Project Title

Building Disaster Resilient Communities
through
Creating a Culture of Safety in Schools, Gujarat, India

(November 2007 - February 2009)

IMPACT ASSESSMENT

by

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Abbreviations and Acronyms

AKF	*Aga Khan Foundation*
CBSE	*Central Board of Secondary Education*
DEO	*District Education Officer*
DIPECHO	*Directorate General for Humanitarian Aid - ECHO*
DM	*Disaster Management*
DP	*Disaster Prepardness*
DRR	*Disaster Risk Reduction*
ECHO	*European Commission's Humanitarian Aid Office*
HVCA	*Hazard Vulnerability & Capacity Analysis*
GSDMA	*Gujarat State Disaster Management Authority*
NIDM	*National Institute of Disaster Management*
SEMC	*School Emergency Management Committee*
SDMP	*State Disaster Management Plan*
SVS	*Shala Vikas Sankools (SVS), a cluster of 50-60 schools in each area.*
V&C	*Vulnerability and Capacity*

This assessment would not have been possible without the warm support extended by the FOCUS team and hundreds of teachers and students amidst their busy schedules. I highly appreciate the team's patience with which it clarified issues that came up during the assessment process. The team's spirit of openness to receive the learning from the field highlighted its mature outlook and grounded professionalism, and finally dedication to the cause.

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Executive Summary

This report is based on visits by a single evaluator to 14 schools in which FOCUS' School Safety project supported by Aga Khan Foundation (UK) and DIPECHO, is being implemented.

School safety has been one of the major concerns of the Gujarat State Disaster Management Authority since its inception in 2002, following the 2001 deadly earthquake in the state. However, since interventions do not adequately reach the private schools, the FOCUS' directed its attention was deliberately to 25 most-at-risk out of a pre-identified list of 265 private schools[1].

The project components had some discreet but interconnected stages. The first stage was to develop a mathematical risk model using GIS (Geographic Information System) and GPS (Global Positioning System) to rule out subjectivity in the selection of most-at-risk schools to channel the available resources in an equitable manner for building capacities in terms of awareness, knowledge and behavioural changes. The algorithm based multi hazard risk model, which used GIS for synchronizing different dimensions of hazards, vulnerabilities and capacities, probably for the first time for Schools in South Asia, was an important tool for decision making in the selection of the schools.

It should be acknowledged at the outset that all selected schools do need intervention for capacity building. However, the visit to 14 schools across 9 districts, showed a mix of high-at-risk as well as schools which had prominent and obvious features of structural and non-structural safety and available trained human capacities. A study of the indicators of the risk model in its nascent stage shows that the model seems to have fallen short of taking into account some important and interconnected factors in the initial stages. Population per se seems to have been the most important variable in the selection of the schools. An analysis of school population in relation to its area , open spaces available in the school, number of evacuation routes and stairs, structural soundness of the buildings, present preparedness in the light of past experiences of loss due to disasters, and the rural and urban location of the schools, was missing. It has shown that in despite of the objectivity of the mathematical model for calculating the aggregated risk index, it is important to complement it with qualitative information for final decision making on where resources can be judiciously channeled.

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[1] *These 265 schools were pre identified as a result of the needs assessment taken up by FOCUS prior to the DIPECHO supported project.*

The second component, comprising capacity building as well as building systems in the schools for sustainability had powerful impact on all the schools visited. For the school communities, it was the first time that they learnt to analyse their school situations in all its dimensions through three powerful concepts: hazard, vulnerabilities and capacities. Almost every one interacted with was able to explain how disasters are not inevitable and can be prevented / mitigated by individual and collective actions. Two flagship outputs were achieved in the process of building systems for school safety : 1] The SEMC *(School Emergency Management Committee)* 2] SDMP *(School Disaster Management Plan)* which bring together the school specific profile of hazards, vulnerability and capacity as well as institutions for responding to the disaster in a coordinated manner. The SDMP is warmly recognised by both the Disaster Management Officers as well as District Education Officer (DEO, Surat). This excellently produced document has an empowering impact on teachers and students alike. It also became a decision making tool for the school management. Educated by this document, many schools have taken up structural and non- structural safety measures.

The training components and its participatory and practical nature have emerged as the most effective components of the project. Both the a training of teachers (TOT) and Task Force trainings for member students, teachers, and non -teaching staff have made them extremely aware of what they really know, and what elements they need to strengthen in order to effectively respond to the emergencies. Demonstration of the skills were marked with extreme enthusiasm as well as critical analysis of why certain components of the training were more appealing than the others, and what could have added more value to the trainings. During the interaction and skills- demonstration, a clear pattern emerged pertaining to skill acquisition among boys and girls (more boys and men teachers learning rescue skills than girls and women teachers) and men and women teachers. The interactions also brought forth some well-grounded suggestions on how to correct this imbalance in the future trainings.

The efficacy of resource materials lay in the timeliness and strategic positioning of the material. A particular workshop and training was backed up by the resource material soon enough to reinforce the learning.

The media campaign was a continuous process, as FOCUS attempted to build linkages and disseminate the learning, majorly by way of consultative meetings with the stakeholders, which culminated into a National Conference. As well, the strategy to provide all the resource material to the relevant systems in the government, such as District Disaster Management cells and District Education Officers etc. have worked, to some extent, to initiate dialogues with the stakeholders on the sustainability of the outcomes of this time bound project.

The project has generated tremendous demand for repeat trainings and follow up for facilitating the process of making the SEMCs functional. The implementation of project components have built better linkages with schools, service providers and GSDMA(Gujarat State Disaster Management Authority) the nodal agency in the field of disaster management. To further scale up the positive impact that was felt across almost all schools, strategies need to be developed in the next phase, to maintain continuous and closer contact with the stakeholders. This would help deepen the outcomes in a way that the gains would be sustained beyond the implementation period of the time-bound project.

Section 1

1.0. Introduction

This section presents the context, objectives, and methodology. It then goes on to analyse the basic components and processes involved in the 15 months project on School- based Disaster Risk Reduction aim to build resilient communities.

1.1 The Context

Since its inception, Focus Humanitarian Assistance India (FOCUS India), an affiliate of the Aga Khan Development Network, has been an active advocate and implementer of school safety initiatives. FOCUS, in alignment with the Priority for Action 3 of the **Hyogo Framework for Action 2005-2015**, *(to use knowledge, innovation and education to build a culture of safety and resilience at all levels)* and the **UN Millennium Development Goal** *(to **Achieve Universal Primary Education** by the year 2015)* strives to develop expertise in the field of school safety through innovative ideas and opportunities. The philosophy that guides the vision of FOCUS is grounded in pragmatism: **Building resilience to disasters in schools will help build resilience to disasters in communities in which the targeted schools are located.** Against this backdrop and building on its own experience of working with the schools and larger communities for Disaster Preparedness, FOCUS took up a project titled ***Building Disaster Resilient Communities through Creating a Culture of Safety in Schools*** from the period November 2007 - February 2009. This 16 month project, supported by DIPECHO was implemented by FOCUS India in the 25 most-at-risk private schools in the disaster prone state of Gujarat. These schools were selected from a list of 265 pre-identified at- risk- private schools..All these pre-identified schools were never before exposed to DRR activity or trainings to enhance their DM capacity.

1.2 Objectives

The main objectives of this assessment were to understand the project progress since its inception, analyse its strengths and limitations, and come out with the recommendations to enahnce future informatons.

Purpose	*Status*
Review progress towards the stated goals	Reviewed progress based on overall conceptual goals and objectives of the programme. The approach for implemetnaton was innovative in the event constraints project time and the resources towards the end of the project.
An assessment of the technical soundness and potential sustainability of the project components by evaluating its main components – disaster vulnerability, focused beneficiary selection, awareness raising, school capacity development, staff expertise building in Disaster Preparedness Programming, improved local government awareness and improved institutional capacity for DRR programmeming regionally and nationally.	Studied the risk model for its efficacy to select the most-at-risk schools, collected and analysed primary information from school community on the level of awareness before and after, collected limited information from non-intervention schools, interviewed the staff and observed skills demonstration by students trained by the staff, interviewed the regional stakeholders, studied the strategies of reaching the local, regional and national institutions.

Purpose	*Status*
To provide recommendations for future disaster preparedness programmemes in India, outlining important areas of focus to build capacity and promote sustainability.	Analysed the primary and secondary information and project outcomes: good practices and lessons learned along with constructive feedback for sustainability and improved efficiency. One set of recommendations are for programme improvement based on community feedback; they are not meant to be generally critical of the gaps. Other set of recommendations is meant for scaling-up and replication.

1.3 Methodology

The methodology was discussed with the staff of FOCUS in a day long meeting. The meeting was also to list the issues that were of concern to the representatives of FOCUS. It was decided that for giving space to children and school staff to reflect and articulate myriad strands of learning, qualitative methodology would be the most appropriate one. The qualitative methodology relied both on desk and field research. The desk research reviewed existing literature on the school safety and project specific organisational documents to the extent they were made available for the evaluator.

Purpose	*Status*
Desk review	Review included Web documents, journal articles and organisational documents.
Interactions	See Annex 3 for the field schedule.
Field visits	Visited 16 schools across nine districts. 14 targeted and 2 non targeted schools.
Focus groups discussion/ informal interviews with the individuals	Largely focus group discussions were held in the presence of the staff of focus. However, the interactions were uninterrupted by the staff. The presence of the staff did not seem to have prevented the school community as well as other stakeholders to provide critical inputs.
Data Review	Had a look at the documents made available and partially learnt the contents of the information thus reviewed.
One-day presentation on the findings in Ahmedabad	De-briefing session for FOCUS staff based on initial analysis of the information.

For the field research the tools used were focused group discussions (FGDs), semi-structured and open-ended individual interviews with the students, teachers, non-eaching staff, school management, service providers and government officials. Field observation was an integral part of gathering information on the degree to which the culture of preparedness has been internalised by the school community. A variety of research methods have thus ensured triangulation of the field information

An open -ended checklist (refer to annex 2) was used to focus on issues related to participation, capacity, impact and future planning which broadly but not exclusively guided the evaluator during her interaction with different stakeholders. The use of questionnaire was deliberately avoided; it was felt that within the limited time available in the schools, students would not be able to answer the questionnaire as well as demonstrate the skills and interact about their experiences. The teachers, overburdened with their schedules, (we mostly met them during the tea break) might have found it de-motivating to give information in a mechanical way. It would have also prevented them from sharing their insights on how to further improve the programme and sustain it.

The groups interacted with were asked to relate their experiences of both pre- and post-intervention in terms of awareness and skills. In this way, the same universe functioned as a control group to qualitatively measure the differences in the degree of awareness and preparedness. Two non - targeted schools were also included in the field plan to measure the difference in preparedness between the targeted and non targeted schools.

Though the methodology was predominantly qualitative, it did yield some quantitative data. Among other points discussed, students answered a set of questions across schools to gauge the degree to which the knowledge and skills were internalised, which were further corroborated by demonstration of some of the skills.

1.4 Scope

It was decided in consultation with the staff of FOCUS that in the strict timetable set for the evaluator, it was not practically possible to cover all the 25 schools. Hence, a sizeable sample of the schools, i.e., 14 schools, was selected for the field visit. The selection was made by the staff at FOCUS.The broad criteria for the selection of the schools for the purpose of assessment were :

1. Schools to be selected from all the targeted districts

2. More schools would be selected from larger districts

3. A mix of school would be selected: Boys only and Girls only schools, Mixed schools *(popularly known as Co-educational schools)*, schools with pre-primary, primary , secondary and higher secondary levels and from primary to secondary/higher secondary levels).

4. Two non-target schools to be included to gauge the level of awareness and channels of awareness.

1.5 Constraints Faced

The hectic field schedule did not allow enough time for in-depth review of some of the documents. The number of teachers and students and time given for the interaction was decided by the school, hence the nature and depth of interactions with different schools differed based on the availability of time. Again, interaction with the non-targeted schools meant to serve as control group for the impact assessment did not serve the purpose. It was not possible to interact with the students and teachers, since the meeting was organised only with the respective principals. The short span of time, i.e., 10-15 minutes, allotted for these meetings was not conducive to gather relevant inputs from these meetings.

Officials at GSDMA were not available despite long hours of wait. A meeting with other representatives of the local government was not arranged in spite of its mention in the field schedule. Stakeholders at CBSE did not figure in the field schedule prepared by FOCUS staff, hence it was not possible to gauge the national level impact of the intervention, as per the requirements of the TOR.

Another significant limitation of this report is the unavailability of the process documents to have a fuller understanding of how the programme was implemented. Inputs were collected on the process of implementing the project through interviews and semi-structured as well as open-ended interaction with the accompanying staff during travels to the field.

Some resource material reached the schools during the evaluator's visit to the respective schools. Hence, it was too early to assess its impact on the school community.

1.6 Structure of the report

The report structures around the outputs expected from the impact assessment. The subset of questions covers wide and overlapping issues. Hence, the similar issues are grouped together for clarity

The following section assesses the extent to which the targets set in the project proposal have been achieved. A table introduces the project components and the status of progress. This is done to give a snapshot of the entire gamut of project components.

Section three presents the major findings with analysis in terms of participation, efficacy and sustainability. Section four highlights the best practices, lessons learned and recommendations for scaling- up and sustainability. The last section captures relevant points reflected in the entire report.

Section 2

2.0 Major Findings

This section is divided into a set of subsections, each starting with a box of key questions. However, the questions are taken up sequentially. Similar issues in that particular subsection are grouped together and a few are dealt with in other sections in an appropriate context.

Key Questions

- Did the projects achieve targets and indicators set in the proposal?
- Were the programme delivered in line with the approved budgets?
- Were the reports submitted on time and with good quality?
- In light of the experience of the project, should elements of the project have been designed or implemented differently for greater efficiency or effectiveness?

2.1 Status

The table next page addresses the status of the achievement of targets set in the proposal.

Proposed and Actual Time of Completion of Project Activities			
Objectives/Activities	**Proposed time (Yes / No.)**	**Completion in time**	**Explanatory notes**
Initial risk assessment and prioritisation of most-at-risk schools	1st quarter	Yes	Although majority of the schools were most-at-risk schools, some schools may not fall in that category.
Conduct Baseline Survey and HVCA	Baseline survey		The baseline survey was proposed in the first quarter, But the same was conducted in the second quarter which provided inputs for HVCA. .
Fully developed Disaster Management Risk Tool	1st quarter HVCA 2nd quarter	No	The risk model in its nascent form was developed within the first quarter. After sharing the model in the consultative meeting and brainstorming among the project team, it was decided to further customise it with more detailed parameters of HVCA. The model evolved as per the findings of the HVCA, facilitated in 25 project schools. After consultation with DRR practitioners including GSDMA the model was further refined with more user friendly attributes.
Develop risk maps and digitise all field	4th quarter	Yes	The 'maps' that have been shown and integrated in School Disaster Management Plans are plain sketches made in a digital way (non-GIS) with a very high level of detail. The care taken to make them is evident in the color scheme and the symbol set. Along with the evacuation route map of the schools, they are digitally laid out with bigger size (1.5 feet x 2.5 feet) posters. The posters were distributed to the targeted schools.

Objectives/Activities	Proposed time (Yes / No.)	Completion in time	Explanatory notes
Provided training on Risk Model and use of GIS and GPS to specialists the project	(ongoing - completed by end of project)	Yes	After approximately eight months, a new team of trainers the had joined to facilitate building perspectives and skills on school in based disaster preparedness. Hence, the trainings seem to have confined to the 2nd phase of the project. Process docu ments on the training is not available
Sharing knowledge with the Govt. Departments and other DRR actors	(ongoing - completed by end of project)	Yes project	3 consultative meetings and a National Conference was organised to share the knowledge and experiences from the
Document best practices (ongoing, completed by end of 5th quarter).	Booklet of best practices	Yes	Newsletters from FOCUS are available with some space dedicated to the proactive experiences. However, there is no compilation of the best practices in consolidated form for easy reference.
Co-organise and participate in national seminar/workshop	5th quarter	Yes	The project team members regularly participate in national seminars organised by other partners of ECHO. No process documents are available to know the details.
Participate in DIPECHO regional workshop, presenting best practices sharing lessons learnt	5th quarter	Yes	It was reported that the team members participated in DIPECHO regional workshop organised at Nepal and shared the best practices and lessons learned.
Develop and Produce a risk profile and hazard catalogue for each of the 25 targeted schools	By 3rd quarter	Yes	The risk profile and hazard catalogue for each of the 25 schools were developed and provided to respective schools part of the SDMP
Develop School Disaster Management Plans (SDMPs) and emergency committees specific for each of the 25 targeted schools			The process facilitation for the SDMP and draft document of SDMP for the each school was completed in time. However, the process of its validation and incorporation of feedback of the school for final draft took time for getting the printed version ready.

Objectives/Activities	Proposed time (Yes / No.)	Completion in time	Explanatory notes
Equip highest at-risk schools with pertinent emergency management supplies	By the 4th quarter	No	Initially it was proposed to provide fire Extinguishers and first aid kits as emergency stockpiles to high at risk 5 schools. However, the criteria of short listing the schools were not made clear. As per the feedback from the monitoring visit of ECHO and considering the need of the schools, an additional budget was proposed and approved by ECHO for including other items for stockpiling. The process of procurement of quality material took time and the same was done by the end of 5th quarter.
Provide the schools with training and course material to continue to deliver DRR training to students beyond the end of the project	Course materials finalised by start of final year	Yes	Selected school students were provided individual copies; a few copies were kept for the rest of the students. Teachers and administrative staff were provided with resource materials and supporting training materials shortly after each training. Child friendly resource books were developed for students of primary schools. In collaboration with CARE an Animation Movie was produced which would successfully capture the attention of the primary school children.
Conducted teacher trainings in 25 schools	By 5th quarter	Yes	The same training was organised separately for the SEMC members (cluster specific) and teaching and non-teaching staff (ToT,). The later was facilitated in each of the 25 schools with 25-30 participants.
Conducted school-based multi-hazard DRR trainings in 25 schools	By start of 5th quarter	Yes	The same was organised for the task force members/ students and teachers in each school. The entire school community have yet to be trained on the essential skills related to DP.
Conduct print and radio media campaign through media outlets	Ongoing for 3rd, 4th & 5th quarters	Yes	Preparedness messages (earthquake & flood) were given in the print media and message on earthquake, flood and fire were broadcast on radio.

Objectives/Activities	Proposed time (Yes / No.)	Completion in time	Explanatory notes
Conduct activities outlined in visibility plan	Ongoing	Yes	Display panels were given to each of the schools, subject book note books stickers were developed and distributed among all the children of the schools. Banners were developed for the major activities.
Disaster awareness and preparedness messages are delivered to target communities where schools are located	(Ongoing completed by end of the project)	Yes	Painting of preparedness messages on the compound walls of the respective schools were done for the benefit of both school and the surrounding communities. Media coverage of specific events (at school level) was done to disseminate the messages.
Conduct impact assessment survey	(5th quarter)	Yes	Completed.

As for the quality of the reports, the available documents consisted of minutes of the consultative meetings and reports on Rapid Assessment and Baseline Surveys. Although the reports attempt to record the process and outcomes in a detailed manner, they are not always self- explanatory and contain ambiguous and sometimes sweeping statements which at times may question the vigour of a research report. The minutes of the meetings give overall picture of the consultative meetings but do not detail the discussions which took place.

With obvious expertise in developing excellent resource material, it is surprising to find that there is no process document available for a major component of the project, i.e., participatory processes with students and school staff. .It is an opportunity missed not to have the process documentation of the wonderful and empowering participatory process of using the techniques of PLA (participatory Learning and Action) in the school setting to generate SDMP, orientation of SEMC, training of the trainers, and impart skills to the task forces. Looking into the factor, why in spite of the capacity to produce excellent resource materials, there was no matching process documentation of these participatory processes, pointed out the absence of a process documenter in the team of facilitators/ trainers. The process documentation of brainstorming, emerging suggestions and feedback etc. would have been a great reference for the organisation and other stakeholders to learn, improve, and replicate. Each process document would have improved the following participatory exercises by integrating the feedback and suggestions given in the previous training.

2.1.2 **Did the proposal keep up with the work plan ?**

The sheer energy and dedication of the project team have delivered much more than what was envisaged in the project proposal. Even the components as defined in the original proposal seem to be one too many for a 15 months time frame. However, as the table above indicates, not only did the project keep up with the work plan, it has delivered additional resources. While the strategy of collaborating with the CARE for an animation film on school safety for primary school children has seen success (the electronic copy of the film is now available with FOCUS), it has also underlined how collaboration can enrich the project outcomes by sharing expertise, experiences and financial resources. The continuous process of refining the risk model has resulted in the user-

friendly risk model, using GIS, that needs just a few inputs from the user. It is a welcome addition to the project goals. Thus, the project team has gone way past the mandate of the project and deserves appreciation for their laudable efforts.

How the project components could have been designed and implemented differently will be further highlighted in the sections on lessons learned and recommendations for scaling up and sustainability

2.2 Effectiveness and participation: Rapid Risk Assessment

Key Questions :

- How effective was the initial rapid assessment in identifying risk levels and prioritizing the 25 most-at-risk schools?·
- How effective and appropriate to India is the GIS system?·
- How effective was the collection and use of data obtained during the rapid risk assessment?·
- How effective did the team work with schools during the initial rapid risk assessment. In what way and how often did the team communicate with the private schools and communities in Gujarat. To what extent did the schools, surrounding communities (and local government) understand the programmeme, its objective and the process of rapid risk assessment?

As question 1 and 3 are closely linked together, they have not been taken up separately but grouped together. The effectiveness and use of GIS has been touched upon not in isolation but in the section which presents best practices.

2.2.1 Effectiveness of the risk assessment in identifying risk levels and prioritising the 25 most-at-risk schools

Assessing the effectiveness of the rapid risk assessment requires an analysis of the risk model which guided the survey format for initial risk assessment. The risk model thus became a tool for

taking a decision on the selection of 25 out of 265 pre-identified schools. These schools were identified in the course of needs assessment that FOCUS has carried out prior to taking up the project.

At the outset, it is imperative to make it clear that all schools benefit by the training and participatory process which enable the school community to look at the school premises and immediate neighbourhood from a view point of risk exposure and human and material capacities to counter/ prevent/mitigate it. Therefore, all the 25 schools which were selected for intervention have certainly benefited by it, going by the feedback from the 14 targeted schools.

To avoid subjectivity in the selection process, efforts were put to set indicators for each variable of the now well-established formulae : **Risk = vulnerability x hazard/Capacity.** The underlying philosophy was to scientifically go about the selection of 25 schools.

The unique objective of the application of the risk model, in the context of School Based Disaster Management was to give a quantified output, based on which the first 25 schools with high-risk index were to be selected for the intervention. This nascent model was the product of dedicated efforts of the FOCUS team comprising of a GIS specialist, sociologist, geologist, Structural Engineer and risk analyst. The inputs of the first three specialists were analysed and synthesised by the risk analyst to give shape to the model, which would predict the aggregated risk index of the pre identified schools. It was a sort of twin exercise. Using the model to select the most- at risk-schools was an exercise in piloting it as well. The school selection therefore had shown the strength as well as some inherent limitations of a mathematical model in its nascent stage.

On the positive side, the risk model yielded data on the pre identified schools on the basis of indicators which were fed into it. Secondly, it produced a list of all the schools in a scientific and objective manner within its parameters, in a descending order in terms of a multi hazard l risk index. Many schools, which had vulnerable environments, found a place in the list of selected schools.

On the flip side, the indicators left out linkages of one indicator with the others, some of which were later fed into the evolving risk model. For example, a school may have seen a building collapse in the past, and rebuilt it (with the wisdom gained from the experience) in such a way that it has

more disaster resistant features: light but strongly anchored roofs, multiple evacuation routes, wide staircases, open spaces in front of each of the buildings in the compound, dispersing the population of the schools in several buildings, each having expanse of open spaces in front of the building etc. This possibility, exemplified by one of the selected schools, now recognised as one of the safest schools in the areas, is not taken into consideration in the process of school selection. The selection of certain schools that do not really need to be in the list shows the lacunae in the model's script.

Taking it a bit deeper, there are important lesson to learn here. The risk model is an iterative process and needs constant human inputs (field observation, facilitated interactions and repeated validation). Hence, the quantitative data should go hand in hand with the qualitative information about the schools to make an informed decision on the final selection which remains at the heart of the project. Doing so would have reduced the chances of obvious errors to channel the resources to most-at-risk schools. Had some qualitative statements fed into the selection process, some rural schools, which are not there in the selection list, may have found a place therein. It was also necessary to have in the survey format some indicators relating to the capacities of human resources: NCC (National Cadet Corps), Scouts and Guide, already aware and trained human resources, school's affiliations to clubs like Nature and Adventure clubs where the skills of first aid, fire fighting and transportation of causality etc. are, to some degree, learnt. Factoring indices of these capacities in the risk analysis may have presented a different risk scores for each school.

The interaction with the risk analyst underscored the intense team work and several rounds of brainstorming within as well as orientation sessions of the team to evolve the risk model with the capacity to syncronise both spatial and non- spatial data on a single GIS platform, so that information on exact vulnerabilities and capacities of the schools can be easily retrieved in both normal and emergency times.

The team also worked effectively in taking a positive stance on the critical insights on the risk model from different stakeholders like GSDMA and other DRR(Disaster Risk Reduction) actors. The credit goes to the perseverance of the team to sharpen the risk model by integrating the vulnerabilities arising out of disabilities and age. Very small children who are made to sit on the

upper floors and the people with disabilities were two factors, which were integrated on the feedback received from the consultative meetings on the model. The endeavour to make it user friendly with a complex set of indicators: both spatial and non -spatial was encouraged by the inputs the team got from GSDMA.

2.2.2 Communication with the Schools

The interaction with the teachers, representatives from school management and principals points out that while the awareness generation and skills development is remembered with much cheer and enthusiasm, there is vagueness in talking about the process that went into the rapid assessment. The possible reason may be very formal communication with the schools through telephones and formal letters which may not have provided adequate understanding of the criteria of school selections. Some of them (21 percent of the schools visited) which certainly were not at high risk-schools, considered that it was because they have set the standards for safety that they are given an opportunity to get benefited by participatory processes and trainings. There was a desire to know about the selection criteria in all the schools.

2.2.3 Understanding of the programme, its objective and the process of rapid risk assessment by the Schools, surrounding communities and local government

Since the evaluator's field visit was confined to the schools, and a few government officials at the district level, there was no opportunity to interact with the representatives of local government and surrounding communities to understand the degree to which they were contacted/interacted during the process. The term `school community', as used in this report, therefore, is confined to the human element of the school teachers, students, and non-teaching staff, although there are shops and vendors in the vicinity which the school may consider an integral part of children's universe during (during the time of lunch break) and after school hours.

The following points capture the school's overall understanding of the programme

1. The programme is geared to give conceptual clarity on hazards, vulnerabilities and capacities, which would make the teachers and students capable of looking at the environments in or outside school from the point of view of safety. The schools realize that it is the first step in

taking measures for reducing vulnerabilities through developing capacities. The schools are able to locate other components of the programme within this larger framework.

2. The participatory methodology, which was followed during the orientation meeting of schools for constituting SEMC and evolving school specific SDMP through HVCA enhanced schools' understanding of the overall objectives of the project. Many had said that the objective of the project was to trigger the thought processes on the safety issues, give them real skills to immediately respond to the emergency situations, inculcate an attitude of alertness, and integrate the safety concerns in their day to day activities.

3. The schools are able to link one project component with the other, i.e., skill components and the resource materials; the participatory methodology and its outcome in the form of excellent documents such as SDMP.

4. The handing over of one SDMP by each school principle to the district education officer has build the understanding that this is not mere handing over a copy but is an effort towards instituionalising these practices in the school education system.

Although most objectives thus are understood by way of processing the methodology, engaging participation, and its outcomes, i.e., skill trainings and resource material, the schools at the time of assessment were not aware of the risk model and seem to have remained isolated from the processes that took place to shape it up. It is the finished product and its manual that would be handed over to the schools. Perhaps without meaning it—looking at the participative nature of the awareness raising components—an opportunity was missed to recognise schools as active stakeholders in the process of development of the risk model. Again, critical inputs from the highly competent educationists, experienced primary school teachers, informed trustees of the schools, and representatives of rural schools were not sought and utilized in the process of refining and expanding the indicators of the model, which remains the centerpiece of the project objectives.

In terms of specific perception related to the outputs, the school's understanding largely centers around the SDMP and skills development components. However, not many are aware about the place that SEMC has in the school safety agenda. In fact, in all but 2 schools, there was a difficulty

on part of the principles and other teachers to understand the roles and responsibilities of the committee. Many schools did not know what exactly has gone into SDMP excepting for the various and very useful non-GIS maps that the school children and teachers together had made on hazards, vulnerabilities and capacities. At the time of assessment. these maps werre made into posters that were given to each schoool to be displayed on their premises.

2.3 Effectiveness: Awareness Raising

Key Questions

- How effectively did the project raise awareness on Disaster Preparedness?
- How effective were the materials developed for awareness raising?
- Who did they target, how did they distribute, were the materials appropriate and easily understood by their target audience?·
- How well did the programme build capacity for disaster preparedness in the 25 prioritised schools?·
- How strong FOCUS India staff capacity across all aspects of Disaster Preparedness programming and is there any need for future specialist training?

All the above questions have been taken in an integrated manner as they deal with overlapping issues.

2.3.1 Effectiveness of awareness raising on Disaster Preparedness

Overall, the programme remained successful in raising awareness of disaster preparedness among the selected schools. The awareness raising was done through multi- pronged strategies. There were process oriented activities and skill building trainings (details in the following paragraphs) with teachers, select students and a few non- teaching staff. To reinforce this, there were supporting resource materials. The newspapers, both vernacular and English, and

radio were used to disseminate messages of do's and don'ts for Earthquake and Floods and Fire(in case of Radio).However, the effectiveness of the radio and newspapers with the students cannot be clearly determined. Not many tune in the radio. Out of 350 students, only 50 said they listen to the radio but were not able to recall the awareness messages broadcast there. Not many raised their hands when asked how many read the newspapers. Obviously, the most favoured channel for both entertainment and information is television, at least in the cities and towns.

The teachers of many schools remembered the national seminar as a big event. Many teachers, however, felt that the language was a barrier in fully understanding the contents and expressing their own views and suggestions.

Since the process oriented activities and trainings were targeted at selected students, the entire school has not yet been covered in a systematic way for raising awareness and building skills. However, the attractive subject book stickers with colourful illustrations and accompanying text messages, which were distributed to the entire school, may have engaged every child to some degree to internalise the messages of do's and don'ts for road safety, chemical fire, fire and electrical safety, besides floood and earthquake. (Details are in the following section).

2.3.2 **Effectiveness of resource Material**

The smart and intelligent strategy which FOCUS used to reinforce the learning from orientation meetings and the skill development training for the teachers and task group members was to prepare resource materials and make them accessible to the target groups almost immediately after the orientation workshops and the trainings. Four resource materials were prepared and handed over to the schools: 1) School specific SDMP document 2) Disaster Preparedness: Training of Trainers 3) Disaster Preparedness: School Emergency Management Committee: A Resource Book 4) Resource book for the Task Force. All materials excepting the SDMP were also translated in Gujarati. The resources thus developed were targeted at teachers, school management and administration, and the Task Forces comprising of teachers, students and non-teaching staff. Task force resource books were distributed directly to the task force members at the time of interaction with them, while the other resource materials were handed over to the principal.

2.3.3 The trainers' resource material has been found to be very useful by the teachers. A quick reading of the book shows that it can be used as a ready reference for carrying out HVCA, constituting SEMC and allocating roles and responsibilities for the task forces. The resource book also makes it easier to understand the difference between long- term planning for disaster risk reduction and emergency response. Thus, it orients the readers on how to develop self- efficacy which can be leveraged before, during and after disasters. Here teachers and students can find what to do and what not to do in emergencies like earthquake, fire and hydrological disasters. There are chapters on immediate response and self-safety, search and rescue, fire-fighting, first aid and mock drills. The chapter on mainstreaming disability in disaster response is a thoughtful addition in this book, which books of similar nature may miss out. The language is crisp and lucid and the same is translated in Gujarati.

The teachers are better able to relate to those portions of the books which they already have put in practice in their training sessions: fire fighting, earthquake drills, rescue techniques and first aid skills. However, not all teachers were sure about their level of engagement with the water rescue, which remain the major concern for schools in Surat, Jamnagar and Una.

This comprehensive and useful book would have been the right place to include a list of useful websites on disaster preparedness as well as section devoted to the strategies of integrating the practice and planning sessions in the existing timeframe. Sometimes following a routine prevents the teachers from thinking laterally.

> *"We remain too absorbed with the routine, so cannot perhaps creatively plan as to how to integrate the Disaster Preparedness (DP) within the existing time frame and negotiate the challenge that disaster preparedness is not yet institutionalised in the school's annual activity calendar"*
>
> *Nirmala CC , Symaga School, Surat*

Suggestions to accommodate the practice and preparedness sessions in the existing time table of the schools were found to trigger the thought process of teachers and students. A list of suggestions emerged (Physical Education period, Socially useful activity period, project work, geography period, language periods, assembly time, and mass drill time which happens 2 hours a week) as well as a wish that this would have been a useful addition to the resource books.

In most schools teachers had welcomed the Gujarati version of the resource materials. All teachers irrespective of the medium of instructions, i.e., English and Gujarati, understand Gujarati. Though not many teachers had gone through the books yet, those who have referred them, especially physical education teachers of all schools and a few more with active interest in sustaining the programme, had given positive feedback on resource book on Training of Teachers.

The resource material on School Emergency Management Committee though translated in Gujarati gives a deceptive impression of its being in English because of its title page, being in English. Hence, many teachers were apprehensive that not many of them would care to look into the book and thus may not discover that the Gujarati translation follows the English sections of the book. In all the schools visited, the teachers expressed the same opinion during the interaction which encouraged them to comment on the usefulness of the books.

It is too early to comment on the effectiveness of the resource material for the task force as the books were recently distributed among the task force members in all the schools excepting Ahmedabad city. However, the glossy paper, and illustrations in it immediately caught the attention of the students the moment the books were handed over to them.

One hypothesis, which was formed by the evaluator after having a look at the illustrations in the Gujarati version of the book, and later on tested during the field interaction, was that the illustrations carrying messages in English are not likely to be understood by students whose medium of instruction is Gujarati. Out of 350 task force members who were asked to read and explain the meaning of the illustrations of a picture relating to floods/rising waters on page no. 18 of the task force resource book, 250 had given wrong interpretations of the picture. The interpretation was done, based on the illustration alone and an intelligent guess embedded in the context. However, many did not understand the important message. Illustrations are the parts which children are likely to read first with the limited time available to them.It was strongly felt by both students and teachers that the illustration in Gujarati version of the book should have been in the Gujarati rather than in English. Again if the draft version were piloted (a few hours would have been enough) in a few schools, the final version may have avoided these editing errors.

The subject book/note book stickers, having messages of do's and don'ts were the immediate hit with the students. Most of them loved the illustrations and felt that seeing them daily in the routine day, reinforces their learning and motivates to find more information from different sources.

The stickers, again, were in English and the majority of the students we interacted with were not able to comprehend the message immediately. The universal preference in the schools was that the stickers should have been in Gujarati rather than in English. Gujarati has one sure advantage: almost all whose medium of instruction is not Gujarati are able to understand Gujarati. However, not all whose medium of instruction is Gujaratiare able to understand English. Students, especially, from rural areas felt the language barrier. Had the text been in the Gujarati, apart from students, their parents ,siblings and even members from neighbourhood would find them interesting enough to internalise the short, crisp messages.have taken interest and internalised the short, and crisp messages.

2.3.4 **Effectiveness of capacity building**

The most effective and functional outcome of the project objectives has been awareness raising through capacity building. The distinct activities to build capacities had a logical flow to build up the momentum that finally lead to the task force training: one of the most empowering and visible aspects of the capacity building exercise. The awareness and capacity building activities were linked with each other in the following manner:

2.3.4.1 **Building Awareness and motivation through process oriented activities.**

This component had the following sub-components.

2.3.4.1.1 **Baseline Survey of the schools and HVCA**

The baseline survey through HVC indicators of the schools was the first step in the awareness raising exercise. As it was realised that the indicators of parent model were not complex enough to capture the vulnerabilities and capacities of the school, more school specific indicators on HVC were developed for preparing a survey format for the baseline survey. This was done

through secondary literature review, in- house brainstorming and inputs gathered from the consultative meetings with humanitarian organizations and GSDMA. The rapport building process with the principals and staff of schools by telephonic conversation and formal letters leading to a staff meeting for carrying out the baseline survey in the selected 25 schools was inherently an awareness triggering exercise; systematic filling in the forms along the indicators had provided a snapshot of the school's degree of resilience in the face of a disaster.

> *Engaging with some of the indicators in the process of filling in the survey format jolted us into a realisation that risk elements: human and non- human which are all around us, were looked at from the risk perspectives. They were just accepted as part of routine lives. The survey format by bringing diverse risk and capacity elements in the foreground disturbed this routine neglect of the risk elements and school's capacities to reduce them—**Dr. Bhave, Principal, GT Sheth School, Rajkot***

2.3.4.1.2 **Formation of and Training of SEMC**

In each school, facilitated by the FOCUS, the SEMC, comprising of selected members of the school community, i.e., principal, students, teachers, parents, trustees, and non- teaching staff was formed. A clear guideline was given on the gender balance for the co-educational schools with fair representation to students with disability. Headed by the principal, this committee is supposed to have a comprehensive knowledge about the school: local hazards, structural and non- structural risk elements, human vulnerabilities, capacities and existing coping strategies etc. Besides, the committee is to facilitate the process of formation of School Disaster Management Plans by students and the teachers.

The SEMC meeting was geared towards creating awareness in this selected group on the basic understanding of disasters, disaster management, disaster preparedness and importance of formation of school based emergency and safety teams. The SEMCs were also oriented on the roles and responsibilities of task force committees.

SDMP. While the formation of SEMC and the orientation workshop was to institutionalise disaster preparedness in the school system, it was the process of developing a school specific SDMP that deepened the awareness on disasters and disaster response through imparting knowledge to analyse the school environment in terms of hazards, vulnerabilities and capacities. It was an intensely process oriented activity with deft facilitation from the FOCUS staff. The high degree of involvement of both students and teachers reflected through the interaction with them. Both were able to recall clearly, (in all the school visited) how they had done the transect walk of the school and seen the familiar territory through the lens of vulnerability and capacity. As a result of their observation and analysis, visible on the different 'maps', the realisation dawned about how the school vulnerabilities can be reduced by building its capacities in different dimensions.

We realise for the first time, that the installation of Fire extinguisher is a capacity as such because we have it, but at the same time if we are not aware that it has an expiry date it amounts to vulnerability. Likewise, having it and not being able to use it due to lack of skills, again, is vulnerability. We understood the relation between a product and knowledge to appropriately use it to reduce the vulnerability of school. Awareness, knowledge and skills thus emerged as one of the prime components of disaster preparedness trainings.

Dhadhuk Bhargava-- 9th standard, PV Modi School Rajkot

SDMP exercise brought about an enhanced awareness of the local emergency responders such as fire brigade, ambulance services, hospitals, medical shops, private medical practitioners, and other humanitarian organisations etc. working in a particular area.

Prior to the participatory process of making a linkages diagram termed as Chapati diagram, it was a disjointed sort of familiarity with the surrounding community, not the systematic knowledge of the aggregated resources in a particular area to approach for support in times of emergency. The linking up of these institutions to school safety has brought them closer to school. This awareness was possible only through the exercise we had gone through to draw the service providers onto a single diagram.

Rasik Lal Khant, Teacher, HG school , Jamnagar

The tremendous degree of participation that went into making the detailed sketches of HVC, made the selected groups of teachers and students aware of the evacuation routes, safe places in the schools and places where the fire extinguishers and first aid boxes are placed. The SDMP process also helped them in internalising the meaning of disaster preparedness, which was first introduce to them through power point presentations and input sessions by the training team.

> When we learn by doing, we internalise the concepts. After internalising, reading makes much more sense"—Parul, Maniben Kotak School, Veraval

The SDMP process was not confined to the school. It is just a matter of transferring this knowledge to the home and out in the larger communities. Teachers are now ready to raise awareness of disaster preparedness through this interesting and engaging activity. Some of them are planning to assign small project work to the class to make V & C 'maps' for their homes, so that the knowledge and awareness is not confined with the select group but encompass a larger group of students.

While the SEMC is not on every ones mind and as indicated above not yet functional in majority of the schools, the SDMP process is recalled vividly and with deeper thoughts on wider applications of the skills in different contexts.

The HVCA process carried out by the school communites are compiled in a single document, customised for each school which can be called a flagship document on the school safety. Two copies of each school specific SDMP were handed over to the respective schools, sometimes in the presence of government officials to give them a sense of ownership and explore the possibility of sustainability of the process. While one copy is to remain with the school principal, the other one was to be handed over to the DEO.

The awarenss generated through this exercise was translated into some structural and non structural changes in 12 out of the 14 schools visited. Schools have started checking the expiry date of the fire-extinguishers and replacing its contents when required; replacing old wiring with the new one, repairing the exposed parts of the schools, covering the open wells, removing loose objects such as heavy shields and trophies from the panel fixed in the principle's rooms and clearing the

doors of any over head objects. Some schools have made major decisions to shift some of the functions in a separate building constructed on the higher plinth. For example , HGL school in Jamnagar have shifted its library to a new building which is constructed on a higher plinth. It has has also constructed a separate building in the same premises for the primary school children who previously used to have their classes on the upper floors.

Likewise, one school has made a variety of innovative stretchers, while other school is planning to roughen up much admired smooth and shining surface of the stairs to avoid fall by slipping on the stairs. A school in Anjar took decision to cover the swimming pool after the HVC analysis highlighted its potential of risk for the small children who while playing around the area may fall into it.

Such examples are many and cannot be described in detail for individual schools. However, the given examples show the level of awareness and capacity building in the schools for taking informed decisions on structural and non- structural changes on the basis of the SDMP process.

It should be specifically made clear that the visible results have come out of the participation in preparing the HVC non- scalable maps through HVCA, and not so much becuase of the inventory of recommended 'must haves' to make schools safer (More on it in the section lessons learnt).

2.3.4.1.3 **Training of the Teachers and Task forces**

Demonstrating Skills

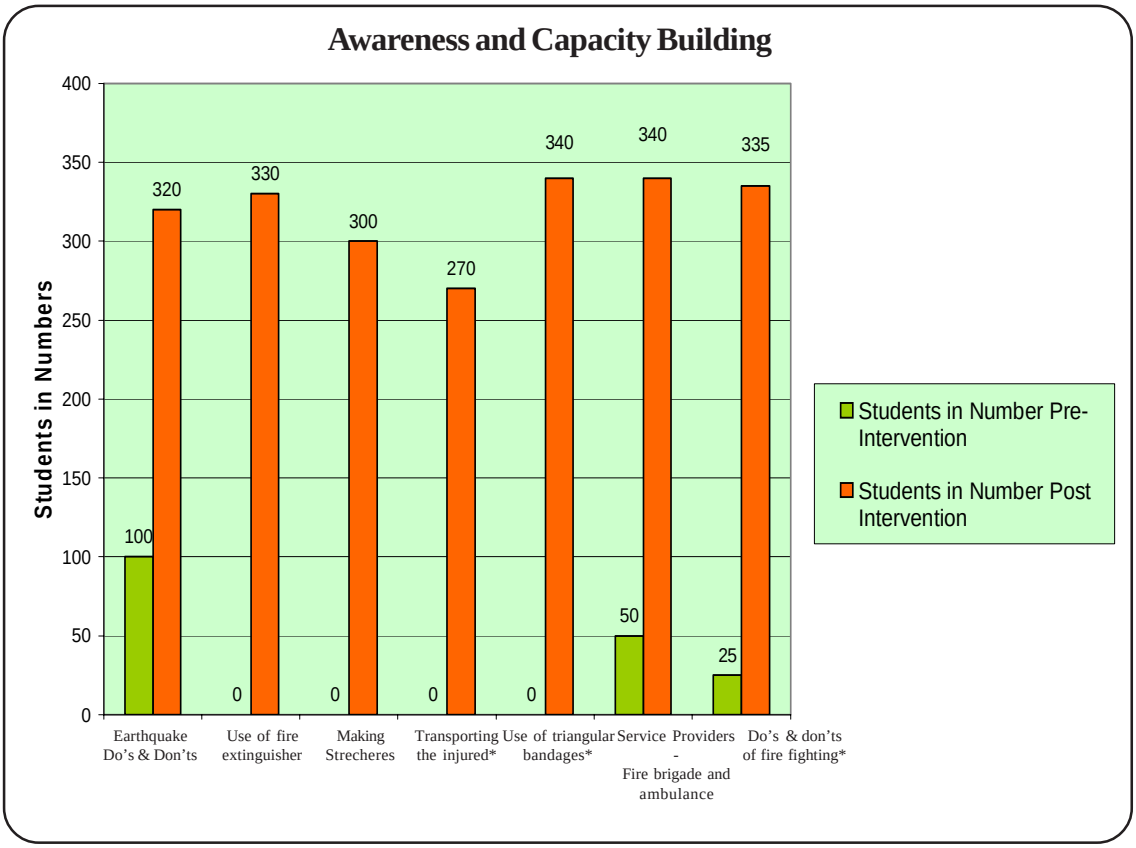
The next stage of the preparedness process involves convert ing motivation and intentions into actual behaviours. The training of trainers proved to be a powerful tool to achieve this.

The capacity building for preparedness was done through two training of 2 days' duration each for the 25 schools. One of the trainings was to build a pool of teacher-trainers and the oother one was to train the task forces, comprising of students and a few teachers. What proved effective were the practical sessions of the practical sessions on do's and don'ts when responding to earthquakes, fire fighting, and skills building in first- aid. The interaction with the teachers highlighted the difference pre-and post -training in the levels of awareness and capacity building in the skills to respond to emergencies, especially earthquake and fire. For example, out of 250 teachers we interacted with in the 14 schools, only 4 knew how to use fire extinguishers, and none ever checked the expiry date on it. Post- training, all of them knew how to use the fire extinguisher and many have started checking the expiry dates. It is the same with the children too. Similarly, first- aid and simple bandaging was known to a few teachers, mainly the physical education teachers, but not the use of triangular bandages in the correct way. Post-training, the skills demonstration during the interactions showed that the task force members know how to make slings, and do a few if not all other type of bandaging. The table and figure below show the improved levels of awareness and practice of skills:

The survey conducted with 350 students 14 schools

S.No	Activities	Number of Students	
		Pre- Intervention	Post- Intervention
1	Earth Quake Do's & Don'ts	100	320
2	Use of Fire extinguisher	0	330
3	Making emergency stretchers	0	300
4	Transporting the injured*	0	270
5	Use of triangular bandages to some extent	30	340
6	Contact number of Emergency response – Fire brigade & Ambulance	50	340
7	Do's & don'ts of fire fighting	25	335

* *Girls mostly said they are not confident of some of the rescue skills, which involves lifting.*



The table does not specify a gender disaggregated break up, neither has it broken down a generic statement into its different components such as do's and don'ts. At best, it gives an idea about the difference in pre and post intervention skills and knowledge. The reason of keeping the variables simple is the lack of time for administering a structured questionnaire. Doing so would have meant forgoing the skills demonstration and important experiential insights that were shared in the course of the interaction with the evaluator.

The table also reveals that even before the intervention, a good number of students had known Do's and Don'ts of earthquake and fire fighting. It is because they were exposed to many other channels of information: television, newspapers, and their course book of geography which has a chapter on natural hazards.

2.3.4.1.4 **Putting the skills to actual use**

The impact of the trainings can be gauged most effectively with the experiential narratives of the students and teachers. Given below are just two of the many examples narrated by the students and teachers of the different schools :

A few days after the training in the school, a heap of fallen leaves, twigs, and bits of paper, swept together in a corner inside the school premises accidentally caught fire. To put out the fire, while one student with a teacher took the responsibility of contacting the fire station, others quickly borrowed a hosepipe from the neighbouring house. They were able to do so since they were aware that the school did not have a long hose—a result of the HVCA done by them— which could reach the fire from the tap. While one student was handling the hose, another brought and used the fire extinguisher; it was the first time that the school made use of what previously was known as the 'Red Bottle'. The fire was doused in a matter of moments and the fire station contacted again to call back the fire brigade. The entire operation was done in a well coordinated and composed manner. Had the teachers and students not been trained in the skills of fire-fighting, the situation would have resulted in panic, chaos, and lack of focus on the problem. None would have thought of using the fire extinguisher, as nobody knew how to use it prior to the training.

Mr. M.I.Gena, Principal, FD school, Ahamedabad

Similarly, a teacher in Swaminarayan School, Una, slipped, hurt her ankle and was not able to get up; she was not sure if it was a sprain or a fracture. The students quietly gathered, while one had brought her a glass of water, another one was asking her not to worry. Yet another appeared with the elastic bandage.

> We normally tie this bandage in a spiral manner which makes it heavier on the ankle and does not support it adequately. This time it was tied in a correct way, using the spiral and reverse method. I was then transported to the nearest hospital in such a manner that it did not further affect my injured ankle. I do not think the students would have been able to do it without this useful training. None would have thought of bringing the elastic bandage. At best, every one would have gathered around me; I would have felt silly, tried to laugh it away to avoid the embarrassment and walked away to an auto to reach home. What more impact of the training can one expect?
>
> *Kaman Ben Joshi, Woman teacher, Swamy Narayan School, Una*

2.3.4.1.5 **Skill Transfer to the wider community**

The skills and knowledge transfer to the students who were not a part of the training, families and other community members is a useful indicator to gauge the efficacy of the awareness raising and skill building exercises. Many students and teachers, who the evaluator interacted with, narrated that they were able to teach their classmates, siblings and parents the skills of tying different types of bandages. In many homes, the parents have revamped the first- aid kit after their children listed out additional useful items. Where previously no first -aid box was present, some children have influenced their parents to prepare them. ***While Jayashree of Iqraa School in Surat transferes to her classmates the skills she has learnt and the knowledge she has gained, Ragini, a student of Symga had spread the information in her immediate neghibourhood that they should not overload the electrical outlets.***

> *After I warned my neighbour that overloading might cause fire, she has stopped using too many appliances at the same time. Through the neighbour this information has reached many others in my neighbourhood. I do realise the importance of transferring the knowledge to make our schools and neighbourhood safe. I also wish that all my classmates should get an opportunity to learn the skills that I got an opportunity to acquire.*
>
> *Jayshree, Student, 6th standard, Iqurra School, Surat.*

The analysis also shows that the schools which were already aware of the issues of school safety have either succeeded in translating the leanings from the training and workshops into proactive practices or are planning to do it. For example, FD school in Ahmedabad had conducted a full fledged simulated earthquake evacuation drill on the eve of International Risk Reduction day. Emergency responders, i.e., fire personnel and ambulance service, played their respective roles in the mock drill. It included initial response, search and rescue including high building rescue, firefighting, first aid, transportation of the casualty, including attending to people with disabilities, use of makeshift stretchers, and fire extinguishers to douse the fire. The mock drill also attracted attention of the surrounding communities and other schools in the city of Ahamedabad.

These are representative examples to underline the motivation and internalisation of the skills learnt during the short span of time, i.e., 2 days. These examples also indicate the potential of deep linkages that can be created between schools and wider communities for developing a culture of prevention and preparedness.

2.3.4.1.6 **Critical awareness and attitude change**

The series of activities and trainings have brought about a significant change in the attitudes of both teachers and school children. They are fully aware of the discrepancy in the knowledge and skills levels pre- and post- interventions. While some children and teachers had known the do's and don'ts of earthquake, floods and cyclones through the course books on geography and English, not many had related these chapters to the life skills. They were taken as a part of the curriculum to be covered for the exams. Hence, knowledge was not necessarily linked with the preparedness. The interaction with the children highlighted how the skills built through the process-oriented activities, and trainings are now linked with the same chapters.

> *The chapters on Disasters and Fireman have become that much more interesting, we are able to relate the contents of our course books to the skills we have learnt.*
>
> *Students in Navyug School, Porbandar*

The core understanding seems to have developed among the select groups of the target schools that disasters are not inevitable and every natural hazard need not convert into a disaster. With

this understanding, the teachers and pupils alike are able to look at the programme through the vulnerability and capacity lens.

The change in our attitude itself will enhance the school's capacities. My own attitude has changed towards my students who happen to be girls. In the chemistry lab, due to continuous standing for many hours, girls have often suffered from giddiness. Previously I would not give physical support to them, there was this cultural barrier. But post-training, I know we have to change our attitudes if we want to ensure a culture of safety in the schools. Just recently, when a girl was about to faint due to excess strain, I did lift her up and took her down to the sick room.

A male Chemistry Teacher
Marrucchaya School, Bhujj

The task force teams comprised of both sexes, have encouraged boys and girls to work together as a team which never happened in the sex- segregated sitting arrangements and work culture in co-educational schools. The children in a co-educational Muslim school shared that prior to training they never worked together. However, post- training they do work in a team and share their knowledge and experiences with one another.

We have realised that the emergencies do not respect the cultural barriers, that we have to leverage each other's strengths and resources.

Boy Students in FD school, Ahmedabad

Similarly, when asked why girls are not able to perform causality transportation as efficiently as boys do and whether the women teachers were trained in the skills, it was explained that there is a need for a woman trainer for training women teachers and girl children in these skills. Normally girls and women staff are expected to learn through observation, whereas boys /men teachers are shown how to lift an injured person by way of practice with them, which often needs physical contact with the trainees. Another reason given by a group of women teachers was that unless rescue training takes place in sex- segregated spaces, there will be cultural barrier to perform certain actions in front of their male colleagues.

These examples of critical thinking as well as attitudinal change and proactive suggestions underline the powerful impact of the trainings to open up the minds to think beyond gender stereotypes. These are the gains which may not have been directly envisaged by the project objectives. While

men have realised the importance of first -aid skills, normally considered a domain of women, women have realised that it is not impossible for them to learn the skills of lifting an injured / unconscious persons (Interactions with the groups of teachers).

This impact of the training was made possible by a team of dedicated trainers—albeit all men excepting for a few initial trainings—who had firm belief in participatory processes. The trainers were themselves trained by REVAN from Nagapur, Maharashtra. A highly credible agency for capacity building for Civil Defense, it held a 5 days' residential training for the team. However, the skills of the trainers are more in the areas of search and rescue , first aid and fire fighting. What emerged from the interactions with the schools, especially those in the flood and cyclone prone areas, is a demand for practical lessons in the water rescue and self- safety during the floods. Hence, a trainers' training for imparting the skills of water rescue, high- rise building rescue, and use of locally available material for self- safety in the times of hydrological disasters etc. need to be organised.

Building capacities, building confidence

2.4 Effectiveness: Coordination and Linkages

Key Questions

- How effectively did the programme coordinate with local government and keep them informed and involved in the programme activities?
- How often (and how) did the project communicate with local government and was this appropriate?
- How effective was the project in building local, regional and national government capacity?
- How well did the project coordinate with other actors in DP regionally and nationally?
- How effectively did the project document its project details, experience and lessons learnt and share these with other partners?

The above points are understood in terms of building linkages. As mentioned in the constraint faced (Page no.14), there was no meeitng with the functionaries from the local government. Since process documentation were not availabe and minutes of the meeting did not t have mention of the local government, one is not sure on the nature of linkages built with them.

Building Linkages

The linkages with DRR practitioners at regional and national levels and policy- makers at regional level were mainly through consultative meetings for seeking the feedback on the project processes and outcomes. Three consultative meetings were held, two each with the humanitarian agencies and academic institutions, with representatives from Oxfam, Handicap International, SEEDS, and faculty from Geology department of M.S. University, Baroda among others. The first two consultative meetings were organised to discuss the process and outcomes of the initial risk assessment. It also provided an opportunity to consult on the baseline survey format to refine both structural/non structural as well as human V&C indicators for the selected schools for HVCA and share the application of GIS in School Disaster Management.

A very significant meeting with GSDMA on mutual support and co-operation in the school safety programme was held in the GSDMA office. The meeting resulted in GSDMA's willingness to seek technical inputs from FOCUS on developing a baseline survey format for the schools in Gujarat as well as replicating the multi -hazard risk model, using GIS. Subsequently, the GSDMA has been periodically updated on the status of the risk model.

Another way of keeping the linkages alive was to hand over the major documents to GSDMA, project officers of disaster management cells at the district levels and the District Education Officers. The effectiveness of this strategy of involving the key stakeholders can be seen in their readiness to talk about the usefulness of such documents and resource materials. The SDMP document were readily accessible in the District Education Officer's office in Surat district. The DEO was able to refer the useful sections of it while interacting with the evaluator. This document was also appreciated by the project officer, Disaster Management, Ahmedabad who hailed it as a model SDMP. According to him the SDMP document has immense potential of replication in all the schools across Gujarat, provided it is piloted on a larger scale, i.e., in a particular district including the rural areas.

The project outcome were shared on regular basis through bi monthly DIPECHO partners'coordinating meetings, hosted by one partner each time and the newsletters that and the newsletters that FOCUS brings out periodically. Representative from FOCUS also use the platform provided by the international conferences in different parts of the world to make effective presentations of the project objective, best practices and lessons learned. The presentation on School Safety bring into focus the importance of building community resilience through one of the most important institutions of the community, i.e., Schools. The message does create an impact: children can be effective change agents and can transfer the messages effectively to family, friends and immediate neighbourhoods.

The National Conference in Ahmedabad, hosted by FOCUS, was a culmination of the efforts for firming up linkages with humanitarian agencies, stakeholders from the government, especially GSDMA, Education Departments, and most importantly the schools themselves. The National Conference brought together disaster management experts, including experts from UNICEF, UNDP(United Nations Development Programme), Red R, NIDM, Sphere India, Geo Hazards International.and GSDMA besides other DRR actors including DIPECHO partners and local

NGOs.The conference proved to be a vibrant platform for sharing learning, experiences, methodologies and best practices on School Based Disaster Risk Reduction programme from around the nation. The representation of students and teachers was the hallmark of this conference. As stated earlier the school community, especially the students got an opportunity to present the process of capacity building. The schools remember the conference with pride and ownership, though the language remained a barrier for full participation of teachers as well as the students.

Since both English and Gujarati dailies covered the conference widely, it can be assumed that the advocacy for such programmes must have been quite effective and reached a large readership.

Although FOCUS has adopted multiple strategies of building linkages and disseminating knowledge, it is difficult to gauge the extent to which this project has improved awareness and knowledge of the government at local, regional and national levels. No doubt the project is being looked at with lot of expectation and interest and some definite learning had happened (refer to the interaction with Disaster management project officer in Ahamedabad, page number 14). However, the awareness remains more at the individual rather than institutional levels. There are strong possibilities of instituionalising some of the project outcomes, but the challenge lays in sustaining continuous dialogue through different channels: workshops, regular meetings, communication and updating through e-mails etc.

Section 3

3.0 Sustainability

Drawing on the analysis of the findings, this section pulls together Best Practices and Lessons learned to reflect on how sustainable the activities were and how the present strategies can be strengthened to enhance sustainability.

Key Questions:

- How sustainable are the activities are thus implemented?
- How appropriate is FOCUS-India's long- term strategy for capacity building and sustainability?
- How can the present strategy be improved to promote enhanced sustainability.

The following subsections capture the sustainability aspects of the activities, the proactive strategies for sustainability, scope for improvement (lessons learned can be turned into scope for improvement) and constructive feedback for promoting sustainability. The subsection 'lessons learned' also seizes the opportunity to broadly suggest alternative approach to programme design and implementation.

3.1 Best Practices

1. **Innovative thinking** : Thinking innovatively and advocating the use of a risk model, using GIS, for the school safety programme have filled in a much needed gap in the field of Disaster / Emergencies including crime prevention and crime mapping, natural hazard monitoring, fire prevention systems, and estimation of damages. Being an adaptive model which can be upgraded and suited to a broad range of school safety initiatives, it has the potential to serve as a long -term resilience enabling tool for the schools in the disaster prone areas. Once fully developed and piloted on a large scale, it would benefit both

practitioners and policy makers. The consultation process and open mindedness with which the feedback on the evolving model were sought, received, integrated and acknowledged set forth the benchmarks for intellectual integrity and collaborative humanitarian practices. Similarly, the project implementation has shown that the fruitful collaboration and sharing of expertise and resources, including financial resources, can be a very creative and productive way of leveraging each other's experiences, expertise and resources. The collaboration between FOCUS and CARE—both DIPECHO partners—for making an animation movie again sets the benchmark for such productive collaborations.

2. **Process oriented Capacity Building** : The process-oriented facilitation of various workshops and training, as mentioned above, has immense possibility of replication. The process has created huge resource pool and resulted in a flagship document, i.e., SDMP which has the stamp of ownership that comes from intense participation. Most government officials at the district and regional levels recall the SDMP document. The ready school specific document has pictures of the process which personalises it, inducing a sense of pride and ownership.

3. **A sense of ownership:** Inviting the SEMC and task force members in the national conference, held in Ahamedabad, was a very empowering experience for both teachers and school children; more so, for the children, as they were encouraged to make a presentation to explain how they had developed the HVC sketches. This gave a rare opportunity to the children to meet the experts in the field of disaster management, i.e., social scientists, architectures, engineers, practitioners and policy makers. It also gave rare opportunity to the DRR actors to see how quickly children can acquire expertise and confidence to share their own experiences and insights.

4. **Building Institutions**: The process driven objectives have created one significant institution in the form of SEMC with Task Force Committees, which if made functional, would sustain the gains and learning beyond the specific project.

5. **Strategic timings**: The practice of backing up each workshop with relevant and comprehensive resource materials to reinforce and impart training to others, has further strengthened the potential of sustainability.

6. **Hands- on experience**: Giving hands- on experience to all the teachers and selected students of handling emergency equipments, such as fire extinguishers, and first aid kits has enhanced their motivation to reinforce the skills through further trainings.

7. **Creation of demand**: Usually the programmes on Disaster Preparedness, especially in the schools, are supply driven. Thanks to the experiential and participatory learning, in each school there is a demand now to consolidate the gains to eventually make them competent enough to train the larger school community and the neighbouring schools.

8. **Walking the talk**: The interaction with the project officer of Disaster Management Cell in Ahmedabad was revealing: FOCUS had used the preparedness learning in practice. For example, mapping of the entire conference hall with highlights of the evacuation/fire exit routes was a smart example of walking the talk. Inside the conference hall, there were models of earthquake resistant buildings to relate them to many presentations given on the structural risk elements.

9. **Attempts to mainstream disability and gender**: The attempts to mainstream people with disability both in terms of giving the disability issue an important place in the resource materials and guidelines to SEMCs has addressed a major gap in the theory and practice of disaster preparedness in schools. Similarly, the clear guideline for gender balance in the SEMCs, and task force teams highlights the important aspect of gender equality, though in practice it has been followed in a few schools. However, the very fact that mainstreaming gender has featured prominently into the agenda of the SEMC orientation workshop and document means that an important milestone is achieved.

10. **Setting benchmarks for collaborative strategies**: Fruitful collaboration and sharing of expertise and resources, including financial resources, can be a very positive experience. The collaboration between FOCUS and CARE—both DIPECHO partners—for making an animation movie sets the benchmark for such productive collaborations. Exposure visits by two of the organizations, CARE and CEE (Center for Environmental Education) , to the targeted schools, consultative meetings with humanitarian organisations and GSDMA were some of the smart strategies to build up linkages for mutual support and learning.

3.2 Lessons Learned

1. The ambitious scope of work in a project proposal of 15 months affected the depth of the impact of training which was otherwise very empowering. The activities done in close collaboration with the schools had potential of immense sustainability, but seem to have fallen short of it due to lack of time. The skills acquired needed strengthening by a series of training. In lack of practice, the skills may be half forgotten and the momentum generated by the participatory activities may evaporate.

2. Had the project been divided into two phases, with first phase overlapping the second one for consolidation of skills, the impacts would have been more grounded and achieved a degree of sustainability. The first phase may have covered

   - Shortlisting the schools on the basis of observation and interactions with the school authorities without spending a considerable amount of time and expertise on developing the risk model for selecting the schools. This way of selection would have ruled out the possibility of relatively more aware and prepared schools to be in the short listed schools. Not depending on pre- set criteria would have given space to make deliberate choices for balanced representation of rural areas in the selection of schools.

   - Facilitating participatory workshops and a series of training for skill building.

   - Formation of and enabling SEMCs to function on a regular basis.

   - Facilitating participatory workshops to evolve draft maps of the schools.

   - Taking up in- depth reviewing of the maps in an inter -school workshop with a panel of experts in the sector.

   - Identifying and refining the HVC indicators.

   - Orientating the schools on the concept and use of the risk model (as a planning, implementing, and 'track- the progress- towards- preparedness' tool)

- Negotiating time with the schools with innovative suggestions. The effective utilisation of morning assemblies, mass drill period, and Socially Useful Activities period is possible for orienting the teachers and students. This would have strengthened the rapport with the schools and trigger the thought processes for integrating the learning and practice sessions within the existing time- frame of the schools.

- Developing draft resource materials and piloting them to get the inputs from the primary users before finalising them. This would have infused a sense of ownership and enriched the matter from the suggestions directly coming from the primary stakeholders. It would also have ensure economy in terms of time and efforts.

- Disseminating the outcomes, and helping the SEMCs make decisions on the essential safety- oriented changes.

The second phase of the project, with excellent rapport with the schools already established, may have focused on developing the risk model based on detailed HVCA done by the schools in partnership with the FOCUS. At this stage, the project team would also have provided the users options for going beyond the given model, and if needed, to try to adapt it to their localised needs.

3. How the training team is formed affects the impact and reach of the capacity building workshops. Ideally speaking there should be three team members: two trainers and a logistic assistant for the workshop. The process documenting of the workshop is essential by a person other than the trainers, to bring critical insights for review of how the inputs were received and practiced. Exclusive reliance on pre- and post- survey formats may not bring out nuances of the experiences of the participants. The time for reflection is necessary and it should be built in all the training sessions. The open- ended interactions with informed facilitation should find a place in the sessions to encourage the participants to come out with their suggestions and the factors, which inhibited their full participation. Dynamics of exclusion in a school setting: class, caste, occupation, gender, age need to be explored to see if the benefits of training have reached across equitably.

4. Women trainer/s needs to be included in the training team, especially for the activities which needs demonstration by way of physical support for the participants. A woman trainer would also help in demystifying certain myths about what women can learn and do.

5. If formation of SEMCs is not facilitated in the initial stages, certain guidelines on paper may not be followed. The SEMC document, though stipulates the equal participation of girls/ women teachers in the task force, it does not clearly articulate that all task force should have equal/almost equal number of men/boys and women/girls. In lack of such clearly articulated guideline, there is a possibility that girls would find less or no representation in the taskforce responsible for search and rescue.

> In one of the schools, all task forces were comprised of boys—the school is a co-educational school. Such formation has not only deprived girls from getting of the benefits of training, but also disadvantaged them in terms of resource allocations. Since taskforce members received individual resource books, none of the girls had access to the books in the manner that boys did.This could have been avoided, had the training team observed the anomaly and facilitated a balanced task force team.

6. Sustainability and instituionalising important practices should become the guiding principle at each stage. For example, the limited resources, i.e, out of 40, 32 resource books were distributed to the individual members of the taskforce and 8 books kept in the library of each school. It may have been handed over to the SEMC with the explanation that the books are for the task force committees and not the individual task force members. The books then would have remained with the task force committee as an institution. With the individual children now, it is not sure whether the books would be returned to the SEMC once any of the children decide to drop out of the task force or promoted to 10th standard, which disqualifies him/her to be a taskforce member. When asked from the children and teachers, it was suggested that it would have been better if each taskforce had received a set of three books. They would have circulated the books among themselves. In addition, they would have read the books as a group exercise. Teachers were of the view that more number of books in the library would have encouraged more children to

read them. As of now, there are eight books, which may seem quite a number but considering the number of children per school and the possibility of circulating the books among a wider section of students, 28 books would have occupied the spaces in the library. Decisions like this, if taken with a brainstorming with the team and the taskforce members, would have brought forth pros and cons of distributing the resource material in a certain way.

9. The risk model cannot work in isolation, as has been amply shown elsewhere. Hence, in the process of replication and scaling up, qualitative methodology needs to be a part of the risk analysis.

10. All conferences and workshops, if in English, should necessarily have facilities of simultaneous translation in the vernacular language. The interactions with the students and teachers reveal that a majority of them were not comfortable with the presentations and the following interactions in English. Many teachers said that they remained quiet because of the language barrier and thus could not articulate their insights, experience and suggestions/feedback in the interaction sessions.

11. Involving the expertise in the particular field while developing the material may yield amazing results. For example, while developing thematerial on fire fighting, the fire officer may well be involved. This would ensure unique information in the resource material, which may otherwise be overlooked.

> An interaction with the students and staff revealed that children and school staff were not aware that after contacting the fire station, one should not keep the phone engaged for the following two minutes. If these two minutes are lost, it may sometimes delay in the fire brigade reaching the exact place. As well, any resource material on do's and don'ts of fire fighting should have a laundry list of how to communicate with the fire station rather than give generic instructions like "do not panic", "remain calm and composed while talking to the fire station". The interaction with the fire officer in Ahamedabad reveals that though the officials would like to be involved in the process of develoing the material, hey are hardly consulted for the same.

12. A facilitated editing of the SDMP draft plan—a major tool for planning, decision making and executing, would have brought in more complex issues of schools' vulnerabilities and capacities. The systems of schools or their absence, for example, would have been better explored and mapped, so would have been the physical features the schools. It just needs an exploration on the features, which are present but were never thought strictly in terms of the capacities or vulnerabilities in the routine day of the schools.

13. Inter school workshops on the line of National Conference would have yielded rich results. The workshops may have brainstormed progress made, facilitating and constraining factors and how to institutionalise the practice session even while it does not appear on the school's activity calendar. The workshop, as different from the National Conference, would have seen intense engagement of the schools. The workshop may also have listed the resource pool available in different target schools and presented it to the SVS meetings, which happens every month in the presence of the DEO. It would have been a major step towards sustainability of the project outcomes. Bringing schools together would have given a map of existing or future strategies of particular schools, which other schools may like to replicate.

14. Gender based vulnerabilities and constraints, if not addressed in the project implementation, may give equal/preferred representation to girls/women in the committees and taskforce, but may not ensure their substantial participation(refer to recommendations) in them, thus perpetuating gender stereotypes which prevent them from learning crucial skills for self-safety and rescuing others.

3.3 Major Recommendations

The recommendations have been derived both from the lessons learned for and best practices. One set of recommendations pull together the suggestions made by the school community. The other set of recommendations is for the ways to instutionalise the outcomes in the humanitarian organisations as well as government departments.

3.3.1 Specific recommendations

1. The SDMP document needs to be further enriched. A section listing useful websites, training courses such as HAM radio and as well as courses offered by Red Cross and Civil Defense Department of Gujarat would ensure that the interested schools contact them for expanding/ strengthening the skills.

2. An emphasis should be placed on the regular mock-drills, initially more frequently to enhance the confidence of the schools in their own competency to respond to disasters in a proactive manner.

3. A meeting should be organised with emergency service providers and officials with disaster management cells to clarify any queries schools may have regarding how to go about the mock drills. Parents need to be involved in such exercise so that schools do not have additional anxieties about who would take the onus if a child were injured during the mock drills.

4. Any training of similar nature in future should involve the parents in the skills building training sessions for the taskforce. This would motivate parents to allow children to attend special training courses in vacations (it is feasible, according to teachers and students, if parents are convinced about the usefulness).

5. Inclusion of a woman trainer should be a necessary mandate in the formation of a training team. This would help in securing equal opportunities for girls and women teachers in important skills of search and rescue. In addition, for some activities, a sex segregated training session should be organized, i.e., skills for different types of lifting like Fire Man's lifting etc.

6. The capacity building should be customised to the local risks. For flood prone areas it is essential that capacities be built for the school community for swimming, climbing trees, high building rescue and water rescue. The use of locally available materials for floating device should be introduced in the skill building trainings.

3.3.2 For Scaling up and Replication

1. The project has created considerable human capacities in the selected 25 schools. To consolidate the acquired skills, and sustain the motivation of trained human resources, a series of refresher's trainings would help, if a follow up project in taken up in future. To sustain the motivation of task force in the schools, in the normal times they need to be recognized as trainers who can later train other children in the school/s and thus keep the human resources ready in case members of the existing task force drop out migrate/graduate to 10th standard or otherwise drop out of the group.

2. Scaling up and replication is necessary to ensure sustainability. The SDMP document hailed as a flagship and replicable document of the project, need to be piloted on a relatively larger scale with inclusion of rural schools. It is perhaps the first time that this sort of process oriented document has come out in the context of school based disaster management. The challenge of course remains to make the document guide the school's actions on safety issues. Similarly, the risk model can be scaled up and replicated in the other states like coastal states of Tamil Nadu , Andhra Pradesh, Orissa and West Bengal as well as other vulnerable states like Uttrakhand and Jammu &Kashmir. The thrust should be to document practices, which are global in thoughts and local in actions. Similar geographies in India could use the same model with minor alterations and this would spell a successful adaptation and ensure long- term sustainability. The other important and often untouched aspect would be Intellectual property of the model. FOCUS can keep the rights and copyrights for the model but ought to allow other players in the DRR arena use it with due recognition to the parent resource.

3. The SDMP contains highly advanced sketches with a very high level of detail and the care taken to make them is evident in the color scheme and the symbol set. However, they can be made according to scale. One clear approach would be to map the whole area with the school team. However, this could prove to be an expensive enterprise. The other approach would be to use the google maps and superimposed (placemarks) key features of the school. The strong belief here is that this would help register the information in the minds of the user as the human minds identifies with known locations and figurines more than the symbols on a sketch. Moreover, if the distances are shown once – they register in the minds.

For example :

a. The distance from the women's toilet to the ground is 50 ft and to the alternative exit (nearer to the main road) is 25ft. The user in this case (either a girl student or a teacher) when faced with a fire disaster, would take the route to the road for safety and raise an alarm to get help for those trapped inside.

b. Similarly for a communal strife she would take the route towards the school ground and so on.

4. The students and the staff of the school can be taught rudimentary direction finding methods. They could be shown the use of a compass as well the watch method to identify the "North" direction. Basic geography course curriculums contain such information and hence the teachers of secondary school geography curriculum would not find it very difficult. Efforts should be made to inculcate the idea of talking in distances and directions when discussing locations. The sense of direction is a great factor when in need of help. Demarcating suburbs in the town maps and the sense of directions would help the children take the relative directional route to home and safety when caught unawares in a disaster. This would also prove helpful when individuals have to rise above the ordinary and help others as well themselves

5. If a second phase of the project happens, it is important to keep the already targeted school in the loop and leverage their strength for sustainability of the programme. One way is to give opportunity to the 25 schools to collectively take stock of their strength and resources. This can be used to select some schools to become resource centers of a particular district. The resource centers will have ready inventory of the skilled human resources available in all 25 schools. These resource centers need to be strengthened in perspectives and skills before they reach out, with the trained human resources, to other schools with the support from the training team of FOCUS. The interactions with the schools highlight the feasibility for this approach. Many schools are willing to do it. A few schools (in Anjar, Bhujj, Una, and Porbandar) are even ready to share resources and space to do it. These resource centers would be more recognised, have the benefit of collective voice and therefore would be more capable of negotiating the agenda of building resilient communities through school safety and preparedness.

Exposure visit of school/s to other school/ s would encourage them to explore how best practices of one school may be replicated in other schools.

> FD schools in Ahmedabad have a book club, nature club and film club. A book review club, for instance, helps the school in reviewing the resource materials developed by FOCUS and starting a discussion on the books in the classrooms and assembly time, which motivates other students as well as school staff to read it.

7. Efforts can be initiated to link the School based disaster preparedness programme with the Community Based Disaster Preparedness (CBDP) programme. The trained volunteers and resource persons of the ongoing CBDP programme can extend support to schools, which remain one of the central institutions of the community. The linkages would unearth the integrated nature of both the programmes and register the pragmatism of close linkages between the schools and larger communities in responding to the emergencies.

8. Like disability, gender needs to be mainstreamed in the school based disaster management programmes. Gender mainstreaming does not just mean equal representation of women/ girls in the committees. It also means empowering the girls/women with the skills for safety of the self and others. The dresses/uniform, which makes girls hesitate to acquire certain skills, have inherent disadvantages in the times of emergency. The interactions with the groups of school teachers reveal that teachers and girls become aware of the constraints the uniform and dress pattern (skirts and sarees) pose in moving freely, running and getting lifted up, if injured. Hence in the process of scaling up, gender based vulnerabilities need to be factored in the V&CA. Efforts should be made to convince schools to think of alternative yet culturally acceptable uniforms/dresses(full length tights/slacks with the skirts, shalwar Kameez instead of Sarees) to enable girls/women to avail of the equal opportunity for participation.

Section 4

Conclusions

FOCUS India's AKF, (UK) and DIPECHO supported programme for comprehensive preparedness of school to respond to natural and human made hazards, have done reasonably well with some excellent and replicable outcomes.

Particularly positive aspect of the programme includes:

- A process oriented approach to perspective building on how disasters are not inevitable, though natural hazards are. This has been done through equipping a select group of teachers, students and non-teaching staff with the powerful tools of vulnerability and capacities. These tools have helped the school community to analyse the school environments in relation to the intensity of a probable hazard and its preparedness status.

- The skill- building for search and rescue, fire fighting, and first aid, and prompt warning and evacuation.

- A comprehensive knowledge of the geophysical features of school and the surrounding community as well as an integrated knowledge of the service providers

- The multi hazard risk risk model , using GIS platform to integrate both spatial and non spatial data base—a first time attempt for schools in South Asia to bring the scientific approach to school based disaster management

- Efforts towards mainstreaming disability and gender.

Best practices apart, the project has offered some important lessons for future interventions of similar nature :

- Have a mix of qualitative and quantitative tools for in depth risk analysis.
- The mathematical models by their very nature need to be iterative and piloted on a large scale for vslidation;they may not be suitable for rapid assessments when crucial decisions pertaining to the resources to the neediest ones to be made.
- Piloting the resource material is a good strategy to ensure the maximum use of it.
- Institutionalisation and sustainability should be the guiding principle for implementing the projective objectives.
- Since a strong base has been made, it is necessary that the project continues its second phase to consolidate the gains by sharpening capacities of the target schools so that they become the resource centers for capacity building for other schools and the larger communities.

Overall, the project has yielded rich outcomes and innovative strategies for collaboration with DRR practitioners, including policy makers. It should be reiterated that it has set some benchmarks in inter agency collaboration for mutual benefits by way of sharing resources and expertise. The collaborative production of an animation film is a heart warming example of how agencies can work in collective rather than competitive manner for the benefit of the communities.

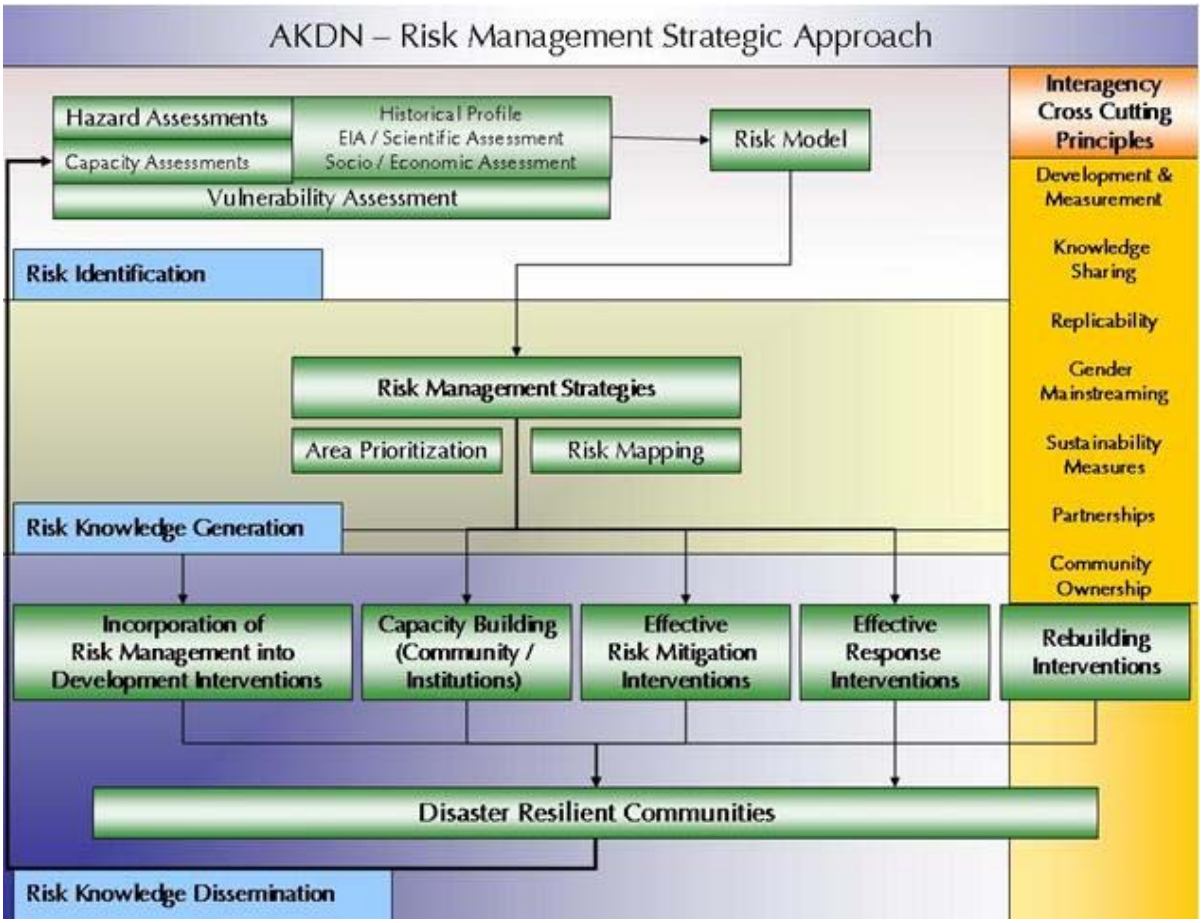
The abiding impact of the project is reflected in the creation of a demand from the target as well as non- target schools for capacity building. FOCUS, with its expertise and analytical insights on School Safety Programmes is well equipped with a dedicated team to work on demand- based interventions, ensuring that sustainability is built upon the firm base it has already created.

Annex - 1

Terms of Reference (ToR)

1. **Background**

FOCUS, through its programme activities, seeks to reduce the risks of natural and man-made disasters to local communities while working to facilitate the transition of local communities after a disaster to sustainable, self -reliant, long term development. These activities, guided on principles elaborated in the Hygo Framework for Action, seek to emphasize both a national and community based approach, leveraging knowledge and innovation and focusing on overall risk reduction. FOCUS and the AKDN ascribe to a risk management strategic approach as outlined below.



FOCUS has been providing humanitarian assistance and responding to natural disasters in India since 2002. Through its existing community- based and school based programmatic activities beginning in 2004, FOCUS India has developed experience in community and school-based DRR.

FOCUS/AKF has been implementing various disaster management activities at the community level, simultaneously concentrating on strengthening the capacity of local communities to analyse, prepare for, mitigate and, wherever possible, prevent natural disasters. Building up local capacity is crucial since local communities are always the first responders' in the event of a disaster. Additionally, FOCUS/AKF responds to various disaster situations, by providing short-term assistance to those affected. Together, these measures contribute to the effort of reducing the impact of a potential disaster on local communities and making them more disaster- resilient.

FOCUS (with support from AKF (UK) has partnered with DIPECHO on disaster preparedness interventions in Pakistan and Tajikistan. This programme marks the first partnership between FOCUS India and DIPECHO in the field of Disaster Preparedness and seeks to draw from the build upon lesions learnt across previous phases of partnership with DIPECHO in Pakistan and Tajikistan.

2. Objective of the assessment

i. To assess the extent to which FOCUS-I's DIPECHO-funded Disaster Preparedness programme has met the objectives laid out in the DIPECHO project proposal.

ii. To provide an assessment of the technical soundness and potential sustainability of the project components by evaluating its main components – disaster vulnerability focused beneficiary selection, awareness raising, school capacity development, staff expertise building in DP programming, improved local government awareness and improved institutional capacity for DRR programming regionally and nationally. The evaluation will highlight lessons learnt and areas of best practice and will outline areas for improvement and measures required to improve the sustainability and impact of the approaches in the target area.

iii. To provide recommendations for future disaster preparedness programmes in India, outlining important areas of focus to build capacity and promote sustainability.

3. **Expected outputs**

A report addressing the objectives specified above, which will be shared with ECHO.

4. **Scope of work**

The consultant will address the following major questions in the report:

Objective 1

- Did the projects achieve targets and indicators set in the proposal?
- Were the programmes delivered in line with the approved budgets?
- Were the reports submitted on time and with good quality?
- Did the project keep up with the proposal; work plan?
- In light of the experience of the project, should elements of the project have been designed or implemented differently for greater efficiency or effectiveness?

Objective 2

Disaster Vulnerability Focused Beneficiary Selection

a. How effective was the initial rapid assessment in identifying risk levels and prioritizing the 25 most at risk schools?

b. How effective and appropriate to India is the GIS system?

c. How effective was the collection and use of data obtained during the rapid risk assessment?

d. How effective did the team work with schools during the initial rapid risk assessment. In what way and how often did the team communicate with the private schools and communities in Gujarat. To what extent did the schools, surrounding communities (and local government) understand the programme, its objective and the process of rapid risk assessment?

Awareness Raising

a. How effectively did the project raise awareness on Disaster Preparedness?

b. How effective were the materials developed for awareness raising? Who did they target, how did they distribute, were the materials appropriate and easily understood by their target audience?

School Capacity Development

a. How well did the programme build capacity for disaster preparedness in the 25 prioritised schools?

Staff Expertise Building in DP Programming

a. How strong FOCUS India is staff capacity across all aspects of Disaster Preparedness programming and is there any need for future specialist training?

Improved Local Government Awareness of DP

a. How effectively did the programme coordinate with local government and keep them informed and involved in the programme activities?

b. How often (and how) did the project communicate with local government and was this appropriate?

Enhanced Institutional Capacity for DP Regionally and Nationally

a. How effective was the project in building local, regional and national government capacity?

b. How well did the project coordinate with other actors in DP regionally and nationally?

c. How effectively did the project document its project details, experience and lessons learnt and share these with other partners?

Objective 3

a. How sustainable are the activities are thus implemented?

b. How appropriate is FOCUS-I's long term strategy for capacity building and sustainability?

c. How can the present strategy be improved to promote enhanced sustainability.

5. Methodology:

The consultant will travel to Gujarat to meet with regional teams and visit field sites. The project will meet with target communities and local government bodies.

The research methodology will be agreed between FOCUS- I and the consultant prior to the outset of assignment.

The consultant will come out with an impact assessment model and finalise the assessment survey format.

The assessment will be conducted using formats as finalized by the consultant and FOCUS-I. The survey will employ questionnaires, focussed group discussions and mock drills for impact assessment.

Broad Guidelines

- How were the schools involved for the rapid survey for baseline survey?
- What types of trainings were received and how many?
- Which were the components that were most liked in the trainings?
- Can examples of its demonstrated usefulness be recalled?
- What are the suggestions for further improvement?
- What structural changes were carried out as a result of intervention?
- What non structural changes were carried out in the schools?
- What were the challenges in carrying out the preparedness agenda?
- Have schools developed the disaster management policies/contingency plans?
- Were there any differences in behavior of the school community in coping with the post intervention disasters?
- What did the boysand girls learnt?
- What is the new knowledge that teachers and support staff have gained?
- Have students been able to take the message of preparedness at home?
- Have linkages been built among targeted schools, if so what is the nature of it?
- How are newly developed material used for Disaster Preparedness?
- How much reader freindly are the resource material?

Field Schedule

Schedule of Field Visit for Impact Assessment

Date	Time	Place	Activities	Remarks
06/02/09	10 am to 6 pm	FOCUS I Office, Ahmedabad	Initial briefing, pre-field review of documents, discussion and confirmation of the plan for field based activities with the project team.	Night stay at Ahmedabad
07/02/09	10 am to 6 pm			
08/02/09				
09/02/09	7.30 am	Travel from Ahmedabad to Amreli by car		
	12 am to 2 pm	KK Parekh & Mehta school, Amreli	Field activities for impact assessment	
	3 pm to 6:00 pm	Travel from Amreli to Una by car		Night Stay at Una
10/02/2009	8:00 am to 10:00 am	Swaminarayan School, Una	Field activities for impact assessment	
	10:30 am to 2:00 pm	Travel from Una to Veraval by Car		
	3:00 pm to 5:00 pm	Maniben Kotak School, Veraval	Field activities for impact assessment	
	6 :00 pm to 10:00 pm	Travel from Veraval to Porbandar	-	Night Stay at Porbandar

Date	Time	Place	Activities	Remarks
11/2/2009	9:00 am to 11:00 pm	HGL School, Jamarawal	Field activities for impact assessment	
	12:00 to 2:00 pm	Navyug School, Porbandar	Field activities for impact assessment	
	3:00 pm to 5:00 pm	Balubha Girls School, Porbandar	Field activities for impact assessment	Night Stay at Porbandar
12/2/2009	9:00 am to 11:00 am	O.N.Modha School, Porbandar	Field activities for impact assessment	
	11:30 am to 1:30 pm	Ghedya School, Porbandar	Field activities for impact assessment	
	4:00 pm to 8:00 pm	Travel from Porbandar to Rajkot	-	Night Stay at Rajkot
13/2/2008	8:30 am to 10:30 am	G.T. Sheth School, Rajkot	Field activities for impact assessment	
	10:30 am to 12:30 pm	Saint Mary's School, Rajkot	Field activities for impact assessment	
	1:30 pm to 3:30 pm	P.V.Modi School, Rajkot	Field activities for impact assessment	
	5:00 pm to 9:00 pm	Travel from Rajkot to Ahmedabad	-	Night Stay at Ahmedabad
14/2/2009	10:00 am to 1:00 pm	F.D.School, Ahmedabad	Field activities for impact assessment	Night Stay at Ahmedabad
	and Fire department	Education Department officials and Emergency Services, (108),	Meeting with the respective department discussion with the	Time will be fixed after respective officials
15/2/2009	10:00 am to 6:00 pm	Travel from Ahmedabad to Anjar	-	Night Stay at Anjar

Date	Time	Place	Activities	Remarks
16/2/2009	9:00 am to 11:00 am	K.G.Manek School, Anjar	Field activities for impact assessment	
	11:00 am to 12:30 pm	Travel from Anjar to Bhuj	-	
	12:30 pm to 2:00 pm	Matruchaya School, Bhuj	Field activities for impact assessment	Night Stay at Bhuj
17/2/09	9:00 am to 11:00 am	V.D. High School, Bhuj	Field activities for impact assessment	
	11:00 am to 1:00 pm	Bhuj English Medium School, Bhuj	Field activities for impact assessment	
		DEO Office and Fire Department	Meeting with the respective department official	Time will be fixed after discussion with the respective officials
	3:00 pm to10 :00 pm	Travel from Bhuj to Ahmedabad	-	Night Stay at Ahmedabad
18/2/2008	6:00 am to 10:00 am	Travel from Ahmedabad Bhavnagar	-	
	10:00 am to 12:00 am	St. Mary's School, Bhavnagar	Field activities for impact assessment	
	1:00 pm to 8:00 pm	Travel from Bhavnagar to Surat	-	Night Stay at Surat

Date	Time	Place	Activities	Remarks
19/2/2009	8:30 am to 10:30 am	Symga School, Surat	Field activities for impact assessment	
	10:30 am to 12:30 pm	Sharda Yatan School, Surat	Field activities for impact assessment	
	12:30 pm to 2:30 pm	Experimental School,Surat	Field activities for impact assessment	
		District Education Office	Meeting with the DEO, Surat	Appointment will be taken before time
	2:30 pm to 4:30 pm	Vanita Vishram School, Surat	Field activities for impact assessment	Night Stay at Surat
20/2/2009	9:00 am to 11:00 am	T & TV School, Surat	Field activities for impact assessment	
	11:00 am to 1:00 pm	Vidhyabharati School, Surat	Field activities for impact assessment	
	2:00 pm to 4:00 pm	Iqraa School, Surat	Field activities for impact assessment	
	4:00 pm to 6:00 pm	M.T.Jariwala School, Surat	Field activities for impact assessment	
	7:00 pm to 11:00 pm	Travel from Surat to Ahmedabad	-	Night Stay at Ahmedabad
21/02/08		Education Department, GSDMA and District Collectorate	Meeting with Commissioner and Dy. Director Education, Meeting with Jt.CEO GSDMA, Meeting with District Collector/ Additional Collector	Appointment will be taken