Training of Trainers
Comprehensive School Safety
# A Training Package

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INTRODUCTION TO THE TRAINING PACK

This training manual is to provide a Comprehensive School Safety training curriculum which targets the Plan staff at country offices and local NGOs partners who are implementing Safe Schools Projects at the country level. This guide brings together the materials drawn from Plan ARO experiences in providing safe schools training to other countries in Asia region. The training manual is developed by Plan Asia Safe Schools Taskforce with consist of Ms. Olivia Forsberg, DRM Advisor of Plan Sweden, Ms.Phyo Haymar Than Htun, Resilience Specialist of Plan Myanmar, Mr. Ejaz Ahmad, School Safety Specialist of Plan Pakistan, Mr. Tebe Yusra, urban Safe Schools Program Coordinator of Plan Indonesia, Mr. Imamul Azam Shahi, DRR and CCA Project Managers of Plan Bangladesh and Mrs. Bun Peuvchenda, Regional Safe Schools Program Coordinator of Plan ARO.

The Comprehensive School Safety training provides the opportunity to learn essential knowledge and skills in safe schools, tools and methodologies to conduct assessment at the school level to build safe schools. At the end of the course, the participants will be able to:

1. Have a common understanding on the concepts of Comprehensive School Safety

2. Increase their knowledge and skills to strengthen the quality of Safe Schools Project implementation at the country level

3. Facilitate Comprehensive School Safety training to others key stakeholders
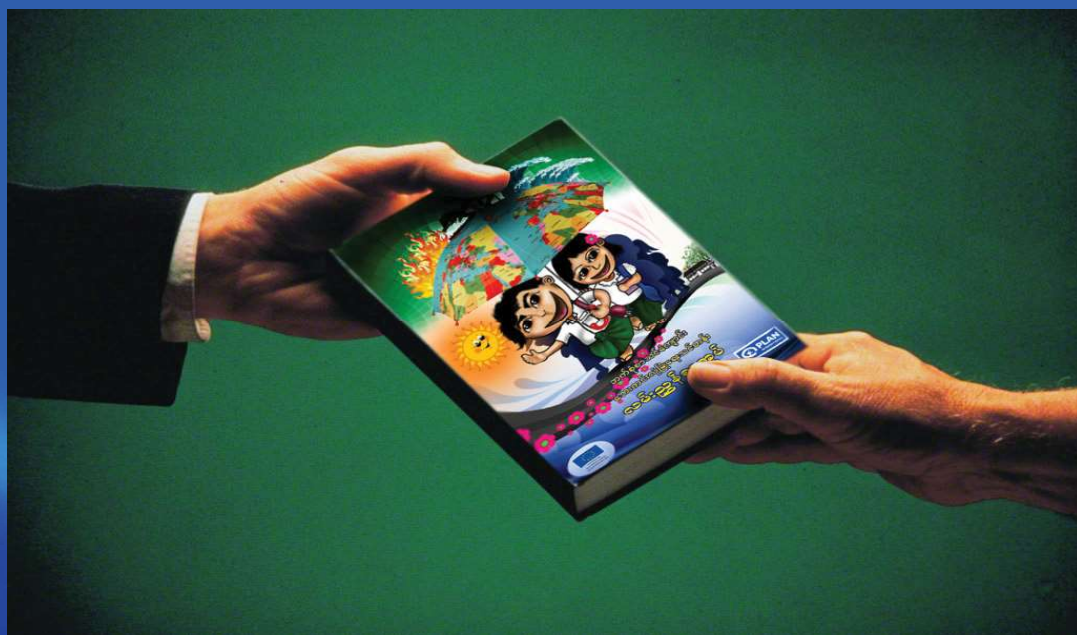
This manual has been developed and tested in Philippines in August 2015, Indonesia in June-July and revised in Feb 2016. And, Plan International Myanmar team reviewed and finalized to be in line with ASSI School Safety toolkit from Myanmar.

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Module 1
DRM basic concept including DRR in Education Sector Policies and Plans

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Module 1
DRM basic concept including DRR in Education Sector Policies and Plans

Description

1. It explains the basic terms and definitions on the overall Disaster Risk Management (DRM) context and mapping existing DRR in Education Sector Policies and Plans.

Learning Objectives

2. After completing this module, the participants will be able to describe the basic information about Disaster Risk Management. Specifically, they will be able to:

1. Define basic terms and concepts used in disaster risk reduction and Disaster Management Cycle

2. Understand how to reduce disaster risks

3. Understand the global and regional trends on DRR in Education sector

Learning Sessions

3. The following topics will be covered:

Session 1.1: DRM Basic Concepts

Session 1.2: Global and regional trends on DRR in Education

Session 1.3: Comprehensive School Safety in Myanmar

Session 1.1
DRM Basic Concepts

1. Objectives

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

(A) Basic DRM related terminologies

(B) Disaster Management Cycle

2. Required Materials

Hard markers, flipcharts, masking tape, cut-out of annex of DRM terminologies (one set for each group) multimedia, screen, and power point presentation.

3. Duration

1 hour and 30 minutes

4.   Session Plan

Part#	Time	Accum.	Activities	Materials
A.1	15'	15'	Activity 1: Introductions and warming up	Power point presentation
A.2	60'	75'	Activity 2: key DRM related terminologies	Flipcharts, masking tape, cut-out of annex of DRM related terminologies (one set for each group) multimedia, screen, and power point presentation
A.3	15'	90'	Activity 3: Disaster Risk Reduction	Power point presentation

1.   Process

Activity 1: Introductions and warming up

✳   Facilitator explains the objectives of the module and sessions

✳   Play one game to warming up participants as it is first session of the training.

Activity 2: key DRM related terminologies

✳   Facilitator divides participants into 3-4 groups depends on size of participants

✳   Facilitator provides each group with a set of cards with the words and their definitions or pictures about the followings words :

☞   Hazard

☞   Risk

☞   Vulnerability

☞   Capacity

☞   Disasters

☞   Relief/ Response

☞   Mitigation

☞   Preparedness

☞   Prevention

☞   Rehabilitation

☞   Reconstruction

✳   Facilitator asks participants:

(1)   To match the words/concepts with their definitions or pictures provided first (If facilitator provides pictures for group discussion, the pictures should be clear and understandable)

(2)   To arrange disaster management cycle with the terms provided.

Notes: Facilitator needs to inform participants that Hazard, Risk, vulnerability and Capacity are not categorized in Disaster Management cycle.

✱ After the group discussion, facilitator asks each group to assign one focal point to give score to their own groups based on the correct answers from facilitator's presentation.

✱ Facilitator explains the slide 4-16 and review the answers from group works. Each group assess themselves if they have correct definitions. At the end of the session, the facilitator acknowledges the group with most correct answers and clarifies any queries that the participants may have.

★(Please see (PPT 1)file in attach CD)★

Activity 3: Disaster Risk Reduction

✱ Facilitator asks participants in plenary on "What is Disaster Risk Reduction?"

✱ After the answers from participants, facilitator summarize the answers and ends the session.

Session 1.2
Global and regional trend on DRR in education

1.   Objective

To make participants understand what going on in global and regional level on DRR in Education

2.   Materials

Power point presentations, meta-cards, markers, flip-charts, masking-taps, pre-written card on Hyogo Framework for Action 2005-2015 and Sendai Framework for DRR 2015-2030

3.   Duration

45 minutes

4. Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	15'	15'	Activity 1: Hyogo Framework for Actions and Sendai Framework for DRR 2015-2030	Power point presentations, meta-cards, markers, flip-charts, masking-taps, pre-written card on Hyogo Framework for Action 2005-2015 and Sendai Framework for DRR 2015-2030
A.2	60'	75'	Activity 2: Worldwide Initiative on School Safety	Power point presentations, meta-cards, markers, flip-charts, masking-taps
A.3	15'	90'	Activity 3: Global Alliances on Disaster Risk Reduction and Resilience Education (GADRRRES) and Asia Pacific Coalition on School Safety (APCSS).	Power point presentations

1. Facilitator Process

Activity 1: Hyogo Framework for Actions and Sendai Framework for DRR 2015-2030

✳ Facilitator writes the world "Hyogo Framework for Actions 2005-2015" and "Sendai Framework for DRR 2015-2030" on the flip-chart.

✳ Facilitator asks participants in plenary on what are key priorities for Hyogo Framework for Actions then writes the answers on the flip-chart then do the same method with Sendai Framework for DRR.

✳ Facilitator summarizes the answers from participants and explains slide 20 and 21 for HFA and Sendai Framework.

✳ Facilitator mentions that there is child friendly version on Sendai Framework for actions available.

✳ Facilitator explains the slide 22 about the connections of Worldwide Initiative on School Safety with Sendai Framework on DRR and SDGs. And point out the safe schools text in Sendai Framework on DRR.

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Activity 2: Worldwide Initiative on School Safety

✳ Facilitator explains "What is Worldwide Initiative on School Safety?" on slide 23 and how to become Safe Schools Country leader on slide 24.

✳ Facilitator asks participants to discuss in table group: "what will you do to support your government to become Safe Schools Country leaders?"

✳ Ask each table to present their ideas then facilitator gives the answers based on facilitator notes in the annex. Facilitator needs to mention the expectations of Safe Schools Country leaders too.

Activity 3: Global Alliances on Disaster Risk Reduction and Resilience Education (GADRRRES) and Asia Pacific Coalition on School Safety (APCSS).

Facilitator explains the GADRRRES and APCSS on slide 25-27.

★(Please see (PPT 1)file in attach CD)★

Session 1.3
Comprehensive School Safety in Myanmar

Description

It explains the basic concept of Comprehensive School Safety Framework and identify the gaps for policies/guidelines/framework on 3 pillars of CSS at the country level.

Learning Objectives

After completing this module, the participants will be able to:

Understand basic concept of Comprehensive School Safety Framework

Learning Sessions

The following topics will be covered:

Session 1.3. What is Comprehensive School Safety?

Session 1.3 Comprehensive School Safety in Myanmar?

1. Objective

To make participants understand about the comprehensive school safety concept and Identify gaps for policies/guidelines/frameworks on three pillars of CSS at the country level .

2. Materials

Flipchart paper, PP presentation, markers, meta-cards, , pre-written card on the "strengths" and "gaps, print CSS framework, pre-written card on Safe Learning Facilities, School Disaster Management and Risk Reduction and Resilience Education.

3. Duration

1 hour and 20 min

1.   Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	10'	10'	Activity 1: Introductions	Power Point presentation
A.2	40'	50'	Activity 2: Key activities of three pillars of CSS	PP presentation, Flip-chart, markers, meta-cards, print CSS framework, pre-written card on Safe Learning Facilities, School Disaster Management and Risk Reduction and Resilience Education
A.3	30'	80'	Activity 3: Identify gaps for policies/guidelines/frameworks on three pillars of CSS at the country level	Flip-chart, markers, meta-cards, pre-written card on the "strengths" and "gaps"

1.   Facilitation Process

Activity 1: Introductions

☞   Facilitator gives introductions on the objective of the modules and session

☞   Facilitator explains the background of CSS Framework development on Slide 5 to link with session 1.2 on the global trends on DRR in Education.

☞   Facilitator asks participants in plenary "Why these are important?". After receiving answers from participants, facilitator summarize the Slide 7 and link to impacts of disasters on education in local context.

☞   Facilitator shows the Slide 8 by explaining the four goal of CSS

Activity 2: Key activities of three pillars of CSS

Option 1:

☞   Facilitator writes on the flip-chart of "Safe Learning Facilities", "School Disaster Management" and "Risk Reduction and Resilience Education"

☞   Facilitator asks each participants to write on meta-card on the key activities of CSS.
(one person , one card only)

☞   Facilitator asks participants to form a circle, talk to peers and shift to another peer every 30 seconds.

☞   Facilitator asks participants to put their cards to the right place under 3 pillars on the wall.

☞   Facilitator checks if it is correct answer and asks three volunteer participants to summarize each pillar.

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Option 2:

☞ Facilitator divides participants into 3 groups and asks them to think about what are the key activities of Safe Learning Facilities, School Disaster Management and Risk Reduction and Resilience Education?

☞ Facilitator writes on the flip-chart of "Safe Learning Facilities", "School Disaster Management" and "Risk Reduction and Resilience Education".

☞ Facilitator asks each group to be in a queue then give them 1 pen to write the key activities on the flip-chart. The first person needs to finish their writing first before hand over to 2nd person. The competition will take around 5-7 min.

☞ Then facilitator counts the number of activities to find the group winner for an award as fun activity only.

☞ After finishing the exercise, facilitator summarizes and adds more points that are missing from discussions which refers to slide 10-16.

☞ Facilitation explains the slide 17 on the duplications efforts of all three pillars and explains on multi-hazards approaches and enabling environment of CSS.

☞ Facilitator explains the linkages from cross cutting themes into three pillars of CSS.

★(Please see (PPT 2)file in attach CD)★

Activity 3: Identify gaps for policies/guidelines/frameworks on three pillars of CSS at the country level

☞ Facilitator forms a group of two people to discuss on the strengths and gaps of the current policies/ guidelines/frameworks on 3 pillars of CSS.

☞ Facilitator asks each group to write their answers on meta-card. They can write as much as they can.

☞ Facilitator collects the answers from the participants and group it accordingly for " strengths" and "gaps" of the 3 pillars of CSS .

☞ Facilitator summarizes the answers from participants and asks participants in plenary on "what will you do to address the gaps?".t

☞ Based on answers from participants, facilitator summarizes and finishes the session.

Module 2
School Disaster Management

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Module 2:
Pillar 2-School Disaster Management

Description

It explains the technical concepts on the School Disaster Management as a whole including assessment tools, planning, implementation and monitoring.

Learning Objectives

After completing this module, the participants are able to know how to implement School Disaster Management at school level which they will be able to:

1. Know how to conduct Hazards, Vulnerability and Capacity assessment at school level

2. Develop and Implement your plans (a. reduce your risks, b. prepare to respond and c. plan for education continuity)

3. Monitoring and evaluation of school disaster management activities Learning Sessions The following topics will be covered

    Session 2.1   Functioning of School Disaster Management Committee

    Session 2.2   Know your Risks, Vulnerabilities and Capacities

    Session 2.3   Formulate and implement your plans (a. reduce your risks, b. prepare to respond and c. plan for education continuity)

    Session 2.4.   Psychosocial Support

    Session 2.5   Monitor and evaluate

    Session 2. 6   Linking SDMC and SDMP to village, village tract and Township Level

    Session 2.1   Functioning of School Disaster Management Committee

1.   Objective

At the end of this session, participants are able to access the current practices of School Disaster Management Committee (SDMC) and to identify the gaps to improve the functioning of SDMC.

2.   Materials

Whiteboard, Markers, Flip Charts, PowerPoint presentation, laptop computer, multimedia projector and screen, Handout

3.   Duration

1 hour

4.   Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	10'	10'	Introduction and re-fresh on pillar 2 PowerPoint presentation	PowerPoint presentation
A.2	50'	60'	Current practices and gaps of SDMC	Whiteboard, Markers, Flip Charts, PowerPoint slides, laptop computer, multimedia projector and screen, Handout

1.   Facilitator Process

Activity 1. Introduction and re-fresh on pillar 2

Facilitator explains the introduction of the session and re-fresh on pillar 2 from slide 2-5

★(Please see (PPT 3)file in attach CD)★

Activity 2. Current practices of SDMC

Facilitator divides participants into 3-4 groups and discuss the following questions:

1.   What are current practices of SDMC in the country? What are their roles and responsibilities as SDMC?

2.   Identify the gaps to improve the function of SDMC

Facilitator asks each group to do presentation and summarize the discussions by emphasizing on the roles and responsibilities of SDMC from Slide 6 . ★(Please see (PPT 3)file in attach CD)★

Session 2.2.
Know your risks, vulnerability and capacities

1.   Objective

At the end of the session participants will be able to understand about different processes of Risks, Vulnerability and Capacity Assessment in relation to school disaster management plan.

2.   Materials

•   Whiteboard, Markers, Flip Charts, PowerPoint slides, laptop computer, multimedia projector and screen, Handout.

3.   Duration

1 hour and 30 min

4.   Session plan

Part #	Time	Accum.	Activities	Materials
A.1	90mn	90mn	Activity 1: Risks, vulnerability and capacity assessment	Whiteboard, Markers, Flip Charts, PowerPoint slides, laptop computer, multimedia projector and screen, Handout

1.   Facilitator Process

Activity 1: Risks, vulnerability and capacity assessment

Facilitator starts the discussion linking with previous session by asking participants, do they have any ideas/experience about Hazard Vulnerability and Capacity Assessment (HVCA) in relation to school disaster management plan. Give some time to the participants to share if anyone have ideas or experience about it. (identify experienced participants on HVCA)

Option 1: (for participants who have experienced on HVCA)

Facilitator divides participants into 3 groups and distributes the participants who have experienced in conducting HVCA equally.

Group 1: Risk assessment

1.   What are the risk assessment tools that you have been used at school or community? Please list down the tools!

2.   Please give key descriptions on how to conduct those tools

Group 2: Vulnerability assessment

1.   What are the vulnerability assessment tools that you have been used at school or community? Please list down the tools!

2.   Please give key descriptions on how to conduct those tools

Group 3: Capacity assessment

1.   What are the capacity assessment tools that you have been used at school or community? Please list down the tools!

2.   Please give key descriptions on how to conduct those tools

✳   Facilitator asks each group to hang their answers on the wall and use gallery walk method to see the results from the group. Each group needs to assign one person to stand by for explanations. All participants are encourage to use different color of pens to add their ideas on the flipcharts of other groups. Or facilitator can use the café exercise for this tools sharing and learning.

✳   Facilitator summarizes the assessment tools and explains the tools are missing only.

Option 2: (For participants who do not have experienced on HVCA)

✱ Facilitator asks participants to divide into 3-4 groups. Each group will discuss the following instructions:

✱ Has the school or school catchment area ever suffered from disasters in the past 5-10 years? What were the impacts?

✱ How safety of structural and non-structural building of the school?

✱ When did the disasters happen? (this is part of analysis of seasonal calendar)

✱ How to conduct vulnerability assessment at school level?

✱ How to conduct capacity assessment at school level?

Facilitator asks each group to do presentations and summarizes the risk assessment for school disaster management by quick explanations from slide 9-21 ★(Please see (PPT 3)file in attach CD)★

Session 2.3. Formulate and implement your plans

1. Objective

At the end of the session participants will be able to develop school safety plan(a. reduce your risks, b. prepare to respond and c. plan for education continuity) based on findings from the assessment.

2. Materials

Whiteboard, Markers, Flip Charts, PowerPoint slides, laptop computer, multimedia projector, screen, Plan for education continuity form.

3. Duration

2 hours

4. Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	40'	40'	Activity 1: Introduction and reduce your risks	Whiteboard, Markers, Flip Charts, PowerPoint slides, laptop computer, multimedia projector and screen
A2	60'	100'	Activity 2: Prepare to respond	Whiteboard, Markers, Flip Charts, PowerPoint slides, laptop computer, multimedia projector and screen
A3	20	120'	Activity 3: Plan for education continuity	Plan for education continuity Plan for education continuity form, pens

1.   Facilitator Process

Activity 1: Introduction and reduce your risks

✱   Facilitator starts the session by explaining slide 22-24

✱   Facilitator starts discussion linking with HVCA findings, and ask participants what should be done to reduce the impacts of disaster?

✱   Divide participants into 3 or 4 groups. Before going to group work give instruction in following way-

☞   Review the results from group work of session 4.2

☞   Consider all identified problems one by one.

☞   For each problem, identify all options for solving.

☞   Discuss and select the viable solution that can be implemented.

☞   Identify who will be responsible person for implementing the solution.

☞   Decide when the action will be implemented, and what resources are required.

✱   Facilitator also shows the slide 26 before group works

✱   At the end of the group work each group will hang their group findings on the walls, and ask assigned presenter from each group to explain their group findings.

✱   After the group presentation, facilitator asks participants to share their experiences on how to implement the risk reduction activities at school or community level.

✱   Facilitator summarizes the discussions and gives few good examples of risk reduction implementation at school level from other countries by emphasizing on child-centered risk reduction activities. ★(Please see (PPT 3)file in attach CD)★

Activity 2: Prepare to respond

✱   Facilitator asks participants, during disasters what are the impacts on children caused by each of the hazards? What response preparedness measures/actions should be done before the disasters?

✱   Facilitator writes the answers of participants on a flip chart/poster paper or whiteboard.

✱   Facilitator reviews the answers from the flip chart and divides participants into 3-4 groups to discussion the following instructions:

☞   What are hazards happened in your target schools?

☞   What response preparedness measures/actions should be done at school level?

☞   What is the best disaster preparedness measure that you want to share with all participants from your school target? Give details on how to do it.

☞   What should be the format of school contingency plan?

☞   Facilitator asks each group to create innovative idea to present the best disaster preparedness measure that they want to share with all participants and write the format of school contingency plan on the flip-chart.

☞   Each group to hang their answers on the wall and use café exercise method to see the results from the group on their best disaster preparedness measures. Each group needs to assign one person to stand by for explanations. All participants are encouraged to use different color of pens to add their ideas on the flipcharts of other groups.

☞   Facilitator summarizes the discussions and consolidates one format of school contingency plan on the flip-chart to get an agreement from all participants. At the same time, facilitator can show the format from UNISDR on slide 30

Note: The results from group discussion on the format of school contingency plan can put in the facilitator notes later.

☞   Facilitator will explains the mock drill, first aid kits and Standard Operation Procedure (SoP) from slide 31- 37 if it is not well explained from the group discussions. Facilitator can show this video for mock drill.

https://www.youtube.com/watch?v=4M45popnjs8

★(Please see (PPT 3)file and (Video 1)file in attach CD)★

Activity 3: Plan for education continuity

✳   Facilitator asks participants to discuss in their table to fill the plan for education continuity form in the annex.

✳   Facilitator collects the form from each table and ask them to share their idea in the plenary.

✳   Facilitator summarizes the discussions and mentions that it is very crucial part of the safe schools project to ensure the education continuity even disasters strike at the school.

Session 2.4
Psychosocial Support

Objective

✳   To cure children from Disaster and Conflict situation through psychology ways.

✳   To create child safe learning environment

✳   To know how to treat children by psychosocial ways.

✳   Participants can identify positive classroom management strategies to promote Psychosocial Support.

Materials

Meta-cards, markers, flip-charts, masking-taps,

Duration

45 minutes

Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	15'	15'	Activity 1:Circle of Protection and Introduction to psychosocial support	Role play,
A2	15'	15'	Activity 2: How can crisis and emergencies affect children, family, community and the state?	Pre written flip chart, Marker pen
A3	15'	15'	Activity 3: Defined Psychosocial	Soda can stress game.

Facilitator Process

ACTIVITY 1: Circle of protection

✱ Clear a space in the training room and ask for two volunteers – 1 male and 1 female. They will be placed in the middle of the room and act as 2 children.

✱ Ask the children who are the first ones who protects them? Answers should include parents, family.

✱ Ask 3 volunteers to act as the family and form a circle, holding hands around the children.

✱ Ask the volunteers, who protects the family? Answers should include: community, school, teachers, religious leaders etc. Ask more volunteers to act as the community and forma circle around the family.

✱ Ask the volunteers, who protects the community? Answers should include the government, international NGOs etc. ask the remaining participants to form a circle around the community circle.

✱ Explain that family, community and State normally protect the child at the centre. (Allow for any a comments about the state/opposition's current ability/role in doing this – but prevent a long political discussion about the actions of parties to the conflict.)

✱ Ask the group now, what happens when an emergency happens. Emergencies can include natural disasters or conflict.

✱ Ask participants to think about how a crisis can affect children within the different spheres (the individual child; the family; the community; the State).

Activity 2: How can crisis and emergencies affect children, family, community and the state?

✳ Show the spheres of protection picture
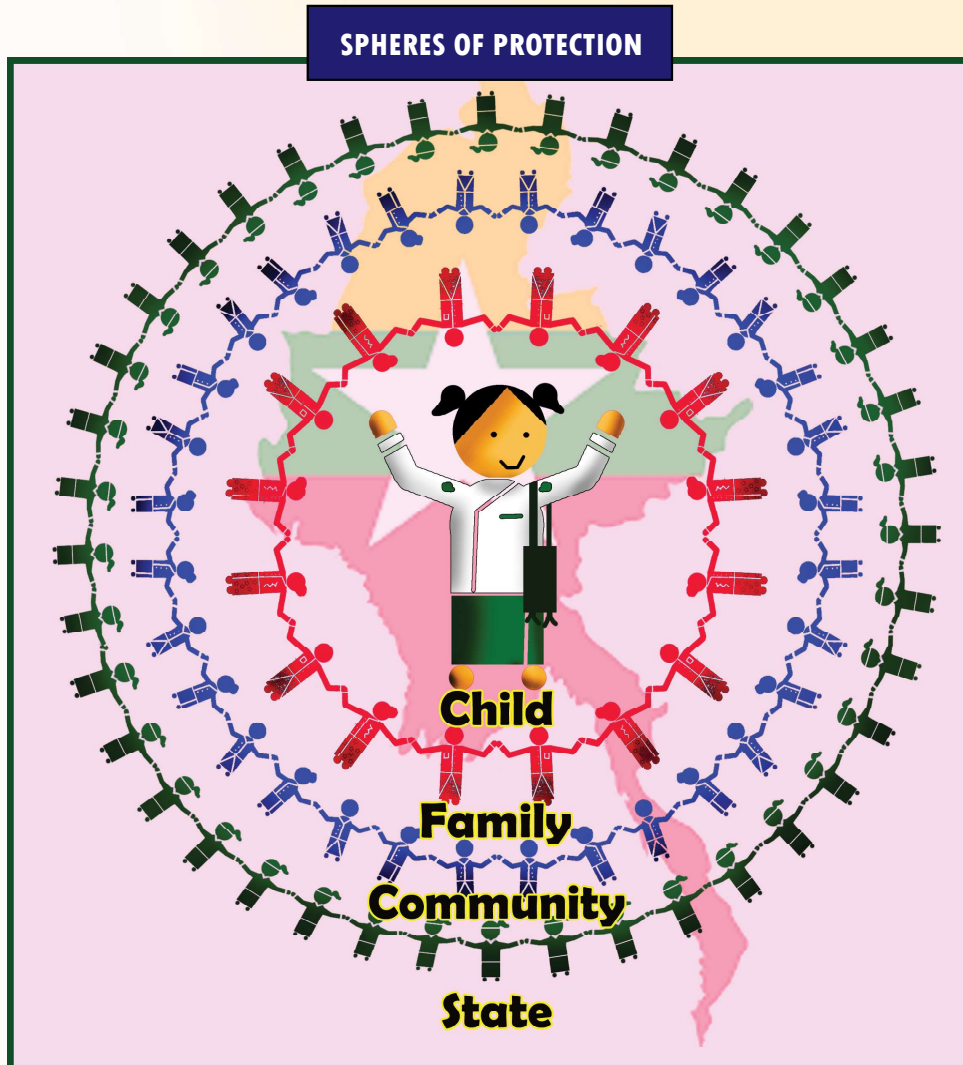
✳ Break up the participants into Ask participants to then work in 4 groups to list the concerns of each circle a piece of flip-chart paper. After 10 minutes, ask the groups to present their work in plenary.

✳ Ensure that the below information is mentioned.

Activity 3: Ask participants to define psychosocial. After taking suggestions separate the words and explain.

Soda can stress

✳ Ask for 3 volunteers, ask the volunteers to leave the room. While the volunteers are outside, explain to the participants that you will pretend you have shaken one of the cans of coke (there are 3). The participants must play along with the scenario.

✳ Ask the 3 volunteers to return to the room and explain that each one must open one of the cans of coke, one after the other. Ask who wants to go first.   The volunteers will open the cans of coke as the participants observe their reactions (stress reactions).

✳ After the exercise bring the group together and discuss what signs of stress they saw.

✳ Ask the group who was the most stressed, how could you tell?

✳ Explain that we can spot signs of distress through observing people's behaviors, the way they speak, or through emotions. It is important when working with children that we identify which children or families need the most support.

✳ Ask the group to think about the disaster (flood/landslide) and ask what kinds of stress people who have been affected might feel? How might they display this?

✳ Ask the groups to think about what kind of effects stress can have on people and how this might affect them? Ask them to think of the differences between parents and children.

✳ Ask groups to think about how children display signs of distress – ask them to think about how a child displays stress in the following categories:

    ☛ Physically

    ☛ Emotionally

    ☛ Behaviorally

    ☛ Thoughts

Session. 2.5
Monitoring and evaluation

1.   Objective

At the end of the session participants will be able to understand about process for monitoring and evaluation of the School Safety Plan (SSP) through the SDMC meeting.

2.   Materials

Whiteboard, Markers, Flip Charts, PowerPoint presentation, laptop computer, multimedia projector and screen, School Safety Monitoring checklist from Cambodia

3.   Duration

45 min

4. Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	15'	15'	Activity 1: Step-1: Monitor the implementation of SSP	Whiteboard, Markers, Flip Charts, PowerPoint presentation, laptop computer, multimedia projector and screen,
A2	10'	25'	Activity 2: Step-2: Monitor the effectiveness of SSP (evaluation)	Whiteboard, Markers, Flip Charts
A3.	20'	45'	Activity 3: Step3: School Safety Monitoring Checklists	School Safety Monitoring checklist from Cambodia

1. Facilitation Process

Activity 1: Step-1: Monitor the implementation of SSP

✱ Facilitator explores participants view through Question & Answer on- how to ensure that the school carries out its SSP according to the planned timeframe and budget?

✱ Write the answers of participants on a flip chart/poster paper or whiteboard.

✱ Facilitator summarizes the discussion and explains the slide 40 and 41 on how to monitor the implementation of SSP. ★(Please see (PPT 3)file in attach CD)★

Activity 2: Step-2: Monitor the effectiveness of SSP (evaluation)

✱ Facilitator starts discussion linking with previous session (monitoring).

✱ Ask participants, how we can understand whether the activities in the SSP are having the intended impact or not in relation to awareness raising and capacity of students, teachers, and SDMC members in disaster management activities.

✱ Facilitator refers to the project evaluation or mid-term review to see the effectiveness of SSP.

Activity 3: Step3: School Safety Monitoring Checklists

✱ Facilitator discusses with participants what are currently country practice monitor the safety of the school?

✱ Facilitator shares the experiences from other countries for School Safety Monitoring Checklists. Facilitator can print School Safety Monitoring Checklist from annex to share to participants.

Session 2.6
Linking SDMC and SDMP to village, Village Tract and Township level to others

1. Objective

To link School Disaster Manangement Committee (SDMC) and School Disaster Manangement Plan (SDMP) plan with the village, village tract and township Disaster Manangement Committees (DMC)and plans, so as to better connect, share resources, link and cross reference each other's plans and where possible do exercises together.

2. Materials

Power point presentations, meta-cards, markers, flip-charts, masking-taps, Plastic Rope, pre-written card on Organization and department name

3. Duration

30 minutes

4. Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	15'	15'	Activity 1: Game	Pre –written cards, rope,
A.2	15'	15'	Activity 2: Group Discussion	Flit charts, marker pen
A.3	15'	15'	Activity 3: How to link SDMC and SDMP plan with village, village tract and township DM committee	Power point presentations, meta-cards, markers, flip-charts, masking-taps,

1. Facilitator Process

Activity 1: Game

* Ask all participants to make a circle, let them know that they are SDMC

* Distribute pre written cards (Principle, students, village leader,….etc) to all participants

* SDMC has to link to other person according to the pre written cards position

* To express their feelings according to the pre written cards position

* Facilitator mentions that positive effect of coordination mechanism, what are the advantages of this coordination and how to communicate before, during and after disasters

Activity 2: Group work discussion

✱　　　Which organization do we need to link?

✱　　　How to link with this organization?

✱　　　What are we doing?

✱　　　When do we link with this organization?

Activity 3:

Linking SDMC and SDMP to Village, Village Tract and Township Level and to others

✱　　　Facilitator explains "What are the roles and responsibilities of TDMC, SDMC, VTDMC and TEO, How can the School Disaster management Committee link to the Village, village tract, village development committee and development support committee and township.

✱　　　Ask each table to present their ideas then facilitator gives the answers based on facilitator notes in the annex.

Module 3
Pillar 3 - Risk Reduction and Resilience Education

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NOTE

Module 3
Pillar 3 Risk Reduction and Resilience Education

Session 3.1

Key Messages for Disaster Risk Reduction and Resilience Education
Description

This session is for teachers, students and SDMCs to learn how to develop the key messages for Disaster Risk Reduction and Resilience Education.

1.   Objective

To make participants know how to develop public awareness and public education especially key messages for Safe Schools Program

2.   Materials

•   Flipchart paper , Meta-cards, Colorful papers, Marker pens, PP presentation, Stickers, Safe-step video and brochures for option 1, existing IEC materials for option 2

3.   Duration

1 hour and 30 min

4.   Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	10'	10'	Introductions and linkage to 3 pillars of CSS Framework	Power Point presentation
A.2	20'	30'	What are key messages?	Meta-cards, markers, flip-chart, safe-step video and brochures for option 1, existing IEC materials for option 2,
A. 3	60'	90'	develop public awareness and public education	Flip-chart, meta-card, markers, colorful paper, stickers…etc

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1.   Facilitation Process

Activity 1: Introductions and linkage to 3 pillars of CSS Framework

✳   Facilitator explains about the objective of this session from slide 2-3

✳   Facilitator asks participants about the linkage on Pillar 1, Pillar 2 and Pillar 3 to remind the participants about the three pillars of Safe School Framework

✳   Facilitator explains participants on the key elements in Pillar 3 of Risk Reduction and Resilience Education on slide 5

Activity 2: What are key messages?

Facilitator can select option 1 or 2 based on level of understanding of participants on key messages

Option 1:

✳   Facilitator shows the video from the safe-steps on typhoon, earthquake, flood, fire and emergency kits. Here is a link to the video http://safesteps.com/natural-disasters/

Note: facilitator can also share the safe-steps brochure to all participants but delete the word preparedness, during and after disasters

✳   Based on the video show, facilitator asks participants to discuss in table: 1) what are the key messages from the video, 2) please identify the key messages for preparedness, during and after disasters.

✳   Facilitator asks each table to share their answers and summarizes the key messages and explains the definition of key message from slide 7

Selecting and adapting key messages

✳   Facilitator asks participants in table to select key messages (at least 3 messages) from the safe-steps and contextualize to local context.

✳   Facilitator asks participants to share about their answers and discuss with them on how they will contextualize key messages to local context.

After the exercise, facilitator asks participants "What is next after we have all key messages?"

Option 2:

✳   Facilitator asks participants to discuss in table: 1) review the existing IEC materials to identify key messages for preparedness, during and after disasters; 2) what are your challenges and good practices to develop key messages based on local context?

✳   Facilitator asks each group to share the answers from question number 1 and summarizes the key messages

✳   Facilitator asks each group to share the answers from question number 2 and share about the key messages should be contextualized to local context.

After the exercise, facilitator asks participants "What is next after we have all key messages?"

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Activity 3: develop public awareness and education

✱ Facilitator divide participants into three groups and ask them as below;

Group 1 – Organize campaign on Safe School at schools level by linking the campaign with community

Group 2 – Performing cultural arts; plays, dances, poems, street theatres, puppet shadow to raise awareness on Safe Schools

Group 3 – Organize games and competition to raise awareness on Safe Schools

✱ Facilitator gives 10 mn each group to perform their public awareness and education activity.

✱ Facilitator can select the slide 11-20 for more in-depth discussion if it is missing from the group

works. ★(Please see (PPT 4)file in attach CD)★

(Note: Facilitator can skip the presentation too if it can cover it well in the group discussion)

See the Notes for facilitator from annex 5.1

Session 3.2:
Integrating DRR into School Curriculum and
sharing best practices on risk reduction and resilience education

Description

This module is to learn and share the good practices from other countries on how to integrate DRR into School Curriculum including risk reduction and resilience education

1.   Objective

To learn and share the good practices from other countries on how to integrate DRR into School Curriculum including risk reduction and resilience education

2.   Materials

Flipchart paper, PP Presentation, Marker pens, meta-cards, video

3.   Duration

1 hour and 30 min

1.   Session plans

Part #	Time	Accum.	Activities	Materials
A.1	40'	40'	Integration DRR into school curriculum	Flip-chart, meta-cards, markers, PP presentation
A.2	20'	60'	Sharing good practices on integration DRR into school curriculum	PP Presentation
A. 3	30'	90'	Sharing good practices on promoting risk reduction and resilience education	Video show

1. Facilitation Process

Activity 1: Integration DRR into school curriculum

Option 1 for country who integrated DRR into school curriculum

✳ Facilitator asks participants to share about their experiences in working with government agencies to integrate DRR in the school curriculum. And share slide 22 for resources of integration DRR into school curriculum.

✳ In case the curriculum already existed in particular country, facilitator divides participants into

3-4 groups based on number of participants to discuss the following questions:

☛ What went well? (at country level to integrate DRR into the school curriculum)

☛ What are the challenges / gaps?

☛ What are the solutions?

☛ What's next?

✳ Facilitator asks each group to hang their answers on the wall and use gallery walk method to see the results from the group. Each group needs to assign one person to stand by for explanations. All participants are encourage to use different color of pens to add their ideas on the flipcharts of other groups.

Option 2: For country who do not integrate DRR into school curriculum

✳ Facilitator divides participants into 3-4 group. Each group will discuss:

(1) What steps they should do if they want to integrate DRR into school curriculum?

(2) Which subjects that they want to integrate DRR into curriculum?

✳ Facilitator asks each group to hang their answers on the wall and use gallery walk method to see the results from the group. Each group needs to assign one person to stand by for explanations. All participants are encourage to use different color of pens to add their ideas on the flipcharts of other groups.

✳ Facilitator summarizes the results from group discussion and explains slide 25 and 26

✳ Facilitator explains that DRR can be integrated into many subjects such as art, language and culture, geography, social science .. etc

Activity 2: Sharing good practices on integration of DRR into school curriculum

✳ Facilitator shares example from Myanmar, Indonesia, China and Cambodia from slide 27-30 on how they integrate DRR into school curriculum

Activity 3: Sharing good practices on promoting risk reduction and resilience education

✳ Facilitator gives sometime to participants if they have any materials (video, campaign..etc.) that they want to share on promotion risk reduction and resilience education program in their school or country.

✳ Facilitator starts with the video (video from Plan Thailand) then continues for the best practices from Plan Vietnam from slide 32-46

Module 4
Safe Learing Facilities

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NOTE

Module 4:
Safe Learning Facilities

Description

It explains the technical concepts on the Safe Learning Facilities especially on structural and non-structural safety to make safe building school.

Learning Objectives

After completing this module, the participants are able to know how to implement Safe Learning Facilities at school level which they will be able to:

1. Have basic understanding on structural and non-structural safety for new school building and retrofitting
2. Have basic understanding on disaster resilient school

Learning Sessions

The following topics will be covered ;

Session 4.1   Structural and non-structural safety

Session 4.2   Disaster Resilient Schools

1.   Objective

To make participants have basic understanding on structural and non-structural safety for new school building and retrofitting

2.   Materials

Flipchart paper, Marker pens, Meta card, PP presentation, color pens, colorful papers, non-structural assessment form, masking taps…etc

3.   Duration

1 hour and 20 min

4.   Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	10'	10'	Activity 1: Introductions and refresh of pillar 1-Safe learning Facilities	PP Presentation, flip-chart paper
A.2	30'	40'	Activity 2: Safe learning place	Meta-cards, color pens, colorful papers, makers, flip-chart, masking tapes ..etc
A.3	10'	50'	Activity 3: Structural Safety	Meta-cards, color pens, colorful papers, makers flip-chart, masking tapes..etc
A.4	30	80'	Activity 4: Non-structural Safety	Meta-cards, color pens, colorful papers, makers, non-structural assessment form, ..etc

1. Facilitation Process

Activity 1: Introductions and refresh of pillar 1-Safe learning Facilities

✳ Facilitator starts with introduction of the module and refresh key components of pillar 1 on key safe learning facilities.

Activity 2: Safe learning place

✳ Facilitator asks participants to work in their table by using meta-cards and other materials to design their safe learning place with their own style (Note: Participants can use their materials for creative Safe learning place, please keep it for the next activity)

✳ After participants finish with their safe learning place. Facilitator asks participants to think of three questions: 1) What are Safe Learning facilities, 2) what are components to make safe learning facilities? And 3) who need to be involved?

✳ Facilitator asks each table to share answers from question number 1 and summarizes by explaining slide 7. Then move to question number 2 and 3 with slide 8 and 9.

Activity 3: Structural Safety

✳ Facilitator asks participants in each table to review their safe learning place, and identify the structural elements. Facilitator asks participants to write their answers on meta-cards and collect it to put on the wall.

✳ Facilitator summarizes the discussions and explains slide 11

✳ The facilitator asks participants in plenary why structures fail? then facilitator summarizes the discussion and explains slide 12-16

Activity 4: Non-structural Safety

Option 1

✳ Facilitator asks participants in each table to review their safe learning place, and identify the non-structural elements. Facilitator asks participants to write their answers on meta-cards and collect it to put on the wall.

Option 2

✳ Facilitator asks participants to imagine the real classroom and identify the non-structural elements from the classroom

✳ To find the connection among the previous session to next session / Using some other methodology not only the meta card. It could be use the ball to all participants to ask questions.

✳ Facilitator summarizes the discussions and explains slide 18-26

✳ The facilitator asks participants in plenary what are risks associated with non-structural failure? then facilitator summarizes the discussion and explains slide 27

✳ Facilitator asks participants to share in plenary about the good case studies of non-structural safety.

Note: the answers from participants can put in the facilitator note

✳ Facilitator explains on slide 28 and 29 for non-structural safety

✳ Facilitator asks each participant to conduct non-structural assessment form. After the exercise, facilitator shows the example on slide 30

★(Please see (PPT 5)file in attach CD)★

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Session 4.2
Disaster Resilient School

1. Objective
To make participants have basic understanding on Disaster Resilient School

2. Materials
• Flipchart paper, Marker pens, Meta card, PP presentation, color pens, colorful papers, masking tapes, school disaster resilient video …etc

3. Duration
1 hour and 30 min

4. Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	10'	10'	Activity 1: Introduction and warming-up	Power point presentation and school disaster resilient video show
A.2	60'	70'	Activity 2: Steps of on both the construction of new hazard resilient schools and the retrofitting of existing schools to higher safety levels	Flip-charts, markers, meta-cards
A.3	20'	90'	Activity 3: Tips for safe site selection and design	Power points presentation

1. Facilitation Process
Activity 1: Introduction and warming-up
✴ Facilitator gives introductions of the session.
✴ Facilitator shows the video of disaster resilient school.

Activity 2:
Steps of on both the construction of new hazard resilient schools and the retrofitting of existing schools to higher safety levels
Facilitator divides participants into 4 groups. Group 1 and 2 will discuss on the disaster resilient new school construction and group 3 and 4 will discuss on the disaster resilient school-retrofitting.
1. What are the steps of building disaster resilience new school construction/school retrofitting?
2. Give good example of any disaster resistant school
Facilitator asks each group to do a presentation. Facilitator summarizes the discussions from the group presentation and explains slide 32
Note: Facilitator can document a good case studies to put in the facilitator notes

Activity 3: Tips for safe site selection and design
Facilitator presents the tips in pictures from slide presentation
★(Please see (PPT 5)file in attach CD)★

NOTE

Module 5
Mainstreaming Cross-cutting Issues in Safe School Program

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NOTE

Module 5:
Mainstreaming cross-cutting issues in Safe Schools Program

Descriptions

It explains the cross-cutting issues (gender, environment and disability) which need to be mainstreamed into the

Safe Schools Program.

Learning Objectives

After completing this module, the participants will be able to:

1.   Understand what gender is and is not and know how to mainstream gender in Safe Schools.

2.   Understand what we mean by environment and know how to make environment friendly safe

schools

3.   Apply the Guidelines for Disability Inclusion in Plan Safe Schools

Learning Sessions

The following topics will be covered:

Session 6.1: Gender in Safe Schools

Session 6.2.: Environment in Safe Schools

Session 6.3.: Guidelines for Disability Inclusion in Safe Schools

Session 5.1: Gender in Safe Schools

1.   Objective

To make participants understand what gender is and how to apply it to the Safe school programme to

enhance gender transformative programs.

2.   Materials

Power-point projector, Laptop, Flipchart paper , Stickers, Marker pens, pre-written cards

3.   Duration

2 hours

4. Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	5'	5'	Activity 1: Introduction and human rights for gender	PP presentation, Pre-card written on gender, environment and disability, stickers
A.2	10'	15'	Activity 2: Plan's Gender Equality Programme Criteria	PP Presentation
A. 3	10'	25'	Activity 3: Gender roles	PP Presentation
A.4	40'	65'	Activity 4: Gender needs	PP Presentation, Flip-chart, markers, stickers, plastic notes, etc..
A.5	10'	75'	Activity 5: Gender tools	PP Presentation
A.6	45'	120'	Activity 6: Gender in three pillars of CSS	PP Presentation, Flip-chart, markers, stickers, plastic notes ..etc

1. Facilitation Process

Activity 1: Introduction and human rights for gender

✳ Facilitator introduces the modules by refer to the pictures of 3 pillars of CSS on the wall. It is cross-cutting modules which we will look at gender, environment and disability as cross-cutting themes in Safe Schools.

✳ Facilitator explains slide 3

Activity 2: Plan's Gender Equality Programme Criteria

✳ Facilitator shows slide 4 which is Plan's Gender Equality Program Criteria

✳ Facilitator asks the participants in plenary if they could give an example of a Safe school or another programme that has been gender transformative and explain why

Activity 3: Gender roles

✳ The facilitator shows slide 4 and says:
Sex and Gender differs as sex refers to the biological while gender refers to what is learned (socially constructed) and therefore changeable over time and context.

✳ Facilitator shows slide 5 and ask the participants to give an example of a typical gender role in the profession and at home and why is it so? Then facilitator explains the slide 5 and 6.

✳ Facilitator shows slide 7 and go through the 4 main points that summarize part one of the gender session.

Activity 4: Gender needs

✳ Facilitator shows slide 8 and asks the participants what do they see? Ask the participants in plenary if the impact of these disasters would be the same for girls, boys, women and men differ? Ask the participants for their experiences and facilitator summarizes slide 8.

✳ Facilitator shows slide 9 and explains that this are people that endured the floods in Pakistan in 2010. Facilitator divides participants into 2 or 4 groups depend on number of participants:

-Group 1 and/or 2: to write down on a flip-chart what are the needs are of the people in the images. Divide them according to sex and age. (The group can select 3 people from the images).

-Group 3 and/or 4: to write down on a flip-chart what are the capacities are of the people in the images. Divide them according to sex and age. (The group can select 3 people from the images).

✳ Facilitator asks to bring the flip-charts together and discuss what is says. Are the needs the same for the old man and the young girl for instance? Why so and are there anything that they might have forgotten? Open discussion.

✳ Then move on to group 3 and/or 4 repeat the questions by selecting various persons on the images and ask them about their capacities.

Activity 5: Gender tools

✳ Facilitator shows slide 10 for gender tool 1: gender analysis

✳ Facilitator asks the participants to think of a random village and for them to provide text to each box what do they all do during the different time of the day in plenary

✳ Then facilitator asks the participants what do they see and why is it so? Can it be changed? If so how?

✳ After answers from participants, facilitator summarizes the tools and explains the slide 11.

✳ Facilitator shows slide 12 for gender tool2: Sex disaggregated and data and explains This tool sex disaggregated data is something that you are most likely do today so this is just a reminder.

Activity 6: Gender in three pillars of CSS

✳ Facilitator divides participants into three groups, each group will discuss the following:

Group1-Pillar 1: Look at your listed structures and discuss how to make these safe for girls and boys. Are the needs the same for all children?

Discuss:

☞ How do you get this information?

☞ Do you need to budget differently for anything?

☞ How can you ensure you are prioritizing the right needs?

Group 2- Pillar 2: Look at the listed activities and participants. How to you ensure inclusion?

Discuss:

☞ What do we mean by inclusion?

☞ What does the school do already to ensure inclusion?

☞ What do we want to achieve? How will we get there?

Group 3- Pillar 3: How can we mainstream gender into in the curriculum and material for Safe schools?

Discuss:

Share good examples from projects and make a recommendation list for reference for other projects (include it as an annex after the training).

☞ Facilitator asks each group for presentation then makes conclusion by explaining slide 4 and 15.

☞ Facilitator asks participants to share their experiences on how they mainstream gender in safe schools if any.

★(Please see (PPT 6)file in attach CD)★

Session 5.2:
Environment- lens in Safe Schools

1.   Objective

To make participants understand what we mean by environment and our impact on the environment.

2.   Materials

Video, laptop, sound system, flip-charts, markers, stickers, color pens and papers, whiteboard..etc

3.   Duration

2 hours

4.   Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	15'	15'	Activity 1: Introduction and video on the human impact on this Earth	Video, laptop, sound system, flip-chart, markers
A.2	75'	90'	Activity 2: Environment-lens	Flip-chart, markers, stickers, color pens and papers
A. 3	30'	120'	Activity 3: Environment friendly safe schools project	Flip-chart/whiteboard, markers, meta-cards ..etc

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1. Facilitation Process

Activity 1: Introduction and video on the human impact on this Earth

✳ Facilitator starts with the introduction of the objective of the session.

✳ Facilitator shows the video on the human impact on this Earth/Environment. See the annex in the facilitator note for the link to the video

✳ Facilitator show slide 17 and asks "what does Environment mean to you?" Write down answers on flip-chart.

✳ Facilitator shows slide 18 and read text and summaries discussion. Continue to slide 19

Activity 2: Environment-lens

✳ Facilitator explains environment-lens tools from slide 20-26.

✳ Facilitator divides participant into 3 groups to do analysis on the environment-lens for "Do we do things right?" only. Below are the key questions for the group discussion:

(1) What are local environment context in your target project? Analyze the local environmental situation focusing on environmental degradation/problems, the impact of climate change and disaster risks, and how people in the area are impacted.

(2) How does the program/project impact on the environment, both positively and negatively? How can the negative impact be reduced and positive impact strengthened?

(3) How does the environmental situation impact on the program/project, both positively and negatively? How can positive impact be strengthened and negative impact and risks be addressed?

(4) Ask each group to list activities that they do in each pillar that will have an environmental impact and what they can to reduce the negative risks. Remember to have the child perspective –child inclusion of the activities!

✳ Facilitator asks each group to hang their answers on the wall and use gallery walk method to see the results from the group. Each group needs to assign one person to stand by for explanations. All participants are encourage to use different color of pens to add their ideas on the flipcharts of other groups.

Notes: The answers from group discussions can put in the facilitation notes

Activity 3: Environment friendly safe schools project

✳ Facilitator asks participants to think individually to answer the question "what are the key activities to make environment friendly safe schools project"?

Notes: The answers from participants can put in the facilitation notes

✳ Facilitator groups the answers on the flip-chart or whiteboard and summarizes the answer to link with Slide 29.

★(Please see (PPT 6)file in attach CD)★

Session 5.3
Guidelines for Disability Inclusion in Safe Schools

1. **Objective**

To make participants apply the Guidelines for Disability Inclusion in Plan Safe Schools

2. **Materials**

Flipchart papers, markers, meta-cards, power point presentation

3. **Duration**

1 hour and 20 mn

4. **Session Plan**

Part #	Time	Accum.	Activities	Materials
A.1	10'	10'	Activity 1: Introduction and what is disability?	Power point presentation,
A.2	20'	30'	Activity 2: Guidelines for Disability inclusion in Safe Schools	Meta-cards, markers, flip-chart
A. 3	50'	80'	Activity 3: Disability Inclusion in three pillars of CSS for project implementation	Meta-cards, markers, flip-chart

1. **Facilitation Process**

Activity 1: Introduction and what is disability?

✱ Facilitator explains the introduction of the session and asks participants 'What is disability?" then try to explain the definition of disability in slide 31.

✱ Then facilitator presents some static of disability

✱ Then facilitator asks the statistic information of people with disability at the country level

Activity 2: Guidelines for Disability inclusion in Safe Schools

✱ Facilitator asks participants to discuss in table to answer the question "what are the key activities to make disability inclusion in Safe Schools"? Facilitator asks participants to write their answers on the meta-card.

✱ Facilitator collects meta-cards and group it accordingly

✱ Facilitator summarizes the answers and explains the slide 34 for the Guidelines for Disability Inclusion in Plan Safe Schools.

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Activity 3: Disability Inclusion in three pillars of CSS for project implementation

✱   Facilitator divides into 3 groups and ask each group to list activities that they can do in each pillar that will have disability inclusion. Remember to have the child perspective –child inclusion of the activities!

✱   Facilitator asks each group to do presentation. After each group presentation, facilitator asks other participants to add if they miss something.

Notes: The answers from group discussions can put in the facilitation notes

✱   After the group presentation, facilitator summarizes and explains the slide 35, 36 and 37.

✱   Then facilitator shares the good case study on Plan Nepal: The Deaf School is a Safe School on slide 38.

✱   Then facilitator asks participants if they want to share any good studies on disability inclusion in safe schools project.

Notes: The answers from participants can put in the facilitation notes

★(Please see (PPT 6)file in attach CD)★

NOTE

Module 6
Facilitation Skills

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NOTE

Module 6
Facilitation skills

Session 6. 1: What makes a good facilitator?

1.   Objective:

To strengthen participants' knowledge about facilitator's role and skills.

2.   Materials

Flip charts, Meta cards, mark pen, colorful papers, scissors, stickers, colorful pens, facilitator self-assessment form

3.   Duration

2 hours

4.   Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	15'	15'	Introduction and facilitator self-assessment	PPT/flip-chart and facilitator self-assessment form
A.2	15'	30'	Warming up activity and roles of facilitator	Meta cards, mark pens, colorful papers, scissor, plastic bags for all participants (option2) ..etc
A. 3	30'	60'	Skills and characteristics of a good facilitator	Flip-chart paper, markers, colorful pen, stickers ..etc
A. 4	20	80	Facilitator techniques	Flip-chart paper, markers, meta-cards
A.5	40'	120'	Preparations for the training ☞ Preliminaries tasks ☞ Assessing the training ☞ Pre-test and post-test ☞ Agenda for the training	Flip-chart paper, marker

1. Facilitation process

Activity 1: Introduction and facilitator self-assessment

✸ Facilitator explains the purpose of the session

✸ Facilitator asks participants to write on the meta-card on "What is facilitation? "

✸ Then facilitator summarizes the results from the participants. Please refer to the annex for the answers of "What is facilitation?"

✸ Facilitator asks participants to conduct facilitator self-assessment

Activity 2: Warming up activity and roles of facilitators

Option 1 for warm up activity:

✸ Divide the participants into 3-4 groups (depends on number of participants), each group work on one sentence, they need to review the scattered words and gather it to one complete sentence and then stick the sentence to the wall.

   (1). None of us is as smart as all of us.

   (2). Learning is a journey.

✸ After all the sentences are put on the wall, facilitator ask learner to share what their opinion about these two sentences.

✸ Possible answers might be: creative answers or methodologies, and then link to roles of facilitator.

Option 2 for warm up activity:

✸ Facilitator asks participants to write theirs name on meta-card without using your own hands.

✸ After their writing, they can put their name into one plastic bad that is on the wall.

✸ Then, facilitator asks them about the feeling of writing their names without using their own hands.

✸ Possible answers might be: creative answers or methodologies, and then link to roles of facilitator.

Activity 3: What are the skills and characteristics of a good facilitator?

✸ Divide participants into groups of three or four (depends on number of participants).

✸ Give each group a piece of flipchart paper, and ask them to draw the characteristics of a good facilitator. For example, they might draw an ear to symbolize a good listener.

✸ Ask each group to stick their drawings on the wall so that all participants can look at them and compare their ideas.

✸ Facilitator explains the skills and characteristics of a good facilitator

Activity 4: Facilitator techniques

✸ Facilitator asks each participant to share at least two facilitator techniques that they use it very often.

✸ Facilitator writes the answers of participants on the flip-chart and add techniques that are missing

Activity 5: Preparation for the training

✱　　Divide participants into groups of three or four (depends on number of participants).

✱　　Each group to discuss on "what will you do to prepare for your next training?"

✱　　Facilitator asks participants to put the results from the group discussion on the wall and do gallery walk. (each group needs to assign one person for explanation)

✱　　Facilitator summarizes from the results of the group discussion and refer to the annexes (preliminaries tasks, assessing the training, pre-test and post-test and agenda for the training)

Note: Please see annex 7.1. Notes for facilitator for this session

★(Please see　(PPT 6)file in attach CD)★

Session 6. 2
Giving and Receiving Feedback

1.　Objective:

To enhance participants' knowledge and skill about quality feedback

2.　Materials

Flip charts, Meta cards, mark pen, colorful papers, key rules in writing on meta-card/colorful papers, assessment of facilitator by learner form

3.　Duration

40 minutes

4.　Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	15'	15'	Top 10 rules for giving quality feedback in general	Flip-chart, markers, meta-cards, colorful papers
A.2	10'	25'	Rules for giving constructive feedback to learners	Flip-chart, markers, meta-cards, key rules in writing on meta-card
A. 3	15'	40	Feedback from learners	Assessment of facilitator by learner form

1.　Facilitation Process

Activity 1: Top 10 rules for giving quality feedback in general

Option 1:

✱　　Facilitator divides the participants to 4-5 groups to think about how you might give or receive feedback or criticism

✱　　Ask participants to work in group to think of top 10 rules for giving constructive feedback

Option 2:

✳ Sandwich Approach Activity: divide the participants to group of three.

✳ One person from left tell the person in the middle about how is his/her work, the person in the middle talk about the area to improve, and the one at the right offers the suggestion.

✳ After the discussion, facilitator facilitate to identify top 10 rules for giving constructive feedback.

Activity 2: Rules for giving feedback and criticism to learners

✳ After the discussion on the top 10 rules for giving quality feedback, facilitator summarizes the Rules for giving feedback and criticism to learners

Activity 3: Feedback from learners

✳ Facilitator explains that the feedback can be both side. As facilitator, you also can ask learners to provide feedback to facilitator as well.

✳ Ask participants to provide the feedback to your facilitator by using "the assessment of facilitator by learner form"

Note: Please see annex 7.2. Notes for facilitator for this session

★(Please see (PPT 6)file in attach CD)★

Session 6. 3:
Mistakes Facilitator Make

1.   Objective:

To emphasize the common facilitation mistakes ensure facilitators will avoid them during their own facilitation.

2.   Materials

Video clip, laptop, micro-phone, flip-chart, markers,

3.   Duration

30 min

4.   Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	15'	15'	Introduction and video show on the mistakes facilitator make	Video clip, laptop, micro-phone,
A.2	15'	30'	Reflections and discussions on common mistakes facilitator make	Flip-chart, markers,

1. Facilitation Process

Activity 1: Introduction and video show on the mistakes facilitator make

✱ Facilitator explains the objective of the session

✱ Facilitator shows the video (facilitator mistakes) first, then ask learners to review what the mistakes facilitator had made in the video are. Ask the plenary question, what were the mistakes you saw from a facilitator?

Activity 2: Reflections and discussions on common mistakes facilitator make

✱ After the discussion, let the learners discuss and plan what do they do could avoid those mistakes.

✱ Facilitator sums up with a reminder to facilitators "Don't concentrate too much about the schedule but concentrate on facilitation".

★(Please see (PPT 6)file in attach CD)★

Session 6. 4:
Learning Blocks

1. Objective:

To strengthen participants' understanding about learning blocks so that they could prepare to overcome them.

2. Materials

Flip charts, video clips, Meta cards, mark pen, colorful papers, scissors, plastic bags, USB, etc.

3. Duration

60 minutes

4. Session Plan

Part #	Time	Accum.	Activities	Materials
A.1	20'	20'	Introduction and categorize learning block	
A.2	40'	60'	Overcome the learning blocks	
A.3	20'	80'	Review of the facilitation skills	

1.   Facilitation Process:

Activity 1: Introduction and categorize learning block

✳   Facilitator explains the objective of the session

Option 1:

✳   Facilitator shows the video of learning blocks

✳   Facilitator divides the participants into 3-4 group. Ask the group to discuss 1) what kind of learning blocks do they have in the video.2) Please categorize the learning blocks and put the categories and their examples on flipchart.

✳   Gallery walks

Option 2:

✳   Facilitator ask the participants to brain storm what prevents learner's learning they can see from Plan's work? Write their thoughts on Meta cards and keep it with themselves.

   Note: Possible answers might be: overburden, personal disabilities, attitude of the learners, work life balance, personal use, homework, facilities, environment, and level of participants, time constraints, language barriers, and cultural sensitiveness. Etc.

✳   Facilitator divides the participants into 3-4 group. Ask the groups to categorize the learning blocks and put the categories and their examples on flipchart.

✳   Gallery walks

Activity 2: Overcome the learning blocks

✳   Facilitator asks them to go into the same group to discuss: 1) how do you overcome the learning blocks you may face in your future Safe School trainings?

✳   Group presentation

✳   Discussion and conclusion

Activity 3: Review of the facilitation skills

✳   Facilitator asks the participants to answer the below questions individually:

   (1).   What have you learned through facilitation's module?

   (2).   What do you want to improve after facilitation's module?

   (3).   What's your action plan to become a great facilitator for CSS TOT?

   (4).   Please write a letter to yourself and put it into the plastic bag which have your names in.

   Note: Please see annex 7.4. Notes for facilitator for this session

   ★(Please see (PPT 6)file in attach CD)★

Annexes 1

Facilitator Notes

(1.1) To (1.3   )

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Annexes 1 : Facilitator Notes

Annex 1.1: Facilitator Notes- DRM Basic Concepts

Activity 1: Introductions and warming up

✳   See slide presentation and facilitator can introduce any game that they prefer

Activity 2: key DRM related terminologies

Hazard	Phenomenon or situation, which has the potential to cause disruption or damage to people, their property, their services and their environment.
Risk:	The probability of harmful consequences, or expected losses (deaths, injuries, property, livelihoods, economic activity disrupted or environment damaged) resulting from interactions between natural or human-induced hazards and vulnerable conditions.
Prevention:	Activities to provide outright avoidance of the adverse impact of hazards and means to minimize related environmental, technological and biological disasters.
Vulnerability:	The conditions determined by physical, social, economic, and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards. For positive factors, which increase the ability of people to cope with hazards, see definition of capacity.
Capacity:	Capacities are those positive condition or abilities which increase a community's ability to deal with hazards.
Disaster:	A serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources.
Preparedness:	Activities and measures taken in advance to ensure effective response to the impact of hazards, including the issuance of timely and effective early warnings and the temporary evacuation of people and property from threatened locations.

Mitigation:	Structural and non-structural measures undertaken to limit the adverse impact of natural hazards, environmental degradation and technological hazards.
Reconstruction:	Permanent measures to repair or replace damaged dwellings and infrastructure and to set the economy back on course.
Rehabilitation:	Actions taken in the aftermath of a disaster to: assist victims to repair their dwellings; re-establish essential services; revive key economic and social activities
Response:	Actions taken immediately following the impact of a disaster when exceptional measures are required to meet the basic needs of the survivors.

DISASTER MANAGEMENT CYCLE

Notes: *If facilitator wants to select pictures for the group discussion. Here are options for pictures. The color printing is strongly recommended.*

Rescue and Relief [Response]

Preparedness

Preparedness

Rehabilitation

Reconstruction

Rescue and Relief [Response]

Prevention

Activity 3: Disaster Risk Reduction

Disaster Risk Reduction

It is the conceptual framework of elements considered with the possibilities to minimize vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards, within the broad context of sustainable development. (UNISDR, 2004).

The formula of Disaster Risk = Hazard x (Vulnerability-Capacity)

Annex 1.2:
Facilitator Notes
Global and regional trends on DRR in education

Activity 1: Hyogo Framework for Actions and Sendai Framework for DRR 2015-2030

Reference documents:

1. Hyogo Framework for Action https://www.unisdr.org/we/inform/publications/8720

The Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters (HFA) is the first plan to explain, describe and detail the work that is required from all different sectors and actors to reduce disaster losses. It was developed and agreed on with the many partners needed to reduce disaster risk - governments, international agencies, disaster experts and many others - bringing them into a common system of coordination. The HFA outlines five priorities for action, and offers guiding principles and practical means for achieving disaster resilience. Its goal is to substantially reduce disaster losses by 2015 by building the resilience of nations and communities to disasters. This means reducing loss of lives and social, economic, and environmental assets when hazards strike. ★(Please see (PDF 1)file in attach CD)★

Priority Action 1: Ensure that disaster risk reduction is a national and a local priority with a strong institutional basis for implementation.

Countries that develop policy, legislative and institutional frameworks for disaster risk reduction and that are able to develop and track progress through specific and measurable indicators have greater capacity to manage risks and to achieve widespread consensus for, engagement in and compliance with disaster risk reduction measures across all sectors of society

Priority Action 2: Identify, assess and monitor disaster risks and enhance early warning.

The starting point for reducing disaster risk and for promoting a culture of disaster resilience lies in the knowledge of the hazards and the physical, social, economic and environmental vulnerabilities to disasters that most societies face, and of the ways in which hazards and vulnerabilities are changing in the short and long term, followed by action taken on the basis of that knowledge.

Priority Action 3: Use knowledge, innovation and education to build a culture of safety and resilience at all levels.

Disasters can be substantially reduced if people are well informed and motivated towards a culture of disaster prevention and resilience, which in turn requires the collection, compilation and dissemination of relevant knowledge and information on hazards, vulnerabilities and capacities.

Priority Action 4: Reduce the underlying risk factors.

Disaster risks related to changing social, economic, environmental conditions and land use, and the impact of hazards associated with geological events, weather, water, climate variability and climate change, are addressed in sector development planning and programmes as well as in post-disaster situations.

Priority Action 5: Strengthen disaster preparedness for effective response at all levels.

At times of disaster, impacts and losses can be substantially reduced if authorities, individuals and communities in hazard-prone areas are well prepared and ready to act and are equipped with the knowledge and capacities for effective disaster management.

Sendai Framework for Disaster Risk Reduction 2015-2030
Children friendly version on Sendai Framework for DRR:

https://plan-international.org/child-friendly-sendai-framework-disaster-risk-reduction

★(Please see (PDF 2)file in attach CD)★

Taking into account the experience gained through the implementation of the Hyogo Framework for Action, and in pursuance of the expected outcome and goal, there is a need for focused action within and across sectors by States at local, national regional and global levels in the following four priority areas:

1.   Understanding disaster risk;

2.   Strengthening disaster risk governance to manage disaster risk;

3.   Investing in disaster risk reduction for resilience;

4.   Enhancing disaster preparedness for effective response, and to "Build Back Better" in recovery, rehabilitation and reconstruction.

Develop effective global and regional campaigns as instruments for public awareness and education, building on the existing ones (for example, the "One Million Safe Schools and Hospitals" initiative, the "Making Cities Resilient: my city is getting ready!" campaign, the United Nations Sasakawa Award for Disaster Reduction and the annual United Nations International Day for Disaster Reduction), to promote a culture of disaster prevention, resilience and responsible citizenship, generate understanding of disaster risk, support mutual learning, share experiences. Encourage public and private stakeholders to actively engage in such initiatives,

Activity 2: Worldwide Initiative on School Safety

What is Worldwide Initiative for Safe Schools (WISS)?

✻   Government-led global partnership that aims at securing political commitments

✻   Supports governments to develop national strategies and implement school safety policies,

plans and programs

✻   Based on three pillars of Comprehensive School Safety Framework

How to become a Safe School Leader?

Please send a formal communication to UNISDR confirming commitment to the Worldwide Initiative for Safe Schools objectives and expressing interest to become a Safe School Leader.

Address your letter / mail to:
United Nations Office for Disaster Risk Reduction (UNISDR)
Worldwide Initiative for Safe Schools
9-11 rue de Varembé
CH-1201 Geneva
Email: rosec@un.org)

Safe Schools Leaders are expected to:

✻   Mobilize Ministries of Education and their planning departments to integrate a comprehensive approach to school safety as part of education sector plans and national disaster risk reduction strategies by 2020 in close coordination with disaster risk reduction national focal points and key in-country partners involved and active in school safety implementation.

✻   Commit actions and allocate appropriate budget and resources for school safety implementation at the domestic level (national and local) and / or international / regional level (technical support to other countries).

✻   Assess the status of school safety implementation at country level and foster the mobilization of students and youth, teachers and parents in building the social demand for school safety assessment, planning, risk reduction, response-preparedness and educational continuity planning.

✻   Share experiences and good practices in school safety implementation at country level (including at the local level) and with other countries for possible replication.

✻   Participate in Safe Schools Leaders Meetings and related working groups discussions to build a strong knowledge base on all aspects of schools safety and to report on progress in advancing the Worldwide Initiative for Safe Schools at the national and local levels

✻   Report back on actions taken on school safety in support of the Sendai Framework for Disaster Risk Reduction implementation through the "Sendai On-line Monitor".

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Activity 3: Global Alliances on Disaster Risk Reduction and Resilience Education (GADR RRES) and Asia Pacific Coalition on School Safety (APCSS).

Global alliance on DRR and Resilience Education.

See detail in the annex: *http://gadrrres.net/*

The main purposes of GADRRRES are to strengthen global coordination, increase knowledge, and advocate on risk reduction education and safety in the education sector. The work of the Global Alliance ultimately contributes to a global culture of safety and resilience through education and knowledge.

GADRRRES promotes a comprehensive approach to DRR education based on education policy, plans, and programmes that are aligned with disaster management at national, regional, district and local school site levels. The Comprehensive School Safety Framework rests on three pillars:

1.   Safe Learning Facilities involves education authorities, planners, architects, engineers, builders, and school community members in safe site selection, design, construction and maintenance (including safe and continuous access to the facility).

2.   School Disaster Management is established via national and sub-national education authorities and local school communities (including children and parents), working in collaboration with their disaster management counterparts at each jurisdiction, in order to maintain safe learning environments and plan for educational continuity, conforming to international standards.

3.   Risk Reduction and Resilience Education should be designed to develop a culture of safety and resilient communities

Asia Pacific Coalition for School Safety is to create a space at the regional level for discussion and sharing of technical resources, good practices/lesson learns and model policies on safe schools to minimize the impacts of disasters to children's education. To coordinate and promote advocacy for comprehensive school safety. The members of APCSS are Plan International, Save the Children, World Vision, IFRC, UNICEF, UNESCO and ADPC. Plan ARO is a secretariat of APCSS.

Annex 1.3:
Facilitator Notes- What is Comprehensive school safety?

Activity 1: Introductions

See slide presentation

Activity 2: Key activities in three pillars of CSS

Tips: If possible, facilitator can print this picture of three pillars of CSS to put on the wall which can put after the exercise.

Reference resource of 3 pillars of CSS: http://gadrrres.net/resources/comprehensive-school-safety-framework

★(Please see (PDF 3)file in attach CD)★

Education Sector Policies and Plans

* Safe site selection
* Building codes
* Performance standards

Pillar 1.
Safe Learning

* Builder training
* Construction supervision
* Quality control
* Remodeling
* Retrofit

* Building maintenance
* Non-structureal mitigation
* Fire safety

* Structural safety education
* Construction as educational opportunity

* Assessment & Planning
* Physical & Enviromental Protection

Pillar 2.
Disaster

* Representative/participatory SDM committee
* Educational continuity plan
* Standard operating procedures

* SHousehold disaster plan
* Family reunification plan
* Schol drills

* Fomal curriculum integrations & infusion
* Teacher training & staff

Pillar 3.
Risk Reduction and Resilience Education

* Consensus-based key messages
* Extracurricular & community-based

* multi-hazard risk assessment
* education sector analysis
* child-centred assesment & planning

Aligned to national,subnational and local disaster management plans

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FACILITATOR NOTES

1.   Safe Learning Facilities involves education authorities, planners, architects, engineers, builders, and school community members in safe site selection, design, construction and maintenance (including safe and continuous access to the facility). The key responsibilities for both public and private schools are to:

* Select safe school sites and implement disaster-resilient design and construction to make every new school a safe school

* Implement prioritization schema for retrofit and replacement (eg. including relocation of unsafe schools).

* Minimize structural, non-structural and infrastructural risks to make buildings and facilities for survival and evacuation.

* Incorporate access and safety for people with disabilities in design and construction of school facilities.

* If schools are planned as temporary community shelters, design them to meet these needs, and be sure to plan for suitable alternate facilities for educational continuity.

* Ensure that children's access to schools is free from physical risks (eg. pedestrian paths, road and river crossings).

* Adapt water and sanitation facilities to potential risks (eg. rain-fed and lined latrines).

* Implement climate-smart interventions to enhance water, energy and food security (eg. rainwater harvesting, solar panels, renewable energy, school gardens).

* Plan for continuous monitoring, financing, and oversight for ongoing facilities maintenance and safety.

2.   School Disaster Management is established via national and sub-national education authorities and local school communities (including children and parents), working in collaboration with their disaster management counterparts at each jurisdiction, in order to maintain safe learning environments and plan for educational continuity, conforming to international standards. The key responsibilities are to:

* Establish national and/or sub-national level committee and fulltime focal point(s) leading comprehensive school safety efforts.

* Provide policies, guidance at sub-national and school-site levels for ongoing site-based assessment and planning, risk reduction, and response preparedness as part of normal school management and improvement.

* Develop, train, institutionalize, monitor and evaluate school committees. These should be empowered to lead identification and mapping of all hazards inside and outside school and community and action-planning for ongoing risk reduction and preparedness activities. Encourage participation of staff, students, parents and community stakeholders in this work.

* Adapt standard operating procedures as needed, for hazards with and without warnings, including: drop cover and hold, building evacuation, evacuation to safe haven, shelter-in-place and lockdown, and safe family reunification.

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✳ Engage schools in making early warning and early action systems meaningful and effective. Establish national and sub-national contingency plans, based on the Interagency Network for Education in Emergencies (INEE) Minimum Standards (2010), to support educational continuity, including plans and criteria to limit the temporary use of schools as temporary shelters.

✳ Identify alternate locations for temporary learning spaces and alternate modes of instruction

✳ Incorporate the needs of pre-school and out-of-school children, children with disabilities, and both girls and boys.

✳ Link education sector and disaster management sector, and public safety policies and plans at each level of social organization (national, sub-national levels, and local and school site level) and establish communication and coordination linkages across sectors.

✳ Practice, critically evaluate, and improve on response preparedness, with regular school-wide and community-linked simulation drills. Adapt standard operating procedures to specific context of each school.

3.   Risk Reduction and Resilience Education should be designed to develop a culture of safety and resilient communities. Key responsibilities are to:

✳ Develop consensus-based key messages for reducing household and community vulnerabilities, and for preparing for and responding to hazard impacts as a foundation for formal and non-formal education.

✳ Engage students and staff in real-life school and community disaster management activities, including school drills for fire (and other hazards, where applicable).

✳ Develop scope and sequence for teaching about critical thinking for all hazards.

✳ Infuse risk reduction throughout the curriculum and provide guidelines for integration of risk reduction and resilience into carrier subjects.

✳ Develop quality teaching and learning materials for students and teachers. Address all dimensions of climate-smart risk reduction education: disaster mechanisms, key messages for safety and preparedness, understanding risk drivers and mitigating the consequences of disasters, building community risk reduction capacity and a culture of safety and resilience, and learning to live together.

✳ Provide teacher training for both teachers and teacher trainees on risk reduction curriculum materials and methodologies.

✳ Develop strategies to scale-up teacher involvement for effective integration of these topics into formal curriculum as well as non-formal and extra-curricular approaches with local communities.

Enabling environment: to support the implementation of CSS including policies/framework/guidelines on 3 pillars of CSS, government commitment and networking..etc

Cross-cutting themes: Refer to next session on gender, disability, environment…etc

Activity 3: Identify gaps for policies/plans on three pillars of CSS at the country level

Tips for facilitator to address the gaps:

Plan should develop advocacy strategy to support government to address the gaps as well as to increase the government commitment on school safety so that they can develop more policies/guidelines/frameworks on CSS.

Annexes 2

Facilitator Notes- Functioning of School Disaster Management Committee

(2.1) To (2.6)

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NOTE

Annex 2.1
Facilitator Notes- Functioning of School Disaster Management Committee

FACILITATOR NOTES:

UNDERSTANDING THE ROLES AND RESPONSIBILITIES OF THE SCHOOL MANAGEMENT COMMITTEE

The main role of the school management committee in relation to school disaster management is assuming the leadership in establishing a sound prevention and preparedness system to avoid or minimize the adverse impacts of disasters. The School Management Committee should provide leadership to develop, adapt, implement, evaluate, and update the School Disaster Management Plan/School Safety Plan.

The school management committee should ensure that the school disaster management is aligned with the overall national and sub-national disaster risk management agenda, particularly of the education sector. The committee members are expected to be knowledgeable of the key responsibilities set out by the Comprehensive School Safety Framework.

The following matrix presents the key roles and responsibilities of the school management committee in relation to school disaster management (Pillar 2 of CSS):

Roles	Main Responsibilities
Overall leadership	☞ Provide policies and guidance at the school level for school-based assessment and planning, risk reduction, and response preparedness as part of regular school management and improvement.
Technical leadership on disaster preparedness	☞ Adopt and/or adapt standard operating procedures as needed. ☞ Engage school-communities in developing meaningful and effective early warning and early action systems. ☞ Identify alternate locations for temporary learning spaces and alternate modes of instruction. ☞ Establish school-level contingency plans based to support educational continuity, including plans and criteria to limit the temporary use of schools as temporary shelters. ☞ Plan, organize and conduct emergency preparedness training and drills for all students and staff, including persons with disabilities. ☞ Incorporate the needs of pre-school and out-of-school children, children with disabilities, and both girls and boys. ☞ Implement, evaluate, and improve as necessary, response preparedness through regular school-wide and community-linked simulation drills.

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Roles	Main Responsibilities
Technical leadership on risk reduction	☞ Lead risk assessment and action-planning, and encourage participation of the school-community – school staff members, students, parents, and other community stakeholders – in this work.
Advocacy and networking leadership	☞ Establish communication and coordination linkages across sectors, e.g., education sector, disaster management sector, development partners.

It is important to keep in mind that the key responsibilities of the school management committee in relation to school disaster management span across all three pillars of the CSS Framework.

The school management committee, especially in very large schools, may opt to create a sub-committee on school disaster management. Typically, this sub-committee will need to meet monthly for the first year. But with the cooperation and participation of the entire school-community, and with formal and informal education integration, meetings can be kept to three or four meetings per year.

In cases where a sub-committee is formed, be sure to include:

✳ Representative/s from all departments (both teaching and non-teaching staff)

✳ Representative/s from all buildings (i.e., each classroom and dormitory building)

✳ Representative/s from the student body

✳ Representative/s from the parents-teachers committee or association

✳ Representative/s from the school-community (e.g., local business partners, public safety officials, local government authorities, etc.); and

✳ Ideally; a representative designated by the local disaster management committee.

Note: It may be valuable to invite a representative from vulnerable groups such as persons with disabilities, minority language groups whose needs can otherwise be overlooked to facilitate communication in the process of planning.

Annex 2.2
Facilitator Notes- Know your risks, vulnerability and capacities

FACILITATOR NOTES:

Activity 1. Risks, vulnerability and capacity assessment

1.   Risk Assessment

Step 1- Hazard Analysis:

The hazards that are threatening to strike the school should be identified through critical analysis. The participants will contribute in the analysis based on past experiences and make a list of the hazards in the following table. Specify the threat level of the hazard as High (H), Medium (M), Low (L), or zero (0). The level of threat is a combined assessment of the frequency and damage potential of a hazard. Listing the past disasters will be useful to address the most recurring hazard. Some types of hazards are listed below. Only the hazards that are relevant to the school and its catchment area should be listed.

Type of Hazards	Level of Threat/ Likelihood	Past Experience/Impacts
Earthquake	For example: H	☞ In 2001 earthquake, Block 3 of school building partly damaged.
Cyclone	For example: H	☞ In 2007 cyclone, 5 houses completely destroyed and 13 houses are damaged above 50%. ☞ Almost all major roads link road of schools are damaged including study materials of students.
Flood	For example: H	☞ In 2011 flood- Damaged roads, school, houses and students' study materials. ☞ Children missed school, suffered from food shortage
Fire		
Tsunami		

Note: In this concept of Safe Schools, the hazard analysis will include all risks that can bring children harm into this table.

Step2; Assessing Structural Safety

Once the hazards you face are prioritized, then you will need to look further to assess structural, non-structural and environmental risks, and your resources for mitigation, response and recovery. The location, design and construction of a building can increase or decrease your school's vulnerability in the case of fire, earthquake, flood, landslide, snow or windstorm, extreme temperature, volcanic hazards, or bomb threats.

If you have identified these hazards as priorities, ideally structural safety measures will have already been taken during the course of school site selection and school construction, retrofit or remodeling. If not, you may need to alert authorities to the dangers that you identify.
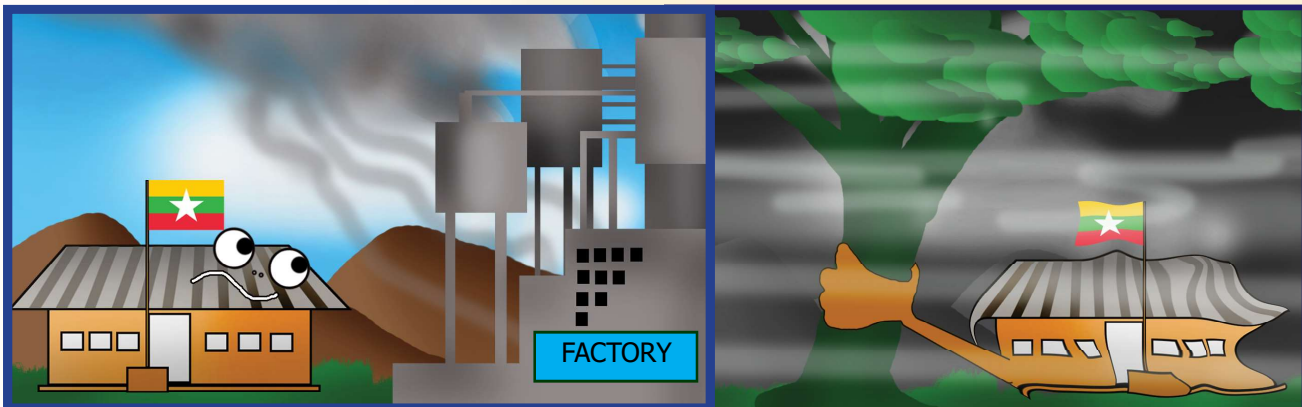
The School Building Safety Checklist from pillar 1 will help you to identify any issues that would benefit from a closer look. This includes:

➔ Location and soil.	➔ Design
➔ Load carrying system	➔ Construction detailing
➔ Building Height	➔ Water damage

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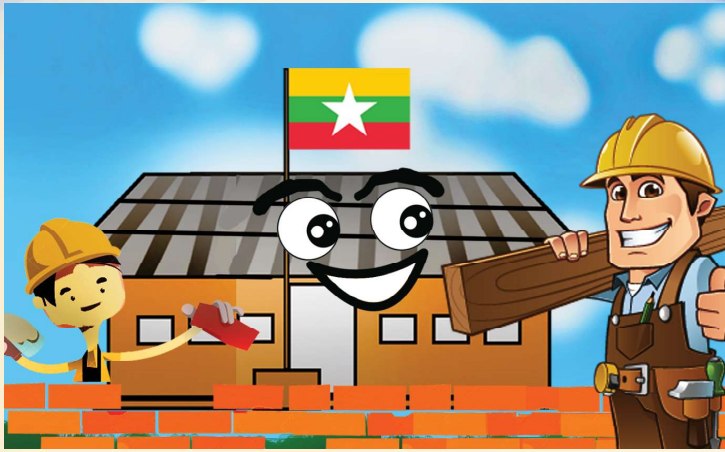
Identify any structural safety concerns that may require further investigation. You may need the support of a qualified engineer or architect to undertake this assessment with you. If any of these conditions apply to your buildings, you will need to investigate further with professional engineering help. Based on engineering investigation, develop a strategy for mitigating structural deficiencies through retrofitting or during ongoing remodeling.

Step 3- Assessing non-structural safety

If you have prioritized fire, earthquake, flood, and windstorms you will need to take a step further to assess non-structural risks associated with your buildings. This will help to identify those measures that can be taken to make classrooms, offices, and common spaces safer. The review team should include users of each space as well as facilities maintenance staff. Use your imagination and common sense as you go from room to room, and around the building.

Fire prevention and fire safety measures are part of your initial school design, and also require regular maintenance and testing. Assess to be sure that:

✱   Flammable and hazardous materials sources are limited, isolated, eliminated, or secured. This includes electrical lines and appliances, heaters and stoves, natural gas pipes, flammable or combustible liquids. It may include trees and other flammable materials in close proximity to buildings.

* Exit routes are clear to facilitate safe evacuation in case of fire or other emergency
* Detection and alarm systems are working.
* Fire extinguishers are regularly refilled
* Other fire suppression and control equipment is regularly tested and maintained.
* Mechanical, electrical, and civil structures and systems are maintained and operable, in compliance with life and fire safety design criteria.

For cyclone

For cyclone high winds safety, think about objects that can be torn away, fly away or be battered by wind outside. This includes tall trees, powerlines, water tanks, and other buildings. What can fall on or fly towards the building. Note what can be done, and who should do it, and when it can be completed.

For earthquake

For earhquake safety, inspect every room in every building as well s the areas outside the building. Think about objects that may slide, fall, and fly, and especially anything that can cause injury or block exits. Note what can be done, who should do it, and when it should be completed. Use the Hazard Hunt in the Toolkit to prioritize non-structural mitigation as follows:

Priority 1: Secure items that can kill or injure or block exits (eg. heavy equipment, heating/cooling units, pipes, storage tanks, overhead lighting, bookshelves, hazardous chemicals, flammable liquids, things blocking exits). Note that all exit doors should open outwards.

Priority 2: Secure things can cause significant economic or cultural loss, cause injury, or impair educational continuity (eg. computers, audio-visual equipment, school awards, breakables, suspended ceilings.).

Priority 3: Secure things that, if damaged, can impede recovery.

For high water

Are there storage areas either on a second floor, on high shelves or baskets suspended above expected high water, or waterproof containers available for storing valuable school equipment and supplies during heavy rains?

Step 4-Seasonal Calendar:

A seasonal calendar is a visual tool of showing the distribution of seasonally varying phenomena such as natural events/hazards over time. Following table is showing an example of seasonal calendar on different hazards, and when it occurs.

Hazard	Month											
	01	02	03	04	05	06	07	08	09	10	11	12
Severe weather	Cold Wave				Heat Wave							Cold Wave
Rainy season						Monsoon Season						
Flood												
Tropical storm												
Drought												
Tornado												

2.   Vulnerability & Capacity Assessment

Identify external Problems/Vulnerabilities: There may be problems (vulnerabilities) existing in the neighborhood that may make disaster management difficult. All such problems should be identified and the possibilities for solving them should be identified. A risk map can be prepared by showing the various problems existing outside the school and their relative location with respect to the school.

This risk map can be displayed in the school and it will be useful to understand the existing dangers in the neighborhood. An example of a risk map is given here. 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.

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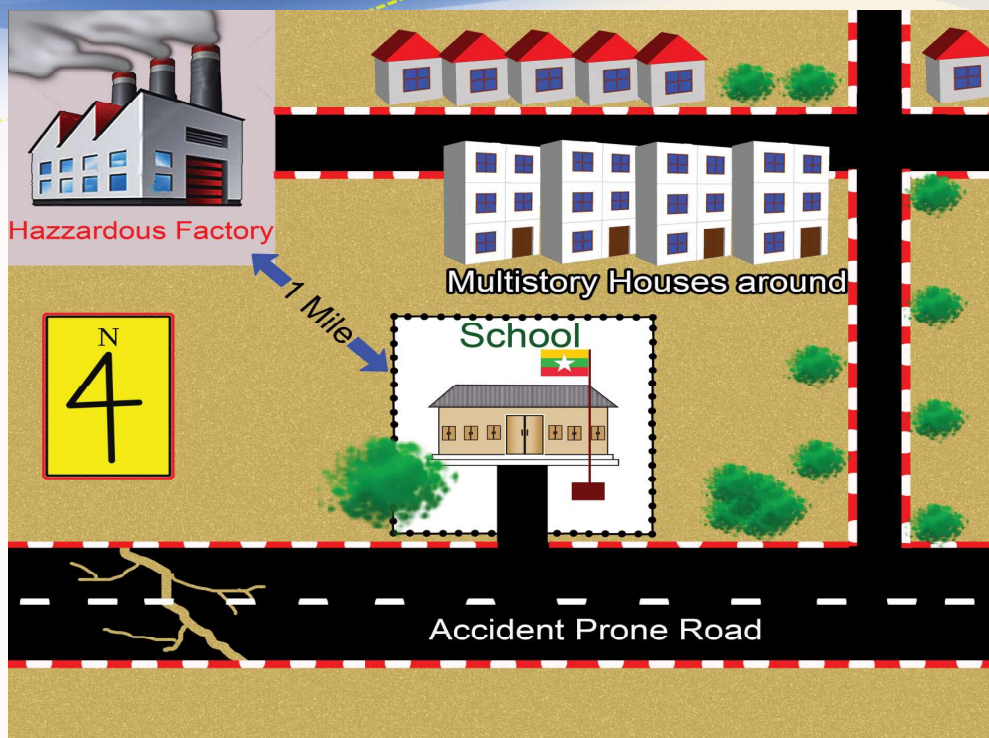
Facilities/Resource Mapping:

All facilities/resources available within the school and outside the school for helping in disaster management should be compiled and listed. The facilities outside school may include fire station, hospital, police station, City Commissioner's Office, etc.

Some of the facilities may be very close to the school and some may be far away from the school. These facilities should be decided depending on the hazards affecting the school and vulnerabilities of the school. Facilities within the school may include evacuation area and shelter, equipment and materials useful for disaster response, trained manpower, awareness materials, etc.

Compilation of information from facilities/resource mapping:

A list of physical facilities existing in the neighbourhood outside the school should be prepared as follows.

Facility	Distance from school	Name of Contact Person	Contact Number	Details about the facility
Police station	1 km			
Fire station				
Hospital				10 beds
Taxi stand				
Medical shop				
Person with disabilities resource centre				
Red Crescent Early warning office				
Village Development Committee				

A facility map can be prepared by showing the various facilities existing outside the school and their relative location with respect to the school. This map should show the location of nearest police station, fire station, hospital, ambulance, taxi stand, telephone booth, medical store, rehabilitation center, assistive device production workshop etc.

This facility map can be displayed in the school and it will be useful to understand the existing facilities in the neighborhood. The map may be sketched by hand. The map should be oriented in a direction so that the teachers and students can easily understand.

Note: Facilitator can share the HVCA tools from other sources to participants as reference.

Annex 2.3
Facilitator Notes- Formulate and implement your plans

FACILITATOR NOTES:

Activity 1: Introduction and reduce your risks

Consider the problems outside the school identified one by one and discuss the actions to be taken to remove or reduce the problem. For example, if the school main gate is located on a busy road, it poses problem for children while coming to and returning from school. To solve this problem, the school authorities may request the concerned authorities to make the road as one-way during specified hours, fix traffic signal or warning sign, or deploy security guards to guide the traffic.

An action-planning template is shown below with some examples. In making the action plan, follow these steps:

✱ Consider all identified problems one by one.

✱ For each problem, identify all options for solving.

✱ Discuss and select the viable solution that can be implemented.

✱ Identify who will be responsible person for implementing the solution.

✱ Decide when the action will be implemented.

Risk Reduction Plan

Types of hazards	Identified risks	What can be done	Who can do it and who can help?	How much will it cost?	Status update / date
	Structural risks				
	Non-Structural risks				
	Infrastructural risks				
	Environmental risks				
	Personal/social risks				

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Your plan to reduce vulnerability and risks will need to consider:

✳ Structural safety – This addresses the safety of buildings on or near the school site.

✳ Non-structural safety – This addresses the threats posed by building furnishings and equipment as well as building elements such as roofs, windows, stairs, heating and cooling systems, water storage, pipes, and exit routes. This includes fire safety.

✳ Local infrastructure – This addresses lifeline utilities such as water, electricity, gas, as well as communications and transportation conduits. It also covers transportation safety.

✳ Environmental safety – This addresses ambient conditions such as temperature, inundation, hazardous materials release, and climate change impacts.

✳ Personal and social safety- taking social and personal measures such good hygiene practices to reduce impact of hazards

The dos and don'ts below will assist in identifying and implementing these protection measures.

1. Structural safety maintenance

While implementation of structural safety measures is beyond the scope of this document, building maintenance is a critical component in the maintenance of structural and non-structural safety. Damage should be repaired as discovered, and structural safety should not be compromised through alteration and misuse. Responsibility for this rests with local school administration and designated facilities and maintenance personnel.

Check to be sure that you:

✳ Do not compromise columns or beams by cutting, exposing, or making holes in them.

✳ Do not let reinforcing steel be exposed to air or moisture.

✳ Cover exposed steel with concrete mortar.

✳ Fix wood rot, cracked mortar, cracked bricks, and concrete damage.

✳ Keep gutters and drainage systems clear of debris.

✳ Make sure that water and moisture drains away from building.

✳ Make sure that roof is securely fastened to the building.

✳ Replace broken glass.

2. Non-structural safety

Non-structural safety measures are those that are not connected with the weight-bearing system of the building, and those that are in the hands of users. This includes fire prevention and readily available fire suppression equipment. Special attention is required to make sure that all building occupants can safety exit in case building evacuation is necessary. In case of earthquake, and storms the main considerations are injury prevention both within and immediately outside buildings.

Do check that:

* All classroom doors, doors of high-occupancy rooms, and doors to outside open outwards.

* Exit pathways are kept clear.

* Non-structural building elements are securely fastened to the building to resist wind or earthquake shaking.

* Fire suppression equipment is located appropriately and maintained in good working condition.

* Flammable and combustible materials are limited, isolated, eliminated, and separated, away from dangerous interactions and heat sources.

* Electrical systems are maintained and are not overloaded.

* Classrooms have two exits wherever possible. (Sometimes the second exit is a window.)
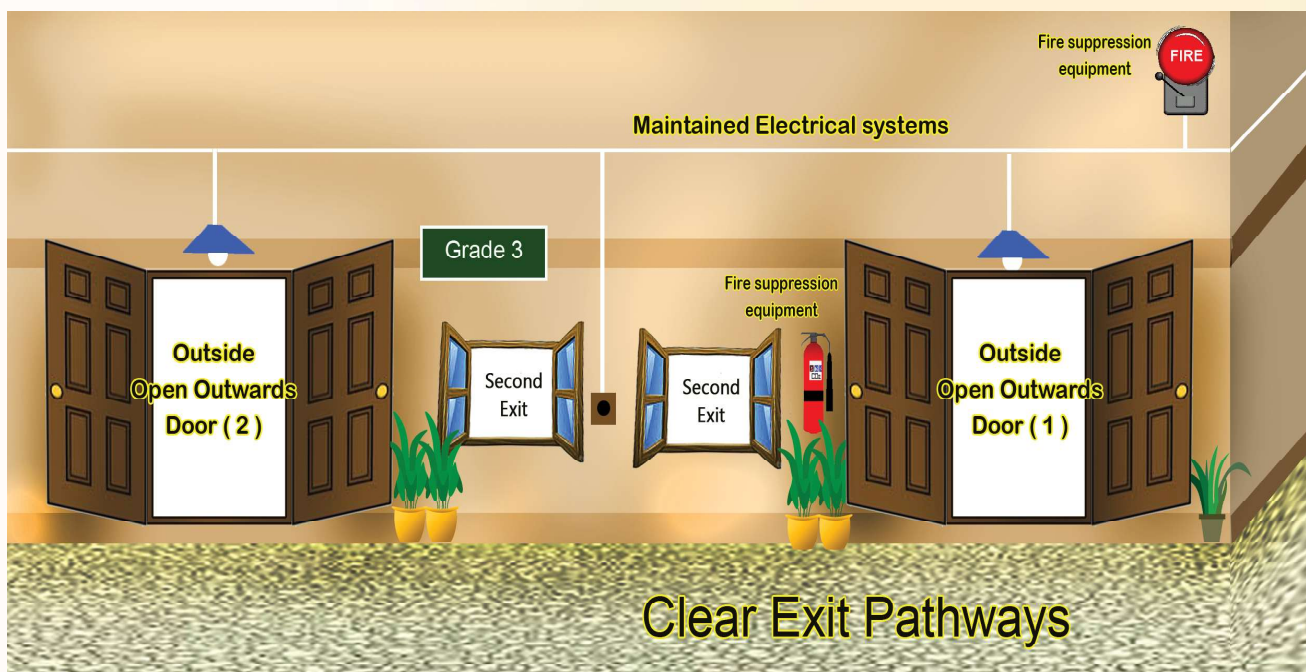
3.   Local infrastructure safety

Local infrastructure are the water, electricity, gas, heating and cooling systems, communications and roads and transportation systems in your area. These are usually part of larger systems maintained by government and private agencies. Careful design and problem-solving with these organizations, ahead of time, can protect students and educational assets, and make these systems resilient.

Depending on the hazards faced, a wide variety of solutions can be considered:

* Relocate overhead wires and poles that may block exit routes

* Install automatic natural gas shut off valves at building level

* Use flexible connectors for pipes

* Consider dangers posed by overhead and underground pipes and depots

* Replace radioactive lightning rods with those that do not pose health risk

Transportation safety may involve road and pedestrian crossing conditions as well as operations of school or contractor buses or minivans. On an annual basis, worldwide, transportation accidents are the leading cause of student deaths and injuries. Clear lines of sights and signage, stop sign, traffic lights, clearly marked pedestrian crosswalks, and crossing-guards at busy crossings are all important safety measures. Vehicle safety, driver testing and training, and installation, maintenance, and use of seat belts, and careful routing are all of importance in ensuring that students are safe in school transport. Once on school transportation, rules of access and conduct, and adult supervision are also important factors.

4.   Environmental safety

Environmental safety issues bring schools into focus in their local environments. Thinking through all of the conditions that you face what are some of the environmental safety issues to explore to increase your own safety?

Conditions	Solutions to explore
Extreme weather during school year	school design, alternate locations, alternate delivery methods
Landslide	tree-planting, slope stabilization, retaining wall, evacuation routes
Forest fires	fire breaks
Tsunami	evacuation routes, stairs, ladder
Drought / Food insecurity	rainwater harvesting, school gardens, tree planting, food storage
Solid waste management	recycling point
Water and energy shortage and costs	water and energy conservation
Hazardous materials production or storage	community 'right-to-know', regular review of safety measures, facility tours and dialogues
Air pollution	walking and bicycling to school, car-pooling

Activity 2: Prepare to respond
NOTES FOR FACILITATOR

Reference document for prepare to respond.

Disaster preparedness plan

Disaster preparedness planning involves identifying, strengthening and organizing resources and capacities so as to reach a level of preparedness for timely and effective response to a potential disaster. This includes: determining roles and responsibilities; developing policies and procedures; and identifying and developing generic tools for response (e.g. the use of School Disaster Management committee, information management, etc.). Disaster response planning is preliminary in nature, based on educated assumptions of risks and hazards, and does not address specific disaster scenarios – as is the case for contingency plans. Once a disaster occurs, plans must then be monitored, evaluated and adapted to the specific situation.

Contingency plans

These are based on specific events or known risks at local, national, regional or even global levels (e.g. earthquakes, floods or disease outbreaks), and establish operational procedures for response, based on anticipated resource requirements and capacity.

Standard Operating Procedures (SOP)

These are a set of standard procedures that "operationalize" the disaster response and/or contingency plans. In other words, SOPs specify the way in which individuals or units will carry out their functions under the plan (e.g. alerting and mobilizing SDMC, deploying assessment teams and carrying out the assessment process). The SOPs set out what should be done, how it should be done, who is responsible for implementing what, and specifies available resources.

A Mock Drill

A Mock Drill is the testing of the efficacy of Disaster Management Plan. Lot of homework needs to be put in to prepare a plan and then conduct a mock drill which may last only a few minutes. It is a participatory method to practice and safety-related measures and evacuation of a building during an emergency situation. For fire related evaluation mock drills, the fire-alarm is activated and building is evacuated as through a real first had occurred. Generally, the time is takes to evaluate is measured to ensure that it occurs within a reasonable length of time.

To ensure proper executive of a mock drill exercise, the roles and responsibilities of concerned staff, teachers and students as well as the departments like fire services, home guards and civil defense should be precisely defined and standard operating procedures (SOPs) should be clearly understood by everyone.

The objectives of conducting Mock Drills in schools:

a. Educating and training staff, teachers and students to react for any unforeseen emergency situations specifically like earthquake & fire, mainly because they have a quick onset and hardly have any warning signs.

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b.   Mock exercise and evacuation to build up courage and confidence in staff, teachers and students

c.   To teach lifesaving and rescue techniques to school staff, teachers and students and to enable them to be life savers at the time of emergencies.

d.   Testing the efficacy of School Disaster Emergency and Response Plan and improving it further so that it becomes do-able.

e.   To have clarity and better understanding of the roles and responsibilities of all stakeholders.

The mock drills can be classified into two types:

(i)   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 understand 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

(ii)   Unannounced Drills: Unannounced drills are a good way to test people's ability to react to 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 clearly 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

Example to conduct an earthquake drill:

The following steps explain the procedure for conducting an earthquake evacuation drill. These steps are given for general guidance only. The school should develop its own procedures as appropriate.

✱   Give a lecture to the students on earthquake – what it is how and why it occurs, and what to do before, during and after earthquake.

✱   Conduct a classroom observation activity as follows:

✱   Draw the floor plan of the classroom (desks, table, cabinets, etc.)

✱   Identify safe and accessible spots in the classroom (tables, desks, doors, corners, etc.)

✱   Identify danger zones **(glass windows, book shelves, machines, cabinets, hanging objects, heavy objects that may topple – non-structural problems).**

✱   Identify inaccessible zones

✱   Ask and encourage the students what can be done to correct the non-structural problems.

✱   Introduce "duck, cover and hold" method. (Get under the table or desk. Put the hand on the back of the neck. Tuck the head down. Hold on to the legs of the table or desk.)

✱   Identify any additional support children and teachers with disabilities may require to 'duck, cover and hold' and ensure their class mates are able to assist them

✱ Make the students practice "duck, cover and hold" to a signal, use visual and audio signal for access and understanding of all. Discuss the procedure with students and clarify their doubts.

✱ Help students with physical, hearing and speech impairment to understand the steps and learn the ways to protect themselves in case of earthquake.

Show evacuation map and explain the evacuation route and the assigned open area where the students will assemble when they evacuate from the classroom. Assign the responsibility to a student to ensure the door is open during the shaking.

Give the following instructions about evacuating when the shaking stops:

✱ Be alert.

✱ Listen to teacher's instructions.

✱ Walk out of the classroom in an orderly manner.

✱ Provide assistance for children and teachers with disability as required.

✱ While walking along the corridors to the nearest exit of the building, be alert and look for falling objects or debris.

✱ Don't run, Don't push, Don't talk, Don't return, Don't bring your things such as books, bags etc.

✱ Never go back into the building after coming out. Assemble in the assigned location and wait for further instructions.

Alarm

Use a pre-arranged signal such as siren/bell to indicate the occurrence of an earthquake. All students and teachers should understand the signal. Specific signals should be devised catering to the audience. For example for the school children with hearing-impairment it could be a flag or a pictorial representation of the hazard or the danger.

Response

While the siren/bell/flag is on, everyone should move away from the windows, glass or light fixtures, and should "duck, cover and hold". There should not be any panic or chaos.

Evaluation

After the drill, the Principal should hold a meeting of the School Disaster Management Committee and evaluate the drill to identify the problems faced during the drill and how to improve in future. An evaluation of the drill is essential to identify problems encountered during the drill. The drills should be conducted at least once in every three months. Prior to a scheduled drill inform the neighborhood of such an exercise.

Standard Operation Procedures for a school

Standard emergency response procedures depend on the hazard, and can and should be customized to your unique circumstances. These are built around six basic emergency procedures:

1. Building evacuation
2. Evacuate to safe haven
3. Assemble and shelter outside
4. Shelter-in-place
5. Lockdown

Note for facilitators

SOP 1: BUILDING EVACUATION

Purpose: To protect students and staff in case of fire or other hazards in the building.

First person to verify the danger: Sound the unmistakable building evacuation/fire alarm sound.

School Administration: Activate standardized emergency response system, as needed. Maintain communication. Announce "All Clear" when emergency ends.

Staff:

1. Remind students of Building Evacuation Rules: Don't talk. Don't run. Don't push. Don't go back.
2. Close doors and windows.
3. Position one teacher in front and one at the back of two classes.
4. Take Classroom 'Go-Bag' (or bucket), Emergency Clipboard or Notebook, and bag with Student Comfort Kits.
5. Check safety of the route.
6. Lead students to regular places to assemble and shelter outside.
7. If, and when conditions are safe, lead reverse evacuation back to classrooms, following same rules.

BUILDING EVACUATION RULES

☞ Don't talk so you can hear the teacher.

☞ Don't run so you don't get hurt.

☞ Don't push so no one else gets hurt.

☞ Don't go back so you stay safe.

Reflection Guide: Are your exit routes clear and marked? Any adaptations for your school?

SOP 2: ASSEMBLE AND SHELTER OUTSIDE

Purpose: To protect students and staff and provide for their comfort until everyone can be safely reunified with their families.

School Administration: Activate Incident Command System with any functions needed (Operations: search and rescue, first aid, student supervision, safe family reunification. Logistics: water and food, shelter, sanitation). Involve adult volunteers and capable students.

Staff:

1. Remind students to follow instructions for building evacuation: Don't Talk. Don't Push. Don't Run. Don't Turn Back. Students should exit with buddies in two's.
2. Check that students or staff members needing special assistance are attended to.
3. Take your Classroom Provisions (see classroom provision checklist)t.
4. Evacuate with one adult in front to check that the evacuation route is clear and a responsible student monitor or teacher should be at the rear of the group, seeing that everyone is together. This can be done with two classrooms with first teacher in front and second at the back.
5. Lead students to their seats in the emergency assembly area and take student roll.
6. Remind students about student release procedures and their purpose to keep them safe.
7. Teachers are to remain with their class at all times. Students must remain seated together as a class. Keep students quiet for announcements.

Students:

Stay in places, occupied quietly. Be prepared to help with water and food, shelter and sanitation, as requested. Wait to follow Safe Family Reunification procedures.

Reflection Guide:

Where is your assembly area? Does everyone know where to assemble in their class groups? Any adaptations for your school?

SOP 3: EVACUATE TO A SAFE HAVEN

Purpose: To protect students and staff in case of hazards in the school environment.

School Administration: Schools that face known risks such as flooding, landslide, debris flow, or schools that do not have a safe assembly area on-site, should arrange and prepare alternate safe assembly site and evacuation routes ahead of time. Inform parents of this alternate site. Lead immediate evacuation to previously identified safe haven. Take office Evacuation Supplies box.

Staff:

1. Position one teacher in front and one at the back.
2. Take Classroom 'Go-Bags' (or bucket), Emergency Clipboards or Notebook, and bag with Student Comfort Kits.
3. Check safety of the route. Include any students on the way, in the group.
4. Lead students to the safe haven and take student roll.
5. If conditions are safe, lead reverse evacuation back to classrooms, following same rules.

Students:

Use buddy system. Stay together. Move quickly and quietly. At the safe haven, follow instructions to assemble and shelter outside.

> ### Remember to identify/prepare for alternate safe assembly sites and evacuation routes ahead of time.

Reflection Guide: Where is your safe haven? Do you have the needed supplies there? Any adaptations for your school?_____

SOP 4: SHELTER-IN-PLACE INDOORS

Purpose: To protect students and staff when there are dangers outside of school (e.g., severe weather or flooding) and provide for their comfort until everyone can be safely reunified with their families.

School Administration: Announce to stay in or return to indoor shelter areas. Monitor and provide information updates and instruction. Announce "All Clear" when emergency has ended

Note: Shelter-in-place is appropriate when evacuation is not necessary, or when there is not time to evacuate.

Staff:

1.   Close doors and windows, as appropriate.
2.   Take attendance.
3.   Monitor and provide updates and instructions as available. Stay off phones which are needed for
        emergency communications.
4.   Supervise students indoors with schedule for learning, recreation, eating and sleeping.
5.   Create private area for toilet using bucket/plastic bags.
6.   Allow students to help.
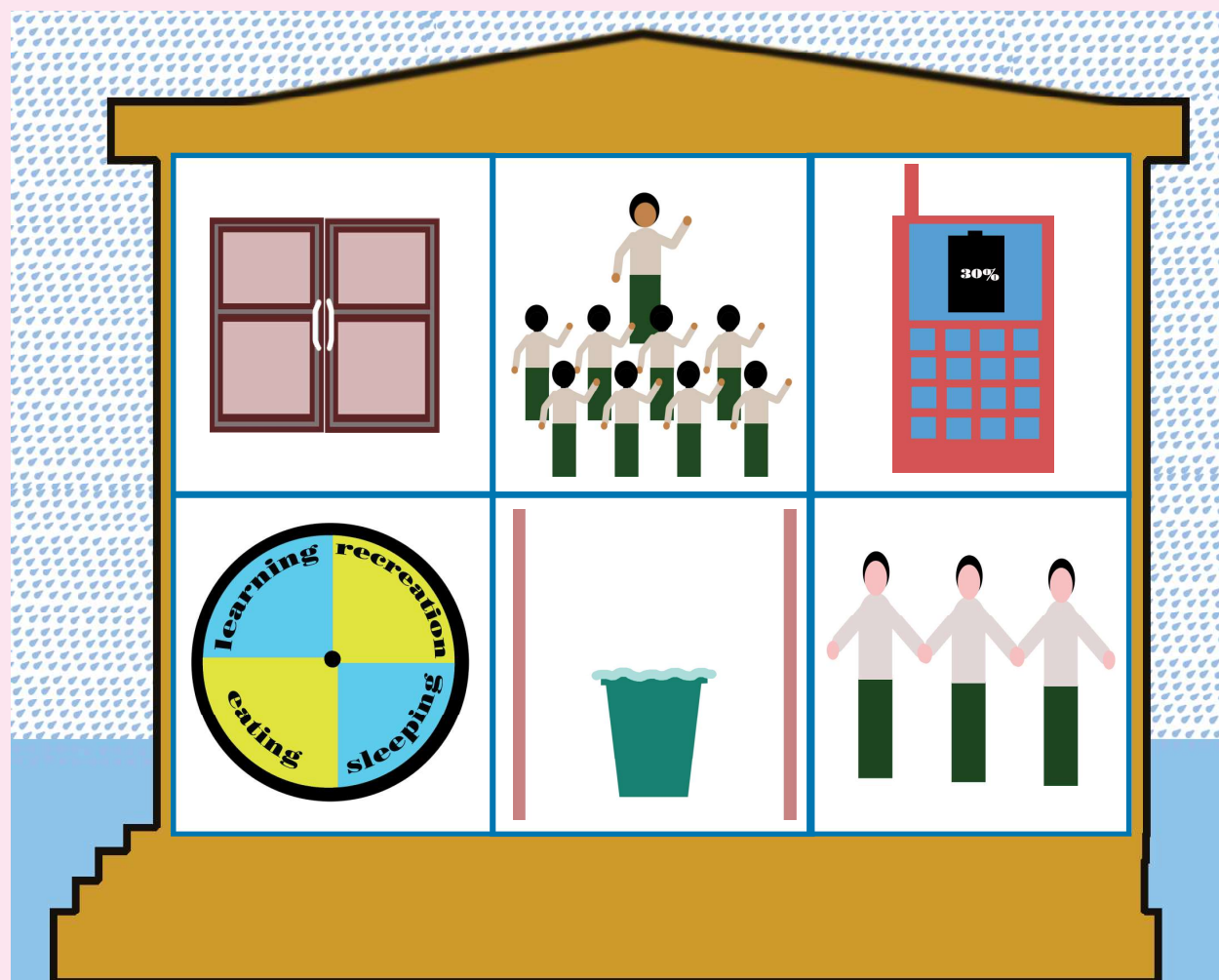
Students: Participate in activities and help out.

SOP 5: LOCKDOWN

Purpose: To protect students and staff from violent intrusion or threat of violence.

School Administration: Use a unique loud siren or alarm (NOT fire alarm!) to signal immediate lockdown. Monitor situation and reassess. Be prepared to transfer command to police or public safety authorities. Announce or declare "All Clear" when it is safe to do so. Following incident inform students and parents and provide time for review and discussion.

Note: In the event of emergency or disaster, students will only be released to authorized persons as indicated in the student's list of emergency contacts.

Staff:

1.   Warn others to take immediate shelter.

2.   Gather students inside in secure area away from threat.

3.   Close and lock doors. Turn all furniture to face toward threat.

4.   Have everyone drop and cover behind furniture, and be as small a target as possible.

5.   Turn of lights, and radios and silence mobile phones.

6.   Stay out of sight away from doors and windows.

7.   Make sure everyone stays calm and very quiet.

Students:

Stay quiet and follow teacher instructions.

SOP 6: SAFE FAMILY REUNIFICATION PROCEDURE

Purpose: To ensure that students and families are safely reunited in case of emergency or disaster. Students under the age of 16 are not permitted to leave school or safe haven except in the company of an adult approved in advance by parent or guardian.

Parent and School Administration: UParents provide school with updated list of emergency contacts with permission to pick up student any time.

Note: In the event of emergency or disaster, students will only be released to authorized persons as indicated in the student's list of emergency contacts.

Staff:

1. Make sure that both students and parents are familiar with student release procedures for emergencies and disasters.

2. Verify identity and ensure that students are released only to persons listed on the List of Emergency Contacts.

3. Keep record of this using Student-Family Reunification Form (Permit to Release Child) for anyone who may come
      later.

4. Use these procedures any time that normal procedures might be unsafe.

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Activity 3: Plan for education continuity

EDUCATION CONTINUITY PLAN

To be filled out by	School management committee; preferably led by SDRM Focal Point.
Frequency	Update as necessary.
When	At the beginning of the school year then update as necessary

---

1.   MAKE UP DAYS/HOURS

If school is disrupted for up to _____ days per school year, we can make up school hours as follows (include shifts, etc.):

Action:

---

2.   ALTERNATIVE SCHOOL LOCATION

If school is disrupted for up to _____ days per school year, we can make up school hours as follows:

Action:

---

3.   ALTERNATE MODES OF INSTRUCTION

How we can keep up with school work, accelerate learning, use peer-to-peer instruction?

Action:

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1. SURGE CAPACITY Who can provide teaching and administrative support, if staff are unable to work, or need help?
Action:

2. PLANNING FOR SCHOOL CLEAN-UP (e.g., in event of flood)
Action:

3. PLANNING FOR LIMITED USE OF SCHOOL AS TEMPORARY SHELTER Is our school likely to be needed as a temporary shelter?   [   ] Yes   [   ] No   [   ] Maybe
For how long?
Do we have space set aside for this? Where?
What on-site supplies would be needed and where will these come from?
How will we protect our school facilities, equipment and supplies?
Do we have rules for the use of our school and how will they be respected?

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Annex 2.4
Facilitator Notes- Psychosocial Support

Activity 1. Cycle of Protection

SPHERES OF PROTECTION

Child
Family
Community
State
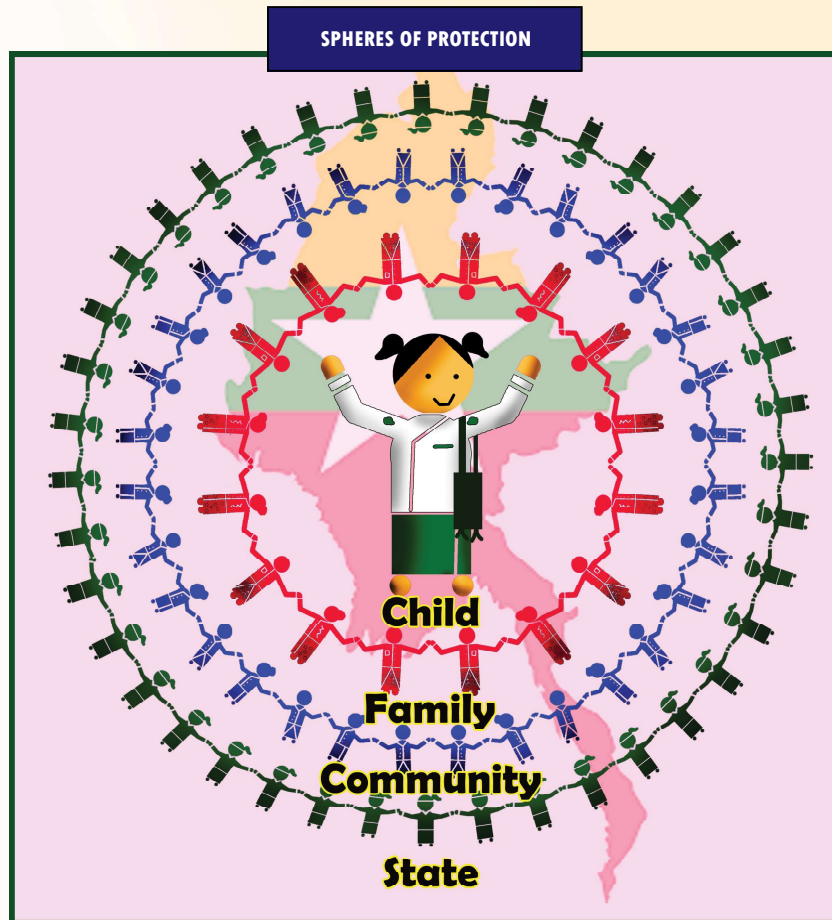
Activity 2:

How can crisis and emergencies affect children, family, community and the state?

How can a crisis affect the child as an individual:

☛ Exposure to danger, which may result in loss of life and injury (e.g. bombing, random shooting and landmines)

☛ The basic needs of children may not be met and their development can be effected.

☛ Normal routine can be disrupted due to displacement, death, etc.

☛ Schools are closed

☛ Children also suffer from psychological distress, feelings of fears, anxiety, mistrust, and sadness.

☛ Separation from parents/family

☛ Worry about loss of siblings or other family members

☛ Separation from companions and social support (friends and animals)

☛ Loss of possessions

☛ Loss of home/destruction or having to flee/living in temporary shelter

☛ Challenges in meeting basic needs – health care, food, water etc.

☛ Changes in adult's behavior – 'they are not themselves'

☛ Situation exceeds what children have learned to cope with or have had previously experienced

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How can a crisis affect the child within the family:

☞ Loss of income resulting in children having to work.

☞ Domestic violence increases.

☞ Heads of families may feel helpless.

How can a crisis affect the child within the community:

☞ Schools and health clinics may be damaged or destroyed.

☞ Dangerous environment means children may not socialize with peers as much.

☞ Tension in the community may lead to violence.

How can a crisis affect the child within the State:

☞ Insecurity

☞ Lack or denial of rights

☞ Conflict

Psychology	Social
✳ Mind ✳ Thoughts ✳ Emotions ✳ Feelings ✳ Behaviours	✳ Interaction and Relationship with others ✳ Enviroment ✳ Cultures and traditions ✳ Roles and Tasks
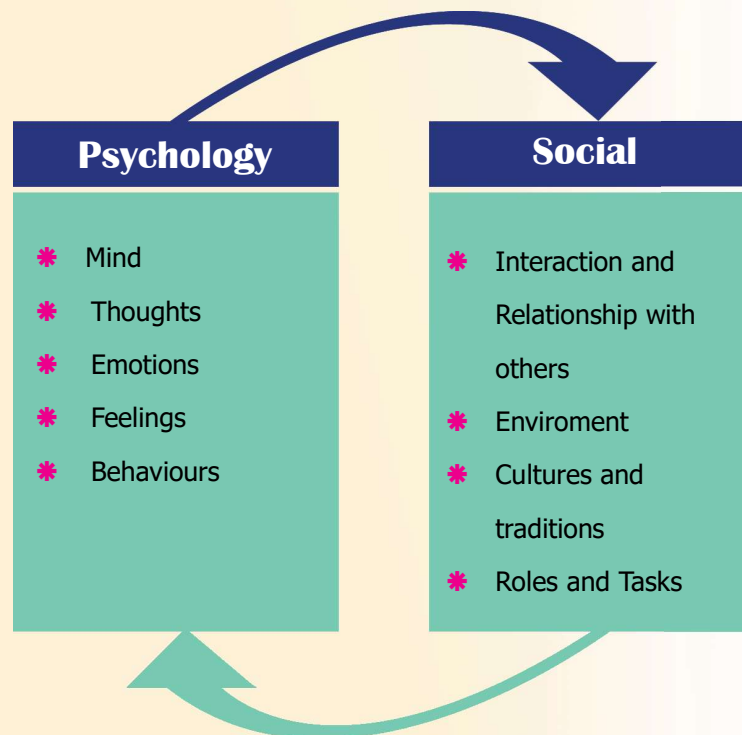
☞ Why do we need to deal with stress? Explain that stress can manifest itself into ill health. Also that traumatic events can have lasting effects on people's lives.

☞ Introduce the group to how feelings of stress can either be managed through positive coping behaviors or lead to greater problems.

☞ In emergencies, people are affected in different ways and require different kinds of supports. A key to organizing mental health and psychosocial support is to develop a layered system of complementary supports that meets the needs of different groups (see Figure 1). All layers of the pyramid are important and should ideally be implemented

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Mental health and psychosocial support services

Responses suggested   Inpacts on population due to crises

Professional treatment for individuals or families	Specialised Services	Severe psychological disorders
Individual, family or group interventions	Focused, non specialised support	Mild to moderate mental health disorders
Psychosocial support activities	Community and Familys supports	Mild psychological distress (natural reactions to crisis event)
Fulfilling basic needs, providing security	Basic services and security	General population affected by crisis

This illustration is based on the intervention pramid for mental health and psychosocial support in emergendes in the IASC Guidelines (2007).

Activity 3: Games

✳   Be Seriously Playful.

        Action point – Bird --- Sing.

        Fish ---- Swin.

        Children ---- Play.

        Action Song - (Zum Gar Li Gar Li Gar Li Zum Gar Li Gar Li)

                (Zum Gar Li Gar Li Gar Li Zum)

                        (Dar Di Dump Dump Dump Dar Di Dump)2.

✳   **Build Trust!**

        Action point - (Driving Car – Making performance. After that the first person is acts the blind man and another one is guidance. . Make the groups with two persons and a person must act as a blind person.

        Action point - – the blind man should do everything when the guidance touch his/her with hand like driving car. If the guidance want to go front size need to push it on the back. If the guidance want to right size push it on the right and then if the guidance want to left size push it on the left.

        Activities - (Driving with sound   – Making performance. Make the groups with two persons and a person must act as a blind person. Make sound for the blind person, staying away from the blind person. For example, making sound of a cat, a dog, a bird, etc…….

Activity 3: Games

✳ ### Be Seriously Playful.

Action point – Bird --- Sing.

Fish ---- Swin.

Children ---- Play.

Action Song   - Zum Gar Li Gar Li Gar Li Zum Gar Li Gar Li)

(Zum Gar Li Gar Li Gar Li Zum)

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✳ ### Treat everyone equality.

Action point – If you want to play make a big circle. All participants make a circle. Firstly facilitator give illustration. Facilitator give a number to all participants but they don't know what number they are. And then all participants try to guess who they are.

(No 1) Poor person / a person who is jobless.

(No 2) Poor person but they a job like trishaw man/ Street Children

(No 3) Middle class persons

(No 4) Middle class persons

(No 5) NGOs INGOs Workers / Government Workers

(No 6) High Class persons / CEO / Boss man / Company Owner

Mixed all participants and treat then with their living standard.

Asking   -Their feeling No 1,2,3 Feeling sorry, afraid, depress, want to cry… because everybody treat them with look out , discrimination and neglect.

No 4,5,6 Feeling happy, proud , self-confidence because everybody treat them respectfully and care them.

Lesson learn   -We should treat all children equality.

✳ ### Listen to Their Voice

Action point – Make all participants with a big circle. Facilitator tell them to close their eyes and try to listen what voice they hear and memorized.

Lesson Learn – When we work with children we should pay attention & listen their voice carefully. To hear their voice we should giving concentration.

✸ **Take Care of your Emotion**

Action point – All participants try to drawing what they feel with pictures. And try to explain everyone that they drew.

Lesson Learn- If you want to know how the children feel / using tool like drawing emotion picture may be effective way for child friendly process.

✸ **Be Role Model**

Action point – There is a fire on the mountain (run run run) Run into group of two. If you get a pair of person firstly choose one person to be mirror. Another person look at the mirror. Facilitator leading question- what mirror does. If a person cries the image is cry. If a person plays the image is play.

Lessons learn- Teachers behaviors like a mirror if we treat them carefully and respectfully they will feel happy. So Facilitator must be role model for children because children copy all things that we treat them.

✸ **Be aware of body Language.**

Action point- Pair two persons and choose one person sculpture to other person with angry style. After that one person sculptures to other person with lovely style again.

Lessons learn- Nobody like angry statue and everybody like lovely statue. So, facilitator must be care of body language and treat to children with smiling and mildest.

Annex 2.5
Facilitator Notes- Monitor and evaluation

Activity 1:

Step-1: Monitor the implementation of SSP

Clarify the issues in a following way if there is any gaps in understanding

✸ Every month before the SDMC monthly meeting, the SDMC Chairperson and respective response team leader will complete the monitoring format to record their progress in implementing the SSP.

✸ At the monthly SDMC meeting, the SDMC Chairperson and respective response team leader will present an update of the disaster management activities accomplished this month and any challenges faced.

✸ The SDMC Chairperson and respective response team leader will update on the funds spent in implementing the SSP this month. They should bring the written documentation of this with them to the meeting.

✸ If any challenges are identified, the SDMC and teachers will work together to adjust the plan so that the implementation of the plan can be improved for the coming month.

✸ The SDMC Chairperson and respective response team leader will present the plan for next month. If any adjustments need to be made to the plan for next month, these will be made.

✸ The update and plan for next month will be reflected in the meeting minutes.

School Safety Plan (SSP) Monitoring & Evaluation Form

Activities (asper SSP)	Responsible Person	Timeframe for Compilation	Implementation			Result				Remarks
			No	Yes	Partyly	Goodf	Faitly Good	Fair	Below Average	
						A	B	C	D	

Activity 2:

Step-2: Monitor the effectiveness of SSP (evaluation)

Clarify the issue in following way if there is any gaps:

✳ One time per year before developing the new SSP, the SDMC and designated teachers will hold a meeting to conduct a self-evaluation of their school disaster readiness, using the checklist as a guide.

✳ During the meeting, the SDMC members and designated teachers will identify which activities are going well and where improvement is needed for the next year. This will inform the next year's plan.

The SDMC and designated teachers should be as honest as possible during the self-evaluation. No negative consequences will come from identifying places where improvement are needed; this is merely a chance to know our own gaps and to improve for the future

Activity 3: Step3: School Safety Monitoring Checklists

Kingdom of Cambodia

Nation Religion King

Ministry of Education, Youth and Sport

Checklist for Monitoring and Evaluation on

the Implementation of Friendly Child School Program

-Capital/Province......................Municipality/District/Khan.............commune/sangkat.....
village

-School cluster.................... School ....Name of Director ....Sex ....Seniority......

- Date: Day............Month ....Year...................Total Students.................... Female.......................

Major contents	Detailed Activities	Implementation			Result			
		No	Yes/Partly	Regular	D Below average	C Fair	B Fairly Good	A Good
Pillar 1: Safe School Environment								
1.1 Safe School Construction	-Safe site selection							
	-Disaster resilient design (for known/expected hazards)							
	-Quality materials procurement							
	-Construction supervision							
	-Financial auditing							
	-School maintenance guidance for handover							

Major contents	Detailed Activities	Implementation			Result			
		No	Yes/Partly	Regular	D Below average	C Fair	B Fairly Good	A Good
1.2 All schools should be 'Safe Schools' minimizing risks from all sources with a school safety plan in place	- Set up school fence and entrance (✱)							
	- Layout and furnishings of classrooms to allow for evacuation and survival							
	- All buildings and non-structural facilities including the playground should be safe from both disaster and non-disaster related risks							
	- Develop school garden and plant trees (✱)							
	- School maintenance and environment (✱)							
	- Actions to prevent disasters with physical infrastructures (✱)							
	- Actions to prevent flood such as sewage system							
	- Actions to prevent risks resulting from electricity							
	- Measures to prevent risks from fire hazards							
	- Measures to prevent risk from school fence							
	- Measures to prevent risks from pond, uncovered well, fragile roof.....etc.							
	- Check old tree that may cause harms							

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Major contents	Detailed Activities	Implementation			Result			
					D	C	B	A
		No	Yes/Partly	Regular	Below average	Fair	Fairly Good	Good
1.3 Access to school is free from physical risk including implement traffic calming measures	- Facilitation students' travel home by foot							
	- Facilitation students' travel home by water, crossing river ....etc.							
	- Preparing lane for handicapped students							
	- Traffic measures such as putting up traffic signs and barriers to facilitate students' travel home							
	- Identification of escape routes for students' evacuation from school or classrooms							
	- Regular monitoring and maintenance of lane and exit							
1.4 Water and sanitation facilities	- Clean water facilities both during rainy and dry seasons							
	- Materials in use (water tank, water filter ...) (✳)							
	- Clean drinking water for students and usage with proper quality check							
	- Adequate toilets for boys separate from girls							
	- Preparation and usage of latrines (✳)							
	- Equipment in latrines (✳)							

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Major contents	Detailed Activities	Implementation			Result			
		No	Yes/Partly	Regular	D Below average	C Fair	B Fairly Good	A Good
1.5 Nutrition, food safety and hygienic practises	- Educating students on clean eating, clean drinking and clean living (✳)							
	- Hygiene at selling stores (✳)							
	- Education, dissemination on food which impacts on students' health such food with high element of sugar, colouring, drugs or chemicals (✳)							
	- Monitoring on food sale in school (✳)							
1.6 Teaching environment and child protection measures	- Teachers use child-centred teaching methods							
	- Teachers use soft languages to students							
	- Teachers use enough teaching materials							
	- Special support to slow learners							
	- More training for teachers on teaching methodology							
	- such as classroom management and alternative ways to avoid corporal punishments							
	- Understanding on prevention and protection against sexual exploitation							

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Major contents	Detailed Activities	Implementation			Result			
					D	C	B	A
		No	Yes/Partly	Regular	Below average	Fair	Fairly Good	Good
	- Development classroom internal rule or models of good behaviours for teachers and students							
	- Dissemination and promotion of internal rule or models of good behaviours for teachers and stud ents							
	- First aid box in place (✳)							
	- Establishment of child safety network in villages (✳)							
Pillar 2 : School Disaster Management								
School Disaster Management	- Establishment of committee for disster management with participation children, teachers, parents, and school support committee							
	- Identification of roles and responsibilities for committee for disaster management							
	- The development and implementation of Disaster Risk Reduction Plan							
	- Development and implementation of School Emergency Preparedness Plans							
	- Emergency materials in responding to disasters							
	- Development of early warning system for disasters (microphone, whistle, siren and information board......)							
	- Document development or slogans for risks deduction in school							

Major contents	Detailed Activities	Implementation			Result			
		No	Yes/Partly	Regular	D Below average	C Fair	B Fairly Good	A Good
	- Development of safety signs (✳)							
	- Putting up warning signs at dangerous places							
	- Practice and improve simulation drills in school to response to disaster							
	- Development of safety plan to en sure the sustainability of educa tion, including using schools as temporary shelters							
	- Maintenance of school's materials and documents during disasters							
	- Cooperation and relationship between school support committee and relevant stakeholders in the selection appropriate facilities for studies during disasters							
Pillar 3: Risk Reduction Education								
Risk Reduction Education	- Integration DRR in primary school curriculum							
	- Capacity building for teachers on DRR							
	- Mainstreaming DRR in other subjects							
	- Regular disseminate information to students about Do and Don't to be safe during disasters							
	- Training on first aid, prevention and response to disasters							

Conclusion...
....

Made at ....date ....Opinion of School Director Inspector

....

....

Signature and name

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Annex 2.6:

Linking SDMC and SDMP to village, village tract and Township level...

Facilitator Notes

The roles and responsibilities of the Township Disaster Management Committee are:

☛ To design and   deliver information & awareness campaign.

☛ To ensure early warning dissemination to masses and regular updates of the warnings.

☛ To identify and maintain relief camps in the state of readiness.

☛ To collect and   regularly update disaster related data and information.

☛ To oversee evacuation of communities to temporary shelter in case of impending disaster.

☛ To provide facilitation   in the   evacuation of   animals to safer places.

☛ To launch search and rescue operations, medical assistance and relief functions at the earliest possible time.

☛ To maintain law and order and security in affect edareas.

☛ To make sure   dead   bodies are disposed of properly.

☛ To properly record damages and losses including photographs

☛ To inform the   higher authority promptly and immediately of the situation

☛ To undertake rehabilitation and rebuilding.

☛ SDMC needs to coordinate with VDMC,VT DMC, TDMC, Township Education Office and Township Development Support Committee

☛ School Disaster Management plan need to submit to village, village tract, Township Education office and township administration office.

☛ To collect details contact list of outside school

☛ School DM Committees are well placed to be linked to the Township, VT and Village Committees by virtue of the TEO and School teacher being members of the Township and Village Tract DM committees. So too, the school DM committee must be actively linked to the Village tract and Village Development Support committee, especially for seeking support of this Committee to raise resources for needed projects and activities needed in the School Disaster Management Plan.

☛ The TDSC represents an important access point for the citizens, civil society groups and NGOs to influence the workings and decisions of the TDC and could be used by the school DM committees as well to seek support for funding and implementation of activities developed in the School DM Plan

☛ The School DM plans should be specifically mentioned in the village tract DM plans and as important resources, capacities and vulnerabilities in the HVCA analysis of the Village and village tract DM plan. Schools should also be listed as a critical facility

☛ Schools should also be listed as a critical facility to be notified with early warning, and as a place in need of special assistance in case evacuation is needed. Schools can be a special community focus, and a resources when conducting programs of public awareness, not just for the school but for the entire village and village tract community.

☞ Provide policies, guidance at region/ state, township and village tract levels as well as at the school-site level for and active effort at making school disaster management especially ongoing site-based assessment and planning, risk reduction, and response preparedness as part of normal school management and improvement.

☞ Establish, develop capacity, train, institutionalize, and support school DM committees in every school, with full participation of staff, students, parents and community stakeholders in this work. Encourage peer exchange and lateral learning exchanges among school committees within the township schools.

☞ Adapt standard operating procedures as needed and integrate in school DM plans, for hazards with and without warnings, including: drop cover and hold, building evacuation, evacuation to safe haven, shelter-in-place and lockdown, and safe family reunification.

☞ Engage schools in being recipients of early warning from DMH, RRD, GAD and the MRCS, so that they can take early action according to their school preparedness plan.

☞ Establish region/state and township preparedness plans for the education sector, as required by the DM Law, and ensure that all school DM committees have at least a minimum standard of preparedness achieved.

☞ Have township and village tract level plans across all schools in the VT, its neighbors, the whole township and its neighboring townships to support educational continuity in emergencies. Identify specific alternate locations for temporary learning spaces and alternate modes of instruction. Develop clear criteria to limit the temporary use of schools as temporary shelters, and make sure these criteria are incorporated into the relevant VT, and village DM plans as well as those of the schools.

☞ Incorporate the needs of pre-school and out-of-school children, children with disabilities, and both girls and boys.

☞ Establish national, region/state and township level committee and fulltime focal point(s) leading comprehensive school safety efforts.

☞ School improvement plans should also be forwarded to the township education office to consolidate into a township level education DM plan to be used and fed into the consolidated Township Education sector improvement plan.

NOTE

Annexes 3

Notes for Facilitator

(3.1) To (3.2)

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Annex 3.1

Notes for facilitator-Key Messages for Disaster Risk Reduction and Resilience Education

Facilitator Tips

☞ Facilitator should encourage participants to collect about the target audiences that they will develop the key messages before start the session

☞ Facilitator should learn from IFRC guide book in the details about Public Awareness and the Public Education for DRR

☞ Before start the session, facilitator can request the participants to bring their IEC materials or the existing key messages to the workshop (if possible).

Activity 1: Introductions and linkage to 3 pillars of CSS Framework

☞ Develop scope and sequence for teaching about critical thinking for all hazards.

☞ Refer to the findings of HVCA in each school

☞ Engage students and staff in real-life school and community disaster management activities, including school drills for fire (and other hazards, where applicable).

☞ Infuse risk reduction throughout the curriculum and provide guidelines for integration of risk reduction and resilience into carrier subjects.

☞ Develop quality teaching and learning materials for students and teachers. Address all dimensions of climate-smart risk reduction education: disaster mechanisms, key messages for safety and preparedness, understanding risk drivers and mitigating the consequences of disasters, building community risk reduction capacity and a culture of safety and resilience, and learning to live together.

☞ Provide teacher training for both teachers and teacher trainees on risk reduction curriculum materials and methodologies.

Activity 2: What are key messages?

Facilitator explains that the consensus-based key messages are a key to promote risk reduction and resilience education

"What are key messages?"

☞ Key messages comprise the core, common and comprehensive information about safety and resilience that are needed to promote consistent and sustained DRR. If these actionable messages were universally practiced, we could substantially avoid the effects and impacts of disaster. The key messages can be multi-hazards and hazard specifics.

☞ Selecting and adapting key messages: Your key messages will be strong if you adapt and local it with the context specific. Below are the Step-by-step guide for adapting and localizing key messages:

Facilitator Notes

<div style="background-color:red; color:white; text-align:center;">

Step-by-step guide for adapting and localizing key messages

</div>

Step1: Select and state the geographic region for which you are adapting the key messages. If the messages have been adapted first for national application (which is ideal)- perhaps with urban and rural versions-then these can form the basis for any necessary sub-national adaptations on these. In some situations it may be effective to start with state or provincial versions to get the process started

Step2: Select the target language for your messages. If possible, also produce an English language version

Step3: Have a translation drafted. Work in close consultation with a bilingual expert who is familiar with the subject matter. Seek conceptual rather than literal equivalents. Have the translation reviewed by a couple of trusted bilingual speakers who are familiar with local and international risk-related terminology.

Invite a large of key stakeholders to nominate trusted representatives to participate in a one or two day workshop to select and adapt the messages. Plan the workshop agenda to include:

• An overview and introduction to the purpose, scope and framework of the key messages.

• Selecting and adapting key messages for selected specific hazards as relevant

• Selecting and adapting key messages for schools and household disaster preparedness

• Refer workshop outcomes to a small group of three or four people to finalize key messages

Step 4: Use participatory processes to develop a localized set of key messages. Select the most relevant key messages, refine them and add to them. Ask the adaptation team to consider how relevant and applicable each key message is, as well as the context-specific details. Ask them to make sure they understand the reasoning behind each one, or to identify any questions that might require further research.

Activity: making participatory messages fun and flexible

Reproduce the messages in a large format and hang them around the walls of the room. Give participants stickers in three colors and ask them to mark all messages that they consider mandatory ('must') in one color, advisable ('should') in a second color, and desirable ('may') in a third color.

Take the messages off the walls and divide them into three sections:

• assessment and planning

• mitigating risks

• preparing to respond.

Divide the participants into small groups and ask them to work, in rotation, on each set of messages, using the colored markers to come to a consensus on which messages 'must', 'should' or 'may' be recommended. Then ask them to use sticky notes to add further refinements to wording, and add to the messages.

Step 5: Assign a small and trusted team to finalize the messages

Activity 3: develop public awareness and public education

Approach 1:

Campaigns

The focus of campaigns is to provide uniform, large-scale impact with standard messages. There are many examples of large-scale national and international public awareness campaigns that have led to massive social change. Examples include childhood immunization, the wearing of seat belts in cars, and smoking restrictions. Campaigns comprise a set of tools that may include:

☛ Publications, including billboards, posters, newspaper or magazine

☛ Coverage, information cards, flyers, bookmarks and brochures

☛ Curricula, modules and presentations, including slide presentations and oral presentations

☛ E-learning

☛ Performing and cultural arts

☛ Games and competitions

☛ Audio and video materials

☛ Web pages and activities

☛ Social media and telecommunications.

Key components of campaigns and variations

Key components	Variations
Message	• One message or several - All together or separately
Audience	• National -District -Local
Strategy	• Launch • Focal days, such as anniversary or memorial day • A national preparedness day or week • International Disaster Reduction Day (in October) • Weekly or monthly events or activities • Awards or competitions • Demonstrations
Timing	• Length: short term or long term • Duration: year round or seasonal • Frequency: One off or recurring

Note for facilitator to mention:

Most successful campaigns require a sustained, repeated and consistent thematic set of messages repeated over a long period of time, through activities in the public, education, private and civic sectors.

Campaign planning overview

Campaign name: ……………………………………………………………………….

Coordinators: ……………………………………………………………………….

Duration: ……………………………………………………………………….

Overview: ……………………………………………………………………….

Goals and objectives: …………………………………………………………..

Campaign messages:…………………………………………………………..

Target audiences: ……………………………………………………………

Communication strategy: ……………………………………………………..

Partners and responsibilities: ……………………………………………………

Budget and in-kind contributions: …………………………………………….

The advantages and disadvantages of campaign approach

Advantages	Disadvantages
☛ Reaches the largest numbers of people with standard messages	☛ Must be carefully planned and through
☛ Attract mass media attention	☛ Require excellent organization
☛ Builds on strengths of all partners	☛ Requires strong support of partners
	☛ Stamina is required: campaigns should not end until they succeed

Approach 2:

Participatory learning - People are especially motivated by approaches in which they themselves participate in a solution, and especially when they believe it is their own idea. The focus of participatory learning is to engage people in discovery and problem solving for disaster risk reduction. At the heart of all of these activities is the school's own experience of empowerment.

This involves using language, stories, songs and traditions to strengthen the emerging culture of prevention. This is typically accomplished through:

☛ action-oriented research such as vulnerability and capacity assessment

☛ disaster management planning

☛ implementing risk reduction measures

☛ monitoring and improving on plans through drills and simulations

Specific tools within this approach include:

☛ publications such as booklets

☛ curricula, modules and presentations

☛ participatory activities such as transect walk, risk and asset mapping,

☛ seasonal calendar, group discussion, drills, simulations and tabletop exercises

☛ audio and video materials, including videos, audio clips and songs or other music

☛ web pages and activities such as workspaces

Social media and telephone-based initiatives, such as text messaging and polling

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Advantages	Disadvantages
☛ This approach begins with communities self-identified threats and vulnerabilities, developing strong risk awareness	☛ Identifying risk without carrying out other activities does not lead automatically to knowledge of solutions
☛ Identifying resources and capacities leads to greater confidence and self-sufficiency	☛ It can be labour intensive to create impact on small population
☛ Builds local and personal ownership	☛ Facilitators need substantial training in participatory research methods, culture and cultural sensitivity, team building, group dynamics, recoding and interpreting data
☛ Provides opportunity to integrate disaster reduction, health, water and sanitation, livelihood protection and climate change adaptation.	☛ Comprehensive VCA processes require significant time commitment from key stakeholders
☛ Requires participant communities to own their own data and plans	☛ Solutions may be complex
	☛ School needs and priorities may go beyond donor priorities and regional committees ability to support
☛ Can draw on the wide range of school risk assessment tools available for adaptation	☛ Mitigation activities require a range of high-quality guidance materials and training programmes
☛ Possible for schoolchildren and youth to participate in similar processes	☛ Advocacy actions that are called for many encounter resistance and need additional skills and support

Approach 3:

Informal education-The focus of informal education is taking advantage of brief moments and encounters to stimulate thinking and engage people in discovery of actions and behaviors to increase safety and resilience. Informal education in communities and schools is the most flexible of all approaches with respect to setting, audience and timeframe.

Types of informal Education

Publice	Group	Solitary
Home	School	Work
Television	Radio	Internet
A few minutes	A couple of hours	A day or two
Specially planned	Infused into ongoing projects	Spontaneous or viral elements

Specific tools that can be used for informal education include:

☞ Publications – posters, guidelines, flyers, brochures, booklets, activity books, paper models, comic books, story books, coloring books, assembly kits and teacher resources

☞ Curricula, modules and presentations – teacher briefings and community training

☞ E-learning – self-study curricula

☞ Performing and cultural arts – plays, dances, poems, songs, street theatre, puppet theatre

☞ Games and competitions – card games, board games, cooperative, activities role play, drawing competitions,t writing competitions, tournaments, radio quizzes

☞ Audio and video materials – short videos, radio programs, television programs

☞ Web pages and activities – web sites, online games, online quizzes

☞ Social media and telecommunications – SMS, early warning.

Note for facilitator:

Informal education involves disseminating standard messaging but with the flexibility to accommodate the needs and concerns of specific local audiences. This is particularly effective because peer information, social proof and social support are vital to shifting human behavior.

Approach 4:

Formal school-based interventions- The focus of formal school-based interventions covers two areas: school disaster management and disaster risk reduction in school curricula (School Disaster Management, Schools Drills and School curricular). These are considered to be formal because accountability and responsibility for school safety and curricula belong exclusively to education authorities, so they require support for long-term planning and capacity building.

Annex 3.2:

Notes for facilitator-Integrating DRR into School Curriculum

Facilitator Tips

☞ The target audiences are important for participants.

☞ Facilitator should check in advance. If the participants are Plan and Partners Staff – facilitator should prepare worksheet beforehand.

☞ Make sure that the document template has done when roll out the module.

☞ Reference of Technical Guidance for Integrating Disaster Risk Reduction in the School

Curriculum: http://unesdoc.unesco.org/images/0021/002194/219412e.pdf

★(Please see (PDF 4)file in attach CD)★

Activity 1: Integration DRR into school curriculum

Option 2: For country who do not integrate DRR into school curriculum yet

Based on the Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum which developed by UNICEF and UNESCO, they recommend 4 stages in DRR Curriculum Development such as:

Stage 1: Initial Planning and Ground Preparation	☛ Determining the need for curriculum development and building broad-based general consensus around the need. ☛ Unifying stakeholders around the general need ☛ Conducting a "state of the art" investigation of the existing curriculum, its operation and delivery through a curriculum review, baseline study or needs assessment. ☛ Building consensus around specific needs revealed through the "state of the art" investigation ☛ Determining the focus (curriculum and grade location) for curriculum development ☛ Establishing a schedule, with milestones and deadlines, for the curriculum development process ☛ Setting up a curriculum development team, determining the roles and responsibilities of team members, and establishing the module operations for collaboration, team work and meetings
Stage 2: Preparing the curriculum	☛ Determining learning outcomes (knowledge, skills, attitudes and behaviors) to be realized through the new curriculum ☛ Selecting and sequencing curriculum content that will help realize the outcomes determined ☛ Translating the selected content into age-appropriate learning materials ☛ Developing learning activities with supporting stimulus materials designed to realize the outcomes determined. ☛ Reviewing and analyzing existing curriculum materials and activities and evaluating them for possible inclusion in the curriculum program (i.e., to avoid "reinventing the wheel"). ☛ Soliciting feedback from stakeholders, including panels of experienced teachers on the curriculum materials, and redrafting where appropriate.
Stage 3: Implementing the Curriculum	☛ Identifying schools and teachers for pilot delivery of the new curriculum ☛ Training the pilot teachers to teach the new curriculum ☛ Undertaking, monitoring and evaluating the pilot implementation ☛ Revising the curriculum materials and activities and training programme in the light of the pilot evaluation ☛ Undertaking further rounds of teacher training and pilot testing (with a widening population of schools and teachers) ☛ Conducting widespread training of teachers (following their participation in the "training of trainers" events) ☛ Incorporating the new materials and activities into pre-service teacher training ☛ Securing formal acceptance of the curriculum by national, regional or local jurisdictions

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Stage 4: Monitoring, Evaluation and Refreshing the Curriculum	☛ Developing data collection strategies for periodic evaluation of the impact and quality of the new curriculum, its effectiveness in realizing anticipated learning outcomes, and to identify any unanticipated effects and impacts (positive or negative) ☛ Writing monitoring and evaluation reports ☛ Establishing mechanisms for evaluation-informed periodic curriculum revision.

In order to prepare the curriculum, we need to understand the approaches to integrating DRR in the curriculum, looking at both horizontal (across each grade) and vertical (through the grade levels) approaches.

Horizontal main approaches to integrate of DRR into the curriculum:

1.   Infusing Disaster Risk Reduction across the Curriculum: Infusing DRR across the curriculum involves determining the key DRR related knowledge (themes, topics and concepts), skills and attitudes/dispositions that students need to acquire, and identifying the potential of each subject to carry and deliver those learning needs. Below on the tips on how DRR can be infused across the curriculum.

Subjects	Examples
Arts(Visual and Performing)	☛ Creating murals, collages, posters and displays on hazard and disaster themes. ☛ Composing and performing song, dance, marionette shows and plays to build community awareness of DRR ☛ Using mime and body sculpture to convey the nature of hazards and possible human responses
Language and literature	☛ Reading and discussing stories, fables, poems and news articles on disasters and hazards. ☛ Composing essays, poems and stories in response to disaster-related print and visual stimulus material ☛ Letter writing to local newspapers and bodies on local DRR issues
Science and Technology	☛ Learning about mechanisms of climatological and geo-seismic natural phenomena. ☛ Model building and experimentation to understand basic principles of disaster-resistant construction ☛ Learning about the effects of human activities on ecosystems
Biology	☛ Learning how a healthy ecosystem, such as forest or mangrove swamp, can protect a community from hazards such as landslides and tsunamis ☛ Examining the role of wetlands in absorbing excessive rainwater and preventing floods downstream ☛ Reviewing how local deforestation has increased hazards in communities

Subjects	Examples
Mathematics	☛ Working on measurement aspects of home and school safety ☛ Graphing natural hazard data (e.g. total number of people affected and total economic cost of cyclones in different time periods) ☛ Extrapolating disaster trends based on recent statistics
History	☛ Exploring impacts of natural hazards and climate change periods on past civilizations ☛ Studying past major national/community disasters and identifying lessons to be drawn ☛ Researching indigenous/traditional DRR wisdom/ practice and considering its present applicability
Geography	☛ Re-drawing national maps to show the effects of different degrees of rise in sea level on coastlines ☛ Studying impacts of natural disasters on urban and rural communities ☛ Looking at changes in land use as a means of resilience building and as a source of hazard
Social Science/Studies	☛ Reviewing disaster vulnerability through human rights and child rights lenses ☛ Interviewing local community members on their hazard/disaster perspectives, memories and past practices ☛ Field visits to examine local disaster support service
Civics/Citizenship	☛ Meeting with locally elected officials to find out about disaster preparedness strategic and structures ☛ Undertaking DRR advocacy projects in the local community ☛ Engagement in community resilience-building initiatives
Health/Wellbeing Education	☛ Learning basic first aid ☛ Learning safety practices and procedures to follow with the onset of a hazard ☛ Learning about potential post-disaster health threats
Agriculture	☛ Studying and practicing adaptation of crop growing cultures in response to increasingly dry/wet climatic conditions ☛ Learning about soil degradation
Vocational/Technical Educationt	☛ Studying and practicing adaptation through tree and/or mangrove planting projects ☛ Constructing equipment to measure rainfall in school area ☛ Learning principles of disaster resistant design and construction
Life Skills	☛ Holding a debate competition on disaster related topics ☛ Simulating international climate change negotiations ☛ Preparing a family disaster plan

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## 2.	Dedicated Interdisciplinary programs on DRR

The approach creates a new course with a new title and new syllabus, combining DRR content and skills derived from some, most or all subjects. The course can be taught by an individual teacher, or by a team of teachers working actively together or taking turns in teaching. For example: Cambodia: Teachers and student books on DRR has been developed for grade 4-6 and implemented in pilot schools only.

## 3.	The symbiosis approach: Embedding DRR within various facets of quality education:

Another broad approach to integrating DRR in the curriculum replies upon the shared qualities between DRR education and other facets of Quality Education such as Life Skills, Child friendly Schools, Civic/Citizenship Education, Environmental Education, Conflict Risk Reduction Education and Education for Sustainable Development. Embedding disaster-related themes into one of more of these facets that are already strongly present in a national, regional or local curriculum as cross-curricular dimensions provides a pragmatic way to weave DRR into the curriculum. For example:

## 4.	Using Special Events to Catalyze DRR Curriculum Development

Co- or extra-curricular approaches to DRR feature frequently in reporting on DRR school developments, including assemblies, after school clubs and activities, exhibits, special one-day events, competitions or safety drills. For example: Qiao Cai Ping primary School in China raised about school safety concept in traditional Luoshi Festival (Luoshi is a kind of spiral shell in community).

Activity 2: Sharing good practices on integration DRR into school curriculum
Facilitator Tips

Facilitator can select few examples from this link:

1.	http://www.unicef.org/education/files/DRRinCurriculaMapping30countriesFINAL.pdf

2.	http://www.unisdr.org/files/761_education-good-practices.pdf

3.	http://www.preventionweb.net/files/4006_ADPCEducGuidelineConsultationVersion3.1.pdf

★(Please see (PDF 5, PDF 6)file in attach CD)★

Life Skills Education in Myanmar in 2008 after Cyclone Nargis

✳	The process included a needs assessment involving head teachers, teachers, students and communities followed by lesson development, field-testing and modifications of the lessons

✳	DRR is integrated within a strand called "Environment and sanitation" within life skills

Life Skills Education in Myanmar in 2008 after Cyclone Nargis

✳	Grade 5 includes a unit on Caution in Emergencies (covering floods, tsunami, earthquake and forest fires)

✳	Grade 6 has a unit titled Emergency! It's flooding

✳	Grade 7 addresses Disaster Preparedness including disaster family plan, emergency kit and evacuation map

✳	Grade 8 has a topic covering earthquakes, landslides and safety in the event of fire

Activity 3: Sharing good practices on promoting risk reduction and resilience education

✳	See Video from Plan Thailand

NOTE

Annexes 4

Notes for Facilitator

(4.1) To (4.2)

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NOTE

Annex 4.1:
Facilitator Notes- Structural and non-structural safety

Facilitator Notes for technical terms:

Retrofit is the reinforcement or upgrading of existing structures to become more resistant and resilient to the damaging effects of hazards.

WHAT IS A BUILDING CODE?

Practically, it is the government's official statement on building safety. Technically, it is a compendium of minimum safety standards arranged in a systematic manner (codified) for easy reference. It embraces all aspects of building construction—fire, structural, plumbing, electrical, and mechanical.

Safer school buildings have been planned, designed, constructed and maintained to be, at a minimum, resistant to known hazards such that they protect students and other occupants during extreme hazard events. No building can be considered 'safe' in an absolute sense. Rather, safety is based upon anticipated hazards and available safer construction techniques. As knowledge in these areas changes, schools that were once thought to be safe may become understood as unsafe.

Safety also depends upon how a school will be used. At minimum, schools should be 'life safe' in anticipated hazards – the structure should retain some margin of safety against collapse and non-structural elements should not cause injury or death. However, these buildings may be heavily damaged. Even schools considered 'life safe' may need substantial repair before it can be reoccupied. Where schools will be used as shelter during emergencies and disasters, a safe school should not sustain heavy damage. A safe school used as shelter should be able to be occupied
during and immediately after anticipated hazards.

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

Load path: How forces on one structural component are subsequently transferred to other elements.
Structural Components: Elements of a building which are designed to support any loads on ta building.
Non Structural Components: Elements that are not part of the load-bearing system of the building. This may include false ceiling, fixtures, furniture, etc.
Wall bearing construction: In wall bearing construction, the walls support horizontal structural members like beams which support the roof or an additional storey.
Framed construction: In framed construction, a structural frame is built to support all other elements of the building. A framed building should be designed so that any loads on the building are transferred to the frame. Frames are made of structural elements such as columns and beams. In frame construction, walls do not carry any loads and are commonly called infill or curtain walls.

Robustness: Applies to a building's structural system. It's a structure's ability to withstand stresses, pressures, or changes in circumstance. A building may be called "robust" if it is capable of coping well in its operating environment due to any minimal damage, alteration or loss of functionality (Bhakuni). Integrity: Applies to materials in use. Integrity is a term which refers to the quality of being whole and complete, or the state of being unimpaired (Bhakuni).

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

Activity 1: Introductions and refresh of pillar 1-Safe learning Facilities

See slide presentation

Activity 2: Safe learning place

1. What are Safe learning Facilities?"

   ✳ Safe places,

   ✳ Standard design,

   ✳ Durable buildings in disasters

   ✳ Have necessary equipment to be durable in disasters

   ✳ Minimize disaster risks related to infrastructure

2. What are components to make safe learning facilities Components:

   ✳ Safe site selection

   ✳ Build codes

   ✳ Performance standards

   ✳ Disaster resilience design

   ✳ Builder Training

   ✳ Construction supervision

   ✳ Quality control (In Plan)

   ✳ Retrofit (In Plan)

3. Who need to be involves?

   ✳ Education authorities

   ✳ Planners

   ✳ Architects

   ✳ Engineers

   ✳ Builders

   ✳ And schools community members in safe site selection, design, construction, and maintenance

Activity 3: Structural Safety

"What is structural?"

☞ Structural: Main Building/house and or main component of the structure it self

Why the structures of building fails?

Then explains the below information:

Structures could be fail because:

☞ Many buildings are very old & weak

☞ Old buildings were constructed when Design Codes did NOT exist

☞ Codes not strictly followed in new buildings

☞ Engineers unaware of earthquake resistant designs

☞ Poor quality of materials

☞ Poor construction

☞ Untrained masons

Activity 4: Non-structural Safety

Non Structural:

Are those which are attached to or housed in a building or building system, but are not part of the main load-resisting structural system of the building.

What is Non-Structural Elements?

those which are attached to or housed in a building or building system, but are not part of the main load-resisting structural system of the building.

☞ Architectural elements, for example, parapets, penthouses, appendages and ornamentations,veneer, cladding systems, suspended ceiling, sign boards, etc.,

☞ Mechanical components, for example, boilers, storage tanks, piping systems, fire protection systems, and

☞ Electrical components, for example, electric motors, light fixtures, computers and data acquisition systems, etc.

☞ Furnitures and content, for example, almirah, sofa, computer, etc.

Risk Associated:

☞ loss of life or injury to building occupants

☞ loss of property especially in commercial buildings (high as 75% of total cost of building)

☞ Impairment or loss of function of an important building or lifeline structure, for example, fire resisting system, communication facilities, telecom centre

Non-Structure Assessment Form

Area / Location	Item (Full Description)	Risk Type			Priority H/M/L or 1,2,3	Weight (Including contents) in KG	Mitigation Measure
		Life Safety	Property Safety	Operational Continuity			
Room No 1	Computer				H	3 kgs	Fixing by Hook and loop (velcro)
	Glass window pane				H		Filming
Room No 2	Door opening inward				H	8 kgs	Outward opening/ double hinge
	Sharp Edge on exit door				H		Sloping
Lobby – 1st Floor	Copier Machine with roller				M	15 kgs	Fixing /locking
	Telephone Exchange Board				H	7 kgs	Relocate/fixing

Annex 4.2
Facilitator Notes- Disaster Resilient School

Facilitator is strongly recommended to read the below reference documents:

1.   INEE guidance notes on safer school construction:

http://www.wcdrr.org/wcdrr-data/uploads/885/Guidance%20notes%20on%20safer%20school%20construction.pdf   ★(Please see (PDF 7, PDF 8)file in attach CD)★

2.   Community School Construction from Save the children

https://www.gfdrr.org/sites/default/files/publication/45179_towardssaferschoolconstruction2015_0.pdf

Activity 1: Introduction and warming-up

Facilitator can select a video to show on disaster resilient schools

1.   Flood resistant school from UNICEF:

https://www.youtube.com/watch?v=9K5FZzJaVJo

2.   School Design Examples from Tacloban:

https://www.youtube.com/watch?v=KJ7iyI5saj4

★(Please see (VIDEO 7, VIDEO 8)file in attach CD)★

Activity 2: Steps of on both the construction of new hazard resilient schools and the retro-fitting of existing schools to higher safety levels

An overview of the suggested steps

The following suggested steps provide guidance on both the construction of new hazard resilient schools and the retrofitting of existing schools to higher safety levels. The majority of the steps apply to both new construction and retrofitting. However, as these processes differ at various stages of the project, certain steps or guidance within a step may apply solely to the case of new construction or of retrofitting. Where this occurs, a note will be made to indicate which case is being addressed.

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The guidance notes propose eight steps.

1. **Identifying key partners** – Who can contribute to the initiative?

2. **Determining risk** – What hazards pose a risk to existing and prospective schools and where is that risk the greatest?

3. **Defining performance objectives** – How do you determine the maximum amount of damage or disruption that can be tolerated? What level of hazard resilience should schools be designed to meet?

4. **Adopting building codes and retrofit guidelines** – What guidance and standards exist to ensure a new school or retrofitting plan can meet the performance objectives?

5. **Assessing a school site** – What makes a site more or less vulnerable to hazards? What other hazards pose a risk? Are there any conditions that make a site particularly vulnerable? How are local buildings constructed? What materials and skilled resources are locally available?

6. **A**ssessing vulnerability of existing school buildings – What are the conditions of the existing school? Should it be retrofit or rebuilt? What measures might be taken to strengthen the building? How can the school community be involved?

7. **Preparing a new school design or retrofitting plan** – What are the design considerations for a new school or retrofitting plan? Who should be involved in the design process? What tradeoffs might need to be made? Are there any special considerations when retrofitting a school?

8. **Assuring the quality of work and maintenance** – What are some strategies for developing a transparent construction project? What are some approaches to training builders to use hazard resilient techniques and materials? What mechanisms can be adopted to encourage compliance to the hazard resilient design? What should be considered when setting up a maintenance program?

Activity 3: Tips for safe site selection and design

See slide presentation

NOTE

Annexes 5

Notes for Facilitator

(5.1) To (5.3)

NOTE

Annex 5.1:
Notes for facilitator-Gender in Safe Schools

Activity 1: Introduction and human rights for gender

The facilitator introduces the module by saying:

In this module we are going to go through what gender is and what it is not, what tools you could use and how to gender mainstream each pillar of the Safe school programme. But we will start with a little bit of history!

1.   Notes to explain ppt slide 3:

After the second world war the Universal Declaration of Human Rights were created in 1948. It was supposed to ensure that all humans, no matter sex, age, ethnicity etc. we're NOT to be treated differently from one another. But women and girls were still for many years, as of today, not having their rights as human being realized.

The United Nations has organized four world conferences on women and girls rights. These took place in Mexico City in 1975, Copenhagen in 1980, Nairobi in 1985 and Beijing in 1995.

For many years women and girls rights were discussed as "womens issues" –and not relevant for men (although it needed men to take active part in the change). In development it went from "women in development" to "gender in development" to widen the participation for transforming the societies and that the responsibility of women and girls realizing their rights were not solely up to women.

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), was adopted in 1979 by the UN General Assembly, and is often described as an international "bill of rights for women and girls". It consists of 30 articles, that defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. It was a big step to bring forward the women and girls rights, but gender equality still had a long road ahead.

In 2015 the new SDG was adopted where goal nr 6 is specifically to address gender inequality and empower women and girls.

FACT: Today the most gender equal countries are the Nordic countries: Iceland, Norway, Finland followed by Rwanda and the Philippines.

Facilitator summarize this slide: Working with gender is thus not a western idea but a topic that is recognized by the entire world for decades ago that it is important to work with to achieve equal rights for women, girls, boys and men.

Activity 2: Plan's Gender Equality Programme Criteria

Note to explain slide 4.

This shows Plan Internationals ambition for programs, from lowest ambition of gender unaware up to gender transformative. The minimum of Plans programs should be gender aware, in Safe school we strive to become transformative.

Activity 3: Gender roles

1.   Note to explain slide 6:

Explain that these differ from one social context to another. In one culture it is the men who are as an example making carpets while in another country it is a woman's job. These stereotypes are what causes girls and boys situation to be different and that they are treated differently and given various values. For example are girls more judged by their appearance and physical attributes, while boys are judged by their actions. Here lays the foundation of what is perceived to be masculin and feminin.

This is why Plan is working to ensure that all children are able to break out of stereotypical gender roles and norms –to realize their full rights, capacities and possibilities no matter what sex they were borne with.

Activity 4: Gender needs

Facilitator tips

2.   HINT! We cannot see that anyone of them have a disability from the photos so this is often forgotten! Would if change anything of what they said earlier in regards of their needs or capacities?

3.   Facilitator summarize: Girls, boys, women and men have different needs, but also different capacities. How do we know who is vulnerable to what? We need to ask women, girls, men and boys of different ages to find that out –and that is what a gender analysis is. This is the first tool.

Activity 5: Gender tools

Gender tool 1: Gender analysis

Despite the differences, common points usually emerge during this exercise:

- Women and men do very different things during the day.

- Women usually work longer hours.

- Women have more varied tasks, sometimes doing more than one thing at once. Work for the family is done by women.

- Men's work is usually outside the home.

- Men have more leisure time.

- Women have less sleep.

- Men are more involved in decision-making. In some societies, traditional roles of men and women were more balanced in terms of workload, but changes have decreased men's traditional activities and increased women's.

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1. *Notes to explain slide 11:*

To summarize this tool it shows that we need to ask these questions to understand who does what, when and how in the society to also understand the power relations. If we do not understand how the gender roles looks like we can risk strengthening them even further and excluding certain groups from the activities. If girls are missing from meetings in afternoon the causes can be founds through the gender analysis –perhaps they have a long walk to get home and due to darkness they are at risk of being harassed thus they are not allowed to participate. The tools helps us to ask ourselves in more detail not the need of the children but which children –the girls needs and the boys needs.

The gender analysis tool brings forward: WHO DOES WHAT, WHEN, HOW AND WHY? The access to information, participation, power etc.

Gender tool 2: *Sex disaggregated data (slide 12)*

Explain: When we gather data of affected children we need to always divide into how many girls and how many boys. This should be done throughout all the activities, if there is a high participation of girls then you need to take action and find out why the boys are not participating. To do that you simply turn to the first tool gender analysis to find out what do the boys do during the day for example. The data will be used not only to ensure equal participation of girls and boys, women and men but also to report back to for example donors.

Activity 6: Gender in three pillars of CSS

The following exercise will build on the information you provided in the previous exercises.

Tips for Exercise 1: pillar one –Structures

Examples for gender sensitivity for structures:

- Can all doors easily be opened and closed by all children?

- Can latrines be locked from inside?

- Are there areas of school that is unmonitored aka. Risk for violence/assaults taking place? Are these risks different for girls and boys and age groups?

- Can all children access the playgrounds? Are the possible activities limited for specific sex or can both girls and boys participate?

- Do the school uniforms put for instance girls at a higher risk for injuries due to school structures if there is a disaster?

- Do the students have access to water so the girls can be in school even when menstruation and are there rubbish bins for them to throw sanitary pads etc.?

Tips for Exercise 2: Pillar two- School Disaster Management

We strive to achieve equal participation from girls and boys, which will transform their gender roles in the society and strengthen the children's own self confidence and believe in their capacities. This does not mean that they participate just because they are there –it is all about HOW we engage them. Help to create space for the shy or more silent children to take more space and for the loud outgoing children to allow the other children to take place while both respect each others thoughts, opinions and right to expression.

Tip for Exercise 3: Pillar 3- Risk Reduction and Resilience education

- Make usage of good education materials done in other countries to use as advocacy.

- Ensure that there is an understanding how disaster impacts children and that it differs for girls and boys and varies over ages and contexts.

- Examples should be both used girls and boys.

- Observe! Refrain from stereotypes in images; girls as vulnerable or fragile while boys as strong and macho. Both girls and boys can be vulnerable, strong and have capacities etc

Annex 5.2:
Facilitator Notes- Environment- lens in Safe Schools

Activity 1: Introduction and video on the human impact on this Earth

Facilitator tips:

- Link to video on the human impact on this Earth

  https://www.youtube.com/watch?v=3zyizEz9XUs ★(Please see (VIDEO 9)file in attach CD)★

- You can find more interesting video from youtube and other sources if you have on the human impacts on the environment

  Note for slide 19.

Explain: Our presence and industrial revolution has caused serious degradation to our environment. Pollution has increased which has led to global warming. Ask the participants to describe what they have witnessed in their area, country or international

Activity 2: Environment-lens

Notes: Facilitator is strongly recommended to read this link before facilitation this session http://www.environmentallens.org/wp-content/uploads/The-Environmental-lens.pdf ★(Please see (PDF 9)file in attach CD)★

Activity 3: Environment friendly safe schools project

Do environment assessment and concept of Do no harm/ Do less harm

What are the risks of our activities? What changes will we contribute to, how can we lessen our negative impact?

Inclusion

It is your responsibility that boys, girls, men and women participate and understand the information. It should be accessible and take into account local solutions to local problems.

Be a good role model

Reduce pollution, choose environmentally friendly material, transport, recycle etc. Ensure all staff are aware of Plans environment policy.

Use bio- degradable material and teach about the good usage of recycling and proper waste management

Annex 5.3:
Facilitator Notes-Guidelines for Disability Inclusion in Safe Schools

Activity 1: Introduction and what is disability?

Notes: some statics of disability as below:

- 👉 15-20% world population are persons with disabilities
- 👉 650 million persons with disabilities in Asia-Pacific
- 👉 90% children with disabilities in Asia-Pacific not in school
- 👉 63% persons with disabilities need assistance evacuating
- 👉 58% persons with disabilities have never been involved in any DRR/response activities
- 👉 57% persons with disabilities face barriers accessing DRR information

Activity 2: Disability inclusion in Safe Schools

Note for slide 34 Guidelines for Disability Inclusion in Plan Safe Schools

1.   Preparing for disability inclusion in the Safe Schools Program.

Before embarking on a needs assessment, create understanding among Plan staff and stakeholders.

- 👉 Raise awareness of the rights-based approach to disability inclusion based on the UN CRPD .
- 👉 Establish partnerships for Program quality and joint advocacy
- 👉 Ensure appropriate resources are allocated for disability inclusion

2.   Assessing needs and opportunities for a disability inclusive Program.

Use expertise to involve diverse stakeholders, using a strengths-based approach.

- 👉 Draw on expertise to plan and analyse a disability inclusive needs assessment
- 👉 Gather secondary data on local context
- 👉 Involve diverse respondents: they are the stakeholders
- 👉 Use lessons learned from other Plan programs

1. Program design and monitoring and evaluation (M&E).

Use results of needs assessment to ensure disability inclusion is visible in strategies and M&E.

   ✳   Develop M&E disability inclusion indicators based on needs assessment findings

   ✳   Identify appropriate partners for Program implementation, coordination

   ✳   Locate inclusion entry points for 3 Pillars

   ✳   Use indicators for review, re-design, dissemination

2. Program implementation.

Embedding disability inclusion requires capacity building and specific reference to the Three Pillars.

   ✳   Partner capacity building (NGOs, government, school staff, children with disability)

   ✳   School selection: consider including a special school for Program, and exchange visits

3. Dissemination, engagement, advocacy.

Disability inclusion in DRR is quite new, and offers dissemination and advocacy opportunities.

   ✳   Develop/ engage DRR stakeholder forums

   ✳   Share evaluations/ lessons learned from inclusive Safe Schools

   ✳   Advocate for enrolment of children with disability, inclusive education and programming, teacher training in disability

4. Disability inclusion checklist for organizations

The following ideas have been adapted from a CBM manual on disability inclusive development programming.   It covers actions to help embed, demonstrate and sustain disability inclusion within policies and systems. It addresses leadership, resource commitment, accountability, measurement, evaluation and dissemination, recruitment and partnerships.

1.   Are there any internal champions or regional partners interested in disability who could be invited to support inclusion efforts within Plan offices?

2.   Can vision or mission statements include reference to people with disability, e.g., as part of a focus on equity, or reaching the most marginalized?

3.   Has support been sought from leadership, donors or Plan International to include disability in policies, programs, submissions, partnership agreements?

4.   Have resources been allocated to foster disability inclusion across the organization?

5.   Has research been supported to document the prevalence and impact of disability?

6.   Is it possible to identify a promising program or region where to commence disability-inclusive practices as an organizational example?

7.   Have indicators of disability inclusion been prepared for use in designing, monitoring and evaluating programs?

8.   Are international conventions such as the Convention on the Rights of People with Disability been identified as part of accountability and compliance instruments?

9.   Have any disability inclusion successes in programs been shared with the sector?

10. Are relevant networks used to encourage people with disability to apply for positions?

11. Are there positions where disability inclusion could be given a time allocation?

12. Have Plan staff joined groups that focus on inclusion to help expand ideas and networks?

13. Is there potential to establish a disability or inclusive development working group?

Activity 3: Disability Inclusion in three pillars of CSS for project implementation

Pillar One (Safe Learning Facilities).

Advocate for use of the Universal Design code for longer-term accessibility.

☛ Inform authorities and advocate for change in building codes

☛ Work with school to identify, reduce risks for children with disability

Pillar Two (School Disaster Management).

Schools should prepare and commit to disability inclusive DRR plans and systems.

☛ Encourage involvement of all stakeholders, including children with disability

☛ Provide planning materials with disability inclusive prompts for before, and after, disasters

Pillar Three (Risk Reduction, Resilience Education).

This Pillar offers the best opportunities to actively involve, children with disability.

☛ Raise awareness on inclusive DRR with teachers, students, communities

☛ Involve people with disability, disability associations, researchers to design communication materials

☛ Where possible, children with disability are included within the 'core group'

☛ Consider approaches for reaching out of school children with disability

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Plan Nepal: The Deaf School is a Safe School

Plan Nepal's pilot Safe School Program covers 11 secondary schools in a district with frequent natural disasters, including storms, landslides, and sometimes earthquakes. Among these schools is the residential School for the Deaf, where every student has at least one impairment.

Aadharsha, a boy of 15, is a member of the Deaf School Disaster Risk team, and acts as a monitor for other children with hearing and learning impairments. "I am safe right now and know what to do in an emergency. Although I am hearing impaired, I do not feel that way. I can still understand things, so I don't worry about what others think. I am okay with myself."

Setting up the Program in a school for children with disability shows the potential for their active participation. In the other selected schools, very few children with disability were chosen among the 'core group' of students. Students with disability showed leadership and talent within the core group at the School for the Deaf, offering a model for disability inclusion in mainstream Safe Schools.

NOTE

Annexes 6

Notes for Facilitator

(6.1) to (6.3)

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NOTE

ANNEX 6.1:
Notes for facilitator: What makes a good facilitator?

Activity 1: Introduction and facilitator self-assessment

Facilitator self-assessment

Criteria	1 2 3 4 5 6 7 8 9 10 (1 is lowest)
Credibility	
1. I demonstrate appropriate personal and professional behavior	1 2 3 4 5 6 7 8 9 10
2. I demonstrate subject content knowledge (depth and breadth)	1 2 3 4 5 6 7 8 9 10
3. I make linkages to organizational realities	1 2 3 4 5 6 7 8 9 10
Learning environment and climate	
4. I involve participants in establishing and maintaining the learning environment	1 2 3 4 5 6 7 8 9 10
5. I use opening (warm-up) activities to gain participants involvement	1 2 3 4 5 6 7 8 9 10
6. I manage group interaction, draw in quiet participants, and manage participants who try to monopolize the interaction	1 2 3 4 5 6 7 8 9 10
7. I integrate adult learning principles into the course delivery	1 2 3 4 5 6 7 8 9 10
Communication skills	
8. I use to appropriate verbal and nonverbal communication methodology	1 2 3 4 5 6 7 8 9 10
9. I use examples that are familiar to participants	1 2 3 4 5 6 7 8 9 10
10. I provide complete and timely feedback to participants	1 2 3 4 5 6 7 8 9 10
11. I provide time for participants to structure/frame and ask questions and voice concerns or issues	1 2 3 4 5 6 7 8 9 10
Presentation/Facilitation skills	
1. I effectively use my voice (tone, projection, inflection), gestures, and eye contact.	1 2 3 4 5 6 7 8 9 10
2. I effectively use examples, such as stories and personal experiences, as well as humor	1 2 3 4 5 6 7 8 9 10
3. I effectively use various questioning techniques	1 2 3 4 5 6 7 8 9 10
4. I effectively paraphrase or restate participants' questions, comments, and observations in an effort to make sure I (and the other learners) understand	1 2 3 4 5 6 7 8 9 10
5. I promote participants discussion and involvement	1 2 3 4 5 6 7 8 9 10
6. I keep discussions on topic and activities focused on outcomes	1 2 3 4 5 6 7 8 9 10

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Criteria	1 2 3 4 5 6 7 8 9 10 (1 is lowest)
Presentation/Facilitation skills	
1. I effectively use my voice (tone, projection, inflection), gestures, and eye contact.	1 2 3 4 5 6 7 8 9 10
2. I effectively use examples, such as stories and personal experiences, as well as humor	1 2 3 4 5 6 7 8 9 10
3. I effectively use various questioning techniques	1 2 3 4 5 6 7 8 9 10
4. I effectively paraphrase or restate participants' questions, comments, and observations in an effort to make sure I (and the other learners) understand	1 2 3 4 5 6 7 8 9 10
5. I promote participants discussion and involvement	1 2 3 4 5 6 7 8 9 10
6. I keep discussions on topic and activities focused on outcomes	1 2 3 4 5 6 7 8 9 10
Instructional/Learning strategies	
7. I implement a variety of instructional or learning strategies (such as guided discussions, case studies, role play, small group work with feedback, and assessments)	1 2 3 4 5 6 7 8 9 10
8. I plan and facilitate debriefs so that all learning is processed	1 2 3 4 5 6 7 8 9 10
9. I adjust activities, time, place, context, and sequencing to accommodate specific learners' needs	1 2 3 4 5 6 7 8 9 10
Media	
10. I effectively use media (video, overheads, computer projection, wallboards, props, and flipcharts) as needed	1 2 3 4 5 6 7 8 9 10
11. I demonstrate an ability to substitute, change or add media as needed	1 2 3 4 5 6 7 8 9 10

Activity 2: Warming up activity and roles of facilitator

ROLES OF A FACILITATOR

☞   Help a group find new ways of thinking about and analyzing their situation.

☞   A facilitator does not know all the answers but helps the group think critically about their own needs and interests, and to make decisions for themselves.

☞   Encourage each member of the group to contribute to the best of their ability since everyone has valuable knowledge and a valuable contribution to make.

☞   To build trust and respect between the members of the group and to encourage dialogue and learning, from which the whole group will benefit.

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Activity 3: Skills and characteristic of a good facilitator

Summarize as follows:

Characteristics of a good facilitator	Skills of a good facilitator Non-Verbal Facilitation Skills
• Humble • Generous • Patient • Understanding • Accepting • Inclusive • An encourage • An enabler • Affirming of everyone's knowledge • Sensitive to the needs of others • Willing to learn from mistakes • Dynamic, a motivator • A good listener • Good at summarizing others' ideas • Confident • Good communicator	• Look around the whole group: avoid looking too much at a specific individual. • Stand up when you speak, especially at the beginning of a session. Show you are feeling relaxed by confident by smiling and keeping your hands still. • Move around without distracting the group. Don't pace up and down, or show your back too much or speak when people can't see you easily. Don't stand or sit too close to people if it is clear they want more space. • Use gestures and actions to keep the group lively and focused or to show affection. Clap your hands to get attention or show someone has done the right.

Skills of a good facilitator:

Verbal skills

✺ Speak slowly and clearly. Find simple ways to express hard ideas and use local examples to help understanding.

✺ Help the participants do most of the talking. Ask questions that make participants talk such as: "what do you think about…", "Why…"."How…", "what if…"ect. If someone answers with a simple "Yes" or "No" ask him or her to elaborate.

✺ Paraphrase: Occasionally re-phrase people's thoughts and feelings in your own words and check-in with them to ensure that you have correctly understood what they said. Say: "So what you're saying is…"

✺ Tell Your Stories: use appropriate self-disclosure by the trainer to create trust between the group and yourself. They will be much more likely to share their own stories if you share yours. However, one should be aware not to become so personal as to make people uncomfortable or to go on at too much length (people will generally follow your lead, so be aware of what you model. Give support to some-one's statement by sharing a relevant personal experience. Say something like: "That reminds me of something that happened last year when…"

✺ Offer examples or symbols that will help people visualize and relate to what you are talking about.

✺ Listen, Listen, Listen!: Validate, clarify, restate, and reflect, especially when you think you may disagree. When people put a question to you as the "expert," make a practice of inviting others to respond first by putting the question to the group as a whole. You will often be surprised at how much wisdom resides within the group.

✺ Draw on Others to Avoid a Battle: If you find yourself being criticized by a participant or in strong disagreement with what she/he is saying, it is often helpful to invite the comments of the rest of the group before commenting yourself.

✺ Be Affirming!: Wherever possible, find something positive and useful in whatever is being offered. Refocus the discussion if you have gone off topic.

✺ Do "Temperature Checks": Check in with the group relatively frequently regarding their interest level and/or understanding of what you are presenting ("Am I making sense here?" or "Does anyone have any comments or questions at this stage?"etc.)

✺ Bring out quiet participants and address participants who talk too much:

✺ Help to bring out views that are not fully expressed or represented.

✺ Stop one-on-one arguments from developing and threatening to take over the dialogue. Ask for quiet time for a few minutes, do a quick energizer

✺ Be a model

✺ Summarize the discussion for the group as your go along to help everyone keep up with it. Keep track of people's feelings as well.t

> **facilitator needs to be:**
>
> **A model:** Show by your words and your body language that you like and respect the group and want to hear everyone's views
>
> **A leader:** Set the agenda, keep the group focused the agenda while following the ground rules, challenge views positively. Be honest about your own limitations and weaknesses and be able to laugh at yourself.
>
> **A referee:** make the group follow the rules, keep to the agenda, allow equal speaking time, bring out the quiet participants and help create boundaries for those who talk too much.
>
> **A peace builder:** Encourage the group to work well together by accepting, understanding, and supporting each other, especially through the hard times; make it safe to speak and share and hear the differing viewpoints, calm conflicts, look for solutions, change direction if necessary.
>
> **A cheer leader:** create team spirit, give support, encourage the group to achieve goals.
>
> A prophet: inspire and challenge the group's visions for a better future.

Summary with the tips to good facilitation.

> **Tips for good facilitator**
>
> - **Be prepared**
> - **Be flexible**
> - **Be energetic**
> - **Encourage humor**
> - **Be clear**
> - **Think positive**
> - **Embrace mistakes and limitations**
> - **Be sensitive**
>
>   **Use a variety of techniques, methods and activities**

Activity 4: Facilitation techniques

It is important that the facilitator use as many interactive teaching methods as possible. Interactive facilitation keeps participants interested in the training content, and helps them remember what they learn. A good training uses a mixture of interactive facilitation techniques, including plenary sessions, small-group work and role plays. These are explained in detail below.

A.   Techniques for Motivating Participants

1.   Active Listening

All too often we jump from vague ideas to conclusions.

Active listening techniques can help in checking assumptions, clarifying our own thoughts, and understanding others.

Technique	Purpose	Approach	Language
Encourage	To demonstrate your interest. To keep the person talking.	Don't agree or disagree with speaker. Use non-committal words with positive tone of voice.	I see... Uh-huh... That's interesting... Tell me more about... Go on...
Restate	To show that you are listening and understanding. To help speaker grasp the facts.	Restate the speaker's basic ideas. Put it in your own words.	If I understand, your situation is... In other words, your decision is...
Reflect The power of silence should not be underestimated.	To show you are listening and understanding. To let speaker know you understand how he/she feels.	Reflect the speakers' basic feelings. Put it in your own words.	You feel that... You were pretty disturbed about that... You believe that...
Summarise	To pull important ideas, facts, etc. together. To establish a basis for further discussion. To review progress.	Restate, reflect, and summarise major ideas and feelings.	These seem to be the key ideas you expressed... If I understand you, you feel this way about this situation.

Tips about active listening:

Six Components of Total Listening

1.   Maintaining good eye contact

2.   Leaning forward slightly.

3.   Reinforcing the speaker by nodding or paraphrasing.

4.   By clarifying and asking questions.

5.   By actively moving away from distractions.

6.   By being committed, even if you are angry or upset, to understanding what is said.

McKay, M., Dais, M., Fanning, P – 1983 – Messenger: The Communication Boo

1. Encourage Interaction

• During the first day, you will talk individually with each participant several times (for example, during individual feedback). If you are friendly and helpful during these first interactions, it is likely that the participants (a) will overcome their shyness; (b) will realize that you want to talk with them; and (c) will interact with you more openly and productively throughout the course.

• Look carefully at each participant's work. Check to see if participants are having any problems, even if they do not ask for help. If you show interest and give each participants undivided attention, the participants will feel more compelled to do the work. Also, if the participants know that someone is interested in what they are doing, they are more likely to ask for help when they need it.

• Be available to the participants at all times.

2. Keep Participants Involved in Discussions

• Frequently ask questions to participants to check their understanding and to keep them actively thinking and participating. Questions that begin with "what", "why" or "how" require more than just a few words to answer. Avoid questions that can be answered with a simple "yes" or "no". After asking a question, PAUSE. Give participants time to think and volunteer a response. A common mistake is to ask a question and then answer if yourself. If no one answers your question, rephrasing it can help to break the tension of silence. But do not do this repeatedly. Some silence is productive.

• Acknowledge all participants' response with a comment, a "thank you" or a definite nod. This will make the participants feel valued and encourage participation. If you think a participant has missed the point, ask for clarification, or ask if another participant has a suggestion. If a participant feels his comment is ridiculed or ignored, he may withdraw from the discussion entirely or not speak voluntarily again.

• Use names when you call on participants to speak, and when you give them credit or thanks. Use the speaker's name when you refer back to a previous comment.

• Always maintain eye contact with the participants so everyone feels included. Be careful not to always look at the same participants. Looking at a participants for a few seconds will often prompt a reply, even from a shy participant.

3. Keep the Session Focused and lively

3.1 Keep your presentations lively:

☛ Present information conversationally rather than read it.

☛ Speak clearly. Vary the pitch and speed of your voice

☛ Use examples from your own experience, and ask participants for examples from their experience

3.2 Write key ideas on a flipchart as they are offered. (This is a good way to acknowledge response. The speaker will know his suggestion has been heard and will appreciate having it recorded for the entire group to see)

3.3   When recording ideas on a flipchart, use the participant's own words if possible. If you must be briefer, paraphrase the idea and check it with the participant before writing it. You want to be sure the participant feels you understood and recorded his idea accurately. Do not turn your back to the group for long periods as you write.

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

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

6.   Reinforce Participants' Effort

As a facilitator, you will have your own style of interacting with participants. However, a few techniques for reinforcing participants' efforts include:

☞   Avoiding use of facial expressions or comments that could cause participants to feel embarrassed,

☞   Sitting or bending down to be on the same level as the participant when talking to him,

☞   Answering questions thoughtfully, rather than hurriedly,

☞   Encouraging participants to speak to you by allowing them time,

☞   Appearing interested, saying "That's a good question/suggestion"

A.   Techniques for Relating Modules to Participants' Jobs

1.   Discuss the use of covered topics/group activities in participants' own schools. In this module each session starts by asking some question from participants. Be sure to ask these questions and listen to the participant's answers. This will help participants begin to think about how to apply what they are learning.

2.   Reinforce participants who discuss or ask questions by acknowledging and responding to their concerns

B.   Techniques for Assisting Co-facilitators

1.   Spend some time with the co-facilitator when assignments are first made. Exchange information about prior teaching experiences and individual strengths, weaknesses and preferences. Agree on roles and responsibilities and how you can work together as a team.

2.   Assist one another in providing individual feedback and conducting group discussions. For example, one facilitator may lead a group discussion, and the other may record the important ideas on the flipchart. The second facilitator could also check the course module and add any points that have been omitted.

3.   Each day, review and teaching activities that will occur the next day (such as role plays, demonstrations, and drills), and agree who will prepare the demonstration, lead the drill, play each role, collect the supplies..etc

4.   Work together on each module rather than taking turns having sole responsibility for a module.

C.   Plenaries

Plenaries is a method used for bringing all the participants back together after they have worked in small groups or on individual and sub-group activities or assignments. Plenaries can take the form of short reports presented to the rest of the group by group representatives or informal group discussions. Plenaries need to be well managed, especially taking into account the time needed to conduct them. The facilitator should set strict time limits for each group representative and work out beforehand the time allocated for each presentation in a plenary session. The facilitator should be able to manage feedback and be prepared to ask the group representatives for further clarification on points.

D.   Small group work

Within a training session, a small group would usually have four or five members. Small groups work on tasks identified in the whole group (plenary). Small groups may work in parallel or on different parts of the same task. Small group work can be used in many situations, for example, whenever participants need to exchange experiences, make decisions or do problem solving. Some management is necessary to ensure the effectiveness of small group work. Groups usually have a limited time frame to do their task, so they have to work quickly and effectively. The facilitator should ensure that

☞   Groups know and understand the task assigned to them.

☞   The facilitator is available for explanation while the task is in progress.

☞   Feedback from small groups is managed and group rules established so that each group knows how long their presentation will last.

☞   Decisions are made on how to handle intergroup questions and comments.

E.   Role-plays

Role-plays are a valuable tool in training. They have two main uses:

☞   Show the experiences of participants that are relevant to the training, e.g., a villager who has lost his/her livelihood due to the impacts of climate change.

☞   Provide participants with the opportunity to practice situations they might face in real life, e.g. a discussion with a local commune councillor about watershed problems in their area.

Participants may volunteer for different roles or may be selected by the facilitator. Role-plays normally last only a few minutes. Role-plays may be conducted by the whole group or by smaller groups. They may be presented in turn by the smaller groups to the whole group or done as a "fish bowl" exercise where only a few actually take part while the others observe.

Every role-play needs to be followed by a follow-up discussion or debriefing session for participants to talk about how they felt and to share new insights.

F.   Using Audio-Visual Materials

As you will note, the content of sessions should be delivered by the facilitator as part of a presentation. The facilitator can decide how to present material in each session, but they should have some visual aids to use during their presentation; this could be flipcharts or white boards on which key points are written (if there is no access to electricity), or a Power Point presentation prepared by the facilitator.

G.   Power Point Presentations

Most facilitators will find it convenient to prepare a Power Point presentation summarizing key points from sessions. You may use the manual as a basis for your presentation, copying some of the material directly where relevant, for example when presenting definitions of terms. However, it is important to remember that your presentation should be a summary of content of the sessions. Do not copy and paste paragraphs from the manual into a Power Point presentation. It will be difficult for participants to read a lot of text on the slides; presenting a lot of text on each slide is not an effective way to deliver a presentation. Be sure to include only 2-3 key points on each slide. Detailed information can be presented verbally, and is also available to participants in the text of the manual.

H.   Whiteboards

Whiteboards are good for exercises such as brainstorming, where the facilitator needs to write a lot of ideas quickly. However, when using the whiteboard, only write down key issues or ideas, and allow participants enough time to take down or think about the ideas for themselves.

I.   Flip charts

Flip charts are useful when points made or ideas shared are referred to in subsequent sessions. These can be displayed around the room. They can also be kept for future reference or for use in further training exercises, or as a record of what was discussed for training reports.

Activity 5: Preparations for the training
4.1. Preliminaries
Step 1: self-prepare

- Check the facilitator guide
- Develop resources
- Predict any issues that must be addressed including what "done" looks like
- Prepare background conceptual knowledge
- Define success, in terms of learner satisfaction, performance and quality

Step 2: Assess audience needs

- Think about what each learner "brings to the table"
- Consider the major issues people are confronting
- Check (or predict) the outcomes for each person
- Identify collective outcomes
- Plan and confirm how everyone will be engaged and provided with practice and feedback

Step 3: Setup

- ☛ Clarify goals and expectations
- ☛ Create a framework for the process; check the "road map" and timeframes
- ☛ Think about how you will mobilize group participants
- ☛ What will you do to raise the motivation of participants?
- ☛ Are there any risks you can minimize with advance preparation?

Step 4: Facilitating experience

☞ Constantly transfer ownership to participants

☞ Actively observe and assess the progress of individuals and teams

☞ Constructively intervene on process issues, not content

☞ Continuously raise the bar to challenge participants

☞ Keep an eye on objective measures of success and act on them to ensure success

Step 5: Closure

☞ Stop activity before it loses momentum or value

☞ Require a representative from each team to summarize issues, good and bad

☞ Do a perception check for concord or discord within each team

☞ Makes sure that each issue has an owner and due date to ensure resolution

☞ Insist on reflection and self-assessment of learning processes

Step 6: Follow-up

☞ Make sure team members achieve their individual/ collective outcomes

☞ Accept constructive criticism and promise action toward improvement

☞ Ensure that all data is collected for participant reflection

☞ Reinforces negative and positive issues as equally important

☞ Clarify the next step in the process

Elements that determine a successful facilitation activity

☞ **Choosing an appropriate date (can also be a regular date):** Knowledge of school activities is critical in choosing a good date/day of the week for safe school training. For instance knowing the activity day of a specific school is critical in your choice of dialogue dates, since the majority of the people you might want to target may be involved in school activities. A possibly good day for you to choose would be a Sunday afternoon.

☞ **Choosing an appropriate time:** Similarly, the choice of time is critical in determining whether or not your target groups attend. For instance in most schools, the morning hours are busy times for teachers since they engaged in their morning activities. Therefore an afternoon or even a weekend could be more appropriate for dialogues.

☞ **Choosing an appropriate place/venue**: The choice of place for venue is another important factor. It is important to choose a well-ventilated area for instance a church yard, a school compound (during weekends or school holidays) or any other place where school or community leaders direct you to use. Make sure that the place you choose is accessible and comfortable for community members.

☞ **Materials and methods for facilitation activities**: Early preparation of materials including a program, talking pints, tools to be used, choice of method of facilitation all influence the outcome of a facilitative activity

4.2. Assessing the Training

Monitoring & Evaluation

Evaluation is an important part of any training. Evaluation can be done during the training and at the end, in order to further improve planning and facilitation of sessions. On-going participatory monitoring during training can also help engage participants and provide them with ownership of the training process.

Monitoring during the training

One technique is to provide monitoring sheets which are collected at the end of each day. The monitoring sheet should contain 2-3 questions such as "what went well during the session today,?" or "what improvements could be made?" Try to make sure that participants respond to substantive issues like how the training is being delivered or whether they understand the content of the training. These forms should be analyzed by the facilitators in the evening, in order to make changes for the following day, if necessary and possible.

Evaluation at the end of the training

Evaluation can be incorporated in the closing session of the training. A final evaluation form can be circulated for each participant to comment in writing more extensively on the training experience, and whether skills and knowledge have improved as a result of the training.

There are different ways in which you can evaluate if your dialogue was successful or understand. Below are some of the tools that can be used;
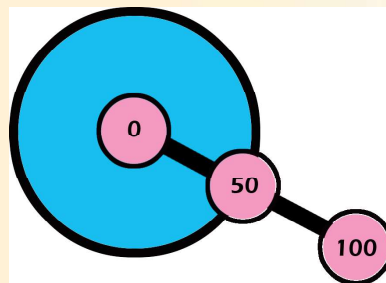
a.   Empowerment circle
b.   Safe School TOT Training
        Evaluation Feedback Form

Please rate on scale 1 (not good) to 5 (very good)

	1	2	3	4	5	Comment
1. Overall satisfaction with the workshop						
2. Overall content						
3. Balance between presentation, group work and energizers						
4. Venue and logistics						
Which were the best/most useful sessions?	Which were the best/most useful sessions? Why?					
Which were the less useful sessions						

Is the Safe School TOT Training valuable for you? Why?

Comments/suggestion?

a.   Questions

☞   What have you found interesting

☞   What new things have you leant

☞   What was not clear?

☞   What would you like changed?

4.3. Pre-test and post-test reference

Safe Schools Training

Pre and Post Test

Plan CO

Date: ....

Name…....................................….

Position: ………………………..

1.   Which of these categorized as "disaster"?

a)   Floods, earthquake, typhoon, volcano eruption

b)   An earthquake with the strength of 6.9 Richter Scale destroying 15,000 houses and affecting 200,000 people

c)   Poverty, lack of knowledge, discrimination, inequality

d)   Local wisdom, well-informed society, hazard-resistant buildings

2.   Which of these activities categorized as "disaster risk reduction"?

a)   Early warning, integration of disaster risk into development work, safe school

b)   Emergency Response

c)   Rehabilitation, reconstruction, protection, search and rescue

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d)   **All answers are correct**

    3.   Which of these aspects categorized as "Comprehensive School Safety"?

    a)   Safe Learning Facilities

    b)   School Disaster Management

    c)   Risk Reduction and resilience education

    d)   All answers are correct

4.   Safe Learning Facilities includes:

    a)   Formation/strengthening disaster management committee

    b)   Safe site selection

    c)   Structural and non-structural safety

    d)   Quality teaching and learning material

    e)   B and C are correct

5.   Why structures of the school building fail?

    a)   Many buildings are very old & weak

    b)   Old buildings were constructed when Design Codes did NOT exist

    c)   Codes not strictly followed in new buildings

    d)   Engineers unaware of earthquake resistant designs

    e)   Poor quality of materials

    f)   Poor construction

    g)   Untrained masons

    h)   All answers are correct

6.   What is non-structural elements of the school building?

    a)   Architectural elements

    b)   Mechanical components

    c)   Electrical components

    d)   Furnitures

    e)   No answers are corrects

    f)   All answers are corrects

7.   School Disaster Management includes:

    a)   Mock drill

    b)   School Disaster risk reduction planning and implementation

    c)   Standard operation procedure

    d)   All above

8.   The Safe Schools Plan should include:

    a)   Structural safety

    b)   Non-structural safety

    c)   Local infrastructure

    d)   Environmental safety

    e)   All answers are correct

9. **The consensus-based key messages for reducing household and community vulner abilities should be:**

    a)   Hazard specifics

    b)   Multi-hazards

    c)   Vulnerability specifics

    d)   A and b are correct

10. **What are the key approaches of participatory learning for public awareness and pub lic education?**

    a)   Action-oriented research such as vulnerability and capacity assessment

    b)   Disaster management planning

    c)   Implementing risk reduction measures

    d)   Monitoring and improving on plans through drills and simulations

    e)   All answers are correct

11. **What are the sustainability factors for safe schools projects?**

    a)   Supportive Institutional Environment

    b)   Commitment and Ownership

    c)   Institutional Capacity

    d)   Economic and Financial Aspects

    e)   Genuine and Effective Participation

    f)   All answers are correct

Good Luck!!!!!

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4.5. Training Checklist for Facilitators

ITEM to CHECK	Tick here (X)
1. Get to know the participants as much as possible: who they are, how many there are, origins, and backgrounds	
2. Be sure you and your co-facilitator have carefully prepared what you are actually going to do	
3. Make sure the participants are aware of what they are going to take part in	
4. Check the venue and facilities. If possible, visit the place where the workshop will be held and try to see if there is anything that is missing	
5. Write a list of what is needed and give it to the person in charge of the facilities, such as the following things: • Photocopies of training agenda • Photocopies of sessions from the manual (as required) • Training and pre-tests and post-tests • Training evaluation forms • Training attendance list • Flipchart paper • Markers • Tape • LCD projector • Drinking water and snacks • Other items to be identified for each course	
6. If you cannot visit the venue in advance, make sure you are there early, before the participants arrive, so that you can organize the venue before they arrive	
7. Make sure the participants have all information they need, especially if the workshop goes on for several days including: • Information about the location of venue and time of training • Phone number where you can be reached if necessary • Contact person and details, in case participants need to call in on an emergency	
8. Ask the participants in advance if they have any special needs related to food, accommodation and access to training venue and information related to training materials and content.	

4.6. Generic Agenda for the Safe Schools Training
(if 5 days, arrange half day for field visit and half day for reflection)

Day 1		
Time	**SESSION**	**Summary of methodology**
08h30-09h00	Registration, Opening Ceremony, Course Introduction	☐ Opening speech ☐ Introduction ☐ Learning objectives and participants 'expectation ☐ Ground rule ☐ Daily Management team roles and responsibilities ☐ Logistic arrangement ☐ Group photo
09h00-09h30	Pre-test	
09h30-09h45	Break	
09h45-11h15	Module 1: Disaster Risk Management (DRM) basic concept including DRR in Education Sector Policies and Plans Session 1.1. DRM Basic concept	
11h15-12h00	Module 1: Con't Session 1.2. Global and regional trend on DRR in education	
12h00-13h30	Lunch	
13h30-14:50	Module 2: Comprehensive School Safety Framework Session 2.1. What is Comprehensive School Safety?	
14.50-15.05	Break	
15.05-16.25	Module 3: Safe Learning Facilities Session 3.1. Structural and non-structural safety	
16.25-17.15	Module 3: Con't Session 3.2 Disaster Resilience school	
17h15-17h30	Daily evaluation	

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Day 2		
08h30-09h00	Recap	
09h00-09h40	Module 3: Con' t Session 3.2 Disaster Resilience school (Con' t)	
09h40-09h55	Break	
09h55-10h55	Module 4: School Disaster Management Session 4.1. Functioning of SDMC	
10h55-12h00	Module 4: Con't Session 4.2. Knowing your risks, vulnerability and capacities	
12h00-13h30	Break	
13h30-14h00	Module 4: Con't Session 4.2. Knowing your risks, vulnerability and capacities (Con't)	
14h00-15h00	Module 4: Con't Session 4.3. Formulate and implement your plans	
15h00-15h15	Break	
15h15-16h15	Module 4: Con't Session 4.3. Formulate and implement your plans (Con't)	
16h15-17h00	Module 4: Con't Session 4.4. Monitoring and evaluation	
17h00-17h15	Daily Evaluation	
Day 3		
08h30-09h00	Recap	
09h00-10h30	Module 5: Risk Reduction and Resilience Education Session 5.1: Key Messages for Disaster Risk Reduction and Resilience Education	
10h30-10h45	Break	
10h45-12h15	Module 5: Con't Session 5.2. DRR Integration into school curriculum and sharing best practices on risk reduction and resilience education	
12h15-13h30	Lunch	
13h30-15h30	Module 6: Mainstreaming Cross cutting issues in Safe Schools Session 6.1: Gender in Safe Schools	
15h30-15h45	Break	
15h45-17h15	Module 6: Con't Session 6.2: Environment in Safe Schools	
17h15-17h30	Daily evaluation	

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Day 4		
Time	SESSION	Summary of methodology
08h30-09h00	Recap	
09h00-10h20	Module 6: Con't Session 6.3: Guidelines for Disability Inclusion in Safe Schools	
10h20-10h35	Break	
10:35-12:00	Module 7: Facilitation Skills Session 7.1: What makes a good facilitator?	
12h00-13h30	Lunch	
13h30-14h00	Module 7: Con't Session 7.1: What makes a good facilitator?	
14h00-14h40	Module 7: Con't Session 7. 2: Giving and Receiving Feedback	
14h40-15h10	Module 7: Con't Session 7.3: Mistakes Facilitator Make	
15h10-15h25	Break	
15h25-16h25	Module 7: Con't Session 4: Learning Blocks	
16h25-16h45	Post-test	
16h45-17h15	Final evaluation and closing	

ANNEX 6.2:
NOTES FOR FACILITATOR: Giving and Receiving Feedback

Activity 1: Top 10 rules for giving quality feedback in general

	Top 10 rules for giving constructive feedback
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Activity 2: Rules for giving constructive feedback

Tips to facilitators: Be professional (work wise), leaners are smart enough to know your feedback are honest or true.

How to provide feedback to learners?

Rules for giving feedback and criticism

How to give skilled feedback

- **Start with the positive**

   Always give positive as well as negative feedback. Our culture tends to stress the negatives – we focus on mistakes rather than skills.

   However people need encouragement and telling someone that they're doing something well can improve their performance and even more. When giving negative feedback, sandwich the negative between two genuine and sincere positive bits of feedback.

- **Be specific**

   Avoid general comments such as that was very good because it doesn't say what was good about it. Try to pinpoint exactly what the person did that was good.

- **Be descriptive**

   Describe what you saw or heard.

   Example: As you were listening to Sudeep, you were leaning forward looking really interested, and it made me feel as if you were really involved and genuinely concerned.

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- ### Offer alternatives

If you must give negative feedback, then suggest what the person might do differently.

Example: When Mike was describing the troubles he'd had with Phil, you gave him lots of advice. I think it might have helped him even more if you'd asked him what he thought he might do about the problem, before you gave him your own suggestions.

- ### Take ownership of the feedback

Give feedback from your own point of view rather than making it seem like a generally held opinion.

Example: I thought the way you interrupted Gloria at that point could have given her the feeling that you weren't interested at all in what she had to say Not: "You're not a very good listener" Therefore begin feedback with "I…", or "in my view…" and not "You…"

- ### Take ownership of your responses

Each of us is responsible for our own emotions and reactions. No-one can make us feel or respond in a certain way.

So it is not valid to say, "You made me feel really angry". It is more appropriate to say, "When you did that… I felt…"

- ### Leave the recipient with a choice

If we demand or impose changes on someone then we invite resistance. When we give skilled feedback, we offer people information about themselves that leaves them with a choice about whether to act upon it or not. We may discuss with them the consequences of not changing, but the choice rest with them. We cannot successfully demand change.

- ### Think what this says about you

Giving feedback to others says a lot about our personal beliefs and values.

Some people are tempted to project their own shortcomings onto others, for example someone who is impulsive may accuse others of rushing headlong into things.

This is not always intentional so watch out for this tendency in your own behavior.

Activity 3: Feedback from learners

Observation	Circle score					
	True					False
	1	2	3	4	5	6
1. My facilitator was patient and helpful, especially if I got stuck or seemed slow						
2. We talked before we began so may facilitator knew what I could already do						
3. I could clearly see the point in the learning we set out to do						
4. If I got stuck, I could feel confident that my facilitator would come up with a way to help me overcome the block						
5. He/she listened carefully to what I was saying and seemed sensitive to what I felt						
6. My facilitator was always attentive and seemed interested at all times						
7. I am sure my facilitator understood how I felt about the module, progress, problems and so on						
8. I had time to think whenever he/she asked a question; I never felt rushed into an answer						
9. Questions were clear, relevant, well-put and helped me to learn						
10. My facilitator always took care to understand what I was saying, by asking questions, repeating what had been said, and so on						
11. I am sure my facilitator understood what I said and how I felt						
1. He/she encouraged me to give information						
2. My facilitator never jumped to conclusions and commented only after gathering all the facts						
3. I got much support and encouragement, and my facilitator showed reassuring confidence in my ability						
4. I knew my facilitator had been listening and making sense of everything by the way he/she summed up our discussions						
5. The feedback was always critical but fair and helped me to plan for improvement						
6. I think my facilitator got all the relevant information from me as I worked through the module						
7. I think my facilitator and I fully understood what was going on as the module progressed						
8. My facilitator responded well to information about my progress						
9. I 'd welcome the chance to work with this facilitator again						

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ANNEX 6.3: NOTES FOR FACILITATOR: Learning Blocks

Activity 1: Introduction and categorize learning block

The categories might be:

Learning Blocks	
Environment	
Language barriers	
Homework not completed(Pre reading)	
Level of participants	
Cultural sensitiveness	

Activity 2: Overcome the learning blocks

The solutions might be:

Learning Blocks	Solution
Environment	• Arrive one day before to check everything • Initial consultation with the host organizer • More options
Language barriers	• Prepare • Material translated
Personal issues	• Delegate more roles to Admin • If you have something concern during the training would prevent completing the training, advise someone to approach during the training.
Homework not completed(Pre reading)	• Look the quality of the pre-reading • Must reading over and over and refer to it during the training. • Allocate time for reading on training(facilitated reading) • Prepare for the worst scenario
Level of participants	• Separate discussion • Divide groups in advance
Cultural sensitiveness	• Prepare in advance to know as much as details • How to dress • What time break for lunch, no pork for lunch, etc.,

Summary:

To overcome the learning blocks, facilitator can also enhance it by the facilitation methodologies, for example:

1. **VIPP   Principle:**

   Visualization

   In

   Participatory

   Program

2. **Smart use of Met cards**

- One idea per card

- Word or phrase

- Maximum 2 lines a card (depends on the size of the card)

   Respect all cards (review every one's cars, for instance, ask volunteer to come to flipchart to group all cards by 3 pillars

NOTE

Key resources include:

* Comprehensive School Safety Framework:

  http://gadrrres.net/resources/comprehensive-school-safety-framework

* Guidance Notes on Safer School Construction:

  www.ineesite.org/en/disaster-risk-reduction/safer-schools

* VISUS methodology: a quick assessment for defining safety upgrading strategies of school facilities.

  www.unesco.org/new/en/natural-sciences/special-themes/disaster-preparedness-and-mitigation/disaster-risk-reduction/safe-educational-facilities/

* School Safety Index.

  www.www.ineesite.org/uploads/files/resources/Indice_de_Seguridad_Escolar_ISE_Final.pdf

* Sendai Framework for DRR 2015-2030

  http://www.preventionweb.net/files/43291_sendaiframeworkfordrren.pdf

* Towards Safer School Construction: A community-based approach'

  http://www.preventionweb.net/english/professional/publications/v.php?id=45179

* Towards a learning culture of safety and resilience: Technical guidance on DRR in school curricula (UNESCO/UNICEF, 2014)

  http://unesdoc.unesco.org/images/0022/002293/229336E.pdf

* Disaster risk reduction in school curricula: Case studies from 30 countries

  http://unesdoc.unesco.org/images/0021/002170/217036e.pdf

* Version française : La réduction des risques de catastrophes dans les programmes scolaires: Études de cas concernant trente pays

  http://unesdoc.unesco.org/images/0023/002303/230303F.pdf

* Public awareness and public education for disaster risk reduction: key messages

  (English, French, Spanish, Arabic, Russian)

* Public awareness and public education for disaster risk reduction: a guide

  (English, Spanish, Arabic, French, Russian)

* Learning and teaching for a sustainable future: A multimedia teacher education program

  http://www.unesco.org/education/tlsf/

* Stay safe and be prepared: three-book Compendium on Disaster Risk Reduction (DRR)

☞ Stay safe and be prepared: a student's guide to disaster risk reduction

  http://unesdoc.unesco.org/images/0022/002287/228798e.pdf

☞ Stay safe and be prepared: a teacher's guide to disaster risk reduction

  http://unesdoc.unesco.org/images/0022/002289/228963e.pdf

☞ Stay safe and be prepared: a parents 's guide to disaster risk reduction

  http://unesdoc.unesco.org/images/0022/002289/228964e.pdf

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✳   Climate Change in the classroom: Course for the Secondary Teachers New! (also in Spanish and Portuguese)

    http://www.unesco.org/new/ccesd

✳   Videos

☞   Video Clip: learning to address Climate change (also in FR and SP)

    http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2795 or

    http://www.youtube.com/watch?v=gQqcm0-zYMc

☞   Video Clip: education for Disaster preparedness (also In FR and SP)

    http://www.youtube.com/watch?v=USLHmwvpjX8UN Convention on the rights of the child

☞   CEDAW

☞   Useful resources for inclusive DRR and general programming

☞   These offer technical information for programming, and have lists of further references.

☞   Malteser International (2013)

☞   Manual on Disability Inclusive Community-Based Disaster Risk Management

    http://www.didrrn.net/home/files/9014/0057/9145/EN_TL_Disaster_Risk_Management_2page.pdf.

Developed in the Vietnam context, but of wider relevance, this manual provides specific tips and recommendations for including people with disability in local level disaster risk management; the suggestions are also applicable to other socially marginalized groups.

☞   Disability Inclusion in Community Based Disaster Risk Management in Vietnam: Policy Brief. Available upon request: http://www.didrrn.net/home/index.php/resources/. This short document summarises policy development in the Vietnam context.

☞   CBM (2012)

☞   Inclusion Made Easy: A quick program guide to disability in development. http://www.cbm.org/Inclusion-Made-Easy-329091.php. This is an introductory guide to mainstreaming disability within development programs. Links to more detailed resources are provided throughout. It is also useful for understanding: where a program is succeeding in providing equal access; opportunities to maximise the contribution people with a disability can make to all development programs; challenges or opportunities; increasing participation and access to development programs; and implementing inclusion strategies.

☞   CBM International and Disability Inclusive DRR Network for Asia and Pacific (2013)

☞   Disability Inclusive Disaster Risk Management: Voices from the field and good practices.

    http://www.preventionweb.net/english/professional/publications/v.php?id=33274.

This presents examples of 'good practices' in this field, stories of DRM involvement by people with disability, and organisational decisions and impacts on programs.

☞   Handicap international (no date)

☞   Disability Check List for Emergency Response.

    http://www.handicap-international.de/fileadmin/redaktion/pdf/disability_checklist_booklet_01.pdf.

In addition to general guidelines for the protection and inclusion of injured persons and people with disability in emergencies, it also deals specifically with school accessibility, including considerations for school construction for children with different impairments.

☞ The Sphere Project (2004)

☞ Humanitarian Charter and Minimum Standards in Humanitarian Response: the Sphere Handbook. http://www.sphereproject.org/handbook/. This is an internationally recognised sets of common principles and universal minimum standards for delivery of good humanitarian responses. It is not owned by one organisation, so is widely accepted by the humanitarian sector as a whole.

☞ Australian Aid (formerly AusAID), Department of Foreign Affairs and Trade (2013)

☞ Accessibility Design Guide: Universal Design Principles for Australia's Aid Program, January 2013, Registration Number 13. http://aid.dfat.gov.au/Publications/Pages/accessibilty-design-guide.aspx. This publication offers rationale and concrete suggestions for building designs that are more likely to be accessible for people with disability.

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