

Importance of Developing a Local Instrument of Disaster-resilient School: Letter to Editor

Samaneh Mirzaei¹ , Leila Mohammadinia^{*2} 

1. Department of Health in Emergencies and Disasters, School of Public Health, Shahid Sadoughi University of Medical Sciences, Yazd, Iran
2. Department of Health in Emergencies and Disasters, Health Human Resources Research Center, School of Management and Information Sciences, Shiraz University of Medical Sciences, Shiraz, Iran

ARTICLE INFO

Letter to the Editor

Received: 20Aug 2019

Accepted: 30 Oct 2019



Corresponding Author:

leila mohammadinia

leyla.mohammadinia@gmail.com

How to cite this paper:

Mirzaei S, Mohammadinia L. Importance of developing a local instrument of disaster-resilient school: letter to editor. J Community Health Research. 2019; 8(4): 194-195.

The creation of various risks followed by financial and human life losses has globally doubled the need for paying attention to education in order to promote the preparedness in higher order documents. With regard to disasters, the importance of education has been emphasized repeatedly in the operational program of Hyogo (2005-2015) (1) and Sendai framework (2015-2030) (2) by reducing the disaster risks and creating the resilience in line with the consistent development. In this realm, schools play a major role in educating the generations that can exert a significant effect on increasing disaster-resilience in the course of time (3). Schools, as educational places, host many students annually and students

spend most of their time in schools. Schools can serve not only as educational sites, but also as emergency lodgings for people in emergency cases (4). However, some schools cannot be used for this purpose since they damage the building constructs leading to lack of resilience in disasters. On the other hand, many students get injured or die annually due to the natural disasters or man-made events. For instance, the earthquake and tsunami in Japan (2011) damaged 6000 schools and killed 607 people (575 students and 24 teachers) (5) and the earthquake of Bohol in the Philippines (2013) also damaged 604 primary schools and 92 high schools (6). These are examples of school damages while safety, preparedness, and school resilience against disasters can be enhanced by implementing and supervising the standards of constructs and infrastructures. Furthermore, developing the performance process in schools along with increasing sensitivity and attention can be helpful in this area (7). Thus, schools can be safe places for students and suitable shelters and lodgings for harboring disaster survivors. It should also be noted that disaster-resilient schools could increase the community preparedness for responding properly at the time of disasters and events through educational programs in the field of risk perception and preventive measures (8). Therefore, development of an instrument for measuring the resilience level is a challenging issue, which is considered as a serious problem for researchers in their studies on disasters. Consequently, it is mandatory to develop a local

Copyright: ©2019 The Author(s); Published by Shahid Sadoughi University of Medical Sciences. This is an open-access article distributed under the terms of the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

and suitable instrument for measuring the components that affect school resilience in disasters and introduce it to the interested parties

including training and educational organizations.

Keywords: Resilience, disasters, schools

References

1. ISDR U, editor Hyogo framework for action 2005-2015: building the resilience of nations and communities to disasters. Extract from the final report of the World Conference on Disaster Reduction (A/CONF 206/6); 2005: The United Nations International Strategy for Disaster Reduction Geneva. available from: <https://www.unisdr.org/2005/wcdr/intergover/official-doc/L-docs/Hyogo-framework-for-action-english.pdf>
2. Maini R, Clarke L, Murray V. Disasters, health impacts and the value of implementing the Sendai Framework for Disaster Risk Reduction 2015–2030. *The Routledge Handbook of Green Social Work*; Routledge; 2018. p. 35-47.
3. Oktari RS, Shiwaku K, Munadi K, Syamsidik, Shaw R. Enhancing community resilience towards disaster: The contributing factors of school-community collaborative network in the tsunami affected area in Aceh. *International Journal of Disaster Risk Reduction*. 2018;29:3-12.
4. Anelli A, Santa-Cruz S, Vona M, et al. A proactive and resilient seismic risk mitigation strategy for existing school buildings. *Structure and Infrastructure Engineering*. 2019;15(2):137-51.
5. Kurokawa N. The experience of large earthquakes in Japan and impact on body physique in schoolchildren. *The Journal of Physical Fitness and Sports Medicine*. 2018;7(1):15-8.
6. Ilumin RC, Oreta AWC. A Post-Disaster Functional Asset Value Index for School Buildings. *Procedia engineering*. 2018;212:230-7.
7. Bhaeia S, : Kheradmand M. Safe Schools for the Community: A Case and Tool for Disaster-Proof Schools. *Journal of Tehran Disaster Management and Mitigation Organization (TDMMO)*. 2015;5(1):69-79. from available: https://www.civilica.com/Paper-JR_DPMK-JR_DPMK-5-1_006.html
8. UNICEF. Towards a learning culture of safety and resilience: Technical guidance for integrating disaster risk reduction in the school curriculum: UNESCO; 2014.