

## DISASTER RISK REDUCTION FOR SCHOOL PRINCIPALS COURSE

26. – 30. September 2016.  
Tuhelj – Republic of Croatia

### - REPORT FOR DMTP WG -

Disaster Risk Reduction for School Principals Course was the Croatian contribution to prevention/disaster risk reduction courses organized within Disaster Management Training (DMTP) Program for 2016 of the Disaster Prevention and Preparedness Initiative for South Eastern Europe (DPPI SEE). The course was hosted and led by the National Protection and Rescue Directorate (NPRD).

DRR for School Principals Course was attended by 16 participants from 8 DPPI SEE member states (Albania, Bulgaria, Croatia, Macedonia, Montenegro, Serbia, Slovenia and Turkey) and with facilitation from Croatia (4 facilitators from NPRD and UNICEF) and guest facilitators, last year's attendee, principal Biljana Čulafić from Montenegro. All together 21 participants participated in the course (List of participants is annexed to this report).

The 4 and half day focus on inclusion of reducing risks in school activities with basics of responding to and recovering from disasters specific to the region of South-Eastern Europe. The course provided basics on disaster risk reduction concepts and guidance, including the Hyogo Framework for Action (HFA) and Sendai Framework for Disaster Risk Reduction (SFDRR), as well as understanding the key aspects and activities of response and recovery. The course builds upon participants' newly acquired knowledge of disaster risk reduction issues in practical terms to their day-to-day work with children and teaching staff. The course also allowed participants to apply practice to a project, case study or a simulation exercise culminating in a lecture or a presentation of the project at the end of the course.

Objectives of the course were:

1. Establish a common understanding of importance of and connection between DRR and school work.
2. Develop a better understanding of disaster risk reduction.
3. Illustrate the role of different stakeholders in DRR, especially the integrated nature of DRR between different school activities, subjects and everyday life in a safe environment (the school).
4. Present and discuss the concepts and guidance of Sendai Framework for Disaster Risk Reduction as well as the implementation and follow-up to the strategic goals and priorities for action 2015 – 2030 with emphasis on promoting the incorporation of disaster risk knowledge, including disaster prevention, mitigation, preparedness, response, recovery and rehabilitation, in formal and non-formal education, civic education at all levels, as well as in professional education and training.
5. Introduce International Strategy for Disaster Reduction (UN-ISDR) system and its relevance to participants practice areas in DRR.
6. Build a network by sharing the experience, existing know-how and team building.
7. Help principals develop an understanding of the link between DRR and everyday work.
8. Provide an opportunity to practice the acquired knowledge – outcome of the course.

Participants were divided into four groups (*Outbreak, Twister, Avalanche* and *Volcano*) and were given a task to come up with a DRR related projects to build up school resilience.

In order to make the final 15-minute presentation of their course assignment, the groups were obliged to:

1. Research and prepare information on schools within the group based on two questionnaires
2. Choose one most vulnerable school
3. Choose appropriate DRR measures
4. Prepare a small scale project implementing chosen measures
5. Prepare a presentation of the project for potential investors
6. Present

Block/presentation evaluation was conducted on a daily basis by participants and on the last day of the Course participants completed a final course evaluation form.

After the course, facilitators held a *lessons learned* meeting to discuss what went well on the Course and what could be improved for the future courses. Conclusions/recommendations from this meeting were:

- Four and half day Course duration is appropriate
- The pre-course questionnaire was a good practice and of great use to the participants preparation
- Lectures should include more practical examples on ways to introduce DRR measures in schools and less information on organizations and initiatives
- Language continues to be a big obstacle during exercises and group work
- Participants cancelling participation after the start of the course cause organisational and administrative problems
- During the course participants were invited to present their own (national) experience with DRR which was very useful
- The Risk Assessment exercise is useful, but too difficult and needs to be simplified
- Last year's attendee acted as a guest facilitator, her experience from the previous course and her work after completing the last year's course was well accepted among participants who were able to correlate with her and realise the benefits of this course and obstacles to full incorporation of DRR in their respective schools
- Engaging an external, i.e. outside of SEE expert on DRR in schools would be of great benefit
- Field visit and presentation in Krapina Neanderthal Museum gave us an opportunity to see the close connection between humans and nature and importance of DRR in creating sustainable society (school)
- A visit to a local school during an evacuation exercise and/or lecture on DRR for children would be of great benefit for the principals while visualizing/preparing their projects
- The UNICEF case study exercises were well accepted but language presented a big problem during implementation
- Entry and final questionnaire was a great tool to evaluate both participants and facilitators

**Drafted by:**

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**Attachments:**

1. List of participants
2. Course timetable
3. Final evaluation