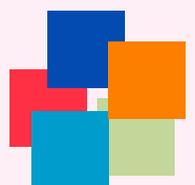




FIELD TEST VERSION

Training Guide for Facilitators and Focal Points on the Minimum Standards for Safe Schools

September 2022



**Training Guide for Facilitators and Focal Points on the Minimum Standards for
Safe Schools (Field Test Version)**



**Digital versions of the training guide may be accessed at
<https://www.humanitarianresponse.info/en/operations/nigeria/education>**



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List of Acronyms

CBMC	Community-based management committee
EiEWGN	Education in Emergencies Working Group Nigeria
FPT	Focal point teacher
IDPs	Internally Displaced Persons
MoE	Ministry of Education
NPSSVFS	National Policy on Safety, Security and Violence-Free Schools
ROHI	Restoration of Hope Initiative
SBMC	School-based management committee
SEPRP	School Emergency Preparedness and Response Plans
SFPT	School focal point teacher
SGBV	Sexual and gender-based violence
SSCA	Safe Schools Common Approach
SSD	Safe Schools Declaration
SSI	Safe Schools Initiative
SUBEB	State Universal Basic Education Board
UNICEF	United Nations Children's Fund
VAC	Violence against Children
WHO	World Health Organisation

Introduction

Nigeria, like many other countries of the world, has been witnessing various forms of attack on education. These attacks disrupt educational activities and make many learners withdraw from schooling. Within the schools, learners and educational personnel witness different degrees of violence which lead to injuries, traumatic conditions and even death of the victims. Recently, the Nigerian government introduced some policy framework and programmes that are aimed at ensuring the safety of learners and educational personnel within and outside the school. Some of these policies and programmes include the National Policy on Safety, Security and Violence-Free Schools (NPSSVFS) and the Implementation Guidelines; the Minimum Standards for Safe Schools; the domestication of the Safe Schools Declaration (SSD) and the Safe Schools Initiative (SSI).

The Training Guide for Facilitators and Focal Points on the Minimum Standards for Safe Schools is therefore designed to empower schools and their relevant stakeholders with skills that will enable them to implement some of these policies with the ultimate intention of eliminating, controlling and reducing hazards and risks that may negatively affect learners, education personnel and school infrastructure.

The training is structured to provide the trainees a wide range of opportunities to acquire the knowledge, skills and competencies that will enable them to fully implement critical measures of school safety and security in their respective schools. There are generally thirteen (13) training sessions, including the pre- and post-assessment of knowledge of the Minimum Standards. Each session focuses on identified key competencies that teachers and school managers require to carry out their duties as safety providers in schools.

The core of the training sessions begins with an overview of the Minimum Standards for Safe Schools in Nigeria. This is followed by the session on the Safe Schools Common Approach (SSCA). It is important that trainees understand the SSCA, as it provides the stem for the successful implementation of the Minimum Standards. The next session introduces and explains the tools for the measurement of compliance. A good knowledge of how to use the various tools is indeed the first step towards ensuring learners and school personnel are kept safe and supported to overcome traumatic situations resulting from violence in schools.

Understanding the concept of violence in schools and learning centres as well as the management of its aftermath is also critical in the effort to ensure violence-free schools in Nigeria. Essential also is the teachers' capacity to safeguard and protect learners in every learning environment, to effectively organise evacuation drills and to develop School Emergency Preparedness and Response Plans (SEPRP). These components have been elaborately discussed in the training manual. The crux of session 10 is the roles of stakeholders in school safety. Importantly, the manual provides trainees the opportunity to be equipped to conceptualise the significance and configuration of the school safety plan and of risk mapping. Each training session has a timeline distributed across the steps and activities. It is important that the timing be adhered to as much as possible.

The training sessions are activity oriented to give trainees the opportunity to develop the requisite skills and competencies. This implies that the trainers are expected to create a learning environment that encourages participation. Generally, the training guide encompasses all activities prescribed for the elimination and control of potential risks. It also covers emergency preparedness against risks that could emanate from the 5 target pillars (namely, violence against children, natural hazards, conflicts, everyday hazards and school infrastructure).

Finally, it touches on other actions required to ensure a strong school system that will enable the domestication of the Minimum Standards.

The Education in Emergencies Working Group Nigeria (EIEWGN) acknowledges the role of Restoration of Hope Initiative (ROHI) and UNICEF in developing and field-testing training guides to accompany the Minimum Standards for Safe Schools. Further, we thank both organisations for coming together to harmonise their training guides to aid coordination and pilot testing before finalisation. EIEWGN would also like to give special thanks to Goal Prime for supporting the harmonisation process. We are immensely grateful to Dr Chima Egbujuo, the technical team lead whose responsibility was to harmonise the two training guides and lead the finalisation process. We recognise the following technical advisers and education specialists for their inputs in the development of this guide: Dr L. I. Giginna, Dr Judith Giwa-Amu, Passy Amani, Abiola Sanusi and Eucharia Chime. This guide would not have been possible without Dr Bulus Myfriend and Lincoln Maife who developed the initial training guides by ROHI and UNICEF. Lastly, we would like to extend our thanks to the reviewers for their time spent on improving this training guide.

How to Administer the Self-assessment

The purpose of the self-assessment is to measure the trainees' level of knowledge and competencies relating to the Minimum Standards. This is an important step in the training process. The self-assessment will help to gauge the extent to which the training has positively affected the trainees' ability to use the Minimum Standards and to train other teachers.

The self-assessment is to be administered at the beginning and end of the training. Participants are to assess themselves. A copy should be made available to each participant. Self-assessment helps participants focus on improving on their areas of weakness during the training. They are also happy to see how far the training has helped them to achieve their individual improvement goals.

To administer the assessment, each participant needs to be given a unique code. Ensure the participants are aware of the purpose of the code. The code is to help track the progress made by participants in each of the key competencies and in knowledge during the training. You need to ask participants to commit the code to memory. You can ask them to indicate that they approve of the content of the pre-assessment form before they fill it out. This will help to match the pre- and post-assessment in case a participant is unable to remember their unique code.

Ask participants to be objective in doing the self-assessment. Do not forget to inform them that the assessment is for the training and not for promotion at the place of work.

Session 1: Pre-assessment of Knowledge of the Minimum Standards

Training Plan			
Session Time	35 Minutes		
Key Competencies	<ul style="list-style-type: none"> • Knowledge 		
Learning Outcomes			
<p>By the end of the session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Assess their knowledge prior to the training. 2. Complete the pre-assessment form. 3. Set target of competencies they will develop in the course of the training. 			
Materials	<ul style="list-style-type: none"> • Flip chart • Markers • Writing pads • Copies of the pre-assessment form 		
Schedule of Activities			
Steps/subtopic/activity	Method	Time	Materials
Introduction	<ul style="list-style-type: none"> • Presentation 	10 minutes	
Completing the pre-assessment form	<ul style="list-style-type: none"> • Self-assessment 	20 minutes	<ul style="list-style-type: none"> • Pre-assessment form
Setting goals and targets	<ul style="list-style-type: none"> • Interactive questions and answer 	5 minutes	

Introduction

 **Time: 10 minutes**

- Welcome participants to the session and training
- Introduce yourself and other trainers
- Write the learning outcomes on the board/wall
- Read out the learning outcomes
- Say: 'The purpose of this session is to help us know what knowledge we already have and then set personal goals and targets for the knowledge and competencies we will acquire from the training.'

Activity 1: Completing the pre-assessment form

 **Time: 20 minutes**

- Assign each participant a code (a number) and ask them to write the number on their jotter. Inform them that they will need the number again at the end of the training.
- Now distribute the assessment form to the participants. Make sure everyone has a copy.
- Ask them to write their unique number on the form in the space provided.
- Then ask them to assess themselves on the 20 competencies. Let them know it is not an examination. Encourage them to be objective in their rating.
- Ask them to rate their competency on the items on a scale of 1 – 4 (the highest rating is 4, and the lowest is 1).
- After 10 minutes, collect the forms from them.

Activity 2: Setting goals and target for the training

 **Time: 5 minutes**

- Give each participant sticky notes and ask them to write 3 competencies and knowledge they would want to acquire during the training.
- Ask them to post the sticky notes on the flip chart provided.
- Encourage them to be active during the training.
- Ask if anybody has any concerns that can be addressed now.

Pre-assessment Form

Participant's No _____

Item 1 - lowest 4 - highest		Pre self-assessment			
		1	2	3	4
1	Correctly understand the concept of minimum standards				
2	Able to explain the purpose of the Minimum Standards for Safe Schools in Nigeria				
3	Able to explain the guiding principles in relation to safe schools for learners and teachers				
4	Understand the implications of the guiding principle of school security and safety				
5	Can explain the relationship between the Minimum Standards and the National Policy on Safety, Security and Violence-free Schools (NPSSVFS)				
6	Can explain the relationship between the Minimum Standards and the Safe Schools Declaration (SSD)				
7	Can explain the relationship between the Minimum Standards and the Safe Schools Initiative (SSI)				
8	Able to explain the Safe Schools Common Approach				
9	Have accurate knowledge of the five concepts/areas of the Safe Schools Common Approach				
10	Able to use the available tools to measure compliance with the Safe Schools Common Approach				
11	Able to identify relevant tools for use in specific cases of violence in schools or learning centres				
12	Able to identify when a school or learning centre does not meet up with the Minimum Standards for Safe Schools				
13	Can confidently explain the underlying principles of a school safety plan				
14	Able to conduct risk mapping in school				
15	Able to develop a school safety plan				
16	Can confidently train other teachers on the Minimum Standards for Safe Schools in Nigeria				
17	Able to successfully organise evacuation drills				
18	Able to support a learner who has been abused				
19	Able to develop School Emergency Preparedness Response Plan (SEPRP)				

Session 2: The Minimum Standards for Safe Schools

Training Plan			
Session Time	2 hours 15 minutes		
	<ol style="list-style-type: none"> 1. Good knowledge of the Minimum Standards for Safe Schools 2. Key concepts related to safety in schools and the guiding principles of the minimum standards, 		
<p>Learning Outcomes</p> <p>By the end of the session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify the Minimum Standards for Safe Schools. 2. Explain the guiding principles of the Minimum Standards. 3. Understand the relationship between the Minimum Standards and the National Policy on Safety, Security and Violence-free Schools (NPSSVFS,) Safe Schools Declaration (SSD) and the Safe Schools Initiative (SSI). 			
Materials	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Copies of the Minimum Standards for Safe Schools 		
Schedule of Activities			
Steps/sub-topic/activity	Method	Time	Materials
Introduction	Post it, Presentation	15 minutes	<ul style="list-style-type: none"> • Sticky notes, flipchart
Minimum Standards	Question & answer, discussion and group work	30 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Copies of the Minimum Standards for Safe Schools
Guiding Principles	Question & answers, gallery discussion and group work	40 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Copies of the Minimum Standards for Safe Schools
NPSSVFS, SSD, SSI and the Minimum Standards	Question & answers, discussion and group work	45 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes
Reflection	Question & answers	5 minutes	

Introduction

 **Time: 15 minutes**

- Welcome the participants to the session.
- Introduce yourself.
- Put up the learning outcomes on the board/wall.

- Read out the learning outcomes.
- Give out sticky notes to the participants and ask each person to write one thing they want to learn about the session. Put up a sheet of flip chart paper and ask them to place the sticky notes on the flip chart.
- Say: 'This session introduces you to the common concepts of the Minimum Standards for Safe Schools in Nigeria. It is systematically crafted to get you to understand the Minimum Standards for Safe Schools, the National Policy on Safety, Security and Violence-Free Schools (NPSSVFS) and the guidelines for implementing NPSSVFS. This session attempts to enlighten trainees on the guiding principles of the minimum standards.'

Activity 1: Understanding the Minimum Standards

 **Time: 30 minutes**

- Ask, 'What are minimum standards?'
- Allow 5 minutes for some responses and write them on the flip chart.
- Say: 'A minimum standard is the lowest level service or practice required in a given time or condition. Such standards are required to ensure safe practice.'
- Cluster participants into groups of 5 and give each group copies of the section of the Minimum Standards for Safe Schools where the concept of minimum standards is explained.
- Each group should have a secretary to write out the decisions of the group.
- Ask each group to arrive at a consensus on what they understand by minimum standards for safe schools. Let them also state the conceptual framework of the Minimum Standards. Allow each group 10 minutes to carry out this activity.



Important note for the trainer:

The trainer should have the 8 guiding principles of the Minimum Standards handy. This can be found in the main document of the Minimum Standards for Safe Schools or as a handout attached to this.

- Let each group make a presentation to all participants at the end of the allotted time.
- Discuss with the participants in a plenary session and arrive at a final understanding of what minimum standards for safe schools are.
- Explain that the purpose of the Minimum Standards is to provide guidelines on how schools can remain safe places for learners to access quality and equitable education and for teachers and every other member of the school community to support teaching and learning.



Important note for the trainer:

The concept of Minimum Standards for Safe Schools is clearly explained in the document. This exercise is only to get the participants to be acquainted with the concept and have their minds conditioned to understand what the whole training is about.

Activity 2: Guiding Principles of the Minimum Standards

 **Time: 40 minutes**

- Hand over sticky notes to each participant and ask them to write out what they understand as 'guiding principles' in relation to safe schools for learners and teachers.
- Ask participants to read out what they have on their sticky notes and collate them according to their similarities.

- Based on the number of similar definitions collated, share participants into groups and request each group to come up with a single definition. Give each group a sheet of flip chart paper and ask them to write their definition on the chart and place on the wall.
- Now lead all the participants on a gallery walk to read the definitions by the groups. Let participants tick the definition that best describes 'guiding principles.' Now identify the definition with the highest number of ticks, read it out, and ask participants if they agree or disagree with the definition. Ask those who disagree to explain why they do not agree. Afterwards harmonise and put up one definition of 'guiding principles.'
- Now give each group at least two (2) of the guiding principles of the Minimum Standards and ask each group to explain the principles they are holding. Let each group make a presentation, and then you may offer some clarifications where there are misconceptions.

Activity 3: Linking the NPSSVFS, SSD, SSI and the Minimum Standards

 **Time: 45 minutes**

- Distribute sticky notes to participants.
- Get participants to write down the full meaning of the following acronyms – NPSSVFS, SSD, SSI and MS.
- Call participants at random to read out the full meaning of the acronyms as they have written on their sticky notes.
- Ask participants to explain the relationship between the terms NPSSVFS, SSD, SSI and the Minimum Standards. Write their responses on the flip chart and then harmonise the responses to show the relationship between the NPSSVFS, SSD, SSI and the Minimum Standards.
- State each term appropriately at the end of the session and inform participants that they should be able to explain the terms for future use.

Reflection

 **Time: 5 minutes**

- Ask participants if the learning outcomes have been achieved.
- Ask a few participants to state what they have understood in the session.
- Ask them to say the full meaning of each of the following: MS, NPSSVFS, SSD and SSI.

Handout : Guiding Principles

The guiding principles are guidelines on how schools can remain safe places for learners to access quality and equitable education and for teachers and every other member of the school community to support teaching and learning. The guiding principles are:

1. **Education is a fundamental human right:** All learners must have the opportunity to receive quality and equitable education at all times even during armed conflict and hazards.
2. **Zero tolerance of violence against children:** Schools and learning centres must adapt and communicate policies and guidelines that promote safe, secure and violence-free learning environments, because studies have shown that children learn better under non-threatening situations.
3. **Continuation of schooling at all times:** Schools have risk-management plans that enable evacuation of learners to safer areas so that teaching and learning can continue even during hazards and violent conflicts.
4. **Non-militarisation of learning institutions:** Effort must be made to avoid the use of schools and learning centres by the military, and when unavoidable, the military must obtain permission and then clean up after use.
5. **High level of professionalism:** All members of the school safety committee and all teachers, especially the focal point teacher (FPT), must be trained on all relevant areas to ensure they are able to respond to hazards and also handle complaints about violence with strict confidentiality.
6. **Uniformity:** The Minimum Standards provide clear information on the benchmark to be achieved in order to have safe and secure environments for learning.
7. **Measurement of results:** The Minimum Standards contain tools for schools to use for institutional self-assessment and for evaluators to use for external assessment of the schools and centres in order to certify the institutions as safe for learning.
8. **Strong institutional systems:** Every school must have clear leadership to coordinate the various stakeholders to support the achievement of safe, secure and violence-free schools. Schools must develop risk management and mitigation plans to build resilience and enable them to cope with the effects of hazards and conflict when they occur. These plans will include data collection, documentation, reporting and escalation of issues to higher authorities and law enforcement agencies where necessary.

Session 3: The Safe Schools Common Approach

Training Plan			
Session Time	1 hour 50 minutes		
Key Competencies	<ol style="list-style-type: none"> 1. Knowledge of the Safe Schools Common Approach 2. Knowledge of the 5 pillars of the Safe Schools Common Approach 		
Learning Outcomes By the end of the session, participants will be able to: <ol style="list-style-type: none"> 1. Explain the Safe Schools Common Approach. 2. Outline the 5 pillars of the Safe Schools Common Approach. 3. Discuss each pillar of the approach. 			
Materials	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Copies of the Minimum Standards for Safe Schools 		
Schedule of Activities			
Steps/sub-topic/activity	Method	Time	Materials
Introduction	Presentation	15 minutes	<ul style="list-style-type: none"> • Chart of learning outcomes.
The Safe Schools Common Approach	Question & answer, group work/discussion and gallery walk	30 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Posters on the 5 components of the approach
Pillars of the Common Approach	Question & answers, gallery discussion and group work	30 minutes	<ul style="list-style-type: none"> • Copies of the Minimum Standards for Safe Schools
What the 5 pillars entail	Group work, discussion and presentation	30 minutes	<ul style="list-style-type: none"> • Chart showing the 5 pillars • Makers • Flipcharts
Reflection	Question & answers	5 minutes	

Introduction

 **Time: 15 minutes**

- Welcome the participants to the session.
- Introduce yourself.
- Put up the learning outcomes on the board/wall and read them out to the participants.
- Say: 'This session will introduce you to the Safe Schools Common Approach (SSCA). The Minimum Standards for Safe Schools are based on five concepts/pillars: violence against children; natural hazards; conflicts; everyday hazards and safe school infrastructure.'



Important note for the trainer:

The trainer should carefully explain the theory of change to the participants.

Activity 1: Safe Schools Common Approach

 **Time: 30 minutes**

- Write out the five Safe Schools Common Approach hazards on separate flip charts.
- Ask participants to move round the five charts and take note of what they have observed.
- Ask them to use the notes taken to attempt to put forward what they understand by the Safe Schools Common Approach. They should draw up a table individually and attempt to write out the five pillars of the Safe Schools Common Approach based on what they have read on the flip charts.
- Distribute photocopies of the Minimum Standards for Safe Schools where the five pillars of the common approach to the minimum standards are explained.
- Explain the theory of change upon which the five components of the common approach rest:
 - o If schools and learning centres are violence free environments;
 - o If schools and learning centres mitigate the effects of natural hazards;
 - o If schools and learning centres prevent or prepare to address conflict;
 - o If schools and learning centres prevent or mitigate the effects of everyday hazards; and
 - o If school infrastructure is safe Then schools and learning centres will be safe, secure and violence-free environments where teaching and learning can take place for improved learning outcomes.

Show participants this drawing as a reflection



- Explain to participants that the five pillars of the Safe School Common Approach are as shown in the drawing.
- Ask participants if they have any questions.



Important note for the trainer:

The trainer should refer to tables 5, 6, 7, 8, 9 and 10 (from pages 39 – 50) of the Minimum Standards for Safe Schools.

🎯 Activity 2: The Pillars of the Common Approach

🕒 Time: 30 minutes

- Assign participants into five groups and name the groups as follows: (i) Violence; (ii) Natural hazards; (iii) Conflict (iv) Everyday hazards and (v) School infrastructure. Clearly label the groups.
- Ask participants to brainstorm and come up with a definition of their group name. Ask them to also give examples of what it is all about.
- Go round and support the participants to articulate their thoughts well.
- The definition and examples should be written on the flip chart.
- Let each group make a presentation and then display their work on the wall.
- Explain again that the Safe Schools Common Approach is based on 5 pillars which together determine if a school is safe or not for learners. These are violence, natural hazards, conflicts, everyday hazards and school infrastructure.

🎯 Activity 3: The Five Pillars of the Safe Schools Common Approach and What They Entail

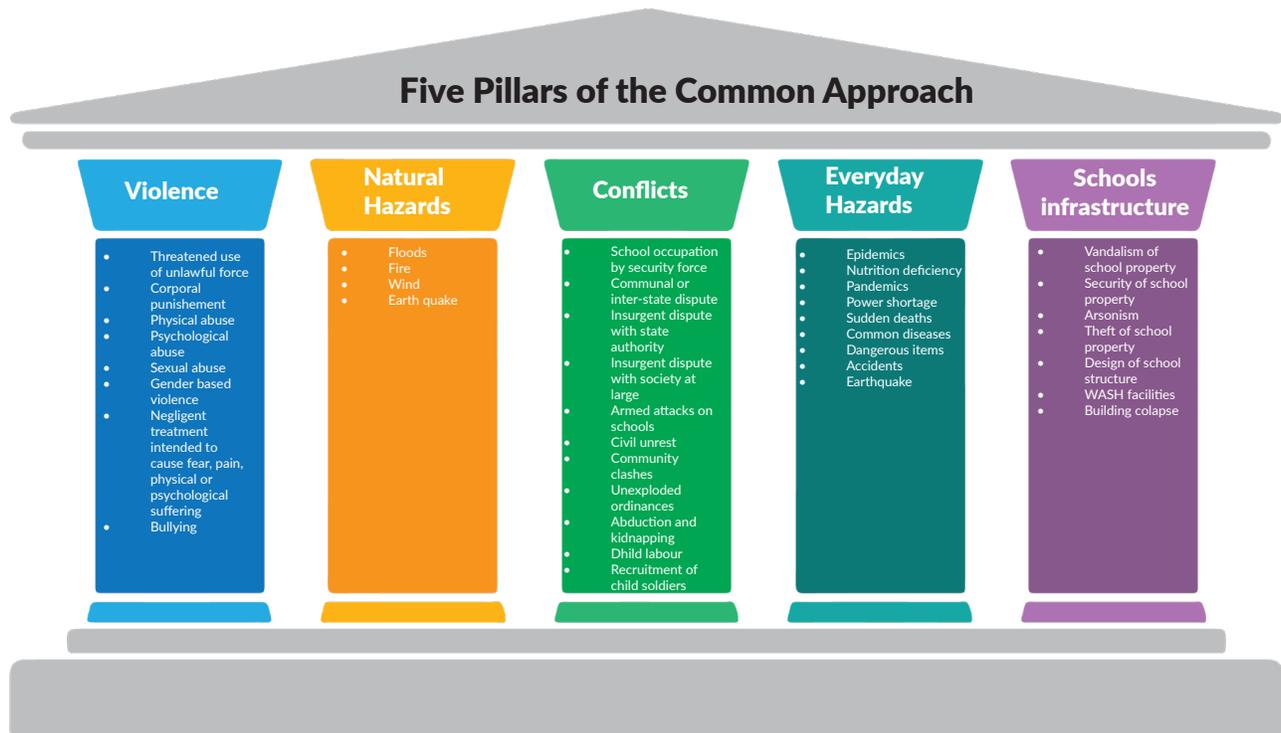
🕒 Time: 30 minutes

- Present the table on the five pillars of the common approach.
- Write out a few of the examples in each column.
- Put participants into groups and let participants in each group take turns to explain the effects of each pillar of the common approach (as listed in the table below) on the child, teacher/facilitator, school/learning centre and host community.
- Encourage all participants to familiarise with at least 3 examples of items under the 5 pillars of the common approach.

Reflection

🕒 Time: 5 minutes

- Ask participants if the learning outcomes have been achieved.
- Ask a few participants to state what they have understood in the session.
- Ask them to give examples of items under each of the 5 pillars.



Session 4: Measuring Compliance with Safe Schools Common Approach

Training Plan			
Session Time	1 hour 50 minutes		
Key Competencies	<ol style="list-style-type: none"> 1. Ability to use the available tools to measure compliance with the Safe Schools Common Approach 2. Ability to identify relevant tools for use in specific cases of violence in school or learning centres 3. Ability to identify when a school or learning centre does not meet up with the Minimum Standards 		
Learning Outcomes By the end of the session, participants/learners will be able to: <ol style="list-style-type: none"> 1. Identify the tools needed to measure compliance with the Safe Schools Common Approach. 2. Identify different violent scenarios and what necessary tools to apply in monitoring or reporting such occurrences. 3. Explain measuring and compliance with the Safe Schools Common Approach using the NPSSVFS. 			
Materials	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Copies of the Minimum Standards for Safe Schools and the NPSSVFS 		
Schedule of Activities			
Steps/sub-topic/activity	Method	Time	Materials
Introduction	Express your expectation in drawing	15 minutes	<ul style="list-style-type: none"> • Plain paper • Marker • Masking tape
Strong Systems	Storytelling and brainstorming, question & answer, discussion and group work	30 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Copies of the Minimum Standards for Safe Schools • Masking Tape
Violence against Children	Question & answer, discussion and group work	30 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Masking Tape • Copies of the Minimum Standards for Safe Schools
Natural Hazards	Question & answer, discussion and group work	30 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Copies of the Minimum Standards for Safe Schools • Masking Tape
Reflection	Question & answers	5 minutes	

Introduction

🕒 **Time: 15 minutes**

- Welcome the participants to the session.
- Introduce yourself.
- Put up the learning outcomes on the board/wall and read it out.
- Give out some sheets of plain paper and ask participants to draw how they will want to feel after going through the session. Ask participants to paste their drawing on the wall.
- Say: 'This session presents tools to be used to measure the implementation of the National Policy on Safety, Security and Violence-Free Schools (NPSSVFS). The tools can be used annually to conduct institutional self-assessment, and the information will be used in preparing and reviewing school improvement plans that integrate safety and security of learners, staff and school infrastructure.'
- Say: 'The tools can also be used every three or four years to conduct external assessments of schools and learning centres in order to certify them as safe, secure and violence-free for teaching and learning. This session will teach you how these tools can be used. We will use different hypothetical scenarios to practise the use of the tools.'

🎯 **Activity 1: Strong Systems**

🕒 **Time: 30 minutes**

- Say: 'In a hypothetical scenario: One day, during break time, there was suddenly a rowdy noise and learners were running up and down and shouting. As a teacher, you tried to ask what's going on and you were told some boys from the community were fighting with some learners from the school. It was also reported that some learners had been injured in the fight.'
- **Ask the participants the following questions:**
 - As a teacher, what would you do?
 - What should the head of the school/learning centre do to prevent such from happening again in the school?
 - How best can such an incident be reported?
- Put participants in groups. Four groups will be enough.
- Say: 'In your group, discuss the answers to the questions, write on a flip chart paper and paste on the wall.'
- At a plenary session, ask each group to present to the other participants.
- Provide the following forms to be used to analyse the hypothetical scenario you created with the participants:
 - ◆ Form 1a: The National Safe Schools Questionnaire
 - ◆ Form 1c: Policies and Referral Process
 - ◆ Form 2a: Abused Child (Survivor) Information
 - ◆ Form 4: Tracking Cases of Child Abuse/Violence against Children in Schools
 - ◆ Form 3: External Tracking of Cases of Violence against Children in Schools
- Make sure each participant has got a set of the forms. Now ask them to decide on what form is appropriate for use in the hypothetical scenario you created.
- Use some prompting questions to guide participants in choosing the correct form and instruct them to fill it based on the hypothetical scenario given.
- Take into consideration the following points: a. Was there a perimeter fence around the school? b. Is the school environment bushy? c. Some learners were injured during the fight d. Did the learners participate in the fight willingly?
- Explain that 'strong systems' are institutional commitments to safe, secure and violence-free learning environments. When school heads and teachers respond to situations of safety and security concern appropriately, they help to build a strong system.

Activity 2: Violence against Children (VAC)

 Time: 30 minutes

- Read the following hypothetical scenarios to the participants:
- Scenario 1: One day, a teacher stayed back in school to prepare for the next day's lessons. While doing this, at about 5 p.m., when he was about to leave the classroom to go home, he heard a girl panting and struggling. He went close to the direction from which he heard the sound. He approached another classroom and discovered some hoodlums were attempting to rape a female learner. At seeing what was happening, he raised an alarm, and the hoodlums ran away.
 - o At this point, what should the teacher do?
 - o What is the head teacher to do in this case?
 - o What tools will be used to report this incident?
- Put participants in groups. Four groups will be enough.
- Say: 'In your group, discuss the answers to the questions, write the answers on a flip chart and paste on the wall.'
- At a plenary session, ask each group to present to the other participants.
- Provide the following forms to be used to analyse the hypothetical scenario:
 - i. Form 1d: Positive and Collaborative Practices and Attitude
 - ii. Form 1e: Prevention and Response to Violence
- Guide participants on how to choose the correct form that suits a situation.
- Allow participants to decide which form is appropriate for use in the hypothetical scenario you created.
- Ask participants to fill the form they have chosen paying attention to the hypothetical scenario given.
- Say: 'There must be zero tolerance for violence against children at home, on the way to school and at school. Therefore, all parents and guardians, teaching and non-teaching staff and the school-based management committee (SBMC) members must work collaboratively in a harmonised way to ensure that all stakeholders understand that children must be protected at all times from violence and all forms of abuse.'
- Ask participants if they have any questions. Take their questions and provide answers as applicable.

Activity 3: Natural Hazards

 Time: 30 minutes

- Read the following hypothetical scenario to the participants:

There was a heavy rain fall and some learners were reported to have been swept away by a flooded river not too far from the school. Some parts of the school fence also collapsed due to the flooding. Three learners and one food vendor were affected by the collapsed fence. The learners and the food vendor were severely wounded. The learners were affected because they were playing close to the fence before the flood came. The food vendor was also affected because she stays close to the fence to sell her food.

 - o At this point, what should the teacher do?
 - o What is the head teacher to do in this case?
 - o What tools will be used to report this incident?
 - o What should be done to the injured learners and food vendor?
 - o What action will need to be taken with respect to the learners who were swept away by the flood on their way to school?

- Put participants in groups. Four groups will be enough.
- Say: 'In your group, discuss the answers to the questions, write on a flip chart paper and paste on the wall.'
- At a plenary session, ask each group to present to the other participants.
- Provide Form 5: Emergency Preparedness and Response to be used in analysing the hypothetical scenario you created with the participants:
 - o Allow participants to use the form provided to report the various aspects of the scenario created.
 - o Explain that natural hazards are difficult to predict and avoid. However, schools/learning centres must have disaster management and risk mitigation plans in place to reduce the impact.

Reflection

 **Time: 5 minutes**

- Ask participants if the learning outcomes have been achieved.
- Ask a few participants to state what they understood from the session.
- Ask them to share if they think they have the capacity to measure compliance with the Safe Schools Common Approach using the tools.

Session 5: Violence in Schools and Non-Formal Learning Centres

Training Plan			
Session Time	1 hour 35 minutes		
Key Competencies	<ul style="list-style-type: none"> • Ability to identify violence in school and non-formal learning centres • Ability to identify violence against children in school and non-formal learning centres • Ability to manage and curb violence in schools and non-formal learning centres 		
Learning Outcomes By the end of the session, participants will be able to: <ol style="list-style-type: none"> 1. Explain the meaning of violence. 2. Discuss the types of violence and their impact on schools, learning centres and the community. 3. Identify ways of curbing violence in schools and learning centres. 			
Materials	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Chart 1- Session objectives • Chart 2 - Definition of violence • Chart 3- Impacts of violence • Pictures showing various types of violence in schools and learning centres • Copies of the Minimum Standards for Safe Schools and the NPSSVFS • Facilitators' Guide 		
Schedule of Activities			
Steps/sub-topic/activity	Method	Time	Materials
Introduction		10 minutes	Chart 1 containing session learning outcomes
Meaning and types of violence in schools and learning centres	Think-pair-share, question and answer, exposition, picture study and group work	30 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Chart 2, on the definition of violence • Pictures showing various types of violence in schools and learning centres
Impact of violence on learners, schools/learning centres and community	Group work, picture work, gallery walk and exposition	25 minutes	<ul style="list-style-type: none"> • Flip charts • Chart 2 • Markers • Tape

Ways of curbing violence in schools and learning centres	Role play, question & answer and discussion	20 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Role play guide
Reflection	Question & answers	10 minutes	

Introduction

 **Time: 10 minutes**

- Welcome the participants to the session.
- Introduce yourself, if you had not done so in previous sessions.
- Put up the learning outcomes on the board/wall.
- Read out the learning outcomes.
- Ask participants what they would want to learn from the session. Give opportunity to some participants to say their expectations. Write the expectations on the flip chart as they speak.
- Say: 'Violence against Children (VAC) has lately been of global concern because of how it affects millions of children, especially girls, in all settings, including schools and learning centres. This session introduces you to violence in schools and learning centres. You will also learn the types of violence that usually occur in schools and learning centres and how they negatively affect the learners, schools/learning centres and the community. This session will also help us to come up with ways of managing and curbing violence in schools and learning centres.'

Activity 1: Meaning and Types of Violence in Schools and Learning Centres

 **Time: 30 minutes**

- Explain that:
 - In school settings, teachers violate the rights of learners sometimes with the presumption that they are disciplining the child.
 - Often, learners are also victims of violence perpetrated by their fellow learners.
 - Learners may also experience violence at home or on their way to school.
- Put participants into pairs.
- Ask each pair to discuss the following questions and write out their answers on an A4 sheet of paper:
 - What does violence mean?
 - What common violence do learners experience in school or learning centres?
 - What common violence do learners experience at home?
 - What common violence do learners experience on their way to school or learning centres?
- After a few minutes, ask some pairs to give you one idea for the question:
 - What does violence mean?
 - What common violence do learners experience in school or learning centres?
 - What common violence do learners experience at home?
 - What common violence do learners experience on their way to school or learning centres?
- After a few minutes, ask some pairs to give you one idea for the question:
 - What does violence mean?

- Write the response on the flip chart and ask other pairs (at most 2 others) to add whatever might be missing in the definition. Correct the definition based on the additions.
- Put up the chart on the definition of violence by the World Health Organisation (WHO).
- Read out the definition and point out the following key points from the definition:
 - o The physical force or action in violence must be intentional
 - o Violence must result (or is likely to result) in injury, death, psychological harm or deprivation.
- Explain further that any such act targeted against a person of less than 18 years is referred to as violence against children.
- Now ask some other pairs to give you one idea for the question:
 - o What common violence do learners experience in school or learning centres?

Physical violence is an act of violence which may result in physical injury to the body or exert physical exhaustion that may lead to death. Physical violence includes corporal punishment, bullying, kicking, hitting with a fist, whipping and biting.

Psychological (emotional) violence is that form of violence which can adversely affect the psychological, social, intellectual and emotional functioning or development of an individual. It includes all forms of abusive expressions to diminish a person's confidence and self-esteem, cyber-bullying and hate speech.

Sexual violence includes all forms of sexual abuse and exploitation inflicted on another person regardless of their relationship. It includes a range of acts such as rape, attempted non-consensual sex act and abusive sexual contact (unwanted touching).

Neglect and negligent treatment is the failure to meet a child's physical (such as food, shelter, and clothing) and psychological needs; failure to protect them from danger; failure to access vital services required by the child such as education and medical care. In school settings, absenteeism by teachers and poor lesson delivery could qualify as neglect.

- Write their responses on the flip chart and ask other participants to add to the list.
- Now ask some other pairs to give you one idea for the question:
 - o What common violence do learners experience at home?
- Write their responses on the flip chart and ask other participants to add to the list.
- Now ask some other pairs to give you one idea for the question:
 - o What common violence do learners experience on their way to school or learning centres?
- Write their responses on the flip chart and ask other participants to add to the list.
- Explain that other forms of violence learners experience include attacks on schools, separation or abduction, kidnapping, harassment outside or on the way to school, suicide bombing, school bombing, and attacks on communities both within and outside school premises.
- Say: 'Violence against children can be physical, psychological/emotional, sexual or in the form of neglect/negligent treatment.'
- Put participants into groups and explain to them that you will give them a set of pictures. Give them the pictures and ask each group to study the pictures and explain what type of violence is shown in each of the pictures. Let them write their explanations on the flip chart under four columns. (Note: the sample pictures are on the last page of this session.)
- After some minutes, ask each group to make a presentation to the whole class. Give each group 3 minutes to make the presentation and ask each group to place their report on the wall after presentation.
- Clarify any misconceptions about the pictures.

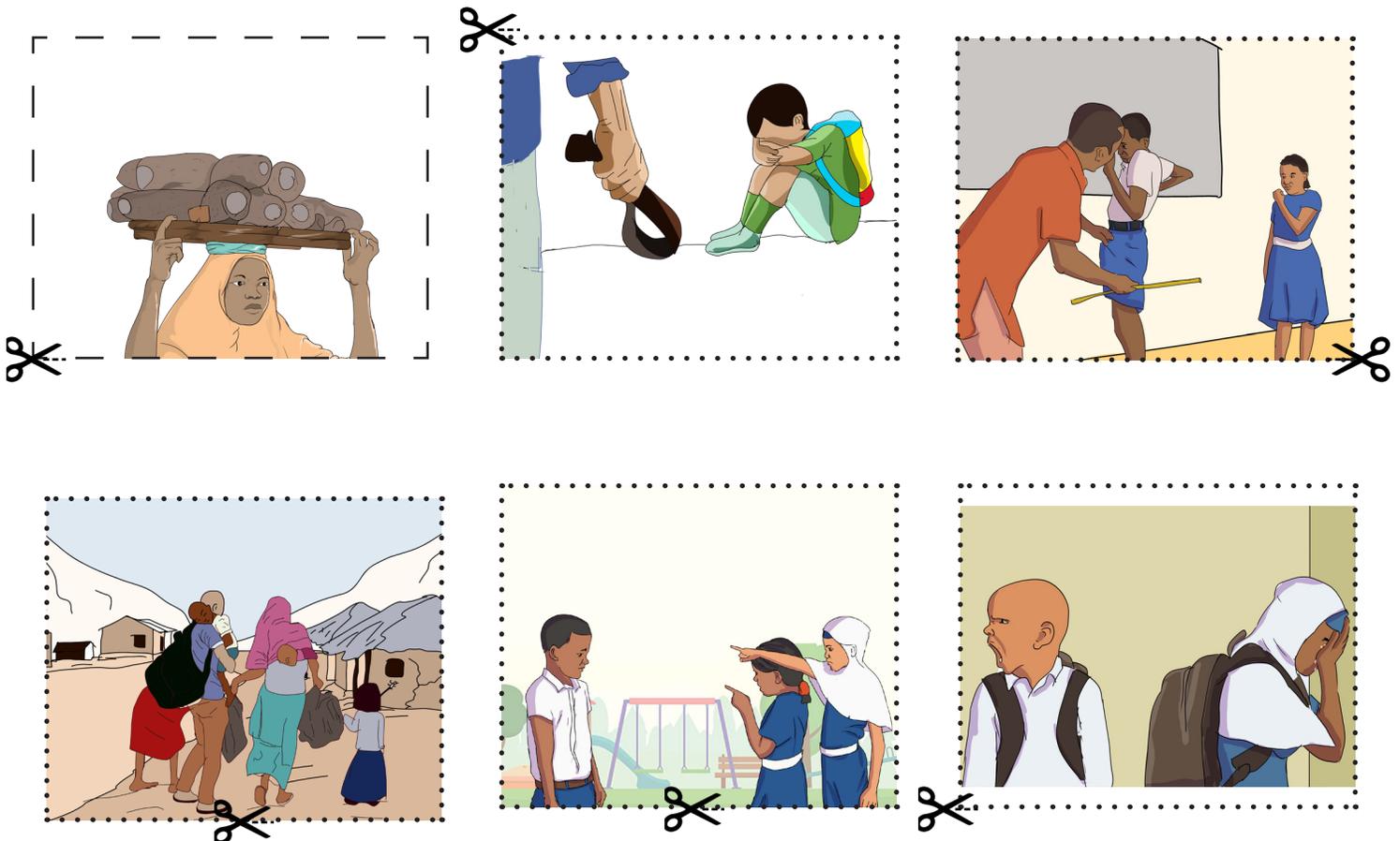
Activity 2: Impact of Violence on the Learners, Teachers, School/Learning Centres and Community

Time: 20 minutes

- Say:
 - 'Violence comes with some negative effects on the learners, teachers, school and community.'
 - 'The negative effects of violence can be long-term or short-term.'
- Put participants into four groups named A, B, C and D.
- Explain that group A will work on the negative effects of violence on learners, Group B will focus on the teachers/facilitators, Group C will look at the school and Group D will focus on the community.
- Give each group a sheet of flip chart paper and various colours of markers.
- Ask each group to discuss and come up with a list of negative effects of violence on the category (learners, teachers/ facilitators, school and community) assigned to them. Tell them to use drawing or pictorials to represent the effects.
- After 10 minutes ask each group to paste their work on the wall.
- Now organise a gallery walk. The group heads should stand by their posts to explain the pictorials.
- Display Chart 2, showing the effects of violence on the different categories (learners, teachers/facilitators, school and community).
- Explain each of the effects.

Chart 2 : Sample of Pictures

Activity 2



Activity 3: Ways of Curbing Violence in Schools/Learning Centres

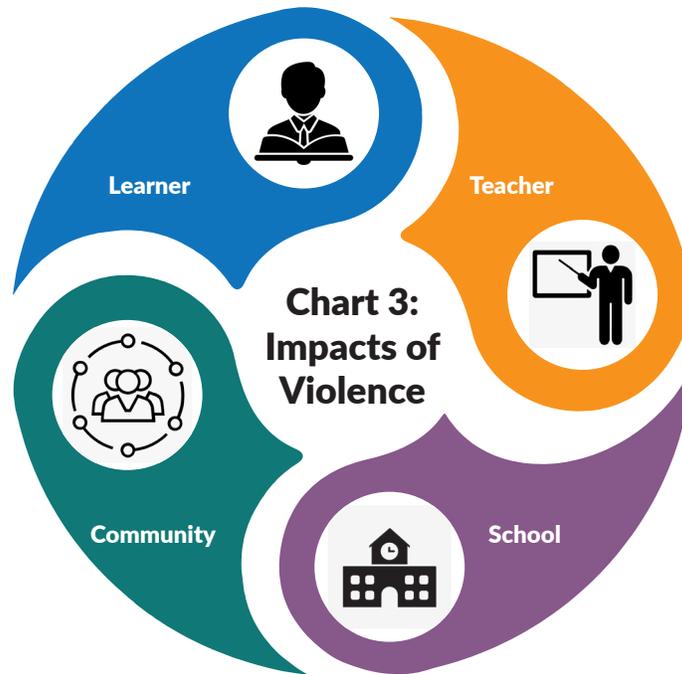
Time: 25 minutes

- Explain that violence in schools/learning centres can be curbed through the application of various preventive measures.
- Tell participants that they will be doing some role play to show how violence can be curbed.
- Identify some participants to plan and role play the scenario described in the box. Give them 5 minutes to plan for the role play.
- Now call them out to role play for the other participants to observe.
- After some minutes, lead a whole-class discussion to identify how the violence could have been curbed and the negative impact avoided.
- Write the key points on a flip chart.
- Highlight some other ways that teachers and school managers can curb violence in schools. These include: measure is re-examined
 - Establishing clear rules and regulations for the school, with learners' inputs.
 - Adopting and operating the National Policy on Security, Safety and Violence-Free Schools.
 - Rewarding learners for good behaviour and achievements.
 - Assigning leadership role to learners.
 - Collaborating with security agencies to keep continuous watch on the school.
 - Always watching out for tendencies of violent behaviour from learners.
 - Establishing a functional guidance and counselling unit.
 - Switching from using punishment as a corrective measure to using discipline.
 - Increasing awareness of and respect for child rights.
 - Developing partnerships with School-based Management Committees or Centre-based Management Committees (SBMCs/CBMCs) to promote messages on child protection and safeguarding using language of the immediate community, and so on.

Reflection

Time: 10 minutes

- Ask participants if the learning outcomes for the session have been achieved.
- Ask participants to say one thing they have learnt in the sessions, bearing in mind the expectations they set out at the beginning of the training.
- Ask if they need any clarifications regarding the session.
- Ask them to make a commitment to be ambassadors of violence-free schooling in their schools.



- Poor academic performance
- Absenteeism
- Truancy
- Low self-esteem
- Change of personality
- Anxiety
- Depression
- Suicidal tendencies
- Withdrawal syndrome

- Stress
- Low productivity
- Anxiety
- Transfer of aggression

- Drop in enrolment
- Low productivity
- Low academic ranking
- Lack of cohesion among staff
- Poor perception of the school

- Slow developmental pace of the community
- Youth restiveness
- School closure
- Hostility within community
- Communal clashes

Session 6: Child Protection and Safeguarding

Training Plan			
Session Time	1 hour 40 minutes		
Key Competencies	<ul style="list-style-type: none"> • Understanding the rights of a child in and outside learning environments • Ability to protect and safeguard the child in and outside learning environments 		
Learning Outcomes			
<p>By the end of the session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain child protection and safeguarding. 2. Recognise child protection and safeguarding issues among learners and teachers and take steps to prevent and/or address them. 3. Report child protection and safeguarding concerns when they arise. 			
Materials	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Copies of NPSSVFS • Child Rights Act • Chart 1: Session Objectives • Chart 2: Definition of child protection and safeguarding • Chart 3: Network of Support Available for Learners 		
Schedule of Activities			
Steps/sub-topic/activity	Method	Time	Materials
Introduction	Understanding child protection and safeguarding	30 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Chart 2 on the definition of child protection and safeguarding
Strong Systems	Storytelling and brainstorming, question & answer, discussion and group work	10 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Copies of the Minimum Standards for Safe Schools • Masking Tape
Child protection and safeguarding issues among learners and teachers	Group work and exposition	25 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Masking tape

Network child protection and safeguarding concerns	Group work, interactive question & answer and exposition	30 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Safe Schools Minimum Standard Chart 3: Network of Support Available for Learners
Reflection	Question & answers	5 minutes	

Introduction

 **Time: 10 minutes**

- Welcome the participants to the session.
- Introduce yourself, if you had not done so in previous sessions.
- Put up the learning outcomes on the board/wall.
- Read out the learning outcomes.
- Ask participants what they would want to learn from the session. Give opportunity to some participants to say their expectations. Write the expectations on the flip chart as they say them.
- Say:
 - o 'Different forms of violence and abuse are known to take place in schools. These range from physical violence such as bullying by fellow learners to psychological violence such as name-calling and hate-filled taunts by teachers and other learners.'
 - o 'this session will focus on the concept of child protection and safeguarding. It will also consider the child protection and safeguarding issues among learners and teachers. The session will then look at the responsibilities that teachers have in responding to abuse and at the network of support available to address issues of abuse in the learning environment.'



Important note for the trainer

Child protection and safeguarding work aims to prevent, respond to, and resolve the abuse, neglect, exploitation and violence experienced by children in all settings. It is a specialist sector in its own right but of necessity works very closely with other sectors.

Activity 1: Understanding Child Protection and Safeguarding

 **Time: 30 minutes**

- Ask participants the following question:
 - o What abuses do learners face in the learning environment?
- Allow 2 minutes for them to think and then take their responses. You can write some key responses on the flip chart.
- Now ask participants the following question:
 - o What are the common signs that a learner is facing abuse or has been abused?
- Take responses from the participants. Write the responses on the flip chart.
- Explain that many learners encounter abuse and many of them may not be willing to tell a teacher or the school authorities.

 **Important note for the trainer: Some abuses learners face:**

- Name-calling by teachers and other learners
- Bullying by other learners
- Whipping and other forms of corporal punishment
- Sexual exploitation (including unwanted touching)
- Neglect
- Cyber-bullying
- Kicking, hitting with a fist, etc.
- Explain that teachers have a key role in identifying the abuses learners encounter whether they happen in class or outside of class. This is to make sure that learners are protected from harm, or to help when a learner has been harmed or abused in some way. This is called child protection and safeguarding.
- Now explain that child protection and safeguarding is preventing and responding to abuse, exploitation, violence and neglect affecting children and youth. The abuse may be related to sexual or gender-based violence.
- Say: 'The goal of child protection is to promote, protect and fulfil children's rights to protection from abuse, neglect, exploitation and violence as expressed in the UN Convention on the Rights of the Child (see the box below) and other human rights, humanitarian and refugee treaties and conventions, as well as national laws.'
- Explain that it is important that teachers understand the difference between child protection and child safeguarding.
- Now ask participants to differentiate between child protection and child safeguarding.
- Take a few responses and then explain that:
 - o Child safeguarding is the responsibility of teachers to report any cases of abuse (suspected or accused) from inside the school or learning centre. For example: A learner or another teacher suspected or accused of abusing a learner.
 - o Child protection is the responsibility of teachers to report any cases of abuse (suspected or accused) from outside the school or learning centre. For example: A family or community member suspected or accused of abusing a learner (outside of school).

 **Important note for the trainer: Some abuses learners face:**

- **Name-calling by teachers and other learners**
- **Bullying by other learners**
- **Whipping and other forms of corporal punishment**
- **Sexual exploitation (including unwanted touching)**
- **Neglect**
- **Cyber-bullying**
- **Kicking, hitting with a fist, etc.**

 **Activity 2: Child Protection and Safeguarding Issues among Learners and Teachers**

 **Time: 25 minutes**

- Explain to participants that the next activity will be group work.
- Put participants into small groups and give each group a sheet of flip chart paper and a marker.
- Ask each group to brainstorm and write out child protection issues among learners and teachers. They are to also write out measures that schools and learning centres can take to prevent and/or address them.
- After 10 minutes, call groups by turns to make a presentation. Each group is to post their work on the wall after presentation.
- Respond to any questions the participants may have regarding the presentations.

Activity 3: Network of Support for Child Protection and safeguarding Concerns

 Time: 30 minutes

- Explain that increasing the effective protection of children also involves working with a wide range of formal and informal bodies, including governments, multilateral agencies, donors, communities, carers and families.
- Say: 'Reporting child protection concerns to the appropriate authorities is critical to protecting and safeguarding learners from all forms of abuse.'
- Put the participants into 3 groups and explain that each group will be given a scenario. The group is to discuss the scenario and identify the kind of abuse and state what the teacher is expected to do in handling the situation. They are also to identify the support they may need in handling the matter.
- After 10 minutes, call the groups to present their work.
- Respond to any questions arising from the presentation.
- Explain that:
 - o As teachers, our role is to observe and take action to limit risk factors and promote protective factors in order to protect child/youth rights and ensure learners' well-being.
 - o While it is our responsibility to protect the learners, we cannot solve everything by ourselves. It is important that we are aware of the support that is available for learners elsewhere.
- Display chart 3: the network of support available for learners and explain how each of the bodies can support in cases of abuse or violence against a child.

Reflection

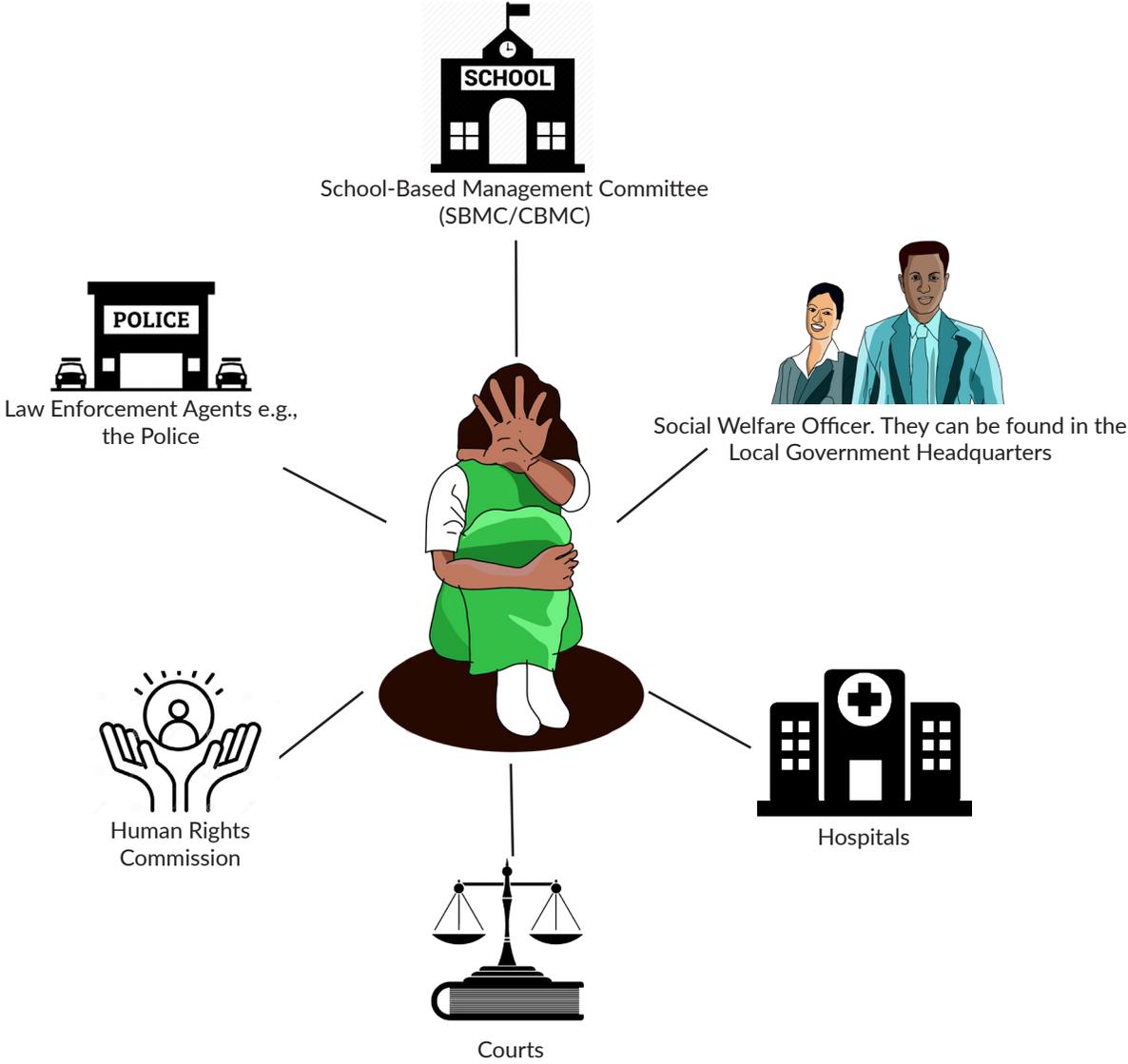
 Time: 10 minutes

- Ask participants if the learning outcomes for the sessions have been achieved.
- Ask participants to say one thing they have learnt from the sessions, bearing in mind the expectations they set out at the beginning of the training.
- Ask if they need any clarifications regarding the sessions.
- Ask them to make a commitment to safeguarding and protecting learners in and outside the learning environment.

Handout: Some Measures that Schools/Centres Should Put in Place to Safeguard Learners

- Develop clear rules and regulations that reinforce the school's vision of zero tolerance of violence against and abuse of learners.
- Ensure that school/centre staff comply with safeguarding practices as captured in the rules and regulations. Conducting background checks on individuals before they are engaged as staff in the school is very important. This is to ensure staff do not pose a risk to learners.
- Establish a safe and confidential reporting protocol. The reporting protocol should be such that every member of the school community feels free to report any suspected or actual incident of abuse or violence, knowing that his or her safety from reprisal is guaranteed.
- Give vigorous publicity to the school's vision of zero tolerance of violence and abuse. Suggested ways of going about the publicity are as follows: (a) mount clearly visible signposts stating the school's safeguarding vision at the entrance to the compound; (b) engage members of the host community and SBMC to participate in publicising the school's vision of safeguarding; (c) post information on child safeguarding procedures and processes at strategic places in the school compound.
- Have an approachable and child-friendly focal teacher for safeguarding learners at school. The demeanour of the focal teacher should encourage learners to report safeguarding concerns to any staff member, instead of suffering in silence.

CHART 4: NETWORK OF SUPPORT AVAILABLE FOR LEARNERS IN CASES OF ABUSE



Session 7: School Safety Plan and Risk Mapping

Training Plan			
Session Time	1 hour 30 minutes		
Key Competencies	<ul style="list-style-type: none"> • School safety planning • Risk mapping • Prevention/Mitigation • Commitment • Knowledge • Attitude 		
Learning Outcomes			
By the end of the session, participants will be able to:			
<ol style="list-style-type: none"> 1. Understand the underlying principles of a school safety plan. 2. Explain the significance of risk mapping. 3. Develop a school safety plan. 			
Materials	<ul style="list-style-type: none"> • Flip chart • Markers • Copies of the Minimum Standards for Safe Schools • Safe School Common Approach document • Excerpts from the Strong School System document • Writing pads • Ruler 		
Schedule of Activities			
Steps/sub-topic/activity	Method	Time	Materials
Introduction	<ul style="list-style-type: none"> • Plenary 	10 minutes	
Underlying principles of school safety plan	<ul style="list-style-type: none"> • Exposition • Group work • Presentation 	20 minutes	<ul style="list-style-type: none"> • Minimum Standards for Safe Schools • Excerpts of the Safe School Common Approach • Sample school safety plan
Risk mapping	<ul style="list-style-type: none"> • Exposition • Individual work • Presentation • Scenario 	30 minutes	<ul style="list-style-type: none"> • Excerpts of the tools to check compliance with Safe School Common Approach
Development of school safety plan	<ul style="list-style-type: none"> • Group work • Presentation • Discussion 	30 minutes	<ul style="list-style-type: none"> • Pictorials of the school safety plan, Risk Assessment Form and Risk Map in the appendix
Reflection	<ul style="list-style-type: none"> • Question and answers, verbal commitment 	10 minutes	

Introduction

 **Time: 20 minutes**

- Welcome the participants to the session.
- Introduce yourself.
- Put up the learning outcomes on the board/wall.
- Read out the learning outcomes.
- Ask each participant to take a sticky note and write out his or her expectations of the session.
- Afterwards ask each participant to read out his/her expectation to the whole class. Let them paste their expectations on the flip chart provided by the trainer.
- Read out the following example to them: 'My expectation is that the impact of this training will ensure that all schools are insured against all forms of hazards and risks.' Let others say their own expectations individually.
- Now say: 'A school safety plan is a predetermined plan of action to address probable safety concerns so as to minimise or prevent risk to learners, teachers and the school infrastructure. Data collated from monitoring tools for quality standards, routine records, safety committees and others will be used for this. However, risk mapping has to do with a visual of the school terrain and routes to the school, identifying possibilities of being harmed and of school property being damaged in order to plan and effect prevention and mitigation strategies.'

Activity 1: Understanding the School Safety Plan

 **Time: 30 minutes**

- Lead a plenary session on the school safety plan by asking the following questions:
 - o What is a school safety plan?
 - o Why a school safety plan?
 - o Which of your schools have school safety plans?
- Write the responses of the participants on the flip chart. After that, harmonise their responses and come up with one definition of a school safety plan. This should be a definition coming from the participants.
- Give each participant a copy of the sample school safety plan.
- Put participants into small groups and ask each group to study the sample school safety plan. Ask them to identify the key features of a school safety plan. Let them write their responses on a sheet of flip chart paper. Each group is to make a presentation. Allow other participants to ask questions as each group makes its presentation.
- Explain that a school safety plan is unique to each school.
- Say: 'Each school is expected to conduct annual self-assessments of school safety. The findings will inform the content of the school safety plan for improved safety. The school safety plan should be reviewed periodically based on prevailing circumstances.'
- Say: 'The fundamental issues in a school safety plan are plans to control, prevent or minimise harm emanating from risks to learners, teachers, visitors, school infrastructure and skills in order to restore sanity immediately.'

Activity 2: Risk Mapping and Risk Assessment Forms

 **Time: 30 minutes**

- Distribute Form 6 (Everyday Hazards: Safe Schools Risk Assessment) to participants.
- Ask each participant to use the form and conduct a mock risk assessment of their individual schools.
- Go round and support participants as they do the mock assessment.
- Randomly call a few participants to present the result of their assessment. Let them read out their assessment.

- Now present this scenario to the participants: A school is located in a high-crime area with a history of annual flooding. Recently, bandits and kidnappers have been threatening to burn down the school while classes are ongoing.
- Ask participants to list on their writing pads at least 7 risks that the school may face.
- Take responses from the participants. Afterwards, write on the flip chart 7 major risks that such a school may face.
- Say: 'Risk mapping helps to easily identify risks, quantify the probability or the frequency of risk occurrence and measure their impact. It strengthens the ability to contain risks, come up with action plans to avoid the re-occurrence of some risks and mitigate their impact. Doing risk assessment requires meticulous effort to establish the risk nomenclature within the school and relevant environs.'
- Say: 'The outcome of risk mapping determines to a large extent what will be integrated into a good school safety plan. Risk mapping provides a graphic representation of a certain number of risks portrayed in a ranked fashion, highlighting the likelihood of occurrence, potential impact, and the level of risk control.'

Activity 3: Developing a School Safety Plan

 **Time: 30 minutes**

- Put participants into small groups.
- Give each group markers of different colours, a sample school safety plan, cardboard or flip chart paper and ruler.
- Ask each group to use the result of the mock risk assessment they did earlier to develop a school safety plan.
- Take a presentation from each group. Let each group place their school safety plan on the wall.

Reflection

 **Time: 10 minutes**

- Ask participants if the learning outcomes for the sessions have been achieved.
- Ask participants to say one thing they have learnt in the sessions, bearing in mind the expectations they set out at the beginning of the training.
- Ask if they need any clarifications regarding the session.
- Ask them to make a commitment to develop with other teachers a school safety plan for their schools.

Session 8: Emergency Preparedness Response

Training Plan			
Session Time	1 hour 40 minutes		
Key Competencies	<ul style="list-style-type: none"> • Understanding the key concepts in emergency preparedness • Knowledge of emergency preparedness action • Ability to develop School Emergency Preparedness Response Plan (SEPRP) 		
Learning Outcomes			
<p>By the end of the session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain key concepts in emergency preparedness. 2. Develop emergency preparedness action for the school. 3. Develop a school emergency preparedness response plan. 			
Materials	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky Notes • Copies of NPSSVFS • Chart 1: Session Objectives 		
Schedule of Activities			
Steps/sub-topic/activity	Method	Time	Materials
Introduction		10 minutes	Chart 1 containing session learning outcomes
Understanding key concepts in emergency preparedness response	Vocabulary learning, individual reading, interactive question & answer	25 minutes	<ul style="list-style-type: none"> • Flip charts • Chart 2: Key components of preparedness. • Markers • Sticky notes • Handout on key terminologies in emergency preparedness
Developing emergency preparedness action	Group work, exposition	30 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Masking tape • Minimum Standards for Safe Schools (Tables 7 – 9)
Developing school emergency preparedness plan	Group work, interactive question & answer	30 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Safe School Minimum Standards • Tape
Reflection	<ul style="list-style-type: none"> • Question and answers, verbal commitment 	5 minutes	

Introduction

🕒 **Time: 10 minutes**

- Welcome the participants to the session.
- Introduce yourself, if you had not done so in previous sessions.
- Put up the learning outcomes on the board/wall.
- Read out the learning outcomes.
- Ask participants what they would want to learn from the session. Give opportunity to some participants to say their expectations. Write the expectations on the flip chart as they say them.
- Say:
 - o 'The incidences of emergency in schools are rising. These things happen and disrupt school activities and programmes, mostly because we do not plan for them. Sometimes we assume they will never happen to our school and thus do not put in place measures to either mitigate their occurrence or manage them when they occur.'
 - o 'In this session we will look at a wide range of issues related to emergencies and how to prepare to respond to their occurrence. We will also consider how to develop emergency preparedness action. We will then look at our roles as teachers in responding to emergencies in schools.'

🎯 **Activity 1: Understanding Key Concepts in Emergency Preparedness Response**

🕒 **Time: 25 minutes**

- Say: 'Knowing about the key concepts of emergency preparedness response is the first step in planning effectively for emergency response.'
- Explain that we will first look at some keywords one will come across in emergency preparedness. Some of them are emergency, preparedness, response, disaster evacuation, early warning signs, mitigation, vulnerability, hazard and resilience.
- Say:
 - o 'Emergency' and write it on the flip chart.
 - o 'Emergency means an unexpected and often dangerous situation, event or occurrence requiring immediate action.'
 - o 'Can someone give us some examples of situations that occur in schools/learning centres that fit into the definition?' Take a few responses from the participants.
- Say:
 - o 'Disaster' and write it on the flip chart.
 - o 'Disaster means a serious disruption of the functioning of a society, causing widespread human, material or environmental losses which exceed the ability of the affected society to cope using only its own resources.'
 - o 'Can someone give us some examples of situations that occur in schools/learning centres that fit into the definition?' Take a few responses from the participants.
- Say:
 - o 'Preparedness' and write it on the flip chart.
 - o 'Preparedness means activities and measures taken in advance to ensure effective response to the impact of disasters, including the issuance of timely and effective early warnings and the temporary removal of people and property from a threatened location.'

- Now distribute the handout on key education-in-emergency terminologies.
- Explain that:
 - o I want everyone to read the handout on key education-in-emergency terminologies.
 - o Underline any words you do not understand and ask me for the meaning.
 - o If you have any questions, make a note of them to ask me at the end.
 - o You have 5 minutes for this task.
- Now take the questions from the participants and respond to them.
- Ask if participants have any other questions aside from the ones that have been addressed.

Activity 2: Developing Emergency Preparedness Action

 Time: 30 Minutes

- Explain that:
 - o Preparedness refers to all activities and measures that can be taken in advance to ensure effective response to the impact of disasters, including the issuance of timely and effective early warnings and the temporary removal of people and property from a threatened location.
 - o It includes the knowledge and capacities developed by education duty bearers (principals/head teachers, vice principals, teachers, SBMC and non-teaching staff), government at different levels (SUBEB, MoE), professional response and recovery organisations, communities and individuals to effectively anticipate, respond to, and recover from the impacts of likely, imminent or current hazard events or conditions.
 - o Preparedness is extremely important for reducing disaster risk.
- Display the chart 2 on key components of preparedness.
- Explain what each of the components means.
- Take some questions from the participants on any issues they did not understand.
- Now explain to participants that:
 - o They will be working in groups in the next activity.
 - o Each group is to describe a preparedness action based on the 2 situations described in the activity sheet given them.
 - o They are expected to brainstorm extensively on the 2 scenarios.
 - o They are to spend 10 minutes on the activity. Each group is to make a presentation after the 10 minutes.
- Put participants into groups and give each group a sheet of flip chart paper and some markers.
- Distribute the activity sheet.
- After 10 minutes, stop the groups and then distribute the Minimum Standards for Safe Schools (Tables 7 – 9).

Activity sheet

Describe a Preparedness Action that can be taken at school levels to prevent:

1. damage on educational assets in schools located in flood-prone low-lying areas characterized by seasonal rains.
2. attack on educational assets located in crises prone community.

- Ask the groups to exchange their work with another group. Guide the process and ensure each group has the work of another group.
- Now ask the groups to rate the work with them based on what is in Tables 7 – 9 of the Safe School Minimum Standards. The highest mark a group can obtain is 100% and the lowest is 20%.
- After the rating, let the groups announce the score and then appreciate the groups.
- Clarify any issues arising from the activity.

Activity 3: Developing School Emergency Preparedness Response Plan

 **Time: 30 minutes**

- Explain that:
 - o Each school should have an Emergency Preparedness Response Plan (SEPRP)
 - o An EPRP helps schools manage emergencies to ensure the safety of learners and school/learning centre personnel.
 - o An emergency response plan is a documented series of steps a school will take during an emergency to ensure safety and minimise the impact of an emergency.
 - o In the next activity, we shall be attempting to develop EPRPs for our schools.
- Say:
 - o 'The activity will be done in groups.'
 - o 'Each group will be given two scenarios upon which to develop an emergency preparedness plan.'
 - o 'This activity will be for 15 minutes.'
 - o 'Each group will then make a presentation of their plan.'
- Now put participants into groups and ask each group to develop an emergency preparedness plan for 2 schools: one school is located in a flood-prone community and the other is located in a crisis-prone community.
- Ask the groups to develop the SEPRP following the steps outlined below:
 - o Risk assessment: Identify all the possible hazards and fears within the school. The hazards could be related to wellbeing, infrastructure, Knowledge or communication/community.
 - o Prioritisation of the hazards: Analyse the hazards and identify which of them are the most dangerous. Focus on identifying the 5 most dangerous hazards. When you identify them, you can then eliminate the less dangerous from the list.
 - o Identification of strengths and weakness: Assess your school and identify the strengths and weakness of the school against the specific priority hazard(s).
 - o Identify the actions to be prepared for with respect to the prioritised hazard.
 - o Identify actions to be implemented with respect to the prioritised hazard.
 - o Identify who should to what in addressing the hazard.
 - o Identify persons or organisations you can contact in case of emergency and include their contact information.
 - o Organise the information using the table below:

Prioritised Hazard (choose one):

Wellbeing **Infrastructure** **Knowledge** **Communication/Community**

RESPONSE	STRENGTH	WEAKNESS	ACTION TO BE PREPARED	ACTION TO BE IMPLEMENTED	Who should do what
Someone to contact					

- Stop the group work after 15 minutes and take presentations from the groups.
- Give opportunity for members of other groups to critique the work as groups make their presentations.
- Make clarifications on issues raised during the presentations and then ask the groups to post their work on the wall.

Reflection

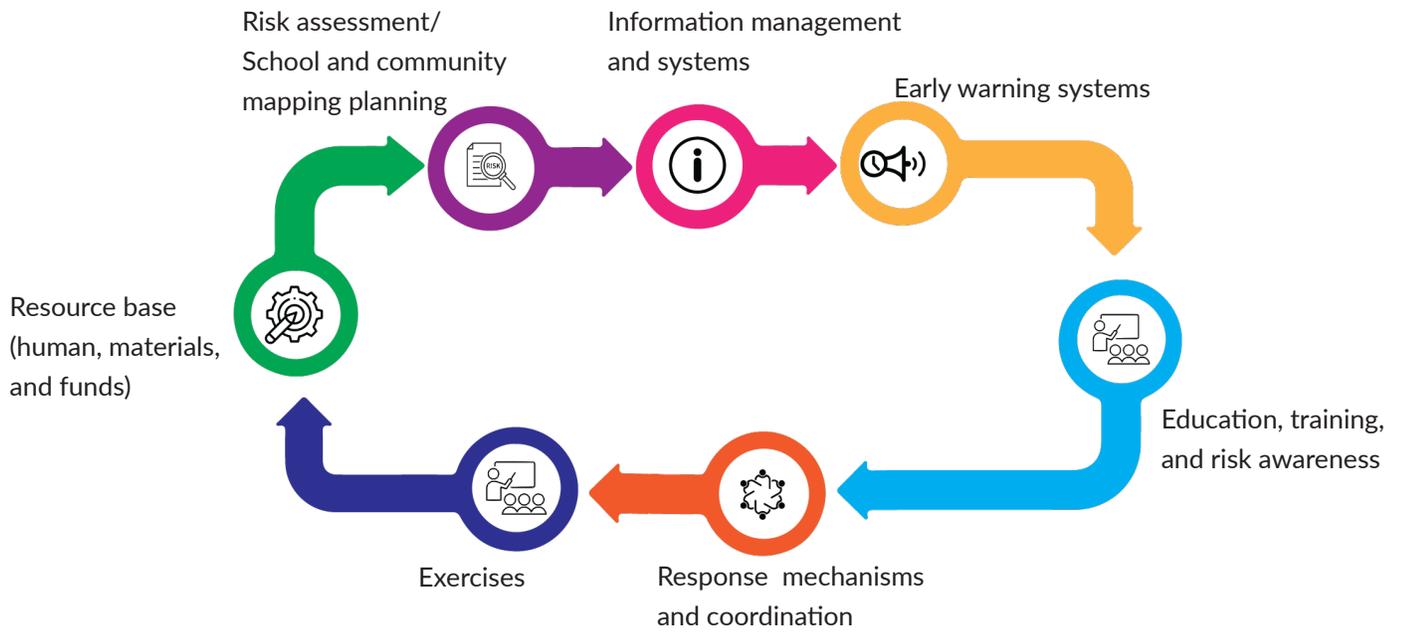
 **Time: 5 minutes**

- Ask participants if the learning outcomes for the sessions have been achieved.
- Ask participants to say one thing they have learnt in the sessions, bearing in mind the expectations they set out at the beginning of the training.
- Ask if they need any further clarifications regarding the session.

Handout : EiE Terminologies

- 1. Abduction:** This is the act of forcefully taking someone away against his/her will.
- 2. Banditry:** This may be defined as a type of organised crime committed by outlaws, typically involving the threat or use of violence. A person who engages in banditry is known as a bandit and primarily commits crimes such as extortion, robbery and murder either as an individual or in groups.
- 3. Communication:** This refers to a process by which information is exchanged between individuals through common systems or symbols.
- 4. Coping Capacity:** This refers to the ability of people, organisations and systems using available knowledge, behaviour and finances to face and manage bad conditions, emergencies or disasters.
- 5. Disaster:** This is a serious disruption of the functioning of a society, causing widespread human, material, or environmental losses which exceed the ability of the affected society to cope using only its own resources.
- 6. Early warning signs:** These are signs that precede the occurrence of a disaster. They are signs used to detect, forecast and, when necessary, issue alerts about impending hazardous events.
- 7. Emergency:** This refers to an unexpected and often dangerous situation or occurrence requiring immediate action.
- 8. Evacuation:** This refers to the immediate and rapid movement of people away from the threat or actual occurrence of a hazard.
- 9. Hazard:** This refers to a dangerous situation, substance, human activity or condition that may cause loss of life, injury and other health impact, property damage, loss of livelihood and services, social and economic disruption or environmental damage.
- 10. Internally Displaced Persons (IDPs):** This refers to persons or groups of persons who have been forced or obligated to flee or to have cause to leave their homes or place of habitual residence due particularly to armed conflict, situations of generalised violence, violations of human rights or natural or human-made disasters.
- 11. Kidnapping/Abduction:** This refers to forceful abduction, unlawful transportation and confinement of a person against his/her will. It can include anything from tying someone up, gagging them or stuffing them in a box.
- 12. Leadership:** Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement system- and school-based emergency action plans. Within the context of this manual, leadership covers all education planners and managers.
- 13. Mitigation:** This refers to any action taken to reduce the adverse effects of an emergency. These actions may be taken to eliminate existing hazards, to respond effectively when an emergency arises, or to assist in recovery in the aftermath of an emergency. Mitigation also refers to reducing risk of loss from the occurrence of undesirable events.
- 14. Pandemic:** This may be defined as an epidemic of an infectious disease that has spread across a large region, for instance, multiple continents or worldwide, affecting a substantial number of people. A widespread endemic disease with a stable number of infected people is not a pandemic.
- 15. Preparedness:** This refers to activities and measures taken in advance to ensure effective response to the impact of disasters, including the issuance of timely and effective early warnings and the temporary removal of people and property from a threatened location
- 16. Prevention:** This refers to the outright avoidance of the adverse effects of hazards and other related disasters.
- 17. Recovery:** This refers to a return to a normal state of health, mind or strength. Recovery is on two levels -immediate and ongoing.
- 18. Refugee:** This refers to a person who has been forced to leave his/her country in order to escape war, persecution or natural disaster.
- 19. Resilience:** This refers to the capacity to cope with stress and adapt to challenges. It happens when protective factors that support well-being are stronger than risk factors that cause harm.
- 20. Response:** This refers to the provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impact, ensure public safety and meet the basic subsistence needs of the people affected.
- 21. Risk:** This refers to the combination of the possibility of an event happening and its bad effects after it happens.
- 22. Safe Schools Declaration:** This refers to an international commitment that expresses support for the protection of students, teachers and their schools during armed conflict or crisis.
- 23. Security:** This refers to a state of tranquillity and has two components: emotional security, which is the individual's and the community's sense of security and procedural security, which is the regulatory efforts to achieve or restore security.
- 24. Violence:** This refers to the intentional use of physical force or power against an individual, a group or community which either results in or has a high likelihood of resulting in injury, death or psychological harm.
- 25. Vulnerability:** This refers to the characteristics and circumstances of a community, system or asset that cause the community to be easily affected by the damaging effects of a hazard.

Chart 2: Key Components of Preparedness



Session 9: Evacuation Drills (Practical Exercise)

Training Plan			
Session Time	1 hour 40 minutes		
Key Competencies	<ul style="list-style-type: none"> • Ability to develop an evacuation plan in the face of an emergency. • Ability to successfully organise an evacuation process. 		
Learning Outcomes			
By the end of the session, participants will be able to:			
1. Explain the concept of evacuation.			
2. Identify evacuation drills to use in an emergency.			
3. Carry out an evacuation drill in an emergency.			
Materials	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes • Chart - Session Objectives • Chart - Steps to developing evacuation plan 		
Schedule of Activities			
Steps/sub-topic/activity	Method	Time	Materials
Introduction		10 minutes	Chart 1 containing session learning outcomes
Understanding evacuation drills	Think-pair-share, interactive question & answer, demonstration and exposition	25 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Sticky notes
Developing an effective evacuation plan	Group work and exposition	30 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Masking tape • Chart: Steps to Developing Evacuation Plan
Organising evacuation drills	Demonstration and practice	30 minutes	<ul style="list-style-type: none"> • Flip charts • Markers • Pictures
Reflection	<ul style="list-style-type: none"> • Question and answers 	5 minutes	

Introduction

🕒 **Time: 10 minutes**

- Welcome the participants to the session.
- Introduce yourself, if you had not done so in previous sessions.
- Put up the learning outcomes on the board/wall.
- Read out the learning outcomes.
- Ask participants what they would want to learn from the session. Give opportunity to some participants to say their expectations. Write the expectations on the flip chart as they say them.
- Say:
 - o 'Safety of lives is always paramount when we experience an emergency. So we must put in place appropriate measures to ensure learners and school personnel are taken to a safe place during an emergency.'
 - o 'In this session, we will look at what we are to do in order to ensure that learners and school personnel are taken to a safe place when an emergency occurs in our schools. We shall be engaging in evacuation drills in the course of the session.'

🎯 **Activity 1: Understanding Evacuation Drills**

🕒 **Time: 25 minutes**

- Ask participants to turn to a partner and share an experience or an event where they ended up falling victim to a disaster or hazard they were trying to avoid.
- Ask participants to share with the whole class how they felt afterwards.
- Ask participants if they have ever seen a situation where people lost their lives due to a stampede while trying to escape from a disaster? Take a few responses.
- Now take a few participants to the door (entrance) of the training hall and guide them to demonstrate how stampedes happen when people are trying to get to a safe place in the face of disaster (e.g., fire outbreak).
- Ask participants to explain what happened during the demonstration. Also ask them to explain how such an incident (the stampede) could have been avoided.
- Explain that such incidents could have been avoided if there was an evacuation plan in place and the people were aware of the plan.
- Now explain that:
 - o Evacuation is the act of moving people or things from a dangerous place or disaster area to somewhere safe. It is removing persons from a city, town, building, area, and so on for reasons of safety.
 - o Every school – and even homes and organisations – should have an evacuation plan, and every member of the school community should be aware of and very familiar with the plan.



Caption: Evacuation drills at the one-day awareness creation on development of School Emergency Preparedness Response Plan for 25 Schools in Guyuk, Adamawa State (February, 2022)

🎯 Activity 2: Developing an Effective Evacuation Plan

🕒 Time: 30 minutes

- Say:
 - 'Disaster readiness will help keep our schools safe and secure.'
 - 'In the event of a sudden disaster, such as violence, conflict or fire outbreak, you may have just minutes to get out of the class or school.'
 - 'Planning for the worst can help minimise the impact of a tragedy and may even save lives.'
 - 'The steps we will discuss now can help get you and the school children on the road to safety.'
- Display the chart showing the steps and explain each of the steps.

Reflection

🕒 Time: 5 minutes

- Ask participants if the learning outcomes for the sessions have been achieved.
- Ask participants to say one thing they have learnt in the sessions, bearing in mind the expectations they set out at the beginning of the training.
- Ask if they need any further clarifications regarding the session.

Chart: Steps to Developing an Effective Evacuation Plan

- Identify where you can take learners to in the event of an evacuation. Try to have more than one option and keep it secret.
- Keep the phone numbers and addresses of the locations handy.
- Map out your primary routes and backup routes to your evacuation destinations in case roads are blocked or impassable.
- Try to have a physical map of the area available. You can draw one.
- Pre-arrange a designated place to meet before or during the evacuation. Each school should have a muster point.
- Develop a means for informing learners and school personnel of a disaster or emergency. It could be by clapping, blowing a whistle or any sign that every member of the school community is aware of. And this should be kept secret.
- Put the evacuation plan in writing. Ensure legibility of the writing. Do not expose your plan to the public.
- In your plan, make sure you have a strategy for evacuating persons with disability. Identify someone to assist those with disability. Such a person should be trained on supporting people with disability.
- Train the learners and school personnel on the evacuation plan.

Session 10: Explosive Ordinance Education

Training Plan			
Session Time	1 hour 40 minutes		
Key Competencies	<ul style="list-style-type: none"> Ability to identify explosive ordinance in the school Ability to take appropriate actions when an explosive ordinance is identified in the school. 		
Learning Outcomes			
<p>By the end of the session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain the concept of evacuation. 2. Identify evacuation drills to use in an emergency. 3. Carry out an evacuation drill in an emergency. 			
Materials	<ul style="list-style-type: none"> Flip charts Markers Sticky notes Chart - Session Objectives Chart - 		
Schedule of Activities			
Steps/sub-topic/activity	Method	Time	Materials
Introduction		10 minutes	Chart 1 containing session learning outcomes
Understanding explosive ordinance and the types	Think-pair-share, interactive question & answer and exposition	25 minutes	<ul style="list-style-type: none"> Flip charts Markers Sticky notes Pictures
Roles of SBMCs in explosive ordinance risk education	Group work, presentation and exposition	30 minutes	<ul style="list-style-type: none"> Flip charts Markers Masking tape Chart: roles of SBMCs
Developing key safety messages on explosive risk education	Demonstration and practice	30 minutes	<ul style="list-style-type: none"> Flip charts Markers
Reflection	<ul style="list-style-type: none"> Question and answers 	5 minutes	

Introduction

🕒 **Time: 10 minutes**

- Welcome the participants to the session.
- Introduce yourself, if you had not done so in previous sessions.
- Put up the learning outcomes on the board/wall.
- Read out the learning outcomes.
- Ask participants what they would want to learn from the session. Give opportunity to some participants to say their expectations. Write the expectations on the flip chart as they say them.
- Say:
 - o 'The risk of explosive remnants of war and landmines remains one of the major risks for the communities living in areas affected violent crisis.'
 - o 'Explosive ordinance risk education (EORE) refers to activities which seek to reduce the risk of injury from Explosive Ordnance by raising awareness of women, girls, boys and men in accordance with their different vulnerabilities, roles and needs, and promoting behavioural change. Core activities include public information dissemination, education and training. (International Mine Action Standard 12.10)
 - o 'In this session, we will look at what we are to do in order to ensure that learners and school personnel do not become victims of explosive ordinance in school and at home.'

🎯 **Activity 1: Understanding explosive ordinance and the types**

🕒 **Time: 25 minutes**

- Ask participants to write on sticky note what they understand by explosive ordinance. Ask them to share what they have written with a partner. Ask each pair to agree on common explanation about what they understand by explosive ordinance. Let each pair post their answer on the flipchart you had placed on the wall.
- Now ask a volunteer to read out what each pair had posted on the flipchart. Ask other participants to listen carefully as the volunteer reads. Guide the participants to come up with a brief explanation of what explosive ordinance is. Boldly write the brief explanation on cardboard and place it on the wall.
- Now explain that:
 - o Explosive ordinance are all munitions containing explosives, nuclear fission or fusion materials, and biological and chemical agents. Landmines, improvised explosive devises
 - o Munitions are military weapons, ammunition, equipment, and stores.
 - o Even after conflict, the effects of explosive weapons reverberate for years to come. Landmines and unexploded or abandoned ordnance (so-called "remnants of war") still cause death and injury across various parts of the world.
 - o Children are particularly vulnerable, attracted to remnants for their colourful appearance and unaware of how dangerous they are. Some of these weapons are familiar household objects that have been turned into explosives.
- Now ask participants to mention the types of explosive ordinance they know.
- Take a few responses and write them on the flipchart.
- Distribute the handout on the types of explosive ordinance and ask participants to read and write out two things that are very important them in the handout.

- Ask participants in turn to say the two things they have written as very important from what they have read in the handout.
- Offer further explanations on the types of explosive ordinance.
- Tell participants that is important that they keep in mind what they have learnt from the activity.

Activity 2: Roles of SBMCs and other stakeholders in explosive ordinance risk education

 **Time: 30 minutes**

- Say:
 - o The school base management community (SBMC) is saddled with, among others, the responsibility of sensitizing the community, schools and children and other community members on the need to be careful of our environment especially communities who are recently resettling after the sacking of their communities by the insurgents, so as to prevent the detonation of explosives which can be very disastrous.
 - o The teachers and other stakeholders also have responsibilities toward ensuring that learners and school personnel are aware of the risks surrounding explosive ordinances.
- Inform participants that the next activity will be done in small groups.
- Put participants into groups and give each group a sheet of flipchart and marker pen.
- Ask each group to discuss and come up with what they think should be the roles of SBMC, teachers and other stakeholders in explosive ordinance education.
- Allow 10 minutes for the activity and then call each group to present their work. Each group should take 2 minutes to make presentation.
- Display the chart on some roles of SBMC, teachers and other stakeholders in explosive ordinance risk education (EORE). Explain each of the roles.
- Encourage participants to ask questions on any unclear issue and then clarify such issue.

Activity 3: Developing Key Safety Message for EORE in School

 **Time: 30 Minutes**

- Explain to participants that:
 - o in this activity they will be developing key safety messages that they could use in their schools for EORE.
 - o Having these messages will help learners and school community become aware of explosive ordinance and ensure their safety.
- Put participants into groups. Give each group marker pens of different colours, flipcharts, cardboard, ruler, pencil, etc
- Ask group to develop 4 – 6 key safety messages on EORE in school. Inform them that the best group will be given some special appreciation.

- Allow them 20 minutes for this activity and stop them afterwards.
- Call on the groups to make presentations. Let each group post their messages on the wall.
- Ask the participants to vote for the best presentation. Let the group that developed the best messages come to the front and let them participants sing a special sone for them.
- Summarise the activity by giving some examples of key safety messages on EORE.
- Ask and take questions to ensure each participant has mastered the messages.

Sample Key Safety Messages

The following safe behaviours should be encouraged:

1. Children must never touch, kick or move bombs.
2. Children should always respect warning signs and will not remove markings.
3. Children should always stay on well used paths to school.
4. Children should be encouraged not to pick up any item they did not drop.
5. Children should be encouraged to only play in safe areas. They should ask where it is safe to play.
6. Children should be encouraged to report any suspected item to a teacher

Reflection

 **Time: 5 minutes**

- Ask participants if the learning outcomes for the sessions have been achieved.
- Ask participants to say one thing they have learnt in the sessions, bearing in mind the expectations they set out at the beginning of the training.
- Ask if they need any further clarifications regarding the session.

Handout : Types of Explosive Ordnance

- Explosive Remnant or War (ERW)
- Unexploded Ordnance: Unexploded ordnance refers to any munitions (e.g. bombs, shells, mortars or grenades) that were used but which failed to detonate as intended (usually on impact) due to a range of factors, such as the weapon's age, storage conditions, method of use and whether the ground is soft or wet.
- Abandoned Explosive Ordnance: Abandoned Explosive Ordnance refers to explosive ordnance that has not been used during an armed conflict, but which has been left behind or dumped by a party to an armed conflict, and which is no longer under the control of the party that left it behind or dumped it.
- Improvised explosive devices (IEDs): In certain conflicts, improvised explosive devices (or IEDs) are widely used. IEDs, as the name suggests, are not made in a factory, but are "home-made" devices that adapt existing explosives or munitions. They may be victim-activated, but are more often detonated by remote control. IEDs have been used to devastating effect in armed conflicts in Borno, Adamawa and Yobe state of Nigeria. Since they are very difficult to identify it is challenging for EORE programmes to address a risk from IEDs.
- a home-made explosive device, usually placed or thrown manually and designed to injure, kill or terrorize. The most common types of IED's include socket bomb - improvised hand grenade made from galvanized plumbing joints, the pressure cooker bomb the pipe bomb and sutali bomb, made of cloth and string.

When describing the types of Explosive Ordnance, the emphases should be on

- The shape
- The size
- Colour and
- The type material used to produce EO



Effect of accident and presence of explosive ordnance

Participant should know that explosive ordnance, they are very dangerous and the effect on civilians can be due to explosion or their presence which could prevent access to community infrastructure.

Explosive ordnance can;

- Kill Humans and Animal
- Injure Humans and Animal and
- Impact civilian Psychologically and socio-economically

SOME ROLES OF SBMCS AND OTHER STAKEHOLDERS IN EORE

- Maintains contact and coordinates its work with the Ministry of Peace and Reconstruction and other agencies working on Explosive Ordnance Risk Education/Mine Action
- Maintains contact, coordinates and shares relevant information with NRCS DCs
- Develops programme proposals, education and communication materials if and where required
- Participates in meetings, workshops and seminars.
- Analyses and shares information about the problem with concerned of their various schools and host communities with relevant authorities.
- Implement EORE and disseminate other relevant information in coordination with School and communities leaders and members.
- Participate in District level meetings, workshops and seminars.
- Provide awareness and sensitization to youth and community volunteers on EORE to enhance their knowledge and capacity to conduct EORE sessions, if and where required.

Session 11: Roles and Responsibilities of Stakeholders

Training Plan			
Session Time	1 hour 10 minutes		
Key Competencies	<ul style="list-style-type: none"> • Teamwork • Responsibility • Decision making • Communication • Result orientation 		
Learning Outcomes			
<p>By the end of the session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify the relevant stakeholders to ensure that safety, security and non-violence at school is achieved. 2. Explain the specific roles and responsibilities of each stakeholder. 			
Materials	<ul style="list-style-type: none"> • Flip chart • Markers • Copies of the Minimum Standards for Safe Schools • Writing pads • The National Policy on Safety Security and Violence-Free Schools, and the Implementation Guide (pp. 31-43) 		
Schedule of Activities			
Steps/sub-topic/activity	Method	Time	Materials
Introduction	<ul style="list-style-type: none"> • Plenary 	10 minutes	
Key stakeholders in ensuring school safety	<ul style="list-style-type: none"> • Exposition • Group work • Presentation 	20 minutes	<ul style="list-style-type: none"> • Soft copy of the Minimum Standards for Safe Schools. • Cardboard paper on Safety, Security and Violence-Free Schools & Implementation Guide • The National Policy
Roles and responsibilities of stakeholders	<ul style="list-style-type: none"> • Exposition • Individual work • Presentation • Scenario 	30 minutes	<ul style="list-style-type: none"> • Soft copy of the X Guide • Cardboard • The National Policy on Safety Security and Violence-Free Schools & Implementation Guide
Reflection	<ul style="list-style-type: none"> • Question and 	5 minutes	

Introduction

🕒 **Time: 10 minutes**

- Welcome the participants to the session.
- Introduce yourself, if you had not done so in previous sessions.
- Put up the learning outcomes on the board/wall.
- Read out the learning outcomes.
- Ask each participant to take a sticky note and write out his or her expectations of the session.
- Afterwards ask each participant to read out his/her expectation to the whole class. Let them paste their expectations on the flip chart provided by the trainer.
- Say: 'The sustenance of safety in educational institutions can only be achieved through a mechanism which allows key stakeholders to carry out the roles and responsibilities assigned to them by law.'

🎯 **Activity 1: Identifying Key Stakeholders for School Safety**

🕒 **Time: 20 minutes**

- Put participants in groups. Give each group a sheet of flip chart paper and markers.
- Give them copies of the National Policy on Safety, Security and Violence-Free Schools and of the Implementation Guide.
- Ask each group to identify all the key stakeholders that should be involved in the effort to ensure school safety.
- Give each group 5 minutes to present their work to the whole class.
- Check and ensure they have identified all the key stakeholders.

🎯 **Activity 2: Roles and Responsibilities of Stakeholders**

🕒 **Time: 30 minutes**

- Participants are to maintain their earlier groups.
- Ask each group to go through the National Policy on Safety, Security and Violence-Free Schools & the Implementation Guide and identify the roles of the stakeholders they had listed before. Let them also brainstorm and come up with how their schools can engage these stakeholders to carry out their responsibilities of ensuring safety in the schools.
- Now ask each group to present their work using a four-column table like the one below:

S/N	Name of stakeholder	Key responsibility	How the schools can engage them to ensure safety in schools
1			
1			
2			

- Ask each group to make a presentation. Allow questioning from other participants during presentations.

Reflection

🕒 Time: 10 minutes

- Ask participants if the learning outcomes for the sessions have been achieved.
- Ask participants to say one thing they have learnt in the sessions, bearing in mind the expectations they set out at the beginning of the training.
- Ask if they need any clarifications regarding the session.



Caption: UNICEF Borno SBMCs Sensitisation on the Operationalisation of the Safe Schools Declaration (June, 2022)

Session 12: Introduction to School Safety Training in Schools

Training Plan			
Session Time	1 hour 20 minutes		
Key Competencies	<ul style="list-style-type: none"> • Commitment • Knowledge • Attitude 		
Learning Outcomes			
<p>By the end of the session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Understand the essential principles of school safety training. 2. Develop a positive attitude towards safety consciousness and training. 3. Explain the thematic areas and relevant activities that constitute school safety training. 			
Materials	<ul style="list-style-type: none"> • Flip chart • Markers • Minimum Standards for Safe Schools • Excerpts of the Safe Schools Common Approach • Excerpts of the Strong School System 'Standards, Activities and Guidance'" • Writing pads 		
Schedule of Activities			
Steps/sub-topic/activity	Method	Time	Materials
Introduction	<ul style="list-style-type: none"> • Declaration of expectation 	15 minutes	<ul style="list-style-type: none"> • Sticky notes • Flip chart
Prevention training in school	<ul style="list-style-type: none"> • Group work • Discussion • Presentation 	30 minutes	<ul style="list-style-type: none"> • Copies of the Minimum Standards for Safe Schools • Excerpts of the Safe Schools Common Approach
Emergency preparedness and recovery training	<ul style="list-style-type: none"> • Presentation • Reflection • Discussion 	30 minutes	<ul style="list-style-type: none"> • Minimum Standards for Safe Schools • Interactive elements
Reflection	Interactive question and answer	5 minutes	

Introduction

Time: 15 minutes

- Welcome the participants to the session.
- Introduce yourself, if you had not done so in previous sessions.
- Put up the learning outcomes on the board/wall.
- Read out the learning outcomes.
- Ask each participant to take a sticky note and write out his or her expectations of the session.
- Read out the following example to them: 'My expectation is that the impact of this training will ensure that all schools are insured against all forms of hazards and risks.'

- Afterwards, ask each participant to read out his/her expectation to the whole class. Let them paste their expectations on the flip chart provided by the trainer.
- Now say: 'School safety training strengthens awareness, attitudes and skills needed to take precautionary measures and prepare for emergencies as stated in the Minimum Standards for Safe Schools.'

Activity 1: Prevention Training in Schools

 **Time: 30 minutes**

- Distribute excerpts of the Safe Schools Common Approach.
- Put participants into small groups.
- Ask each group to look at the Safe Schools Common Approach and identify trainings and sensitisation strategies for learners that will aid in the prevention of hazards in schools. Let each group also state the reasons underlying their suggested training. They are to also suggest school-level strategies for organising such trainings and sensitisation efforts.
- Ask each group to write the outcome of their discussion on the flip chart and then make a presentation. Each group is to place their flip chart on the wall after presentation. Allow 5 minutes for each group to make the presentation.

Activity 2: Emergency Preparedness and Recovery Training

 **Time: 30 minutes**

- Ask participants to maintain their groups.
- Distribute copies of the pictorial of risk mapping and the school safety plan to motivate discussion and memorable reflections from participants on their school days.
- Guide participants to discuss prevention/remedy strategies that can enable quick responses to mitigate the impact of hazards/risks on persons and education facilities.
- Write the key points coming from the discussion on the flip chart.
- Now ask each group to state 2 ways the pre-knowledge of an approaching risk will enhance quick responses in case of a flood in the school. Note that participants should first refer to their own personal experiences to explore the theme.
- Take oral responses from the groups.
- Now share this hypothetical scenario of a 14-year-old girl who lost both parents and siblings after a raid by bandits. She was also maimed during the raid. Ask the groups to discuss and identify the effect of the incident on the learner and the strategies for recovery. Let the groups also highlight how other teachers and school personnel can be trained to provide psychosocial support for learners and teachers for the sustenance of learning and teaching after crises or while it is ongoing. Let each group also state why learners need counselling during hazard recovery and explain how that can be provided to learners.

Reflection

 **Time: 5 minutes**

- Say: 'Safety training in schools will enable stakeholders to ensure compliance with safety rules and also deploy strategies to prevent hazards based on the assumption of the theory of change.'
- Now ask participants if the learning outcomes for the sessions have been achieved.
- Ask participants to say one thing they have learnt in the sessions, bearing in mind the expectations they set out at the beginning of the training.

Session 13: Evaluation and Feedback

Training Plan			
Session Time	1 hour		
Key Competencies	<ul style="list-style-type: none"> • Knowledge 		
Learning Outcomes			
By the end of the session, participants will be able to:			
1. Provide feedback and an evaluation of the training.			
2. Complete the post-assessment form.			
3. Feel proud of what they have learnt on the training.			
Materials	<ul style="list-style-type: none"> • Flip chart • Markers • Writing pads • Copies of the post-assessment form 		
Schedule of Activities			
Steps/sub-topic/activity	Method	Time	Materials
Introduction	<ul style="list-style-type: none"> • Presentation 	10 minutes	
Feedback and evaluation of the training	<ul style="list-style-type: none"> • Interactive question and answer 	30 minutes	<ul style="list-style-type: none"> • A4 sheets
Completing the post assessment form	<ul style="list-style-type: none"> • Self-assessment 	20 minutes	<ul style="list-style-type: none"> • Post-assessment form

Introduction

 **Time: 10 minutes**

- Welcome the participants to the session.
- Put up the learning outcomes on the board/wall.
- Read out the learning outcomes.
- Congratulate the participants for participating in the training.
- Remind them of the need to practise what they have learnt from the training.
- Say: 'We are going to evaluate the training and complete the self-assessment form.'

Activity 1: Feedback and Evaluation

 **Time: 30 minutes**

- Explain that this is an opportunity to ask any questions about the training or raise concerns they have about school safety.
- Distribute the sheets of paper to the participants.
- Ask them to write one question they really need an answer for and submit to you.
- After all the participants have submitted, randomly take five of the papers and read out the questions.
- Ask if anybody can answer the question and give the person opportunity to do so. If there is nobody, answer the question.
- Now ask participants to share their opinion of the training, expressing how the training has affected them or not.

Activity 2: Completing the Post-Assessment Form

 Time: 20 minutes

- Distribute the post-assessment forms. Each participant should receive one copy.
- Ask them to rate their competency on the items on a scale of 1 – 4, where 4 indicates highest, and 1 lowest.
- Ask them to be objective in the assessment, as it will help in improving the training process.
- After 15 minutes, collect the forms from the participants and thank them for participating in the assessment process.

Post-assessment Form

Participant's No _____

Item 1 - lowest 4 - highest		Pre self-assessment			
		1	2	3	4
	Correctly understand the concept of minimum standards				
	Able to explain the purpose of the Minimum Standards for Safe Schools in Nigeria				
	Able to explain the guiding principles in relation to safe schools for learners and teachers				
	Understand the implications of the guiding principle of school security and safety				
	Can explain the relationship between the Minimum Standards and the National Policy on Safety, Security and Violence-free Schools (NPSSVFS)				
	Can explain the relationship between the Minimum Standards and the Safe Schools Declaration (SSD)				
	Can explain the relationship between the Minimum Standards and the Safe Schools Initiative (SSI)				
	Able to explain the Safe Schools Common Approach				
	Have accurate knowledge of the five concepts/areas of the Safe Schools Common Approach				
	Able to use the available tools to measure compliance with the Safe Schools Common Approach				
	Able to identify relevant tools for use in specific cases of violence in schools or learning centres				
	Able to identify when a school or learning centre does not meet up with the Minimum Standards for Safe Schools				
	Can confidently explain the underlying principles of a school safety plan				
	Able to conduct risk mapping in school				
	Able to develop a school safety plan				
	Can confidently train other teachers on the Minimum Standards for Safe Schools in Nigeria				
	Able to successfully organise evacuation drills				
	Able to support a learner who has been abused				
	Able to develop School Emergency Preparedness Response Plan (SEPRP)				

Appendix A: Training Preparation Checklist

Training preparation is essential for any successful training. It is expected that proper preparations are put in place to ensure seamless training sessions of this manual. The preparation includes getting all the materials needed for the training ready. These materials include the stationery – flip chart, sticky notes, markers, writing pads and pen, cardboard, A4 papers, Sellotape and so on. The training venue also needs to be properly arranged to allow for full participation during the training sessions. A U-shaped sitting arrangement is encouraged. This does not mean that participants should not work in groups during the sessions. Participants are expected to sit in comfortable positions and in a safe and friendly environment.

The training is basically meant for teachers who are school safety focal points. The facilitators are to be carefully selected based on their ability to provide training. They should also have some level of experience in teaching and must be familiar with the Minimum Standards for Safe Schools in Nigeria. They are also expected to be acquainted with the Safe Schools Declaration, the NPSSVFS and other related education policy framework.

Appendix B: Agenda for Training of Facilitators and Focal Points

The training is planned to hold for 3 days based on the schedule presented below:

Day	Training Sessions
Day 1	Session 1: Pre-test
	Session 2: The Minimum Standards for Safe Schools
	Session 3: The Safe Schools Common Approach (SSCA)
	Session 4: Measuring compliance with the Safe Schools Common Approach
Day 2	Session 5: Violence in Schools and Non-Formal Learning Centres
	Session 6: Child Protection and Safeguarding
	Session 7: School Safety Plan and Risk Mapping
	Session 8: Emergency Preparedness Response
Day 3	Session 9: Evacuation Drills (Practical Exercise)
	Session 10: Explosive ordinance Education
	Session 11: Roles of Stakeholders in School Safety
	Session 12: Introduction to School Safety Training
	Session 13: Post-assessment and Feedback
	Closing Ceremony

Appendix C: Post-assessment Form

Participant's No _____

S/N	Item 1 - lowest 4 - highest	Pre-assessment					Post-assessment			
		1	2	3	4		1	2	3	4
1	Correctly understand the concept of minimum standards									
2	Able to explain the purpose of the Minimum Standards for Safe Schools in Nigeria									
3	Able to explain the guiding principles in relation to creating safe schools for learners and teachers									
4	Understand the implications of the guiding principles for school security and safety									
5	Can explain the relationship between the Minimum Standards and the National Policy on Safety, Security and Violence-free Schools (NPSSVFS)									
6	Can explain the relationship between the Minimum Standards and the Safe School Declaration (SSD)									
7	Can explain the relationship between the Minimum Standards and the Safe Schools Initiative (SSI)									
8	Able to explain the Safe Schools Common Approach									
9	Have accurate knowledge of the five concepts/ areas of the Safe Schools Common Approach									
10	Able to use the available tools to measure compliance with the Safe Schools Common Approach									
11	Able to identify relevant tools for use in specific cases of violence in schools or learning centres									
12	Able to identify when a school or learning centre does not meet up with the Minimum Standards for Safe Schools									
13	Able to confidently explain the underlying principles of a school safety plan									
14	Able to conduct risk mapping in school									
15	Able to develop a school safety plan									

16	Able to confidently train other teachers on the Minimum Standards for Safe Schools in Nigeria									
17	Able to successfully organise evacuation drills									
18	Able to identify an abused learner in the school									
19	Able to support a learner who has been abused									
20	Able to develop a School Emergency Preparedness Response Plan (SEPRP)									

When you are done with the training, analyse the pre- and post-assessment for each trainee and properly record the result.

Appendix D: Tools

Form 1a: The National Safe Schools Questionnaire

This questionnaire is to be used to gather data on the types of hazards and violence in and around the school/learning centre and the findings are to be used to design interventions that will promote a safe, secure, and violence-free learning environment.

Form 1: Part 1: Personal Information

School Name: _____

Community: _____

LGA: _____

State: _____

Date: _____

Please select your role in the school:

- Assistant head teacher/Vice principal
- Teacher
- Community member
- Education personnel
- Parent/guardian
- Health worker
- Learner

INSTRUCTIONS FOR USING THIS QUESTIONNAIRE

- o The questionnaire is anonymous. Other than your role in the school, do not put down any personal information, such as name or grade.
- o If you do not know the answer to any question, leave it blank.
- o You are not obliged to answer any of the questions. It is useful but not mandatory to answer.
- o The questionnaire has six other parts (2- 7):

Parts 3 and 4 have "Yes" and "No" options.

Parts 2, 5, 6 and 7 have 5-point response options of:

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree

- o If you disagree, please write in the comments section the instances known to you.
- o Mark your selection with a tick or cross.
- o If you wish to clarify or add any further detail, please use the comments section.

Form 1b: Child-Friendly School Infrastructure

Child-Friendly School Infrastructure	Yes	No	Comments
The school has a fence and lockable gate.			
The school has a system for ensuring that only authorised personnel are allowed on the school premises.			
The school has water from an improved source (municipal tap, borehole or protected well).			
The school has electricity supply.			
The school has no broken windows.			
The school has no damaged or vandalised classrooms.			
The school has sufficient tables and chairs for all learners.			
You are happy with the school's standards of infrastructure.			
You are happy with the hostel's standards of infrastructure.			
The school has fire extinguishers.			
The school has separate toilets for girls and boys.			
The learners do not have to queue for a long time before using the restrooms.			
The restrooms are clean and stocked with soap and toilet paper.			
There are separate taps and basins for girls and boys.			
The classrooms are cleaned and tidied every day.			
The school has a rubbish disposal system that removes waste from the school grounds.			
The school is able to carry out minor repairs when required.			
The school is able to get large-scale damage (walls, ceilings, paths, sewage, water, refurbishments) repaired within six months.			
There are no areas in the school which are not monitored by teachers.			
The school community helps with basic maintenance and repairs to the school.			

Form 1c: Policies and Referral Process

Policies and Referral Process	Yes	No	Comments
The school has a functional Committee for School Safety and Security.			
The committee membership comprises parents, teachers, learners, and community members.			
There is a school focal point teacher (SFPT) whom learners report cases to.			
The school has a code of conduct in place for learners.			
The school has a code of conduct in place for staff members.			
The school has an anti-bullying policy in operation.			
The school has a substance use and abuse policy in operation.			
There are clear rules on the limits of learners and school personnel.			
Learners were fully involved in developing these policies.			
The school community was fully involved in developing these policies.			
Parents and learners have signed to confirm that they have read and understood the policies.			
There is a system in the school for anonymous reporting.			
You know the procedures in your school for referral to medical, legal or social services.			
If you have a problem, you feel the school can help you get help.			
If you have a problem, there is somebody in school whom you feel most comfortable speaking to.			
Your school has links to the local clinic.			
Your school has links to local social workers.			
Your school has links to the vigilante.			
There is a first-aid kit at the school.			
There is someone at the school trained in first aid.			

Form 1d: Positive and Collaborative Practices and Attitudes

1 = Strongly Disagree | 2 = Disagree | 3 = Neither Agree nor Disagree | 4 = Agree | 5 = Strongly Agree

Positive and Collaborative Practices and Attitudes	1	2	3	4	5	Comments
The teachers at the school are happy and motivated.						
The teachers and the learners respect each other.						
The teachers greet the learners in a friendly way at the start of the day and at the beginning of each lesson.						
The teachers care about the well-being of the learners.						
The head teacher/principal is approachable and easy to talk to.						
Learners of different backgrounds are respected for their diversity.						
Teachers discipline learners without using violence or physical pain.						
Teachers keep a professional distance from learners.						
People at the school are praised for good work and a good effort.						
Life skills lessons take place every week for every class eligible.						
Life skills lessons are interactive and informative.						
Lessons in general are interesting and engaging.						
Lessons allow learners some freedom to be creative.						
There are after-school activities at the school.						
Parents and community members are involved with school activities.						
If there is a problem at a learner's home, a teacher will undertake a home visit.						
Parents are able to visit classrooms and observe lessons taking place.						
You feel that you have a role to play in efforts to make the school safe and happy.						
You feel proud to be part of this school.						

Form 1e: Prevention and Response to Violence

1 = Strongly Disagree | 2 = Disagree | 3 = Neither Agree nor Disagree | 4 = Agree | 5 = Strongly Agree

Prevention and Response to Violence	1	2	3	4	5	Comments
There is nowhere in your school where you feel unsafe. (If you disagree, please note in the comments section where in the school you feel unsafe.)						
When bullying occurs, it is dealt with quickly and fairly.						
Learners feel comfortable reporting bullying to a teacher.						
Learners feel responsible for reporting bullying.						
There are sexual and gender-based violence (SGBV) focal point teachers in the school.						
Learners feel safe to report SGBV cases.						
You think that the anti-bullying policy is fair.						
You feel that the school knows how to address cyberbullying.						
Physical fighting is not common at the school.						
The teachers never beat or physically discipline learners at the school.						
You have never seen weapons at the school.						
Learners are informed of what to do if a violent person is on the school grounds.						
Learners are not treated differently because they are boys or girls.						
Name-calling based on gender is prohibited in the school.						
Learners do not feel at risk of sexual harassment at school.						
The teachers do not sexualise learners in any way (flirting, touching, kissing, making suggestive comments or soliciting sexual acts).						
The school encourages boys and girls equally in academics and after-school activities.						
Learners receive training on coping skills.						
Cultism is not a problem at the school.						
The school has a reporting system that learners and teachers are aware of.						
Learners feel safe to report acts of violence to school staff.						

Learners are aware of emergency response plans in the school.						
The school tries to encourage learners to be good decision makers.						
Learners and teachers participate in emergency drills periodically.						
There is a muster point in the school that learners and teachers are aware of.						
There is an emergency exit in school that learners and teachers are aware of.						
Safety checks are conducted in the school regularly.						

Form 2a: Violence: Reporting, Referral and Tracking Response Forms

Abused Child (Survivor) Information		
Reference number:	Name of child:	Registration/Admission no:
Sex:	Age:	Class:
Residential address:		Phone number (Parent/Guardian):
Type of alleged act of violence/abuse:		Location where the act took place:
Number of times the child has encountered this form of violence in the past:		
Other forms of violence previously encountered by the child at the hands of the alleged perpetrator:		
Measures taken by the school/other collaborating agencies against the alleged perpetrator regarding the violence:		
Name of alleged perpetrator:	Contact address of alleged perpetrator:	
Relationship of the child with the alleged perpetrator:	Date (and possibly, the time) of the act of violence:	
Impact of the act of violence on the child:		
Witnesses (if any) and their observations (Use plain sheet and attach if statement is detailed.)		
Name of witness:	Address of witness:	
Observation (Brief statement of the event, as witnessed):		
Signature/Date		

Source: National Policy on Safety, Security and Violence-Free Schools in Nigeria (2021).

Form 2b: Tracking Cases of Child Abuse/Violence against Children in Schools

Form for Tracking Cases of Child Abuse/Violence against Children in Schools			
Reference no. of the case:			
Name of the person/actor tracking the case:			
Designation/position held:			
Contact address:	Phone number(s):	Email:	
Bio-data of the abused child (survivor)			
Name of the school:			
Name of the abused child (survivor):			Registration/admission number:
Sex:	Age:	Class:	Phone contact (Parent/Guardian):
Nature of abuse / Type of violence:			
Bio-data of the alleged perpetrator			
Name of the alleged perpetrator:			
Sex:	Age:	Occupation:	
Contact details:	Address:	Phone number(s):	
Bio-data of the alleged perpetrator			
Name of the alleged perpetrator:			
Sex:	Age:	Occupation:	
Contact details	Address:	Phone number(s):	

Source: National Policy on Safety, Security and Violence-Free Schools in Nigeria (2021).

Form 3: External Tracking of Cases of Violence against Children in Schools

Form for External Tracking of Cases of Child Abuse/Violence against Children in Schools				
S/N	Body/Collaborating Agency Where Case Is Referred	Recommended Actions or Decisions of Body/ Collaborating Agency	Status of Implementation of the Recommendations or Decisions	Remarks
	School safeguarding team (SST)			
	School-based management committee (SBMC), centre-based management committee (CBMC), or board of governors (BOG)			
	Ministry of Education/ UBEC/ SUBEB/LGEA			
	Social welfare			
	Police			
	Family court (court of law)			
	Correctional centre			
Overall observations and conclusions of the person tracking the case:				
Name of the person tracking:			Signature:	
Designation:			Date:	

Source: National Policy on Safety, Security and Violence-Free Schools in Nigeria (2021).

Form 4: Attack on School and Response

Education Incident Report			
Date of incident (dd/mm/yy):		Reporting organisation:	
Date of monitor report (dd/mm/yy):		Contact information:	
Incident - General Information			
Name of school:			
Community:			
LGA:			
State:			
GPS coordinates:	Latitude: _____ Longitude: _____		
Type of school:			
Level of education:			
No. of classrooms in the school:			

Incident Type

1. Occupation of school

- 1a Armed forces (who? If known, provide in the narrative)
- 1b Armed groups (who? If known, provide in the narrative)
- 1c IDPs or other civilians
- 1d Authorities

2. Direct attack on school/learning space

- 2a Physical armed attack on school
- 2b Shelling/mortars
- 2c Fire/arson
- 2d Destruction of school/learning space and infrastructure
- 2e Looting/theft (teaching and learning material, food, water)

3. Indirect attack on school/learning space

- 3a Shelling, mortars
- 3b Crossfire
- 3c Fire/arson
- 3d Other damage/destruction, please specify: _____

4. Threats and/or attacks on teachers/head teacher

- 4a Threats/intimidation
- 4b Physical attack on teacher en route to school or at school
- 4c Arrest/detention
- 4d Abduction
- 4e Sexual abuse

5. Threats and/or attacks on learners

- 5a Threats/intimidation
- 5b Physical attack leading to injury/death
- 5c Abduction
- 5d Recruitment to armed forces/armed groups
- 5e Physical attack on learners en route to school or at school
- 5f Sexual abuse

Incident Type

6. Education ideology or political interference
- 6a Enforced curriculum
- 6b Intimidation or imposed actions due to education ideology, politics and/or religion
- 6c Intimidation or imposed actions due to cultural practices
7. Denial of access to school/learning space due to
- 7a Roadblocks
- 7b Armed conflict in the area (by armed groups and/or armed forces)
- 7c Communal conflict in the area
- 7d Intentional denial of humanitarian access to schools/learning space

Incident Initiated By: (tick several if relevant, and add specifics in narrative)

- Armed forces
- Community group
- Authorities
- IDPs or other civilian actors
- Unknown
- Others, specify:

Impact of Incident:

Impact on Learners:

	# of Girls	# of Boys	# of Children Total
Affected (not killed or injured)			
Killed			
Injured			

Impact on Teachers

	# Female	# Male	# of Teachers Total
Affected (not killed or injured)			
Killed			
Injured			

Impact on Other Education Personnel:

	# Female	# Male	# of Education Personnel Total
Affected (not killed or injured)			
Killed			
Injured			

Impact on School Building:

- Entire school/learning space
- Classrooms: Number of classrooms: _____
- Outdoor area/playground
- WASH facilities (latrines, handwashing area)
- Offices/kitchen/library/other spaces
- Fencing/protection
- Other, specify: _____

Severity of Damage

- Severe damage
- Medium damage
- Minor damage
- No physical damage

Impact on School Operations

- | | |
|---------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> No change | <input type="checkbox"/> Closed 1-5 school days |
| <input type="checkbox"/> Total closure/indefinite | <input type="checkbox"/> Closed 2-4 weeks |
| | <input type="checkbox"/> Closed more than 4 weeks |

Action Taken

Empty text area for reporting actions taken.

Form 5: Natural Hazards: Emergency Preparedness and Response

Emergency Personnel Names and Phone Numbers			
Designated responsible official for (fire, health, conflict) emergencies	Name:	Phone:	
School block monitors (if applicable)	Block A Name:	Phone:	
	Block B Name:	Phone:	
Assistants to the physically challenged (if applicable)	Assistant 1 Name:	Phone:	
	Assistant 2 Name:	Phone:	
Fire service	Phone:		
Police	Phone:		
Civil defence	Phone:		
NEMA/SEMA/LEMA	Phone:		
School security	Phone:		
Emergency Planning Checklist	Yes/No	Notes	Person Responsible
• Is there an accessible first aid box?			
• Is the equipment in the first aid box in good condition?			
• Are the staff trained to carry out first aid?			
• Are there arrangements in place to obtain additional sources of safe drinking water?			
• Are there arrangements in place to obtain additional sources of food?			
• Are there arrangements in place to obtain additional sources of emergency supplies?			
• Are there arrangements in place to obtain additional first aid equipment?			
• Are there arrangements in place to protect school/ learning centre records?			
• Are there arrangements in place to protect school/ learning centre equipment?			
• Are there arrangements in place/training for volunteers to assist persons with disabilities?			
• Are there arrangements in place to accommodate wheelchairs?			

Emergency Planning Checklist	Yes/No	Notes	Person Responsible
<ul style="list-style-type: none"> • Are fire extinguishers available? 			
<ul style="list-style-type: none"> • Is there a method to ensure the entire school will be notified of an emergency? 			

Adapted from Nova Scotia School Emergency Management Template Plan (2008)

Form 6: Everyday Hazards: Safe Schools Risk Assessment

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Done Yes/No

Source: Published by the Health and Safety Executive (2020)

Appendix E: Sample School Safety Plan

Name of School:						
SCHOOL SAFETY PLAN						
Risk or hazard	Who might be harmed and how?	What are you doing already?	What else can be done? (Activities, action to be taken)	Who can do it? (Who will be responsible for the action)	How much will it cost?	Date to be completed
No fencing wire	Students and teachers – intruders may harm them	Reported to LEA, SUBEB	Provision of fencing wire	SUBEB/NGO	N2.5m	30 January 2019
Toilet pit-hole too large	Students and teachers falling into the pit	Have discussed the issue with SBMC members for donation	Repair	SBMCs/SUBEB	N20,000	30 April 2019
Water logging	Students	Filled with water sand but not enough	Reported to LGA			



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