

Impact Assessment Report

HONEYWELL SAFE SCHOOL PROGRAM

Honeywell Hometown Solutions India Foundation (HHSIF)

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1. EXECUTIVE SUMMARY

Traditionally, India has been a point of natural vulnerability on account of its unique geo-climatic conditions. It has faced huge losses both humanitarian and monetary due to a lack of preparedness and awareness around it. About 60 % of the land masses are prone to disasters like earthquakes of various intensities, Floods, landslides, etc.¹ Natural as well as man-made disasters have a massive impact on the ecosystem. It is imperative to be responsible enough to deal with such emergencies, be prepared, respond, and recover. This is where disaster management plays a key role to mitigate and reduce the impact of a disaster to a great extent.

The National Disaster Management Authority, headed by the Prime Minister, is an apex body for disaster management in India effectively representing the environment for institutional mechanisms at the State and District levels as mandated by the Disaster Management Act, 2005. NDMA is mandated to lay down the policies, plans and guidelines for Disaster Management. India envisions the development of an ethos of Prevention, Mitigation, Preparedness and Response.

Honeywell safe school program is a multi-stakeholder, multi sectoral program, implemented by Sustainable Environment and ecological Development Society (SEEDS), thereby, creating a safety net for the overall communities. The program act as a catalyst and transformer of larger society to become disaster resilient. It showcases unique outlook for school safety and takes into account a comprehensive and holistic approach for school and community safety and adapt tailor made approach to identify unique problems of school and specific risk reduction methods etc.

An impact assessment study was conducted for the Honeywell Safe School program to understand the experience of all the stakeholders and measure the changes it has brought in the awareness, understanding and behavioral change among the targeted beneficiaries.

A Logical Framework Analysis was conducted initially against the expected theory of change, to understand the parameters, indicators, output, outcome, and the overall impact. A mixed method was used to study that involved collecting and analyzing qualitative and quantitative data. Interviews and surveys were conducted with all the identified stakeholders of the program as for the derived sample size for each. The data was then interpreted using descriptive statistics and content analysis.

According to the findings, it is indicative that **this unique program was implemented at an appropriate time** when there was a dire need of disaster management awareness in the communities, children, teachers, parents etc. **It consisted of all the key components aligned with the government guidelines** such as the curriculum for disaster management, activities for children, teacher trainings, parents' involvement and especially guidelines laid down by the National Disaster Management Authority of India etc. The program had a tailor-made approach and was unique in nature with solid outreach. To widen the impact and enhance the impact sustainability, there is scope for the program to transfer the ownership

¹ Disaster Management in India, Status Report, 2004
iritm.indianrailways.gov.in/uploads/files/1296625965021-Disaster%20Management%20in%20India%20-%20A%20Status%20Report.pdf

to the respective stakeholder such as Self-help groups, Gram Panchayat, Asha Workers, Local youth organizations in the rural areas. The sustainability of outcomes of this project is highly dependent on beneficiary recall and there is need for community ownership of awareness building and guidance in times of calamity. Content delivery could have been more engaging considering that the primary stakeholders were school students. This would aid better recall of the activities.

The study also found that **COVID had impacted the program in a way that the essence of interpersonal and activity-based learning was lost due to the virtual engagement**. This led to **exclusion of beneficiaries** who could not afford or had intermittent access to virtual means such as phones, internet, laptops etc. While the program has managed to achieve its targeted outreach, certain lacunae in the program operations have resulted in delays and affected the envisioned impact.

The program was well managed by the program team and successfully achieved its set goals. However, the **program incurred more expenditure than the allotted budget and failed to maintain the hygiene of data**. The **response and information recall rate of the beneficiaries** in the surveys under this impact assessment was **way too low than the industry benchmark**. Moreover, the data and the financial documents provided had inconsistencies and did not match the industry standard and practices.

Goodera recommends that the program should have well defined roles and responsibility for each stakeholder and **set realistic timeline for better management** of work and sharing information. This will help strengthen the program and the reporting mechanism adopted by SEEDS. Secondly, the budget should be customized and have a standard format for each location and should have proper classification under clear budget heads. Thirdly, the program **should focus on promoting** a sense of **ownership among the stakeholders** and bring about behavioral changes. Thus, a better program design and fund management practice will help ascertain the impact of the program in a holistic manner.

The project doesn't align with the disaster vulnerability of the geographies. Higher focus and expenditure was observed in Delhi which has a relatively lower disaster vulnerability than Uttarakhand.

2. INTRODUCTION

In the current scenario, the pandemic has changed the lives of millions of people. Awareness and behavioral change have become of paramount importance. In addition to this, efforts are being made to minimize the impact of such disasters in the future by bringing in a change in people's perspective, demeanor and changing their casual approach towards such issues. The unprecedented occurrence of the pandemic has made people more alert, persuasive, sensitive, and open to the 'new normal' on the subject matter.

Awareness of disaster management has become the need of the hour to prevent casualties and build readiness to take proactive measures. Integrating such measures and educating children on topics is a way forward to create a safe environment and get safe practices as a habit in the community. Thus, there is a dire need for interventions to make society skilled and self-sufficient to overcome the malice of a disaster.

The impact of the disasters varies from state to state depending on the geo-location and the awareness among the community. Delhi and Uttarakhand are such states that are affected by these disasters and need assistance.

Honeywell Safe Schools is a pioneering holistic school safety program built on SEEDS child-first approach towards risk reduction. With a tailor-made approach for every school, the program aims to empower children to become change agents for building resilience in the communities.

3. PROJECT BACKGROUND

The Honeywell's safe school program started as an intervention to create awareness and disseminate knowledge to students, teachers, and the community. It is a tailor-made program for schools built on SEEDS child-first approach towards risk reduction. With a customized approach for every school, the program aims to empower children to become change agents for building resilience in the communities.

Funded by Honeywell India and implemented by SEEDS India, the program was initially conducted in 50 Delhi Government schools, and thereafter its success, the same was scaled to 100 additional schools in Dehradun and Haridwar District of Uttarakhand. Structural assessments were carried out by engineers and architects evaluating the risk among children, teachers, and parents; and examination of preparedness in the face of any natural or human-induced disaster.

3.1. Program objectives

- To make schools safer and resilient in Delhi, Dehradun, and Haridwar through a comprehensive school safety approach.
- To further investigate various disaster management planning, identifying hazards, training and capacity building of teachers, students, school administration, and carrying out mitigating measures by school safety.
- To increase the safety of children in school, demonstrate to the community at the large.

The program had a **target to reach out to 50,000 children, 45,000 parents, and 2,200 teachers across 50 schools in East Delhi**. However, with special requests from 5 other schools, the activities were replicated in those selected schools.

Similarly, the program had a target to reach out to another **31,000 students, 50,000 parents, and 700 teachers across 100 schools in the Dehradun and Haridwar** districts of Uttarakhand.

The Eastern region of Delhi, with one-fifth of the city's population, falls in Earthquake Zone - IV with 20 potential faults identified within a 300-km radius exposing the city to huge risk from earthquakes and floods. Additionally, the poorly planned construction and the common potential hazards like- road accidents, poor hygiene, bullying, and anti-social elements pose a major threat to the safety and security of school children, further disrupting life and causing distress.

In Uttarakhand, Dehradun and Haridwar districts are among the most populous districts of the State home to 1,696,694 people and 1,927, 029 (census 2011) respectively. They are also the two most urbanized, with respective densities of 549 and 801 persons per square kilometer. This far exceeds the state average of 189. Under their geographic locations, both districts already face risks from natural hazards. The vulnerability has been compounded by rapid industrialization and unplanned expansion. Alongside key risks of flooding, earthquakes, and landslides, the districts also face vulnerabilities from forest fires, heatwaves, and water scarcity thus posing a major threat to the safety and security of school children and communities.

3.2. Program Scale

Stakeholder	Planned Target	Target achieved
Students	81,000	90,133
Parents	50,000	54,164
Teachers	2,947	4,124
SMC	1,741	1,996
Community Members	826	750
Youth Task force	467	2,101
Total	1,36,981	1,53,899

*Calculations of the target numbers is in Annexure – 11.1

4. OBJECTIVES AND SCOPE OF STUDY

The study aims to understand the implementation pathway of Honeywell Safe School and its very impact on the target beneficiaries i.e., the student, school management, the community, etc. The impact assessment study will try to quantify the outcome of activities conducted to achieve the set objectives and the collective impact it has created.

4.1. Key objectives of the study

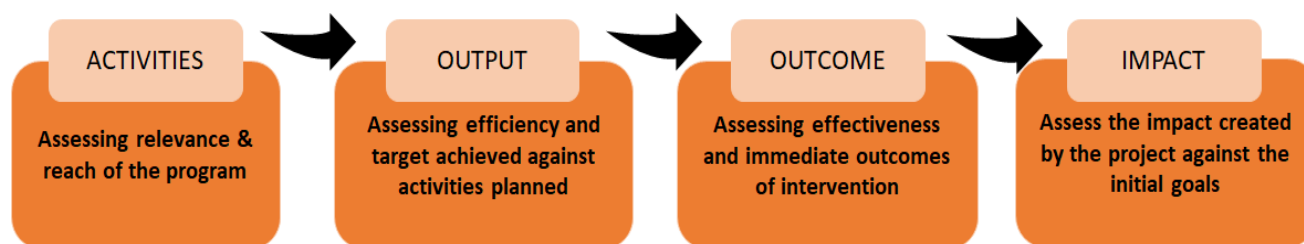
- Check if the program was implemented in alignment with the objectives mentioned in the MoU
- To assess the impact of the intervention among the beneficiaries; How the program has brought in awareness, practical knowledge, and behavioral change among the beneficiaries
- Observe the changes and challenges faced by the program
- To assess the relevance and the effectiveness of the intervention: through processes and activities
- To map the level of impact created find the areas of improvement across all the factors from program design to implement and give recommendations

4.2. Limitations of the study

- The study could not conduct the desired number of interviews and surveys due to the challenges faced in reaching out to stakeholders. The study was only conducted with students' parents who own a phone (since the surveys are conducted through phone calls), and the ones who were willing to converse with the surveyors, which may have resulted in a respondent selection bias.
- The four years-long program was interrupted by the pandemic for the last 2 years and the beneficiaries failed to recollect the details easily.
- The study was conducted virtually, due to the ongoing COVID Pandemic and hence was not able to triangulate the findings through any physical school visits.
- The data of the beneficiaries (to be contacted for the survey) provided by the partner NGO was not verified and resulted in poor response rate. According to the **industry standards, similar programs have 60-100% response rate**, however, **SEEDS data could only achieve 23.29% response rate**.
- The construction undertaken in schools was not verified physically and was beyond the scope of the study.
- The study doesn't factor the influence of any other intervention happening while analyzing the impact & outcomes of the program on stakeholders

5. ASSESSMENT FRAMEWORK





The **THEORY OF CHANGE FRAMEWORK (ToC)** for the given program is illustrated below:



Activities	Input	Output	Outcome
<ul style="list-style-type: none"> Capacity building classes for students 	<ul style="list-style-type: none"> Selection of students based on the strength of the school 	<ul style="list-style-type: none"> Students have awareness about disaster management and learnt through practical knowledge 	<ul style="list-style-type: none"> An enhanced learning experience for students Awareness about Do's and Don'ts during an emergency Reduce casualties in school
<ul style="list-style-type: none"> Training sessions for teachers and parents 	<ul style="list-style-type: none"> Selection of Schools and organize sessions with Headmasters and principals 	<ul style="list-style-type: none"> Teachers and parents more aware and well versed with the curriculum 	<ul style="list-style-type: none"> Sensitized about safety in school Active participation and motivation to students by teachers for co-curricular activities
<ul style="list-style-type: none"> Mock drills and Evacuation plans (NSM) 	<ul style="list-style-type: none"> Mock drills conducted in schools for children, teachers, and youth task force 	<ul style="list-style-type: none"> Students, teachers aware of safety practices at the time of the disaster 	<ul style="list-style-type: none"> Practical knowledge on disaster management with alignment to the NSSP (GoI) guidelines
<ul style="list-style-type: none"> Child Friendly Clearing 	<ul style="list-style-type: none"> Identified dark and underutilized spaces in school and create child friendly spaces 	<ul style="list-style-type: none"> Children safer in the school premises 	<ul style="list-style-type: none"> Creates a conducive environment for learning and increase students' involvement
<ul style="list-style-type: none"> Structural mitigation 	<ul style="list-style-type: none"> Installment of structures such as installment of signages, evacuation plans, Early warning System. 	<ul style="list-style-type: none"> Mitigates life threatening hazards such as falling hazards, property loss and continuity in business 	<ul style="list-style-type: none"> Children feel safer during natural disasters like earthquakes, reducing wear and tear of objects and theft.
<ul style="list-style-type: none"> Assessments 	<ul style="list-style-type: none"> Baseline and End line 	<ul style="list-style-type: none"> Assessments are conducted and evaluated 	<ul style="list-style-type: none"> The team evaluates and results in strategies

IMPACT: The aspired impact of the Honeywell Safe School project is to make the targeted beneficiaries equipped in terms of **awareness, acquire practical knowledge** about disaster management and **reduce risk** that comes along with various kinds of manmade and natural disasters by using various **risk mitigation methods**.

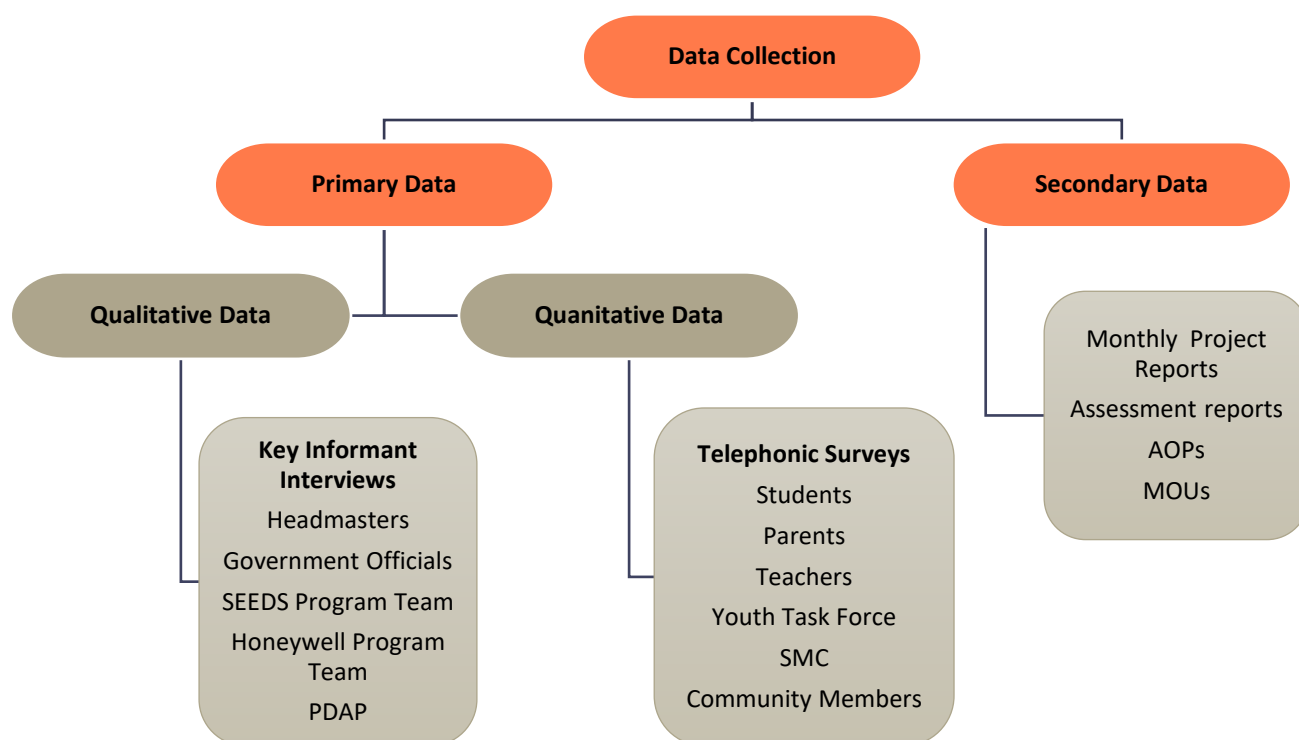
A **LOGICAL FRAMEWORK MODEL** is created against the identified ToC to reflect the identifiable indicators, means of verification, and assumptions, as given below:

	Parameters	Indicators	Means of verification	Assumptions
ACTIVITIES 	<ul style="list-style-type: none"> Organize workshops sessions, campaigns, for primary stakeholders Tailormade school wise NSM activities Mock drills, observations, and participation in other activities 	<ul style="list-style-type: none"> Number of sessions held for the primary stakeholders Frequency of the sessions and activities conducted Observation checklist for installments made in schools 	<ul style="list-style-type: none"> Annual report Monthly reports Assessments Documents Partner Team Discussion 	<ul style="list-style-type: none"> Schools and other authorities in all three locations have agreed to the intervention The intervention would a practical understanding on disaster management Assessment would help in proper evaluation
OUTPUT 	<ul style="list-style-type: none"> Students' awareness of the Increase in awareness Students get safety kits and participate in mock drills Structural and changes made in school Assessments conducted 	<ul style="list-style-type: none"> No. of students participated No. of mock drills conducted per month No. of activities conducted Changes made in school 	<ul style="list-style-type: none"> Telephonic interviews Feedback forms Annual and monthly reports 	<ul style="list-style-type: none"> Students corporate with teachers Professional trainings provided by SEEDS trainers to Teachers
OUTCOMES 	<ul style="list-style-type: none"> Students, parents, and teachers become aware of Road, fire and flood, earthquake etc Enhanced and immersive learning experience 	<ul style="list-style-type: none"> Increase in the knowledge base Increase in the alertness level Active involvement of teachers and parents with the students 	<ul style="list-style-type: none"> Impact assessment reports and annual reports 	<ul style="list-style-type: none"> Increase in level of interest and awareness results in decrease of disaster impact if timely action is taken
IMPACT 	<ul style="list-style-type: none"> Students have practically applied, and saved lives based on what they learnt in the program Teachers are more aware on how to guide children in case of a disaster 	<ul style="list-style-type: none"> Improved level of understanding and readiness to face a disaster 	<ul style="list-style-type: none"> Impact assessment reports, Audit reports, Annual reports 	<ul style="list-style-type: none"> NA

6. METHODOLOGY ADOPTED

A 'Mixed Method Approach' is applied in the study, which ensures that factors such as processes, outputs, and outcomes are captured in the study along with the impact. The mixed-method approach will include both qualitative and quantitative data capture and analysis. The Quantitative tools would provide values to key indicators related to access, awareness, perception, outputs Vs targets, and outcomes perceived by the beneficiary stakeholders and the overall impact. Quantitative analysis is used to extract the data from students, parents, teachers, school management committees, youth task force, and community members. Qualitative methods and approaches will provide a better understanding and help to build a storyline for the achievement and gaps in the program from the lens of immediate stakeholders involved in the program implementation, other than students and parents. A qualitative study gives substantiated evidence for a better understanding of the processes involved in the program implementation. The mixed approach thus helps in developing a framework for gap identification enhancing inclusion and providing recommendations instead of mere calculation of outcome and impact parameters.

6.1. Data collection



Secondary data

For secondary data collection, the project monthly and annual reports, program brochures, financial statements, MoU, etc. were referred. Government documents regarding disaster management including the National Disaster Management authority including the Safe school guidelines were also referred to check the alignment of the program with the expectation by the Government.

Primary data

Primary data is the key to collecting firsthand information as evidence from the beneficiaries and stakeholders on the interventions, their benefits, and the challenges, and analysis for recommendation to assess the impact created by the program. The sample has been collected based on the qualitative and quantitative approach to ensure factors both quantifiable (to capture and extrapolate the data to generalize the findings) and qualifiable.

Sample size

The total stakeholder population was approximately **1,36,981** which consists of primary stakeholders. This population size is inclusive of students, teachers, parents, SMC members, Youth task force and the community members. An overall size for conducting surveys and Key Informant interviews were calculated through the formula given below with a confidence level of 95%, and 5% allowable error.

$$\text{Sample size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N} \right)}$$

- **N = Total stakeholder population**
- **z = Z score (Z-Score is the number of standard deviations a given proportion is away from the mean)**
- **e = Margin of Error**
- **p = Likely sample proportion**

Calculated Sample size: 384

This was distributed among various primary stakeholders using different sampling techniques depending on the weightage and involvement of these stakeholders in the program. However, owing to the challenges highlighted below, the Sample size was reduced to 208 at 85% confidence level.

- The **virtual mode** of impact assessment and the **poor quality of data** served as the main challenge (details shared in Challenges faced section)
- **Contact** details either **not verified or invalid**. Some of the beneficiaries refused to answer while some could not recall the program because it happened 2 years ago.
- The interview processes were **time consuming** due to delay in responses. The process was delayed by **2 weeks** due to the poor beneficiary response.

Stakeholder	No. of respondents
Students	111
Teachers	44
Parents	16
Youth task force	20
SMC members	13
Community Members	11
TOTAL	215

Sampling technique

To have an effective representation of data based on their involvement and impact created by the intervention, certain weightage was given to the primary stakeholder.

- For the students and Youth task force, **Proportionate Stratified Random Sampling** was adopted.
- **Convenient sampling** was undertaken for the parent's survey.
- For teachers, **Equal-Size Stratified Random Sampling** was done
- **Purposive sampling** was done for SMC and Community members

Qualitative data

Key informant interviews: Questionnaires are designed for each stakeholder interview. All relevant questions were asked to the respondents and were captured. This was done through purposive sampling.

Stakeholder group	No. of interview
Headmasters	11
SEEDS - Trainer	5
SEEDS – Program Leaders	3
Resident welfare association	5
Government officials	0

Quantitative data capture through telephonic surveys

1. **Student survey:** A detailed questionnaire was developed, after considering various factors mentioned in the study proposal. The survey for students was so created that it would gauge the student's understanding on the activities performed as a part of the intervention, their awareness about the

topic covered in the sessions, presence of mind in emergency situations and use of attained knowledge in their daily day to day life. A total of 77 surveys were planned with the students as per the sample weightage and proportion, a total of 111 responses were collected.

2. **Teachers Survey:** Similarly, for teachers, the questionnaire was designed to understand their contribution, involvement, and participation in the program. The responses to the questionnaire also helped to understand behavioral change noticed by teachers and student performance. A total of 77 surveys were planned out of which 44 responses were recorded.
3. **Youth task Force:** YTF being the primary stakeholder, we tried to gauge the impact and the effectiveness of the training provided to them by the partner. The questionnaire captured the occupation, activities, and their understanding of disaster management after the training sessions. Out of 77 planned surveys, 20 responses were collected.
4. **Parents Survey:** To understand the involvement level of parents and their understanding of the workshop, A total of 38 surveys were planned out of which 16 responses were recorded.
5. **SMC Survey:** The questionnaire designed for the school management committee was based on their involvement, role, and responsibility as a member. A total of 77 surveys were planned out of which 13 responses were recorded.
6. **Community member Survey:** The questionnaire for community members was curated to understand the type of community member involved in the program, their understanding, and the degree of involvement in the intervention. A total of 38 surveys were planned out of which 11 responses were gathered.

Data collection

The data was captured by investigators of Goodera through Google forms. All stakeholders were called through phones and the responses were fed into this form. It was further downloaded in .xlsx format and cleaned before analysis. The total number of calls made were 2056 out of which 919 connected and response recorded were 215 which gives an **attempt rate of 442.49%, reach out rate of 197.79 % and response rate of 54.95%.**

6.2. Challenges Faced in Data Collection

The study has faced significant challenges in collecting the data from the stakeholders especially with student beneficiaries, teachers, School Management Committee (SMCs), and Government officials. Given the COVID circumstances the surveys were conducted through virtual mode of phone calls. The response rate against the number dials and against number of connected calls were poor. A detailed summary of these statistics along with the reasons of not being able to conduct the survey with the connected calls are given below:

Stakeholder Group	Total dials	Total Connect	Connect Vs dialed	Survey Filled	Survey completed (Survey Response Rate)	Industry Benchmark for avg response rate*
Students	956	458	47.91%	111	24.24%	80%
Parents	310	131	42.26%	16	12.21%	80%
Teachers	393	164	41.73%	44	26.83%	100%
SMC	139	61	43.88%	13	21.31%	100%
Community Members	57	23	40.35%	11	47.83%	50-60%
Youth Task force	201	82	40.80%	20	24.39%	90%
TOTAL	2,056	919	44.70%	215	23.39%	-

*Goodera benchmark across projects of a similar nature

Around 44% of the dialed calls were connected although among the connected calls only around 23% of them could realize into surveys form filling.

The rationale for poor ratio is summarized below:

Stakeholder group	Totals connects	Wrong numbers	Not interested	Do not call	Call back	Survey filled
Students	458	88	30	0	229	111
Parents	131	28	35	0	52	16
Teachers	164	7	20	0	93	44
SMC	61	9	10	0	27	13
Community Members	23	4	5	0	3	11
Youth Task force	82	8	12	0	48	20
TOTAL	919	144	112	0	452	215

As shown in the table the major reasons for not filling the survey included a **call back request**. The study has tried to do up to **three calls before dropping** them. There were also a good proportion of calls where

the surveyor was informed that the respective stakeholders are not interested in the survey. Many a time this included the lack of awareness of the students or parents about the program. In total 144 times the dialed numbers were received by a different person than the mentioned student or his/her parents. These were the wrong numbers provided by the implementation partner.

Overall, the data quality of the contact details provided by the implementation agency was poor which was one of the major reasons of such a poor success rate of survey. Hence it is **imperative to establish a better M&E and data capture system** to the program for impact capture and proper tracking.

Key Informant Interviews

Stakeholders for Key Informant Interviews	Total connected	Total Dialed	Connected vs dialed	Survey Filled	Filled Vs Connected	Filled Vs Dialed
Headmasters	13	32	41%	11	84.62%	34.38%
Government Officials	3	15	20%	0	0.00%	0.00%
Seed trainers	6	6	100%	5	83.33%	83.33%
PDAP	5	5	100%	5	100.00%	100.00%
Program Team	7	7	100%	3	42.86%	42.86%
TOTAL	34	65	52%	24	70.59%	36.92%

The table suggests that around 52% of the dialed calls were connected among the connected calls stood 70.59% of them could convert into surveys form filling. Overall, only around 10.46% of the dialed calls could successfully end in filling the survey form. Government officials' success rate stands the lowest among all the stakeholders.

7. ANALYSIS & FINDINGS

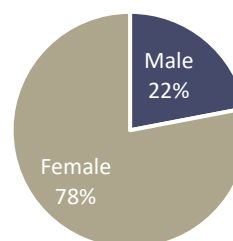
7.1. Students' Profile

Students were the key primary stakeholder of the program. 111 students were interviewed to understand the impact of the program and their progress in learning to achieve the program objective.

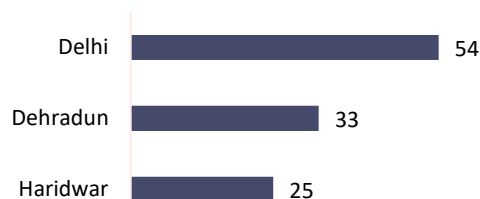
Among 111 students, 24(21%) were male and 87(79 %) were females. 68 (61%) students mentioned that they attended school physically even during the pandemic 39 students (35%) attended school virtually and 3 (3%) dropped out amidst the pandemic.

49% of the students were of class 10th standard followed by 14% of class 12 and 12% class 11th. The remaining ranged from class 4 to 9. The students interviewed belonged to Delhi (48%) Haridwar (22%) and Dehradun (30%). Among 111 students, 95% (104) are aware of the Honeywell Safe School program.

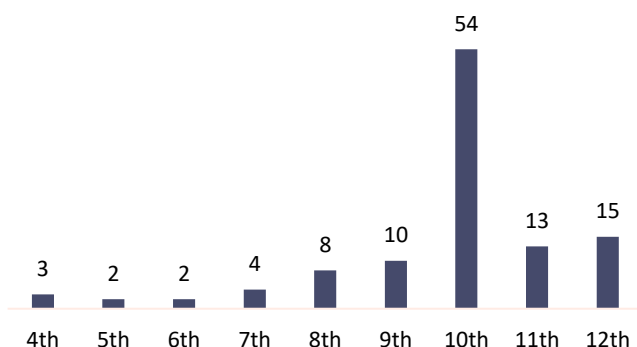
GENDER DISTRIBUTION



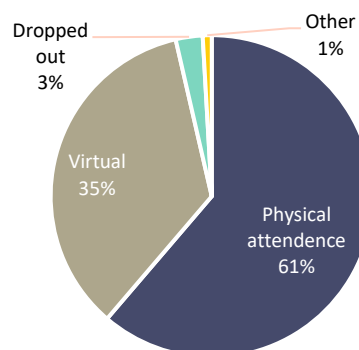
LOCATION DISTRIBUTION



CLASS DISTRIBUTION



SCHOOL ATTENDANCE



On being asked the Household type structure and the safety it holds; 75% of students have a pucca house, 5% have semi pucca and 17% have a kutchra house. 5% of students feel that their house is not safe in case of a disaster.

The major safety concern for **30% students who do not feel safe commuting to school are Road safety, and traffic.** These are two major hazards also identified by the teachers, parents, and the students near the school premises.

SEEDS provided safety kits to the students as a part of the program. **92% of students mentioned that they have access to first aid kits in schools and 62% have been trained to use the kits.** As per the program, schools had the following installments and activities-

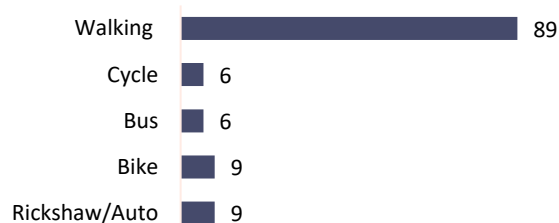
- Signages
- Evacuation plan
- Emergency exits
- Fire extinguishers
- Mock drills
- Dramas and plays
- Alarm clock
- Retro fittings
- Wire/wireless microphones
- Class-room speakers

Even though the schools are equipped with the above-mentioned facilities children still struggle to understand the usage of some installations. When asked, **“How do you think an evacuation plan is useful in case of an emergency?” 63% of students responded that they are “Not at all” aware of its use.** Only 42% of students understood the meaning and indications of the signages. 52% students were not satisfied with the mock drills conducted.

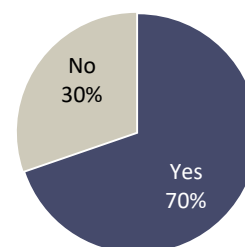
Program effectiveness

As per the collected responses, 69% of the students confirmed that the medium of the training was verbal and 39% of them said that it is conducted through various other activities. Only 67% of students confirmed that teachers taught them about disaster management. The most interesting topics listed by students were earthquake, mock drills, fire safety, WASH, floods and road safety.

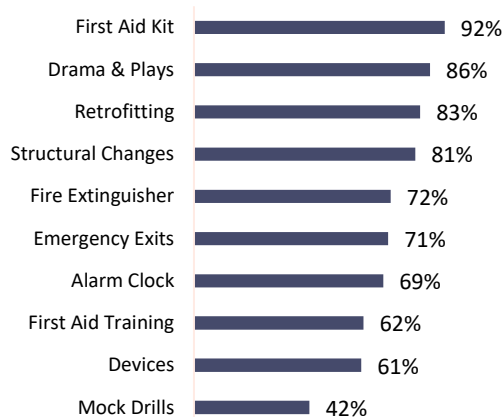
How do you commute from home to school?



Do you feel safe using the mode of transport?



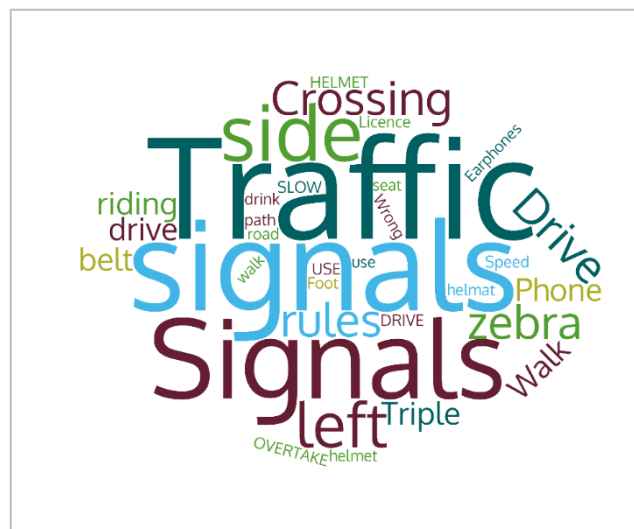
% Students identifying the installation and activities



The students were aware of the school mapping and direction signs marked. 29% remember safety exit lines marked in the school and their uses.

Road Safety Awareness

73% of students are aware of traffic rules. On asked to specify any 2 traffic rules, students responded with words like traffic signals, zebra crossing, seat belt, helmet, foot path etc. A word cloud is created from these words as given below. (Word Clouds are a visual representation of the frequency of words within a given body of text. The words that were repeated more are projected in larger fonts. The size of the font is proportional to the number of times that word was repeated in the answer)²

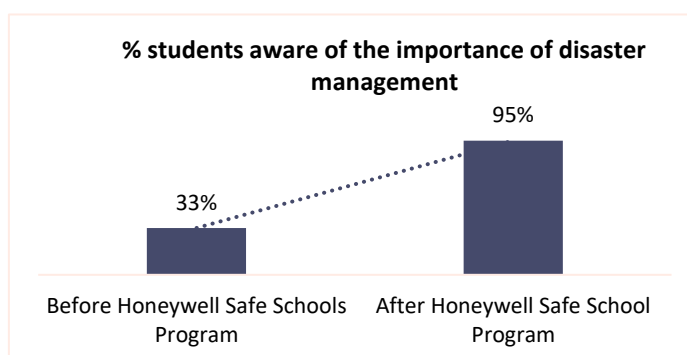


Fire Safety Awareness

49% students were able to highlight 2 actions that they would take in case of fire accident. Most students responded with words like use fire extinguishers, call fire brigade, wet cloth, open space etc. A word cloud is created from these words as given below.³

77% students were able to share 3 ways in which they can help themselves and others during emergencies such as earthquakes, Fire, and road accidents.

95% of the students are now aware of the importance of disaster management as against 33% students before the Honeywell Safe Schools Program.



² This Word Cloud is generated using an online word cloud generator and tag cloud creator, wordclouds.com

³ This Word Cloud is generated using an online word cloud generator and tag cloud creator, wordclouds.com

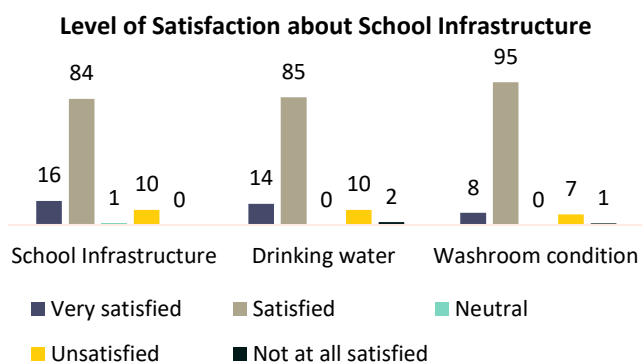
A student narrated an incident where he applied the safety knowledge taught to him in school in a real-life situation, he said ***“A lady met with an accident on the road and there were only bystanders looking at her. My mother and I took her to the hospital and dropped her home”*** This shows that the students and parents are sensitized through the program and are aware of the DO’s and DON’Ts during an emergency.

Another student added ***“ Very nice and very Knowledgeable and I Really Like It”*** when asked about the feedback of the program

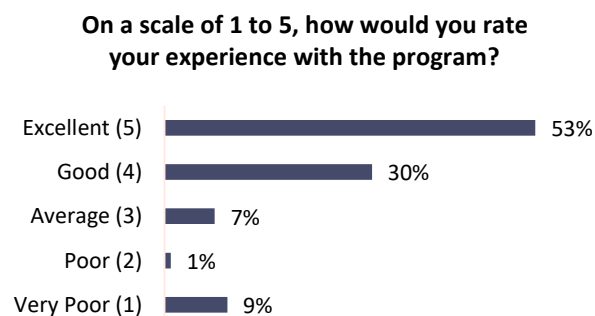
School Infrastructure and Student Perception

85% of the students are satisfied with the school infrastructure.

The **level of satisfaction was lowest in case of clean drinking water and highest for the condition of the washroom**. The teachers also revealed that SEEDS undertook the repair work in some of the schools which included washroom repairs too.



The students were asked to rate their experience with the program on a scale of 1 to 5, and **53% have responded that the program was excellent in terms of overall experience and gave a 5 score**, while around 30% has rated it with a four. The average score obtained from the responses was 4.1. Only a small proportion of students rated the program with a score of three or less.



Impact of COVID on the program

In addition to this, due to the unprecedented occurrence of the pandemic, before the school shut down, SEEDS team conducted all the listed activities by following the COVID-19 protocols as confirmed by all the stakeholders during the interviews.

- Social distancing
- Hand washing
- Masking

- Sanitizing
- Virtual classes
- WhatsApp groups for student-teacher training sessions
- Ration distribution

The program transitioned from a practical and application based to a virtual mode. The program did not foresee the pandemic as a hurdle and was not designed for a virtual setting. Therefore, it took time to migrate from a practical, field-based experience to a virtual one.

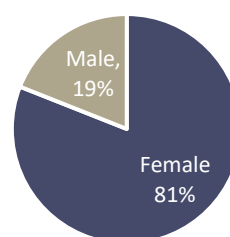
The overall experience by the students in the Honeywell Safe School program is illustrated below.

SUCCESS FACTORS	CHALLENGES
<ul style="list-style-type: none"> • Active participation, interest and engagement shown by students 	<ul style="list-style-type: none"> • Limited students had access to virtual trainings and restricted engagement
<ul style="list-style-type: none"> • Good attendance of students in school 	<ul style="list-style-type: none"> • Program activities were time consuming and were held between regular classes
<ul style="list-style-type: none"> • Parents involvement in sessions and workshops 	<ul style="list-style-type: none"> • Low attendance of parents attending the workshop

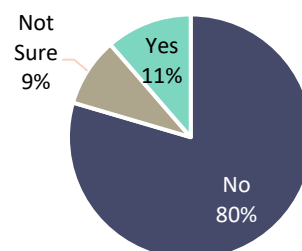
7.2. Teachers

Teachers were the key focus area in the intervention along with the students. The teachers had separate training sessions and workshops which made them aware of disaster management, emergency training and guide the students when the need arises. 81% of female and 19% male teachers were respondents. The 100% teachers were aware of the Honeywell Safe School program wherein, only 11 % of them were aware of the role and responsibility as School safety officer. As a school safety officer, they were the SPOCs, lead and in charge of the coordination with SEEDS. 98% teachers claimed that they had attended the workshops organized by SEEDS and found it interesting.

Gender distribution



Are you the safety officer?



Program Effectiveness

Most teachers had unanimous answer to the program satisfaction as **“Satisfied”** (On a scale of 1-5: 1 -very satisfied, 2-Satisfied, 3-Neutral,4-Unsatisfied, and 5-Not at all satisfied) and mentioned that the students also took active interest and participated in the drills and discussions.

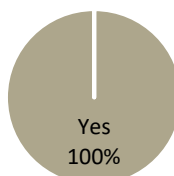
On an average, the teachers attended 5-7 workshops per year against the total conducted workshops of 12 per year. The range of topics covered in these sessions were Fire safety, first aid, road safety, flood relief, using fire extinguishers, hazard identification, mock drills etc. The teachers were **“Very satisfied”** (On a scale of 1-5: 1 -very satisfied, 2-Satisfied, 3-Neutral,4-Unsatisfied, and 5-Not at all satisfied) with the Nonstructural Mitigation technique promoted by SEEDS and mentioned that classroom objects like tablet, cupboards, blackboard etc. were fixed using the retrofitting technique. Signages, evacuation maps were also installed in the school premises. 20% of them neither remember nor notice any structural changes in the school.

Workshops conducted by SEEDS have motivated and resulted in behavioral changes in students and fellow teachers. The teachers viewed the program as an important topic of discussion which not only needs the student’s attention but also needs community engagement.

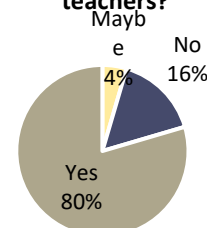
Did the workshop result in behavioral change in children regarding road safety?



Did the workshop motivate the teachers to work in groups?



Do you think the workshop brought a behavioral change amongst your fellow teachers?



A teacher suggested, ***“Virtually it is difficult, and humans tend to forget easily. So, revision needed and new children who join later need to be guided and handheld.”***

Another teacher said, ***“Amazing program should continue with the program cause like private school like all facilities are available so should continue.”***

SUCCESS FACTORS	CHALLENGES
<ul style="list-style-type: none"> Teachers showed interest in the innovative methods of teaching and adapted well 	<ul style="list-style-type: none"> Due to the pandemic, class became online and since the student's interest reduced drastically and teachers were not technically well equipped
<ul style="list-style-type: none"> Conducted timely activities and ensured teacher and student participation Very supportive and organized program team 	<ul style="list-style-type: none"> No timely shift or alternative to physically conducted activities such as presentations, audio-visual resources.
<ul style="list-style-type: none"> Student and teachers' interest in the program 	<ul style="list-style-type: none"> Time management and constraint during school hours No revision exercises conducted; students tend to forget

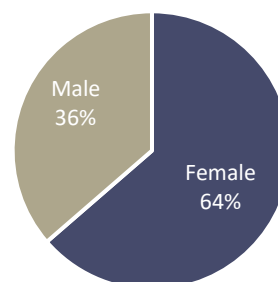
7.3. Community Profile

A total of 11 surveys were done with the community members to understand their role and contribution, perception, and their program experience. 11 responses, 7 females and 4 males. The occupation of the members ranges from a homemaker, Asha worker, teacher, Adhyaksh, Yuva mandals, and SHG members.

The community members are a mix of people from diverse backgrounds who are closely related or situated in the proximity of the selected schools. The concept behind creating and investing time and resources in community training was to make the program people inclusive who are in regular touch with the students. These people would be readily available at the time of emergency and therefore should know the right actions to be taken at the right time and be aware of the DO's and DON'Ts.

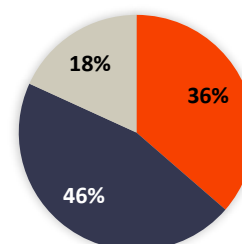
All interviewed committee members have undergone training with SEEDS and have Early Warning Systems and a disaster plan for their perusal. An organized committee is formed to look after and discuss the needs of the people based on the situation. The members had a unanimous response of "**Very concerned**" (1-Very concerned, 2-Neither concerned nor not concerned, 3- Not concerned) to the degree of concern they have towards occurring disasters.

GENDER DISTRIBUTION



LOCATION OF COMMUNITY MEMEBERS

Dehradun Delhi Haridwar





Picture 1: Pamphlet distribution to community members

Since the community members actively participate in addressing the safety of the students, only a handful of them have also been involved in coordinating with the local government mostly through the mode of physical meetings for better implementation and ease of process. Their involvement in the committee activities is recorded to be average with only 64 % people actively participating in the community-based activities such as participating in mock drills, hazard identification.

7.4. Youth Task Force (YTF)

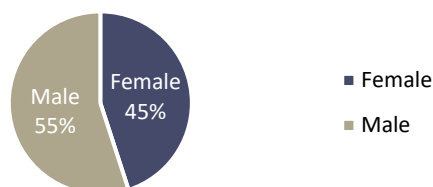
The **Youth Task Force** is one of the primary stakeholders of the program who were solely responsible for three thematic areas of **Fire safety, Search and rescue and First Aid**. The survey was conducted on **20 individuals**, majority of them being students in the age range of 15 to 18. Out of 20 people, 8 females (40%) were interviewed and 12 males (60%). The program team stated that a set of students were selected to participate in the program depending on the strength of the school.

Schools' student strength	YTF Members
>1000	10-12 students
<1000	20 + students

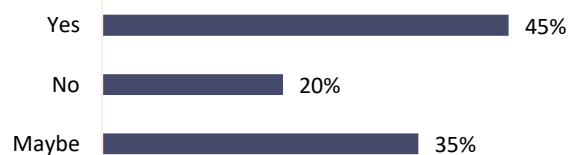
Focused Thematic Areas for Youth Task Force Trainings

- Fire Safety
- Road Safety
- Earthquake
- WASH
- Flood Rescue

GENDER DISTRIBUTION FOR YOUTH TASK FORCE



Are you a member of Youth Task Force?



The program had exclusive training for the individuals involved in the task force. The task force included trainers, students, Anganwadi workers. The respondents however had mixed responses when asked if they were a member of the Youth Task Force. 35 % respondents were unsure about being part of the task force while 20 % denied being a member. This indicates an **ambiguity** of roles and responsibility and a communication gap between SEEDS and the members of the Task Force this led to a **lacuna** in expected fulfillment of the assigned tasks.

The members mentioned that the training was helpful and created awareness about disaster management, first aid, prevention guide etc. The activities listed by Youth Task Force were mock drills on fire safety, earthquake rescue, precautions while using electrical equipment and First aid.

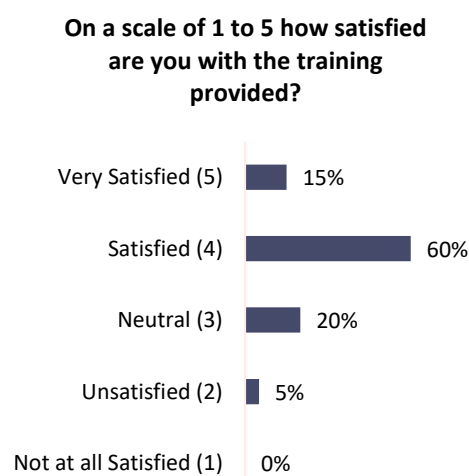


Picture 2: Awareness campaign organized for community members or students



Picture 3: Awareness campaign organized

However, 70% respondents stated that no professional training was provided to them in the program. 55% of the youth taskforce members found the program training **"Somewhat helpful"** (1- yes, very helpful, 2- Somewhat, 3- Just a little, 4- Not at all) and 45% of the people gave a 1 rating to the program. Most of the members answered that the fire extinguisher was one of the most used or discussed emergency equipment that they were aware of and suggested that one should **call an emergency number** as soon as possible as a safety measure. The training was held once a month and the rescue methods are effective as stated by 60% of the respondents.



7.5. School Management Committee (SMC)

The school management committee is a composition of different stakeholders who look after the training, awareness camps and take care if the schools follow government guidelines. In most of the cases, the respondents were only aware of being a SMC member and not it's role particularly. 1 out of 13 interviewees claimed to have been trained with a skill for disaster management. Only 46% of the SMC members mentioned that they are involved in the planning and coordinating role with the Local government.

The overall experience by the SMC members has been **"Good"** but they feel that the program could have been more effective if the program ran for a longer time and involved more students in activities. 54 % of the SMC members found the program effective and rated it as **"Good"** 31% found it **"Poor"** and the remaining 15% gave it 1 on the rating scale of 1 to 5. (1-poor, 2-very poor,3-average, 4- Good, 5-Excellent).

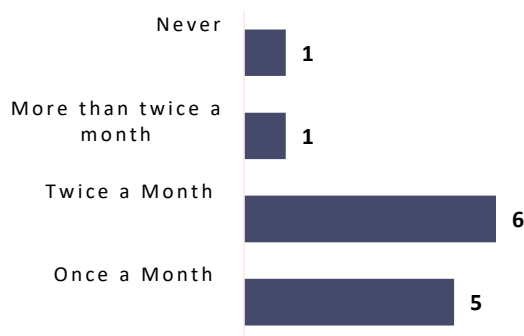
They mentioned that the training was interactive and discussed child safety, earthquake rescue, road safety and fire safety. They found the intervention to be innovative and unique.

There is a scope of improvement in the involvement and establishment of role responsibility to the SMC members so that there is a sense of ownership towards the program. SEEDS training should be more robust and inclusive of the SMC as **39% and 15% of the members feel that the training provided to them was "Poor" and "Very poor"** respectively and could have been better in terms of involvement.

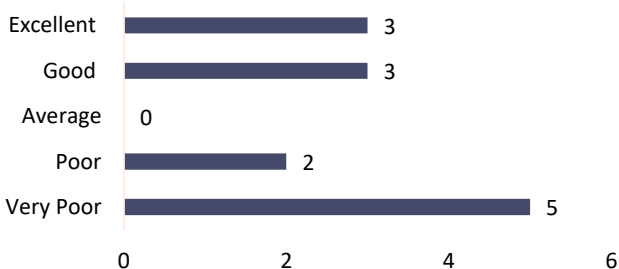
How concerned are you that the emergency/disaster will affect our community?



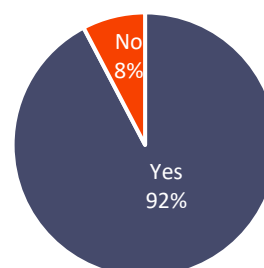
Series frequency of monthly meetings



On a scale of 1-5 what would you rate the training provided to you?



Do you think students are better prepared for any emergency after getting DRR training?



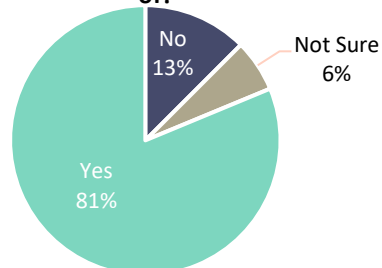
SUCCESS FACTORS	CHALLENGES
<ul style="list-style-type: none"> Participation and engagement of different stakeholders 	<ul style="list-style-type: none"> Ambiguity in the set roles and responsibility and poor management
<ul style="list-style-type: none"> Showed active interest in the program 	<ul style="list-style-type: none"> No professional training or assistance provided

7.6. Parents

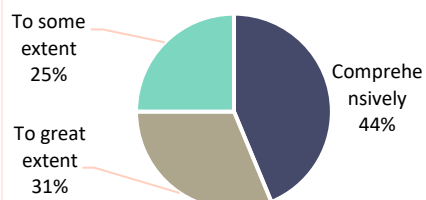
The program touched upon and included even parents in the intervention as a primary stakeholder. We have received 16 responses. 81% of the parents were aware of the program while only 31% of them attended meetings. Parents' responses were majorly based on what their child told them and not because of the direct impact of the intervention.

All the respondents feel their children are safe at schools. Road Safety is the common safety concern that the respondents highlighted. The major benefit the parents perceived was that children were now aware of the potential hazards they have while commuting to school and even at home.

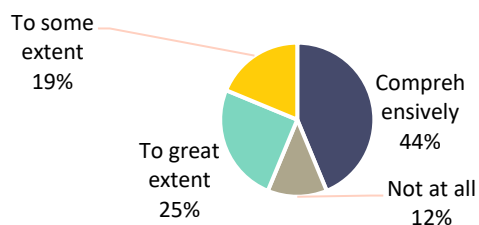
Are you aware of the Safe School program that your child was a part of?



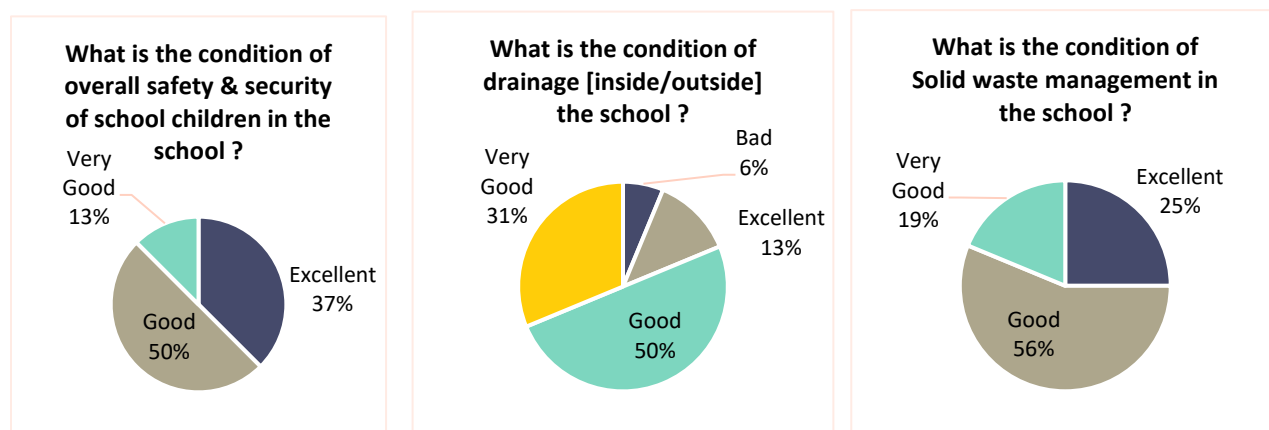
To what extent do you feel that your CHILD has become aware of disaster management and safety?



Is your child better prepared for any emergency after the training?



When asked about the prevalent condition of the school in terms of infrastructure such as drainage, Solid waste management, road conditions near the schools most parents gave a positive response.

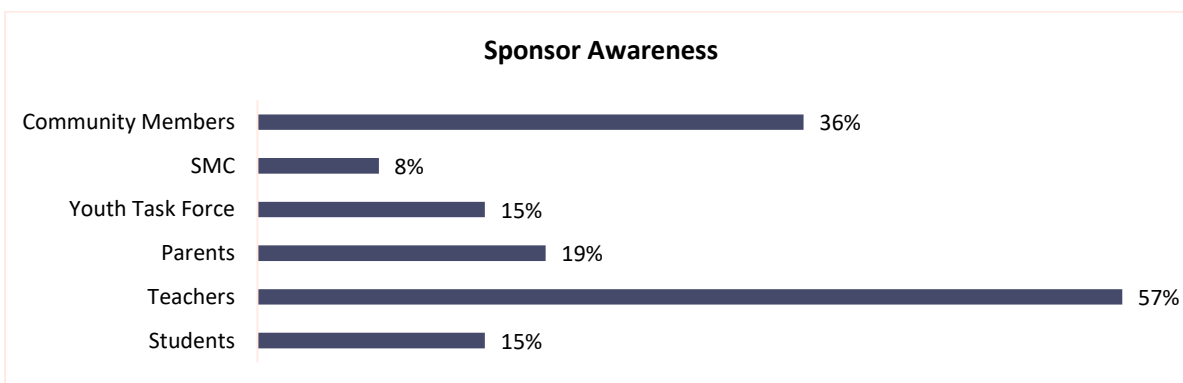


Picture 4:

training session in a school

Parents

7.7. Program Sponsor Awareness

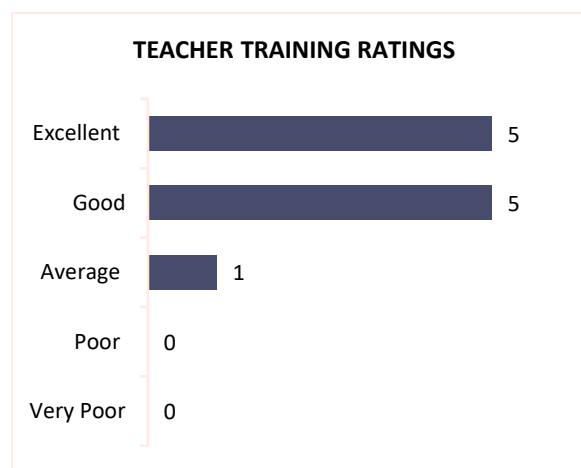


As per the nature of the program, teachers were in constant touch with the SEEDS trainers therefore were more aware of the program details. Secondly, 24% of the community members knew about the sponsor

showing their active participation in the program. As mentioned, SMC members lacked the clarity and participation in the program. Only 5 % of the SMC members were aware of the sponsorship despite being an apex body for managing the program at the school level.

8. Headmasters/Principal

The headmasters had an overall positive response to the SEEDS intervention and mentioned that a proper survey was conducted in schools after which a disaster management plan was installed. The SEEDS trainer visited the school monthly and devoted 2-3 hours interacting with the teachers, Headmasters, and students. All the students were trained at the same time. They conducted training and other events like mock drills, Nukad Natak etc. Teachers Unanimously mentioned that the school have a Disaster Risk Reduction (DRR) plan and the teachers and students were provided with first aid kits for future use.



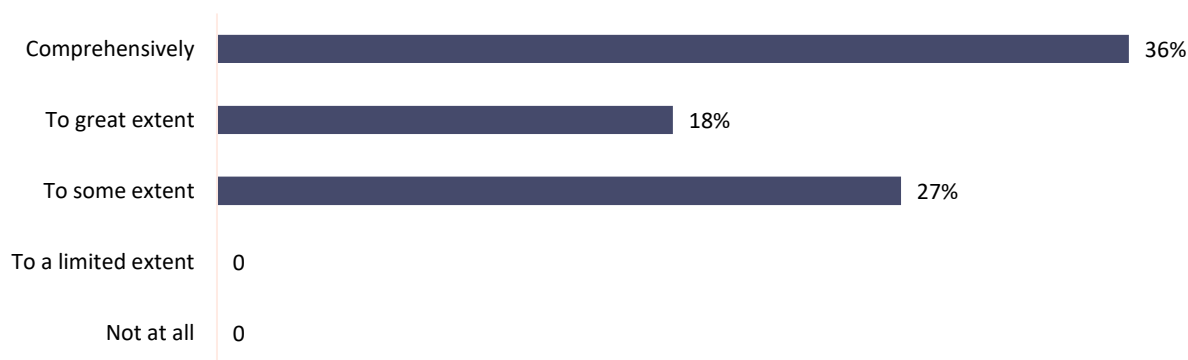
The teachers however, felt that the retrofitting done in the school as a method of structural mitigation is not up to the mark and the floor material used was eroded. The mock drill should have been conducted more frequently. The headmasters helped SEEDS with the plan development and had periodic meetings for the advancements needed in schools.

“The students are now aware of what to do if the disaster strikes. Seeds conducted mock drills and nukkad natak for the students and it made a huge impact on the students and for a very long time. I can’t say for the present conditions but when the schools were open students, they were aware”

“The training was very good, the trainings that they had provided helped us in learning new things and protect ourselves in the time of disaster and the changes have made our school at par with the private school in the locality”

Principal of EDMC Primary School Chilla Village

To what extent do you think that the structural fitting in school prevent damage during an emergency ?



According to the survey, 36% of the principal/headmasters think that structural fittings made in the school premises would prevent damage and casualties during an emergency, 18% think that it will happen to a great extent while the rest think that it would help to some extent and would not make much difference.

8.1. Government Officials

The government officials were unavailable for the KIIs. The Goodera team reached out to 15 contacts but none of the officials responded. The government officials involved were Chief Education Officer, District Education Officer (Middle and primary), Additional Project Director, Assistant Director of Education, Division Coordinator, SDM, Election/ COVID in charge.

A supervisor mentioned ***“We have collected data using AI Technology as well as the traditional process of registration through google forms, attendance format was developed along with feedbacks and testimonials to keep a track of the progress and effectiveness of the program.”***

8.2. Seed Program Leaders/Trainers

The seed program trainers and leaders were cooperative dedicated to their role and responsibility in the program. The SEEDS team is experienced in their field with up to 15 years of experience in the field. They mentioned that the focus should also be on primary schools and small schools that need more assistance and guidance. Secondly, the selection of student beneficiaries was contingent on the number of enrolled students, however, the trainers feel that more students could have been involved in the activities.

SUCCESS FACTORS	CHALLENGES
<ul style="list-style-type: none"> Innovative methods of teaching which were very well adapted by the teachers 	<ul style="list-style-type: none"> Due pandemic, classes became online and since the student's interest reduced drastically
<ul style="list-style-type: none"> Very supportive and organized program team 	<ul style="list-style-type: none"> No timely shift or alternative to physically conducted activities such as presentations, audio-visual resources.
<ul style="list-style-type: none"> Student and teachers' interest in the program 	<ul style="list-style-type: none"> No revision exercises conducted; students tend to forget

Challenges faced by SEEDS:

- One of the major challenges faced by the SEEDS team was the **unprecedented occurrence of the pandemic** which led to the virtual shift of the project.
- Teachers are not technologically equipped with virtual platforms** and lack technological competency.
- Students need regular training to keep them upbeat and active but irregular sessions lead **to loss of interest and temporary knowledge**.
- People have a tendency of ignoring the awareness campaigns and therefore, results in lack interest and casual approach.

8.3. PDAP (Purvi Dilli Apada Prahiri)

PDAP is an active body in the implementation of the project especially in Delhi. They act as a catalyst in mobilizing people and work at the grass root level. The members feel that there is a dire need for such projects at the ground level. The PDAP noticed a significant behavioral change in the SMC, community members and the teachers. Robust discussions on disaster management were conducted especially after to the pandemic with safety measures. The pandemic stirred daily lives of the people as they seemed more concerned about their safety.

The coordinator in Mayur Vihar stated ***“I am glad to have worked with SEEDs and Honeywell who indulge in neutral work with no political and religious influence and solely work for the betterment of the people”***

8.4. Honeywell Program Team

One of the Honeywell program team members was interviewed to have an in-depth understanding of the experience, challenges, and the success factors of the program. The major points are listed below.

- Honeywell CSR focuses on 5 major pillars one of which highlights Family safety and security and onboarded SEEDS due to the sheer credibility and the nature of the program.
- A thorough secondary research was undertaken for the baseline survey before the inception of the program
- The location was selected based: Flooding, Population density, Nearness to the industrial area, presence of migrant workers and location nuclear power plant
- The objective of the program was to make students, teachers, parents, and the society resilient and create awareness to deal with risks
- The outcome was mapped monthly in form of budget outlays and monthly reports. Secondly, a barometer was developed to monitor school wise progress.
- Due to lockdown uncertainty and lack of line insight, the program was suspended for 2 months but SEEDS resumed and adopted 15 schools for retrofitting to hand it over to the government.



Picture 5: Honeywell program team's visit to safety schools and interaction with students

SUCCESS FACTORS	CHALLENGES
<ul style="list-style-type: none"> Program uniqueness and scope of work 	<ul style="list-style-type: none"> Government liaising and approvals
<ul style="list-style-type: none"> Passionate program team 	<ul style="list-style-type: none"> Unprecedented occurrence of the Pandemic
<ul style="list-style-type: none"> Active Participation of stakeholders 	<ul style="list-style-type: none"> Lack of technical assistance to teachers and student during the pandemic

Program Ratings Given by Honeywell Team	
Implementation	★ ★ ★ ★ ★
Reporting by the program	★ ★ ★ ★ ★
Financial Reporting	★ ★ ★ ★ ★
Overall Effectiveness	★ ★ ★ ★ ★
Volunteering Sessions	★ ★ ★ ★ ★

8. BENCHMARKING: KNOWLEDGE, ATTITUDE, BELIEF AND PRACTICES (KABP)

KABP is a benchmark that is set by the industry for programs that involve awareness, belief, ideology etc. A Knowledge, Attitude and Practices (KAP) survey is a quantitative method (predefined questions formatted in standardized questionnaires) that provides access to quantitative and qualitative information.

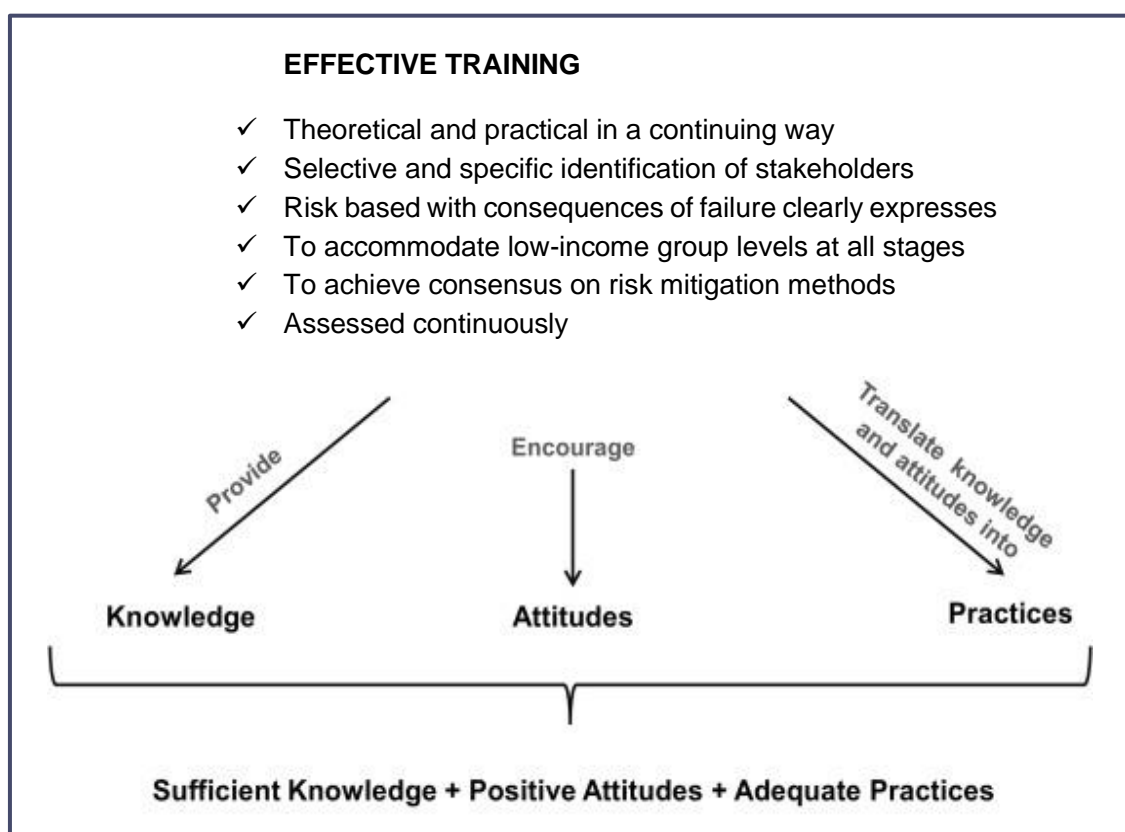
The Honeywell safe school program aimed to create awareness about disaster management its mitigation methods, preparedness with multiple stakeholders. The diagram depicts how effective training can provide a good knowledge base to begin and followed by constant encouragement to change their attitude towards the given problem and finally to translate the acquired knowledge into practices.

Traditionally, India had been 'reactive' in its approach towards disasters – with precious resources being spent on relief, rehabilitation, and reconstruction efforts. Today, after considerable and meticulous planning and a concerted effort, a paradigm shift in the approach of the Government departments and agencies as well as of other stakeholders including the community, the corporate sector and others has been brought about for building holistic capabilities for disaster management.⁴

The focus has shifted to a balanced approach including pre-disaster aspects such as disaster prevention, mitigation, and preparedness since it is felt that appropriate mitigation measures can substantially, if not wholly, reduce the heavy toll of lives and property, the dissipation of developmental, industrial, and infrastructural gains and the hard-earned socio-economic infrastructure.

Honeywell safe school program has tried to address Disaster Risk Reduction and provide sufficient knowledge to the stakeholders of the program. However, it lacked creating a positive attitude and bring a behavioral change. The program failed to **assess activities on a regular basis** and maintain **continuity in theoretical and practical session** that serves as a prerequisite for an effective training method. Moreover, the **identification of primary stakeholders should have been more specific** and selective in nature. The stakeholders actively participated in the activities, yet the knowledge failed to bring the change in the attitude of the people due to dearth of opportunities to practice in their daily lives. Majority of the stakeholders like parents, teachers and community members failed to inculcate a behavioral change due to lack of encouragement, motivation, and sporadic training session.

⁴ [Disaster Risk Management and The Role of Corporate Sector](#)



KNOWLEDGE, ATTITUDE, BELIEF AND PRACTICES (KABP) framework ⁵

The program lacked in providing the environment for motivation and translate that knowledge into practice. These drawbacks also affect sustainability of the project. Moreover, **there is a need to constantly assess and monitor the changinings environment** and adapt to keep up with dynamics for a better understanding and preparedness.

Industry Benchmarking	Knowledge	Attitude	Behavior	Practice
Achievement through Honeywell safe school project	→	→	→	×

Honeywell safe school project could only achieve halfway to the behavioral change in the people and **failed in inculcate knowledge application through practice since it largely depends on **recalling calling capacity** of individuals*

The involvement and association of the corporate sector with national risk reduction and risk management initiatives and with dissemination of appropriate and practical structural and non-structural disaster prevention and mitigation measures necessary for their safe and disaster-free functioning has been accorded priority as part of a strategy to systematically mainstream holistic disaster management into the functioning of the corporate sector. However, **more funds are routed towards relief/recovery and rehabilitation than in the preparedness of a disaster**. For example, HCL foundation implemented a

⁵ [University of Estadual De Campinas](#)

holistic Disaster Risk Management and Response program in **which only 20% of the total fund was allocated to disaster preparedness**. Thus, it becomes vital to evaluate the program structure and design to compare with the programs prevalent across the sector to align with the industry benchmark.

a. SWOT analysis

A SWOT analysis is done to understand the program's strengths, weaknesses, opportunities, and threats. It was conducted largely from the responses received from the program team and other implementation-level stakeholders, at the same time considering the beneficiary feedback.

Strengths	Weakness
<ul style="list-style-type: none"> • Technical insight on Disaster Management by domain experts • Alignment with the government guidelines • Practical sessions and capacity building • Outreach and Media coverage • Preparing the students to approach disasters from an early age and building them as a change agent in the community 	<ul style="list-style-type: none"> • Number of students beneficiary was low • Clarity of roles and responsibility for SMC and community missing in the program • No significant behavioral change in beneficiaries during the course of time • Virtual training possibilities very limited and not inclusive • Additional burden on teachers during school hours
Opportunities	Threats
<ul style="list-style-type: none"> • Scope for new activity -based learning • Prioritize and focus on primary stakeholders • Transfer ownership of the program to the primary stakeholder to make it more sustainable • Increase community engagement and ownership in outcomes especially in rural areas 	<ul style="list-style-type: none"> • Pandemic induced school to shut down which resulted in lack of robust virtual mode of delivering the training • Lack of online facilities for majority of students to continue learning • Delays due to Lack of interpersonal relation and trust with the stakeholders • Students not getting enough time and opportunities to recall or revise the learnings

9. CONCLUSION

The study has attempted to assess the impact of the Honeywell Safe School Program through various analytical approaches. It has observed the various factors that have helped/hindered the program to achieve the desired outcomes. Based on the analyses and findings, the following conclusions were drawn:

- The Honeywell Safe School program had created an impact on the beneficiary student community, teachers, parents, SMC, and the community members on **increasing awareness, building practical knowledge, capacity, and skills to respond to natural as well as manmade disasters**. The program has also successfully made disaster management a topic of discussion and concern in the school. However, Sustainability of outcomes is highly dependent on beneficiary recall. Moreover, the content delivery was not engaging leading to low recall.
- The **USP of the program was Non-Structural mitigation that involves anchoring and bracing household, industry, and office items to prevent falling, injuries and damages**. Items that are normally used include support systems, brackets. Other than this, schools conducted mock drills, awareness campaigns. Redevelopment and structural advancement of schools also led to an increase in attendance and admission rates in certain schools of Uttarakhand and Delhi.
- The **role of teachers and youth task force is crucial**, as they carry a major role in guiding the students to take actions at times of emergency. The mock drills, games and other activities have aided the students with better knowledge of interest in the thematic area.
- The support and training provided by the program team, government officials and respective departments are imperative for the success of the program and was carried out well as per the responses, however, more **active participation of the stakeholder was expected**.
- The program **could not achieve the desired impact due to the pandemic**. Virtual training was later undertaken as an alternative and the practical field experience of the program was lost.
- Involvement of **multiple stakeholders led to ambiguity** in the targeted beneficiary. In addition to that, the touch of special school was very limited and insignificant in the project.

10. RECOMMENDATIONS BASED ON CHALLENGES

CHALLENGES	PROPOSED RECOMMENDATIONS
Programmatic challenges: Stakeholder wise	
Students	
<ul style="list-style-type: none"> The student beneficiaries were only being informed about unidimensional aspects of disaster management and related issues. 	<ul style="list-style-type: none"> Student should form committees based on the targeted thematic issues in schools which involves more students and teachers and not only focus on various disaster management topics but also give equal importance on gender aspect, and environment in disaster related issues.
<ul style="list-style-type: none"> Lack of concentration and problem in recalling terms and jargons used in disaster management. 	<ul style="list-style-type: none"> More audio-visual resources, simpler terminology with relevant real-life examples can be identified to keep the student engaged and quick learning and get an immersive learning experience
<ul style="list-style-type: none"> The program overlooked victims of a disaster. 	<ul style="list-style-type: none"> More emphasis on disaster management in the school curriculum with periodic revision and integration of more interesting and relevant topics such as pandemic, stampede, riots, explosions etc.
<ul style="list-style-type: none"> The program needs to be more inclusive in nature. 	<ul style="list-style-type: none"> To identify students who were affected by a disaster in the past and give psychosocial support specially during the pandemic. More attention to be paid towards special children and give them trainings with help of materials like sign language videos, Braille system of reading etc.
Parents	
<ul style="list-style-type: none"> The program had limited scope for parents' activities and involvement which led to low attendance in training sessions 	<ul style="list-style-type: none"> We recommend making 5-7 the sessions mandatory with continuous feedbacks from them to make the sessions more inclusive in nature.
<ul style="list-style-type: none"> Parent-child should be addressed together for better understanding and mutual perspective. 	<ul style="list-style-type: none"> The sessions should be conducted in presence of their children to bridge the gap between the child, teacher, and parents. This would result in better time management and optimum utilization of resources available to the School Management.

Teachers	
<ul style="list-style-type: none"> Difficulty in balancing out the school timetable along with the intervention activities. 	<ul style="list-style-type: none"> We would recommend a particular day of the week and a fixed time allotted to such activities. This would help student as well as teachers to devote considerable amount of time to such activities.
<ul style="list-style-type: none"> Once the SEEDS intervention is over, the roles are not sustainable. 	<ul style="list-style-type: none"> To sustain the program impact, the school staff should take the onus and undertake periodic revisions to continue the activities in the school even after the program ends.
School management committee	
<ul style="list-style-type: none"> Ambiguity in the role of SMC members that resulted in inefficiency and lack of interest in the program activities 	<ul style="list-style-type: none"> Well defined roles and responsibility of SMC members with set objectives based on their location. This further creates loopholes and inefficiency in the system if not clearly defined.
<ul style="list-style-type: none"> No exclusive training was provided to the SMC members 	<ul style="list-style-type: none"> Proper training should be given to the members so that they can guide other stakeholders efficiently.
Youth Task Force	
<ul style="list-style-type: none"> YTF had no prior experience or knowledge of disaster management hence, found it challenging to specialize just based on trainings 	<ul style="list-style-type: none"> The role of youth task force can be transferred to already existing bodies like NSS, NCC and scouts who already equipped and trained in similar activities. This would help to maintain the order and discipline required to train other students.
<ul style="list-style-type: none"> Lack of will to carry out their activities. The task force hardly had the training more than 2 times and did not find them very useful 	<ul style="list-style-type: none"> A more systematic and professional trainings must be given to such bodies. Since they mentioned that no professional training was provided to them, we recommend a goal oriented, and theme specific training methodology should be followed.
<ul style="list-style-type: none"> Mismanagement due to student and YTF ratio. Only 10-12 member are selected as the members where the school strength is 1000 or above 	<ul style="list-style-type: none"> The ratio between the school strength and the Youth task force is too less. This ratio must be improved by associating NSS, NCC and other existing bodies to the program.
Community Members	

<ul style="list-style-type: none"> The community members lacked interest and faced difficulty in understanding the instructions 	<ul style="list-style-type: none"> Awareness for community members can be done in form of pamphlets distribution various other activities that are easy to follow and comprehend.
<ul style="list-style-type: none"> Involvement in too many activities led to confusion in the role of the community 	<ul style="list-style-type: none"> The program should focus on a fixed set of activities because have difficulty in recalling multiple activities which leads to confusion and chaos.
<ul style="list-style-type: none"> Lack of networking especially at the time of emergency 	<ul style="list-style-type: none"> A web-enabled centralized database for the India Disaster Resource Network should be operationalized. The network will ensure quick access and notification to resources to minimize response time in emergencies.
<ul style="list-style-type: none"> Need of a holistic and advanced way to prepare the community for a disaster 	<ul style="list-style-type: none"> The Geographical Information System (GIS) database can be integrated into the program as an effective tool for emergency responders to access information in terms of crucial parameters for disaster-affected areas. The crucial parameters include the location of the public facilities, communication links, and transportation network at national, state and district levels.
<ul style="list-style-type: none"> Lacked social inclusion of the backward masses and rural areas that are in dire need of support 	<ul style="list-style-type: none"> More focus should be more backward and vulnerable section of the society living in the rural areas of the cities or outskirts especially in the hills as they are more prone and susceptible to the impact of the disasters. The program was mainly implemented in the Urban areas that have avenues and facilities for better management at the time of an emergency whereas, Rural areas lack infrastructure and knowledge to overcome such situation. More schools, Anganwadi workers, Self-help groups, Gram Panchayat can be brought into the picture.
<ul style="list-style-type: none"> Lack of ownership in the stakeholders 	<ul style="list-style-type: none"> Youth Organizations (NSS, NCC, scouts), Health professionals (for crisis recovery and trauma management), Mason (training for construction), state police, etc should be under the purview of the program. To widen their scope of work, sense of ownership and bring behavioral changes from the inception of the program.

Data Analysis Challenges	
<ul style="list-style-type: none"> The MIS data collected, stored, and shared by the NGO was poor in quality leading to extremely low response rate from the beneficiaries further delaying the Impact assessment process The data collected is contradictory in nature especially for SMC and parents because they did not have an in-depth and clear understanding of the program especially their stance in the program. 	<ul style="list-style-type: none"> We would recommend that the data should be captured and shared in a set format NGO MIS data should be filled regularly and properly The program needs to have a more accurate and easier to fetch kind of database and details about the beneficiaries to ensure proper impact assessment and understand long term outcomes of the program
<ul style="list-style-type: none"> Limited interaction period with the NGO due to paucity of time. 	<ul style="list-style-type: none"> To set realistic timeline for better management of work and transferring of information
Challenges Regarding Financial Analysis	
<ul style="list-style-type: none"> The AOPs lack consistency in terms of standardized budget heads and line items The initial grant is over-utilized and there is no clear demarcation of the additional grant 	<ul style="list-style-type: none"> SEEDS should follow a standard format and a set frequency to make the AOPs consolidated and more understandable
Documentation and Process Gaps	
<ul style="list-style-type: none"> MoU and proposal do not capture the KPIs Unavailability of signed utilization certificates for FY 2020-21 Financial reporting formats not adhered to 	<ul style="list-style-type: none"> We recommend that the MoU and the proposal should be vetted well before implementation to identify the gaps and define relevant KPIs The handover of documents should be done diligently and verified. Financial reporting formats should be discussed and adhered throughout the program.

<p>and absence of accurate budget heads and identifiers</p> <ul style="list-style-type: none"> • Low response rate for the beneficiary interactions as compared to other programs 	<ul style="list-style-type: none"> • Identification of accurate budget heads should be done in advance and checked at regular time intervals. • The hygiene of data should be maintained by verifying the details for better response rate.
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OVERALL RECOMMENDATIONS

- To aid the retention of disasters risk mitigation and management process the project needs to create local resources that can take up the onus of continuing the awareness generation and guide others at the time of disaster
- HHSIF should explore models that address root causes of natural disasters such as climate change, global warming, pollution & contamination, deforestation, lack of basic safety infrastructure and communication channels, and in specific locations that are prone to these risks

11. ANNEXURES

11.1. Program scale calculation

Timeline	Students	Teachers	Parents	SMC	YTF	Community
Aug 2017- March 19	44,958+658+31+95	1150+416+189+17	332+77+17	818	158+95	
April 19-2019	37	139+2+118+23	423+46,150	42	1534	750
Sep 19-Sep 20	43107+615	1465+605	824+45,293	632	11+303	
Oct 30-March 21	1247		7624	504		
TOTAL	90,133	4124	54,795	1996	2101	750

11.2. Stakeholder Questionnaires

11.2.1. STUDENTS BENEFICIARIES

General Information	
Name of the Student	
Name of the School	
Class	
Location/District	
Category of School	Govt/state govt*
Gender	Male/Female/Other
Age	
How did you attend school during the pandemic	Physically, Virtually, Dropped out
Do you know your Household structure type? Do you think it would be safe during disasters?	Kaccha/semi pucca/ pucca

Project Effectiveness	
Are you aware of the Safe School Project	Yes/No
Do you have a first Aid kit in school?	Yes/No/Not Sure

Have you been trained to use the first aid Kits?	Yes/No/Not Sure
Were you a part of any activities like plays, dramas to spread awareness?	Yes/No
How do you commute from home to school?	<ul style="list-style-type: none"> • Walking • Cycle • Bus • Bike • Rickshaw/Auto • Other (Please specify)
Does your school have emergency exits?	Yes/No/Not Sure
How often are mock drills conducted in your school? Please specify the frequency.	<ul style="list-style-type: none"> • Everyday • Once a week • more than once a week • Once a month • More than once a month
Do teachers teach you about disaster management and emergency tactics?	Yes/No/Not Sure
Does your school have an alarm clock installed ?	Yes/No/Not Sure
Have you noticed fire extinguishers installed in your school premises?	Yes/No/Not Sure
Does your school have classroom furniture and systems fittings anchored?(Tied with a chain or fixed permanently)	Yes/No/Not Sure
Have you witnessed any structural changes made in your school for disaster prevention?	Yes/No/Not Sure
Have you participated in games related to disaster management by the safe school program team ?	Yes/No/Not Sure
How satisfied are you with the school infrastructure?	<ul style="list-style-type: none"> • Very Satisfied • Satisfied • Neutral • Unsatisfied • Very Unsatisfied
What was the medium of emergency training/instructions in school?	<ul style="list-style-type: none"> • Verbal instructions • through activities • workshops • written material

Does your class consist of the following?	<ul style="list-style-type: none"> • Wireless • Wired microphones, • Amplifier with a wooden cabinet, • Classroom speakers, • Horn speakers for the assembly area • Megaphone with siren.
Project Impact	
Was the program interesting for you? If yes, which topic interests you the most?	Yes/No
Have you helped anyone in an emergency? If yes, what did you do?	Yes/No
Did your safe school program knowledge come to use?	Yes/No
Do you feel you benefited from the program? If yes, how?	Yes/No
Do you feel safe while commuting? If not, why do you not feel safe?	Yes/No
What are the major safety concern at home or school? If not, why?	Yes/No
Do you know what mock drills are?	Yes/No/Not Sure
Have you attended any Mock drills? If yes, where you satisfied with the mock drills organized	<ul style="list-style-type: none"> • Very Satisfied • Satisfied • Neutral • Unsatisfied • Not at all satisfied
Do you know what an evacuation plan is?	Yes/No/Not sure
Are you aware of the evacuation plan in your school in case of an emergency you think is useful?	<ul style="list-style-type: none"> • Yes, very much • Yes, somewhat • Just a little • Not at all
Does your school have emergency signages? If yes, do you recognize different signs?	Yes/No/Not Sure

Do you know the role of an alarm clock installed in school? If yes, what is it?	Yes/No/Not Sure
How do think the structural alterations made in school help/ curb the danger in case of emergencies	Comment
What did you learn through indoor and outdoor games like Carbon Footprint Calculator, Pipe phones	Mention minimum 2
Do you know what pollution is? Can you name major pollutants?	
Are you well versed with the school map including the exit, assembly area and signages?	Yes/No/Not Sure
Do you feel safe after the changes were made in school?	Yes/No/Not sure
Are you satisfied with the drinking water facility in the school?	<ul style="list-style-type: none"> • Very Satisfied • Satisfied • Neutral • Unsatisfied • Not at all satisfied
Are you satisfied with the washroom condition in the school?	<ul style="list-style-type: none"> • Very Satisfied • Satisfied • Neutral • Unsatisfied • Not at all satisfied
Do you have safety paths marked in school? How do you think they help you?	Yes/No/Not sure
Do you think you will be able to help yourself and others during emergencies like earthquakes, Fire and road accidents? If yes, mention 3 ways. (1 each)	Yes/No/Not sure
Do teachers show interest and guide you in the program?	Yes/No/Not sure
Did you know the importance of disaster management before the Honeywell program?	Yes/No
Do you know what Hazard mapping is and how is it done?	
On a scale of 1-5 how much do you think the program will help you?	<p>On a scale of 1-5</p> <ul style="list-style-type: none"> • Very poor • Poor • Average • Good

	<ul style="list-style-type: none"> Excellent
Did you follow COVID'19 protocols during the training? If yes, Mention 3 protocols that you followed?	Yes/No
Did the hand washing activity change add to your hygiene routine?	Yes/No
Do you think that the road safety and psy sociological sessions helped you? If yes, mention 3 ways it has helped you ?	Mention Minimum 3 <ul style="list-style-type: none"> Very Helpful Helpful, Neutral, Not Helpful, Not at all helpful
Are you aware of the traffic rules?	Mention any 3
What will you do in case of a fire emergency?	Comment
Were you satisfied with the games, activities and workshops organized by SEEDs?	<ul style="list-style-type: none"> Very Satisfied Satisfied Neutral Unsatisfied Not at all satisfied
What topics were covered in the workshop? list the 3 activities. Which one did you enjoy the most?	Flood, Earthquakes, Wash, Fire safety, Road safety.
Do you feel safe in the school and the adjoining spaces?	
Do you know who sponsored the program?	
Mention any 3 key learnings that you remember from the program.	
Add feedback/suggestions.	

11.2.2. PARENT BENEFICIARIES

General information	
Name	
Location	
Mother/Father	
Project Effectiveness	
Are you aware of the Safe School program that your student was a part of?	Yes/No
Have you attended any workshop sessions organized by SEEDs?	Yes/No/Not Sure
How many workshops have you attended?	Yes/No/Not Sure
Does the school admin actively involve parents in the activities and the sessions?	Yes/No/Not Sure
How often do you attend general meetings?	Yes/No/Not Sure
Project Impact	
What is the key topic/area of concern covered in the program?	
Do you feel your children are safe at school?	
What are your safety concerns for your child?	
Do you think concerns have been addressed well in the program	
Are you satisfied with the sessions/training? Rate it on the scale of 1 to 5	On a scale of 1-5 <ul style="list-style-type: none"> • Very poor • Poor • Average • Good • Excellent
Do you feel that your children have become aware of disaster management	<ul style="list-style-type: none"> • Comprehensively • To great extent • To some extent • To a limited extent • Not at all
Do you feel that you have become aware of disaster management	<ul style="list-style-type: none"> • Comprehensively • To great extent

	<ul style="list-style-type: none"> • To some extent • To a limited extent • Not at all
On a scale of 1-5 what would you rate the training provided to you?	<p>On a scale of 1-5</p> <ul style="list-style-type: none"> • Very poor • Poor • Average • Good • Excellent
Are your children better prepared for any emergency after the training?	<ul style="list-style-type: none"> • Comprehensively • To great extent • To some extent • To a limited extent • Not at all
Do you see any behavioral change in your child regarding safety concerns?	<ul style="list-style-type: none"> • Comprehensively • To great extent • To some extent • To a limited extent • Not at all
What is the condition of overall safety & security of school children in the school ?	<p>On a scale of 1-5</p> <ul style="list-style-type: none"> • Excellent • Very Good • Good • Bad • Very Bad
What is the condition of drainage [inside/outside] the school ?	<p>On a scale of 1-5</p> <ul style="list-style-type: none"> • Excellent • Very Good • Good • Bad • Very Bad
What is the condition of Solid waste management in the school ?	<p>On a scale of 1-5</p> <ul style="list-style-type: none"> • Excellent • Very Good • Good • Bad • Very Bad

What is the condition of roads to access your school?	On a scale of 1-5 <ul style="list-style-type: none"> • Excellent • Very Good • Good • Bad • Very Bad
Do you know who the sponsor of the program is?	
Do you have any other comments / remarks about the program?	

11.2.3. TEACHERS

General information	
Name	
School	
Location / District	
School category	
Project effectiveness	
Are you aware of the safe school program run by SEEDs?	Yes/No
Have you attended any workshops or training sessions organized by SEEDs?	
How many workshops or training did you attend?	
What are key points covered in the session?	
What are the social and the structural changes you notice in the school after the intervention?	
Do you think the workshop covered relevant topics?	Yes/No
Do you know the vulnerability rate of your school?	Yes/No/Not Sure
Were the sessions interactive and solved your doubts?	Yes/No
Project Impact	

What do you think about the training sessions organized by seeds?	<ul style="list-style-type: none"> • Very Satisfied • Satisfied • Neutral • Unsatisfied • Not at all Satisfied
What were the most useful topics covered in training? And why is it important ?	
What is DDR and why do you think DDR (Disaster Risk Reduction) is important?	<ul style="list-style-type: none"> • Not important • Important • Very important
Why do you think that disaster management training is important in schools	
What are the various hazards that you think children are exposed to?	
How do you identify hazards?	
Do you think that the sessions covered all the important aspects of child safety/protection	
Rate the Psychosocial Safety workshops organized by SEEDs	<p>On a scale of 1-5</p> <ul style="list-style-type: none"> • Very poor • Poor • Average • Good • Excellent
How do you address child safety concerns in your school?	
Were you able to provide your feedback freely to the SEED workshop supervisor?	Yes/No/Not sure
Do you think the workshop brought a behavioral change amongst your fellow teachers?	Yes/No/Not sure
Did the workshop motivate the teachers to work in groups?	Yes/No/Not sure
Did the workshop result in behavioral change in children regarding road safety?	Yes/No
Were you satisfied with the overall training session?	<ul style="list-style-type: none"> • Very Satisfied, • Satisfied • Neutral • Unsatisfied

	<ul style="list-style-type: none"> • Very Unsatisfied
Do children cooperate with the teachers in understanding and carrying out program activities with ease?	Yes/No
Are you the school safety officer?	
What is your role as a school safety officer?	
Have you seen any issues/drawbacks in these training sessions? If yes, can you share any few	Yes/No
What skills do you need to respond to a disaster? Do you possess those skills?	Yes/No/Not sure
On a scale of 1 to 5 how equipped do you feel you are to respond to a disaster?	<ul style="list-style-type: none"> • Very Equipped, • Equipped • Neutral, • Unequipped • Very Unequipped
On a scale of 1 to 5 how equipped do you feel the students are to respond to a disaster in your school?	<ul style="list-style-type: none"> • Very Equipped • Equipped • Neutral • Unequipped • Very Unequipped
Are teachers part of the mock drill sessions? If Yes, What was your role?	Yes/No
Do you think mock drills are helpful? How often do you attend mock drill sessions?	Yes/No
Can you mention 2 important safety measures you learnt from the session?	Yes/No
Do children show interest/corporate in the program activities and follow instructions?	Yes/No
Are you aware of the safe school program run by SEEDs and Honeywell?	Yes/No
Did you follow COVID'19 protocols during the training? If Yes, Mention 3 protocols followed.	Yes/No
Any feedback/Suggestions.	Yes/No

11.2.4. YOUTH TASK FORCE

General information	
Name	
Designation/Class	
school	
Program effectiveness	
Are you a member of the Youth Task Force?	Yes/No
How long have you been a part of the Task force?	
Do you have first aid in your school?	
How often does the training take place?	
Rate the task force trainers based on their efficiency	On a scale of 1-5 <ul style="list-style-type: none"> • Very poor • Poor • Average • Good • Excellent
Are you trained to give medical assistance during an emergency?	
Is the training helpful?	<ul style="list-style-type: none"> • Yes, very much • yes, somewhat • Just a little Not at all
Project Impact	
Does your school have necessary emergency equipment? If yes, what are they?	Option / Listing Min 3
Rate the equipment's of the based on the working condition	On a scale of 1-5 <ul style="list-style-type: none"> • Very poor • Poor • Average • Good

	<ul style="list-style-type: none"> • Excellent
On a scale of 1 to 5 how satisfied are you with the training provided?	<p>On a scale of 1-5</p> <ul style="list-style-type: none"> • Very poor • Poor • Average • Good • Excellent
What is the first step you take if you are not sure what to do?	
How often does your team practice rescue methods?	<ul style="list-style-type: none"> • Everyday • Once a week • more than once a week • Once a month • More than once a month
Do you think these methods are effective?	<ul style="list-style-type: none"> • Very Effective • Effective • Neutral • Effective • Very Effective
Can you classify fire into 4 different categories? If yes, name them	
Can you mention common methods of rescuing?	<ul style="list-style-type: none"> • Carry chair • Blanket drag • Stretcher • Fort and aft • cradle
How do you evaluate a participant's performance? How often do you provide feedback?	
Did you follow COVID'19 protocols during the training? If, Yes	Options Minimum 3
Did you face any difficulty in the training/ receiving and giving	

11.2.5. VOLUNTEERS

General Questions	
Name	
Location	
How many hours did you volunteer for the Honeywell Safe School program?	
Volunteering Medium	Virtual/physical
Project Effectiveness	
How did you hear about our organization?	Newspaper, Email, Ad, Online, Coworker, Family or Friend, social media, Other (Please specify)
Do you think the program helped in creating awareness about disaster management?	Yes/No/Maybe
How many hours of training did you receive for your assigned volunteer role?	None, 1-3 hours, 4-6 hours, 7+ hours
What do you think is the main focus of the program?	
Project Impact	
How satisfied did you feel after volunteering?	<ul style="list-style-type: none"> • Very Satisfied • Satisfied • Neutral • Unsatisfied • Not at all satisfied
Please rate the training you received	<ul style="list-style-type: none"> • Very Helpful • Helpful • Neutral • Unhelpful • Not at all helpful
What would you say is the main reason you volunteered?	
Do you feel your volunteer work is significant or impactful? If you answered no, please explain the factors that may make your volunteer work more meaningful.	

Mention the activities you were a part of	List any 3
What do you think abt the program	<ul style="list-style-type: none"> • Very Effective, • Effective • Neutral, • Effective • Very Effective
If you received assistance from staff, how would you rate your experience?	<ul style="list-style-type: none"> • Very Helpful • Helpful • Neutral • Unhelpful • Not at all helpful
Have you noticed any impact or success stories you would like to share about the program?	
Any other observations/ suggestions	

11.2.6. SCHOOL MANAGEMENT COMMITTEE

General Question	
Name	
Designation	
State	
Program effectiveness	
What is your role in the SMC?	
Are you trained in the various skills of Disaster Management? If yes, which skills?	Yes/No
How concerned are you that the emergency/disaster will affect our community?	<ul style="list-style-type: none"> • Very Concerned • Neither concerned • Unconcerned • Not concerned
Are your committee members involved in planning or coordinating with the local government? What kind?	Yes/No

Do you think the students are aware of evacuation plans during the time of emergency?	Yes/No
Do you think students are better prepared for any emergency after getting DRR training?	Yes/No/Not sure
Do you think you are better prepared for any emergency now?	Yes/No
How many meeting sessions have you attended?	
List down the topic of the meetings attended?	
How many times in a month do you attend the meeting?	
Training of SMC	
Have you had any training? If yes, which ones?	Yes/no
On a scale of 1-5 what would you rate the training provided to you? What was the most useful topic? Any scope for improvement?	On a scale of 1-5 <ul style="list-style-type: none"> • Very poor • Poor • Average • Good • Excellent
Were you able to provide your feedback freely to the trainer?	
Overall feedback	
Overall, on a scale of 1-5 can you rate the effectiveness of the intervention? Can you share any success stories?	On a scale of 1-5 <ul style="list-style-type: none"> • Very Poor • Poor • Average • Good • Excellent
What in your opinion are the 3 success factors of the program?	
What in your opinion are the 3 areas of improvement of the program? Any suggestions?	
How was the experience working with the SEEDs team?	
Do you know who the sponsor of this program is? if yes, Who	Yes/No

11.2.7. GOVERNMENT OFFICIALS

General Question	
Name	
Designation	
District	
State	
Program effectiveness	
Is there a designated training center for emergency response personnel?	Yes/No
How many times per year is the training conducted for above personnel?	
How many emergency responding personnel are recruited each year?	
What kinds of training are offered for emergency response personnel and for how long?	
Are other agencies involved in emergency response for disasters? If yes, list them	
Is there a central disaster management office (headquarters)?	
Is there a regular public awareness program on disasters? If yes, mark answers	<ul style="list-style-type: none"> • Public sessions/ events (How many times a year?) • TV • Radio • Medical/ healthcare institutions • Schools • Others (Specify)
Is there a community-based emergency response team/ unit? If yes, proceed to the questions	<ul style="list-style-type: none"> • How many members compose the team?

	<ul style="list-style-type: none"> • What kinds of equipment are made available for the team? • Is this a voluntary group or paid through certain sources? • How do they receive the notice to respond? • What activities do they engage in other than responding to emergencies? • Any other comment
Are you aware of the SEED's intervention in providing SDRR plans in schools?	
If yes, on a scale of 1-5, can you rate the effectiveness of the intervention?	On a scale of 1-5 <ul style="list-style-type: none"> • Very poor • Poor • Average • Good • Excellent
What in your opinion are the 3 areas of improvement of the program? Any suggestions?	
How was the experience with the SEEDs team?	

11.2.8. COMMUNITY MEMBERS

General Question	
Name	
Name of community	
District	
State	
Program Effectiveness	

Have you or your community members been trained to assist others in the event of a disaster?	
Does your community have an early warning system?	Yes/No
Does your community have a disaster response or emergency plan?	Yes/No
Does your community have a committee or organized group that decides what to do in disasters or emergencies?	Yes/No
Does your community have evacuation routes?	Yes/No/Not Sure
Program Impact	
How concerned are you that the emergency/disaster will affect our community?	<ul style="list-style-type: none"> • Very Concerned • Neither concerned nor concerned • Not concerned
Are your community members involved in planning or coordinating with the local government? If yes, how?	Yes/No
Have you ever been involved in any Community Disaster Management activities? If yes, what is that	Yes/No
Do you talk to your children about disaster preparedness?	Yes/No
Are you aware of the SEED intervention?	Yes/No
Do you know who the sponsor of this program is? if yes, Who	Yes/No
on a scale of 1-5 can you rate the effectiveness of the intervention?	<ul style="list-style-type: none"> • Very poor • Poor • Average • Good • Excellent

11.2.9. HEADMASTERS/PRINCIPALS

General Information	
School Principal	
Name	
Name of school	
District	
state	
Program effectiveness	
How did you know about the Safe Schools Program? Who approached you?	
Did trainers visit school? How long were each visit?	
Did they give exposure to all the students in one visit, or was it in turns? or was it given only to any group of students?	
Which equipment was provided by the SEEDs team to your school?	List
Do you have a Disaster Risk Reduction plan in your school?	Yes/No
Does your school have an evacuation plan?	Yes/No/Not Sure
Project Impact	
To what extent do you think that the fittings prevent damage during an emergency?	<ul style="list-style-type: none"> • Comprehensively • To great extent • To some extent • To a limited extent • Not at all
Are the buildings regularly checked and maintained?	<ul style="list-style-type: none"> • Comprehensively • To great extent • To some extent • To a limited extent • Not at all
Are there any Emergency Door Openings/ Exits in your school?	<ul style="list-style-type: none"> • Comprehensively • To great extent • To some extent • To a limited extent • Not at all

Are the signages and information on disasters displayed appropriately?	<ul style="list-style-type: none"> • Comprehensively • To great extent • To some extent. To a limited extent • Not at all
Do the schools have all the facilities required for Children with Disabilities?	<ul style="list-style-type: none"> • Comprehensively • To great extent • To some extent • To a limited extent • Not at all
Does the school have an early warning system and to what extent it is functional?	<ul style="list-style-type: none"> • Comprehensively • To great extent • To some extent • To a limited extent • Not at all
To what extent the teachers and staff have knowledge on basics of disaster and disaster management (early warning system, evacuation maps, exit routes, safe shelter)	<ul style="list-style-type: none"> • Comprehensively • To great extent • To some extent • To a limited extent • Not at all
To what extent the parents participate in the mock drills?	<ul style="list-style-type: none"> • Comprehensively • To great extent • To some extent • To a limited extent • Not at all
To what extent does the school management committee participate for reducing risks?	<ul style="list-style-type: none"> • Comprehensively • To great extent • To some extent • To a limited extent • Not at all
To what extent the students have knowledge on basics of disasters and disaster management (early warning system, evacuation maps, exit routes, safe shelters)	<ul style="list-style-type: none"> • Comprehensively • To great extent • To some extent • To a limited extent • Not at all

To what extent teachers and staff participate in the disaster planning process?	<ul style="list-style-type: none"> • Comprehensively • To great extent • To some extent • To a limited extent • Not at all
What processes/activities were used to develop the plan?	
If you have a school management committee, what is your evaluation of its level of activity?	<ul style="list-style-type: none"> • Very active • somewhat active • Limited activity • Existing but not active • Not existing
For which hazards have you had training?	List
Does your school undertake Emergency Management exercises (e.g. earthquake drills, evacuations)? If yes, how often?	Yes/No
In which of these settings do children learn about disaster risk reduction?	<ul style="list-style-type: none"> • Regular curriculum • Teacher initiatives • School Assemblies • After-school Clubs • Other
Have most teachers engaged in teacher training/in-service training about hazards and risk reduction?	<ul style="list-style-type: none"> • Yes • Somewhat • No
Was there any kind of construction work done in your school? If yes, List them	Yes/No
Are the individual needs and the safety of young children, girls, and persons with disabilities integrated into training and awareness?	Yes/No
What risks are present for learners and teachers while at school or travelling to/from school?	
In your opinion, how important is DRM training for the students?	
Do you think there has been changes in behavior of students after learning about disaster preparedness? How?	Yes/No
In your school/are teachers involved in any disaster risk management related school outreach in the communities?	
In your opinion, is initial teacher training and in-service training essential if education is to result in increased DRM behavior	
Training of Principles	

Have you participated in any training conducted by SEEDs? If yes, which ones?	Yes/No
On a scale of 1-5 what would you rate the training provided to you? What was the most useful topic? Any scope for improvement?	On a scale of 1-5 <ul style="list-style-type: none"> • Very poor • Poor • Average • Good • Excellent
Were you able to provide your feedback freely to the SEEDs trainer?	
Overall Feedback	
Overall, on a scale of 1-5 can you rate the effectiveness of the intervention? Can you share any success stories?	On a scale of 1-5 <ul style="list-style-type: none"> • Very poor • Poor • Average • Good • Excellent
What in your opinion are the 3 success factors of the program?	
What in your opinion are the 3 areas of improvement of the program? Any suggestions?	
Do you know who the sponsor of this program is? if yes, Who	
How was the experience working with the SEEDs team?	

11.2.10. PROGRAM IMPLEMENTATION TEAM: SEEDS

What is your role in the Program Team (Program Associate etc.)?	
How many years of experience do you have? Can you tell us a little about your experience?	
What are the criteria for selecting the schools?	
Did the schools welcome the idea of this program?	
Does this curriculum align with the existing school syllabus or is completely different?	
Program Implementation	

Have you faced any challenges in ensuring smooth implementation of the program? How did you overcome it?	
Do you think there are ways in which the scope of the project could be widened?	
What are the key improvements that you have observed of the program?	
On a scale of 1-5 rate the impact this program has created.	On a scale of 1-5 <ul style="list-style-type: none"> • Very poor • Poor • Average • Good • Excellent
On a scale of 1-5 the ease of working with teachers and headmasters in this program	On a scale of 1-5 <ul style="list-style-type: none"> • Very poor • Poor • Average • Good • Excellent
On a scale of 1-5 the ease of working with community members and parents in this program	On a scale of 1-5 <ul style="list-style-type: none"> • Very Poor • Poor • Average • Good • Excellent
Data Collection and Analysis	
What is the data collection mechanism? Do you use any tech-based tools for data collection?	
How has data helped you take any course corrections to make any improvements in the program?	
What is the reporting process followed? How frequently do you report? To which all stakeholders?	
Are the findings from the reports discussed with the key stakeholders and is the relevant action taken?	
Overall feedback	
Overall, on a scale of 1-5 can you rate the effectiveness of the intervention? Can you share any success stories?	On a scale of 1-5 <ul style="list-style-type: none"> • Very poor

	<ul style="list-style-type: none"> • poor • average • Good • Excellent
What in your opinion are the 3 success factors of the program?	
What in your opinion are the 3 areas of improvement of the program? Any suggestions?	
How was the experience working with the SEEDs team?	

11.2.11. SEED TRAINERS

Name	
Designation	
Briefly explain your role at SEEDs	
Briefly explain your role in the Honeywell Safe School Program	
What are the behavioral changes have you witnessed in the stakeholders before and after the program	
How often do you follow up on the progress on the activities and the program?	
What are the Key performance indicators that reflected the performance of the program?	
What are the challenges faced during COVID'19	
What is the change you were envisaging within through your program?	
Have you taken any course corrections to make any improvements in the program from the feedback you receive from various stakeholders? Explain	
On a scale of 1-5 rate the effectiveness of the intervention across all schools?	On a scale of 1-5 <ul style="list-style-type: none"> • Very Poor • Poor • Average • Good • Excellent
Can you explain your procurement process for the structural changes and fittings in the schools?	

How will you rate the interactions and support provided by the Honeywell team in the implementation of the program? Add comments, if any.	On a scale of 1-5 <ul style="list-style-type: none"> • Very Poor • Poor • Average • Good • Excellent
Did you receive any feedback from the volunteers about the program? Describe if you have any comments on this?	
What are the major challenges you have faced while implementing the program? Can you list 3 to 4.	
What do you think are the major success factors of your program? List 3 to 4	
What are the improvement areas you are working on?	
What are the plans/ vision you are having for the program for the coming years.	

11.2.12. CITIZEN FORUM AND PDAP

Name	
Designation	
Number of years in the department	
Do you think the Honeywell Safe School prepares the community to deal with emergencies?	<ul style="list-style-type: none"> • Yes • Somewhat • No
What is the preparedness, Mitigation and preventive measures taken by the team?	
What measures do you take to mobilize people? Do they take interest?	
What are the challenges you have on the ground to implement the program and the activities?	
Do you think Honeywell's safe school program has impacted the community? To what extent?	<ul style="list-style-type: none"> • Yes, very much • yes, somewhat • Just a little • Not at all
Does an awareness campaign bring behavioral change in the attitude of the people? Add a comment.	

