

*Building Disaster Resilient Communities through Creating
a Culture of Safety in 13 schools of Uri Tehsil, Dist
Baramulla, Jammu and Kashmir*

THE FINAL REPORT

A School Safety Initiative

as part of the

*Jammu and Kashmir Earthquake Rehabilitation and
Reconstruction Programme*

Implemented by

AKDN

AGA KHAN DEVELOPMENT NETWORK

***The text in Red provides the INTERIM update on the Jammu and Kashmir School Safety Initiative.**

***The text in Blue provides the FINAL update, the progress achieved in the period July to September '09.**

GENERAL INFORMATION

Title of the Action: Building Disaster Resilient Communities through Creating a Culture of Safety in Schools.

Name of the Implementing Humanitarian Organisation: Focus Humanitarian Assistance, India

Area of intervention (country, region, localities): The State of Jammu and Kashmir; District Baramulla; Tehsil Uri; 14 middle, secondary and senior secondary schools, as part of the Jammu and Kashmir Earthquake Reconstruction and Rehabilitation program.

Start date of the Action: 25th April, 2009

Duration of the Action to span across 6 months

Proposal and reports

Initial concept note, proposal and budget	date:	17-01-09
Revised Project Implementation	date:	01-04-0
Intermediate report	date:	01-07-09
Final report	date:	05-10-09

NEEDS ASSESSMENT

Given the intensity and frequency of disasters in India, a need for a comprehensive approach to the mitigation of hazards and the need for mainstreaming the concept of disaster risk management into ongoing developmental activity, remains a priority. The State of J&K is at risk from a wide number of hazards especially earthquakes like the earthquake that inflicted severe destruction in 2005 and landslides.

2.1 Problem statement and stakeholder analysis

Disaster Management should effectively cater to the most vulnerable groups within a community. When a natural hazard strikes, children are among the most vulnerable groups, especially those attending school at the time of a disaster. Disasters such as the October 2005 earthquake in Kashmir where over 16,000 children died in collapsed schools, or the

earthquake in China where over 10,000 school children were buried alive, are just two tragic examples of why more needs to be done to protect children during catastrophic events. The 2001 Bhuj earthquake alone over 1000 schools were destroyed including 992 out of the district's 1359 primary schools.

Protecting children during natural hazards, therefore, requires two distinct yet inseparable priorities for action: disaster risk education and school safety.

- ⊕ Disaster Risk Education: Schools provide a potential platform for initiating change. Children are often eager to learn and absorb new ideas. The concepts of disaster and disaster preparedness techniques learned at school can lead to life-long positive practices. Teachers can function as role models, not only for the children but also within the community. Children can influence the behavior of family members - both adults and younger siblings - and thereby become agents of change.
- ⊕ School Safety: School based safety programs enable children to learn and practice concepts of disaster along with preparedness, response and recovery activities. If they learn and practice good disaster preparedness, it will bring about the right attitude and skills in the event of a disaster.

2.2 School Initiatives Implemented thus far

Focus India began its intervention with this vulnerable group of school children within the state of Gujarat. Initially, 265 private schools residing in high risk districts of Gujarat were assessed in terms of the degree of risk present. Data from the base line survey indicates that existing school DRR measures were not sufficiently in-depth, did not focus on lower grades, and overlooked private sector education. Furthermore, it was discovered that the current public school curriculum focuses only on general awareness and could be improved by a more comprehensive DRR approach including drills, emergency task force teams, teacher and student supporting materials, first-aid and fire fighting trainings. In addition, a need for wider coverage of existing DRR programs was discerned. Specifically, extending the focus beyond higher level grades, to encompass school children of all ages, and targeting communities surrounding schools in areas which are not covered by other DRR projects.

Hence, as part of its intervention strategy, FOCUS India selected 25 schools (out of 265) with the highest degree of risk and engaged them in a comprehensive school disaster preparedness programme aimed at schoolchildren, teachers and the school administration. Over the last fifteen months of intervention within schools, FOCUS has developed a school disaster preparedness model that has been revised and refined based on our field experiences to form a comprehensive model that can be replicated across other disaster prone States.

2.3 Justification

Given the organization's success in carrying out such a comprehensive school safety model across Gujarat, FOCUS is now working to implement the same across the country. Replicating a similar project in Jammu and Kashmir would follow a comparable school safety module with adaptations relevant to regional and situational differences. Primarily, such an initiative would facilitate a newly created and highly charged atmosphere of disaster preparedness to spread within many more schools at high risk. Additionally, it would encourage the integration of a comprehensive DRR model within school curriculum. Most importantly however, it would create a culture of safety and preparedness within schools that would spread to create disaster resilient communities. Interventions will take into account the cultural sensitivities of the area.

PROJECT BENEFICIARIES

Beneficiary Population

3.1 Direct Beneficiaries

The beneficiary breakdown is below:

Beneficiary	Average number per school	Total Number
School Children	177 per school	2478
Teachers	9 per school	124

3.2 Indirect Beneficiaries

Surrounding Communities: Creating a culture of safety within schools guarantees the development of the same within the larger community. Involving community members within school emergency management committees and task forces also encourages community participation in school safety procedures. This in turn promotes disaster preparedness at a community level.

RESPONSE

4.1 Project Goal

PROMOTING COMMUNITY BASED DISASTER PREPAREDNESS THROUGH CREATING A CULTURE OF SAFETY IN SCHOOLS

4.2 Project Objectives

1. To enhance disaster response and preparedness capacities of 14 schools under the AKDN project, within the most vulnerable districts of Jammu and Kashmir so as to decrease their overall degree of risk during the event of a disaster
2. To develop a comprehensive DRR model that can be integrated within school curriculum

3. To promote community disaster preparedness through involving community members within school safety programmes and committees

4.3 Project Description

Objective 1: To enhance disaster response and preparedness capacities of 14 schools under the AKDN project, within the most vulnerable districts of Jammu and Kashmir so as to decrease their overall degree of risk during the event of a disaster.

Outcome 1.1 - Schools assessment and awareness of the degree of risk present in their respective environments

Activities: **Risk Assessment**

- a) *Rapid appraisal and training need assessment of the target area and development of criterion for the Hazard, Vulnerability and Capacity assessment. (Result 1: Adapted Risk Assessment and Training framework)*

The rapid appraisal and training needs assessment was undertaken to gain better understanding on, the local hazards, assess the present level of knowledge, awareness, practices and preparedness of the school community.

Participatory methodologies were adopted in the assessment process to collect required data referring a pre-designed checklist combined with an open discussion with a mix of members involving principal/headmaster, teachers, students, CERT members, VEC members, parents, ZEOs and the local community mobilisers (involved in the project since long a long time). The appraisal form was developed to capture information on, the school demographic details, hazard history (experienced/expected) of the schools, availability of trained teachers if any, level of knowledge of the teachers and students etc.



Students of Middle, Secondary and Higher Secondary were tested through a simple questionnaire that threw light on the basic knowledge and skills that the students possess.

To view the full report of the findings of the initial appraisal and training needs report, please refer to annexure 1.

- b) Hazard, vulnerability and capacity assessment of each of the schools through using the developed framework (Result 2: General and HVC data collected for each school)

The HVC analysis further enhanced our understanding of the school specific hazards, vulnerabilities and capacities of the target schools. The methodology used was a combination of rapid structural and non-structural assessment by technical experts as well as key informant interviews and focused group discussions with the school management, staff and students to determine:

- ✓ The vulnerability of each school to local hazards.
- ✓ Coping mechanisms of the school staff, students, systems and infrastructure to different disasters. This highlighted the gaps between knowledge and practice in terms of dealing with crisis.
- ✓ Assessment of community institutions capacities (that have direct relevance for schools in times of disaster, e.g. local dispensaries, hospitals, transport services, etc) to respond to crisis.
- ✓ Inventory of current resources useful to disaster response, existing/to be developed, in and around the school

The risk profile would not be complete without an assessment of those individuals who fall into a high-risk category. This includes but is not limited to children and staffs who maybe differently abled, those who have special needs (e.g. pregnant, unwell etc.) or those children who form the youngest part of the student body.

To view the school specific Hazards Vulnerability and Capacity profile of individual target schools, please refer to annexure 2.

Outcome 1.2 – School members trained in various aspects of disaster preparedness including; first aid, search and rescue, fire safety and early warning and evacuation.

Activities: **Training programs**

- a) Facilitating the formation of school emergency management committees in each school and training each committee in the basics of disaster preparedness (Result 5: Functioning School Emergency Management Committees for each school)

Given that the members of the school community have more comprehensive knowledge of their school, local hazards, risk elements and present coping capacities, they should, by default, be involved in the preparedness process and the school disaster management planning. This was achieved by bringing together key stakeholders from the school community into a School Emergency Management Committee (SEMC). The SEMC is expected to play an active role in disaster risk reduction and be headed by the principal/representative from the management.

For each target school, a committee, namely the School Emergency Management Committee was formed and oriented in the concept of school based disaster risk reduction. Following this, the SEMC was inducted as a committee with an orientation of the roles and responsibilities they are expected to shoulder.

To view the consolidated SEMC report for all schools, please refer to annexure 3.

- b) Training school faculty members in the basics of disaster preparedness (Result 6: Resource group of faculty members trained in disaster preparedness for each school)*

Two day training was organized for a group of 3-5 teachers per school at the cluster level. Along with interactive presentations, participatory methodologies like group discussions and individual knowledge/experience sharing were used to impart training. Practical exercise were also organized for specific sessions like first aid, CPR, search and rescue, fire fighting etc.

To view the consolidated report for Training of Trainers (TOT) all schools, please refer to annexure 4.

- c) Forming and training 4 task forces per school in; first aid, search and rescue, fire safety and early warning and evacuation (Result 7: Four resource groups of students trained in disaster preparedness for each school)*

At the School Disaster Management Planning stage four task forces were formed in each of the schools. These task forces are 1) Early Warning and Evacuation, 2) Search and Rescue, 3) First Aid and 4) Fire Fighting. Each of the task forces comprises 7-10 members (1-2 teachers and 6-7 students). The two day trainings were conducted for the task force members of the target schools individually (non cluster approach). Along with interactive presentations, participatory

methodologies like, group discussions and presentations were used to impart training. Practical exercises were organized for specific sessions like first aid, CPR, search and rescue, fire fighting etc.

The trainings consciously aimed to train the children in a “live” environment, through a practical mock evacuation, with casualty transportation, first aid and fire fighting demonstrations by task forces trained by FOCUS. These trainings concluded with mock evacuation drills.

Note: The topics covered in the training of trainers were the same as the topics covered in the taskforce trainings with a few minor changes. The language and style of delivery was toned down and concepts simplified to meet the training needs of the students. To view the agenda, please refer to annexure 4, the report on training of trainers.

- d) Conducting school evacuation mock drills (Result 8: A demonstration mock drill facilitated in each school)

The trained task forces of each school conducted a mock emergency evacuation including all students of the school in order to demonstrate and practice the skills learned. This exercise also allowed room to evaluate the mistakes and close the gaps through recurrent practice of the drills. The team of FOCUS facilitated the planning and implementation of these evacuation exercises.

To view images of the evacuation drill, please refer to selected photos in annexure 9.

Outcome 1.3 –Decreasing the degree of risk present in schools by increasing identified capacities

Activities: Capacity Building

- a) Developing school disaster management plan (Result 10: 5 maps for each school; evacuation plans, hazards, vulnerabilities and capacity maps)

School based disaster management is a holistic and comprehensive approach through which children learn and practice concepts of disaster along with preparedness, response and recovery activities. A well developed School Disaster Management Plan/ School Safety Plan is one way to ensure the successful implementation of the School Disaster Management Programme/School Safety Programme.

These planned measures directly reduce the potential impact of a hazard before it strikes. The risk reduction plan needs to cover both structural as well as non structural measures of risk reduction.

Objectives of the SDMP: -

- To identify and manage hazards in the school
- To facilitate preparedness and response in an emergency
- To mitigate the effect of disasters on school

The hazard wise contingency plan identifies measures to be taken before, during and after a disaster with pre-defined roles and responsibilities delineated among different task force groups (early warning group, search and rescue group, first aid group etc.) within a school. It also takes into account the arrangement of emergency stockpiles, linkages with emergency services that may be required in case of crisis, evacuation route maps and a mock drill/ dummy practice drill plan. The SDMP needs to be updated regularly (every six months or annually) by the school.

To reference the SDMPs, please refer to annexure 5.

- b) Distributing Emergency kits to school communities (Result 11: emergency items for each school)
- c) Training school members in the use and maintenance of stock piles (Result 12: Trained SEMC members maintain and replenish stock piles)

After due consideration of the field reality, alterations were made to the original stockpile proposed under the school safety initiative. Each beneficiary school was equipped with earth removing equipment, helmets, stretchers, first aid kits, sand buckets (with fire stands) and rescue ropes. The beneficiaries were oriented in the use and maintenance of the stockpile.

To view photos of this orientation, please refer to selected photos annexure 9.

Objective 2: To develop a comprehensive DRR model that can be integrated within school curriculum

Outcome 2.1- Schools are equipped with resource material on disaster preparedness that students and teachers can refer to

Activities: **Developing Resource Material**

- a) Developing IEC material for task forces, teachers and school emergency management committees (Result 13: Training manuals for SEMC members, teachers and students. Posters on disaster preparedness)

The resource material for School Emergency Management Committees, trained teachers and trained students (task forces) has been developed, translated and printed after approval from AKF. The material has been developed to support the knowledge and skills imparted through different trainings. The material will also support the school to deliver DRR training to the next batch of students and thus continue to inculcate a culture of safety in schools.

To view a copy of the SEMC, TOT and Taskforce manuals, please refer to annexure 6.

It must be noted here that as part of the Information, Education and Communication (IEC):

- Students were shown an animation film on earthquake.
- In addition to the above, a set of 10 School book labels with disaster preparedness messages using cartoon illustrations were distributed to the students.

To view the artwork of the stickers handed out, please refer to annexure 7. Please note that the stickers were handed out after cutting the bottom band that sports the logos.

- Each beneficiary school received 10 posters in all to be displayed in the school premises. The topic posters comprised Dos and Donts on Earthquake, Lightning, Fire, Windstorm and Snake Bites. The maps posters were customised to reflect individually, of each school – hazards, vulnerability, capacity, evacuation routes,

To view the artwork of the posters, please refer to annexure 8.

Outcome 2.2 - Developing short stories on disasters and disaster preparedness that can be integrated within school curriculum

Activities: **School curriculum material**

- a) Short stories for students on disaster and disaster preparedness (Result 14: Curriculum booklets for primary and secondary students)
- b) Lesson plans for teachers on disasters and disaster preparedness (Result 15: Curriculum booklets for primary and secondary teachers)

After due consideration of factors such as the level of knowledge and motivation of the teachers, the level of education imparted in these government schools and the social setting, the decision to eliminate these activities was taken. The decision was based on mutual agreement (of the situation on hand) between AKF and FOCUS.

*all material will be developed in Urdu, and will be printed after approval by AKF of draft documents to be submitted by FHAL.

Objective 3: To promote community disaster preparedness through involving community members within school safety programmes and committees

Outcome 3.1- Proactive promotion of school disaster preparedness and school safety practices by community members

Activities: Community participation in disaster preparedness

a) Involving parents and teachers as members of School Emergency Management Committees (Result 16: Community representative SEMCs)

At the outset, the concept of school safety and the present project with its components was shared with the Shagufta Parveen - Director of Education, ZEOs of both target zones, Civil Defense and the Fire Brigade (Uri).

In addition to principal and selected teachers, members of the Community Emergency Response Teams (CERT), member of the Village Education Committee (VEC), individual village nambardars and selected parents were inducted as members of the School Emergency Management Committees (SEMC). This body was oriented in school based disaster risk reduction and their roles and responsibilities that they are expected to shoulder.

b) Training teachers, parents and community members in comprehensive disaster preparedness (Result 17: Disaster Preparedness trained community resource group)

To address & reduce the vulnerability quotient and reform the beneficiary groups into a better prepared group, the faculty and students were trained in First Aid, Fire Fighting, Search and Rescue and Early Warning and Evacuation in each of the project schools. Representatives of the village education committee, numberdar, few parents and some representatives from the trained CERT teams in each village were inducted as members of the SEMC to build capacity to respond to crisis.

c) Involving parents and teachers during the preparation of School Disaster Management Plans (Result 18: Participatory based SDMPs)

The School Disaster Management Plan is a good way to develop awareness amongst school children about different hazards, their cause and effect, vulnerability issues, risk factors of the area, different preparedness and response and recovery mechanisms. Teachers too function as role models, not only for the children but also within the community. Educating a child means educating a family.

For this reason, the SDMP process is a participative one. Students and teachers developed their individual SDMPs, with support from and facilitation by the FOCUS team. The methodology thus applied helps to instill a sense of ownership in the school community towards the plan.

*** Project Outcomes Assessment: To assess the outcomes the project has made in terms of meeting set goals and targets.**

Outcome 4.1: Enhance community resilience through comprehensive school safety initiative .

*Activities: **Outcome survey and report***

- a) Conduct follow-up outcomes assessment survey (Result 19: Post –project data collected from each school)*
- b) Prepare a project outcomes report (Result 20: end of project report)*

AKF has confirmed that the responsibility of the Outcomes Assessment lies with them.

To view a few photographs of the overall intervention, please refer to annexure 9.

4.4 Activity Results

1.1 Risk Assessment

Result 1: Adapted Risk Assessment and Training framework

The rapid appraisal will aim to identify the hazard history of each school and its surrounding area (experienced hazards), the hazards to which the schools and local community are exposed to (experienced as well as expected hazards), present preparedness level and coping mechanisms, type of preparedness measures taken at the school level as well as knowledge and awareness level of the school community on disaster preparedness. This adapted framework will then be used by the team to assess the degree of risk present in each school.

The training need assessment will aim to develop a training strategy based on input from field officers and school community members. Such an approach will ensure that training methodology reflects ground realities and meets community needs. The training methodology will thus be based on participatory techniques and facilitate an active interaction by teachers and students. It will also ensure that the awareness and training programmes for students is age specific and is based on current knowledge levels.

Result 2: General and HVC data collected for each school

A detailed Hazard Vulnerability Capacity Assessment will be conducted for 14 schools of Jammu and Kashmir which are within the communities of AKDN development activities. The methodology used will be a combination of rapid non-structural assessment by a risk assessment consultant as well as key informant interviews and focused group discussions with the school management, staff and students. It will cover the following areas of assessment:

- Vulnerability of each school to local hazards.
- Coping mechanisms of the school staff, students, systems and infrastructure to different disasters. This will highlight gaps between knowledge and practice in terms of dealing with crisis.
- Assessment of community institutions capacities (that have direct relevance for schools in times of disaster, e.g. local dispensaries, hospitals, transport services, etc) to respond to crisis.
- Inventory of current resources useful to disaster response, existing/to be developed, in and around the school

Result 3: Baseline Reports for each school

All the information collected will then be used to create a risk profile for each school. It will include listing and mapping out specific weaknesses of the school. Risk prone infrastructure and assets will also be identified and listed. This could include weak staircases, crumbling foundation, cracked windows, etc. on the structural front and in terms of assets, computers, desks, chairs, etc., that are present in the schools. An infrastructural inventory is of paramount importance as it informs what to pay heed to when evacuating and which routes in the school building are the safest to take in times of disaster. Moreover, it allows for relocating at-risk assets to protect investments and cut losses.

A risk profile is not complete without an assessment of those individuals who fall into a high-risk category. This includes but is not limited to children and staff who are physically or mentally challenged, those who have special needs (e.g. pregnant, old age) or those children who form the youngest part of the student body. The number and names of these individuals will be identified and their location during the day in the school will be noted. This is done to facilitate access to and assistance during disaster time as information pertaining to the exact nature of the disability and the location of the individual will be on hand and readily available.

Baseline reports will be developed for each school based on these school risk profiles. A follow-up impact assessment of the schools and communities conducted at the end of the project will measure against the baseline to determine changes brought about post

project intervention and consequently the project's impact. School disaster management plans will be created through referencing school baseline survey reports.

1.2 Training

Result 5: Functioning SEMC members for each school

FOCUS will conduct four SEMC training programs at the cluster level that involve developing school disaster management plans and learning about disaster dos and don'ts. Such trainings will empower school communities through developing a resource group of members trained and informed on disaster preparedness.

Result 6: Resource group of faculty members trained in disaster preparedness for each school

FOCUS will develop and deliver four training modules for secondary school teachers. These modules will be interactive, educative and will deliver valuable information on DRR. The training programme for teachers should include the development of regular systems of information dissemination for students.

Result 7: Four resource groups of students trained in disaster preparedness for each school

Using the newly prepared training materials, FOCUS, with the assistance of the teachers, will conduct 14 training programs to train secondary students in the selected schools on disaster awareness. Interactive presentations and activities will be carried out in order to sustain the interest of the children, and to ensure maximum information absorption. Booklets and texts will be used and will serve as future reference guides and refresher tools. The trainings will be spread over two days, so as not to overload students with profuse amounts of information.

Result 8: one demonstration mock drill facilitated in each school

Student trainings will precede school based evacuation mock drills. These drills facilitated by SEMC and task force members will involve the participation of the entire school community. Students will be encouraged to invite their parents to observe these drills so as to involve the larger community in this safety practice. Mock drills will be facilitated in such a way so as to build school capacity to carry out the same on a regular basis.

Result 9: Resource group of trained students and teachers in each school

Refresher trainings will be held for teachers and students to reiterate information covered during initial trainings and respond to any implementation difficulties faced by

school communities post disaster training sessions. These refresher trainings will be organized based on feedback received during initial trainings.

1.3 Capacity Building

Result 10: 5 maps for each school; evacuation plan, hazards, vulnerabilities, capacities maps

A School Disaster Management Plan (SDMP) will be developed for the 14 most-at-risk schools and customized to needs as identified in the detailed HVCRA assessment. The SDMP is intended to describe how a school can: a) Respond to disasters if and when they occur b) Mitigate the impact of potential disasters. Functionally, the plan is divided into two sections. The first section identifies what students, teachers and administration should know and do **before, during and after a disaster**, including:

- The location of hazards, impact areas and risk levels in the school
- Actions a school might take for hazard risk reduction before a disaster occurs.

The second section of the plan includes:

- General information about the school collected in the HVCA process
- The characteristic of each natural hazard threatening a community
- Information about vulnerability of the school body and infrastructure in the case of disaster

The SDMP will outline measures to be taken to mitigate, prevent or prepare for disasters (e.g. evacuation paths and safe havens, emergency stockpiles). It will also describe the standard operating procedures and who is in-charge of what task during a disaster aka an emergency committee. With roles clearly defined, a sense of ownership and accountability will be nurtured thus encouraging responsibility among the actors

After the detailed risk levels are identified for the schools, detailed risk maps will be developed for each school. These maps will be used in determining appropriate DRR interventions with the schools including safe haven and evacuation path identification and installation of emergency alarms and first-aid kits. These maps will include information depicting hazard threatened areas of the school and nearby grounds, critical facilities, roads, evacuation routes, safe havens, health facilities and other pertinent information. These maps will be provided to the school administration and will also be of value for schools when considering future growth of the school campus.

Result 11: Emergency items for each school

Once the hazards and risks have been identified, a thorough list of required emergency stocks and supplies will be compiled for the schools. Given that each school will have

different vulnerabilities and capacities, the lists will reflect the relevant materials according to these identified criterion. It will tentatively include stretchers, helmets, emergency vests, ropes, first aid material and sand buckets.

Result 12: Trained SEMC members maintain and replenish emergency kits

The emergency kits will be located in strategically selected safe areas, based on the HVCA assessment. Their location will be made known to the entire student body, as well as staff and administration. Additionally, the emergency kits will be monitored yearly by school members, to ensure that materials are still functional and that stock is not depleted. FOCUS will provide training on the operation and maintenance of these kits. These supplies are intended to start the process of disaster preparedness in schools. This project will provide the initial supplies, but future replenishment will be the responsibility of the schools.

2.1 Developing Resource Material

Result 15: Training manuals for SEMC members, teachers and students. Posters on disaster preparedness

Given that training materials will form the basis of the training that FOCUS will give to teachers and to students on disaster awareness and preparedness, it is crucial that they be relevant and useful to each target audience and community where they are used. One set of training materials will be devised for teachers and another for students. This latter module will be more in depth, covering not only the disaster awareness component, but also extending to emergency response, first aid and basic fire fighting. The training materials for the students will be more geared towards basic disaster awareness, with an introduction to emergency response for students in upper levels.

Resource material will also include disaster preparedness related posters and stickers for schools to display.

2.2 School Curriculum Material

Result 16: Curriculum booklets for primary and secondary students

Booklets comprising of short creative stories on several disasters will be created for primary and secondary students. These will be written in an interactive manner so as to fully engage students in the topics discussed. It will convey factual information on various disasters as well as dos and don'ts related to each disaster.

Result 17: Curriculum booklets for primary and secondary teachers

Booklets comprising of information for teachers related to the respective student's booklets will be created to facilitate learning. These booklets will involve learning activities teachers can conduct within classrooms to reiterate information covered in the stories.

1.1 Community Participation in Disaster preparedness

Result 18: Community representative SEMCs

SEMC trainings will seek to include participants from communities located around target schools. Community will be mobilized with the help of Community Emergency Response Teams (CERT). This will allow community members to get involved in disaster preparedness training activities.

Result 19: Disaster Preparedness trained community resource group

Trainings will seek to include participants from communities located around target schools, including parents. This will allow community members to gain information related to disasters, learn disaster dos and don'ts and facilitate the spread of such information to the larger community.

Result 20: Participatory based SDMPs

Community members will be invited to participate in the process of preparing school SDMPs and risk maps. This will allow information collected to reflect representation of a crosscutting section of the community. Maps will be created through reflective analysis by the group involved, thus rendering the process participative.

4.1: Outcomes

Result 19: Post –project data collected from each school

A follow-up project outcomes assessment of the schools and communities conducted at the end of the project will measure against the initial baseline survey. Data collected will follow the same framework as incorporated in the baseline survey.

Result 20: End of project report

Data from the outcomes assessment will be analysed in terms of changes brought as a result of project activities. This will encompass an end of the project report that evaluates intervention as per project activity indicators included within the proposal.

