



# SAFETY IN SCHOOLS: FINDING THE RIGHT WAY TO REACH THE CHILDREN

Yelena Badalyan

*European Interregional Scientific and  
Educational Centre on Major Risks Management  
(ECRM)*

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*“ It is the common belief that the culture of safety and resilience should start from early years of life and continue throughout school years”.*



## **SPECIAL TESTS**

**FOR THE SCHOOL ADMINISTRATION, TEACHERS, STUDENTS AND THEIR PARENTS ENABLING TO ASSESS SAFETY OF THE SCHOOLS AND OTHER EDUCATIONAL INSTITUTIONS.**

- **Successfully preparing schools and other education institutions to reduce risks and to respond adequately to emergencies, should be done by taking an awareness raising approach to the school teachers, administration, students and their parents, concerning the role that they all are called to play in providing safety to the school and undertaking preventive measures aiming to minimize natural and man-made disaster risks, as well as to recognize and avoid terrorist acts.**

*The reality is, that during the school hours -and it is most the day time spent by students - those working inside the school: teachers, the school administration will be the ones immediately responding to any emergency incident that might occur.*

- It is them, who have to manage the situation while the police, firemen, rescuers and other community first responders are enroute or in case of a large scale-calamity their capacity to respond is overloaded by managing other aspects of the emergency elsewhere in the community.
- The key to success lies here in undertaking by the school administration and teachers balanced and rational efforts if a natural or man-made disaster strikes and opportune preventive measures enabling to mitigate their consequences and also to recognize terrorist threats.

**The student's parents** must be convinced that the teachers, the school administration and their children have received proper training and are able to adequately respond to different types of emergencies.

- At the same time **raising awareness in student's parents** and their adequate **knowledge on a culture of risk reduction** should prevent them from acting inadequately in emergencies, including in those arisen in the school, contributing thereby to the accumulation of risk and building vulnerability.
- If children are stuck by an emergency at home, than the parents being provided necessary knowledge and adequate skills on how to act in a particular emergency, will be able to mitigate its consequences.

# BRIEF CONTENTS, PROGRAM MECHANISMS AND DRAFT IMPLEMENTATION SCHEDULE.

- *The special Tests* designed by us *for school administration and teachers* and *the Tests and Recommendations* designed by us *for parents* are suggested as one of the effective mechanisms in ensuing preparedness of schools and other educational institutions for disaster risk reduction and awareness raising, enabling the school staff, teachers, students and their parents to provide adequate response to any locally experienced emergency.

# *The aim of the special Tests for:*

- *school administration and teachers* is to identify the level to which their educational institution is ready to eliminate natural, man-made and other disasters and to respond to them adequately
- *parents* is to highlight a level of culture of safety to recognize a hazard and undertake preventive measures to reduce risks of involving children into extreme situations and also to act rationally if an emergency incident occurred.

# Tests' outcomes

- Can serve a basis for creating the **Recommendations** on reducing vulnerability of schools , improving preparedness of *the school staff and administration* to act adequately in a particular disaster, reviewing and updating the disaster preparedness plans as well as on how to prepare *parents* to recognize a hazard and undertake preventive measures to reduce risks for their children .



All Tests are roughly grouped, addressing 20 dimensions in the field of ensuring safety. *It is expedient to quote at least several of them*

Making available security Plans in school institutions (action Plans for school administration, teachers and students in case of likely emergencies; evacuation Plans; Plans of interaction with local territorial governance services ; parents' interaction Plans; emergency drill Plans

Making available a forecast for the location; securing territory around the school by administration; creating training and preparedness improving Plans for school staff

## **TESTS FOR SCHOOL ADMINISTRATION AND TEACHERS TO ASSESS SCHOOL SAFETY AND PREPAREDNESS LEVELS TO CRISIS.**

- Among the 40 Tests for school administration and teachers:
- Tests 1-8 addressing the first, second and third directions in the developed basic Tests need to be specially highlighted.
- Tests 9-18 are assigned to assess a school staff preparedness level to respond adequately in case of a particular disaster, endangering the school.
- Test 19-27 enable to assess a state of an inner school organizational progress of ensuring safety and reducing vulnerability
- The rest of the 12 Tests refer to the assessment of a progress in practical teaching and training organized in the school with an aim to improve school preparedness to prevent and liquidate hazards, that could arise in the school itself, as well as to update and strengthen school staff skills to act adequately in emergencies.

# TESTS FOR THE STUDENT'S PARENTS

## TO ASSESS THE progress in building a culture of safety in school .

- Tests 1-3 intend to assess a level of awareness of the student's parents, concerning the provision of safety and preparedness of the school to respond to disasters and also to assess a level of preparedness of the parents themselves to act rationally in case of an emergency in the school.
- Tests 4-12 intend to assess a level of parents' awareness of their children age appropriate knowledge, acquired on basics in life activities and also to assess a level of parents preparedness to recognize risks of involving children into extreme situations.

# *The student's parents:*

- must be convinced that teachers, school administration and their children have received proper training and are able to adequately respond to different types of emergencies.
- must feel certain, that if their child was involved without any adult support into an extreme situation, than his/her moral, psychological and physical performances, his/her ability to apply relevant, responding skills will allow him/her through rational actions to find a way out from an established complex situation.

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- In case a child lacks his/her age appropriate DRR knowledge allowing to recognize a surrounding danger, and to acquire and consolidate adequate response skills, as well as if you as a parent highlighted any negative behavior patterns, irrespective of your child's age, than the undertaking of measures with the engagement of school administration, teachers and relented professional help providers is urgent .

*It is not only your right, but your direct responsibility.*



*“... THE MAIN CHALLENGE IS  
TO FIND THE RIGHT WAY  
TO REACH THE CHILDREN”.*

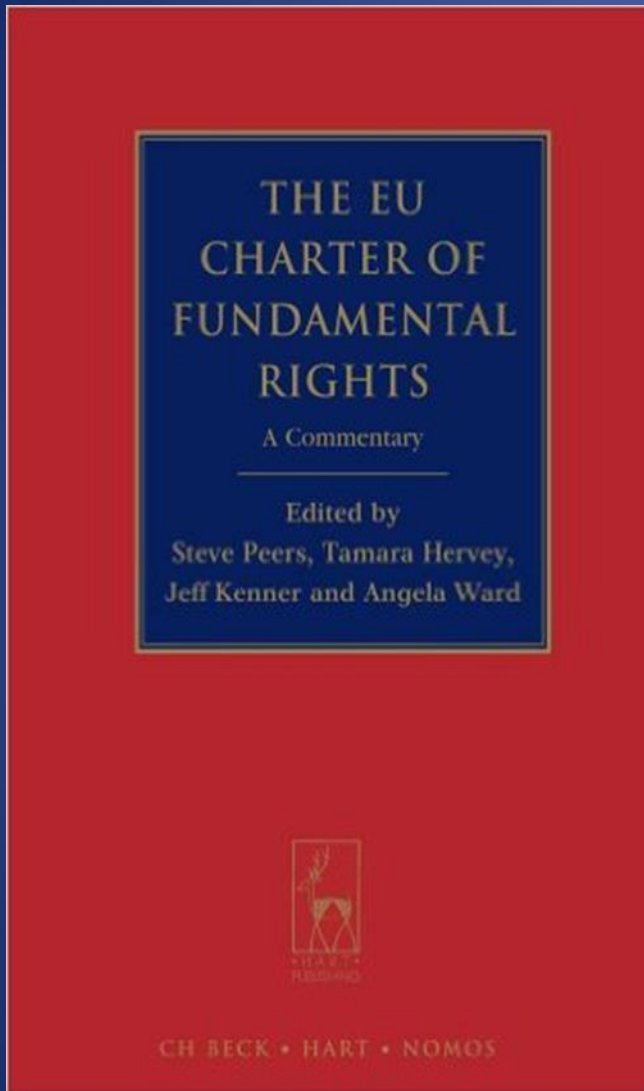
***“Draft Medium Term Plan, 2016-2020”, developed by the Council of Europe’s European and Mediterranean (EUR-OPA) Major Hazards Agreement’s Secretariat***

- *“the role of future generations in mainstreaming DRR in day-by-day policies and decisions is essential”.*
- *“it is necessary to make great efforts to provide pertinent information to those futures citizens on hazards and risks and not solely on the local ones”.*



# “School curricular” and “Non-formal and Informal learning” :

- *“The first natural way to reach children is through school teaching but no specific training on such topics is presently provided in schools: it would appear that only some references to natural phenomena in geography course and occasional speeches by civil protection /firemen have already been considered” and*
- *“As in many countries a formal inclusion of a full curricular on DRR seems limited to inclusion of the already compiled training courses, the best alternative is to use non-formal or even informal training to reach the children.*



- Right to liberty and security:  
*“Everyone has the right to liberty and security of person”, and*
- The rights of the child:  
*“Children shall have the right to such protection and care as is necessary for their well-being”*  
*(section “Freedoms”, Article 6 and Article 2, respectively).*

- Sustainably functioning, resilient societies would ensure their citizens the sufficient amount of safety, through limiting or preliminary mitigating to the extent possible the threatening risks, thus laying down DRR culture in society.





*The above said instills hope, that in the nearest years many countries will have, due to this or that reason, include the formal DRR courses in their school curricular.*





Primarily this refers to the countries, such as Armenia, being at a high risk of natural disasters, especially earthquakes.





*the Armenian Government has already developed and approved:  
the internal and external School Assessment Methodology,  
the Concept on DRR education of population and  
the School Safety Improvement Programme for 2015-2020.*

*The first Project refers to the creation of the  
“Methodology” for teaching  
the “Basics in safe life activities”.*

- *and it should provide knowledge on not solely natural or man-made and ecological disasters, which, as it has been mentioned in sub section “Awareness” of the Medium Term Plan’s project, “are not frequent enough in Europe”.*
- *But it also should incorporate the risks of the events, endangering children in their day-to-day life.*
- *Its ultimate aim is to make children more interested and can be deemed to be one of the possible steps towards resolving a major challenge - finding the right way to reach the children.”*

***children need also to be taught the basics in extreme psychology, which knowledge will allow them :***

- to cultivate some personal performances required to correctly evaluate the established situation,
- to raise faith in the circumstances, entailing stress,
- to reassure them of the measures , taken to keep them safe through rapid and accurate practicing of the acquired adequate behavior skills.







- *The teaching and providing knowledge on basics in extreme psychology due to the universality of practicing it in different life situations will be considered by children rather interesting and the mustering by the future citizens of the basics in extreme psychology will have a vital importance for the both:*

❖ *level of culture in risk management in society and*

❖ *building culture in general.*

# “Basics in extreme psychology”

Perhaps, as a special section of a wider course:  
“Basics in safe life activities”

- *is another step towards searching the right way to reach the children and towards building and fostering risk culture among a society*

*The goal for the acquisition and consolidation by children of the adequate behavior skills in different emergency situations would be resolved more effectively, provided that*

there has been developed  
**a system based approach** within the  
regularly functioning and upgraded  
systems, addressing all groups of the  
population, *especially the most  
vulnerable people, including children.*



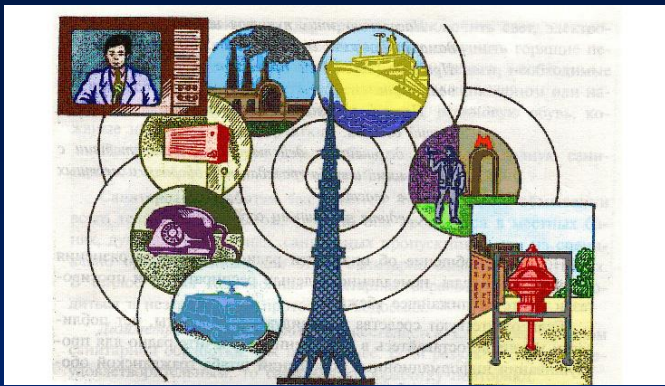
COUNCIL OF EUROPE'S  
EUR-OPA MAJOR  
HAZARDS AGREEMENT



EUROPEAN INTERREGIONAL CENTER  
FOR TRAINING RESCUERS  
YEREVAN, ARMENIA

# NATIONAL AND MUNICIPAL CAMPAIGNS on

informing, awareness raising, acquisition  
and consolidation of adequate behavior  
skills and warning population about  
emergencies



The sirens, enterprise and transport hoots will go off, police loudspeaker vans will drive round the streets with warning announcements.



WHEN A SIREN  
SOUNDS  
THIS IS ALARM:  
“WARNING TO  
EVERYONE...”



**WHAT YOU SHOULD DO  
FIRST**

*GO INSIDE THE NEAREST  
BUILDING IMMEDIATELY*



*CLOSE DOORS  
AND WINDOWS*



*TURN ON THE RADIO AND TV  
TO RECEIVE INFORMATION  
ABOUT WHAT SHOULD BE  
DONE NEXT*

**THIS IS THE FASTEST WAY TO KNOW WHAT IS GOING ON AND WHAT YOU  
MUST DO.**



Conducting informing and awareness raising demonstrative DRILLS in schools  
*a wider support to «Campaigns» is required by schools, higher educational and other type institutions, hospitals, enterprises and establishments.*





Conducting  
Earthquake  
demonstrative  
**DRILLS**  
In Syunik Region of  
Armenia

Conducting Evacuation  
demonstrative **DRILLS** in  
Landjasar village of the Ararat  
Region of Armenia,  
situated in direct proximity  
to the dike of the Azat higher  
mountain reservoir.



# NATIONAL AND MUNICIPAL “CAMPAIGNS”

- Informing,
- Awareness rising,
- Acquisition and consolidation of adequate behavior skills and
- Warning

*are four interlinked significant components, composing a united chain.*



# NATIONAL AND MUNICIPAL “Campaigns”

- are called to combine awareness raising and training people in the workplace, like enterprises and establishments; in schools and other educational institutions; in public places, where people are usually stay; in each family through created, while pursuing common policy, the inter combined basic (national) and additional (municipal) informational-teaching materials to be disseminated through all mass media available, including the materials, assigned for door-to-door distribution.

# ***THREE BELOW PROJECTS:***

”

- ❖ **Methodology for teaching the training course: “Basics in safe life activities”.**
- ❖ **The training course : “Basics in extreme psychology”.**
- ❖ **The Methodology and Action Plan to prepare and regularly hold National and Municipal «Campaigns» on informing, awareness raising, acquisition and consolidation of adequate behavior skills and warning all groups of the population about emergencies.**

# Expected results

## 1. Developing (2016) *Draft versions* of the:

- *Methodology for teaching the training course: “Basics in safe life activities”.*
- *Manual on the “Basics in Extreme Psychology”.*
- *Methodology and Action Plan to prepare and regularly hold National and Municipal «Campaigns» on informing, awareness raising, acquisition and consolidation of adequate behavior skills and warning all groups of the population about emergencies” followed by subsequent :*
  - **2. translation into in English and Russian languages.**
  - **3. distribution to the partner-centres and corresponding national institutions for comments, feedback and proposals from the experts and different categories of the public.**
  - **4. discussion at national levels.**
  - **5. sending back to ECRM for compilation and merging of proposals from the partner-centres after they have been used as platforms for carrying out national training courses.**

## 6. Developing (2017) the *Final versions* of the above Methodological and Teaching Documents.

**HE, WHO IS AWARE, WILL BE  
PROTECTED**

***IF YOU KNOW WHAT TO DO PRIOR  
THE DISASTER EVENT AND  
IN TIME IT HAS OCCURED***

**YOU WILL SAVE  
YOUR OWN LIFE**

**AND**

**THE LIVES  
OF YOUR CLOSE-ONES**



**SPITAK EARTHQUAKE, ARMENIA  
DECEMBER 7, 1988**