

# DRR in Education- Learning from Andamans, India

## Case Study from Tdh Foundation in India

Learning Event, DRR in Education

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## Tdh and Baratang, Andamans



### Multi-Risk-Context:

- Exposed to natural hazards
- Isolated from mainland 1,200km
- Weak governance



### Tdh programme background:

- Tsunami 26 Dec'2004 (3513 dead)
- Recovery program-SwS
- 3 main sectors: Health (Adolescent), WASH and DRR

# Tdh Programme



## Partners:

- SEEDS India
- Local elected authorities
- Directorate of Education,
- Directorate of Disaster Management and Relief & Rehabilitation”, Andaman and Nicobar Administration.

## Goal:

- Children on Baratang benefit from a safer educational environment

## Approach:

- Capacity Building
- System Strengthening
- Advocacy for Institutionalization of School Safety program
- Fostering WASH and DRR synergies

# Integrated school element

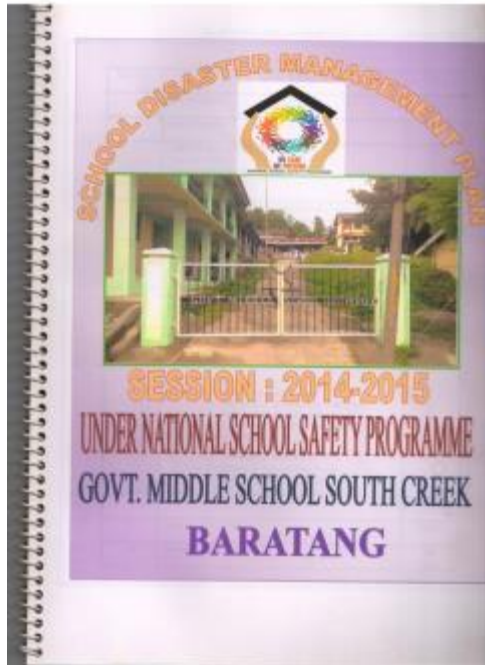
## Rationale

- Comprehensive community based approach
- Sensitize children – sensitize parents
- Safe schools – safe shelters
- Demonstration of School based DRR activities





## Results (End of Project 2011)



- **32 teachers & staff from** the Department of Education trained on DRR
- **1'600** school children have access to water and sanitation facilities in a safer educational environment
- **8 Schools** benefitted from non-structural mitigation measures, prepared school disaster management plans & assigned DRR focal points
- **840 out of 1'030 school children** demonstrated correct behavior during 2nd mock drill exercises related to multi hazards
- **Since 2014:** Ministry of Education (and Disaster Management) national programme covers school disaster management planning in Baratang
- **As of 2016:** **90% of WASH facilities** are still in use and well maintained



# Learning Experience: Safe Learning Facilities

## What did we learn?

There remains little awareness among school personnel about risks to the school physical premises.

## How will our learning help design future programmes?

Ascertain the awareness, interest and capacity of the Ministry of Education to integrate NSM within its norms and standards prior to the project design phase.

In absence of government mandates, dialogue with the Ministry of Education at higher levels and seek approval to pilot a methodology that Government helps design and ultimately approves.

# Learning Experience: School Disaster Management

## What did we learn?

- There is no evidence of the original plans from 2011, however the national government initiated a similar programme by 2014.
- The recent Plans, seem more of an “on-paper” formality, consisting of a single administrator making an annual update of basic student data.

## How will our learning help design future programmes?

- Instilling a DRR “culture” is challenging. As with NSM, work should be upstream: identify and work through existing relevant decrees/mandates within the National or State-level education system.
- A committee should do annual risk analysis and decide on measures to take over the coming year. Student mock drills should reflect the revisions and updates.

# Learning Experience: Risk Reduction & Resilience Education

## What did we learn?

- GOLFRE as a training to institutionalize DRR knowledge and practice in schools and was the first technical training on DRR provided to teachers.
- SEEDS' work and advocacy helped influence the implementation of a NSSP in Andamans.

## How will our learning help design future programmes?

- Integration of DRR as a part of pre-service and in-service training to facilitate the institutionalization and scaling- up of a culture of safety in the country
- In-situ trainings should reach as many teachers as possible in each school.



# Learning Experience: Community resilience linked to Schools

## What did we learn?

- Not enough time was allocated for activities in communities **early** in the project.
- Community outreach should have been simultaneous and interlinked with school DRR activities with a more formal handover and follow-up mechanism.

## How will our learning help design future programmes?

- Awareness raising in communities is important, specific training for community leaders and stakeholders is needed from the beginning of a DRR in Education project.
- Identify and work through State and local Government schemes for DRR preparedness, mitigation and prevention to enhance the work on DRR in schools and to promote sustainability.



**Thank you ...**

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