



THE REPUBLIC OF UGANDA

# MINISTRY OF EDUCATION AND SPORTS

## A Guide to Conflict and Disaster Risk Management in Educational Institutions in Uganda



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Education Standards,  
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and Sports.

This Conflict and Disaster Risk Management Guidelines were first developed in August 2012, and later revised to include Conflict component in 2014/15 and finally endorsed by the Ministry of Education and Sports Top Management Meeting.

The Guidelines were developed with financial support from the Peace Building and Education Advocacy Programme of UNICEF Uganda.

**Cover image:**

St. James Church of Uganda School closed in 2012 due to severe and repeated flooding, New Vision

## PREFACE

In order to understand and plan for an affective disaster response, all the keyplayers must have a thorough exposure to the knowledge and practice of planning and managing a response. Countries and communities that have had prior exposure to this critical knowledge have, in the unfortunate occurrence of conflicts or disasters managed to have a significantly minimized loss of life and property; and have recovered faster from such catastrophic events.

These Conflict and Disaster Management Guidelines (CDRM) have been written with a primary purpose of providing knowledge and skills in prevention, preparedness, response and recovery at the national, local government and institutional level within the sector. The guidelines aim at equipping the key players at all levels with the necessary information on the specific actions that have to be taken in order to avert disaster or steer away a school or vulnerable learners from getting into trouble.

The role and responsibilities at the various levels have been specified and are in tandem with the established reporting structures. The guide lines suggest key players at the Ministry of Education, Science, Technology and Sports (MoESST&T) level, who are charged with planning, resource mobilisation and allocation while at the local government level the players are responsible for mainstreaming CDRM in district plans, organizing focused trainings and capacity buildings. At the institutional/school level, focus is on identification, reporting and coordination of a response in the face of potential and real hazards, bearing in mind that, knowing what to do when faced with a crisis can be the difference between calm and chaos, between courage and fear, between life and death, and all this is in the interest of the learner.

It is our sincere hope that those entrusted with our very young and old learners alike take full responsibility in ensuring that these guidelines are put into effect.

It is only then that the country will be certain that the future of its' children is in safe hands.



Maj. (Rtd) Alupo Jessica Rose Epel (MP)  
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## FOREWARD

The ever increasing disasters and hazards globally and in the country which includes fire, lightening, floods, wind storms, landslides, conflict and drought , have led to tremendous loss of property and life, of both adults and children. In the event of a disaster, children are the most affected, schooling systems are disrupted, therefore affecting a fundamental right of children, the right to education. Numerous examples across the globe show that children are more vulnerable to disasters. But at the same time they can be influential and effective communicators about disasters. Often, lessons learnt at school are later transmitted to the home.

To ensure that a culture of preparedness and resilience is developed among the learners and stake holders at all levels, deliberate efforts must be made to embed Conflict and Disaster Risk Reduction and Management in the sector activities. The Ministry of Education and Sports has developed guidelines for DRR to be used in the education sector at all levels.

The Guidelines focus on the following broad range of issues:

- a) Strategy for Disaster Risk Management in the Education Sector
- b) Approaches for Disaster Risk Management in the Education Institutions
- c) Action Steps for Ensuring Safety in Educational Institutions

These guidelines are directed to all the stakeholders to appreciate the value of imparting Disaster Risk Reduction knowledge to learners in order to mitigate the effects of the potential hazards and prevention of loss of life, and the multiplier effect it will have on the community.

My appreciation goes to the Staff of the Directorate of Education Standards, for spear heading this effort. Special thanks go to UNICEF for the financial support and IIEP/UNESCO for the technical input to the development of these guidelines.



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## ACRONYMS

<b>ADF</b>	Allied Democratic Forces
<b>CAO</b>	Chief Administrative Officer
<b>CPPB</b>	Conflict Prevention and Peace Building
<b>CDPC</b>	City Disaster Policy Committee
<b>CDMTC</b>	City Disaster Management Technical Committee
<b>CDRM</b>	Conflict and Disaster Risk Management
<b>CSOs</b>	Civil Society Organisations
<b>DDMC</b>	District Disaster Management Committee
<b>DDPC</b>	District Disaster Policy Committee
<b>DDPMC</b>	District Disaster Preparedness and Management Committee
<b>DECOC</b>	District Emergency Coordination and Operations Centre
<b>CDRMC</b>	Conflict and Disaster Risk Management Committee
<b>CDRMP</b>	Conflict and Disaster Risk Management Plan
<b>HFA</b>	Hyogo Framework for Action
<b>IATC</b>	Inter Agency Technical Committee
<b>IMPC</b>	Inter Ministerial Policy Committee
<b>IIEP</b>	International Institute for Educational Planning
<b>LRA</b>	Lords Resistance Army
<b>M/TDMC</b>	Municipal /Town Disaster Management Committee
<b>NECOC</b>	National Emergency Coordination and Operations Centre
<b>NPDRR</b>	National Platform for Disaster Risk Reduction
<b>NGOs</b>	Non Government Organisations
<b>PBEA</b>	Peace Building Education and Advocacy
<b>SCDMC</b>	Sub County Disaster Preparedness and Management Committee
<b>SMC</b>	School Management Committee
<b>URCS</b>	Uganda Red Cross Society
<b>VDPMC</b>	Village Disaster Preparedness and Management Committees

## 1.0 INTRODUCTION

### 1.1 Background

Uganda is prone to several natural and human induced hazards that often cause disasters. These include; drought, floods, human and epizootic epidemic disease outbreaks, landslides, fires, hailstorms, lightening, episodic hunger across many communities, terrorism acts and events of civil strife, ethnic / tribal tensions, and land wrangles that result into violent conflict. When they occur, Disasters affect societies across sectors and socio-economic groups, although some groups may be more vulnerable, including children.

Disasters result from a combination of hazard risk conditions, societal vulnerability, and limited capacities to reduce potential negative impacts. For educational institutions, disasters lead to extensive destruction of infrastructure, loss of life, and disruption of education activities. For example, in 2006 school dormitory fires claimed the lives of 37 learners, while in 2011 lightening claimed the lives of 73 learners and caused 229 injuries to learners in 28 districts across the country. Land disputes and inter-community conflicts across Uganda continue to affect access to and enjoyment of education by children and adolescents.

In addition, armed conflict has notably had widespread impact on the educational sector in Uganda. For example, The Lord's Resistance Army (LRA) in Northern and Allied Democratic Forces (ADF) in South Western Uganda saw many school children and students abducted and forcefully recruited into rebel forces, others killed, maimed and some staying away from school for fear of abduction. For example, up to 60,000 children were abducted during the LRA conflict (Knutzen and Smith. 2012). Such conflicts further lead to burning and destruction of school infrastructure, and discourage teachers from working in conflict affected areas, hence affecting the access, provision and quality of education. Years of displacement have also negatively impacted upon access to and enjoyment of education and such disruption of learning leads to high school drop-outs. Quality of education is further affected during refugee influxes from neighbouring countries, which puts extra pressure on an educational system that is often ill-prepared for such pressure. These are but a few examples.

These guidelines are a deliberate effort to integrate conflict with other natural and human induced disasters in the context of the education sector, including in policy formulation and development. This was after realization that conflict is not only a disaster risk in itself, but also follows the same cycle as many other disasters. It manifests with triggers and indicators which if not prevented or well monitored escalate to death, injury, destruction and destabilization of the socio-economic fabric, just like naturally induced disasters. And whereas effects of most disasters might be short term in nature, effects of conflict related emergencies have both short term and longer term impact on the education system as well as learners. This impact manifests both in terms of complex response and recovery needs and trauma and psycho-social effects on learners. And in the absence of a conflict sensitive education policy and curriculum, conflicts could have long-term implications for the country where a culture of violence can be perpetuated.

It is therefore important to create a conflict sensitive and disaster free environment in school communities and educational institutions for safety of students, teachers and other supporting staff as well as a safe learning environment. Additionally, there is need to promote and encourage



community participation and inclusiveness to foster broader resilience and social cohesion by promoting collaborative partnerships amongst and between educational institutions and different community stakeholders and other key government and non-government institutions. The purpose of these guidelines is thus to prevent, prepare for and minimise adverse impact of conflict and disasters on educational system, students, staff, and school communities. With the National Policy for Disaster Preparedness and Management in place, the education sector needs to:

- Formulate policies and programmes that are conflict sensitive and contribute to disaster risk reduction;
- Embed Conflict and Disaster Risk Management in the formal and informal education curricula at all levels;
- Ensure that buildings of educational institutions do not pose a risk to occupants;
- Build capacity and Train human resources in aspects of Conflict and Disaster Risk Management (CDRM), including children, teachers, and school community members;
- Prepare and implement emergency preparedness plans including mock drills and repositioning of emergency supplies in educational institutions to enable first response;
- Allocate appropriate resources and costed budgets that include CDRM components for prevention, preparedness, response and recovery at all levels.
- Create conflict and disaster awareness among children, students, educators and communities.
- Ensure gender equity in design and implementation of CDRM strategies bearing in mind that women and girls specifically are at a greater risk of suffering from conflicts and disasters.

The above objectives have also been informed by the UNICEF Peacebuilding, Education and Advocacy Programme: Uganda Conflict Analysis (2012) document, which highlights the key conflict drivers at national, regional and sub-regional level, and proposes opportunities and recommendations for peacebuilding through education. A revised Conflict analysis of 28 districts in Uganda is in final stages and should be utilised as a guiding document in the operationalization of the CDRM Guidelines.

## 1.2 Rationale for this Guide

This guide is designed to help stakeholders in the education sector to analyse and monitor conflict indicators, including early warning information both within and outside Uganda, anticipate disaster risks, prevent injury, save lives, and minimize property damage in the moments of disaster. The principles and techniques outlined in this guide are meant to ensure safe educational institutions by reducing the underlying factors of risk<sup>1</sup>, and to prepare for and initiate an immediate response and recovery process should disaster occur in any educational institution. The guidelines are also expected to facilitate conflict sensitive planning for education sector and Institutions.

<sup>1</sup> Underlying risk factors for educational institutions include: location in hazard prone areas, poor physical infrastructure, structural weaknesses in educational facilities, existing tribal tensions and clashes in communities, proximity to on-going violent conflicts, etc (some examples obtained from Uganda Conflict Analysis document).

Safe educational institutions are important for any society due to the following:

- **Loss of academic calendar:** Damage and disruption to education sector is linked to the loss of academic calendar/ session/syllabus;
- **Homes:** Educational institutions are home to students for three quarters of the year;
- **Vulnerable Group:** Children especially are among the most vulnerable groups during disasters, yet they are the future of any society, hence their safety is paramount;
- **Change Agents:** Children are the most suitable 'Change Agents' and they can help in bringing disaster preparedness, mitigation and prevention in the society at large;
- **Peace Building:** Education plays a pivotal role in supporting peacebuilding and conflict prevention and mitigation, through a transformative approach, but can also exacerbate conflicts if not conflict sensitive.
- **Three-Generation Impact:** It is often said 'educating a child leads to educating three generations', as an educated child shares the knowledge with his/her parents at home and also with his/her children when she/he becomes a parent;
- **Centre of community:** A number of community activities revolve around educational institutions;
- **Relief/Safe shelter:** Traditionally, in many countries including Uganda, buildings at educational institutions act as a relief or safe shelter during a disaster and in times of displacement and refugee influxes. Damage to buildings of educational institutions complicates relief or evacuation and shelter activities;
- **Psycho-social support:** Children are among the worst affected during a disaster and need psycho-social support. Because educational institutions are soft targets for abductions during armed conflicts, students also suffer trauma from such acts. Quick reopening of educational institutions after disaster has proved to be an important psycho-social support as children get engaged in education with their classmates.

It is important to note that educational institutions are at risk of different types of disasters and conflicts, and variations also pertain for different regions. As such, this guide needs to be customized to meet the unique needs of stakeholders. For example what is effective in a flood prone area, may be ineffective in an area affected by epidemics or conflict. Additionally, these guidelines need to be further customized for different education levels and age-groups e.g. specific child friendly manuals need to be extracted from the broader CDRM guidelines. At all levels, the guidelines should embrace gender sensitivity with particular focus on girls / women inclusion given their unique needs and challenges.

This guide further derives relevance in the fact that most disasters affecting Uganda including educational institutions and students are hydro-meteorological in nature. And with the already manifesting adverse impact of climate change, demonstrated through the increasing occurrence and magnitude of climate related disasters, it is important to involve and enlist participation of educational institutions and learners in climate change adaptation and mitigation programmes. School children hence need to be equipped with practical skills on how they can contribute to minimizing negative effects of climate change through for example tree planting and other conservation skills.

### 1.3 What is Disaster Risk Management?

The definition of disasters varies with the unique needs, resources, and assets of educational institutions and respective community(s). In this guide, the term Disaster Risk Management (DRM) is used when referring to legal, institutional and policy frameworks and administrative mechanisms and procedures related to the management of both risk (*ex ante*) and disasters (*ex post*), and also including the emergency management elements.

### 1.4 Defining Conflict and Disaster Risk Reduction (CDRR)

International Institute for Educational Planning (IIEP's) Guidance Notes for Educational Planners (2011) defines CDRR as a Systematic analysis of and attempt to reduce disaster or conflict-related risks to enable the education system to provide (and learners to continue, and out-of-school children and youth to access) quality education for all, before, during and after emergencies.

### 1.5 Understanding Conflict and Disasters

Conflict refers to armed or other violent conflict in or between countries or population groups. In whatever form, conflicts directly and indirectly affect the education sector in terms of access, availability and quality. It is a big challenge for any government or stakeholder to provide education services in a conflict situation. Conflicts therefore undermine attainment of education goals for children and undermine social-economic development objectives including the attainment of Millennium and Sustainable Development Goals.

A disaster results from a combination of **hazard risk conditions, societal vulnerability, and limited capacities** of households, institutions, and communities to reduce the potential negative impacts of the hazard. Disasters of all kinds happen when hazards seriously affect educational institutions, communities and households and destroy, temporarily or for many years, the livelihoods and social security of their members.

There seems to be some differences between disasters and conflict, but these are mainly in the approaches to addressing each. Worth noting however is, that both phenomena can occur in any community and sometimes concurrently, which exacerbates people's vulnerability. An example is communities in Bundibugyo who are affected by tribal and armed conflicts, epidemics, refugee influx and other disasters. In addition, both conflict and disasters have common effects and hence the need to be addressed together. Conflict and disasters cause death, injury, displacement and disrupt social-economic stability. "over 40% of the world's out-of-school children live in conflict affected countries, and an estimated 175million children per year are likely to be affected by natural disasters during the current decade" (IIEP, 2011:13).

Furthermore, Conflict and disasters have direct effect on access and quality of education. For example during the war in Northern Uganda and the insecurity in Pastoral communities in Karamoja, both sub-regions registered declines in school enrolment, destruction of school infrastructure, and decline in standards since few trained teachers were willing to work in such conditions. The on-going conflicts in South Sudan and Democratic Republic of Congo have seen mass influx of refugees into Uganda, creating an extra burden on schools to provide education to refugee learners. Education can be

neutral regarding conflict; it can help to reduce conflict but can also be used as a tool to promote conflict. Education plays a contributory role to conflict prevention and resolution, and can be used as a peace dividend.

Moreover some refugees come with existing conflicts and differences around ethnicity, inequality, and other issues which persist even in new settlements amongst women, men, parents and children. Social tensions between refugees and hosts over services and land, etc. also exist. Nevertheless, interviews revealed a big gap in service provision for counselling, psycho-social support, peace building, reconciliation and conflict resolution in refugee hosting areas. Education can provide a mechanism through which such gaps can be addressed. In this respect, we need to address **Pre-Disaster, Disaster response, and Post Disaster Situations in educational institutions as shown below:**

PHASE	ACTION
Pre-disaster	<p><b>Ongoing development activities</b>– Integrate CDRM aspects in development programmes; e.g. education development policies, curricula and when designing educational facilities</p> <p><b>Risk assessment</b>– Diagnostic process to identify the risks that a community or institution faces;</p> <p><b>Prevention</b>- Covers activities designed to impede the occurrence of a conflict and disaster event and/or prevent such an occurrence from having harmful effects; e.g. constructing in hazard-free environment.</p> <p><b>Mitigation</b> – Structural/non-structural measures undertaken to limit the adverse impact. Covers measures, which can be taken to minimize the destructive and disruptive effects of hazards and thus lessen the magnitude of a disaster. Mitigation measures can range from physical measures such as flood defences or safe building designs;</p> <p><b>Preparedness</b> - Activities and measures taken in advance to ensure effective response;</p> <p><b>Early warning</b>- Provision of timely and effective information to avoid or reduce risk, and to ensure early action.</p> <p><b>Conflict sensitivity</b> – Refers to the mainstreaming of tools and practices that allows interveners to better understand the context and impact of their disaster prevention interventions in order to minimise potential negative effects and maximise positive ones.</p> <p>Examples of more <b>specific action points include:</b></p> <ul style="list-style-type: none"> <li>- Ensure that CDRM development is participatory and takes into account potential and/or actual conflict drivers likely to affect or be affected by the intervention.</li> <li>- Invest in capacity building programmes for staff, students, SMCs and school community to be better prepared, withstand and respond to conflict and disasters.</li> <li>- Establish a Working group on CDRM within MoES to spearhead CDRM activities.</li> <li>- Ensure that education institution management procedures include guidance on CDRM and that management personnel have been trained in conflict analysis and emergency response procedures.</li> <li>- Ensure that teaching methods are non-discriminatory and promote tolerance and peacebuilding, and equip and empower teachers to become agents of peacebuilding and to discuss current events in the classroom.</li> <li>- Review the education curricula content and language at all levels to emphasize and promote peace, human rights and citizenship rather than promoting or reinforcing negative attitudes and values that could trigger conflict.</li> </ul>

This should also be mainstreamed in teacher training curricula, and non-written curricula e.g. Assembly time, school clubs, public displays and co-curricular activities. Indicators 12 & 13 in the Basic Requirements and Minimum Standards and Indicators for Education Institutions, 2010 provide more guidance on the above.

- Ensure that safety policies and plans are in place, regularly updated, simulated and utilized when necessary.
- Encourage institutions to develop (in consultation with learners) practical manuals to train and simulate different disasters they are prone to, including manuals on climate change mitigation and adaptation measures. Child friendly manuals should be developed separately that cater for specific needs of young learners.
- Government should develop and implement education-related policies at National and District level that are conflict sensitive, and protect education investments e.g. building hazard resistant structures, be conscious to equitable distribution of education institutions to avoid reinforcing ethnic or religious grievances.
- Establish contingency funds to utilise for disaster response or emergency needs e.g. emergency recruitment of teachers in case of displacement or refugee influx, flexibility in staff ceilings, etc.
- Work and engage with communities to resolve any lingering land disputes over schools, conduct joint school and community risk and conflict assessments, community policing and organize joint activities.
- Address gender disparities, and empower girls and women to be agents of peace in schools and in their communities. Also ensure that Education CDRM strategies are gender sensitive.
- Establish Conflict and Disaster Management Committees at Institution level.
- Ensure education Institutions have disaster mitigation measures e.g. lightning arrestors.
- Empower schools and communities through strengthening sensitization on conflict and disaster issues.
- Enact bye-laws and ordinances to prevent or mitigate conflict and disasters, including on anti-social behaviour.
- Formulate and enforce education related bye-laws e.g. to ensure that parents contribute to school feeding and curb out migration and street children to promote pupil retention in schools.
- Promote food security interventions in schools e.g. school farming to enable food production for schools.
- Allocate resources to support CDRM activities at local government level.

## Disaster Response

**Evacuation** - Temporary mass departure of people and property from threatened locations;

**Search and rescue** – act of looking for and removing victims from a disaster site in the immediate aftermath of an event, to reduce fatalities and injury.

**Saving people and livelihoods** – Protection of people and livelihoods during emergency;

**Immediate assistance** – Provision of assistance during or immediately after disaster;

**Assessing damage and loss** – Information about impact on assets and loss to production of good and services.

### Specific actions include:

- Ensure that any response actions are implemented in a conflict sensitive way, namely those interventions are informed by and responsive to the context and relevant conflict drivers.
- Ensure availability of assembly points in school environment clearly marked and known to students and staff.
- Availability of well-trained first responder volunteer teams to conduct search and rescue and provide first aid before other relevant responders are on site.
- Maintain empowered youth groups such as girls and boys scouts with mediation skills and information about access to justice and case referral.
- Ensure availability of up-to-date and regularly maintained staff and student log books for easy tracking of missing persons.
- Ensure effective communication systems with local and national response authorities like Uganda Police, NECOC, Red Cross, etc., as well as security and intelligence agencies in case of security/violence incidents.
- Ensure school environment has safe evacuation routes only known to staff and students in case of mass student kidnaps and abductions where students can make escapes.
- Maintain contingency plans and resources to support and enable continuity of education services in a disaster event where schools can remain operational, or to enable safe return of students and staff home where the institution has to close (Business Continuity Plan)
- In refugee hosting areas, ensure availability and deployment of well trained personnel to provide counselling, and reconciliation and conflict resolution skills to incoming populations who often carry with them ethnic differences and conflicts to refugee camps and settlements.
- Ensure harmonious relationship and engagement with local community within which the institution is located to enable timely information exchange regarding violence or conflict outbreak or any other disasters.

	<ul style="list-style-type: none"> <li>- Ensure response activities are gender sensitive to cater for special needs of girls and women, and also special attention directed to younger learners / children.</li> <li>- Provide for a disaster management office at Local Government level.</li> <li>- Establish safety and security committees in Institutions and implement Indicators 12&amp;13 of the Basic Requirements and Minimum Standards Indicators for Education Institutions.</li> <li>- Ensure response is effected using a Human Rights Based approach.</li> </ul>
<p><b>Post- disaster</b></p>	<p><b>Ongoing assistance</b> – Continued assistance until a certain level of recovery;</p> <p><b>Recovery</b> - Actions taken after a disaster with a view to restoring livelihoods, infrastructure and services;</p> <p><b>Reconstruction</b> - Actions taken after a disaster to ensure resettlement/ relocation;</p> <p><b>Economic &amp; social recovery</b> – Measures taken to normalise the economy and societal living;</p> <p><b>Ongoing development activities</b> – Continued actions of development programmes;</p> <p><b>Risk Re-assessment</b> - Diagnostic process to identify new risks that communities may face in the future.</p> <p><b>Specific actions:</b></p> <ul style="list-style-type: none"> <li>- Ensure the education institution has a conflict sensitive recovery plan for post-disaster situations, and that post-disaster interventions do not fuel existing or create new conflict drivers in the affected communities.</li> <li>- Recovery and rehabilitation activities and plans should promote gender equity and equality to ensure adequate participation of girls and women.</li> <li>- Conduct evaluation of facilities to prevent reconstructing risk</li> <li>- Provide trauma and psycho-social services to students, staff and parents.</li> <li>- Review and re-adjust preparedness and contingency plans accordingly considering the gaps and lessons learned from the conflict or disaster event.</li> <li>- Engage in dialogue with local communities to ensure their participation and ownership of recovery activities for schools within their communities.</li> </ul>



## 2.0 STRATEGY FOR CONFLICT AND DISASTER RISK MANAGEMENT IN THE EDUCATION SECTOR

Disasters range in **scope** and **intensity** from incidents that directly or indirectly affect a single student to ones that have impact on the entire school community. Disasters can happen before, during or after class, and on or off campus. Conflict analyses of Uganda's education sector carried out by UNICEF in 2012 and 2014 also revealed that education is one often neglected sector during conflict assessments, and hence there is need to identify conflict drivers to better understand the underlying causes of conflict and consequent needs for conflict transformation in the context of education sector. Education also plays a key role in conflict prevention and peacebuilding. As such, a **strategic and conflict sensitive approach** is required to address a range of events and hazards both naturally and human induced, as well as conflict prevention.

The Ministry of Education and Sports has the mandate to develop and implement C/DRM strategies for educational institutions through:

- initiating dialogue and sensitization among all key stakeholders;
- developing a CDRM **Action Plan** in a participatory approach with engagement of all key stakeholders; and
- Implementing the CDRM Action Plan including its periodic monitoring, evaluation and updating.

The National Disaster Risk Reduction Platform (NDRRP), City/District Disaster Management Committee (C/DDMTC), Municipal Disaster Management Committee (MDMTC), Sub-county Disaster Preparedness and Management Committee (SCPMC), Village Disaster Preparedness and Management Committee (VDPMC), Private sector, CSO's and Community members should be involved in the action planning process.

In return, the CDRM components of the education sector action plans should be reflected in the annual programs at the city, district, municipal, sub-county, and village and parish level.

The Education Sector Conflict and Disaster Risk Management Committee (ESCDRMC) shall have the responsibility to provide oversight and to ensure that:

- education sector CDRM action plans and programs conform to National Policy on Disaster Preparedness and Management;
- education sector CDRM action plans and programs are gender and conflict sensitive
- the education curricula being implemented includes disaster prevention and management, and promotes conflict prevention and peacebuilding
- optimal budgetary allocation has been obtained, and facilitate resource mobilization outside government funds; and
- the education sector CDRM plan has an adequate system of monitoring and evaluation of plan implementation.

As per the goals set by the HFA 2005-2015<sup>2</sup>, the education sector activities below have been identified under the five recommended priorities for Action. Although HFA 2005-15 did not include conflict, it is important to consider it in the planned strategies, and especially now that conflict is one of the key proposed inclusions in the post-2015 Framework for Disaster Risk Reduction.

<sup>2</sup> Hyogo Framework of Action 2005-2015 (HFA) is the consensus strategy adopted by 168 member countries in the UN World Conference on Disaster Reduction in January 2005 in Kobe for spearheading the task of disaster risk reduction globally. The HFA 2005-2015 was developed based on the gap analysis in the national and global efforts in DRR in the preceding decade from 1994-2004.

This guideline should also be implemented in close consultation with other existing frameworks within the Ministry of Education and Sports e.g. The Education (Pre-primary, Primary and Post-primary) Act 2008, and the Basic Requirements and Minimum Standards & Indicators for Education Institutions, 2010; Indicators 12 & 13.

Below is a list of strategies for CDRM in Educational Institutions aligned to the Hyogo Framework for Action;

## STRATEGIES FOR C/DRM IN THE EDUCATION SECTOR

### **PRIORITY 1: *Ensure that Conflict and Disaster Risk Reduction in Educational Institutions is a National and a Local Priority with a Strong Institutional Basis for Implementation.***

- Formulate educational policies for providing adequate knowledge and skills for reducing disaster related risks and mitigating conflict;
- The Ministry of Education and Sports should direct respective agencies to develop the CDRM curricula;
- Initiation and formulation of CDRM teams at Institutional level as well as class level etc., to assess structures at school, class etc. and to make recommendations.
- Establish mechanism to recognize schoolteachers, students and parents as change agents to raise awareness in the communities;
- Take advantage of the communication network from central to village level of the Ministry of Education and Sports (MOES) in disseminating CDRM Messages;
- Ensure that communities around educational institutions are one of the main target groups for imparting knowledge on CDRM;
- Encourage and promote Disaster Safety Programs in educational institutions;
- Recognize education institution leadership in the implementation of CDRM education and awareness programs;
- Ensure that implications of CDRM initiatives are included in the existing system of monitoring and supervision of education programs. Include indicators on gender and conflict sensitivity.
- Disseminate relevant policies e.g. National DPM Policy, Climate Change Policy etc. to educational institutions, District Councils, Technical Planning Committees, Lower Local Government Councils, Foundation Bodies etc.
- Analyse the education curriculum to ensure it promotes preparedness and resilience to disasters, as well as conflict risk reduction.

### **PRIORITY 3: *Better Knowledge Management for Building a Culture of Safety and resilience***

- Formulate elaborate and specific plans to disseminate CDRM education at different levels;
- Organize programs with issues relating to conflict and disaster risk reduction in educational institutions;
- Broaden the coverage of CDRM in curriculum and integrate CDRM concept and issues at all levels of formal and non-formal education programs;
- Provide CDRM related training to strengthen Conflict and Disaster Risk Management (CDRM) curriculum base by integrating relevant learning experiences among the government agencies, NGOs\INGOs, CBOs and donors in carrying out DRM related activities;
- Design community level disaster preparedness courses and training programs;
- Carry out mapping exercises for CDRM purposes in educational institutions;
- Impart knowledge and skill and disseminate information on CDRM to school level students and staff;
- Arrange for detailed illustrations in textbooks so that the students have a clear understanding of hazards and risks;
- Design special learning materials for children to participate in CDRM.
- Transfer knowledge on CDRM to communities through trainings and sensitization;
- Derive lessons for dissemination from traditional knowledge and values on CDRM
- Expose students to practical experience relating to CDRM;
- Train educators and orient parents about conflict drivers and disaster risks and their mitigation measures;
- Organize programs to management committees in educational institutions and parents on conflict and disaster risk reduction.

## STRATEGIES FOR C/DRM IN THE EDUCATION SECTOR

**PRIORITY 2: *Identify, assess and monitor conflict and disaster risks and enhance early warning.***

- Make necessary financial resources available to impart CDRM knowledge and skills;
  - Assess disaster vulnerability of educational institution by for example; proactively initiating school-mapping process focusing on conflict and other disaster risks, helping identify and agree on key risks in the area and how they should be tackled. This activity can be undertaken by experts with participation of school staff, students and local community members.
  - Undertake informal education on “hazard hunt” and use of simple kits such as a rain gauge, makeshift seismographs, etc, should be promoted in educational institutions.
  - Encourage development of tailor made hazard and risk identification plans and ensure child-friendly kits are developed to increase children’s participation in risk monitoring and early warning.
  - Build up an education sector which meets the needs around technical industries, to partly address unemployment.
  - Conduct a conflict analysis of the environment or location of education institutions at micro level and the national political economy analysis at a macro level to establish the past, present and potential likelihood of and impact of conflict on the education system. Ensure the incorporation of findings into planning and regularly update the same.
  - Utilise students to study and identify social norms and attitudes to violence that may impact peace and stability, in close cooperation with communities
  - Involve learners, including children in monitoring weather and sensitize them on climate change mitigation and adaptation strategies.
  - Encourage pre-disaster vulnerability assessment to determine needs of vulnerable groups including children and girl learners.
- Develop and promote programmes on conflict prevention and resolution amongst learners and their communities.

## STRATEGIES FOR C/DRM IN EDUCATION SECTOR

### **PRIORITY 4: Reducing Risks in Key Sectors and Establishment of Mechanisms for CDRM.**

- Ensure safe, stable and hazard-free land available for construction of buildings for educational institutions, including putting in place fire hedges in institutional compounds;
- Ensure that all new school buildings have improved seismic performance and disaster-resistance by compliance to building code;
- Encourage seismic retrofitting of public schools on a priority basis involving the concerned communities;
- All old school buildings should be fitted with lightning arrestors and same made compulsory for designs of new buildings.
- Involve youth groups in dissemination of CDRM information and awareness raising programs. Have students educate their parents on CDRM issues;
- Develop guidelines for organizing conflict and disaster awareness programs and encourage student/teacher/parents to implement those. Such programs could be mass rally, drills, essay competitions, disaster mitigation and preparedness games, quiz contests, street dramas, etc, and local communities should be encouraged to participate;
- Train local masons on disaster risk reduction techniques while constructing flood and earthquake-resistant buildings for educational institutions.
- Promote conflict sensitive curriculum and training programmes to reduce the likelihood of conflict in society.
- Encourage a culture of environmental protection including tree planting amongst learners to mitigate effects of adverse climate.
- Integrate CDRM into the main education curriculum
- Encourage and promote a culture of gender sensitivity in CDRM Compliance
- Involve religious and cultural leaders in promoting conflict and disaster awareness in institutions and communities.

### **PRIORITY 5: Enhance Preparedness for Effective Response.**

- Have institutions consider CDRM issues in preparing their improvement plans (IPs);
- Ensure that all educational institutions have conflict and disaster preparedness and evacuation plans, and that they conduct regular disaster drills;
- Mandate monitoring and supervision of the construction of physical facilities based on the building code;
- Incorporate CDRM issues into teacher training packages;
- Engage students in practical experience relating to conflict and disaster preparedness;
- Encourage and gradually make it mandatory for all educational institutions to preposition emergency supplies. This should be a part of their conflict and disaster preparedness plan;
- Prepare disaster kits and other promotional materials to suit local needs;
- Identification of safe areas or zones for evacuation during emergencies
- Carry out research and development programs on CDRM for better disaster preparedness, especially for adapting the existing methods to the local context.
- Undertake regular monitoring of conflict triggers within Communities and the neighbouring countries to enhance preparedness.
- Develop supplementary training packages for schools especially in refugee hosting communities where learners tend to manifest conflict behaviour carried over from originating countries, and where tensions with host communities are often manifest.
- Ensure response interventions are cognisant of special needs of children and girls / women.
- Designate a focal person in Ministry of Education to coordinate CDRM activities.

The priorities above will help institute risk-aware and conflict sensitive policies, and support implementation of prevention and mitigation programs.

### 3.0 APPROACH FOR CONFLICT AND DISASTER RISK MANAGEMENT IN EDUCATIONAL INSTITUTIONS

This approach draws heavily from the aforementioned **Priorities for Action**.

**Conflict and Disaster Risk Management is a continuous process** in which all components of the phases are reviewed and revised (see Figure 1.1). They can be updated based on *experience, research, and changing vulnerabilities*. The figure below shows a primarily DRM cycle but the same can be applied to conflict, because it follows a similar cycle.



**Figure 1.1** Disaster Risk Management Cycle

**Mitigation/prevention** addresses what educational institutions and districts can do to reduce or eliminate risk to life and property, and/or neutralize the risk of violent conflict outbreak.

**Preparedness** focuses on the process of planning for the worst case scenario.

**Response** is devoted to the steps to take during a conflict or disaster

**Recovery** Involves the after-action steps to review the success of response to an event, evaluate damage and loss to support rehabilitation and reconstruction planning, and also gather lessons to improve future preparedness.

Critical steps in Conflict and Disaster Risk Management including **Reviewing, Monitoring and Evaluating** each incident to identify what worked, what didn't, and how future operations could be improved. Lessons learnt should be used to continually update and strengthen existing plans.

An organized management structure is vital for an effective approach to conflict and disaster risk management in educational institutions. Thus, both immediate response operations and long-term CDRM strategies require effective cross-sectoral planning and implementation mechanisms.

All stakeholders in the education sector need to be ready for all risks that they face to handle crises, large and small, to keep students and staff out of harm's way.

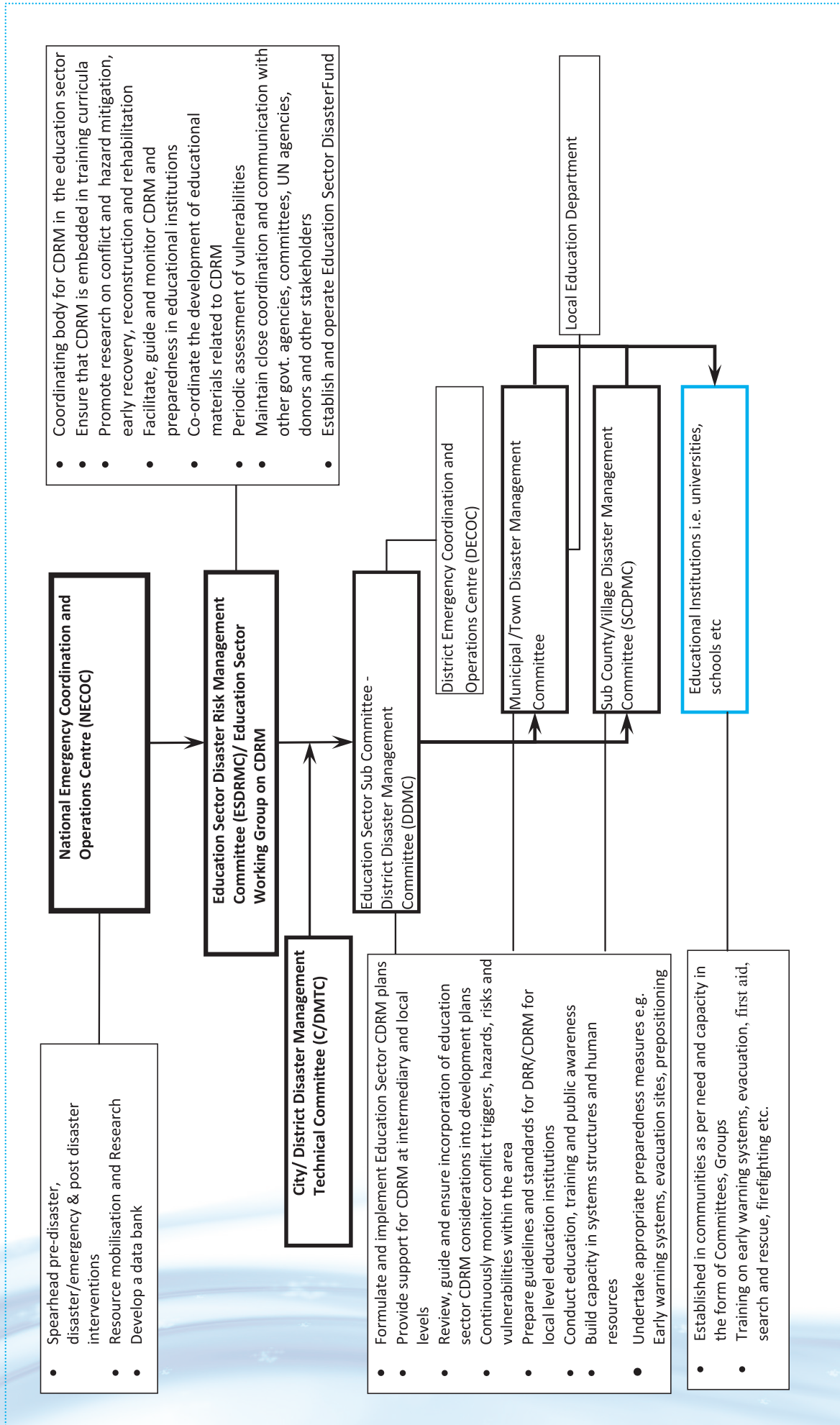
On this premise, a **coordination mechanism** is needed to clarify roles of different stakeholders. Knowing what to do when faced with a crisis can be the difference between calm and chaos, between courage and fear, between life and death.

**Effective conflict and disaster risk management** begins with leadership at the top. Top leadership helps set the policy agenda, secures funds, and brings the necessary people together across agencies. Leaders including head-teachers, directors, and disaster management committee members at educational institutions should work together to make disaster management a priority. At grassroots level, they should help communities near educational institutions accept and inform the planning process, and tailor plans to fit their needs.

It is important to have management teams at all levels and clarify their roles. Figures 1.2, 1.3 & 1.4 show the institutional structure, roles and linkages (horizontal and vertical) required to ensure effective operationalization of CDRM in educational institutions.

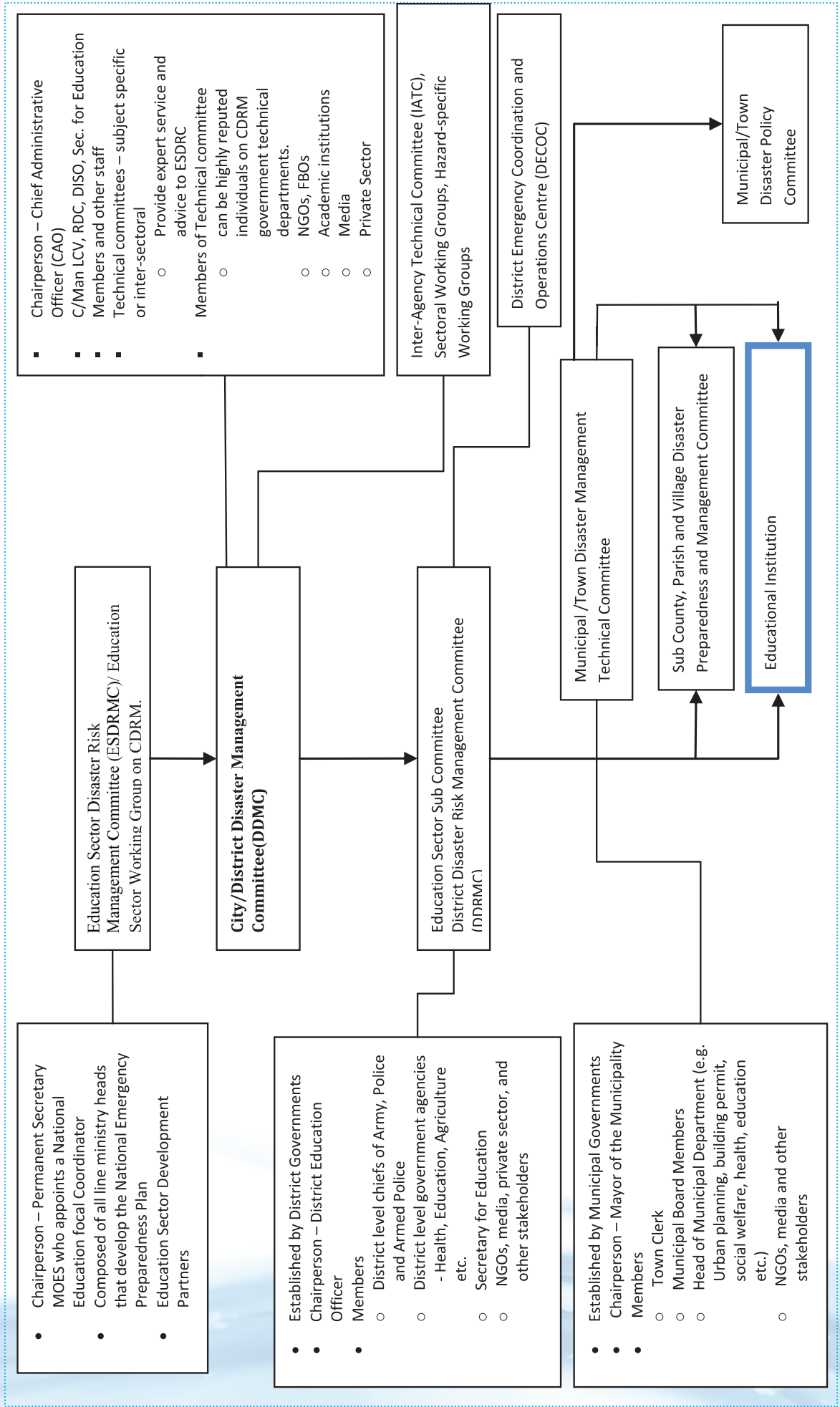
## 1.1 COORDINATION MECHANISM

Figure 1.2: Institutional Structure for National Conflict and Disaster Risk Management and Roles of Key Stakeholders



**COORDINATION MECHANISM**

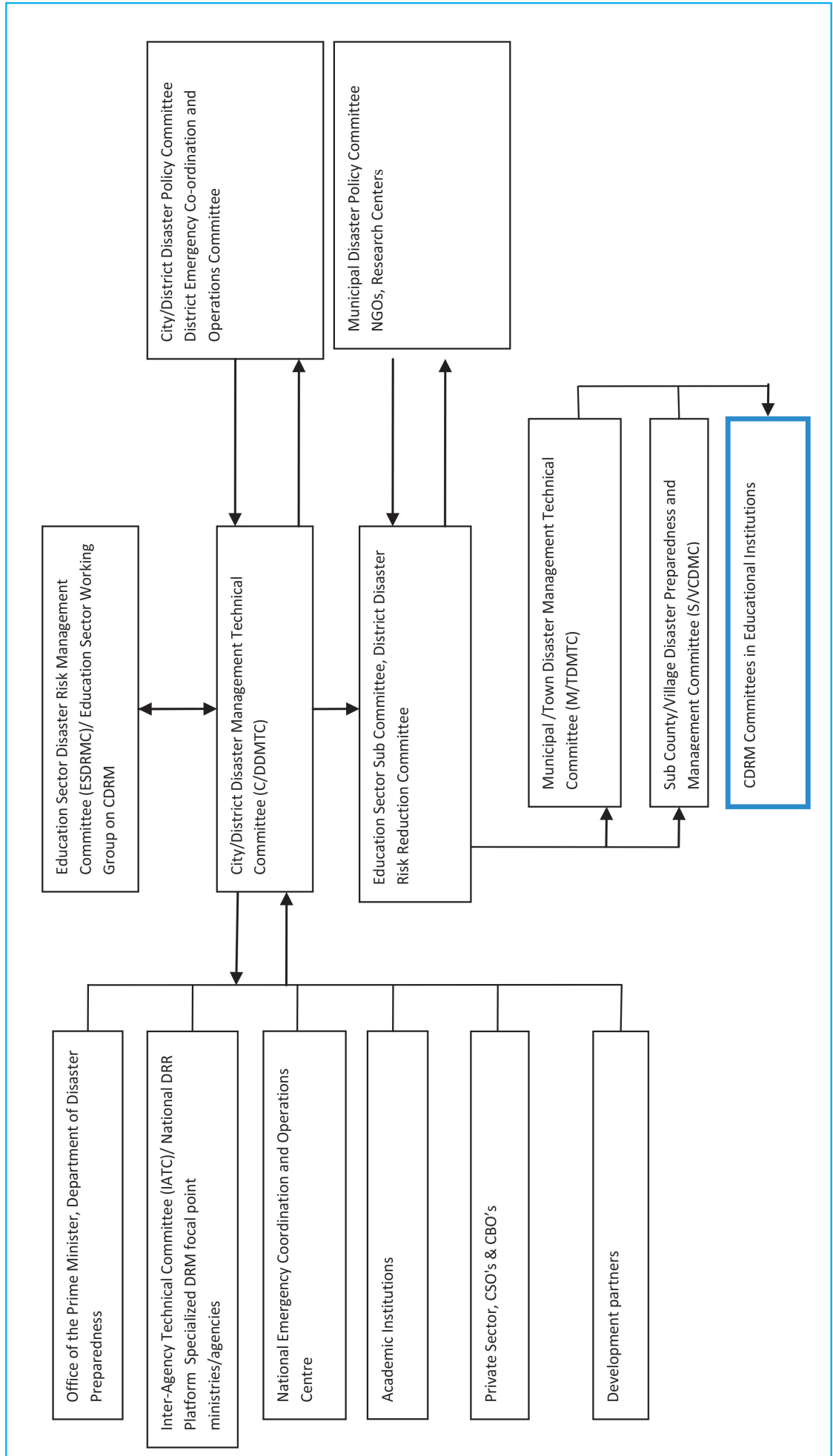
Figure 1.3: Structure of Conflict and Disaster Risk Management Teams in the Education Sector





**COORDINATION MECHANISM**

Figure 1.4: Linkage/Relationship of ESDRMC with Government, Local Government and Other Agencies



## 1.6 Stakeholders for CDRM in Educational Institutions

The key stakeholders include:

- Principal /Head-teacher
- Members of School Management Committees & Board of Governors.
- Teachers and support staff
- Learners and pupils
- Conflict and Disaster Risk Management committee at the educational institution
- Parents-Teachers Association
- City/Local Government DRM Committee
- Community leaders and community members
- Local Disaster Management Committees (Sub Municipal/ Town/County/Village Disaster Preparedness and Management Committee (SCDPMC)
- Local Fire Services Department
- Local Uganda Police Force
- Uganda Red Cross Society (URCS)
- Engineers, Doctors
- Local NGOs
- Religious leaders
- Cultural leaders

Safety at any educational institution is achieved by ensuring the physical and psychological safety of students, teachers and support staff in the event of any disaster or conflict. This requires policy level interventions, multi-hazard resistant infrastructure, continuous conflict and disaster preparedness, mitigation and prevention initiatives, regular vulnerability assessment, systematic monitoring of conflict situations in community and across borders, and periodical hazard assessment by students, teachers, community members and other stakeholders. And at every planning level, conflict sensitivity should be mainstreamed. **A safe education institution requires:**

<b>Policy measures</b>	<p>This entails national or local level rules, <b>regulations, and policies such as inclusion of conflict and disaster risk management in the syllabus, review of education curricula to ensure it is conflict sensitive and transformative, legal requirement to install firefighting equipment and lightening arresters in educational institutions, statutory requirement to make funding provision for safety in educational institutions, rewarding compliant Institutions and measures for punishing non-compliance in institutions and service providers.</b></p> <p>Policy measures are useful in terms of wide coverage, statutory requirement and setting up an enabling environment for structural as well as non-structural interventions.</p> <p>There is need for a policy for routine inspection on facilities / buildings by the national and district committees.</p>
<b>Structural measures</b>	<p>Strengthening or constructing multi-hazard resistant buildings, provision of open space on campus, installation of fire safety equipment, fire escape routes in buildings and construction of ramps for the physically challenged persons and landmarks for the blind.</p>
<b>Non-structural measures</b>	<p>Preparation of conflict and disaster management plans in educational institutions, training and capacity building of teachers, students and some district leaders on conflict and disaster management, including Training of Trainers, awareness generation on Do's and Don'ts of various disasters, conflict risk analyses, supporting community integration and ownership, strengthening local conflict resolution capacity, capacity and vulnerability assessments, organizing mock drills to check preparedness and identify areas of improvement.</p>

Below are **ACTIONS STEPS** needed for Conflict and Disaster Risk Management considering the **full range** of what educational institutions can do to avoid disasters (when possible), or lessen their impact.

## 4.0 ACTION STEPS FOR ENSURING SAFETY IN EDUCATIONAL INSTITUTIONS

**STEP I:** *Orientation of Teachers, Learners, SMCs, BOGs, and Other Stakeholders on Conflict and Disaster Risk Management and Mass Awareness in Educational Institutions*

### **Orientation Meetings on Disaster Management, including conflict prevention and peacebuilding in Educational Institutions**

As a first step towards 'Safe Educational institutions / Environment', orientation meetings on conflict and disaster management should be organised. The objective is to create understanding for the need of a Conflict and Disaster Risk Management Plan at the education institution. The following issues can be discussed in the meeting:

- I. Probable hazards in and around an institution;
- II. Conflict analysis of the institution and its surrounding area
- III. Collection of views on the existing curricula to ensure it has no language or symbols of bias or discrimination that could enhance or trigger conflict.
- IV. Likely impact of conflict and disasters on an institution;
- V. Steps required to mitigate the impact of conflict and disasters;
- VI. Advantages of disaster preparedness and mitigation measures;
- VII. Resources required;
- VIII. Potential individuals and organisations to support conflict and disaster preparedness measures;
- IX. Awareness generation on Do's and Don'ts of various disasters.
- X. Early warning signs of possible disasters in particular localities

The Principal/head teacher, teachers, selected students from senior classes, local NGOs, volunteers, Civil Society, URCS, religious leaders, elderly people from the community, local Fire Services Department and the District Emergency Coordination and Operations Committee representatives should participate in the meeting. Representation of female teachers and students, and students from marginalized communities should be encouraged in the meeting.

The orientation meeting will help all stakeholders to come at one platform and set a stage for conflict and disaster risk management at the institution.

In case an institution has a limited number of students and teachers, but is closely located to another institution, the orientation meeting can be organised jointly. DECOC, local NGOs or individuals with expertise in disaster management and conflict prevention and peacebuilding can facilitate these meetings.

## Awareness Generation

In order to create a sound environment for conflict and disaster risk management, awareness generation on Do's and Don'ts of disasters is important. Awareness generation can be done by using various medium based on local conditions and available resources. A few examples are as follows:

- I. Poster Competition on Conflict and Disaster Management theme can be organised and selected posters can be displayed on your institution's notice board;
- II. Essay, debate and quiz are effective tools to create conflict and disaster awareness;
- III. "International Day for Disaster Reduction" is observed on **2nd Wednesday of October**. Some awareness activities can be undertaken to commemorate this day and even a disaster safety week or month can be observed to mark this day;
- IV. International Peace day is also observed every 21<sup>st</sup> day September. Peace building and conflict prevention activities can therefore be organized for schools annually along determined themes to raise awareness. Encourage participation of local community members where possible.
- V. Street plays, radio talk shows, drama or songs can be developed with information on Do's and Don'ts of conflict and disasters;
- VI. A pledge ceremony can be organised in which students and teachers take a pledge to contribute to conflict and disaster risk management at their institution and community;
- VII. Photo exhibition or display of newspaper clipping on disaster management can be organised. These can be on conflict and disaster risk management in general or on specific disasters;
- VIII. Experience sharing session or talks on lessons learnt can be organised, where an expert in disaster management and conflict or teacher or student can share experiences on past disasters, conflicts, preparedness etc;
- IX. Disaster Management and Peace clubs on the lines of nature's club or eco-club can be constituted to create interest and awareness among children / students;
- X. Exposure visit of the students to a nearby Fire Services Department, URCS or NGO working on disaster management and / or conflict issues can be done to create interest on disaster risk management among the students;
- XI. Pamphlets, wall painting, live demonstration, photo collection, etc on conflict and disaster management theme are some other means to create awareness among the students.
- XII. School staff and students should be encouraged in sensitization of the new conflict and disaster drivers / triggers particularly climate change and how it accentuates other hazards. Climate change is already adding a new dimension to conflict i.e. conflict over natural resources including agricultural and grazing land, and water.

## **STEP II:** *Constitution of Conflict and Disaster Management Committees in Educational Institutions*

### **Composition of the Educational Institution Conflict and Disaster Management Committee**

Conflict and Disaster risk management is a long-term and regular activity which requires involvement of various stakeholders. Hence, any educational institution should constitute a Conflict and Disaster Risk Management Committee (CDRMC). The Committee should be headed by the Principal or the Head Teacher, and its membership should be gender sensitive. Where active, the Institution might utilise existing school management structures and adding them CDRM roles e.g. the School Safety and Security Committee.

The suggestive members are as follows:

- I. Teachers;
- II. Senior grade students , learners;
- III. Uganda Red Cross Society volunteers;
- IV. Local NGO representatives;
- V. Parents teachers Association representatives.
- VI. Members of the School Management Committees and Board of Governors.
- VII. Representatives of Faith based organizations or religious leaders

The committee may also include experts from the community, either as committee member or as a resource person. They may include:

- I. Local Fire Services Department;
- II. Engineers and architects;
- III. Geologists;
- IV. Local council one representative;
- V. Secretary for security
- VI. Persons trained in Conflict and Disaster Risk Management;
- VII. Representatives of District Emergency Coordination and Operations Committee (DECOC);
- VIII. Representatives of the district education department, district health department, and environment and natural resource department, etc.
- IX. Representatives of mass media houses

## Roles and Responsibilities of the Conflict and Disaster Risk Management Committee (CDRMC)

The Conflict and Disaster Risk Management Committee will be the overall in-charge for Conflict and Disaster Risk Management at any educational institution. It will perform the following duties:

- I. Prepare the institution's Conflict and Disaster Management Plan, bearing in mind the different education levels and needs e.g. child friendly plans for young learners;
- II. Implement of the CDRM plan with the support of other stakeholders;
- III. Organise mock drills in consultation with experts to check disaster preparedness on campus and identify gaps;
- IV. Update the institutions Conflict and Disaster Risk Management Plan at regular intervals;
- V. Serve as an extended arm of the District Emergency Coordination and Operations Committee for disaster management in the context of the institution;
- VI. Constitute conflict and disaster management teams on various themes of disaster management and delegate identified responsibilities;
- VII. Dissemination of the institution's conflict and disaster risk management plan to all stakeholders.

*The committee should periodically hold meetings to review the progress of the Conflict and Disaster Management Plan implementation and chalk out future course of action for disaster preparedness and mitigation.*

### STEP III: Vulnerability and Capacity Assessment in Educational Institutions

#### Vulnerability Assessment in Educational Institutions

The objective of this step is to identify risks faced by an institution due to conflict and hazards and assess the existing capacities to cope with conflict and disaster situations. It can be started with profiling of the past disasters and their impact on an institution and its surrounding. Also assess the conflict probability in the institution and its environment. Study the past occurrences and existing trigger factors even though silent. This helps to give a projection of what is likely or unlikely. When assessing vulnerability, it is prudent to consider special groups like children, disabled students and gender needs. Vulnerability will also be affected by level of awareness regarding different hazards and conflicts and existing preparedness and mitigation measures. The historical timeline can be prepared by an institution's Conflict and Disaster Risk Management Committee through discussions among the committee, and consultation with local committees such as the District Emergency Coordination Committee and Operations (DECOC) etc.

The timeline can be captured in the format below:

Month and year	Type of Disaster / conflict	Impact	Impact on the Educational institution	Any other Information

In addition, other disasters which have not hit/occurred in the past but there is possibility of occurrence should be identified. These can be earthquakes, etc. as return periods of these disasters are relatively long. Also study the conflict cycle of the area where the institution is located to determine conflict potential, latent conflicts and recurrence trends.

After identifying the hazards, it is important to prepare the Hazard Calendar or Seasonality of Hazards as it helps in preparedness planning according to season specific disasters.

### Hazard Calendar (Seasonality of Hazards)

Month	Hazard											
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
<b>Flood</b>												
<b>Land-Slide</b>												
<b>Drought</b>												
<b>Fire</b>												
<b>Epidemics</b>												
<b>Others</b>												

### Potential hazards within educational institution premises which are localised include:

- I. Uncovered manholes;
- II. Un protected serving places;
- III. Old pit latrines;
- IV. Narrow stairs or stairs without railings;
- V. Stampede during break or otherwise;
- VI. Unmanned swimming pools;
- VII. Unsecured playgrounds;
- VIII. Exit doors and windows locked during study hours;
- IX. Live exposed electrical wires on the ground;
- X. Tall bookcases or cabinets not bolted to the wall;
- XI. Accidents from sports equipment;
- XII. Area where inflammable liquids are stored and not secured.
- XIII. Psychological hazards e.g. evil spirits

**Potential hazards in the vicinity of educational institutions which can affect students, teachers, etc. include:**

- I. Power cable and electricity transformer;
- II. Big trees and branches;
- III. Highway or railway track;
- IV. River, dam, fishing ponds, lakes, etc.;
- V. Industrial factories, chemical factories;
- VI. Unprotected wells, pits, etc.
- VII. Refugee influx
- VIII. Violent conflict
- IX. Acts of terrorism
- X. Expired chemicals in laboratories.

**Note:** *The structural safety of buildings at any educational institution is very important and a certified engineer or architect can help in assessment of the structural safety.*

**Potential conflict triggers within and outside the educational institution.**

It is important to note that conflicts do not simply happen, are dynamic, and follow through different cycles and trends. There is need to understand the triggers and trends of potential conflict in order to determine the vulnerability of an educational institution. This can be done through a conflict mapping and/or analysis. This should include studying and analysing the profile, causes, triggers and actors in a conflict. Below is an example of a conflict map / analysis template.

Type of conflict	Triggers / causes	Actors	Location	Effects	Impact on education institution	Mitigation tips

When conducting a conflict analysis, the following elements need to be considered.

- What type of conflict is anticipated (also record types of past conflicts)
- Who are the potential actors
- What would be their interests and their capacities
- What are the causes of the conflict
- What are the possible conflict case scenarios
- Where does or would the conflict take place (think of vicinity to the institution).

The Institution’s Conflict and Disaster Management Committee should therefore develop appropriate tools in consultation with key stakeholders to enable mapping and analysis of a conflict risk.



The 2012 Uganda Conflict Analysis (UNICEF PEAP) identified drivers of conflict at the national level as;

- I. regional and national security concerns,
- II. tension between political and cultural authority,
- III. concerns about political inclusion,
- IV. shrinking space for civil society,
- V. uneven infrastructure development,
- VI. economic development and human security concerns,
- VII. natural resource (mis)management,
- VIII. land disputes,
- IX. inequitable government service delivery,
- X. demographic 'youth bulge',
- XI. limited social and cultural capacities for reconciliation and peacebuilding, and
- XII. Social norms legitimising violence.

At the regional / sub-regional level, the analysis focused on Karamoja, Acholi, West Nile and South Western Uganda. Conflict drivers identified were;

- I. environmental (resource) related conflicts,
- II. natural resource administration,
- III. poverty,
- IV. poor government service provision,
- V. youth unemployment,
- VI. land disputes,
- VII. marital / family issues,
- VIII. violence against children,
- IX. gender based violence,
- X. post-traumatic stress and mental health / substance abuse,
- XI. tribal / ethnic/clan identity,
- XII. religious / denominational differences,
- XIII. Political representation and tensions.

Other potential conflict drivers include:

- I. On-going rebellion or armed conflict between state and non-state protagonists.
- II. Prolonged dry spells especially for pastoral communities / areas leading to competition over scarce natural resources
- III. Increased number of new students from refugee influxes or internally displaced populations placing additional burdens on already overstretched services
- IV. Existing after-effects of a previous conflict especially where teachers and students were not well equipped with conflict resolution and reconciliation skills.
- V. Conflict insensitive education curriculum e.g. reinforcing societal differences and marginalization.

## Capacity Assessment of the Educational institution

After risk analysis, capacity assessment of your institution should be done. The assessment should focus on availability of:

- I. Sand bags, fire extinguishers, fire spatula, etc. to extinguish fire;
- II. Telephones on campus for communication;
- III. Radios and mobile phones that can be used to receive early warning;
- IV. Trained first aiders (students and teachers);
- V. Designated open space on premise or vicinity which can be used for evacuation;
- VI. Bell (s) and alarm systems for warning or alert;
- VII. A list of learners and staff with skills that can help in rescue (swimmers etc.);
- VIII. A list of existing capacities within your institution and nearby locations (e.g. 1st floor of building(s) can be used as safe shelter from storm surge or flood);
- IX. Emergency water storage facilities;
- X. First aid bays /Sick bays.
- XI. Good quality instructional materials in schools for peace, reconciliation and conflict resolution
- XII. Availability of a conflict-sensitive education curriculum
- XIII. Well trained, prepared and willing teachers to incorporate discussions around conflict and employ conflict sensitive teaching skills in school.

### *STEPS IV: Conflict and Disaster Management Plans in Educational Institutions*

#### **Content of an Educational Institution's Conflict and Disaster Management Plan**

An institution should have a Conflict and Disaster Risk Management Plan (CDRMP) to assess vulnerabilities, capacity, and identify disaster preparedness and mitigation measures. CDRMP helps in bringing stakeholders together and avoids confusion or duplication of effort. The CDRMP is prepared by the CDRMC with the support of others.

The Conflict and Disaster Risk Management Plan should be simple and easily understandable. For institutions with young learners, child friendly plans should be developed. The plan should include the following:

- I. Introduction about the institution;
- II. Vulnerability and capacity assessment;
- III. List of members of the institution's Conflict and Disaster Management Committee, teams and their contact details;
- IV. Roles and responsibilities of the Committee and the Teams;
- V. Plan for the training of conflict and disaster management teams;
- VI. Mock drills and updating of the plan;
- VII. Do's and Don'ts of various disasters;

- VIII. Contact details of the local authority, police and security agencies, DECOC, URCS, NGOs, doctors, hospitals, ambulance services, etc.;
- IX. Educational Institution map and community maps.

*The above mentioned elements are indicative, and addition, deletion or change of sequence can be done to meet the needs of the school.*

### **Educational Institution Map**

A map is an essential part of the plan and requires a detailed situation analysis. This exercise can be carried out by the teachers and later be shared with the students. The map shall show the following components:

- I. All physical structures such as buildings, classrooms, staff rooms, library, toilets, laboratories, identified places to keep emergency equipment (Communication system, Fire extinguisher, Fire hooks, Sand bags, First Aid kit, etc.);
- II. Identified, undisturbed evacuation paths which can be used in an emergency;
- III. Identified safe place (assembly point) on or outside campus premises where students can be evacuated;
- IV. Classroom evacuation maps might be included to show the process of evacuation of students by columns, beginning with those next to the exit;

A second map should capture the community where the institution is located. It should be produced in cooperation with parents and community leaders. This map shall include the following components:

- I. Geographical characteristics (lakes, rivers, higher/lower grounds, hills, beach, etc.);
- II. Transport (roads, bridges, boats, railway, etc.), evacuation routes and safe areas or shelters, buildings including the nearest available resources (Public Phone, Police Station, Health Centre, Uganda Red Cross Society, Church, Mosque, etc.);

The maps should be displayed at various points including notice boards on campus. This will help to show the nearest exit and evacuation route to anyone who looks at the map. Safe evacuation paths should be clearly marked with arrows which should be preferably in red colour. Alternative access routes at your institution along with the nearest key infrastructures should also be included. Evacuation routes and emergency exits can be indicated with arrow signs.

## ***STEP V: Constitution of Conflict and Disaster Management Teams and Capacity Building in Educational Institutions***

### **Educational Institution Conflict and Disaster Management Teams**

An institution's Conflict and Disaster Risk Management Committee (CDRMC) is overall in-charge of implementing the Conflict and Disaster Risk Management Plan. It can seek help from others such as the DECOC, NGOs, URCS, etc. in an appropriate manner.

The CDRMC should constitute conflict and disaster management teams on various themes of

conflict and disaster management for effective implementation of your Conflict and Disaster Risk Management Plan. All disaster management teams are coordinated by the committee.

### Suggested teams are as follows:

- I. Early warning dissemination team
- II. Evacuation team
- III. Search and rescue team
- IV. First aid team
- V. Site security team
- VI. Awareness generation team
- VII. Conflict Prevention and peacebuilding team

### Key Considerations

- I. The team composition and the number of its members should be flexible according to your institution's capacity and specific requirements;
- II. The team should include an administrator, teachers and students; if possible each team should be led by a teacher;
- III. Each team can have 4 to 7 members;
- IV. In case of limited number of teachers and students, some of the teams can be merged.
- V. Teams should have a good gender balance. And care should be taken to ensure equal representation of marginalized groups / ethnicities.

### Conflict and Disaster Risk Management Committee and Teams Meeting

The committee and teams should meet at least three times a year in order to prepare and conduct awareness activities and mock-drills as well as to update the Conflict and Disaster Management Plan. A meeting with resource persons should take place at least once a year for the preparation of an annual mock drill together with the community.

At the beginning of the academic year, conflict and disaster preparedness activities shall be included in your institution's development plan.

### Roles and Responsibilities of the Teams

The roles and responsibilities of each team are shown in the tables below:

## I. EARLY WARNING DISSEMINATION TEAM

### ROLES AND RESPONSIBILITIES

<b>BEFORE</b>	<ul style="list-style-type: none"> <li>✓ Listen to weather news on radio or television or read the weather section of the newspaper</li> <li>✓ Educate the students regarding type of warning (ringing style of the bell, etc.) in case of a disaster</li> <li>✓ Ensure availability of warning devices (bell, Megaphones, etc.), preferably manual</li> <li>✓ Ensure that at least two members of the team are always available to give warning signals, whenever required</li> <li>✓ Notice boards may be used to give information regarding early warning signs</li> <li>✓ Keep contact details of the local offices of the District Emergency Co-ordination and Operations Committee, Fire Services Department, Hospital, etc. for warnings on disasters within the community.</li> <li>✓ Involve community in sensitization of warnings and miss-use of warning devices.</li> <li>✓ Organize and conduct emergency drills for disasters e.g. storms, lightning, etc.</li> </ul>
<b>DURING</b>	<ul style="list-style-type: none"> <li>✓ Raise alarm in a pre-decided manner</li> <li>✓ Use bells or Megaphones, to pass information</li> <li>✓ Inform security personnel to open all exit routes, if not open</li> <li>✓ Switch off power supply, if required</li> </ul>
<b>AFTER</b>	<ul style="list-style-type: none"> <li>✓ Check, if any student is still in need of help</li> <li>✓ Assist your institution in informing the parents of affected students</li> <li>✓ Ask everyone to be alert, if there is possibility of the disaster striking again</li> </ul>

## II. EVACUATION TEAM

### ROLES AND RESPONSIBILITIES

<b>BEFORE</b>	<ul style="list-style-type: none"> <li>✓ Be aware of the warning signal</li> <li>✓ Ensure that evacuation routes are clearly indicated</li> <li>✓ Exit doors are open and free of obstruction</li> <li>✓ Keep up-to-date records of students and take headcount of students in each class</li> <li>✓ Ensure that students do not get panic, and they evacuate in an organized manner if a disaster strikes</li> <li>✓ Prepare a team to meet such eventualities in the best possible manner</li> <li>✓ Organise and practice mock drills in consultation with other teams and your institutions CDRMC</li> <li>✓ Prepare evacuation materials and have equipment in place e.g. Fire extinguishers</li> </ul>
<b>DURING</b>	<ul style="list-style-type: none"> <li>✓ Check if anybody is still in need of help of being evacuated</li> <li>✓ Seek help from the Search and Rescue Team, if needed</li> <li>✓ Keep track of children within the institution that might require special support</li> <li>✓ Allow re-entry to students after all clear signal is given</li> <li>✓ Ensure discipline of evacuators.</li> <li>✓ Evacuate students as soon as possible</li> </ul>
<b>AFTER</b>	<ul style="list-style-type: none"> <li>✓ Ensure that the students come out in single file in case of evacuation</li> <li>✓ Check that all students are out of classrooms in case of evacuation</li> <li>✓ Identify students who will assist the physically challenged students in evacuation</li> <li>✓ Ensure students maintain discipline during evacuation</li> <li>✓ Act fast if the situation calls for that</li> <li>✓ Depending on the type of disaster, ask the students to stand in places, where there is less danger like corners, underneath tables, away from electric points, etc</li> </ul>

### III. SEARCH AND RESCUE TEAM

#### ROLES AND RESPONSIBILITIES

<b>BEFORE</b>	<ul style="list-style-type: none"> <li>✓ Train members of the team in basic search and rescue techniques</li> <li>✓ Prepare a detailed map with different exits, stairs, doors and windows clearly marked.</li> <li>✓ See whether a bus or any other means of transport is available on campus</li> <li>✓ Ensure fire system is functional, if available</li> <li>✓ Ensure availability of emergency windows in every class, if possible</li> <li>✓ Ensure fire hooks, sand bags, ropes, etc. are on campus</li> <li>✓ Keep a flag/any cloth hoisted for everyone to know wind direction, which may be of help in case of fire or gas leakage</li> <li>✓ Conduct regular drills on search and rescue tactics.</li> <li>✓ Take precaution on first sign of disaster</li> </ul>
<b>DURING</b>	<ul style="list-style-type: none"> <li>✓ Duck cover and hold at first sign of earthquake</li> <li>✓ If outside, move away from the buildings, trees, electric polls, etc.</li> <li>✓ Assist the physically challenged students in case of need</li> <li>✓ Assist the Evacuation Team</li> </ul>
<b>AFTER</b>	<ul style="list-style-type: none"> <li>✓ Check every room/ class in the building and around the institution</li> <li>✓ Report location of the injured persons to First Aid Team</li> <li>✓ Report location of other problems to your institutions CDRMC</li> <li>✓ Report any damages to your institutions CDRMC</li> </ul>

IV. FIRST AID TEAM	
ROLES AND RESPONSIBILITIES	
<b>BEFORE</b>	<ul style="list-style-type: none"> <li>✓ Keep First Aid kit in a convenient and easily accessible place with proper labelling</li> <li>✓ Check the First Aid kit periodically and ensure its contents are protected</li> <li>✓ Be trained on how to give first aid, use bandages and what to do in case of an emergency</li> <li>✓ Seek the help of doctors, paramedical staff, URCS, Fire Brigade, other NGOs to generate awareness among students about First Aid in case of emergency like electric shock, lightning, food poisoning, snake bite, inhaling of poisonous gas, earthquake, etc.</li> <li>✓ Get trained on giving artificial respiration (CPR) to victims in emergencies</li> <li>✓ Disseminate information on health, hygiene, different ailments, etc. among the students</li> </ul>
<b>DURING</b>	<ul style="list-style-type: none"> <li>✓ Arrange for the immediate assembly of team members available and pass instruction quickly</li> <li>✓ Provide First Aid to the injured students</li> <li>✓ Provide drinking water, glucose, etc. as required by the victims</li> <li>✓ In case of excessive bleeding, use bandage and send victims to nearby hospital with the help of other team members and your institutions Conflict and Disaster Risk Management Committee</li> <li>✓ Avoid giving medicines if one is not having enough knowledge</li> <li>✓ Avoid giving any oral material to an unconscious casualty</li> <li>✓ Remove the source of disaster where applicable</li> </ul>
<b>AFTER</b>	<ul style="list-style-type: none"> <li>✓ Assist in shifting affected students to the hospital</li> <li>✓ Give psycho-social care, if possible</li> <li>✓ Seek the help of local doctor and other authority to deal with the emergency depending on its type and intensity. Assist your institutions CDRMC in informing parents of affected students</li> </ul>



**V. SITE SECURITY TEAM**
**ROLES AND RESPONSIBILITIES**

<b>BEFORE</b>	<ul style="list-style-type: none"> <li>✓ Identify assembly points in case of evacuation based on type of disaster, for example, in case of fire open space, while in case of floods 1<sup>st</sup> floor, depending on the situation</li> <li>✓ Ensure that proper exit routes are available and functional in the buildings</li> <li>✓ Ensure stairs and corridors are free of any obstruction</li> <li>✓ Ensure that all students and teachers are aware of the assembly point</li> </ul>
<b>DURING</b>	<ul style="list-style-type: none"> <li>✓ Guide the students to vacate and assemble at the pre-determined site through the pre-planned route</li> <li>✓ Take care that no stampede or chaos is created during evacuation.</li> <li>✓ Assist the Evacuation Team</li> <li>✓ Notify the search and rescue team in case of variations in numbers of students.</li> </ul>
<b>AFTER</b>	<ul style="list-style-type: none"> <li>✓ Undertake headcount at the assembly point to ensure that all have been evacuated</li> <li>✓ Assist the First Aid and Search and Rescue Teams</li> </ul>

**VI. AWARENESS GENERATION TEAM**
**ROLES AND RESPONSIBILITIES**

<b>BEFORE</b>	<ul style="list-style-type: none"> <li>✓ Organise awareness activities with your institution's Conflict and Disaster Risk Management Committee</li> <li>✓ Organize debate, poster competition, quiz and other extra-curricular activities on conflict and disaster management themes</li> <li>✓ Paste do's and don'ts of disasters on notice board and other visible locations</li> <li>✓ Form disaster management club on the lines of Nature's club or Science club</li> <li>✓ Form Peace clubs in school and education institution.</li> <li>✓ Invite Fire Services Department, OPM, DECOC, URCS, other NGOs for talks on disaster preparedness</li> <li>✓ Put up newspaper clippings or articles on disaster management on notice board</li> <li>✓ Observe "International Day for Disaster Reduction" on 2nd Wednesday of October, and "the International Peace Day"</li> </ul>
<b>DURING</b>	<ul style="list-style-type: none"> <li>✓ Assist other Conflict and Disaster Management Teams and your institutions Conflict and Disaster Risk Management Committee</li> </ul>
<b>AFTER</b>	<ul style="list-style-type: none"> <li>✓ Assist other Disaster Management Teams and your institutions Conflict and Disaster Risk Management Committee</li> <li>✓ Draw lessons from past conflicts and disasters and identify measures for improvement in disaster preparedness and response</li> </ul>

## VII. Conflict Prevention and Peace building Team

### ROLES AND RESPONSIBILITIES

<b>BEFORE</b>	<ul style="list-style-type: none"> <li>✓ Liaise with other stakeholders on CPPB activities e.g. Civil Society, OPM, etc.</li> <li>✓ Organize for celebration of Peace week annually</li> <li>✓ Establish CPPB clubs / groups in schools</li> <li>✓ Develop awareness messages on CPPB and disseminate them in school premises</li> <li>✓ Conduct regular conflict analysis for the institution and environs</li> <li>✓ Develop conflict monitoring indicators</li> <li>✓ Conduct regular conflict monitoring using set indicators</li> <li>✓ Organize dialogues in which students can report and share potential conflict triggers.</li> <li>✓ Provide a bridge between institution and neighboring communities to feed each other conflict related information.</li> <li>✓ Promote peace through music dance and drama in schools and other activities like sports, games, etc.</li> </ul>
<b>DURING</b>	<ul style="list-style-type: none"> <li>✓ Maintain regular communication with authorities, community leaders and security agencies responding to or monitoring a conflict outbreak / situation.</li> <li>✓ Disseminate information of outbreak of conflict, including violent /armed conflicts to school administration and students.</li> <li>✓ Provide evacuation and safety guidance to staff and students, with close guidance from authorities and security agencies.</li> <li>✓ Regularly monitor suspicious behavior of children / learners especially amongst new refugee influxes.</li> <li>✓ Organize sessions on peace, reconciliation and conflict resolution for new displaced populations including refugees. You may enlist support of experts.</li> </ul>
<b>AFTER</b>	<ul style="list-style-type: none"> <li>✓ Organize counselling sessions for staff and students directly or indirectly impacted by a conflict, especially as victims. This can apply to citizens as well as refugee populations.</li> <li>✓ Organize CPPB platforms to support conflict resolution and reconciliation.</li> </ul>

### Training of the Committee and the Teams

Conflict and Disaster Management Teams should be trained for their responsibilities such as evacuation, first aid, security, early warning, analysis and search and rescue. They should meet regularly for practical exercises to maintain their acquired skills. Mock drills are essential to keep the Conflict and Disaster Management Plan alive.

The training components should be discussed in the Plan and the necessary resources including but not limited to materials and trainers should be identified. Organizations that can help to provide

training include: Fire Services Department, Uganda Red Cross Society (URCS), District Emergency Coordination and Operations Centre (DECOC), and national level agencies like Office of the Prime Minister (OPM).

### *STEP VI: Dissemination of the Conflict and Disaster Risk Management Plan in Educational Institutions*

Dissemination of an institution's Conflict and Disaster Risk Management Plan to all teachers, students and supporting staff is important. The Conflict and Disaster Risk Management Plan can be read at monthly assemblies. It can also be read out and discussed in each class.

The Conflict and Disaster Risk Management Plan should be displayed on notice boards. Dissemination can be done depending on the local context. Familiarisation of the Conflict and Disaster Risk Management Plan should be done at least at the start of a new academic session so that new students are acquainted with the evacuation procedures and other contents of the plan. This can be also done termly or per semester for all staff and learners.

### *STEPS VII: Mock Drills*

Conducting drills, with participation of children, teachers, non-teaching staff and management and where possible local community, can reduce injury to students and staff because they will know what to do to avoid harm. Capacity of first responders should particularly be tested during drills. If a mock drill can be managed at least twice a term, it is very useful. One drill can be well informed in advance and the other can be a surprise one. After each mock drill, evaluation should be done to get feedback. Comments after the drills should be used to upgrade your institution's Conflict and Disaster Management Plan. Preparation of the mock drill includes:

- I. Display maps of classrooms, offices and surroundings, pictures or site plans with evacuation routes. The evacuation map should be displayed in each classroom and in other common places where it can be seen easily.
- II. Review of the Conflict and Disaster Risk Management Plan by the Conflict and Disaster Risk Management Committee and Teams and make sure that they understand all aspects of the plan.
- III. The Early Warning Dissemination Team must decide on the mode of alarm and educate all persons to know the form of the alarm (Bell, Megaphone, etc.)
- IV. The Evacuation Team must designate the assembly point and evacuation routes according to the type of disaster, i.e. when fire occurs inside, and then outside is safe.
- V. All the staff and students must know what they have to do once they hear the alarm.
- VI. Parents must be made aware of the process so they do not interfere in the safe evacuation.
- VII. The outside agencies such as Uganda Police Force, local administration, etc. must be informed of the mock drill and sometimes asked to be present during the drill.

## Key Considerations

- I. Ensure that the total number of students leave the room after the headcount of the class.
- II. In the classroom all persons must line up, form a queue, and must gather at the outside assembly area or safe area.
- III. Provide support to vulnerable groups like young children and children with disabilities
- IV. No one will run, turn back or shout. This is important to prevent panic and stampede. If there are injured students who are unable to leave on their own, the teacher should ask for help from others to take them out of the classroom.
- V. The class teacher must be the last to leave the room, and will walk together with the students.
- VI. At the safe area, there will be a headcount. If any person is missing then the information must be given to the administration, search teams and rescue teams.
- VII. The last to leave the premises should be the principal and senior staff.
- VIII. They can lock the valuables before leaving. If there is a need to evacuate outside the institution premises, they must get the help of traffic police, especially at junctions, to enable safe crossing of roads by the children.
- IX. Take feedback from all participants for required amendments to your institution's Conflict and Disaster Management Plan.

### **In case of a disaster and an emergency the following are the essential steps that should be practiced during the mock drills:**

- I. As soon as a disaster and/or an emergency occur, the students and the staff should be informed by the Early Warning Dissemination Team.
- II. Initial steps should be taken to control the emergency, e.g. fire extinguishing using available resources.
- III. At the same time, the warning should be immediately followed by an evacuation led by the Evacuation Team.
- IV. If there is a trained Search and Rescue Team, it should conduct a head count and search for missing persons.
- V. The First Aid Team will treat the victims on the spot, at a pre-designated first aid post.
- VI. After first aid operations, victims should be rushed to the nearest hospital as soon as possible, if necessary.
- VII. Fire Services Department and Uganda Police Force should be informed immediately.
- VIII. The situation should be handled calmly by your institution's Conflict and Disaster Risk Management Committee and all the teams. Students should be kept calm and controlled by their teachers.
- IX. The Site Security Team should prevent any person running into a disaster site.
- X. Future measures should be discussed with the participation of all stakeholders.

## General Steps in evacuation (to be led by the CDRM Evacuation team)

### Step I

- I. On hearing the alarm bell, the Teacher or Class Monitor should move to the door.

### Step II

- I. Students should be evacuated first starting with the most vulnerable.
- II. Class near to exit should move first.
- III. Column near the exit door of the class should move first. In this case, students closer to the exit will move first, and assemble at pre-defined Assembly Point.
- IV. Teacher will be the last to leave the class

### Step III

- I. A headcount should be done to ensure that all have been evacuated.

## *STEP VIII: Evaluate and Update the Plan*

The institution's Conflict and Disaster Risk Management Plan (CDRMP) should be evaluated and updated periodically. Time should be availed each year (e.g. at the end of each academic year), or at a suspected beginning of a disaster period to evaluate and update the plan in order to ensure usefulness. This should then be disseminated again amongst students, teachers and non-teaching staff through drills, discussion and display on the notice board.

The responsibilities of updating the CDRMP remain with an institution's Conflict and Disaster Management Committee. The following questions may help to ensure the quality of the plan:

- I. Has your institution established the Conflict and Disaster Risk Management Committee and considered including students and parents who may be helpful as members?
- II. Have team members been notified and their roles and responsibilities defined?
- III. Has your institution developed a list of team members and resource persons with names, addresses and telephone numbers?
- IV. Has your institution taken cognizant of gender equality in CDRM committee and team composition?
- V. Has your institution organized training for the members of the Conflict and Disaster Management Committee and Teams?
- VI. Has your institution considered the relationship between the local government administration and your Conflict and Disaster Management Committee, and how these groups interact?
- VII. Has your institution developed and distributed the Conflict and Disaster Management Plan document and made provisions for its review by the Committee and Teams.
- VIII. Have arrangements been made for regularly scheduled meetings, mock drills and other awareness and training activities?
- IX. Has your institution taken consideration of young learners and children in development of plans, especially where there is a mix of age groups?

## 5.0 APPENDICES

### 1.7 Response to Specific common Conflict/Disaster scenarios

#### 1.FIRE

##### Preparedness

- ✓ Identify the vulnerable places for fire and try to minimize the risk.
- ✓ Prepare and demonstrate the evacuation map in suitable places.
- ✓ Instruct educational institution children on what to do when they see a fire in the educational institution.
- ✓ Keep sand baskets in the educational institution to use in an emergency.
- ✓ Identify the safe area in the open grounds and evacuation routes in the educational institution.
- ✓ Do regular mock drills to practice proper evacuation during the fire emergency.
- ✓ Prepare a warning signal (i.e. bell – permanent ringing for 1 minute).
- ✓ Establish nearest emergency service and keep contact details which are needed during the emergency (Fire Brigade, Hospital).
- ✓ Ensure availability of fire hydrants or reliable water sources in and around the institution.
- ✓ Maintain up to date and regular records of staff and students by class and dormitories
- ✓ Raise awareness amongst pupils on the dangers of playing with fire sources
- ✓ Provide regular training for learners, staff on available equipment for use during disaster events e.g. fire extinguishers.

##### Safety Tips

- ✓ Raise the alarm to warn the others.
- ✓ In case of a small fire, try to extinguish it. Do not go towards a big fire.
- ✓ Evacuate students accordingly to your Educational institution's Disaster Management Plan.
- ✓ Leave the building going in single files and by the stairs/towards open space/football field.
- ✓ Keep calm and avoid running and pushing. Support the physically challenged students.
- ✓ Assemble your class at the safe area (open space or football field) and make a headcount.
- ✓ Send out the Search and Rescue Team to look for missing students or teachers.
- ✓ Provide First Aid to injured persons.
- ✓ Call the emergency fire service number and tell them where your educational institution is and what happened. It is important that you listen and do what they tell you.

## 2. LIGHTNING & THUNDERSTORMS

### Preparedness

- ✓ In case your educational institution is located in an area prone to thunderstorms and lightning, there should be mandatory installation of lightning conductors on all buildings. Give instructions to the learners how to behave during thunder and lightning.
- ✓ Consider developing a policy for children wearing rubber shoes.
- ✓ Sensitization on the value of lightning arresters to all stakeholders

### Emergency

- ✓ During thunderstorm it is dangerous to stay outside, therefore remain indoors or inside a covered vehicle.
- ✓ If you are in an open area in the educational institution ground, make sure to get to the classroom as quickly as possible.
- ✓ Do not seek shelter under or near tall trees and on high grounds.

### Safety Tips

- ✓ Avoid touching objects of metal and electrical instruments.
- ✓ Avoid travel in uncovered vehicles such as motor cycles, bicycles and tractors.
- ✓ If lightning is about to strike, squat on your toes and curl in a ball.

## 3.FLOODS

### Preparedness

- ✓ If your area is prone to floods, contact the District Emergency Coordination and Operations Centre (DECOC).
- ✓ A safe area will be located for evacuation in case of an emergency.
- ✓ Keep important documents in the educational institution in a tight plastic or water proof bag at a safe place.
- ✓ Promote environmental protection amongst learners and communities e.g. planting of trees along river banks, modern farming practices, etc.
- ✓ Prepare and de-silt water trenches in and around the institution's environment
- ✓ Construct emergency escape bridges.

### Early warning

- ✓ Keep receiving information on flood warning from government institutions by sources such as radio and TV.
- ✓ You need to get accurate information by a trusted information source. Do not listen to rumours, but to all official warnings ( e.g. The District Emergency Coordination and Operations Centre (DECOC)

### When the warning comes, it is advisable to keep children at their homes, if not in boarding.

- ✓ Remain indoors whether there is wind or not. Avoid windows.
- ✓ Be vigilant in flood prone areas during incessant rain.
- ✓ Switch off the electricity in the house.
- ✓ Safety Tips
- ✓ If a warning is received, evacuate to an identified safe area.
- ✓ There is the possibility of tidal waves. Hence avoid the Lake shore.
- ✓ Avoid electrical wires or posts that have collapsed.
- ✓ Keep away from damaged bridges, buildings and trees.
- ✓ Drink only boiled water during floods as epidemics can spread.
- ✓ Avoid food contaminated with flood water.
- ✓ Avoid flowing water while walking or driving.

### Psycho-social Aspects

Speak clearly to your family about facing difficult situations and how best to respond in a time of crisis. Be free to talk about ideas such as:

- ✓ Being prepared in your mind to face any eventuality, being courageous
- ✓ Staying calm, thinking clearly, and acting thoughtfully
- ✓ Staying together and supporting each other
- ✓ Looking out for the most vulnerable like small children, old people, sick or disabled people
- ✓ Make sure children and family are mentally prepared for floods. They should know what to do, where to go, who to contact..etc

## 4. EARTHQUAKES

### Preparedness

**Earthquakes usually give no warning at all.**

Before the earthquake is the time to make a safety plan for your institution. Consider the following:

- ✓ Always keep the following in a designated place: bottled drinking water, non-perishable food, First Aid kit, torch-light and, if possible battery-operated radio with extra batteries.
- ✓ Identify places in the educational institution that can provide cover during an earthquake.
- ✓ Conduct regular earthquake mock drills with the teachers and students.



## Safety Tips

When an earthquake occurs, there is no time to think about where you will be safe. You need to be prepared so that you can react appropriately and immediately and move to a safer location. Here are some tips for keeping safe during an earthquake:

- ✓ Drop, cover and hold: Get down low. Cover your head and neck with your arms or educational institution bag. Hold on to something stable so that you do not go sliding.
- ✓ If no sturdy cover is nearby, kneel or sit on the floor next to a structurally sound interior wall.
- ✓ Place your hands on the floor for balance.
- ✓ Move away from windows, bookcases and other unsecured heavy objects.
- ✓ Do not run outside while shaking if you are inside.
- ✓ If you are outside, try to go to an open area while keeping away from falling debris, electric wires and trees. Stay there until the shaking stops.

### Here are a few things to keep in mind:

- ✓ After the first tremor, be prepared for aftershocks. Though less intense, aftershocks cause additional damages and may bring down weakened structures.
- ✓ Do not re-enter damaged buildings and stay away from badly damaged structures. Help injured or trapped persons. Give First Aid where appropriate.
- ✓ Return home only when authorities say it is safe.

## 5. LANDSLIDES/MUDSLIDES

### Preparedness

- ✓ Be aware of landslide susceptible areas in your neighbourhood.
- ✓ Recognize landslide warning signs before they happen so you know what to do when they happen.

### Landslide Warning Signs

## 5. LANDSLIDES/MUDSLIDES

- ✓ Changes occur in your landscape such as patterns of land movement, small slides, flows, or progressively leaning trees.
- ✓ Doors or windows stick or jam for the first time.
- ✓ New cracks appear in plaster, tile, brick, or foundations.
- ✓ Outside walls, walks, or stairs begin pulling away from the building.
- ✓ Slowly developing, widening cracks appear on the ground or on paved areas such as streets or driveways.
- ✓ Bulging ground appears at the base of a slope.
- ✓ Fences, retaining walls, utility poles, or trees tilt or move.
- ✓ A faint rumbling sound that increases in volume is noticeable as the landslide nears.
- ✓ Unusual sounds, such as trees cracking or boulders knocking together, might indicate moving debris.
- ✓ Collapsed pavement, mud, fallen rocks, and other indications of possible debris flow can be seen when driving (embankments along roadsides are particularly susceptible to landslides).

### If a Landslide or Debris Flow Occurs

- ✓ If there has been a period of heavy rainfall and you are in a landslide prone area, you may be at risk of a landslide. Listen to a portable, battery-powered radio or television for warnings. Many debris-flow fatalities occur when people are sleeping. Stay alert and awake.
- ✓ If you are in areas susceptible to landslides and debris flows, consider leaving if it is safe to do so. Remember that driving during an intense storm can be hazardous. If you remain at home, move to a second story if possible or outside the house on raised ground. Staying out of the path of a landslide or debris flow saves lives.
- ✓ Listen for any unusual sounds that might indicate moving debris, such as trees cracking or boulders knocking together. A trickle of flowing or falling mud or debris may precede larger landslides. Moving debris can flow quickly and sometimes without warning.
- ✓ Be especially alert when driving. Watch the road for collapsed pavement, mud, fallen rocks, and other indications of possible debris flows.

### After a Landslide

## 5. LANDSLIDES/MUDSLIDES

- ✓ Listen to local radio or television stations for the latest emergency information.
- ✓ Stay away from the slide area. There may be danger of additional slides.
- ✓ Watch for flooding, which may occur after a landslide or debris flow. Floods sometimes follow landslides and debris flows because they may both be started by the same event.
- ✓ Check for injured and trapped persons near the slide, without entering the direct slide area. Direct rescuers to their locations.
- ✓ Help a neighbour who may require special assistance - infants, elderly people, and people with disabilities. Elderly people and people with disabilities may require additional assistance. People who care for them or who have large families may need additional assistance in emergency situations.
- ✓ Look for and report broken utility lines and damaged roadways and railways to appropriate authorities. Reporting potential hazards will get the utilities turned off as quickly as possible, preventing further hazard and injury.

## 6. COMMON CONFLICTS.

### Preparedness

- ✓ The CDRM Committee should conduct a conflict analysis of the area to determine different types of conflict the education institution might be prone to.
- ✓ If your area is prone to conflicts of potential violent nature, keep regular contact with the local / district authorities, security agencies and the District Emergency Coordination and Operations Centre (DECOC).
- ✓ Sensitize and encourage students, staff and parents to report any incidences of brewing conflicts in surrounding communities.
- ✓ Keep important information of students including their family contacts in safe places and keep regularly up-to-date rosters to easily track students presence.
- ✓ Familiarize students and staff with safe evacuation procedures and meeting points in case of abduction attempts or invasion.

### Early warning

- ✓ Keep monitoring information on developing tensions and conflicts within and outside school environment and share information with relevant stakeholders.
- ✓ Be cautious to obtain information on conflicts and violence from reliable sources and only disseminate after proper consultations. Relying on rumours could intensify or promote violence and further conflict.

### During an on-going conflict / violence outbreaks.

- ✓ If official information has been obtained and a violent conflict confirmed, children may be advised to stay home, unless in boarding section.
- ✓ For boarding students, keep regular track through roll-calls and enhance security. If need be, request for security back-up from local authorities / security agencies e.g. police and army.
- ✓ The Conflict Prevention and Peacebuilding Committee should develop through consultation with authorities' appropriate information to keep students and staff informed about conflict developments but careful not to raise anxiety and fear.
- ✓ With support of security agencies, train and equip students and staff with skills on escaping unharmed during abduction, including safety negotiation.

#### Safety Tips

- ✓ When evacuation warning has been received, ensure all students and staff adheres.
- ✓ Follow instructions and always evacuate to only designate areas.
- ✓ Avoid spreading and relying on unverified rumours.
- ✓ Maintain regular contact with security agencies and follow their advice regarding on-going conflicts.

### Psycho-social Aspects

Conflicts have a relatively big potential to cause trauma and psycho-social impact on students, staff, management, parents and local communities. Education institutions therefore must ensure the CDRM Plan has clear provisions for psycho-social support during and after a conflict. These may include: :

- ✓ Clear communication strategies between institutions and parents regarding safety of children and learners in an event of abduction.
- ✓ Maintain a pool of well trained volunteers with counselling and trauma support skills to assist other students and staff whenever necessary.
- ✓ Enlist support of professional counsellors and trauma and psycho-social support experts and support networks to assist students and staff in a post-conflict situation.
- ✓ Looking out for the most vulnerable groups like small children and girls and boys that face peculiar protection concerns including rape during armed conflicts.

## 1.8 Quick Reference for Educational Institutions

### Safety Indicators

- ✓ Conflict and Disaster Management Plan in Place.
- ✓ Conflict and Disaster Management Committee has been constituted.
- ✓ Conflict and Disaster Management Teams have been constituted.
- ✓ Mock drills are conducted at regular interval.
- ✓ Conflict and Disaster Management Plan is updated at periodic interval.
- ✓ Conflict and Disaster Management Plan is shared with all.
- ✓ Evacuation route cleared and exit gates are free of obstruction.
- ✓ Awareness on Do's and Don'ts of disasters takes place regularly.
- ✓ Conflict and Disaster Management Team members have been trained.
- ✓ Basic safety equipment like First Aid kit, sand buckets, etc. are in educational institution.
- ✓ List of updated important contact details is available.
- ✓ Conflict and Disaster management has been included in the educational institution curriculum.
- ✓ Buildings and surroundings have been assessed by the technical team/personnel

### Requirements for the School Administrators

- ✓ Establish vibrant security committee.
- ✓ Ensure recruitment of skilled guards and provide opportunities for induction.
- ✓ Conduct regular security meetings to ensure vigilance of everybody.
- ✓ Provide strong perimeter walls that cannot be infiltrated by intruders.
- ✓ Provide physical check points at the main entry.
- ✓ Establish visitor's books and tags.
- ✓ Establish security clubs
- ✓ Provide enough security light for visibility at night.
- ✓ Routine checks are conducted in dormitories.
- ✓ Procure and install security gadgets such as smoke detectors, CCTV's, automatic fire extinguishers.
- ✓ Detect development of queer behaviour among the staff, students and non staff members.

### The Police - School Relations:

- ✓ Approval and advice on the school plans and operations.
- ✓ Constant visitations and interactions
- ✓ Training and orientation of security personnel.
- ✓ Supervision of security arrangements and structure.
- ✓ Constant security talks to security committees, students and the community.
- ✓ Provide security in-case of need.
- ✓ Respond to emergencies.
- ✓ Linking the police patrols with school guards.
- ✓ Establish telephone contact of your nearest police commanders and Share information on security needs.
- ✓ Promote adherence to the law among the members of community to foster partnership with the police.
- ✓ Encourage students and staff to report strangers and suspicious persons and items

### Don'ts

- ✓ Do not expose the water tank (s) to everybody.
- ✓ Unwanted materials / substances must not be allowed in schools.
- ✓ Electric meter, poor wiring systems needs to be controlled.
- ✓ Allow strange persons / intruders in schools.
- ✓ Allow non-staff to the cooking points.

### 5.3 Hazard Analysis Chart for Uganda

HAZARD	TRIGGERS	EARLY WARNING INDICATORS	GEOGRAPHICAL AREA	INTENSITY	SEASONALITY	SECONDARY EFFECTS
Floods	<ul style="list-style-type: none"> <li>sudden increase in precipitation overflowing rivers and streams</li> <li>blocked water ways</li> </ul>	<ul style="list-style-type: none"> <li>El Niño periods prolonged, high-intensity rainfall</li> <li>violent thunderstorms of short duration causing flash floods</li> </ul>	Areas around Lake Victoria	Minor flash floods	July – Nov	Hailstorms, cholera outbreaks Landslides, epidemics, food insecurity, deaths Landslides, epidemics, food insecurity, displacement Landslides, drought Cholera outbreaks, destruction of infrastructure
			Low-lying areas around Teso sub-region	Major	July – Nov	
			Low-lying areas of the Elgon sub-region	Major	July – Nov	
			Kasese and surrounding areas	Major	July – Nov	
			Kampala	Minor flash floods	July – Nov	
Landslides	<ul style="list-style-type: none"> <li>sudden increase in precipitation</li> <li>deforestation of vegetation cover</li> </ul>	<ul style="list-style-type: none"> <li>El Niño periods prolonged, high-intensity rainfall</li> <li>human settlement on sloping areas</li> <li>poor land use and management practices</li> </ul>	Mt. Elgon area (Kapchorwa, Bududa, Bukwo, Sironko, Manafwa, Mbale)	Major	July – Nov	Food insecurity as a result of poor crop yields; low income from farming and food shortages; shortage of land for settlement farming as land becomes unusable; population displacement; land disputes
			Western Uganda Mts. of Rwenzori and Muhavura (Kisoro, Kabale, Kasese, Bundibugyo, Kabarole, etc)	Minor event	July – Nov	
Drought	<ul style="list-style-type: none"> <li>extended dry spell</li> <li>high temperatures</li> </ul>	<ul style="list-style-type: none"> <li>deficiency in rainfall</li> <li>signs of food insecurity</li> <li>lack of groundwater</li> <li>La Niña events</li> </ul>	The cattle corridor: a dry stretch of land extending from Rakai (in the south) through Mbarara, Sembabule, Luwero and Soroti to Karamoja in the north east	Potential to be major, especially in the north-east. Effects of drought are cumulative.	October to December March to May	Forest and bush fires, food insecurity, loss of livestock

5.3 Hazard Analysis Chart for Uganda

HAZARD	TRIGGERS	EARLY WARNING INDICATORS	GEOGRAPHICAL AREA	INTENSITY	SEASONALITY	SECONDARY EFFECTS
Epidemics	presence of the infective agent and vector (agent of transmission) in the area	<ul style="list-style-type: none"> <li>▪ presence of the infective agent and vector (agent of transmission) in the area</li> <li>▪ drought - see above</li> <li>▪ floods and landslides - see above</li> <li>▪ depending on the type of pests and weeds, -weather conditions such as humidity, rainfall, light and wind favour breeding and spread. Locusts breed in desert areas</li> </ul>	Cholera: Northern Uganda, West Nile, Central Uganda and South Western Uganda	regions Major Rainy seasons – April to June and	July – November Loss of lives; loss of livelihoods due to	morbidity; isolation and psychosocial trauma
			Bacillary dysentery: Gulu, Amuru, Kitgum, Pader, and Moroto Districts	Minor	Rainy seasons – April to June and July – November	Loss of lives; loss of livelihoods due to morbidity; isolation and psychosocial trauma
			Plague West Nile esp. the districts of Arua, Nebbi	Minor	Anytime during the year	Loss of lives
Epizootic Outbreaks			Meningococcal meningitis: West Nile, Northern Uganda and Karamoja regions	Major	Starts in the middle of the dry season (December to February)	Loss of lives; loss of livelihoods due to morbidity; isolation and psychosocial trauma
			Viral hemorrhagic fever diseases (Ebola and Marburg): Gulu, Amuru, Masindi, Mbarara, and Bundibugyo districts	Major	Anytime during the year	Loss of lives; loss of livelihoods due to morbidity
			Pests and diseases in all Areas where host crops grow. North and northeastern Uganda are vulnerable to locusts	Intensity will depend on type of pest and area affected	Seasonal	Food insecurity due to pre-and post-harvest losses; loss of agricultural land; loss of income from farming; malnutrition



### 5.3 Hazard Analysis Chart for Uganda

HAZARD	TRIGGERS	EARLY WARNING INDICATORS	GEOGRAPHICAL AREA	INTENSITY	SEASONALITY	SECONDARY EFFECTS
Conflict	Uganda (Internal) <ul style="list-style-type: none"> <li>▪ economic hardships</li> <li>▪ inflation and unemployment</li> <li>▪ political differences</li> <li>▪ ethnic clashes</li> <li>▪ cattle rustling</li> <li>▪ land wrangles</li> </ul>	<ul style="list-style-type: none"> <li>-increased insecurity</li> <li>-violation of human rights</li> <li>-mass movement of people from key areas</li> <li>- negative political propaganda</li> <li>- prolonged dry spells</li> <li>- Ethnic tensions</li> </ul>	<ul style="list-style-type: none"> <li>- varied places, but high risk in urban highly populated areas</li> <li>- areas with minority groups / tribes (Bundibugyo, Kasese, Ntoroko)</li> <li>- Karamoja sub-region</li> <li>- High population density areas</li> <li>- Areas with past/on-going civil conflict</li> </ul>	<ul style="list-style-type: none"> <li>- may vary from minor conflicts to major conflict and civil strife</li> </ul>	<ul style="list-style-type: none"> <li>- anytime of the year</li> <li>- high risk during election periods</li> <li>- cattle rustling intensifies during prolonged dry periods.</li> </ul>	<ul style="list-style-type: none"> <li>- loss of lives</li> <li>- destruction of infrastructure</li> <li>- disruption of socio-economic activities</li> <li>- loss of livestock</li> <li>- poverty</li> </ul>
	Kenya (cross border) <ul style="list-style-type: none"> <li>▪ Elections</li> <li>▪ ICC hearings</li> </ul> DRC (Cross border) <ul style="list-style-type: none"> <li>▪ elections</li> </ul> South Sudan (cross border) <ul style="list-style-type: none"> <li>▪ ethnic conflict</li> <li>▪ South Sudan/ Republic</li> </ul>	<ul style="list-style-type: none"> <li>- ethnic clashes</li> <li>- mass movement of people into Uganda as Refugees</li> <li>- reported tensions/conflict escalation in neighbouring countries</li> </ul>	<ul style="list-style-type: none"> <li>- Border areas especially borders of South Sudan, DRC, Kenya</li> </ul>	<ul style="list-style-type: none"> <li>- ranges from minor to major refugee influxes</li> </ul>	<ul style="list-style-type: none"> <li>- election periods</li> <li>- anytime there is a civil conflict / war outbreak and disaster situation.</li> </ul>	<ul style="list-style-type: none"> <li>- population pressure on local hosting resources</li> <li>- Extra pressure on educational facilities taking on new refugee children who are not planned for. This affects quality.</li> <li>- Inadequate service delivery for both hosts and in-coming population.</li> <li>- spread of diseases</li> </ul>

## 1.9 Glossary

**Hazard:** A potentially damaging physical event, phenomenon or human activity that may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation.

**Natural hazards** can be classified according to their geological (earthquake, tsunamis, volcanic activity), hydro-meteorological (floods, tropical storms, drought) or biological (epidemic diseases) origin. Hazards can be induced by human processes (climate change, fire, mining of non-renewable resources, environmental degradation, and technological hazards.) Hazards can be single, sequential or combined in their origin and effects.

**Disaster:** A serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources. A disaster is a function of the risk process. It results from the combination of hazards, conditions of vulnerability and insufficient capacity or measures to reduce the potential negative consequences of risk.

**Horizontal linkages:** refer to the interaction and coordination between the concerned government departments and ministries at each level and the mechanisms for involving stakeholders and interest groups in decision-making processes to address DRM concerns.

**Vertical linkages:** refer to top-down and bottom-up planning, implementation and monitoring processes and mechanisms in order to ensure appropriate channelling of resources, information and instructions.

**Risk:** The probability of harmful consequences, or expected losses (deaths, injuries, property, livelihoods, economic activity disrupted or environment damaged) resulting from interactions between natural or human-induced hazards and vulnerable conditions.

**Vulnerability:** The conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards.

### Conflict

Conflict refers to armed or other violent conflict in or between countries or population groups.

### Disaster Risk Reduction (DRR).

DRR refers to the practice of reducing the risk of disaster through systemic analysis and management of the causal factors of disasters. This includes reducing exposure to hazards, lessening the vulnerability of people and property, wise land and environmental management, and improved preparedness (IIEP, 2011:10).

### **Conflict risk reduction.**

The practice of reducing the risk of conflict through systematic analysis and management of the causal factors of conflict. This involves conducting conflict assessments to identify the 'drivers' of conflict (whether economic, social, political or environmental) and how these impact on or are impacted by education. Strategies then need to be applied to reduce (and if possible prevent) those risks from negatively affecting education systems, personnel, and learners.

### **Peace and Peace building**

Galtung (1975) makes a distinction between negative peace and positive peace. Negative peace means the absence of violence or cessation of hostilities. Positive peace on the other hand looks at the elimination of underlying causes of violence such as social injustice. This definition emphasises the need for peacebuilding to transform the political, economic and social conditions that generate violent conflict – sometimes referred to as the drivers of conflict (Uganda Conflict Analysis, 2012)

### **Climate Change**

Any change in global temperatures and precipitation overtime due to natural variability or human activity.

### **Mitigation**

Measures undertaken to minimize the adverse impact of potential conflict-related, natural, and human-made hazards. Examples: retrofit schools, educate education personnel and communities on risk reduction, promote inclusive education and participation, and establish a child protection network ahead of flood season.

### **Resilience**

Ability of an education system (at different levels) to minimize disaster and conflict risks, to maintain its functions during an emergency, and to recover from shocks. Resilience includes the ability to apply knowledge to minimize risks, to adapt to emergency situations, to withstand shocks and to rapidly resume learning and other life-sustaining activities. Resilience can be strengthened when factors underlying vulnerability are addressed. Resilience is the opposite of vulnerability.

### **Preparedness.**

Measures taken before and between hazard events to forewarn and prepare in order to ensure a timely and effective response. Examples: an early warning communication mechanism, evacuation drills, building skills in fire suppression, first aid, and search and rescue, stockpiling and prepositioning of food, water, and educational supplies ahead of flood season or worsening conflict; safe keeping of records, teachers guides, and curriculum conflict, safe keeping of records, teacher's guides, and curriculum material, a national emergency preparedness and response plan, a school safety / preparedness plan.

## 1.10 Useful Resources

The Hyogo Framework for Action 2005-2015

United Nations Decade of Education for Sustainable Development (2005-2014)

The Convention on the Rights of the Child

The World Disaster Reduction Campaign

INEE

Prevention Web / UN International Strategy for Disaster Reduction

Save the Children UK Publications

UNICEF Publications

Uganda Red Cross Society Publications.

UNICEF Uganda Conflict Analysis of the Education Sector, 2012 & 2014

Integrating conflict and disaster risk reduction into education sector planning (Guidance Notes for Education Planners)

The Education (Pre-Primary, Primary and Post-Primary) Act, 2008. Ministry of Education and Sports.

Basic Requirements and Minimum Standards Indicators for Education Institutions, 2010; Indicators 12 & 13. Ministry of Education and Sports.



