



THE REPUBLIC OF UGANDA
 MINISTRY OF EDUCATION, SCIENCE,
 TECHNOLOGY & SPORTS
 DIRECTORATE OF EDUCATION STANDARDS - UGANDA



TEACHERS' GUIDE

Conflict and Disaster Risk Management

TEACHERS GUIDE FOR THE CONFLICT AND DISASTER RISK MANAGEMENT
 BOOKLETS FOR UPPER PRIMARY AND POST-PRIMARY INSTITUTIONS LEARNERS



SUPPORTED BY



EDITION 1, JAN 2016

IF WE DON'T TAKE SAFETY SERIOUSLY, OUR LEARNERS WON'T!

Message from the Honourable Minister of Education, Science, Technology and Sports



Dear Teachers,

The conflict in our neighboring countries, that have culminated into those nationals seeking refuge in our country, leave us with no option but to act in the name of humanity and due to the fact that these are our neighbors and also being signatories to the UN conventions on the treatment of refugees.

The conflict situations like other disasters mainly affect women and children. The refugee children have a right to food, shelter as well as attend school in their host country. Uganda being home to over 300,000 refugees, of whom over 40% are children, leaves us with no option but to allow the refugee children attend school alongside the nationals.

This increased learner population has had its toll not only to the school facilities but also the teachers. The development of this manual for orientation and training of teachers in refugee hosting schools has been aimed at supporting the teacher to mitigate the challenging class situation, of increased numbers, traumatized children, diverse social and economic background as well as inadequate and lack of almost all the essential learning materials.

It is our sincere hope that the teachers that will be supported using this resource, do not only resiliently take on this additional responsibility, but also act professionally to support them into being able to realize their dreams of a bright future.

It is then that we can be contented that we have played our part as a sector in supporting and facilitate learning of the refugee children.

A handwritten signature in black ink, consisting of several overlapping loops and lines, representing the signature of the Minister.

Maj. (RTD) Alupo Jessica Rose Epel (MP)
MINISTER OF EDUCATION, SCIENCE, TECHNOLOGY AND SPORTS

Message from the UNICEF's Country Representative



Dear Teachers,

It is my pleasure to introduce to you this Teachers Guide for Learners in Upper Primary and Post Primary Educational Institutions and Communities in Uganda on Conflict and Disaster Risk Management.

As a teacher, you and your learners spend several hours and weeks at your educational institution. Some learners are in boarding schools and hostels. This is why it is very critical for the study environment and surrounding community to be conducive and safe for effective learning without you and your learners being exposed to any harm.

Teachers and learners may experience different forms of danger/risk, which are sometimes from natural causes or are human-made like; violence, strikes, kidnapping, road accidents, floods, earth quake, fire, landslides, mudslides, lightening, drought etc.

UN Convention on the Rights of the Child, Article 17, stipulates that every child has the right to access reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them. It is therefore, crucial that teachers also ensure that learners have access to information and teachers are well informed and equipped with relevant important facts and actions to take about Disaster, Hazard, Risk, Vulnerability and Conflict, to enable you protect yourself and your learners from danger or harm. This Teachers Guide will therefore, aid you in knowing your risks and preparing to act on Conflict and Disaster Risk Management in your educational institution and your Community.

The Ministry of Education Science Technology and Sports (MoESTS) in collaboration with UNICEF and partners developed this Teachers Guide to equip you with knowledge, skills and actions to take when you and/or your learners are in danger and how to seek help where appropriate. So we encourage you to read and use this Teachers Guide on Conflict and Disaster Risk Management in your Schools/Institution and your Community.

Remember it is your responsibility to take action to protect yourself and/or your learners or report to management, responsible authority and community leaders any signs of danger that you observe that can cause you or your learners harm for immediate action.

MoESTS and UNICEF are committed to support all Teachers and their Learners to facilitate effective learning in a conducive and safe environment.

A handwritten signature in black ink, appearing to be 'Aida Girma'.

Aida Girma
Country Representative
UNICEF UGANDA

Preface

The Directorate of Education Standards (DES) of the Ministry of Education, Science Technology and Sports (MoESTS) developed a Guide to Conflict and Disaster Risk Management (CDRM) for Education Institutions in Uganda. To ensure that the Guide is understood and implemented by all stakeholders including learners, simplified versions of the Guide have been developed for two levels of learning, i.e. Upper Primary and Post-Primary levels.

This Teachers' guide is therefore intended to facilitate teachers to assist learners in Upper Primary and in Post-Primary institutions, to understand the key issues pertaining to conflict and disaster risks including key concepts, disaster risks, types of hazards, prevention and mitigation measures and response actions, among other things that can ensure schools become safe for children, Learners, teachers and other stakeholders. For purposes of this guide, children, pupils, students and Learners will be collectively referred to as learners.

The Guide to CDRM and the Upper Primary and Post-Primary CDRM Booklets are expected to be used as supplementary teaching and learning materials, alongside the main education curricula for Uganda. These documents, it is hoped will provide useful source of reference for conflict and disaster risk management for learners, teachers and other stakeholders in the Education sector. Moreover, these documents will be very useful to support the learning process at a time when conflict and disaster management have been integrated in the formal education curricula at lower Post-Primary and primary levels.

It is a sincere wish that you will find this guide resourceful for your own information as teachers as well as instilling knowledge and skills into learners to help them be safe and ensure safety of their schools, community and the general environment.

Acknowledgement

The development of this school resource package to promote Conflict and Disaster Risk Management capacity of schools in Uganda was possible thanks to the generous financial support from UNICEF's Peacebuilding Education and Advocacy Program (PBEA), a Government of the Netherland grant aiming to promote peacebuilding through education sector interventions.

The contribution of the below institutions and individuals is recognised and sincerely appreciated: Staff of the Ministry of Education, Science, Technology and Sports (MoESTS Directorate of Education Standards, led Mr. Mutazindwa Hazyfa, the Director, and coordinated by Mr. Kajumba Joseph (focal point officer Disaster Risk Reduction and Emergencies); Ms. Santa Ateng and Dr. Cleophus Mugenyi (MoESTS members of the review committee); the departments of Basic, Secondary, Construction Management, Special needs, BTJET and Sports at MoESTS; Office of the Prime Minister's Department for Disasters and Emergencies (NAME/S); National Curriculum Development Centre (NCDC) (NAME/S); Mr. Gerald Menhya (OPM Dept. Disasters and Emergencies) and of Mr. Patrice Ssembirige (NCDC); Ms Pamela Komujuni (Conflict and Disaster Risk Management specialist and principal UNICEF consultant); Dr Monica Llamazares (UNICEF Uganda Peacebuilding Specialist); Ms. Night Stella Candiru (UNICEF Uganda Conflict and Disaster Risk Management in Education focal point), and Mr. Mark Turgesen (UNICEF Visual Communications Consultant).

Appreciation to management, staff and learners of Ndeeba Junior School and City View International primary for reviewing and providing feedback to this important document.

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List of abbreviations

BOG	Board of Governors
CBO	Community Based Organization
CDRM	Conflict and Disaster Risk Management
DECOC	District Emergency Coordination and Operations Centre
DES	Directorate of Education Standards
DDMC	District Disaster Management Committee
DEO	District Education Officer
MoESTS	Ministry of Education, Science, Technology and Sports
NECOC	National Emergency Coordination and Operations Centre
NGO	Non-Governmental Organization
OPM	Office of the Prime Minister
PBEA	Peace Building and Education Advocacy
PTA	Parents Teachers Association
URCS	Uganda Red Cross Society
UNICEF	United Nations Children's Fund
SCDMC	Sub-County Disaster Management Committee
SMC	School Management Committee

1.0 Introduction.

The Ministry of Education, Science, Technology and Sports (MoESTS), in February 2015 endorsed the 'Guide to Conflict and Disaster Risk Management in Educational Institutions in Uganda' also known as the CDRM Guide.

The purpose of the CDRM Guide is to provide knowledge and skills in conflict and disaster prevention, preparedness, response and recovery at individual, community, Institutional, local government and national government level within the education sector.

The aim of the guide is to equip key stakeholders at all levels with the necessary information on the specific actions that have to be taken in order to avert a conflict, disaster or steer away a school / institution or vulnerable learners from getting into trouble and make schools safe for learning.

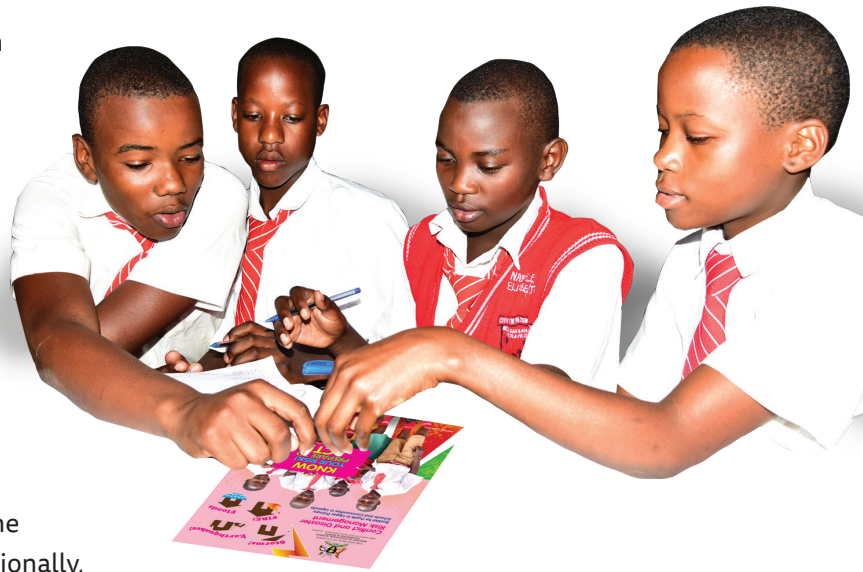
Whereas the CDRM Guide is an elaborate document that can be sufficiently utilized to promote conflict and disaster risk reduction in schools, it is worth noting that the guide was formulated to apply to all the different education levels as well as policy level. Therefore, to make the CDRM guide more user-friendly especially to learners, Upper Primary and Post-Primary learner - friendly booklets of the CDRM guide have been developed with support from the Peace Building and Education Advocacy (PBEA) Programme of UNICEF Uganda.

The Teachers' guide is therefore a tool to help teachers as they support the learners to understand and implement the CDRM Guide through their Learners' booklets. A lot of the content in the Upper Primary and Post-Primary booklets has been adapted from the main CDRM Guide, and so is most of the guidance in this Teachers' guide. Teachers are encouraged to study, internalize and familiarize with the main CDRM document to enable them pass on the required skills to the learners.

As a teacher, we recognize the value of your time to your learners, and we understand you want the best for them. We therefore believe that equipping your learners with safety skills and knowledge is part and parcel of giving them a holistic education package. It is our wish that you will develop innovative ways of taking learners through their CDRM booklets both in and outside the classroom through activities like games, puzzles, quizzes, practical exercises and any other mode that facilitates learning. We further anticipate that you can bring parents and community members on board since they spend time with the learners when out of school and safety is equally important in out-of-school environment.

2.0 Why Learners' Booklet on CDRM?

Learners are majority stakeholders in any education institution / school environment and therefore must be equipped with adequate and relevant information, knowledge and skills on how to protect themselves and help others during times of conflict, disaster and crises. Learners tend to comprise part of the most vulnerable groups of people and hence when conflict or disaster strikes they bear a disproportionate share of the immediate and long term effects. Additionally, some learners especially in the post primary level may in some instances become perpetrators of conflict and disasters.



Upon this recognition, it is vital to take deliberate steps to reduce and minimize the risks learners face in school / institution and community environments. This involves identifying and inclusion of learners' needs in development of policies for CDRM as well as integrating measures aimed at reducing their risk to conflicts and disasters.

Learner-centered safety booklets (Upper Primary and Post-Primary) therefore summarize key components of the CDRM Guide pertaining to learners in schools and communities. The booklets aim to ensure Learners' direct involvement in the design and implementation of CDRM activities in the school and community environment.

Learners must be encouraged to participate in identifying the conflict and disaster risks within their environment, sensitized and equipped with relevant skills to prevent, mitigate and prepare to respond to such risks. Learner-centered safety booklets should reflect learners' voices, knowledge and actions in a creative manner.

3.0 Teachers – learners – community

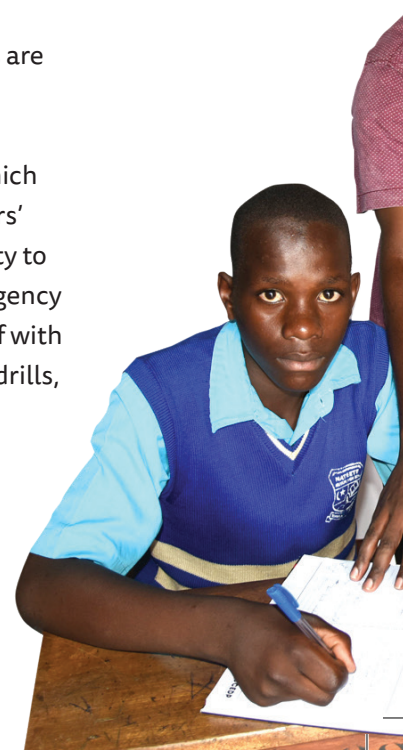
The critical interface

Learners of all levels spend most of their time in educational institutions and are the majority in any institutional environment, so they must be secured and kept safe.

Learners can be important agents of change and in this case, can transfer knowledge on conflict and disaster risks to their households and community. Whereas the main source of information for learners in schools are the Teachers and Instructors, the biggest beneficiaries of learners' knowledge and skills are their friends, family members, parents and community members. Once learners are equipped with knowledge and skills on CDRM, they will likely transfer it to other children and adults. This therefore reflects a critical interface between the Teachers, Learners and Community. Learner-centered safety booklets have therefore been developed cognizant of the above linkages.

Education institution and School administrators, teachers, support staff, parents and community members in conflict and disaster prone environments have an obligation to secure the environments in which learners study, play and live. This therefore provides an entry point to engage learners in discussions about CDRM in classroom, out of classroom, at home and in communities. This process involves development of specialized teaching and learning materials that can be integrated in the main formal curriculum as well as in the non-formal curriculum used in communities. The Upper Primary and Post-Primary Institution CDRM booklets are examples of such materials.

The booklets reflect learner-specific elements from the wider CDRM Guide, which should be used as the main reference document in the utilization of the learners' booklets and this Teachers' guide. The learners' booklets provide an opportunity to sensitize learners and teachers about conflict and disaster risks, develop emergency procedures, put in place first aid and safety equipment, equip learners and staff with emergency response skills and develop and implement disaster preparedness drills, among others.



4.0 Rationale for the Teachers' guide

The rationale for this guide is taken from the CDRM Guide (chapter 1.2) which highlights the importance of safe schools in society due to the following reasons:

- Conflicts and disasters lead to loss of academic calendar affecting delivery of education service;
- Schools are home to learners for three quarters of the year;
- Learners are among the most vulnerable groups in society during conflict and disasters yet they are the future of any society;
- Learners are the most suitable 'Change Agents' and they can help pass on conflict and disaster knowledge and skills to wider society;
- Conflict and disaster risk sensitive education can transform a society;
- Educating learners has a three generational impact because children pass on skills to their parents as well as their children when they become future parents;
- Schools often work as community centers for a lot of community activities so they should be protected;
- During conflict, disasters and crises, schools are used as safe shelters and relief centers so they must be made safe and secure;
- Learners are among the worst affected during conflicts and disasters and schools are sometimes considered soft targets for abductions or mass atrocities, hence they must be secured.



5.0. How to use this Guide

This guide is meant to assist teachers to facilitate learners in using and understanding their learners' CDRM booklets and guide their action in times of disaster.

The Upper Primary and Post-Primary school learners' booklets are intended to benefit mainly learners but teachers are also required to internalize the CDRM components therein, so as to facilitate and guide the learners, and pass on knowledge and skills. The booklets are not to be used as formal curricula but rather should be used as complementary teaching materials to the formal teaching curricula.

The booklets can be exposed to learners during classroom discussions and extra-curricular or out-of-school activities. Where possible teachers should endeavor to use case studies applicable to their specific contexts, and should encourage learners to offer examples from their own experiences, family and community settings.

The booklets also involve a series of illustrations which teachers can expound on as deemed necessary. Learners should also be engaged in participatory group activities for example risk and hazard mapping of their schools and community environments. They should also engage in individual conflict and disaster risk quizzes to enhance their individual learning and comprehension. Ultimately, the process of facilitating the learners to use the CDRM booklets should be fun and interactive to stimulate interest.

A series of quizzes, puzzles and interactive learning exercises have been provided in both primary and post-primary booklets to test learners' ability to comprehend CDRM issues. Guidance on how to facilitate them to answer / participate is also provided in chapter 9 of this Teachers' guide. The activities correspond with the activities in the learners' booklets.

It is our hope that you will find this guide useful not only to enable you facilitate your learners, but also to enhance your own knowledge and skills on conflicts and disaster events that often face our homes, schools and communities on a regular basis. This guide therefore should be studied and used together with the Learners' booklets and CDRM Guide.

6.0 Coordination mechanism and stakeholder participation in CDRM

Conflict and disaster risk management is a cross cutting issue, it involves a multitude of stakeholders both from Government, Non-Government, private sector and community. Learners are also key stakeholders in this process. It is the responsibility of teachers, and support staff like matrons, security guards etc., just as it is for parents, community members, child-centred organizations, and national and local authorities to support learners to be resilient and prepared against the common forms of conflict and disasters they face on a day to day basis. Conflict and disaster risk management is therefore every body's responsibility. The following highlights expound more on coordination for CDRM.

- Prevention, preparedness and response to conflicts and disasters cannot be done by one individual, organization, institution / school or community. It requires multiple stakeholders to work together, and this needs proper coordination.
- Coordination therefore helps to clarify roles of different stakeholders during times of preparing for and responding to a conflict or disaster.
- School / education institution administrators and teachers need to know who and which sections of the local and national government they can reach out for capacity building and obtaining information on conflict and disasters. Entry points will be the DEO and the District Disaster Management Committee (DDMC) at Local government level, and Office of the Prime Minister at Central government level.
- Proper coordination also includes knowing which authorities to report to in case of an event that requires external intervention. All stakeholders should understand reporting mechanisms at the preparedness stage in order to hasten response. The CDRM Guide provides guidance of these reporting levels.

- Similarly, Learners also need to know who and where they can report to when faced with a conflict or disaster situation. This is crucial because sometimes learners might be the only people around and hence have to help themselves and save other children's lives. Teachers therefore need to furnish learners with reporting lines and contacts at all times.
- Learners should be sensitized about the roles of the safety teachers, CDRM Committees and Teams and be given contacts of respective leaders and focal points.
- Stakeholder engagement is crucial for CDRM coordination, and for preparedness and response. The CDRM Guide lists several Stakeholders for CDRM in Educational Institutions, local and national government level. Refer to the CDRM guide for details.
- School administrators and teachers should work very closely with Education sector stakeholders at local and central government level to obtain policy guidance on the existing CDRM strategies.

6.1 Key stakeholders in CDRM

Below is the list of key stakeholders as stipulated in the CDRM Guide, chapter 1.6.

- ▶ Headteacher/Principal
- ▶ Members of School Management Committees/Board of Governors
- ▶ Teachers and support staff
- ▶ Learners and prefects
- ▶ Conflict and Disaster Risk Management Committee at the educational institution
- ▶ Parents-Teachers Association
- ▶ City/Local Government Disaster Management Committee
- ▶ Community leaders and 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, volunteers
- ▶ Local NGOs
- ▶ Religious leaders
- ▶ Cultural leaders

7.0 Conflict and disaster reporting for learners

It is important for learners to know where and who to report to a particular incident of a conflict or of a security nature. When learners know and understand reporting lines, it becomes easier to initiate response and this can save life. Knowing what to do when faced with a disaster or crisis can be the difference between calm and chaos, courage and fear, and between life and death. In the CDRM Guidelines, there is a list of Stakeholders for CDRM in Educational Institutions. These include the Head Teacher, School safety Committee Teacher, Chairperson of CDRM Committee, Class Teachers, etc. As a teacher, ensure the following questions relating to 'disaster reporting' can be answered by the learners, and provide them with contacts of the above people.

Sample activity for learners to ensure they know reporting procedures. Please take them through these questions in the table below, once you have finished giving the necessary information.

Table 1. Key CDRM reporting tips for learners.

Can we answer the following questions?		
	Question	Answer
1	Do you have a CDRM committee in your school?	Yes or No
2	Who is the leader of your school CDRM Committee?	Head teacher / delegated teacher.
3	Which teacher is responsible for keeping your school safety plans?	
4	Do all your classrooms and dormitories have display of emergency contact numbers with names?	
5	Who do you report to / call when there is a sign of a fire? Flooding? Earthquake? Etc.	
6	In case an alarm has been made and an evacuation ordered, do you know where to assemble?	

8.0 Action steps for ensuring safety in schools

In the CDRM booklets for primary and Post-Primary learners, some common hazards that are likely to cause disasters have been identified and safety tips suggested that learners could use to limit injuries and fatalities when conflicts and disasters occur. However, learners need the support and know-how of their teachers and parents to be able to understand and put into practice the recommended tips. It is therefore imperative that teachers read and understand the proposed tips for learners to be in a better and more informed position to facilitate learning.

Education Institution administrators and education policy makers need to also support the efforts of ensuring safety of learners in an event of a conflict or disaster. This requires several areas of intervention which are detailed in Chapter 2.0 of the CDRM Guide; some of the strategies are deemed enabling factors to ensure teachers ably support learners to implement their booklets. This includes:

- Periodical hazard, risk and vulnerability assessment of schools / institutions by learners, teachers, community members and other stakeholders.
- Continuous conflict and disaster preparedness, mitigation and prevention initiatives, e.g. fencing off school land and restricting access by using gates, security guards, training learners and teachers in first aid skills, clearing school premises of all physical hazards like open pits, broken structures, etc.
- Systematic monitoring of conflict situations in community and across borders,
- Developing awareness materials focusing on Do's and Don'ts of various disasters and sensitizing learners on the same, and displaying them in classes and in the compound.
- Conducting participatory conflict risk analyses involving learners,
- Supporting community integration and ownership,
- Strengthening local conflict resolution capacity,
- Organizing mock drills to check preparedness and identify areas of improvement.

Additionally, the CDRM Guide provides several action steps that school administrators and teachers can take to ensure safety of learners. These include the following:

STEP ONE

Step 1. Orientation of Teachers, Learners, SMCs, BOGs, and Other Stakeholders on Conflict and Disaster Risk Management and Mass Awareness in Educational Institutions.

This orientation can be done through organizing orientation meetings on CDRM, with an objective of creating an understanding for the need of a CDRM Plan at the school. During the meeting, the following issues can be discussed:

- Probable hazards in and around an institution,
- Conflict analysis of the school and its surrounding area,
- 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,
- Likely impact of conflict and disasters on the school and learners,
- Steps required to mitigate the impact of conflict and disasters,
- Advantages of disaster preparedness and mitigation measures,
- Resources required,
- Potential individuals and organisations to support conflict and disaster preparedness measures,
- Awareness generation on Do's and Don'ts of various disasters,
- Early warning signs of possible disasters in particular localities.

The orientation training can be facilitated by CDRM experts from government and non-government agencies e.g. Fire Services department, Office of the Prime Minister and Ministry of Education officials and Uganda Red Cross officials, among others.

All teachers, the head teacher and non-teaching staff that are in charge of children's wellbeing should attend. Where possible, some parents and community members can also be encouraged to attend.

STEP TWO

Step 2. Constitution of Conflict and Disaster Management Committees in Schools/ education Institutions.

To ensure sustainability of CDRM activities at school, there is need to constitute a CDRM Committee headed by the Head Teacher or delegated teacher with a gender balanced membership from the learners and support staff. Involving learners enables them to get a sense of responsibility towards CDRM activities.

For community ownership, the Committee should also have representative of local NGOs/CBO, Parents Teachers Association and School Management Committee representatives, experts in CDRM related fields amongst the parents and community members. These experts can also work as resource persons. For detailed list of CDRM Committee membership, please refer to the CDRM Guide (chapter4.o).

The CDRM Committee performs the following responsibilities:

- Overall in-charge of CDRM at the school.
- Prepares the institution's CDRM Plan, and oversee implementation of the CDRM plans for young learners;
- Implementation of the CDRM plan with the support of other stakeholders;
- Lead on school hazard and risk assessments and organise mock drills in consultation with experts to check disaster preparedness on school campus and identify gaps;
- Update the institutions CDRM Plan at regular intervals;
- Serve as an extended arm of the District Emergency Coordination and Operations Committee for disaster management in the context of the institution;
- Constitute CDRM teams on various themes of disaster management and delegate identified responsibilities;
- Dissemination of the institution's conflict and disaster risk management plan to all stakeholders.
- Organize training and awareness sessions on safety tips for learners for various hazards as mentioned in the Children's CDRM manual.

Step 3. Vulnerability and Capacity 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.

- In the Children's CDRM manual, hazard, risk and vulnerability assessment is also pointed out as a key activity that learners should be engaged in, in an interactive, participatory, hands-on and fun manner. It is important for learners to participate in profiling the past, present and potential hazards, disasters and conflict triggers in their school and communities.
- Learners should be involved in generating a historical timeline for past disasters, and this will help them develop skills to generate seasonal hazard calendars and basic conflict analyses and cycles for their school and home environment.
- When mapping conflicts, try to analyse the types, triggers, location, actors, effects on learners and education system, and ways in which to resolve or mitigate.
- Potential conflict drivers for learners according to the UNICEF Conflict Analysis included; land disputes over school location, marital/family issues, violence against children, gender based violence, post-traumatic stress, substance abuse, tribal/ethnic identity, refugee influxes, on-going rebellions, conflict insensitive curriculum, etc. For more information on conflict analysis, refer to the CDRM Guide, chapter 4.0.
- Learners normally comprise part of the special groups with particular vulnerabilities to conflicts and disasters. And their vulnerability will be further compounded by limited or lack of adequate awareness of different hazards and conflicts and existing preparedness and mitigation measures. Learners therefore should be engaged in preparedness planning for the identified hazards.

The CDRM Guide (chapter 4.0) contains a detailed list of all potential hazards within education institution premises which are localized.

CAPACITY ASSESSMENT OF THE EDUCATIONAL INSTITUTION

After risk analysis, capacity assessment of the school and community should be done. The assessment should focus on availability of:

- Sand bags, fire extinguishers, water buckets, etc. to extinguish fire;
- Telephones on campus for communication;
- Radios and mobile phones that can be used to receive early warning information;
- Trained first aiders (Learners and teachers);
- Designated open space on premise or vicinity which can be used for evacuation;
- Bell(s) and alarm systems for warning or alert;
- A list of learners and staff with skills that can help in rescue (swimmers etc.);
- 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 flood waters);
- Emergency water storage facilities;
- Lightning arrestors / conductors installed on buildings in lightning prone areas
- First aid kits and Sick bays.
- Good quality instructional materials in schools for peace, reconciliation and conflict resolution
- Availability of a conflict-sensitive education curriculum
- Well trained, prepared and willing teachers to incorporate discussions around conflict and employ conflict sensitive teaching skills in school.

STEP FOUR

Step 4. Conflict and Disaster Risk Management Plans.

The school should have CDRM plan. The plan outlines the basic information about the school, procedures for conducting assessments and identifying prevention and preparedness measures. It further outlines list of stakeholders and coordination roles to avoid duplication and improve efficiency.

The CDRM Committee takes lead in developing the CDRM Plan but is supported by others. Learner-friendly plans should be developed for children, pupils and Learners, and this is the reason why Primary and Post-Primary CDRM booklets have been developed. The CDRM plan should include the following components:

- Introduction about the institution (this should include a map that shows all physical structures, places for keeping emergency equipment, evacuation maps and routes, assembly points, among others. Teachers should take lead on developing this map and share with children) ;
- Community map developed by teachers, parents, leaders and learners that shows location of the school, geographical features, transport facilities and modes, evacuation shelters, and nearest resources e.g. hospital.
- Vulnerability and capacity assessment results;
- List of members of the institution's CDRM committee, teams and their contact details;
- Roles and responsibilities of the CDRM Committee and the Teams;
- Plan for the training of conflict and disaster management teams;
- Mock drills and updating of the plan;
- Do's and Don'ts of various disasters;
- Contact details of the local authority, police and security agencies, District Emergency Coordination and Operations Centre (DECOC), Uganda Red Cross Society, NGOs, doctors, hospitals, ambulance services, etc.;

Refer to chapter 4.0 in the CDRM Guide for more detailed requirements of the plan.

Step 5. Constitution of Conflict and Disaster Risk Management Teams and Capacity building in schools.

Whereas the CDRM Committee is the overall in-charge of implementing the CDRM Plan, it is important to identify other stakeholders to work with, and also form theme specific teams to assist in implementation of the CDRM Plan and the Children's CDRM manual. The CDRM Committee retains the overall coordination roles.

Some of the important CDRM Teams that should be formed are;

- Early warning dissemination team
- Evacuation team
- Search and rescue team
- First aid team
- Site security team
- Awareness generation team
- Conflict Prevention and peace building team

There are some key considerations in forming the above committees, and these include; team balance (teachers, administrators and learners), gender balance, manageable numbers, representation of marginalized groups, and then whenever possible, teams should be led by a teacher for guidance purposes.

The teams need to schedule regular meetings, at least three times a year (once a term) to conduct CDRM awareness activities and mock drills, and use lessons to update the CDRM plan. And also meet with resource persons as necessary and organize training sessions for the teams in different areas of concern so as to keep the plan alive. Activities of CDRM should be included in the school's annual work plan to ensure sustainability and ownership.

Roles and responsibilities for the different teams are spelt out in the CDRM Guide Chapter 4, page 30 – 35. Teachers and Administrators should internalize these roles to enable them guide the learners through the safety tips in the Learners' booklets.

STEP SIX

Step 6. Dissemination of the Conflict and Disaster Risk Management Plan.

The CDRM plan should be disseminated to all teachers, learners and support staff. Copies can be also availed to some parents and members of the community because children's safety is not restricted to only school environment.

Teachers should be encouraged to read out the plan to learners in class and out-of-class activities and the plan should be displayed on notice boards for learners to keep referring to. For learners and teachers to be familiar with the plan, it requires continuous acquaintance with it.

Remember, the Learners CDRM booklets are supplementary to the CDRM plan, specifically adapted for learners. But the CDRM Plan remains the overall plan.

STEP SEVEN

Step 7. Mock drills.

Learners know that to be good at something, they have to practice!

- Mock drills should be organized and participation of learners, teachers, non-teaching staff, parents and community members emphasized.
- Simulating incidents can be very useful in the actual time of an incident and can reduce casualties and injury because people know what to do.
- Mock drills also help to identify first responders amongst the learners and general population and their capacities are tested during drills.
- Some drills can be communicated to general public to reduce panic but some should be made surprises such that people do not take the drills for granted and miss the lesson. After mock drills, evaluation should be done in a participatory manner and feedback used to improve the CDRM plan.

There are number of considerations and activities that should be taken note of in planning and implementing a mock drill and these can be found in detail in the CDRM Guide, page 36 – 38.





9.0. Response actions to common Conflict/Disaster scenarios that Teachers need to know to support learners.



1. Fire



PREPAREDNESS

- Identify the vulnerable places for fire and try to minimize the risk.
- Prepare and demonstrate the emergency evacuation map and display in suitable places.
- Instruct educational institution learners on what to do when they see a fire in the educational institution (refer to their tips in the Learners' CDRM booklets).
- Install fire extinguishers in school premises and Keep sand baskets / sacks in the educational institution to use in an emergency.
- Identify the safe area (free of trees and electric wires) 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 / Health Centre).
- Ensure availability of fire hydrants or reliable water sources in and around the institution.
- Maintain up to date and regular records of staff and Learners 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 (this is still a contentious issue, what is small fire?), try to extinguish it. Do not go towards a big fire or approach cautiously.
- Evacuate Learners accordingly to your Educational institution's CDRM 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 learners.
- 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 Learners 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 (refer them to their CDRM booklets).
- Consider developing a policy for learners wearing rubber shoes.
- Sensitization on the value of lightening arresters to all stakeholders

EMERGENCY

- During thunderstorm it is dangerous to stay outside, therefore remain indoors or inside a house or covered vehicle and ask learners to adhere to this.
- If you are in an open area in the educational institution ground, make sure to get to the classroom as quickly as possible and ensure no learners remain playing outside during thunder.
- 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 shape.
- Encourage learners to read and memorize safety tips in their booklets



3. Floods



PREPAREDNESS

- If your area is prone to floods, contact the District Emergency Coordination and Operations Centre (DECOC).
- A safe area should 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 discourage dumping in water channels, 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 and pass it on to learners and others.
- You need to get accurate information by a trusted information source. Do not listen to rumours, but to all official warnings (e.g. DECOC, Meteorology department, trusted radio / TV stations)

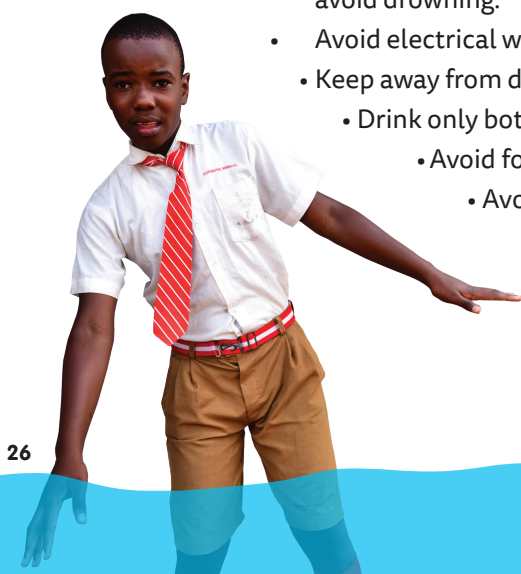
WHEN THE WARNING COMES, IT IS ADVISABLE TO KEEP LEARNERS AT THEIR HOMES, IF NOT IN BOARDING

- Remain indoors whether there is wind or not. Avoid windows.
- Be vigilant in flood prone areas during continuous rain.
- Switch off the electricity in the house.



SAFETY TIPS

- If a warning is received, evacuate to an identified safe area.
- Avoid being near river banks, lake shores, or swelling swamps / channels to avoid drowning.
- Avoid electrical wires or posts that have collapsed.
- Keep away from damaged bridges, buildings and trees.
 - Drink only bottled or 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 and learners 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 learners 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: boiled / 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 Learners.



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


- 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 /banks 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 alert when driving. Watch the road for collapsed pavement, mud, fallen rocks, and other indications of possible debris flows.

AFTER A LANDSLIDE

- 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 learner or staff who may require special assistance - infants, sick, 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.



A landslide is a large amount of rocks, earth, mud, soil, boulders and other material that slides or moves together down a steep slope. Some landslides are small and others can be big covering a big area.

Big landslides are very dangerous and destroy everything in the path downwards including houses, school buildings, people, livestock, crops, bridges, roads and can even block rivers causing flooding.

In Uganda, most landslides are caused by too much rainfall for days or weeks, and are common in mountainous areas of Elgon and Rwenzori regions. Please ask your teacher about major landslide events in Uganda e.g. in Bududa, Bulambuli, Bundibugyo, etc.

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 DECOC.
- Sensitize and encourage Learners, staff and parents to report any incidences of developing conflicts in surrounding communities.
- Keep important information of learners including their family contacts in safe places and keep regularly up-to-date rosters to easily track learners' presence.
- Familiarize learners 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, learners may be advised to stay home, unless in boarding section.
- For boarding Learners, 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 learners and staff informed about conflict developments but careful not to raise anxiety and fear.
- With support of security agencies, train and equip Learners and staff with skills on escaping unharmed during abduction, including safety negotiation.



SAFETY TIPS

- When evacuation warning has been received, ensure all learners 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.

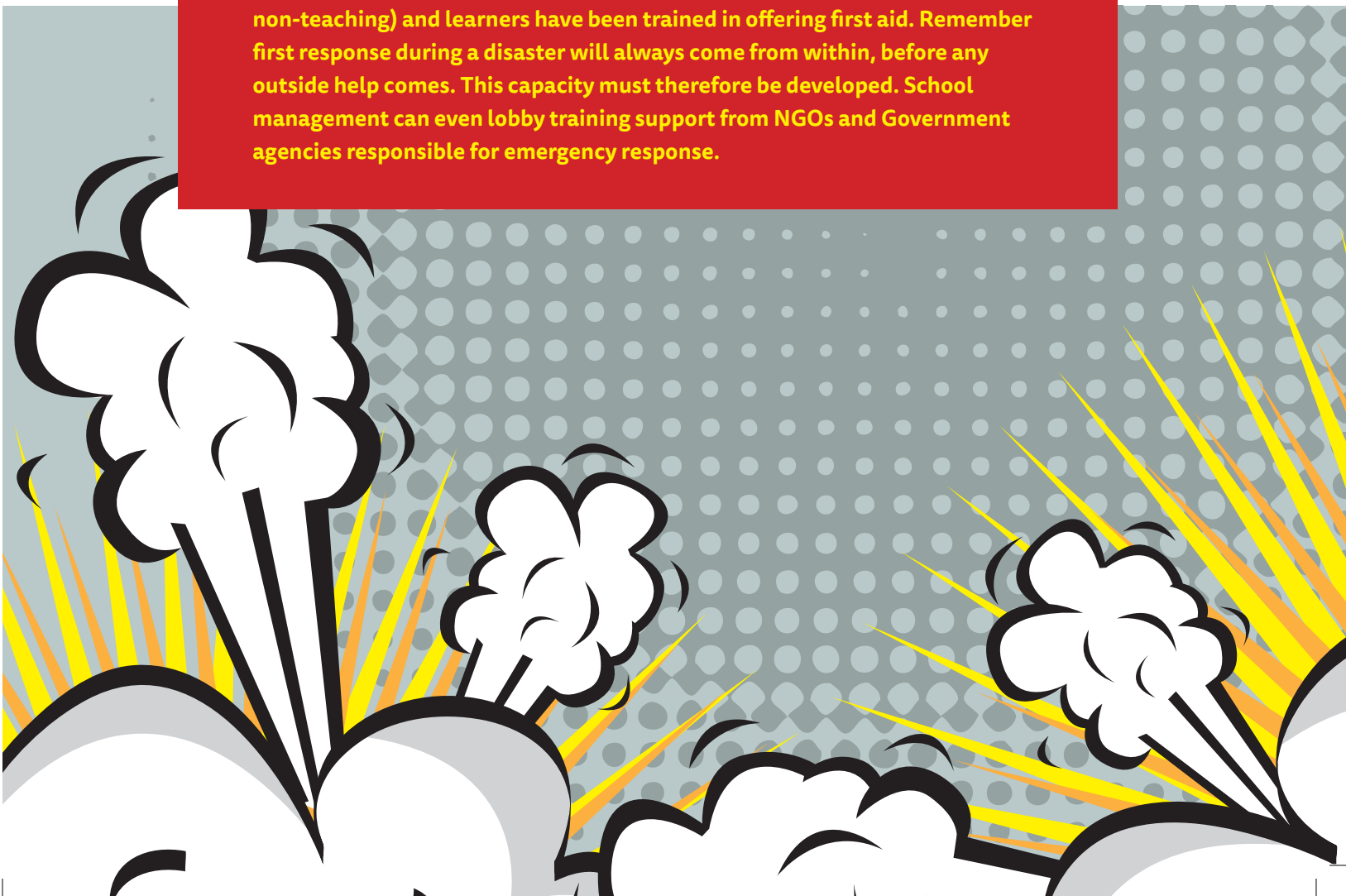
PSYCHO-SOCIAL ASPECTS

Conflicts have a big potential to cause trauma and psycho-social impact on learners, 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 learners and learners in an event of abduction.
- Maintain a pool of well trained volunteers with counselling and trauma support skills to assist other Learners and staff whenever necessary.
- Enlist support of professional counsellors and trauma and psycho-social support experts and support networks to assist Learners 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.

FIRST AID SKILLS

All school administrators should ensure that some of their staff (teachers and non-teaching) and learners have been trained in offering first aid. Remember first response during a disaster will always come from within, before any outside help comes. This capacity must therefore be developed. School management can even lobby training support from NGOs and Government agencies responsible for emergency response.



10.0 Quick Reference for Educational Institutions

CHECKLIST FOR 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 and well displayed.
- Conflict and Disaster Management Team members have been trained.
- Basic safety equipment e.g. First Aid kit, fire extinguishers, sand buckets, etc. are in educational institution.
- Lightning arrestors / conductors installed on buildings.
- 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 / gate.
- 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, fire extinguishers.
- Detect development of queer behaviour among the staff, Learners and non-staff members.

**TEACHERS GUIDE FOR THE CONFLICT AND DISASTER RISK MANAGEMENT BOOKLETS
FOR UPPER PRIMARY AND POST-PRIMARY SCHOOL LEARNER**

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, Learners 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 school community to foster partnership with the police.
- Encourage Learners 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 meters, poor wiring systems needs to be controlled.
- Allow strange persons / intruders in schools.
- Allow non staff to the cooking points.

11.0. Guidance on Quizzes, exercises and learning activities in Learners' booklets

Primary Learners Booklet

The following learning activities are provided in the Primary school learners' booklet, and have been numbered according to their numbers in the booklets. Please refer to each activity for guidance on how to facilitate the learner(s) to understand and get skilled.

Chapter 2

2.1. DISASTER




Disaster Knowledge check:

Ask your teacher or parent to tell you two types of disasters that have ever happened in your area, when they happened and how they responded. Write them down on the Notes page at the back of your Booklet.

Guidance note: The "disaster knowledge check" activity is intended to test whether learners understand the meaning of a disaster and encourage them to share this knowledge with parents and teachers by asking the latter to offer them examples of past disaster events, to help them visualize how a disaster manifests. Please offer them examples of disasters that have happened in your school / area and ask them to note/write them at the back of their booklets.

2.3. RISK

Table 2. How to reduce Risk caused by Hazards.

Hazard!	Reduce risk
 Lightning	Install lightning arrestors in homes and school buildings.
 Fire	Install fire extinguishers in buildings, conduct fire drills in schools and home, buckets of sand kept near, build fire barriers / walls, don't play with electricity wires and sockets, etc.
 Uncovered pits	Cover up or fill all pits / manholes in the school compound and at home.

Guidance note: The purpose of this table is to help learners understand that sometimes we cannot avoid living with hazards and risks. We can however do certain actions to mitigate or reduce the chances of such hazards and risks affecting us negatively. For example, where as you cannot stop lightning from striking, you can reduce the risk of it killing people by installing lightning arrestors in buildings including classrooms.

2.4. VULNERABILITY

Vulnerability knowledge check: Discuss with your friends conditions that can put you in harm's way during a flood? Example: when crossing a flooded road, you may not know how deep or fast the water is and it can sweep you away.

Guidance note: Learners need to understand what situations or conditions put them in harm's way or make them vulnerable. For example learners are vulnerable to fire if they are in a room that is connected with electricity, lacks fire extinguishers, and they lack of firefighting skills.

2.5. CONFLICT

In small groups, discuss how the above situations will result into conflict (disagreement) that may disturb your normal life or education? Write your thoughts below.

.....
.....
.....

Guidance note: Learners need to understand that conflicts are a human behavior but how they are addressed is what makes a difference between peace and violence. Help learners go through the table with examples of situations that could arise into conflict in their booklets, and then facilitate them to discuss more situations. This will enhance their understanding of conflict and its effects.

Chapter 4. Conflict and Disaster reporting for children

“Learning about disasters and conflicts is good, but you also need to know where and whom to report disaster or conflict events. When you know where and whom to report to, it becomes easier to help yourself and others, and you cannot get so scared because you will be prepared. **Ask your teacher to provide you with a list of people who you can report to when there is a conflict or disaster event.**”

Guidance note: In the previous chapters, learners are being introduced to the concepts in CDRM and examples that comprise hazards, disasters, etc. You should assist them to know the people they can report to, certain incidents. And these are the same stakeholders in Chapter 7.0 of this Teachers’ guide. Ensure the learners know all the focal points and their contacts / how to reach them when need occurs.

Chapter 5. Safety Tips for common hazards

5.1 FIRE CASE STUDY

Guidance note: As you may be aware, in Uganda we have had so many incidences of fire disasters in schools, markets and even buildings. Please talk to the learners about examples of big fires in schools e.g. Budo Junior, Homisdallen Kyebando, Masaka, etc, any examples you know to help them appreciate how dangerous fire can be and what they can do to minimize their risk of starting a fire or being affected by it.

TEACHERS GUIDE FOR THE CONFLICT AND DISASTER RISK MANAGEMENT BOOKLETS
FOR UPPER PRIMARY AND POST-PRIMARY SCHOOL LEARNER

Fire is a common hazard in many schools that may cause disasters, especially in boarding schools. Fire has caused death and damage to property in many schools in Uganda. For example, in 2008, a dormitory fire in Budo Junior School killed 20 children and destroyed all the property in the dormitory. Other examples of schools that have had fire disasters are; St. Leo's Primary school Masaka 2010, Jinja Army Primary school in 2014, etc.

Do you know of any big fires that happened in your school, home of community? What did people do to stop the fire?

Using a Fire extinguisher.



Guidance note: At some point, the Ministry of Education made it a requirement for all schools too have fire extinguishers installed in schools, but we know the coverage is not yet 100%. For schools that have, it is important to receive training for both staff and learners on how to operate a fire extinguisher. This training can be requested from nearby Police Fire department or other emergency response organizations like OPM and Uganda Red Cross. If your school has not received such training, please encourage your administrators to request such training. Remember: Younger learners in primary schools are discouraged from operating fire extinguishers.



5.2. LIGHTNING QUIZ

Question: Which of the following is true about lightning safety?

Circle up to 2 answers.

- a) All buildings / classrooms should have lightning arrestors
- b) It is good to take shelter under a tree during thunderstorm
- c) Wearing shoes with rubber soles can protect you from lightning.

Guidance note: There are several ways in which learners and other people can reduce the risk of lightning strikes. Some of the safety measures have been elaborated in the Learners' booklets but you can also assist them with more tips if you know them, and ensure they practice those safety precautions whenever there is thunderstorm.



5.3. FLOOD QUIZ

How can you be safe if your school or home floods? (Give three ways using knowledge of what you have learnt)

- a).....
- b).....
- c).....

Guidance note: Floods can be slow on-set especially following many days of rain that causes rivers, lakes, swamps to over flow their banks. Floods can also be rapid (flash) following too much in a short period and when there is poor drainage to allow water flow freely. As a teacher, help learners to know that during periods of heavy rains, a flood is possible and should be very careful when walking or playing along rivers, drainage channels, bridges, compounds, etc.

5.4. EARTHQUAKES

Learning tip: Ask your teacher to show you the map of the world, and show you which countries are vulnerable to earthquakes.

Guidance note: Earthquakes occur daily in many parts of the world but are small and hence cause no impact. Earthquakes normally happen when there is a sudden vibration in the earth's crust and can be caused by several factors including volcanic eruptions. But most earthquakes happen because of the movement of tectonic plates along fault lines. It may be useful if you can show your learners a map of the world and point out countries / regions with active seismic faults where big earthquakes are most likely to occur and show some countries where major earthquakes have happened. In Uganda the biggest earthquake in recent years was in 1994 and Kabarole was the most affected district, although most districts of Uganda can be affected in an event of a major earthquake especially if the epicenter is not far away.

QUIZ

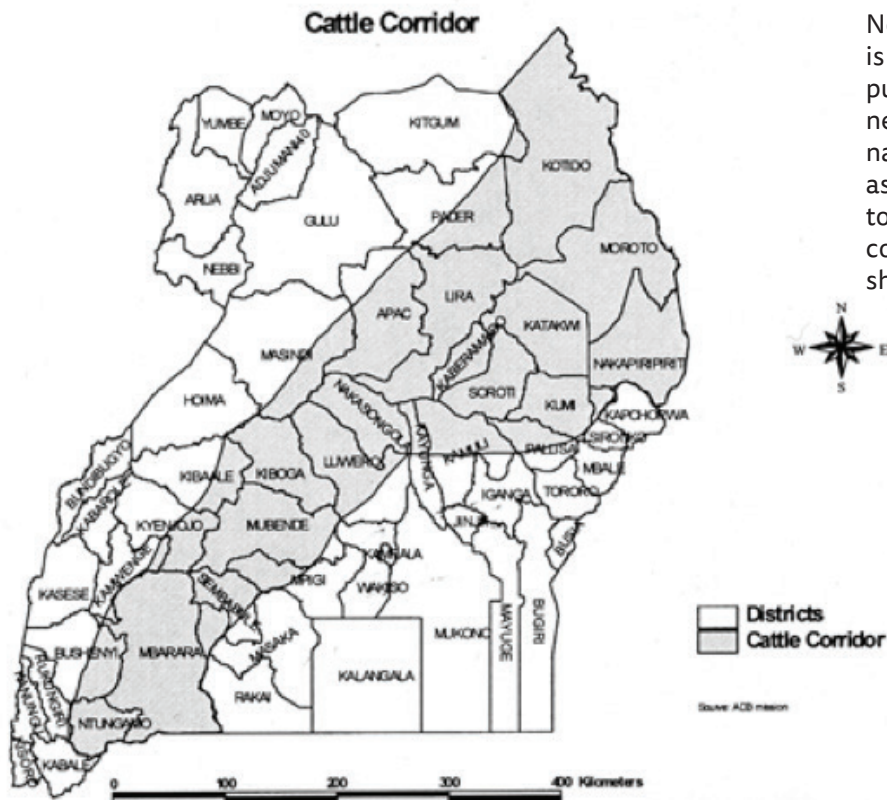
5.6. DROUGHT QUIZ

Mention ways in which drought can negatively affect the following sectors.

- a) Education
- b) Agriculture (crop & animal production)
- c) Water production

Guidance note: Whereas drought may not seem like a hazard / disaster that will affect teaching and learning directly like a fire or flood in a school would, it is important to help learners understand that the direct effect of drought on livelihoods for example on which their parents get income will affect their ability to send them to school. Please offer other examples on how drought will impact learners, teaching and learning.

Learners have also been advised to ask you about the districts in Uganda most prone to drought. These are mainly cattle keeping districts commonly referred to as “Cattle Corridor districts” because communities in these districts largely depend on livestock and agro-pastoralism as the main livelihood sources. They are also in the belt in Uganda that receives the least amount of rainfall. These districts are currently 38 and fall in the shaded grey area of the map below;





5.7. ROAD SAFETY QUIZ:

What is the golden rule for using the road?

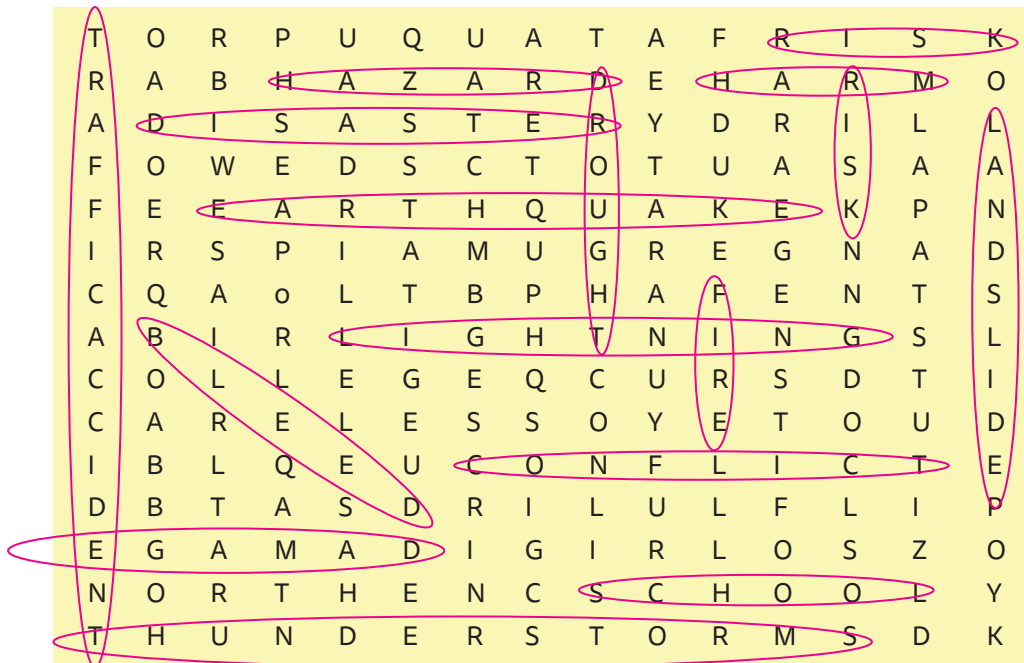
Answer:

CDRM General Activity 1:

Knowledge puzzle - Identify and circle words you have read and learnt from this Booklet.

There are 17 words in the puzzle that you have read in this Booklet. If you can identify...

- 14 - 16 words = Excellent
- 10 - 13 words = Very Good
- 6 - 9 words = Good
- 4 - 6 words = Fair
- 1 - 4 words = Keep trying, You will get there!



Answer tips: (Thunderstorms, Conflict, Fire, School, Lightning, Drought, Traffic accidents, Earthquakes, Hazard, Risk, Danger, Landslide, Bleed, Fear, Flood, Disaster, Harm).

CDRM General Activity 2:

Working with your friends / teachers / parents, develop a seasonal hazard calendar for drought and floods for your area.

Method: Ask your parents to tell you the following:-

- Any past drought / flood events in your area,
- The months in which they happened.

Write the above information in the seasonal calendar below, by ticking a hazard against a month. Discuss with and compare with your friends at school.

Hazard	Month											
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Flood												
Drought												

Lastly, ask your parents to share with you some of the major effects that were observed or reported following the given hazard / disaster.

Guidance Note: The objective of a Seasonal calendar is to help learners to learn about the history of hazards and disasters in their school or community and the periods when such hazards are likely to happen especially those that recur. As a teacher, you can use the following guidance to help learners through a hazard calendar:

- i) Ask them to study the history of disasters that have ever affected their school of community and find out the time when the hazards usually occur. This history can be obtained by asking and discussing with their parents, grandparents, elders, friends, other community members or other sources like old newspapers, text books, etc.
- ii) Encourage the learners to discuss with and ask people of different gender i.e. men and women so they can get various views especially when it comes to effects of the disasters.
- iii) Ask the learners to fill in the information they get into the template / table provided in their booklets (see sample template above), and they can make a note of the source of the information too
- iv) As a class you can choose a time when learners will share their findings on the history of the hazards / disasters and share with colleagues.
- v) As a class / group, you can facilitate the learners to review and synthesize their findings, look at commonalities and differences in their responses / findings and then come up with common hazards / disasters and their timelines in that community.

(CONTINUES OVERLEAF)

vi) With the above information, you can develop a seasonal calendar for your community / school indicating the types of hazards, times / periods of occurrence and can even make it more interesting by drawing symbols of hazards in the table.

This interactive activity has benefits! It encourages learners to interact with people in their communities, enhance their analytical skills, promotes group work and importantly gives them knowledge about the common disasters in their community and periods of occurrence, and with this knowledge they can participate in preparedness activities for such hazards. The CDRM Guide offers more information on Hazard seasonal calendar.

CDRM General Activity 3:

Emergency / disaster supply kit!!

As a class or family, it is important to have an emergency supply kit that you could rely on when faced with a disaster. That is good preparedness, right? And as children, it is important you participate in identifying and preparation of the contents of that kit – so that your needs are catered for too.

DISASTER SUPPLY KIT

- ✓ First aid kit (bandage, basic medicine, cotton, scissors, etc.)
- ✓ Battery-operated radio (so we don't miss emergency information)
- ✓ A torch with batteries
- ✓ Bottled water
- ✓ Foods that don't easily rot (Non-perishable foods) e.g. canned beef, beans etc.

Add on the list above the key items you think you would require as a student during a disaster.

Remember, it is an emergency kit so you can't include all your luxuries and favourite items!!

Guidance Note: As a teacher, you can ask your learners to assemble an emergency kit as part of their holiday package, and this might not necessarily have all the essential items since some have a cost implication, but you can ask learners to simulate. Also encourage them to request and assist their parents to assemble emergency kits for their homes.



CDRM General Activity 4:

SCHOOL HAZARD MAPPING - Identifying danger and taking action!!

Using all the knowledge you have got from the information above, your teacher will assist you to draw a map of your school / community showing all the different hazards and disaster risks that could be a source of danger. When you finish the map, you put a copy on the notice boards and keep a copy for yourself and family. Once you are able to spot the sources of danger, you, fellow children, friends and your community members will be able to Know Your Risk, and Prepare to Act, just like the title of this manual. Good luck!

Guidance note: The primary objective of a hazard map is to inform the population of the potential hazards and disaster risks they are prone to. As a teacher, you can facilitate the learners to develop a hazard map for the school. Below is guidance on how you can do this:

- i) Develop / have a map of the school showing all the physical features of the school including classes, dormitories, offices, kitchen, latrines, water points, exit points, etc.
- ii) Take note of the natural hazards the school could be prone to using historical information (hazard seasonal calendar could be useful) e.g. flood, drought, earthquake, landslides, lightning, etc.
- iii) With the learners, conduct a hazard transect walk across the school to identify potential hazards e.g. uncovered manholes, power lines & transformer, cracked buildings, old unsecured pit latrines, loose electric cables and sockets, damaged equipment, exposed water channels, big weakening trees and branches, slope failures, etc.
- iv) Mark all the identified hazards and risk factors on the corresponding points on the school physical map
- v) You may discuss with the learners possible ways of removing or reducing the identified hazards, and make note of the solutions on the map
- vi) Identify and discuss available capacity for reducing risk and responding to disasters in and around the school e.g. fire extinguishers, trained staff and learners in first aid and firefighting, emergency escape routes, lightning arrestors, nearest police fire brigade or response agencies, etc.
- vi) Make copies and display in open areas / notice boards for learners to keep referring to. And keep a copy for yourself!

Post-Primary Learners' booklet



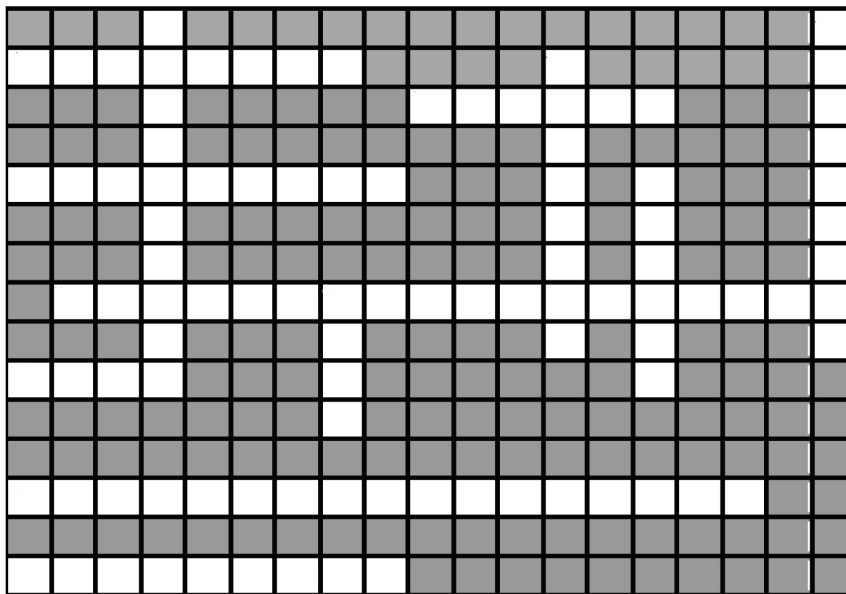
QUICK QUIZZES

Guidance note: The post-primary learners' manual has several quizzes and answers have been provided at the end of each quiz to help in self-assessment. But as a teacher, be ready to support learners to answer any questions they might find disturbing.

A CDRM general knowledge crossword puzzle has been developed and included in the CDRM manual for Post-primary. This will help to test the level of understanding of the learners of the key concepts contained in the manual. Answers to the puzzle are also provided at the end for self-assessment.

CDRM KNOWLEDGE CHECK:

Your Conflict and Disaster Risk Crossword Puzzle



ACROSS

3. Dangerous occurrence to children, other people and property
5. Caused by days of heavy rains
6. It is about to strike when you see dark rain clouds and hear thunder
8. Look left, right and left again, then cross to avoid.
10. It can be started by burning candles, careless use of matchbox, gas, etc
11. Drought, floods, earthquakes are examples of?
12. Is an example of human-made disaster.

DOWN

1. Drop, Cover and Hold to protect against what?
2. Large amount of rocks, soil, mud sliding very fast down a hill.
4. Arises when individuals or groups disagree and not willing to resolve differences peacefully
7. Source of danger
9. Possibility of something dangerous happening

Answers for Crossword puzzle: Across (3- Disaster, 5-Floods, 6- Lightning, 8-Road Traffic Accident, 10-Fire, 11-Natural disasters, 12-Terrorism). Down (1- Earthquake, 2-Landslide, 4-Conflict, 7-Hazard, 9-Risk)

Glossary

Still remember the words (concepts), hazards, and disasters that you have looked at in more detail in this book? Now let read more words below to increase your understanding of CDRM.

Community	Refers to a group of people living in the same place or having a particular characteristic in common.
Conflict	A disagreement between individuals or groups, can be resolved peacefully and bring positive change or it can escalate into violence.
Debris	A word used to refer to the remains of something that has been broken into pieces, or destroyed into particles. In this Booklet debris is used to refer to particles of soil, mud, rock that move during a landslide.
Disaster Risk Reduction (DRR)	DRR is the way you work to reduce vulnerabilities and disaster risks throughout your school, home and community, to avoid or to limit the negative impact of hazards.
Drought	Drought refers to a period when a region has a lack of rainfall for a long time. Drought affects humans, animals and crops and livestock, and causes hunger and famine.
Early Warning	This is the provision of timely and effective information to avoid or reduce risk, and to ensure early action.
El Niño	The unusual warming of the surface waters of the eastern tropical Pacific Ocean. It causes changes in wind patterns that have major effects on weather all across the globe.
Environment	Refers to the external conditions and surroundings, especially those that affect the quality of life of plants, animals and human beings.
Epicentre	The point on the earth's surface directly above the source of the earthquake.
Evacuation	This is the temporary mass departure of people and property from threatened locations.
Fault	A fault is an area of stress in the earth where broken rocks slide past each other, causing a crack in the Earth's surface.
Flood Plain	The lowland that borders a river, or a swamp usually dry but subject to flooding when the river or swamp is high.
Flood warning	Information issued to the public when flooding conditions have been detected or are actually occurring in the warning area.
Harassment	An act of continued aggressive pressure or threat or annoying actions by one person or group towards another e.g. bullying, teasing,, discrimination, etc. that can make someone or people fearful.

Infrastructure	Refers to physical and organizational facilities, e.g., buildings, roads, bridges, power lines, etc. needed for the operation of a community, school or organization.
Kidnap	The act of taking away a person or groups of persons illegally by using force, against their will, normally to obtain a ransom, revenge or to hurt them. This is also referred to as abduction.
La Niña	A widespread cooling of the surface waters of the eastern tropical Pacific Ocean. It's the opposite of El Niño.
Preparedness	Measures taken before and between hazard events to forewarn and prepare to ensure a timely and effective response, e.g. Early warning system, evacuation drills, firefighting skills and equipment, first aid kits, prepositioning of food, water, and educational supplies ahead of flood season or worsening conflict, emergency response plan/ a school safety plan.
Refugee	A person who has been forced to flee or leave their country in order to escape war, conflict, persecution, or even natural disaster.
Richter Scale	A measurement of an earthquake's intensity.
Risk assessment	This is the diagnostic process to identify the risks that a community or school faces.
Search and rescue	This is the act of looking for and removing victims from a disaster site in the immediate aftermath of an event, to reduce fatalities and injury.
Seismograph	This is an instrument scientists use to measure the strength (magnitude and duration) of an earthquake.
Stakeholder	A person or organization with an interest or concern in something, for example interest in addressing disaster risks.
Terrorism	Defined as the use of violence, threats and intimidation in the search of especially political purposes.
Tremor	A relatively small movement or earthquake that happens before bigger earthquakes.
Violent	using or involving physical force intended to hurt, damage, or kill someone or something.

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Conflict and Disaster Risk Management

**KNOW
YOUR RISK!
PREPARE TO
ACT!**

SUPPORTED BY

