

Climate Loss and Damage to Children and Climate-Smart Disaster Risk Reduction Approaches

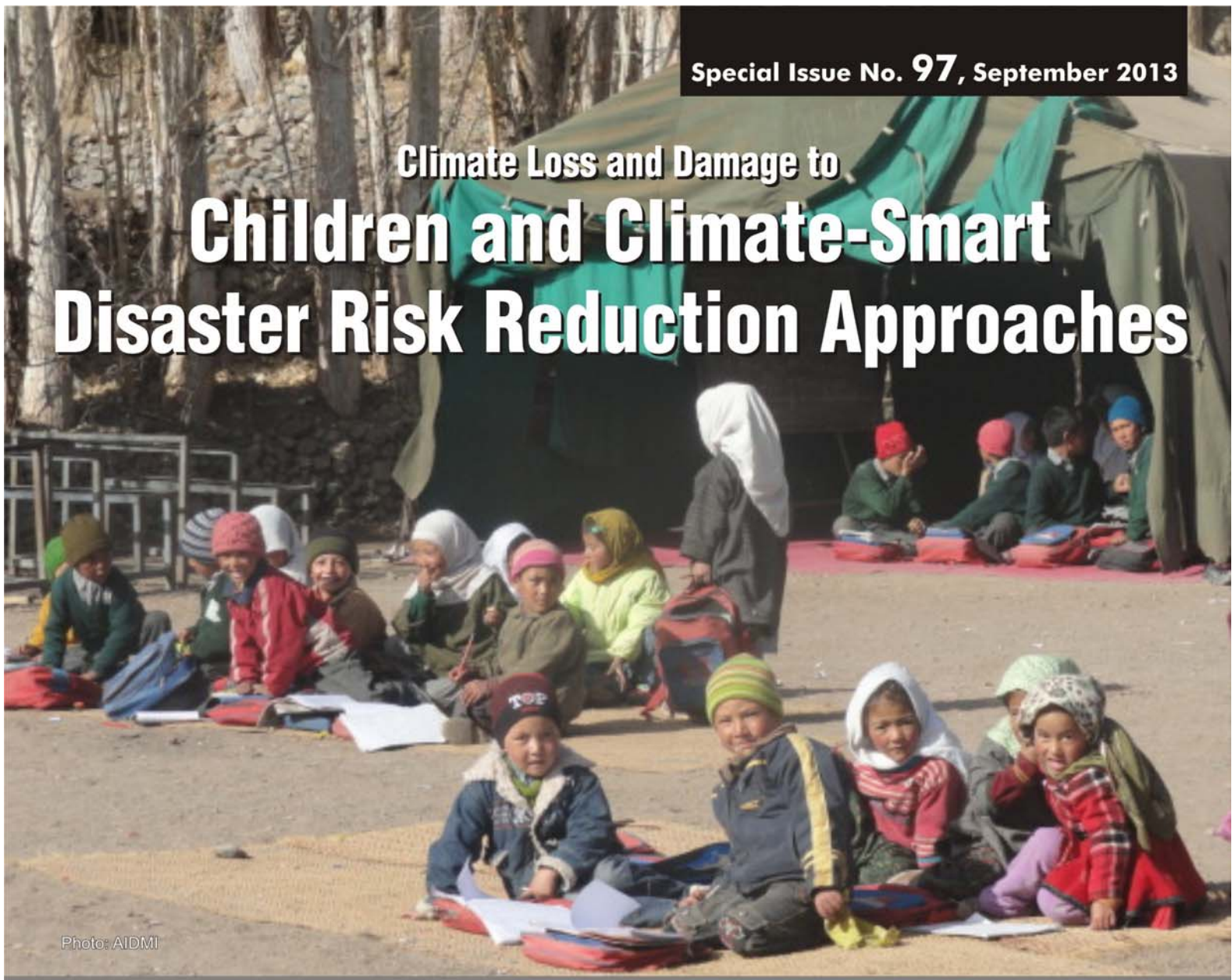


Photo: AIDMI

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The views expressed in this publication are those of the author.

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What do Children Want from Post-2015 Frameworks?*

Between now and the year 2015, several important international frameworks will be discussed, negotiated and decided. This will include a) a new framework to replace the Millennium Development Goals (MGDs); b) UNFCCC negotiation on climate change with a new globally binding deal and; c) a successor to the Hyogo Framework for Action (HFA). The period of 2013 to 2015 therefore is crucial to influence and ensure that these processes build a silent future for children.

Seizing the opportunity, as a follow-up to the Children's Charter for DRR launched in 2011 at the Global Platform, partners of the Children in a Changing Climate Coalition carried out a follow-up research in 2012-13 to explore how best the Charter priorities can be achieved. These priorities are:

1. Schools must be safe and education must not be interrupted;
2. Child protection must be a priority before, during and after a disaster;
3. Children have the right to participate and to access the information they need;
4. Community infrastructure must be safe, and relief and reconstruction must help reduce future risk;
5. DRR must reach the most vulnerable.

The research consulted more than 1200 children in 17 countries, across Africa, Asia and Latin America. This constitutes important evidence that

can better inform post 2015 decision making. Five key areas emerging from this exercise, which are vital to consider to ensure that DRR and resilience building in post 2015 discussions benefits and includes children are briefly discussed below.

First, making sure all children count. Children consulted cited a strong concern that DRR must reach the most vulnerable. Marginalized and hard-to-reach children – such as orphans, street and working children, children with disability, children out-of-school and from ethnic minorities, as well as girls must be specifically targeted, empowered and protected. Child sensitive DRR policies must be an important building block for post-2015 processes if they are to deliver outcomes on inequity and help facilitate all children to fulfill their potential.

Second, setting targets and delivering. Children want states to improve transparency, accountability and knowledge sharing in the run up and within post-2015 framework and this could be achieved by setting up measurable targets and effective system of DRR reporting. For a new post HFA framework, more transparent and participatory systems for accountability must be supported and must provide the opportunities for children and youth to participate.

Third, unpacking who is at risk: sex and age disaggregation. Children want account of differentiated impact

of disasters by sex and age and they consider it as an important priority for all post 2015 frameworks. Donors and governments need to invest in unpacking who is at risk by disaggregating data for better planning and targeting.

Forth, integration: ensuring basic services reduce risk. Children believe that for the post-2015 framework to effectively address disaster risk and strengthen resilience, action must take place not only on the humanitarian front but also in the sphere of long-term development. Key to reduce risk and building resilience, basic social services that meet children's rights to life, development, protection and participation need to be risk-informed. Looming concerns of children such as malnutrition, education, displacements, trafficking and so on can best addressed through a comprehensive and system-wide approach integrating DRR, CCA and development.

And fifth, participation: involving and including children. Children demand greater and consistent participation in decision making within the post HFA process. The proposal for a youth and children's forum on DRR in Japan in 2015 is a welcome step and shows the importance of consulting them in shaping DRR policy as well recognition to the fact that children can and do make important contributions to DRR policies. ■

- Mihir R. Bhatt

* This note is based on the background paper titled as "The Resilient Future We Want: Children and Disaster Risk Reduction in Post 2015" (2013), jointly authored by partners of the Children in a Changing Climate Coalition (Plan International, Save the Children International, UNICEF and World Vision International) to influence preceding of the Fourth Session of the Global Platform for Disaster Risk Reduction, May 19-23, 2013. See: http://www.preventionweb.net/files/globalplatform/519dd284ee697Post_HFA_policy_brief.pdf

Children's Charter for Disaster Risk Reduction

The Children's Charter for Disaster Risk Reduction (DRR) has been developed through consultations with more than 600 children in 21 countries in Africa, Asia and Latin America.¹

Children were asked about the impacts of disasters on their lives, the networks that exist in their communities to tackle disasters and their priorities for DRR going forward.

The following abbreviated version of the charter presents five points selected based on the priorities identified by children themselves, grouped together according to the most common themes.

The aim of this charter is to raise awareness of the need for a child-centred approach to DRR and for stronger commitment from governments, donors and agencies to take appropriate steps to protect children and utilise their energy and knowledge to engage in DRR and climate change adaptation.

1. Schools must be safe and education must not be interrupted

"I felt unhappy when I saw the school destroyed by the storm. I did not go to school because the school was destroyed. It happened at night and in the morning my friend and I went to school and found it had been destroyed."
A Child from Laos.

2. Child protection must be a priority before, during and after a disaster

"We do not feel protected by anyone in our community" child from Mozambique. In India, children suggested training in life-skills which they feel would *"enable them to protect themselves from risks and troubles"* and that they be provided special care when they are traumatised by disasters.

3. Children have the right to participate and to access the information they need

"I am part of the Emergency Committee that has been created in the community. Our goal is to reduce the disaster risk by implementing the principles of the Community Emergency Plan." A Child from Dominican Republic.

4. Community infrastructure must be safe, and relief and reconstruction must help reduce future risk

"Build bridges because every year children miss school in the rainy season when they have to cross gullies, rivers and water channels huge enough to drown them." A Child from Lesotho.

5. Disaster Risk Reduction must reach the most vulnerable people

"In my area, there were three children about 4-5 years old. Once they went on the river dyke to avoid the flood water which could make them wet on the street, but they slipped and fell in the river and were drowned because they could not swim." A Child from Philippines. ■

For more information:
www.childreninachangingclimate.org



Children of Bihar are signing Children's Charter at Launch of state platform for children participation in disaster risk reduction on December 5, 2012 in Bihar.

Until unless specified all photographs of this publication are by AIDMI.

¹ The consultations were conducted: by **Save the Children** in Cambodia, China, Dominican Republic, East Timor, Ethiopia, India, Laos, Mozambique, Philippines and Vanuatu; by **World Vision** in Bangladesh, Brazil, Ethiopia, Ghana, Kenya, Lebanon, Lesotho, Mexico, Nicaragua, Philippines, Tanzania and Vietnam; and by **Plan** in Indonesia.

Children and Resilience

Teachers play a pivotal role in shaping the lives of children; their one word can crush the aspirations and creativity of a child or leave a lasting impression that will reach far in the future and beyond. Thus, it is inevitable to include teachers in creating and promoting a culture of preparedness and risk reduction. Teachers are people who are experienced and best equipped to provide children a safer education.

During various school safety audits in Assam the teachers came up with ideas on how resilience from disaster and climate change risks can be built upto reduce the vulnerability of children brought up to children. This is a short note on these ideas and insights for use by those who are engaged in work with children, building resilience, or the overlap of the two. The ideas and insights are structured to help take actions at school level. Each school or set of teachers may decide how to draw from this note. The note is developed from various one-to-one discussions with the school safety audit team in Assam as well as group discussions there in Assam and at All India Disaster Mitigation Institute (AIDMI) office in Ahmedabad. The note is reviewed by teachers in Assam as well as elsewhere.

The most exciting part of making schools safer campaign is explaining to children how to understand disaster risk reduction and climate change adaptation. The commonality and differences of disaster and climate risk concepts must be explained in local context. For example, how the local river will run dry or run flash floods; what will be the possible impact on local water pond or fishery in the lagoon. By doing so the concepts become real,



Students of Panchayat Union Primary School, Endiur, Marakkanam, Villupuram, Tamil Nadu.

come closer, and children can handle them and time-to-time also integrate to approach discussing of risk in the classroom as well as at home. During these discussions and debates the principle of an integrated approach to disaster risk reduction and climate change adaptation can be developed and agreed upon.

Several useful points were highlighted by teachers based on their experiences with disaster and risk reduction efforts. These include a) the need to promote participation of children and young in DRR planning and practice. DDMA and DRR agencies should increase their partnership with educational institutions; b) A school needs both - structural and non-structural safety, only structural safety is not enough; c) The concept of green schools and climate change adaptation needs to be incorporated of the school-based disaster risk reduction as early as possible; d) Lack of information on children affected by natural and man-made disasters.

Though the above discussions and debates are conducted predominantly in the class room, and the field around

the school, it must involve thinking about groups that are not in the classroom. These key groups include the children who do not come to school or have left school; women as mothers and workers; casual labour men and women who work with natural resources such as forest produce. It must also include high risk groups such as extra-hand for fishing; those who live in flood prone areas; and others. A check list can be developed by the teachers and children for the inclusion and participation of and action by the above groups. Participation cannot be only in the discussion but also in the site visits. Some direct action - raising the plinth of a public building to address increased water logging - is also a must to make the children realize the links between the concepts and concrete actions.

Empowering school children with strategies that will help them cope with disasters is a way of indirectly influencing families and communities. Children are motivational reservoirs, who encourage their family members to act. They connect families with community. ■ - Vishal Pathak

The Needs of The Child

When hazards create disasters, the impact caused is widespread. The Disaster Management Act of 2005 carefully set out the activities entrusted upon the various instruments on the national, state, district and local level. Although the act has emphasized the roles played by the authorities, it does not however explicitly mention the distinct needs of the most vulnerable. Vulnerability and Resilience can be understood as two interwoven systems where one has a substantial impact on the other. Lower the level of resilience, higher will be the vulnerability of the individuals. "The ability of a system, community or society exposed to hazards to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and

restoration of its essential basic structures and functions"(UNISDR). These concepts are inter-connected. Building a nation's resilience and building the resilience of its people will help the nation survive a disaster. It may not be able to bounce back better, but it may be able to withstand the crisis and not lead to a complete collapse of the systems. Resilience can be looked at as a long term investment. The more resilient a nation, lesser would be the negative impact of a disaster.

According to the Humanitarian Charter developed as a part of The Sphere Project, "People affected by disaster or conflict have a right to receive protection and assistance to ensure the basic conditions for life with dignity." The needs of children as a special group often go

unrecognized. Children require special protection as disasters affect the social structure and break up families into smaller units. Nursing babies may get separated from their mothers, this may stunt their growth due to lack of sufficient nutrition. Disaster Risk Reduction strategies must therefore highlight the special assistance required for children who are far more vulnerable in situations of disasters. Disasters, whether natural or human-made have long lasting impact on the growth and development of the young. Children enjoy the same rights as the rest; their needs however distinctly vary to those of the adults who are affected by disasters. Children form the backbone of the nation, they are the future. It is for this reason that to ensure a stronger future, the needs of children should not go unnoticed. ■

- **Snigdha Anil Ratanpal**
Navi Mumbai

Voices on School Safety and Climate Change

"Government has understood the importance on school safety, therefore the education department is emphasizing in preparing School Disaster Management Plan (SDMP) in all schools of Assam. Imparting knowledge on disaster management to children from early years will help them to tackle extreme situation in future."

- **Mr. Lohit Gogoi,**

District Project Officer, Dhemaji district, Assam



"The impact of climate change is being felt worldwide, and it is children who are often the hardest hit as climate change-induced disasters impede their access to basic services and threaten their right to protection. Therefore, it has become very important to generate awareness regarding disaster management among students and school staff."

- **Ms. Smita Chetia,**

District Project Officer, Tinsukia district, Assam

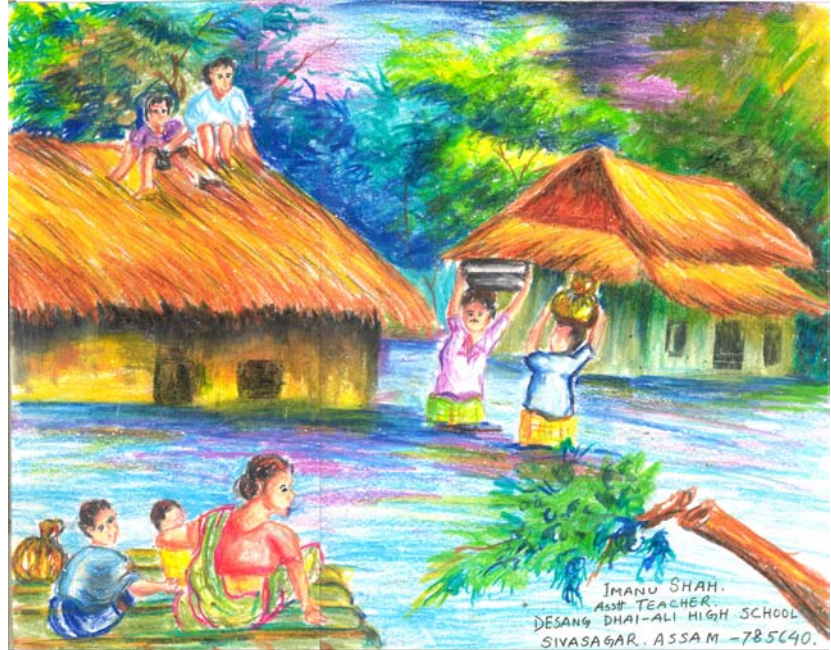


Climate Smart Disaster Risk Reduction in School

For children all over the world, climate change is an unjust inheritance of a future which is far from predictable¹. Our children and those as yet unborn deserve to live in a world that is healthier, safer and which offers a more sustainable future; exactly the type of world we would want to live in. However, there is no doubt that the present generation is uniquely contributing to the increasing chaos in the environment, the burden of which will be carried by the next generations.

Scientists and researchers have found that disaster risk reduction is closely linked to climate change; and linking it to development can easily reduce the vulnerability of people. For example, Assam, Odisha and other states in India are affected by climatic extreme events due to its geographical location and its vulnerability. The impact of climatic hazards will be greater because of growing population and unsafe conditions in schools. Scientists are 95% certain that humans are the "dominant cause" of climate change² which will increase the vulnerability of children.

In 2009, the Government of India enacted the Right to Education. The law provided right to elementary education to each child of the country. Soon the government realised about the safety issues that are related to schools. The current long term efforts of the government through Sarva Shiksha Abhiyan has played a vital role in creating a suitable atmosphere to address safety issues and



The picture is drawn by a Mr. Imanu Shah who is a assistant teacher from Desang Dhai-Ali High School, Sivasagar district in Assam that depicts the disaster situation in Assam.

integrating the safety of children and schools in education.³ Recently, participation of children in the National Platform for Disaster Risk Reduction (NPDRR) Towards Development of a Post 2015 framework not only encouraged children to be a part of school disaster management teams but also prepared them for extreme future disasters and making schools greener. Such involvement will spread awareness about importance to reduce the carbon footprints for safer future. Schools must take initiatives to cut down its carbon emissions as they are the social temples from where positive change originates.

Being climate-smart at schools will not only involve educating children

and school staff about energy efficiency, environment and recycling, but will also allow them to manage the implementation of green measures at school. It is proved that encouraging students to take responsibility for the climate smart activities at school will develop a sense of responsibility for the surrounding as well.

Population is continuously rising, and the planet can no longer afford this reckless and environmentally disastrous system. Therefore, it is essential to include children in climate smart school activities and curriculum as they will play a critical role in tackling the issues of climate change and sustainability. Being climate smart is the first step to prepare school children to deal with problems of climate change so that they can come up with solutions in future. ■

- Khyati Halani

1 <http://www.plan-uk.org/resources/documents/child-csdrm>

2 <http://www.bbc.co.uk/news/science-environment-24292615>

3 National Education Day: Right to Education Includes Right to Safer Education by Vishal Pathak, AIDMI

Living Dangerously

The coastal region in Bangladesh especially the Sundarbans, is characterized by constant changing geographic and geomorphologic volatile situation which is extremely vulnerable to natural disasters triggered by climate change. Because of geographical location, configuration, plenty of rivers and tributaries and monsoon weather, Bangladesh is highly vulnerable to the impacts of climate change and diverse exposure of natural disasters. Impacts of global warming, like other parts in the world, are being increasingly observed in the gradual change of climatic behavior in Bangladesh. As a result Bangladesh frequently experiences multiple hazards like floods, cyclones, droughts, salinity, water-logging, river and coastal erosion, hailstorms, tornados, tidal surge, earthquake, landslides, tsunami and fire.

Disasters adversely affect all aspects of children's daily life and life chances covered by the United Nations Convention on the Rights of the Child (CRC). Children's rights to survival, to protection, to clean water, sanitation, food, health and education remain in serious threat due to

disasters. In the course of every disaster, people have to suffer as they frequently lose the sustainability of their livelihoods, their everyday needs like food stock, seeds, tools, livestock, shelter and employment. Increase of disasters of coastal region especially in the Sundarban region of Bangladesh in frequency and intensity further undermines people's resilience and increases poverty and this situation particularly diminishes life chances of children as a dependent and vulnerable group. Under these circumstances, this is a regular phenomenon of the coastal region especially in the Sundarban region of Bangladesh that the infants, young children, and pregnant and lactating women (PLW) are vulnerable to malnutrition and micronutrient deficiencies, especially since their nutritional requirements are relatively high, but they are less able to negotiate their fair share of food within the household. Where the nutritional status of children is

already poor, it is exacerbated in a disaster situation. Analysis of the damage and loss assessment of different disasters explains children's of the coastal community more vulnerable situation due to every disasters.

Further for livelihood support of many displaced families in the mangrove areas of Sundarban belt, the children are forced to cut day mangrove forest, collect fire-wood for selling them to market. They are also engaged to catch many marine species fingerlings for marketing to the large prone hatcheries to support their families by leaving their schools. ■

- Md. Rafiqul Alam
Executive Director
Dwip Unnayan Sangstha, Bangladesh



Photo: Dwip Unnayan Sangstha.

Children are forced to collect fingerlings from coastline.



Photo: Dwip Unnayan Sangstha.

No Education, children are engaged to collect fire-wood from river-erosion affected areas.

Adaptation and Loss and Damage Associated with Climate Change in the Asia Pacific: Integrating Scientific Aspects

The "International Conference on Adaptation and Loss and Damage Associated with Climate Change in the Asia Pacific: Integrating Scientific Aspect" was held on 30–31 August 2013 in Bangkok, Thailand". The conference aimed to address key questions related to the loss and damage associated with climate change to promote a shared understanding on the issue among various stakeholders including: what are limits and barriers to adaptation?; what is the scientific understanding on adaptation and loss and damage?; what challenges and opportunities lie ahead in governing adaptation from view point of risk management?; what adaptation and loss and damage related lessons can we learn from the recent major climatic events?; what are slow onset impacts of climate change and how tackle with them?; and what are the technical, institutional and capacity measures required to deal with adaptation and loss and damage?

The conference saw participation of over 100 scientists and climate change practitioners from 24 countries. The conference participants exchanged scientific knowledge and experience from disaster management and climate change adaptation that respond to climate change impacts. The exchange sought to provide useful information to address loss and damage based on current scientific understanding. The conference also provided an important platform for scientists and practitioners to begin developing appropriate pathways to understand loss and damage. Other key issues participants discussed included the role of financial tools in managing loss and damage, the lessons on loss and damage from recent extreme weather events in Bangladesh, the Philippines, Thailand, Japan etc., and the implications of loss and damage to planning and implementing community based adaptation. In terms of scientific understanding, the

ensued discussions highlighted the need for greater efforts to resolve issues related to resolution of the current global climate models, scale issues related to predicting extreme events particularly that of multi-variable extreme events, attribution of changes in extremes and investments in data collection, archival and sharing so that the data shared can be used for shaping appropriate policy actions.

In conclusion, it was recognised that the Climate Compatible Development is where the three areas of mitigation, adaptation and sustainable development intersect and that future work includes enhancing knowledge sharing network activities by sharing and applying the cases of Bangladesh, which were introduced during the Conference, to other countries and regions through knowledge sharing network such as Asia Pacific Adaptation Network (APAN) to effectively utilise the funding made available from sources such as Asia-Pacific Network for Global Change Research.

The international conference was funded by Ministry of the Environment of Japan and jointly organised by the Institute for Global Environmental Strategies (IGES), Asia Pacific Adaptation Network (APAN), the United Nations Environment Programme Regional Office for Asia and the Pacific (UNEP-ROAP), and other partners. ■

– Dr. Puja Sawhney

Institute for Global Environmental Strategies (IGES), Japan

For more information:

www.asiapacificadapt.net/loss-and-damage-2013



International Conference on Adaptation and Loss and Damage Associated with Climate Change in the Asia Pacific, August 30–31, 2013, Bangkok, Thailand.

The Problem has a Solution Within



The increasing incidents of villages catching fire have now become a growing concern in West Champaran district of Bihar. This has to be looked in different contexts.

On the one hand the weather and the heat waves (Western wind) do give an opportunity to fire sources for spreading at a rapid pace and on the other the huts (Thatched houses) work as smooth grounds giving all possible sources for the fire to

devastate. This has been seen in many incidents and the villagers from the affected villages often do try and give their best possible efforts to prevent or restrict the devastation. However, the speed of onset is so rapid that these efforts in some places go in vain. It will also be futile to argue that there is an absence of fire brigade in nearby places or that the fire brigade never reaches in time. Because these incidents don't even allow time for the nearest stations to respond,

the scale of devastation is much large for distant villages.

The only solution that can be explored at the present day scenario is strengthening the capacity of the villages to respond and this capacity is inherent in the traditional and indigenous practices. There have been success stories in many villages where the damage could be minimized. The villagers did a fabulous job in some places in which they succeeded in breaking the chain of fire. What they did was simple, when one hut caught fire, they left the nearest five or six huts as the fire will any ways get them, they snatched away the next two three huts and created hole as much as they can on the land from the huts were snatched.

They also tried through water as much and fast as they can on the whole and by the time the fire could destroy the already left five or six huts, the breaking of the chain and creation of barrier could stop the fire from spreading and thus reduced the damage. This practice needed to be scientifically studied and if found suitable can be replicated in vulnerable villages through village fire response team. ■

– Anand Prokash Kanno

Child's Right to Participation in National School Safety Programme: Key Challenges



- What is the meaning of authentic child's participation?
- Why is it important to local democratic governance?
- What motivates children and civil society to participate?
- What are the pre-conditions for authentic participation?
- Where the pace for participation?
- How are the voices of marginalised girl child, dalits child, children of minorities and other excluded children incorporated in the local democratic governance? ■

Safer Schools Campaign in HFA 2

The achievements of safer school campaign in Hyogo Framework for Action (HFA) may not be finding its due place in the discussions around HFA 2. Time, money and efforts are put in by communities and countries in Asia Pacific, in addition to donors and the UN system to launch and make effective the global campaign to make schools safer from disasters. The results may remain scattered. Would HFA 2 build on these plans and results? How? Who? And in what direction? AIDMI requested International Strategy for Disaster Reduction (ISDR) to initiate a timely discussion on this to ensure that achievements are enhanced and sustained in Post 2015 HFA. The safer school campaign initiative is too important to be overlooked on HFA 2 process. ■



Mock drill against earthquake in progress at John Firth Christian Mission School, with 26 schools of Lakhimpur district, organized by District Disaster Management Authority, Lakhimpur and AIDMI in collaboration with ASDMA.

BRIEF REVIEW OF DISASTER MANAGEMENT PLAN (2013-14)

Department of Women and Child Development, Government of Odisha

Disaster Management Plan for Department of Women and Child Development is comprehensive and informative. The organisational structure of officials during disaster is defined. The Hazards and Risks in Odisha are identified however there is a need to identify and address disaster risks faced by girls, boys and women in Odisha. The process and methodology adopted while making the plan is not mentioned. Participation of community especially girls, boys and women is not assured in preparedness, mitigation and response during disasters in plan. The various programs under the department like ICDS, SABALA, MAMTA etc.

need to be integrated with disaster management plan of the state. Odisha, being prone to water borne diseases, specific focus needs to be given to WASH facilities. Legal framework for disaster management under the guidelines of NDMA lacks integration with State, Districts and block level authorities and DM plans of other departments. Training of emergency focal points (Teachers and students) on disasters needed. Also, it is mentioned in the plan that department personnel need to be trained in mitigation and management of various disasters. Focal persons to handle humanitarian supplies and procurement, communication & information during disasters are not

identified. While preparedness metrics has been developed in plan, the deadlines, resources available and responsible authority are not defined. Rescue measures to be taken during different disasters are not clearly defined. The guidelines for resource persons and mobilisers are not set. There is a huge requirement for human resource at various levels. The plan fails to address the vulnerability of girls, boys and women to climate change in Odisha. In brief, the plan needs to be updated with inclusive approach making children and women at the centre of disaster risk assessment and mitigation as well as response planning. ■

- Gautam Bhut

Children and Smart Disaster Risk Management

With increasing disaster risks and impacts of climate change on children, a more comprehensive approach to school safety is imperative. The actions required for a disaster resilient and sustainable education sector should include:

1. Integration of disaster risk reduction in the **school curriculum**. This includes understanding of principles of mitigation as well as learning the do's and don'ts for disasters.
 2. Development of **extra curricular activities** for students, to complement the disaster risk reduction curriculum, e.g. games (board and computer) and quizzes.
 3. Development of **training modules**, used at teacher training institutes to transfer pedagogy skills for the disaster risk reduction curriculum. This would entail capacity building of the teacher training institutes and development of master trainers and resource persons who can teach other teachers.
 4. Development of guidelines for **emergency planning** in the schools, with templates for the emergency plans and guidance on the process to develop the plans at the school building level.
 5. Establishment of a mechanism for regular **mock drills** at schools, to test and update the school based emergency plans.
 6. Development of **guidelines for the construction of safe school buildings**.
 7. Development of **training modules** and capacity development of training institutes for training in safe construction practices.
 8. Development of **guidelines for assessment** of vulnerability of school buildings and **retro-fitting** of the buildings based on the results of the assessment.
- Sufficient material is available on these topics in the public domain. It is a reflection of the apathy of society that stronger action is not taken for implementation of these steps, many of which are low cost or no cost. The least cost tool for saving lives in schools may be the periodic conduct of mock drills. Below are some guidelines for organizing a mock drill.
1. The school staff and students should study the emergency plan carefully and make sure they understand all aspects of the plan.
 2. The early warning team must decide on the mode of alarm and let all persons know the form of the alarm. (Bell, siren, etc.)
 3. The evacuation team must designate the safe areas and evacuation routes. These details must be made available to all by means of maps displayed at prominent locations. The route to the safe areas should be displayed by signs.
 4. All the staff and students must know what they are to do once they hear the alarm.
 5. First priority in a school should be for evacuation of the junior classes and physically challenged persons as they are the most vulnerable.
 6. In the rooms and classrooms all persons must line up, form a queue, and leave to the outside assembly area or safe area.
 7. The class teacher must be the last to leave the room, and will walk along with the students.
 8. Girl guides, scouts, prefects and monitors must help in this process.
 9. At the safe area there will be a head count. If any person is missing then the information must be given to the emergency responders.
 10. No one will run, turn back or shout. This is important to prevent panic and stampede.
 11. The last to leave the premises should be the Principal and senior staff. They can lock the valuables before leaving.
 12. Parents must be made aware of the process so they do not interfere in the safe evacuation.
 13. The outside agencies such as police, fire and rescue services must be informed of the mock drill and requested to be present during the drill.
 14. If there is need to evacuate outside the school premises then traffic police must help, especially at junctions, to enable safe crossing of roads by the children.
 15. Evacuation to the safe area should not take more than 20 minutes.
 16. Take feedback from all participants for amendments to the emergency plan.

Adopting such simple measures in each school will develop an understanding of a culture of preparedness amongst the children. This will be the foundations of a better prepared society in the future. ■

– Sanjaya Bhatia,

Knowledge Management Officer,
International Recovery Platform
(UNISDR), Japan

EVENTS

The 7th South- South Citizenry Based Development Academy

BAYANIHAN

Tungo sa ligtas at matatag na pamayanan



The South-South Citizenry-based Development Sub-academy (SSCBDA) provides communities with opportunities to be actively involved in discussions of problems, exchanges of solutions, and other activities relating to disaster risk reduction and development at the local level. The Sub-academy is regional in scope with external participants, and the hosts of its events are local and national organizations. Other regional and international multilateral and intergovernmental organizations are encouraged to participate and support the Sub-academy.

SSCBDA is one of the initiatives of United Nations Development Programme under the United Nations Office for South-South Cooperation. (UNOSSC) To date, six (6) sub-academies have been organized: (1) in Kutch, Gujarat, India in January 2010, hosted by the All India Disaster Mitigation Institute; (2) in Banda Aceh, Indonesia in April 2010, organized by the Tsunami Disaster Mitigation and Research Centre; (3) in Camarines Sur, Bicol Region, Philippines in November 2010, hosted by the Central Bicol State University of Agriculture; (4) in New Delhi, India in November 2011; (5) in Kupang, Indonesia in May 2012, hosted by Partners for Resilience Indonesia; and (6) in Odisha, India in 2012, hosted by All India Disaster Mitigation Institute (AIDMI). AIDMI has

subsequently become a partner of United Nations Office for South-South Cooperation for the coordination of sub-academies. ■

For more information on the South-South Citizenry-based Sub-academy, contact Denis Nkala at denis.nkala@undp.org.

Do you wish to receive this publication regularly? Write to AIDMI (bestteam@aidmi.org). The publication will be sent by E-mail. Your comments help southasiadisasters.net remain an effective and informative resource for regional issues of disaster risk management. Please contribute comments, features, reports, discussion points, and essays about your work. Today!

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