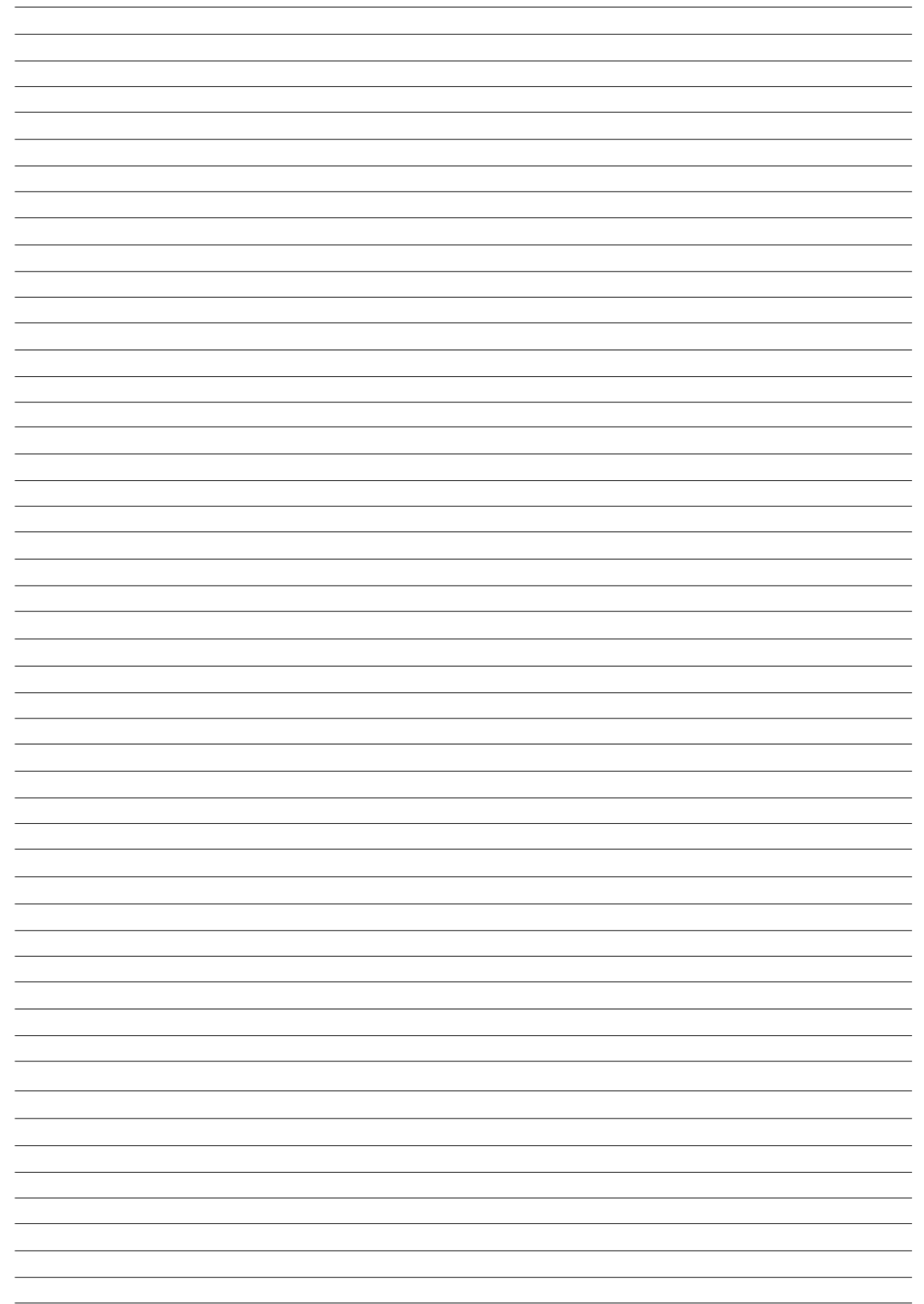
- Schools should conduct mock drills on emergency preparedness and disaster management for students and staff at least once a year.
- Every school should prepare and display the School Safety Plan including a School Disaster Management Plan containing classroom wise disaster sub-plan as per the template provided by NDMA. The school and each classroom/room in the school must display the related disaster management plan, clearly showing exits, etc.

Every school/school management should also undertake/ensure the following:

- Display the School Safety Pledge at a prominent place in the school
- Provide barrier-free infrastructural facilities and necessary equipment to children in the category of Persons with Disability
- Provide sufficient and safe drinking water
- Provide sufficient number of well-lit, airy toilets with proper fittings, with safe and secure access for boys and girls
- Ensure compliance with Building Codes
- Make efforts to design more and more buildings with the provisions for efficient/renewable energy, such as, solar power, use of solar cookers and biogas
- Provide boundary wall or a fence to mark the safe area
- Ensure that the secluded/isolated areas are well lit and there is frequent invigilation of such areas
- Regularly monitor communication systems in the school such as landline phones, safety alarms, etc. for their functionality
- To the extent and only if and wherever possible, CCTV cameras may be installed at the entry points, exit points and vulnerable locations in the school.
- Proper monitoring and storage of recordings in such cases must be ensured.

School preparedness for disaster:

- Every school must have its own school disaster management plan.
- The plan must identify the first responders and lay down their roles and responsibilities, along with the roles and responsibilities of all concerned stakeholders.
The first responders may be given requisite training.
- The inventory of school resources available for responding to a disaster must be listed.
- The school disaster plan must be disseminated to all concerned.
- Utilize the opportunities provided by social media and mobile technologies for dissemination.
- Drills must be conducted in school to familiarize all to this plan and the plan must be updated frequently.
- The CBSE Teachers Handbook at pages 191-198 and CBSE Principal's Handbook at pages 136-144 give in great detail how planning and capacity building can be done for disaster preparedness and management.



VISION

Towards building an inclusive and democratic society.

MISSION

To promote social inclusion and democratic governance so that the vulnerable sections of our society, particularly the dalits, tribals, women and persons with disabilities are empowered to participate in mainstream development and the decision - making process effectively and decisively.

UNNATI was established in 1990 as a capacity building support organisation covering the states of Gujarat and Rajasthan. From 2001, direct field projects have been initiated with focus on improvement in the lives of the poor and marginalised by promoting social inclusion, strengthening local governance and social accountability and disaster risk reduction. The learning from the field practice is systematically documented for scaling-up of strategies and capacity development. Some of the important grassroot interventions in the recent years are: (i) improving access to public programs, (ii) facilitation of social audit of MGNREGS along with Govt of Gujarat (iii) Improving food security by enhancing farm based activities, (iv) rejuvenation of community water bodies by strengthening governance, (iv) promotion of Risk-Informed Gram Panchayat Development Plan (RI-GPDP), (v) technical support to National Disaster Management Authority in preparation of National Disaster Management Plan, (vi) Promotion of barrier free built-environment and access audit of public places, to mention a few.

Key Institutional Features

UNNATI is an equal opportunity institution focused on social inclusion, social and gender justice, and upholding democratic and Constitutional values. Programs designed based on local needs, national priorities, and international conventions. Collaborative and partnership-based approach for joint learning and sharing. Primarily working in Gujarat and Western Rajasthan. Partnerships with CSO's, CBO's, government and private institutions.

Organisational Excellence and Distinctions

Acclaimed for promoting participatory approaches and strengthening decentralized governance and social accountability. Expertise in capacity development through participatory training for CSOs and government. Demonstrated owner-driven reconstruction in disaster risk reduction and active member of the Owner Driven Reconstruction Collaborate (ODRC). Recognized by the Ministry of Home Affairs as a CSO representative in the National Platform for Disaster Risk Reduction.

Representation in the Governing Board of the Gujarat State Social Audit Unit. National Jagrukata Puraskar recipient from the Ministry of Rural Development, Government of India, for MGNREGA

UNNATI is registered under the Society Registration Act 1860, Delhi (registered on 31.05.1990 vide number S/21030 and amendment was made on 09.02.2021 with All India Operations). The FCRA registration was renewed and valid till 31st March 2027 with Registered No. 041910161)



UNNATI

Organisation for Development Education

216 Azad Society, Ahmedabad, 380015
www.unnati.org