



DISASTER RISK MANAGEMENT AND RESILIENCE IN SCHOOLS MANUAL

A Step-by-Step Guide to ensure all
schools are safe and resilient in Zimbabwe



2023



Preface

The School Disaster Risk Management manual outlines ways by which the Ministry of Primary and Secondary Education intends to improve and enhance the emergency management of the risks due to natural hazards. The manual development was based on the implementation of goals, objectives and priorities of Education Sector Strategic priorities aligned with National Development Strategy 1.

The manual is designed for use by School Development Committees (SDCs) and School Heads, teachers and learners and the community considering that they play an important role in the leadership and management of the schools. It aims to support the Ministry of Primary and Secondary Education (MoPSE) School Leadership Development Programme on how to reduce the negative impact of natural disasters. The manual underscores the following areas of focus: disaster awareness, capacity strengthening, stakeholder coordination, effective communication, and disaster response to enhance improved safety of the school facilities, and pupils' lives, and reduced loss of infrastructure for sustainability in teaching and learning.

In recent years, the country has become more vulnerable to cyclones and floods that occur almost yearly, causing widespread damage to school facilities and disrupting the teaching and learning process. Strong leadership, organization and coordination, clear lines of accountability and communication will be key in improving the sector capacities across the four phases of emergency management; mitigation (prevention), preparedness, response and recovery to better manage disasters that causes unprecedented damage to our facilities.

The Ministry of Primary and Secondary Education (MoPSE), in coordination with Department of Civil Protection (DCP) and other relevant partners, has developed School Disaster Risk Management and Resilience Plan (2021–2025), which treat disaster risk management as a cross-cutting issue that requires a cross-sectoral response.

I implore all relevant sectors to actively assist schools throughout all four phases of emergency management. I thank leaders at different levels within the education sector, school heads, teachers, learners and partners for your support in implementing the school Disaster Risk Management and Resilience programme.



T. Thabela (Mrs)

Secretary for Primary and Secondary Education



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Key Terms

Here are some useful words that you may want to share with your school community. These words are also referred to in the manual. You may want to share these words with your School Disaster Management Committee (SDMC) and school so you come to a shared understanding of what they mean to you.

Capacity:	Ability to do a particular thing.
Danger:	The possibility of harm or death to someone.
Disaster:	An event that results in harm, damage, death or serious difficulty.
Disaster Risk Management:	Disaster Risk Management (DRM) means managing disaster risks. The School Leadership manual highlights how DRM is a cyclic process with four main areas: preparedness for a possible disaster, mitigation of the disaster, relief and normalisation after the disaster.
Hazard:	A hazard is a potential source of harm.
Resilience:	The ability to manage and bounce back from disasters and everyday stresses.
Threat:	The possibility that something unwanted will happen.



Key Concepts

It should be noted that in any learning activity the involvement of the learner is of essence. It is therefore essential to consider some key concepts and issues surrounding learner involvement.

Child participation

Girls and boys know the threats and dangers they face in and around school. We need to make sure their concerns about safety and protection are heard and they are given the opportunity to participate in Disaster Risk Management (DRM) and resilience activities. Remember girls and boys, and children with disabilities face different risks so it is important to be as inclusive as possible.

Consider ways you can support children and adolescents to participate in the five steps of DRM and resilience. Some points are included in each of the steps below but options you might want to consider include:

- **Child champions:**
Are there any child champions in your school? Would any of the children who are part of these champions be interested in acting as child representatives on your School Disaster Management Committee?
- **School assemblies:**
School assemblies are a great way to reach lots of children and teachers. Can you consider hosting sessions on Disaster Risk Management and resilience at your school assembly? You could ask children if they would be interested to lead a session?

Online Resources

For further information and to learn more about participation of children, adolescents and young people, you may be interested in the following e-learning modules:

- Engaged and heard! Adolescent participation and civic engagement, produced by UNICEF and available on UNICEF Agora
<https://agora.unicef.org>
- Fun, safe and inclusive module on facilitation skills, produced by Save the Children and available on Disaster Ready
<https://www.disasterready.org/>

Key Concepts

➤ **Child representatives:**

Teachers can conduct many of the activities included in this manual in the classroom. You could invite children from different classes to present the findings?

➤ **Children leaders - DRM and Resilience Champions:**

Some children may have a particular interest in Disaster Risk Management and resilience. Perhaps they would be interested in going to different classrooms and sharing DRM and resilience information with other learners?

➤ **Plays and theatre:**

Maybe children would be interested to act out a scenario to communicate information on disasters?

Child protection and safeguarding

The National Case Management System for the Welfare and Protection of Children in Zimbabwe developed by the Ministry of Public Service, Labour and Social Welfare in 2017 highlights the complex social, economic and political challenges facing children. It highlights that an estimated 1.5 million households in Zimbabwe are extremely poor and food insecure and one in three of the children in these households suffer from chronic malnutrition¹. 19.3 per cent of all children in Zimbabwe (0-17) are orphans who have lost one or both parents due to HIV and AIDS². Dropout rates remain high, especially for girls, and one in eight girls has reportedly been sexually abused³.

Child protection concerns – especially violence and abuse against children – increases after a disaster. It is therefore essential to ensure your school community is aware of the National Case Management System for the Welfare and Protection of Children in Zimbabwe, and that Community Case Workers (CCWs), Child Protection Committees (CPCs) are involved in the school disaster management process in your school.



¹ ZIMVAC, 2010

² PICES 2011/2021

³ Victim Friendly Unit Police Reports (2008-2010)



Facilitation Tips

You will play a central role in facilitating the participation of children and the wider community in DRM and resilience activities in and around the school. Here are some facilitation tips to help you.

Be prepared	Have everything organised in advance, so no time is wasted getting resources set up.
Be participatory	Use creative methods to keep participants engaged and use “energisers”. Consider sitting in a circle during your meetings and move around the circle giving everyone a chance to speak. Make sure one person doesn’t dominate the meeting!
Encourage inclusiveness	Encourage each participant to listen to each other carefully. Have separate male and female groups for certain activities, where possible. In plenary discussions when male and female groups are together, ensure women have as much chance to speak and share their views. Take extra steps to ensure the inclusion of people with disabilities and other marginalised groups.
Facilitation tips for working with children	Create a space where children will be safe, not judged, and protected when sharing their views.
Be participatory	Include warm up and energisers. Balls, ropes and other teaching and learning materials purchased locally could be used in some games.
Ensure inclusiveness	The session should be inclusive to ensure every child feels able to participate.
Debriefing	Always do a feedback session to really understand from the participant’s perspective on what went well and what can be improved. This will allow you to consider adaptations for future sessions. Consider asking ‘how did you find that activity?’ or ‘what has been your main understanding from the activity?’



INTRODUCTION

Zimbabwe is a country that faces dangers that threaten lives and livelihoods in many communities. The pictures below highlight some of the main disasters identified by the Department of Civil Protection (DCP). You may face some of these – or others in your school community.



Human-wildlife conflict



Flooded homestead in Middle Sabi, 2007



Homestead buried by a landslide in Domboshawa



Veld fire



Anthrax infection



A hut damaged by an earthquake in Chipinge

Purpose of this manual

This manual is to support the school and the community, and you as an School Development Committee member and school head to play a critical role in protecting girls and boys, as well as all education staff within your school from threats and dangers. It is a simple and practical 'how-to' guide for you to use and adapt based on the situation in your school.

Below are five steps to be followed. Each step contains a tool or series of tools to guide you through the process of implementation in your school community.

Step 1

Establish a School Disaster Management Committee (SDMC) linked to your SDC.

Step 2

Identify your threats and dangers (risk assessment) and how children experience these risks differently.

Step 3

Develop a plan together to reduce threats and dangers in the school and the community to reduce threats and dangers, and link this plan to your overall School Development Plan.

Step 4

Implement the plan and prepare and practice emergency procedures – including drills for different types of emergencies you face in your school, planning for education and protection continuity, establishing emergency supplies and knowing referral systems for child protection.

Step 5

Monitor and evaluate regularly and link with the community to ensure parents, community members and others are able to support your school in times of crisis.



DISASTER RISK MANAGEMENT AND RESILIENCE IN SCHOOLS

Step 1

Prepare your School Development Committee (SDC) or a School Disaster Management Committee (SDMC) sub-committee

Contents

- Introduction
- Who should lead the School Disaster Management Committee?
- What is the membership of the School Disaster Management Committee?
- What are the functions and responsibilities of the School Disaster Management Committee?

Key words

School Disaster Management Committee, participation, on-going process, annual calendar of activities

Learning outcomes

By the end of this step, you will have:

- Identified members of a School Disaster Management Committee that meets the requirements of your school and links with your School Development Committee,
- Agree on Terms of Reference for your School Disaster Management Committee or School Development Committee for Disaster Risk Management,
- Agreed upon how the Disaster Risk Management and resilience process will be undertaken in your school.

Resources

- Sample Terms of Reference for a School Disaster Management Committee
- Introductory meeting with the community

Introduction

School safety is the job of the entire school community. It requires leadership and coordination by school leadership, and involvement of teachers, staff, pupils, parents and neighbours. Each school should make Disaster Risk Management (DRM) part of the work of its existing School Development Committee (SDC) and/or establish a School Disaster Management Committee (SDMC) sub-committee for this purpose.

The SDC or SDMC sub-committee is responsible for taking forward the five steps of DRM and resilience in your school. The committee should also be responsible for maintaining formal links with disaster management authorities and focal persons. During the first year, the committee will typically need to meet monthly and this can then reduce to every quarter in the second year and beyond.

Remember:

participation is voluntary and times of the meetings should be suitable to all members.

Who should lead the SDMC?

The SDMC needs strong leadership – ideally jointly by the school head and the SDC chair – and/or a Disaster Risk Reduction Focal Point teacher if you have one. It is the job of the school head and SDC chair to approach different stakeholder groups and invite them to be part of the SDMC.

What is the membership of the SDMC?

Depending on the size of your school, it is recommended to have between 10–20 members in your SDMC. Children and adolescents of different age groups should be invited to participate. Equal male and female representation should be ensured and persons with disabilities represented.

The exact structure of your SDMC will depend on the size of your school. You may have a separate SDMC that reports to your SDC or your SDMC may be composed of your SDC members. Whatever structure you choose, make sure you have as broad a membership as possible and include people with expertise in child protection, health, and the ward councillor. If these people cannot be part of your SDMC, make sure there is time for them to feed into your work as you implement the steps. Representatives on your SDMC should include the following:

- Administration, teaching and non-teaching staff,
- Learners – Ideally, these would be elected representatives from the learner's body, especially from secondary schools with representation from children with disabilities, girls and boys. Head boy/head girl
- Parents and caregivers
- Ward councillor, Junior Councilors/Members of Parliament
- School cluster chair

- Community Case Worker (CCW) or Child Protection Committee (CPC) representative
- Community Health Worker (CHW), School Health Committee representative
- Representatives of groups from emergency services (e.g. police, fire service, civil defence)
- Representatives of groups with other relevant expertise (e. architects, engineers, Disabled People's Organisations (DPOs), civil society organisations (CSOs) working with minority groups, mother's groups, and others as relevant.
- School feeding committee
- School Guidance and Counselling Teacher Mentor
- School Sport Director

What are the functions and responsibilities of the SDMC?

The School Disaster Management Committee (SDMC) will have overall responsibility for leading and coordinating the implementation of the five steps of Disaster Risk Management (DRM) and resilience in your school. Other functions and responsibilities of the SDMC included:

- Coordinating the risk assessment in the school and ensuring it is updated annually.
- Preparing a DRM plan
- Linking the DRM plan to the School Development Plan
- Support in creating linkages to other, relevant community processes such as preparation of a community Disaster Risk Reduction plan, and overall community development plan.
- Support implementation of the DRM plan in the school community.
- Hold reviews and consultations ahead of updating the risk assessment and DRM plan to understand what has worked and what needs to be improved.

An early task of the committee is to discuss and plan out its work schedule for the year as well as its timetable of meetings and special training and dissemination events.



Resource: Terms of Reference for an SDMC

It is a good idea for your School Disaster Management Committee (SDMC) to have a Terms of Reference (TOR) that is agreed upon by everyone who will be part of the committee. A sample TOR is included below which you may want to adapt to suit your context. If you can, print off a copy and have all members sign.

Terms of Reference for an SDMC

School name: _____
 Ward: _____ District: _____ Province: _____
 School head contact details: Name _____ Phone number _____
 SDC chair: Name _____ Phone number _____

This School Disaster Management Committee (SDMC) is co-led by the school head and School Development Committee (SDC) chair.

The representatives of the committee are:

- Administration, teaching and non-teaching staff: Names and contact details _____
- Students – Ideally, these would be elected representatives from the student body, especially from secondary schools with representation from children with disabilities, girls and boys.
- Parents – This should be linked to the existing SDC where possible Names and contact details _____
- Ward councillor: Name and contact details: _____
- School cluster chair: Name and contact details: _____
- Community Case Worker (CCW): Name and contact details: _____
- Community health worker: Name and contact details: _____
- Representatives of groups from emergency services (e.g. police, fire service, civil defence): Names and contact details: _____
- Representatives of groups with other relevant expertise e.g. architects, engineers, Disabled People's Organisations (DPOs), civil society organisations (CSOs) working with minority groups, mother's groups, and other relevant stakeholders.

The roles and responsibilities of the SDMC are:

- To keep a roster with contact information of members and a calendar of activities that are joined planned and agreed upon.
- Agree to meet on a monthly basis in the first year and then a quarterly basis in subsequent years.
- Agree to host, facilitate or contribute to at least one session at the school assembly.
- Meet regularly with disaster management authorities and focal points to keep up-to-date with plans.

Signatures: _____

Date of signature: _____

**Resource: Introductory meeting with your school community**

It is a good idea to raise awareness on Disaster Risk Management (DRM) and resilience in school by holding a well-publicized and well-attended school orientation meeting. This meeting will be an opportunity to share with your local school community to introduce them to the DRM and resilience activities you will be undertaking and inviting additional members to join your School Disaster Management Committee (SDMC). You could even host such a meeting as part of your annual meeting.

As you plan the meeting and decide on those who will speak at the meeting, make sure that the following issues are discussed:

- The potential hazards facing the school and community and the likely impact of each hazard on the school,
- The advantages of investing in DRM to be prepared and resilient to the impact of future emergencies,
- The role that different people and groups – school head, School Development Committee, teachers, children, parents and community members – might play, and how they might be affected by the hazard,
- The five steps for implementing DRM activities in the school,
- Are any attendees of your meeting interested to join the SDMC or contribute in any way?
- Ask the school community how they would like to be kept informed of the outcomes of the DRM and resilience activities in future?

DISASTER RISK MANAGEMENT AND RESILIENCE IN SCHOOLS

Step 2

Know your threats and dangers – School Risk Assessment

Contents

- Introduction
- Risk assessment tools

Key words

Participation, consultation, risk, threats

Learning outcomes

By the end of this step you will be able to:

- Undertake a participatory risk assessment of your school community

Resources

- School mapping exercise
- Community mapping exercise

- Hazard ranking
- Historical timeline/calendar
- Capacity assessment

Introduction

As highlighted, Zimbabwe faces a range of different hazards that threaten the safety and protection of pupils and education staff. Risk assessment is a general title that includes assessment of hazards, the level of vulnerability of the school, and the school's capacity to withstand the hazards.

In this step, you will explore the threats and dangers in and around YOUR school community. It is important to remember that everyone will experience these dangers differently so it's important to consult with as many people as possible to share their views and experiences.

Resource: Hazard ranking

With yourSchool Disaster Management Committee or School Development Committee, discuss the following questions: **Which of the following hazards can impact the school? Would the impact in the school be high, medium or low?**



Child Participation Reminder!

You can also ask teachers in the school to ask each class for their feedback. They can split their classrooms into groups of girls and boys for the discussion. It will be interesting to hear what hazards different age groups of children identify.

Hazard	High = 1	Medium = 2	Low = 3
Fire			
Wildfire			
Flood			
Cyclone			
Hail storm			
Windstorm			
Lightening			
Drought			
Water shortage			
Pandemic			
Malaria			
Food shortage			
Road accident			
Bullying			
Violence			
Corporal punishment			
Human-Animal Conflict			
Drugs and substance abuse			
Add other hazards as required			



Discuss with your School Disaster Management Committee and agree upon, what are the top three hazards impacting your school?

1.	2.	3.
----	----	----

Of these top three hazards, what are some of the impacts you have observed or can imagine happening in your school community? Check all that apply.

	Serious injuries or death	Damage to buildings	Communcations interruptions	Roads and transport damage	Health impacts	Nutrition Impacts	Protection impacts	School Closures	School attend-ance	House-hold income	Other (please specify)
1.											
2.											
3.											



Child Participation Reminder!

Did children come up with different responses to these questions?

Resource: School hazards calendar

The purpose of this exercise is to identify the months or seasons in the year when the school is impacted by different types of hazards. The findings will be useful when developing your overall plan as you can consider when to practice certain drills, or when to practice your early warning system. Teachers or child champions can also do this exercise with children inside or outside the classroom.

Method

- Use a piece of paper or a blackboard and ask a member of your School Development Committee or School Disaster Management Committee to draw a table like this below.

Hazards	Months/Season											

- Enter the months or the seasons in the first row, starting with the first month of the new school year.
- Enter hazards faced by the school community including both seasonal (e.g flood, windstorms), and year round hazards (pandemics, bullying and so on).
- Shade those months or seasons when the hazards are most likely to occur.
- Also highlight important months of the year such as exams, school holidays, etc.
- When you have finished, discuss the main conclusions from the exercise.
- Put up your hazard calendar in a central space in the school.



Resource: Historical disaster profile

The purpose of this exercise is to think through the major disasters that have happened in the past and the impacts they had on the school. It is also an opportunity to think through what might have helped to reduce the impacts.

Method

- School Disaster Management Committee (SDMC) members are asked to think about the main disasters that have affected the school in the last 10 years. You can invite them to think about this individually, or perhaps they can have a short discussion in pairs or groups of three.
- The facilitator asks the members what happened, when it happened, and what was the impact on the school and the learners (e.g. Damages to infrastructure, injuries, etc.).
- This information is organized chronologically in a matrix outlined below.
- Once the matrix is completed, ask the SDMC members what the main conclusions from the exercise are.



Activity: Child Detectives

One activity you could consider is for children to interview their carers and grandparents or older members of their community. This can be a homework exercise. They can be given an interview template ask the following questions:

- ✓ What disasters have occurred in this community?
- ✓ When did they happen?
- ✓ What were the impacts?
- ✓ How were they affected personally?
- ✓ How was the community affected?
- ✓ How did the community cope?
- ✓ Have they noticed any changes in the disasters affecting the community?
- ✓ Have they noticed anything happening because of climate change?

Example matrix

What was the type of disaster?	When did it happen?	What were some of the impacts of the disaster?	What would have helped to reduce the impacts?
Flood	2016	Student text books were destroyed and had to be replaced. Students couldn't come to school for one week. Latrines were damaged.	1) Early warning of the flood 2) Putting the books up on a shelf 3) Catch up classes
Storm	2015	Lightning strike made children afraid Roof of the school damaged	1) Sharing child-friendly messages on lightning strikes 2) Reinforcing the roof

Resource: School mapping exercise

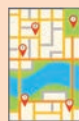
School mapping is a great exercise to understand and safe and unsafe areas of the school. It is also an opportunity for the school to agree upon a safe evacuation space where all pupils and education personnel can gather in the event of an emergency.

**Child
Participation**

It is recommended that teachers or child champions conduct this exercise and separate their groups into girls and boys, and ensure children with disabilities are supported to participate in this activity. Child representatives from each class can then volunteer to present their findings to the School Disaster Management Committee to feed into the overall map of the school.

Method

- Divide up your group into smaller groups. Agree how big the area of the map will cover? The map should cover the school and routes to and from the school.
- Using sheets of paper, draw a map of the school campus. Draw the physical environment of the school, e.g buildings, classrooms, playgroup/open space, STEM classroom blocks, school gates, etc.
- Indicate the location of vulnerabilities and resources through observation and discussion.
- You can also do a walk around the school to look at the condition of the classroom, fences, toilet blocks, etc using the hazard hunt checklist below.
- Return back together and share your findings. Discuss any differences as a group.

**What to include
in the school map?**

- Entrances and exits
- Emergency Assembly area
- Any gas, electricity and water shut-off locations
- Building evacuation routes
- Location of any hazardous materials
- Buckets of sand or fire extinguishers
- Location of first aid kits
- Roads

Community map

You can also do a larger map of the community as well. Here highlight any major landmarks and also features of the community such as rivers, ponds, agricultural fields, roads, bridges, health centres. Again, indicate the locations of the vulnerabilities and resources through observations and interviews.

Resource: Hazard hunt checklist

The School Disaster Management Committee can complete this hazard hunt checklist and children from different classes can also complete the hazard hunt for their classroom.

Room name/number: _____			
Year of construction: _____			
Completed by: _____			
	Potential risks (e.g. are the items securely fastened? Are they away from flood waters? Do they have the potential to cause injury, block an exit or be damaged during a disaster?)	What can be done?	Priority action levels (high/medium/low)
Furniture and equipment			
Shelves			
Desks			
Chairs			
Storage cabinets			
Black boards			
Classroom Emergency Clipboard that can be used for a learner roll call?			
Lab equipment			
Windows, ceilings and doors			
Windows			
Ceilings			
Lighting			
Fans			
Doors (do they swing IN/OUT?)			

Roof			
Is the roof secured and firmly attached?			
Is there any damage to the roof?			
Lifelines			
Are rainwater gutters properly maintained?			
Water tanks – are they properly located away from hazards?			
Bucket and sand or fire extinguisher			
Electricity			
Playground			
Evacuation space – is it clear? Signposted? Accessible for all learners?			
Emergency exits – are they clear? Signposted?			
Toilet blocks			
Water and sanitation			
Handwashing			
Soap			
Toilets/Pit latrines – learners			
Toilets/Pit latrines – staff			



Resource: Capacity analysis

In this exercise, you will identify individuals and organisations who have a role to play in supporting the school, its pupils and education personnel. In this exercise, the School Disaster Management Committee (SDMC) and children will map out the key stakeholders.

Method

- The SDMC can have a discussion in plenary. The school head or School Development Committee chair can facilitate the discussion. Who are the main stakeholders who provide support to the school? What do they do now and how can they be further mobilised to support our school in a future emergency?
- Consider government agencies, non-governmental agencies, community organisations, business people, village chiefs, Community Health Workers, Community Case Workers, Camfed associations, amongst others.
- Once you have completed this exercise, the SDMC will want to consider reaching out to these individuals and agreeing upon the support they can provide.

Stakeholder	What do they do?	How can they support our school during an emergency?

Emergency supplies

As part of your capacity assessment – also consider what emergencies supplies you have in place in your school. Complete the checklist below to see what you have and what you need. Consider other supplies that might be relevant for your school given the hazards you face.

School emergencies supplies list	Ready	Missing	Initials
Faculty and Staff Roster			
Student Roster and Class Schedules			
Student Emergency Contact List			
Important phone numbers			
Reunification forms			
School site map / floor plan			
Fire extinguisher/bucket with sand outside every classroom			
Emergency signs and directions			
Megaphone			
Pens and Notepads			
Masking tape			
Marking pens			
First aid supplies			
Flashlight			
Whistle			
Emergency Radio and batteries			
Shovel			
Ladder			
Clean sheet			
Rope (ideally with handles) for ECD classroom evacuation			

Resource: Early warning worksheet

In this worksheet, you and your School Disaster Management Committee as well as children in your school can consider early warning systems you have in place, where you access the information and if you know how you will respond. You can then note down a few next steps for how to improve.

Early warning systems	Yes	No	Reach people with disabilities?	Comments
Fire				
Flood				
Cyclones				
Wind storms				
Drought				
Pandemic or epidemic				

Early Warning Message Delivery to the School:	Fire	Flood	Cyclone	Drought
Television				
Radio				
Bell, alarm, loudspeaker				
In-person				
Message from local authorities				
Circular				
Message from social media				
Other:				

Do we know how to respond to Early Warning Messages in the school?

Points for improvement:

You have now completed Step 2 of this manual! In the next step, you will bring all the risk assessment information together and plan what to do next.





DISASTER RISK MANAGEMENT AND RESILIENCE IN SCHOOLS

Step 3

Plan to reduce your dangers

Contents

- Introduction
- Disaster Risk Management (DRM) and Resilience Plan template

Key words

Plan, School Development Plan (SDP)

Learning outcomes

By the end of this step you will be able to:

- Develop a participatory and inclusive DRM and resilience plan, and annex that plan to your overall SDP and annual school calendar.

Resources

- DRM and resilience plan template

Introduction

In this step, you will pull together the findings of your risk assessment (step 2) and agree upon the priority actions to be taken forward in the coming year.

Resource: Disaster Risk Management and Resilience Plan Template

Method

- With your School Disaster Management Committee (SDMC), review the findings of **Step 2: Know your threats and dangers** and what you have learned overall.
- Consider how to reduce these threats and dangers and what activities you can do as the SDMC, what children can do, parents and carers and the wider community.
- List your key activities into the plan template outlined below.
- Once you have agreed upon your key activities, ensure they are incorporated into your annual school calendar.
- Share your plan with the wider community for inputs and suggestions.
- Your ward councillor will hopefully be part of your committee, but if not, be sure to meet with them and present your plan.

Consider activities to address the following:

- Safer (and Healthier) Schools Facilities
- Stronger School Disaster Management Capacities and Equipment
- Resilience Education, Awareness Raising, and Training
- Safer communities and journeys to school
- Actions to be integrated into the Community Development Plan

RISK	ACTION TO REDUCE RISK	WHO IS RESPONSIBLE: <i>Remember to assign children responsibility for at least one action to increase child participation and ensure they can participate in others</i>	WHEN WILL THIS BE IMPLEMENTED?	Estimated budget requirement (if any)
1.				
2.				
3.				
4.				
5.				



DISASTER RISK MANAGEMENT AND RESILIENCE IN SCHOOLS

Step 4

Prepare to respond to emergencies and practice emergency procedures

Contents

- Introduction
- Standard Operating Procedures (SOPs) for specific emergencies
- Key messages for different hazards
- Education and protection continuity plan

Key words

Preparedness, participation, on-going process

Learning outcomes

By the end of this step you will be able to:

- Develop a participatory and inclusive Disaster Risk Management and resilience plan, and annex that plan to your overall School Development Plan and annual school calendar.

Resources

- SOPs for different disasters
- Key messages for different hazards
- Education and protection continuity plan

Resource: Standard Operating Procedures

A vital function of the School Disaster Management Committee (SDMC) is to oversee and ensure that Standard Operating Procedures (SOPs) are in place for whenever a hazard of any kind strikes. SOPs for emergencies and disasters depend on the hazard, and can and should be customized to your unique circumstances. These are built around six basic emergency procedures detailed below:

- ❖ **Building Evacuation**
- ❖ **Evacuate to Safe Haven**
- ❖ **Assemble & Shelter Outside**
- ❖ **Shelter-in-Place**
- ❖ **Lockdown**
- ❖ **Safe Family Reunification**

SOP: BUILDING EVACUATION

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

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

► **Administration:** Activate standardized emergency response system, as needed. Maintain communication. Announce 'All Clear' when emergency ends.

► **Staff:**

1. Remind learners of Building Evacuation Rules: *Don't talk. Don't run. Don't push. Don't go back.* (Be sure young children are practiced in holding on to a looped handle on evacuation rope).
2. Close doors and windows.
3. Position one teacher at head and one at the back of two classes.
4. Take Classroom Emergency Clipboard or Notebook.
5. Check safety of the route.
6. Lead learners to regular places to *Assemble and Shelter Outside*.
7. If, and when conditions are safe, lead Reverse Evacuation back to classrooms, following same rules.

BUILDING EVACUATION RULES:



Don't talk - so you can hear the teacher



Don't run - so you don't get hurt



Don't push - so no one else gets hurt



Don't go back - so you stay safe

► Students:

Follow rules and instructions and help out.

Are your exit routes clear, and marked? Any adaptations for your school?

SOP: ASSEMBLE AND SHELTER OUTSIDE

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

► Staff:

1. Remind learners to follow instructions for building evacuation: "Don't Talk. Don't Push. Don't Run. Don't Turn Back." Learners should exit with buddies in twos.
2. Check that learners or staffs needing special assistance have it.
3. Take your Classroom Emergency Clipboard or notebook
4. Evacuate with one adult in the front to check that the evacuation route is clear and a responsible student monitor or teacher should be at the rear of the group, seeing that everyone is together. (This can be done with 2 classrooms with first teacher at front and second at the back).
5. Lead learners to the emergency assembly area and take student roll.
6. Remind learners about learner-release procedures and their purpose to keep them safe.
7. Teachers are to remain with their class at all times. Learners must remain seated together as a class. Keep learners quiet for announcements.

► Learners:

Go to the designated assembly area for your class. Sit in places, occupied quietly. Be prepared to help with water and food, shelter and sanitation, as requested. Wait to follow *Safe Family Reunification* procedures.

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

SOP: EVACUATE TO A SAFE HAVEN

➤ **Purpose:** To protect learners and staff in case of hazards in the school environment.

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

➤ **Staff:**

1. Position one teacher at head and one at the back.
2. Take Classroom Emergency Clipboards or Notebook.
3. Check safety of the route. Include any learners on the way, in the group.
4. Lead learners to the safe haven and take learner roll.
5. If conditions are safe, lead **Reverse Evacuation back** to classrooms, following same rules.

➤ **Learners:**

Use buddy system. Stay together. Move quickly and quietly. At the safe haven, follow instructions to Assemble and Shelter Outside.

Where is your safe haven? Do you have needed supplies there? Are there any changes needed for your school?





SOP: SHELTER-IN-PLACE INDOORS

► **Purpose:** To protect learners and staff when there are dangers outside of school (eg. severe weather or flooding) and provide for their comfort until everyone can be safely reunified with their families. Shelter-in-place is appropriate when evacuation is not necessary, or when there is not time to evacuate.

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

► **Staff:**

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

► **Learners:**

Stay in your classroom. Participate in activities and help out.

Any changes needed for your school?

SOP: LOCKDOWN

➡ **Purpose:** To protect learners and staff from violent intrusion or threat of violence.

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

➡ **Staff:**

1. Warn others to take immediate shelter.
2. Gather learners inside in secure area away from threat.
3. Close and lock doors. Move furniture to block access from threat.
4. Have everyone drop and cover behind furniture, and be as small a target as possible.
5. Turn off lights, and radios and silence cell phones.
6. Stay out of sight away from doors and windows.
7. Make sure everyone stays calm and very quiet.

➡ **Learners:**

Help to block doors with furniture. Stay quiet and follow teacher instructions. Hide, drop and cover.

Any changes needed for your school?

SOP: SAFE FAMILY REUNIFICATION PROCEDURE

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

➡ **Parents and School Administration:** Parents provide school with updated list of *emergency* contacts with permission to pick up learner any time. In the event of emergency or disaster, learners will only be released to person on this list or authorized by persons on this list.

➤ Staff:

1. Make sure that both learners and parents are familiar with learner release procedures for emergencies and disasters.
2. Verify identity and ensure that learners are released only to persons listed in the **Learner Emergency Release Contact Information**
3. Keep record of this using a Sign-out Log or **Learner-Family Reunification Form** (*Permit to Release Child*) for anyone who may come later.
4. Use these procedures any time that normal procedures might be unsafe.

➤ Learners:

Be patient and follow safe family reunification procedures. Do not leave with anyone except those approved in advance by your parent or guardian.

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Do parents, grandparents and carers know the procedures? Any changes needed for your school?

Table: Learner emergency release contact information

Learner full name(s)	People with permission to pick up child in case of emergency	Contact information i.e. contact number and email	Carer initials	National I.D. number
	1. 2. 3.			
	1. 2. 3.			
	1. 2. 3.			

Resource: Teacher checklist

Do all your teachers know the Standard Operating Procedures? Do they feel prepared?
Go to each classroom and discuss the following with your teachers.

Question for teacher in each classroom	Tick or cross X
Is the school emergency evacuation route posted in your room?	
Do you have a learner list by the door to take and complete a roll call in the event of an emergency?	
Do you know the location of the bucket and sand or fire extinguisher and how to use it?	
Do you have a household preparedness plan at home?	
Have a quiet activity planned in case learners need to assemble in the safety area or shelter in the room	
Make sure your learners know the safety rules for building evacuation: Don't talk! Don't Push! Don't Run! Don't go back!	
If you are an ECD class, have an evacuation rope	
Make sure learners and parents/carers know about the safe reunification procedures	

Resource: Planning for education and protection continuity

Sometimes our schools are shut or used as a shelter when an emergency happens. This can result in damage to the school resources, but also a reduction in children's learning and access to education. Education and protection continuity concerns maintaining the education and protection of all children after their school has been affected by a disaster. This activity includes a set of questions for you to consider with your School Disaster Management Committee and other partners in case your school is shut or education is disrupted. It is important to minimise disruption to children's education and to get children learning again as quickly as possible.

Method

- Discuss the questions below with your School Disaster Management Committee.
- You may also need to talk to others, especially emergency responders or community health workers to come up with a shared understanding.
- You could also discuss this topic at a meeting with parents or during a school assembly.
- Record the agreed points on a poster in your school heads room.
- Consider printing and distributing a notice to parents and carers.
- Make sure children know about the education and protection continuity plan. Gather their views and see how they think they can protect themselves and each other.

Questions for Discussion

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

ALTERNATIVE SCHOOL LOCATION AND TEMPORARY LEARNING FACILITY: In case of significant damage to school buildings, what alternative locations and temporary learning facilities do we have? _____. Be sure to consider structurally sound buildings, the absence of harmful objects, proximity of the majority of learners, access to sanitation and safe water supplies, no exposure to other hazards.

ALTERNATE MODES OF INSTRUCTION AND FLEXIBLE CALENDAR: How can we keep up with schoolwork, adjust the school calendar and timing, accelerate learning, use peer-to-peer instruction, homework and independent study? _____. Consult with your local education officials and district school inspectors here.

EXTRA CAPACITY: Who can provide teaching and administrative support as well as child protection services if staff are unable to work or need help? _____.

PLAN FOR SCHOOL CLEAN-UP (e.g. in event of flood, cyclone, school's use as a temporary health facility or shelter) _____.

PLAN FOR LIMITED USE OF SCHOOL AS TEMPORARY SHELTER: To the extent possible, schools should not be used as temporary shelters or health center. If your school is identified as a temporary shelter/health center in emergency plans, you can plan to minimise the impacts on the school and children's access to education. Be sure to talk to your Community Disaster Risk Reduction Committee and ward councillor about this and come up with an agreed solution _____.

CHILD PROTECTION: How can we protect girls and boys from risks they experience in non-emergency settings and from increased or new risks brought about by the emergency? Be aware of the risks and know how to prevent and respond to different forms of violence children may be exposed to during an emergency if schools close _____.

PSYCHOSOCIAL SUPPORT: It is important to plan ahead to provide psychosocial support for affected children and teachers. Consider if you have a trained teacher in psychosocial support or what activities you might be able to do for psychosocial support _____.

HEALTH AND NUTRITION: Will school-based services like health checks and school feeding continue if your school closes rapidly due to a new COVID-19 outbreak or other emergency? If yes, how? _____. If not, what will happen? Inform someone? _____.

LEARNER PARTICIPATION: How will we ensure existing learner participation, accountability and feedback mechanisms are supported during an emergency or disaster? How will information be shared with learners? How will learners be supported to share their feedback and to help shape the actions moving forward? _____.



DISASTER RISK MANAGEMENT AND RESILIENCE IN SCHOOLS

Step 5

Link with the community to ensure parents, community members and others are able to support your school in times of crisis

Contents

- Introduction
- Ideas for linking with the community
- Household preparedness plan template

Key words

Preparedness, community, on-going process

Learning outcomes

By the end of this step you will be able to:

- Link with the community, parents, carers on an on-going basis to strengthen disaster preparedness and resilience.

Resources

- Household preparedness plan template



Introduction

It is important to remember that reducing risk in the school and community is also about reaching out to others. It is important as the leaders of the school for you to become an important and influential contributor to community disaster management, development plans, awareness raising and good practice. The school's own development of disaster risk management practice should also draw upon community ideas, insights and expertise. Parents, carers and other community members should become important players in planning, implementation, evaluation, reflection and improvement.

You will also need to ensure that your school Disaster Risk Management and resilience plan (linked to your School Development Plan) is shared with your ward councillor and Community Disaster Risk Reduction Committees, Village Development Committees and other key partners.

But there are many other ways of raising awareness amongst teachers, learners and other members of the school community. Here are some things you can do:

- ✓ Set up a bulletin board of newspaper clippings on disasters on Zimbabwe,
- ✓ Arrange a photo exhibition on disasters,
- ✓ Issue an easy-to-read quarterly school bulletin on disaster management at school,
- ✓ Have older members of the community come to school to speak about hazards and disasters that have struck the community in the past,
- ✓ Hold a school quiz on disaster issues,
- ✓ Invite members of non-governmental organizations working on disaster management visit the school to speak to teachers and learners,
- ✓ Have children paint school murals on disaster themes and topics,
- ✓ Think about how to reach children who are out of school and share information with them,
- ✓ Have learners do street theatre and other presentations on disaster themes out in the community.

You may want to complete an outreach and advocacy plan similar to the example below and add these points to your annual operational calendar.

Household disaster plan

This household disaster plan is for use by each child in your school. They should discuss with their parents, grandparents and carers about what they would do to plan, reduce dangers and threats and respond. Feel free to adapt this checklist so it is relevant to your school context.

Household disaster plan checklist	Yes or No
We hold a household disaster planning meeting every 6 months.	
We identify our threats and dangers at home and in the community	
We have identified safe spaces in the house and each room	
We discuss safe places in and around the community	
We have identified exits and alternative exits from our household	
We have agreed on safe people to contact in the event of an emergency	
We know where we would reunite inside the house, outside the house	
We know how to put out a fire	
We know how to turn off our electricity, water and gas	
We have agreed to preposition emergency supplies	
We listen to early warning information and know how to respond	
We know how to conserve water	





Reference Tools and Resources

The contents of this manual have been adapted from a range of different tools and resources used by partners in Zimbabwe and beyond. They include:

Civil Protection Unit, Disaster Risk Management and Resilience Manual

Global Education Cluster (GEC), *Safe Back to School Guide*, 2020

Global Alliance for Disaster Risk Reduction in the Education Sector (GADRRRES), *Participatory School Disaster Management Guidelines*, 2012

Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, *Comprehensive School Safety – Framework 2022–2030 for Child Rights and Resilience in the Education Sector*

Save the Children, *Safe Schools Common Approach*

Zimbabwe Red Cross Committee, *School Risk Assessment (SRA) toolkit*

Zimbabwe Red Cross Society *Comprehensive Safe School Model 2022*

