

Safeguarding Schools

Safer Schools for Safer Education



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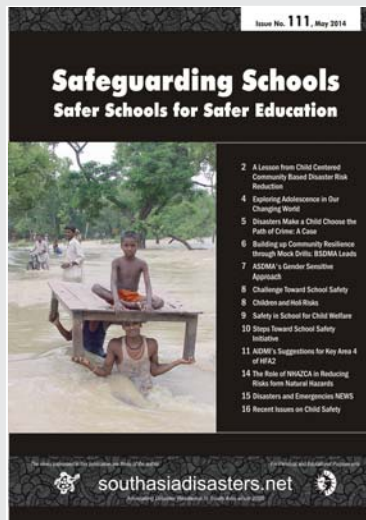


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ABOUT THIS ISSUE



Children spend the major part of their day at schools. Therefore, any concerted effort to enhance the resilience of children to disasters must focus on making schools safer from the adverse impact of disasters. This issue of *Southasiadisasters.net* focuses on the key policies, strategies and practices related to the important theme of school safety.

Apart from important policies related to school safety and child welfare in disaster situations, this issue also consists of the experiences and lessons learnt by organizations that are involved with school safety campaign in India and beyond. Engagingly written and meticulously researched, this issue seeks to underscore the role of school safety for overall development of children. A must read for all interested in this important area. ■

CHILDREN AT RISK

A Lesson from Child Centered Community Based Disaster Risk Reduction

There are around more than 450 million children in India. Like any part of the world, after the convention on the Rights of Child, the focus on the overall development of children has, increased in India as reflected by laws related to the protection of the rights of children like PCPNDT Act-1994, care and protection of children Act, the Right to Education-2005 and other acts. To make these laws more effective the Government brought The National Plan of Action for Children 2005. This plan has been divided into four sections-namely child survival, child development, child protection and child participation with the objective of improvement in the life of all children without any discrimination based on gender, class, caste, race, religion and legal status to ensure equality. India has certainly marched ahead in fulfilling its commitment for ensuring quality life for children but what it has still to achieve for its children is matter of grave concern.

Abuse of the rights of children, child trafficking, child labor, sexual exploitation, girl-child marriage, school drop-out to name a few are some indicators which tell the story of the backward status of children in India. Children are at the receiving end of growth and development. It is the situation in normal time. Children's lives becomes more miserable even inhuman at the time of any disaster.

Children living in Bihar live in more vulnerable conditions due to the geo-socio-economic condition of the region and the environment the children live in. Bihar being multi disaster prone area, all 38 districts prone to one or more than one disasters, have to face the challenge of sustainable and inclusive development. Challenges for inclusive growth/development increase for a vulnerable community like children who are themselves neither well capacitated nor have



Bal Panchayat meeting.

sufficient/effective institutional support. Children are among the most vulnerable and are exposed to higher risks in the event of a natural hazard. They suffer inordinately in all phases of disaster and are invisible in most disaster recovery and rehabilitation processes. Increase in frequencies and severity of disaster further exacerbated the problem of children. So the challenge is to protect the rights of development of children. This challenge multiplies in the state like Bihar-Multi prone disaster region.

In this back drop one initiative namely **Child Centered Community Based Disaster Risk Reduction** approach has been adopted to build resilience among vulnerable children and communities. The main objective is to increase the capacity of children community not only to face the given situation of life but also come out of it. Strategic intent is to make children active participants in their development either in normal or in disaster-time. Mobilization, organization and leadership development among children are key strategies.

Child welfare groups have been formed. The child centered approaches strengthen through the process of empowering institution like schools-center of learning and link between the children and community (disaster Risk reduction begins at School-World Disaster Reduction Campaign-2006-07) Child centered welfare groups have been formed and capacitated to ensure children safety, security and protection during emergency. There are other children based groups like, village level children groups, child protection committees, BAL Panchayats, task forces and so on. Through all these groups, committees, task forces, children are playing pivotal role in decision making for emergency response and development work for the children.



First aid by children.

They are emerging as young leader for DRR. These children help local institutions to take decision or make policy which is child friendly and make children disaster-resilient. Children participate in the decision making meeting at community level through the representatives of child-groups.

At village level there is child group known as Baal panchayat. Children above and 7 years and below 18 years are the members of these Baal panchayat (child group at the village cluster level) 15 members in Child Groups (ratio 50:50) and 3 active members from child groups chosen to BAL Panchayat, Baal Panchayat members are 36. Each Baal Panchayat has its own cabinet consisting of ministers with specific roles and responsibilities for child center disaster risk reduction. Child protection committee has been formed at Panchayat level. This group participates in decision making meeting with local institution for incorporation of issues in their decision relating to DRR at community level as well as school level which related to child safety, security, dignity and development.

Mainstreaming of children in all the phases of DRR is still a challenging task. It demands the change in the pre-conceived mind of policy maker which is aptly stated in the statement of Kajal (Member of Child Group) "*Baccha aapda main kya kar sakthe hai jaisa ki bare log kahti hain*" (as state by elder that children can't do anything during disaster). During emergency they are mal-treated and mal-handled and hardly taken into notice. To eradicate this bias, Political will and enabling environment is needed for make our DRR approach child centered.

The National Plan of Action for children should take this aspect (Disaster and Children) seriously in to consideration if any tangible and sustainable results are to achieve in the direction of objectives declared in 2005. Child Centered Community Based Disaster Risk Reduction approach may provide help in redesigning the guideline for children taking into account the importance of Disaster Resilience for safe and sustainable development for all children. ■

– Mukul Kumar,
Save the Children India

Exploring Adolescence in Our Changing World

Adolescents often live at the contours of society's consciousness. Yet they number 1.2 billion globally, greatly concentrated in developing countries¹. UNICEF describes adolescents in three stages, namely early (10-13 years of age), middle (14-16), late (17-19) adolescents. Adolescents are a diverse demographic group composed of different sub-groups of boys and girls, some with disability, and some belonging to rural and urban areas. These adolescents face tremendous challenges and therefore the issues directly related to them need to be addressed in development planning.



Photo: AIDMI.

Due to their unique stage of physical, mental and psychological development, adolescents are profoundly influenced by their surroundings. There is thus, an urgent need to identify and understand the issues that affect adolescents in our changing world. The All India Disaster Mitigation Institute (AIDMI) has realized the importance of mainstreaming adolescent issues in development planning, particularly in disaster risk reduction. Consequently, it organized a roundtable with schoolteachers to identify the pressing issues that affect today's adolescents. The objectives of this roundtable were:

1. To understand issues of adolescence from teachers based on their experience with students in school;
2. To identify possible actions and ways for AIDMI to prepare students to handle this Physical, Mental and Social change;
3. To understand how to prepare adolescent for risk reduction in day to day life and in emergency situation.

Through this round table some very thought provoking questions emerged. These questions include:

- Who are the adolescents of today? How are they different from those 30 years ago?
- Are there new ways of looking at adolescence now at our command than there were 30 years ago? What are they?
- Who is looking at adolescence in our times? What disciplines, are they from? How do they observe? For what purpose?
- Why is the study of adolescence not prominent in academic or action agenda? Has the focus on education and work translated into an emphasis on children and youth, while stepping over the years of adolescence?
- What are the forces that shape adolescence today? How well do we understand the ways in which adolescence is arrived at, celebrated, bypassed, or snatched away in our times?
- How does globalization impact adolescence in both urban and rural areas? What are the

common denominators and where is the difference?

- What is the role of social networks like YouTube and Facebook in defining adolescent culture? What adolescent needs do they fulfil and to what extent?
- Do social networks promote understanding and a greater interest in diversity? Or do they homogenize and lead to monoculture? Or do they offer a new set of diversity so far not known?

These questions reflect the changing realities of our times with respect to adolescents. It is an established truism that adolescents need special attention and care from society to evolve into healthy, stable and productive adults. This is why a rethinking of issues surrounding adolescents is topical and pertinent to support the effort to make the world a better place for them. This is what AIDMI has sought to do and this is what other agencies should emulate too. ■

- Kshitij Gupta

¹ <http://www.unicef.org/adolescence/>

Disasters Make a Child Choose the Path of Crime: A Case

One incident can change the life of a child and force him to take the path of crime. Before we go further it is important to understand what is disaster? How it affects the life of human being?

Natural and manmade disasters impose tremendous economic and social pressures on the affected regions. According to the Annual Disaster Statistical Review, in the year 2007 alone natural catastrophes cost the world at least \$74,985.26 million and affected over 211,216,415 people worldwide¹. While there have been several investigations into the economic impact of natural disasters, the social effects are relatively under-researched.

Unlike the developed countries, a majority of the population in the developing countries do not have access to natural disaster insurance. Informal arrangements for mutual insurance are not very effective when it comes to dealing with collective risks (Dreze and Sen, 1989). Social order often breaks down and people resort to crime in desperation. For instance, following the floods of 2008 in the Indian state of Bihar, the Bihar Times reported, criminals and anti-social elements are looting abandoned houses and robbing hapless evacuees at gun point". This suggests that in the case of India social costs of natural disasters are immense.

The existence of crime in the economy can be explained by the economic theory of crime (Becker, 1968; Ehrlich, 1973), which argues that

an individual indulges in criminal activities if the net marginal return from illegal activities exceeds the net marginal benefit from legal activities. Sociologists offer alternate explanations for the presence of crime in society. They argue that people indulge in criminal activities when unsuccessful individuals feel frustrated at their situation relative to those who are successful (Merton's strain theory) or when mechanisms of social control are weakened and the community fails to regulate the activities of some of its members (Shaw and McKay's social disorganization theory).

The story of Saddam (name changed) from a juvenile reformatory home in Delhi helps to understand how disasters can turn a child to the path of crime.

"I am Saddam and I belong to Bihar, I was the only child of my family. I still remember the day when I lost my family in floods, I was 10 then. I was all alone and living in a relief camp, where I made friends and one day some of my friends asked me to go with them and we boarded a train, I was completely unaware about where we were going. I enjoyed their company and also had a great feeling that I will be out that relief camp for the day. Next evening I came to know that we have reached Delhi. We were tired and slept at the railway station. Next morning when I woke up I do not find my bag and not even my friends. There were some other children like me at the station they came forward and ask me about my problem. I told them everything and they said you can stay with us. All the other children were drug addicts and involved in petty crimes to

sustain their drug dependency. Gradually I started taking drugs with them and moved to serious drugs in next 2-3 years. I indulged in crime like snatching, pickpocketing, robbery etc to sustain my drug dependency. I was on the streets and into deep addiction of drug and crime for almost 5-6 years".

It is important for us to understand the consequences of natural disasters among children in India. When a child like Saddam lost his family and due to lack of proper support indulged in drug addiction and crime, he became a serious threat to society. Many children every year lose their family during disasters like floods in the states like Assam, Odisha, Bihar and West Bengal. Most of these children are left to fend for themselves as no proper care is given to them. As a consequence of this apathy, these children migrate to various parts of India in search of food and shelter. It is because of their poverty and the lack of benign elders to give them prudent counsel that these children become more likely to indulge in anti-social activities. The story of Saddam is an alarming example of children indulging in crime because of disasters.

Therefore steps should be taken by the government and the organizations working in these areas. Displaced children should be registered so that children separated from their families and possibly orphaned can be identified and offered special care and protection so that the story of Saddam does not repeat again. ■

- Jayanta Hazarika

¹ The Annual Disaster Statistical Review is published by the Center for Research on Epidemiology of Disasters (CRED).

Building up Community Resilience through Mock Drills: BSDMA Leads

Mock drills are a potent method through which the resilience of the community can be built up. For, they help in identifying the gaps in the capacity of a community to respond to disasters and then through proper training and practice help in bridging those gaps. The Bihar State Disaster Management Authority (BSDMA) recognizing the importance of mock drills, conducts them regularly with many community groups to empower them to respond efficiently to disasters.

The mock drills of BSDMA follow certain phases and procedures. They are:

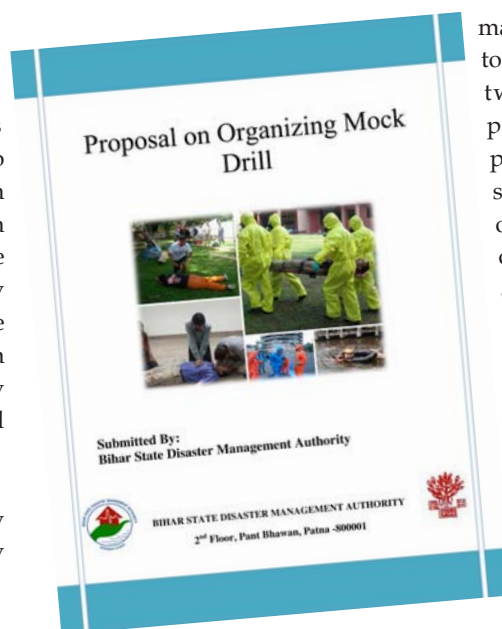
Phases of Mock Drill

Phase one:

Phase one will be dedicated to awareness and development of proper SOPs for all the stakeholders. The phase will be consisting of consultative workshops on development of SOPs and Incident Response System. In phase one, small scale mock drills at school, hospitals, rural set up and drills at some of the urban settings will be held along with some on-site industrial disasters. There will be tabletop exercises and Functional exercises will be held constantly with all the ESF, IRTs and other important stakeholders. This will be conducted at small level throughout the state. The drills will be based on the hazards such as fire, earthquake and terrorist attacks at low level.

Phase two:

Phase two will be on a larger level that will test the lessons learnt during the implementation of phase one. The



phase will involve multiple stakeholders and will test for the coordination between two or more ESF units and IRS. There will be regular mock drills and functional exercise at school, hospital, urban and industrial level or it may involve drills at more than one place at a time with a given scenario. The Phase two will set the stage for multi-stakeholder coordination under the full scale exercise or a Mega Mock Drill at multiple levels at a time. The hazards that will be considered for the exercise will be the same as phase one but at slightly worse given scenario.

Phase Three:

Phase three will be the final phase where a Full Scale field exercise will be carried out. It may be called a "Mega Mock Drill". This drill will assume a rather worst case scenario with multiple hazards leading to disasters such as earthquake followed by fire and industrial gas leakage. The

main purpose of this phase will be to test the lesson learnt in the earlier two phases, to observe the preparedness level of all the participating ESFs and stakeholders. But the major outcome of this exercise will be to observe the coordination level of all the stakeholders, ESF and public in accordance with the SOP, the functioning of IRS by simulating a true worst case scenario such as a terrorist attack or a large scale earthquake with magnitude of 7.0 on Richter scale. Phase three being a very large scale one, it will need additional activity to support its proper implementation. The activities will include the

following:

- **Media/IEC intervention:** Comprehensive media campaign through local TV channels, FM Radios, newspapers, outdoor media, mass SMS, public lectures, nukkad natak, rallies etc.
- **Orientation, sensitization work and Training workshop:** Government departments/offices, NGOs, hospital/ mall/ theatre /school administration, welfare associations, private corporate, youth organizations, ESF including civil defence of respective districts, NDRF, associations of doctors/engineers/ architects, public and private transporters, aapada mitr etc.
- **Preparatory mock drills:** A series of preparatory mock drills at small level will be conducted at various places mentioned above. This would ensure involvement of all ESF units.

Procedures of Mock Drill

The mock drill exercise at any of the given level will follow the procedure mentioned below:

- i. **Predrill briefing:** pre-drill briefing with the participating agencies, observers/evaluators to explain the scene and the ground rules for executing the drill.
- ii. **Drill Initiation:** The drill will be initiated by the incident commander in accordance to the accordance with the planned drill scenario.
- iii. **Drill Activity:** The activities will be based on the following points:
 - Announcement of start of the drill
 - The information and confirmation of the event
 - The activation of IRS by the Incident Commander/ Responsible Officer
 - Response by administration
 - Activation and response of the ESF
 - Response of community
 - Announcement of closure of the drill
- iv. **Drill Evaluation:** Evaluation is one of the most crucial aspects of a mock drill. The evaluation will include the following:
 - Observation: The minute details of the exercise will be observed and recorded.
 - Audit: A detailed audit will be done post mock drill sessions at incident site, hospitals, and relief camps. Audit will be made.
 - Post emergency de-briefing will be conducted to discuss on the key issues raised in observation.
 - Corrective Action Plan will be prepared in order to bridge the gap.
 - People perception: People's perception will be recorded through with the help of the media. ■

– **Amit Prakash and Anand Bijeta**,
Project Officer, Bihar State Disaster
Management Authority, Bihar

CHILDREN'S CAPACITY BUILDING

ASDMA's Gender Sensitive Approach

The process of devising a post 2015 framework for disaster risk reduction (HFA 2) is well under way. As part of this process, consultations and workshops have been held globally to identify the areas emerging in the field of disaster risk reduction needing attention. One such key area focuses on **Women as a force in resilience building and gender equity in disasters.**

The Assam State Disaster Management Authority's (ASDMA) work with the All India Disaster Mitigation Institute (AIDMI) on conducting training of teachers (ToTs) on school safety is in line with the aforementioned key area. For, in 2013-14 within the ambit of this project, 26 trainings on school safety were held in 25 districts of Assam that saw the participation of 27% female teachers as against 19% female participation witnessed in 2012-2013. Conducting mockdrills on earthquake is an essential part of these trainings and in 2013-14, a total of **1172 children participated in these mockdrills of which 57% participants were female.**

Making women as a force of resilience and striving for gender equity in disasters was also reflected in another project carried out by ASDMA. The project 'Pilot School Disaster Management Plans through Model-School Approach' was carried out in Kamrup (metro) district of Assam. Within the scope of this project, 4 schools from Kaprup (metro) district were chosen to identify the challenges faced by schools towards building a safer education. **1 out of the chosen 4 schools was an all girl's high school.** Furthermore, most of the teachers who volunteered to initiate disaster risk reduction efforts in their respective schools were female.

The increasing participation of women in the aforementioned projects bears testimony to ASDMA's steadfastness to the ideal of increasing women's participation and involvement in disaster risk reduction planning and practice. ■

– Kshitij Gupta



Photo: AIDMI.

SCHOOL SAFETY

Challenge Toward School Safety

Assam is highly prone to natural disasters as floods, earthquakes, and cyclones are recurrent phenomena in Assam. And their impact is on a rising trend making it necessary for the government to take proactive and concrete actions.

Thus, the Assam State Disaster Management Authority found the need for capacity building at school level and decided to support the school efforts in disaster management by enhancing the capacities of the school stakeholders to tackle future disaster in schools. And AIDMI with its vast experience in the domain of capacity building of schools for disaster risk reduction was entrusted with the task of carrying out the same in the state of Assam.

Training which helped the schools in initiating activities for promoting and ensuring risk reduction was achieved through planning and implementing SDMPs.

Vibrant and dynamic examples emerged after the completion of each training from amongst the participants. The participants were found keen to use the learned skills in their respective schools for preparedness and mitigation.

According to one of the participants, Mr Manihar Singha, Sirajul Ali H.S. School, Cachar, "Now its high time to get prepared against any kind of disaster instead of getting scared of thinking the worst situation after mishap. Now we are disaster ready and lets fight against disaster to mitigate huge destruction". The objective of the training clearly illustrated that we need multi hazard prevention, response and recovery plans from natural hazards so that threat to human life and school property is minimized". ■

- Sonali Das

CHILDREN AT RISK

Children and Holi Risks

Holi, one of the most important festivals being celebrated in India with different sorts of colours, is a symbol of the victory of good over evil. Colours which shed away all darkness and colours which bridges the divide between communities and cultures. These colours bring about all sorts of happiness and reasons for celebrations among family and friends. But the real essence of these colours are getting diluted as the process of making them is now involving more and more chemical base. Especially children, who essentially are the ones most excited about the festival are exposed to hazards of getting affected by such colours made from chemicals.

Holi is played with three basic type of colours: gulals, water colours and dry colours. Each of them have their own health hazards, which are often ignored. Gulals - Holi health hazards is the worse in gulal. Gulal has heavy metal content in it and the new shiny gulal has added extra amount of powdered glass. Holi health hazards are not restricted to skin alone, in the process of playing Holi, a lot of the powdered colours does get inside the system. The metal content of gulal often get deposited in the kidney, liver and bones. This directly affects the metabolism functions. The colourant base of Holi colours is usually asbestos or silica. As for the effect on skin, silica dries on the skin and breaks down skin tissues. The glass based shiny colours can lead to

eye damage. Not only that, various chemicals added to give particular colour and fragrance also add to health risks. Children get affected most by these hazards, as they are easily susceptible to be in direct contact of colours. They are least concerned for any kind of risks associated with playing holi. One should be very careful while choosing what kind of colours shall be allowed for children to use during holi. The different organic and herbal colours available in market might not be that safe as they claim to be. Even they contain a lot of harmful ingredients that can cause health related problems.

The use of traditional colours is gradually losing its importance, as the preparation process takes lot of effort and time. Traditionally colours were made out of haldi, henna, neem, beet root, palash flowers and all sorts of naturally occurring pigments which can be added to water to make a harmless blend of colour. All these ingredients are infact very good for skin and do not cause any irritation or reaction as is the case with chemical based colours. Children must be encouraged to use these natural colours and also make others aware of the severe hazards of using chemical based colours. Children can be the flag bearers for bringing a healthy change in the way of enjoying the festival of holi in its true spirit, without being exposed to hazards of using synthetic colours. ■

- Aditya Jain



Photo: AIDMI.

Safety in School for Child Welfare

An enshrined goal of the contemporary humanitarian effort is to make the world a safer and happier place for children. In the institutionalization and pursuit of this ideal; governments, humanitarian agencies and associated entities make use of a variety of agents, tools and media.

One of the most potent media to engender and promote child welfare is schools. Considered to be secondary agents of socialization, schools inculcate in a child socially approbated norms, values, ethics, limitations, barriers and much more. Schools are also capacity building hubs which impart technical knowledge, intellectual skills and cultural heritage to children so that they may grow up to be independent, responsible and successful members of society.

A variety of natural and anthropogenic factors have escalated the vulnerability of society to various hazards. Schools, an integral part of our social structure have also become increasingly vulnerable to these hazards. Though there are natural and man-made dimensions, these hazards have a definite impact on both the school and the children who attend it. Risk education and communication help in shaping the perception of risk among children in school. This in turn, plays an important role in shaping the way a child will respond and adapt as an adult to the emerging challenges by varied vulnerabilities and threatening hazards.

The All India Disaster Mitigation Institute (AIDMI) has recognized the importance of building up the



Photo: AIDMI.

Mock drill being conducted at a school in Assam.

resilience of schools against all kinds of hazards. This intent was translated into action when AIDMI launched its 'Safer Schools' campaign in 2001. Ever since the inception of the safer schools campaign, AIDMI has been at the helm of experimenting with safety practices in schools and has been instrumental in observing, documenting and sharing emerging trends and dimensions that may play

a crucial role in building a resilient future for children.

Specifically the Pilot School Disaster Management Plans in four schools of Assam have highlighted many such dimensions. One of the most notable dimensions in this regard which particularly relates to socialization in school through empathy is engaging children with different role plays during mock drills. What it makes clear is that children learn more with visualization and practice. AIDMI's experience of hundreds of mock drill was even more enriched with deeper involvement in these four schools. Children were assigned to play the role of differentially able children particularly that of visually impaired and orthopedically challenged and few others were assigned roles of assisting them during earthquake simulation mock drill. After each attempt of drop-cover-hold and evacuation they were asked to share before the group what they felt.

Risk education and communication help in shaping the perception of risk among children in school. This in turn, plays an important role in shaping the way a child will respond and adapt as an adult to the emerging challenges by varied vulnerabilities and threatening hazards.

Interestingly what they shared was expected but the way they revealed the learning from feeling of empathy was noticeable. A child who acted as a blind person was quoted saying *"I really felt the horror when everybody was moving to leave the room after the bell stopped ringing. Suddenly I found my friend holding my hand and guiding me for moving out, that was a great relief. Though I knew it was only a drama but yet I could sense that if such situation arises in reality how a blind person will feel."* Though these are primary emotions driven by id and may or may not sustain in the long run, but the positive side is that these children are now aware of the precarious situation of those who are in special needs category.

Another side of the same coin, was that the helper again was feeling a different sort of emotion. Almost all children who acted as helpers were of the view that it was a great internal pleasure to help somebody in such an emergency. Though they knew it was not real but they were obviously relating it with reality.

Now, the point of discussion remains why schools should promote, integrate and practice mock drills. One obvious reason is that there is no other way out, considering the increasing frequency of natural and man-made hazards where mock drills will both increase and improve the preparedness and will guide the school on ongoing basis as an evaluator. Another and rather broader context of this inclusion can be more significant in justifying the traditional and acceptable role of school as a socializing agent. In this era of dominating individualism and shrinking of feelings for others such platforms may ingrain strong values among these future generations who will deal with sustenance of our civilization. School safety through mock drills seeks to achieve this ideal through incremental social change. ■

– Anand Prokash Kanoo

INTERVIEW

Steps Toward School Safety Initiative

In order to ensure a safe learning environment for schools, the Assam State Disaster Management Authority (ASDMA) has come up with several school safety initiatives through Training of Teachers, preparing School Disaster Management plans, conducting mock drill in schools, implementing and supporting non-structural mitigation measures etc. In this endeavor, ASDMA has also been successful in involving sector expert agencies in collaboration. Organizations like the All India Disaster Mitigation Institute (AIDMI), the Assam Engineering College and the Geo Hazard Society have been involved in different spheres of ensuring school disaster preparedness in schools.

The views of its functionaries at different level are also reflecting the different dynamic domains of activities in this regard. When interviewed, Mr. Ronny Rajkumar, Project Officer, District Disaster Management Authority, Golaghat, put forward his opinion on the initiatives for safer schools in Assam. He said that the current structure and organization of School Safety initiatives in Assam is quite appreciable and in regular course more new and innovative initiative will be taken in order to mainstream the Disaster Risk Reduction in education. According to him the best part in these initiatives in his district is promoting school safety through conducting Training on School Safety including the School Disaster Management Plans and conduct of Mock Drills. He appreciated the work of AIDMI in terms of providing good modules and expert resource persons.

He also pointed that though the trainings were fruitful and the schools had already prepared their draft SDMPs during training but due to lack of proper monitoring and follow up action schools are not found active in implementing the SDMP. There is no such established mechanism to monitor whether schools are conducting mock drill in regular interval of time and as per the action plan or annual calendar mentioned in their SDMPs. He felt that the pro-active steps on the part of the schools are necessary and the strong observatory to force the schools in adhering their plans with due importance as they give to their academic and school development plans will be essential for bringing more productive and time bound results

He said that alone government or ASDMA or experts agencies will not be able to bring total safety in schools with self motivated and self interest oriented efforts by schools since the safety of school is everyone's responsibility. Somewhere down the line the schools have to do a lot of work and practice at school itself for actual preparedness. Government should have to involve institutional heads intensively in the process of school safety. The department has to play a proactive role in follow up for ensuring school safety. ■

– Sonali Das

AIDMI's Suggestions for Key Area 4 of HFA2

Key Area 4 of the post-2015 framework for disaster risk reduction (HFA 2) relates to *Women as a force in resilience building, gender equality in DRR*. A consultation report from the Asia-Pacific region on this key area has been prepared. This report provides an overview of the key findings and recommendations emerging from all the consultations that have taken place in the ASIA-Pacific region on this key area.

The All India Disaster Mitigation Institute (AIDMI) is aware of the profound importance of women in all aspects of the disaster management cycle and resilience building. Therefore, it has tried to align its project and policy advocacy activities to the agenda of promoting gender equality in resilience building and DRR. The purpose of this note is to highlight some suggestions that AIDMI would like to forward to make HFA 2 more gender sensitive. AIDMI's own experiences in mainstreaming gender equality in its project activities are also recounted. These suggestions are as follows:

A. Capacities and Vulnerabilities Framework: A New Framework for Mainstreaming Gender in DRR

Having delineated the various imbalances of the impact of disasters on women and the approaches that can be adopted by the humanitarian agencies and governments to counteract these imbalances, the next logical step would be to adopt a new framework that addresses the need to mainstream gender in disaster risk reduction.

CAV Matrix	Capacities		Vulnerabilities	
	Women (girls)	Men (boys)	Women (girls)	Men (boys)
Physical/Material Resources, skills, hazards, etc.				
Social/Organizational Relationships, leadership, social structures, etc.				
Motivational/Attitudinal Sense of ability to change and control their environment, etc.				

Table 1

The Capacities and Vulnerability Framework seeks to achieve just that. This is a framework that can be used by humanitarian agencies to plan out interventions during disasters and emergencies that not only provide immediate assistance to the victims but also increase their socio-economic prospects by leveraging upon their inherent capacities. Founded on the principle that the capacities and weaknesses of people determine their response to disasters and determines the impacts of that emergency on them, this framework has categorized capacities and vulnerabilities as¹:

1. Physical and material
2. Social and Organizational
3. Motivational and Attitudinal

Table-1 shows a CAV Matrix used for Capacities and Vulnerability framework².

B. Gender Sensitive Post-Disaster Assessment

In order to devise any strategies or plans of action to address to mainstream gender in disaster risk management it is essential to carry out a gender sensitive post disaster assessment. Such an assessment will yield information about the specific needs of different gender groups after the disaster and would help in formulating strategies to address such needs.

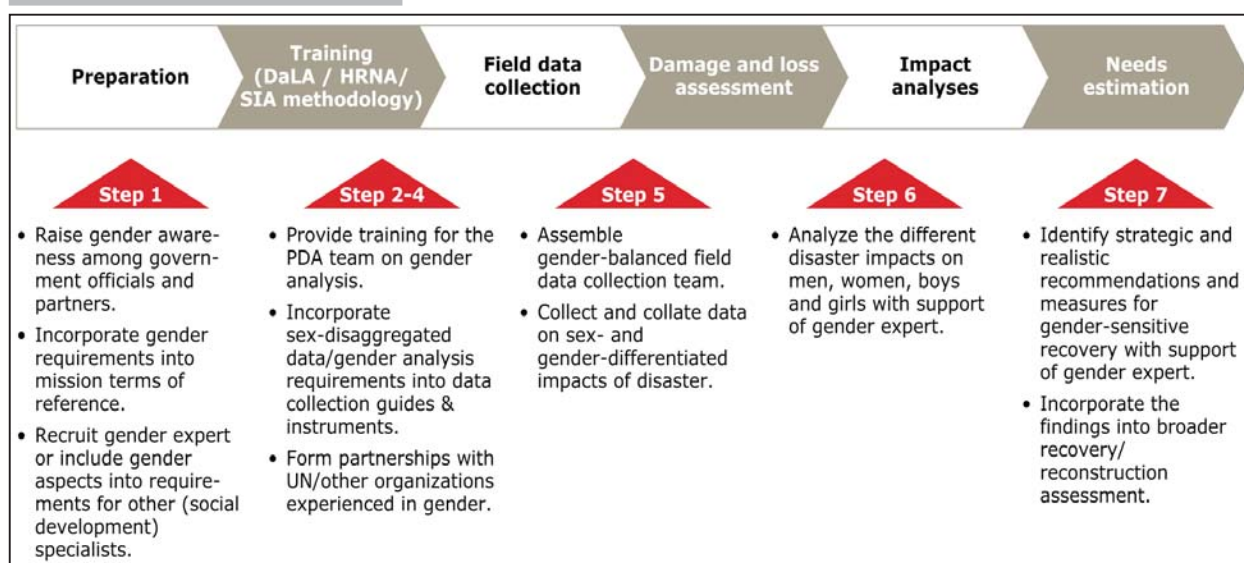
The steps of a gender sensitive post disaster assessment are as follows:

- I. Plan the assessment
- II. Raise gender awareness and train team members
- III. Review and agree upon data requirements
- IV. Establish partnerships
- V. Conduct the assessment
- VI. Compile and analyze the information

1 World Vision, Gender Training Toolkit, <http://www.wvi.org/gender/publication/gender-training-toolkit-english-version>

2 Ibid.

Table 2



VII. Prepare the report and recovery plan recommendations

Table-2 shows a process chart which is a pictorial depiction of the steps involved in conducting a Gender Sensitive Post-Disaster Assessment³.

The All India Disaster Mitigation Institute (AIDMI) has been in the vanguard to disaster risk reduction efforts in India and beyond. To make communities resilient and reduce underlying vulnerabilities, AIDMI has adopted a gender sensitive approach in all its project activities and operating mechanisms. In this way AIDMI has been exemplary in showing others a veritable model of mainstreaming gender in disaster risk management for others to emulate.

The following list provides an overview of the gender sensitive approach employed by AIDMI in the execution and implementation of its project activities:

I. A Gender Sensitive School Safety Campaign in Assam

AIDMI has been involved in making schools of all the 27 districts of the Indian state of

Assam safe. In doing so, AIDMI has accorded top priority to gender issues such as the active participation and inclusion of female teachers and students in all the school safety activities and processes. This fact is corroborated by the fact as part of this project, AIDMI conducted 26 mock drills primarily involving female students of the state. Furthermore, this phase of this particular project saw greater participation lady teachers (there 160 more female participants in this phase as compared to the last phase).

II. Focussing on the needs of the girl child in the Pilot SDMP Implementation project in Assam

AIDMI has been involved in a pilot school disaster management plans (SDMPs) implementation project in Assam. As part of this project, 4 schools were chosen by AIDMI to get training on search and rescue operations and on non-structural mitigation measures. This project also focused on the special needs of female students.

Conforming to National School Safety Programme (NSSP) guidelines, this project now aims to achieve collaboration and consonance with the Kishori Shakti Yojana, a programme by the government of India to empower the girl child.

III. Audit of 27 District Disaster Management Plans (DDMPs) of Assam on gender sensitive parameters

An important project that AIDMI has been involved with was the audit of district disaster management plans (DDMPs) of all the 27 districts of Assam. In auditing these DDMPs the parameters, indicators and outcomes that were used were gender sensitive. Based on this audit, the various DDMPs were categorised as either according high, medium or low preference to gender issues in disaster planning and process.

IV. Incorporating gender issues in drafting the Inclusive District Disaster Management Plan (DDMP) of West Champaran (Bihar)

³ Gender And Disaster Risk Management - Guidance Notes, http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2012/10/25/000386194_20121025033328/Rendered/PDF/733710BRI0P1300idance0Note0080final.pdf

AIDMI has just finished drafting the inclusive and pro-poor DDMP of West Champaran district of the Indian state of Bihar.

As apparent from the term inclusive, gender issues were also addressed in the drafting process. AIDMI made certain that women were included in the Hazard Vulnerability and Capacity Assessment (HVCA) and their voices and concerns were heard to and heeded in the various consultations that took place under the aegis of this project.

V. Getting Climate Smart for Disasters in a Gender Sensitive Manner

AIDMI has been involved with the implementation of the Climate Smart Disaster Risk Management (CSDRM) approach. This unique approach views disaster risk reduction and climate change adaptation as working in harmony with each other to achieve the broad aim of sustainable development. This has been done in collaboration with Climate and Development Knowledge Network (CDKN).

AIDMI has implemented this approach through a self assessment meant for humanitarian organizations. An integral part of that assessment is the way organizations make provisions for addressing the needs of women in planning for climate change adaption and disaster risk mitigation activities.

VI. Institutional Partnership with SWAD

AIDMI has collaborated with Society for Women Action and Development (SWAD), a women led community based organization operating in the Puri district of Odisha, India.



Photo: AIDMI.

Girls during Drop-Cover-Hold exercise during Mock drill on Earthquake.

These institutional links with a women's organization like SWAD have helped AIDMI to implement many gender sensitive policies in DRR. The most notable example of such a positive collaboration is the CSDRM self-assessment that was tested by AIDMI on SWAD. Through this self-assessment exercise SWAD was able to identify the major deficiencies in its policies and practices and was then able to counteract them to emerge a truly gender balanced organization.

VII. Building financial resilience of women through risk transfer

Sound financial health is the most ostensible symptom of a resilient life. This has been AIDMI's credo in its initiative for building financial resilience through disaster microinsurance. AIDMI's own microinsurance service called *Afat Vimo* was piloted in the coastal districts of Odisha. A hallmark of this initiative has been its stress on bringing women under the umbrella of

insurance. As evidenced after Cyclone Phailin, more than 50% of the claimants of *Afat Vimo* have been women.

VIII. A Gender Equitable New Relief Deal for Uttarakhand

In order to help the recovery process in the aftermath of the horrific flash floods June 2013 in the Indian state of Uttarakhand, AIDMI has proposed a New Relief Deal. This new relief deal is propped up by the pillar of gender equity and proposes best practices be followed for a sustainable recovery and rehabilitation process in Uttarakhand.

Thus, in terms of promoting women as a force in resilience and striving for gender equality in DRR, AIDMI has led by example. To make the consultations for this key area more meaningful, AIDMI has suggested the aforementioned strategies. These strategies have been tested by AIDMI in its own projects and the efficacy of these strategies has been validated by the success of AIDMI's projects. ■

- Kshitij Gupta

The Role of NHAZCA in Reducing Risks form Natural Hazards

NHAZCA (Natural HAZards Control and Assessment) is a spin-off company of "Sapienza" University of Rome that provides services and consultancies aiming at the mitigation of risks related to natural hazards. Thanks to a highly qualified technical staff and the support of researchers of "Sapienza" University of Rome, NHAZCA supports clients in every step of the risk mitigation plan: i) preliminary assessment, ii) identification of the best investigation solutions, iii) data collection and interpretation and, finally, iv) identification of the best remediation solutions.

NHAZCA provides services and consultancies at international level, by using innovative and high-tech solutions for the investigation and monitoring of natural hazards (landslides, volcanoes, earthquakes, avalanches, floods, subsidence, glaciers etc.), with a specific focus on ground deformation and related effects.

Among the others, remote sensing techniques represent the core of NHAZCA innovations. For example, by Satellite SAR Interferometry we can monitor the behaviour of large areas affected by slope instabilities or subsidence processes and predict their future evolution, while by Terrestrial SAR interferometry we can control in real time the stability of slopes and manmade structures, thus ensuring safety condition and early warning procedures. Furthermore, technical and analytical approaches based on innovative techniques such as Terrestrial Laser Scanner, Photogrammetric and Infrared Thermographic surveys, Digital



Image correlation and Cellular Automata numerical models allow us to provide a dedicated solution for each hazardous condition.

NHAZCA supports consortiums, national and local authorities, civil protection agencies as well as large

construction companies, utilities companies, oil & gas and mining companies in reducing the risk related to their activities.

NHAZCA provides international training courses for end users (both decision makers and technicians) in charge of risk analysis and mitigation, like the "International Course on Geotechnical and Structural Monitoring" that will be held in Italy (Tuscany) on 4-6th June 2014.

Thanks to its strong expertise and international reputation, NHAZCA provides also international training courses for end users (both decision makers and technicians) in charge of risk analysis and mitigation, like the "International Course on Geotechnical and Structural Monitoring" that will be held in Italy (Tuscany) on 4-6th June 2014. Seventeen speakers coming from four continents will give their lectures under the direction of John Dunnycliff, author of the book "Geotechnical Instrumentation for Monitoring Field Performance". The course will be focused on the most recent innovations in geotechnical and structural monitoring, a crucial issue for sustainable development (www.geotechnicalmonitoring.com). ■

– **Paolo Mazzanti**, Chief Executive Officer, NHAZCA S.r.l., Rome, Italy

Disasters and Emergencies NEWS



MUDSLIDE KILLS 41 PEOPLE IN U.S.A
Saturday, March 22, 2014, 10:37, a major mudslide occurred 4 miles east of Oso, Washington, United States.

A part of a hill collapsed creating a mud and debris slide which engulfed a rural neighbourhood and covering an area of one square mile. By the 30th of April 41 people were dead and 2 missing.

8.2 MAGNITUDE EARTHQUAKE IQUIQUE IN CHILE DISPLACES 80,000 PEOPLE

Tuesday, April 1st, 2014, 20:46, an Earthquake with a moment magnitude of 8.2 struck off the coast of Chile followed by several aftershocks which generated a tsunami of 2 meters which hit the coast 15 minutes later. Due to the earthquake 80,000 people were displaced, 293 prisoners escaped from women's prison and 5 people died from heart attacks and a collapsed wall.

FIRE IN CHILE KILLS 12 AND LEAVES 11,000 HOMELESS

Saturday, April 12, 2014, 16:40, in the hills of the Chilean city Valparaiso the "Great Fire of Valparaiso" killed between twelve and fifteen people and destroyed 2,500 homes, leaving 11,000 homeless. Further 6,000 people had to be evacuated during the fire.

FERRY SINKS IN SOUTH KOREA KILLING 244 PEOPLE OF WHICH MOST WERE CHILDREN

Wednesday, April 16, 2014, South Korean ferry MV Sewol sinks 2.7 km from Gwanmae island. The ferry had 476 people on board of which most were students from a single high school.

By the 5th of May 244 dead people were recovered, 58 are still missing. The causes for the accident are still unclear but it is a fact that the ferry was carrying more than three times the weight of allowed cargo and also that an unreasonable right turn was taken by the third mate while the commandant was in his cabin.

LANDSLIDE IN GUINEA, WEST AFRICA KILLS AT LEAST 7 PEOPLE IN GOLDMINE

Thursday, April 17, 2014. A landslide occurred at a gold mine in the area of Kintinian of Guinea leaving 7 people killed. Landslide at goldmine in Guinea has claimed lives of at least seven people, Modern Ghana reported.

AVALANCHE ON MOUNT EVEREST KILLES SIXTEEN SHERPAS

Friday, April 18, 2014, near the Everest base camp a major avalanche kills sixteen Sherpas (Nepalese guides). By the 20th of April thirteen bodies were found leaving three remaining bodies in the unknown due to high exposure to risk in order to retrieve them.

EBOLA VIRUS TOLL KILLS 74 IN GUINEA

Tuesday, April 29, 2014, According to the ministry of health, the official number of casualties from Ebola virus in Guinea, since the beginning of 2014 has risen to 74. Ebola is a disease for which no cure has been found yet and which can kill up to 90% of the affected people.

TORNADO OUTBREAK OF 74 TORNADOS OVER 4 DAYS CAUSES 35 FATALITIES IN THE U.S.A.

April 27-30, In the Southern and Central United States, multiple

tornados caused approximately 35 fatalities. It was the first tornado outbreak in 2014 in the United States of America. As a side effect the tornados created severe flooding which caused one death. ■

– Ennio Valentino Picucci

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107: Children and Crowd Management in Schools



104: Towards a Resilient Future: Children and Disasters



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91: Putting Children at the Heart of Disaster Risk Reduction



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