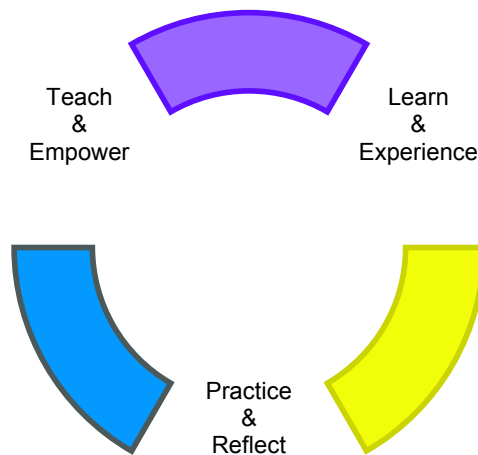


## Project Approach

.....23 December 1995, Nearly 425 children were burnt to death as they tried to escape the flames during a school prize giving ceremony in the town of Dabwali Haryana and the poignant Kumbkonam fire tragedy, which killed 93 children. All below the age of 11 years...bring to light the need for revisiting our current safety norms for schools, learn from the tragedies and make our schools a safer place for children.....

The project would undertake a holistic approach towards building a culture of safety against disasters. Activities carried out under the project would seek to improve awareness and understanding of Disasters among school communities specially school children. The children should be able to think creatively for measures that can help lower disaster risk in their environment and be able to respond appropriately in disaster situations. There is a need revolutionize their way of thinking about Disasters and Disaster Preparedness and mitigation. Education plays a vital role as it has power to bring in a desired and sustained change



## From Learning to Teaching

### STAGE 1

The learner should learn and experience themselves. It is necessary to bring Disaster preparedness into early years of School Education. At this age children can be most easily influenced. They are most adaptable. Further, education at all levels should have formal curriculums for Disaster Preparedness. This theoretical knowledge given as a part of formal

education should be tested and more experience should be gained. This would make them feel the magnitude of need.

The activities which would contribute to this are:

- Lectures on available formal courses on Disaster Management.
- Awareness and Activity Handbooks
- Demonstrations
- Awareness campaigns and exhibitions
- Lectures and Workshops

## **STAGE 2**

At the second level the Learners should practice the learnt concepts, check their viability and do alterations. Upgrading is mandatory. Knowledge if just kept in books would have limited purpose. It should be brought up to action. The steps taken to bring knowledge into practice would definitely result in a positive change. Ultimately what we learn should be reflected in what we do!

The activities which would contribute to this are:

- School Safety Club, which carries out safety initiatives with participation of the school communities.
- Preparation of Emergency Management plan for schools.
- Carry out safety drills on an ongoing basis

## **STAGE 3**

Finally, once agreed upon what they are doing the learners can now become teachers and reach out to the aspiring learners. They should act as change agents or champions for carrying out development activities( which include disaster preparedness as well).

The activities which would contribute to this are:

- Campaigns like Safe Neighborhood, Safe Slums etc to promote Disaster Preparedness among the community.

# GUJARAT SCHOOL SAFETY INITIATIVE

- To help schools preparing their School Disaster Management Plans, both urban and rural schools
- Organize Street Plays and hold drills
- Participation in State and National level activities

## **Towards or approach we will.....**

- Develop innovative programmes and IEC material to build capacities of the school communities.
- Collaborate with a range of organizations and individuals, share knowledge and experiences and adopt a multiplier effect.
- Take prompt actions at local level through local champions
- Ensure the sustainability of the initiative through Schools Safety Network.

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[www.reuters/Fayabkabi,courtesy](http://www.reuters/Fayabkabi,courtesy) [www.alertnet.org](http://www.alertnet.org)

