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SAFE SCHOOL AND RESILIENT COMMUNITIES

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Abstract: A safe school is an increasingly urgent need from the perspective of reducing risks and disasters of any nature that may compromise the physical and psychological integrity of its audience, in particular students, as they represent a numerically superior group within the unit. education. This way, a safe school is a universal right through mutual cooperation systems involving the UN and its partners, the school community, Civil Defense, Fire Department, local communities and legal systems. On the other hand, its implementation takes place through external experiences, in particular through the Sendai Framework, forming a governance network that guides the project towards the state of resilience in education. In addition to these tools, the implementation of Escola Segura is based on the three pillars proposed by the Sendai Framework, aimed at reducing risks and disasters, with awareness, training and a culture of permanent learning.

Keywords: Safe School, Resilience, Civil Defense, Risks, Disasters.

INTRODUCTION

According to the Global Alliance for Disaster Risk Reduction – GADRRRES, the safe school is an initiative of the United Nations defended by numerous countries, whose concern in the school sphere is the construction of a learning environment where children, young people, adults, teachers, employees and attendees are protected from any events that may threaten their well-being and promote their quality of life.

Student protection at school and in the territory is a universal right underpinned by collective safety practices defined in the United Nations Office for Disaster Risk Reduction (UNDRR) World Campaign on Building Resilient Cities.

The United Nations proposal aims to reduce the risk of disasters, caused by complex

systems comprised of accidents inside and outside of school, added to emotional disorders, by contamination by chemical and biological agents that may affect the student population in the environment. school, in their homes and in the public space.

A safe school presupposes a space with adequate infrastructure and facilities, considering the architectural, structural and environmental aspects. According to Dessen and Maciel (2014), the school is an essential institution for the intellectual development of students as citizens, being responsible for the transmission of knowledge within a culturally organized structure.

According to the authors, the school acts in the evolutionary processes of culture and organized values, with the expectation of promoting the evolutionary development of human beings, acting as a driving condition for emotional, intellectual, physical and social growth in their environment.

Also according to GOLLEMAN, D. (1995) the experiences accumulated in the education and family sector, the United Nations through its offices, created effective proposals, which exert a strong influence in several parts of the world with respect to the reduction of accidents, to emotional balance and psychological behavior of the person, given the expectations of each environment for the individual to deal with the singularities and with the psychological, social, affective and cognitive proximity between people.

Contributing to permanent improvement and pertinent adaptations that guarantee their physical and emotional stability, as pillars of their well-being. In this context, it is important to permanently observe and assess the risks that permeate your daily life, taking into account the aspects of your experience, thinking about a school and road safety system according to the needs in times of normality and in situations where new

specific reflections are required according to the criteria of the environment, urban space and all conditions that may interfere with the physical-emotional stability of the school community, so that disasters are reduced required, especially in abnormal conditions evaluated by groups directly involved in risk reduction and disasters.

Thus, the policies of good practices developed by society in search of resilience must be guided by the reduction of undesirable impacts that impede human development must be discussed in the permanent search for the creation of an environment of peace, security and well-being, accordingly with the SDGs – Sustainable Development Goals 4 and 17 proposed by the United Nations.

The entire society must organize and commit itself, progressively, autonomously, focusing increasingly on the school context and its respective territory, based on a systemic, political and participatory perspective, as discussed (ARENDR, 2000).

The author adds that the development of citizens must be guided by the rationalization of society, as a practice that is increasingly present in modern life. In this sense, decision-making involving the reduction of risk of accidents at school must be collective, based on the understanding of the conformation of the territory in place of the tacit decisions of public authorities or real estate developers, in isolated, reductionist, authoritarian and Cartesian practices.

According to SERPA (2009), it is up to citizens and school managers to reflect, debate, decide, intervene in projects that offer them fundamental opportunities for the stability of individuals, especially those less favored with regard to the right to occupy the territory and its infrastructure, starting from the observation of segregation and hierarchization, guided by the capitalist criteria of inequality in access to land, housing and safe places from the point

of view of natural disasters.

The responsibility for implementing a safe school must be shared not only in the governmental sphere, but by different actors and social and economic groups, based on a collective conscience, by organizations and different actors such as school communities, religious groups, universities, Non-Governmental Organizations, alternative societies, universities, combined with systemic actions for the strengthening and empowerment of the territory and its institutions, building a culture of resilience.

The sharing of responsibilities and actions performed by the multiplicity of connected groups and integrated actions on risk reduction and strengthening of ties can contribute to human dignity and quality of life, highlighting events related to disasters that may eventually result in loss of life, physical injuries, injuries and emotional instabilities. This way, a safe school presupposes a collaborative action to reduce inequalities in education and possibilities for building continuity within the permanent learning process from a systemic perspective.

Human initiatives play an important role as a key point for reducing risks and dangers and as a goal to protect life, protect material goods, focused on building and strengthening dignity and protecting life for present and future generations.

Resilience in the school perspective aims to identify risk and danger factors that permeate the school environment and its surroundings, identify the weak points that may put the safety of teaching communities at risk, especially students, as they are numerically a group higher and more vulnerable, given the experiences of the risks and dangers to which they are exposed.

Risk reduction requires collective involvement, involving teachers, employees, students and the community, with broad

partnerships, such as CEPED/UNICAMP, technical bodies and research centers, such as the Municipal Civil Defense, Fire Department, Police Military, Civil Police, private companies, United Nations, its partners, institutions and supporting laws, which play an important support in the legal-administrative process, such as the Public Ministry, according to guidelines contained in ODS 17.

Thus, the reduction of risks and disasters at school does not occur naturally, but from the school's initiative, obviously through collective awareness and their respective support. Thus, DRR and the conception of the territory and resilient communities are linked to the understanding of the phenomena of the territory and its infrastructure in a complex way. Disaster risk reduction is in line with the seventeen Sustainable Development Goals, which form a complex web of relationships. These Objectives are committed to acting together in the permanent pursuit of society's well-being, regardless of its segment, social groups or classes, cultural and ethnic segments.

Safe school from the perspective of the territory

The implementation of a safe school, according to GADRRRES, depends on the territorial context where the institution is located, taking into account the multiple analyses, highlighting the local climatic conditions, the relief, the economy, the type of local economic activity, the available infrastructure, urban occupation, among other territorial references.

Although the United Nations proposals for the implementation of a safe school have guidelines and case study reports in numerous world regions, the UN adjustments and adjustments are necessary, taking into account the political, sociocultural, economic, physical and climatic aspects of the territory to be researched.

In the case of Brazil, in addition to the guidelines proposed by the United Nations, the Civil Defense is the body responsible for providing technical support to anticipate disasters and implement policies necessary for technical decision-making to manage shelter and reception measures for families who do not they have material resources which are in a situation of vulnerability and fragility

Thus, the implementation of a safe school has its particularities and the strategies adopted from place to place, according to the guidelines of the United Nations organization. Thus, the implementation of a resilient and safe school presupposes a systemic understanding of the social, environmental and political dynamics of the territory where the institution is located, considering that each territory is unique, particular and, therefore, the school is understood according to the logic of the territory and of its particularity.

1. The policy to reduce the risk of disasters in the infrastructure of the territory and in schools is an initiative under permanent construction and not a finished work, considering that the inhabited space and the environmental space are in a permanent process of change. This is a network initiative, whose objectives are the integration of more people, institutions seeking to improve the place where we live and good practices in a permanent and evolutionary way.

According to RYAN and COLLINS (2012, p. 4-5) the school must prepare a Safety Plan, as well as periodic assessments, in order to test its effectiveness and correct possible failures and promote its updating by the designated team in meetings periodicals. The Plan's evaluations can help to prevent incidents, accidents, as well as reduce unwanted impacts that may occur in the school environment.

The importance of risk assessment in the school environment

The risk assessment aims to map all physical spaces at school and the emotional aspects of students, considering that any vulnerabilities

found in the school process are factors of negative performance in cognitive processes and in the processes of learning and intellectual development of students, as the SILVA approaches. S.C., OBANDO, J., MACENO A., (2020) of the practices of physical activities, the assessment of floods and floods and other impacts of different orders the situation of social vulnerability. as a factor, it is essential to facilitate the process of evaluating and reducing the risks of disasters or other processes that interfere with the safety of professionals and the learning of students.

Emergency Plan in schools is an ostensible document prepared by its public, aiming to protect the physical and mental integrity of the school community, property protection, through the taking of initiatives agreed upon in the Security Plan.

School Safety Plan is the document prepared by the school public, in order to define, in a cooperative system, the means for safety in schools through the reduction of risks and disasters.

According to Law 12,608, of April 10, 2014, the Civil Defense, in a partnership regime, will provide courses and training to the school population, with a view to reducing disaster risks, following the schedule adopted by the school under the supervision of the institution of defense. Thus, the action of the School Civil Defense is not conditioned to combating the consummate disaster, but linked to preventive actions, regardless of the security level of the area being approached.

Thus, the coronavirus pandemic triggered in early 2020, affected educational institutions, configured as a sample of the importance of the school and its implications, especially when dealing with a large number of individuals. Schools can cause countless consequences because of what does not work as planned, such as some risks of illness, contamination, violence, consumption of illicit drugs, failures in the pedagogical

system. However, as part of this thesis, risk reduction is focused on disasters within the building, which are permanently placed in the school environment and thus open up a possibility of research in order to reduce human and material losses and, consequently, psychological disturbances.

Safe school in accordance with the Common National Curriculum Base

The Common National Curriculum Base (BNCC) is not only a normative document that defines the organic and progressive set of learning and essential intellectual aspects of individuals, but also a proposal for the development of skills and competences for the construction of a culture of reduction of risks and disasters in the school and territorial environment.

According to SILVA; ABANDON; MACENO (2020) risk factors at school influence the emotional and cognitive development of the student, influencing aspects of learning and low intellectual performance. Thus, risk and disaster reduction strategies are essential for maintaining the intellectual development of children and adolescents.

According to the document, students and education professionals must be encouraged to practice all forms of security, based on reducing the risk of disasters in their living environment and promoting an environment of peace, justice and the environment.

The lack of data, reports and statistics on accidents involving students in Brazilian schools makes a policy of prevention and the strengthening of resilience through case studies extremely difficult. For this reason, the creation of debate committees on risk and accident reduction constitute an important component to revert the scenario of disasters reported by the UN.

Safe school in accordance with Marco de Sendai

The Sendai Framework (2015) recommends several structural, non-structural and functional measures for the prevention and reduction of disaster risks in facilities, especially in basic education institutions, such as **(a) build better from the start to withstand hazards through proper design and construction, including using universal design principles and standardizing building materials; (b) renovation and reconstruction; (c) promote a maintenance culture; and consider economic, social, structural, technological and environmental impact assessments; (d) Protect or support the protection of cultural and collection institutions and other places of historical, cultural or religious interest; (e) Promote workplace disaster risk resilience through structural and non-structural measures.**

According to the document, the implementation of risk reduction is based on four fundamental areas, such as 1. *Understanding disaster risk.* 2. *Strengthening disaster risk governance to manage disaster risk;* 3. *Investing in disaster risk reduction for resilience;* 4. *Improved disaster preparedness to provide an effective and Rebuild Better response in recovery, rehabilitation and reconstruction.* However, these actions do not take place in isolation, as a set of integrated parts in an attempt to build an analysis from the combination of parts.

Morin's (2003) thought draws attention to the systemic look for understanding the events that involve disasters, as a compartmentalized analytical deconstruction. Thus, the DRR must be analyzed in an integrated manner, considering the complexity of the elements that involve the natural and urban aspects which undergo profound changes, causing undesirable consequences to society. For this it is necessary that society, especially education

professionals, rethink and create a culture of safety inside and outside the school.

In the specific case of the safe school, it is important to establish a connection between people, involving the different actors who will act directly or indirectly on the objective. Education professionals, students, community, government, business people must collectively reflect on risks inside and outside the school, seeking to reduce disasters and increase resilience.

The safe school project must take ownership of legal-institutional support and take ownership of international standards, in order to understand the dynamics of the functioning of the school institution and the territory where it operates, taking into account that both the territory and the school are unique entities, which reinforces the idea that the Emergency Plan of an educational institution is not applicable to another organization, given the uniqueness of experiences and uniqueness of the group of individuals involved in the search for specific protection of that group.

In this context, the construction of a safe school, from the perspective of the territory, requires articulation with segments of society and Public Security, in order to fight crime on the external premises of the school, aiming at the physical and emotional integrity of children and adolescents, taking Taking into account the reduction of violence demands collective involvement, in an articulated way, thinking based on the elements of totality, involving the educational community, society, territorial dynamics, allied to jurisprudence, articulating various circuits such as school, society and territory. Many dangers surround the school space, such as violence, drug circulation, fights, possibilities of rape in the surroundings of the building, possibility of contamination by chemical and biological agents, increasing and enabling the spread of

infectious and contagious diseases.

Cities take ownership of urban planning and territorial ordering to organize spaces and stimulate the capacity for political, cultural, environmental, management and spatial organization, promoting places of human coexistence and stimulating economic development.

In Milton Santos' (2004) approach, the territory is composed of strata of multiple relationships, understood as an entity that influences the cultural aspects of the place and urban facilities, highlighting health units, commercial networks, leisure spaces, educational institutions. On the other hand, the territory is subject to various influences in the political, economic, urban, social and environmental fields.

With the strong urbanization process, the transformation of urban-industrial society, climate change and the metropolization process from the 1950s onwards, the risks of accidents and diseases became more visible, exposing thousands of people to risks and dangers, as addresses the Sendai landmark (2015).

The safe school has an inseparable dimension from territorial planning as an instrument that public managers and society use to organize spaces in a systemic perspective of functionality, acting in a dynamic way. Thus, the school territory form a unit of understanding, constituting where the whole is more important than the sum of the parts, although there is a need for analysis of the territory based on the understanding of the fragments of space.

However, the organization does not intend to plan the territory in a unique and universally standardized way, as it is a social construction over time and space, having to consider sociocultural and environmental aspects as a basis for analysis.

Not with standing the differences between the human groups that make up society, it must be noted that land use planning must be designed in such a way that citizens have access to goods, services and safe space, in accordance with the recommendations of the UNDRR - United Nations for reduction risks and disasters.

This way, the territory is a product construction of different symbolic, cultural, economic scales, developed by society and rethought through interrelationships, interactions and complexities. A characteristic understanding of this understanding is the relationship of the PNPDEC - National Policy for Civil Defense and Protection, **which must be integrated into territorial planning, urban development, health, environment, climate change, water resources management, geology, infrastructure, education, science and technology policies and other sectorial policies, with a view to promoting the sustainable development, As recommended by Law No. 12,608, of April 10, 2012.**

In this sense, the school as an institution for the reproduction of knowledge, focused on the development of individuals for life and work, appropriates pedagogical practices as a strategic focus for the intellectual development of children and adolescents, in addition to promoting social and country, enabling each citizen to exercise their right to life and citizenship practices.

Thinking about the multifunctional approach to the territory as a complex system, the school as part of the territorial composition is configured as an equipment of relevance in the urban space, as an environment of the public sphere. As a teaching institution attended by countless people, the physical space is symbolic and for collective use, deserving attention from

internal management institutions, institutions of international and national organizations (UNESCO, 2015). In addition, in Brazil there is a connection with other support institutions, in order to guarantee safety to reduce risks and dangers for its members.

This concern deserves special attention from society as a whole, focused on security failures that may compromise human life and dignity, so that their rights to life and freedom are duly respected. The security addressed in the research concerns any vulnerabilities that compromise physical, emotional and collective well-being with programs supported by laws.

The school has, in its essence, the objective of collaborating for the coexistence between individuals, involving students, teachers and employees, creating a safe and permanent learning environment. According to GOLLEMAN (1995), the school contributes to the construction and alternation of the emotional systems of the processes that permeate the dynamics of education and what it represents in the face of rapid paradigm shifts in the postmodern world.

The dissemination of knowledge is acquired through countless experiences and skills that individuals appropriate throughout their lives, especially during school learning, taking into account that, traditionally, the school is the most significant environment for the acquisition of formal knowledge.

These circumstances require a safe and resilient school, involving several aspects of security transformed into an important system environment in the urban space, and therefore lacks a series of analyses, including its prominence as a promoter of an environment that can perform several functions, in addition to its pedagogical function, as a place for the dissemination of knowledge, as a strategic focus for social and economic development for the maintenance of community life.

Currently, the United Nations - UN,

based on experiences in different contexts, recognizes the school as a multifunctional space, understood as an important environment in the education of citizens, but taking into account the safety of its occupants guaranteed by international protocols and the increase in the rights of children and adolescents widely discussed not only in the academic sphere, but also in the legal sphere, which considerably increased the demands for the reduction of risks and disasters.

In addition to supporting the policies recommended by the United Nations, education managers and the government must encourage permanent dialogue on safety and resilience in schools through good practice policies, with the involvement of society and the local community, observing Brazilian jurisprudence, in particular Federal Law 12,608 of April 10, 2012, highlighting the protection and defense of the school and its surroundings.

Understanding a safe school based on partnerships and space

The IBGE – Brazilian Institute of Geography and Statistics (2009), investigates school safety from various processes, taking into account the region where it is located, in particular the municipalities, states and regions, comparing statistical data on conditions social, economic and environmental, for further analysis of the events that occur in the territory, establishing relationships of accidents to the conditions of each analyzed group.

The IBGE criteria are in accordance with the WHO - Health Organization, regarding the fragmented analysis for political decision-making and financial investments according to the statistical analyzes of the impacts calculated by region according to school grades, socioeconomic conditions of students and families.

However, GADRRRES (2015) makes an appeal on the need to adopt measures that must be implemented in the school permanently and collectively, considering that the school always presents some type of risk, while the school must have the initiative to promote its reduction, through measures relevant to the territory where the school is built, involving different groups of people and organizations.

The risks most present in schools can be summarized as physical, chemical, biological and environmental risks that could eventually compromise the institution's physical-learning and organizational process. In this sense, the implementation of the resilient school is an urgent measure for the process of disaster risk reduction and significant reductions in material losses and the conservation of public and private assets, in line with disaster management at the national, regional levels, district and school location (GADRRRES, 2019)

School safety can take on different meanings according to the perception of risk, considering the cultural and territory aspects of each community. The safe school must be able to withstand extreme events without there being visible damage, such as loss of life, as pointed out (Law 9,394). However, resilience is built from harm reduction, since school buildings play an important role in shaping the citizenship of those who attended and those students who are studying in that Unit.

According to GADRRRES (2018) the institution must act as a potential aggregator of community refuge space, distribution or resource center in possible disasters in areas around it. Although IBGE's analysis methodologies value analysis and decision-making by region, valuing the territory in its entirety is an important measure, understanding that the needs for risk assessment must be systemic.

Thus, according to the LDB - Law of Guidelines and Bases (Law 9394, 2019) the safe school assumes its position of resilience when the educational institution and the community are articulated, creating processes of integration of the family and society with the unit education, in addition to other systems of partnership with the public power beyond their purposes of learning based on the bonds of human solidarity and mutual tolerance on which social life is based (art.32).

The school in its essence plays an important role in the process of learning and social interaction, regardless of its political-pedagogical current. However, Law No. 12,608, of April 10, 2021, through Civil Defense in partnership with states and municipalities, the school can be a shelter for populations eventually displaced by natural and climatic events that are eventually affected by natural disasters. In this sense, the school building assumes a fundamental importance in the pedagogical sphere, as a shelter in collective emergency in its surroundings, space for the distribution of food and clothing, especially in more vulnerable territories from a socio-environmental point of view.

UNICEF and UNESCO recognize that education plays an important role in society, as a promoter of intellectual development, coexistence in society and resilience. It is a process that facilitates acquisitions and skills for the acquisition of knowledge and permanent human transformations, as well as the acquisition of practices to reduce vulnerability, being one of the pillars in building resilience both at school and in its territory.

WISS – The Global Safe Schools Initiative is a government-led global partnership that seeks to secure political commitment and promote the implementation of safe schools around the world. The Initiative motivates and supports governments that prioritize

the safety of the school community, in the implementation of plans and programs as concerned partners to develop and implement national school safety policies, plans and programs and in combination with the three technical pillars of School Safety Embracing. The Sendai Landmark, in Japan, has as its number 1 priority the understanding of risk and disaster:

After the World Conference on Risk and Disaster Reduction, in the 2000s, a cluster was created to promote knowledge and an education system for the promotion of Disaster Risk Reduction, creation and strengthening of networking, creating new partnerships, identifying gaps, identify areas of focus, and collectively promote the achievement of the Hyogo Framework's objectives through knowledge and education.

In 2006, the Cluster was formalized in the Thematic Platform for Knowledge and Education, which was recognized as the Thematic Platform of UNISDR. Since 2006, the Platform, composed of relevant UN bodies, international NGOs and selected regional partners, has been promoting important contributions to the conceptual development of education and knowledge in DRR. The education platform has developed a strategic framework and guidance tools to support governments and education professionals to promote disaster risk reduction as part of school curricula and in the development of educational safety initiatives at the national and local levels, as determined by the LDB (2017).

As the community of practices and global governance structures evolved, it became necessary to develop the theme on education, which later evolved into the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector in 2013. In alignment with the Sustainable Development Goals and with the new action plans in DRR areas

in the education sector, the:GADRRRES - *Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector* - e in 2016, it brings an innovative proposal as a safety policy with clear objectives, with the purpose of supporting missions to improve the modalities of work in school institutions, aimed at safety in reducing risks and disasters more effectively.

The World Initiative for Safe Schools – WISS is a global partnership led by local governments whose mission is to secure political commitment and promote the implementation of safe schools globally. The Initiative motivates and supports governments in the development and implementation of national school safety policies, plans and programs, in combination with the three technical aspects of Comprehensive School Safety.

The safe school has on its team people with specific skills, for detecting risks, possible disasters, monitoring and managing emergencies, as well as the measures adjusted for the school. One of the measures through alarms, others to monitor risk indicators, whose intention is to contribute to acceptable levels. In addition, use the GIS (Geographic Information Systems) tool to identify and map possible vulnerable areas and those that pose risks, according to the experiences adopted by GADRRRES (2017) with periodic meetings provided for in meeting calendars with subsequent presentation at meetings established in calendars previously analyzed and approved by the school.

In committee meetings and meetings, the UN highlights some initiatives that need more attention and that must be frequently addressed, highlighting the prevention of floods, floods, fires, falling parts of buildings, lightning, falls on slippery floors, accidents in the areas of physical activity, inhalation of toxic gases, smoke, fires.

Preventions must be studied and analyzed by groups empowered against the risks and dangers in the institution. GADRRES recommends a series of actions in accordance with Brazilian law, which can be summarized in training actions for quick exit from the school building in case of emergency. However, some community actions are extremely valuable, such as the cycles of lectures by the Municipal Civil Defense, mainly addressing pandemics, physical and emotional safety; mapping of critical points, with the help of a floor plan of the building.

Thus, safety in schools is a universal concern, even though the initiative is neglected in Brazil due to implementation difficulties or even considering that disasters are potentially present only in areas vulnerable to the occurrence of disasters, such as in slums and areas slope, neglecting areas with a more adequate infrastructure.

Thus, safe school is a matter of global emergency in the context of unequal urbanization, lack of housing, lack of territorial planning, inequality of access to health systems, poor transport, climate change, disease outbreaks, especially aggravated by losses of life, material damage. Dessen, M. A., & Maciel, D. A. (2014) point out the numerous learning losses when a young person is exposed to danger, causing a negative effect on the exercise of citizenship and insecurity regarding their protection and physical-emotional well-being.

In addition to the exposure of countless disasters and the increased risks that school communities have come to live with, schools run by local, regional, federal and private sector governments do not have the preparation or resources to increase resilience for the resumption of teaching activities, intellectual and emotional. Resuming activities and means of survival in disaster situations are important activities for the affected people to

resume their routine and their demands in a society that intends to reverse losses through economic, emotional and learning recovery.

Many countries and regions have already defined effective strategies, have defined their plans to overcome their losses and even prevent them from happening through policies involving sectors of society concerned with human well-being. However, the Civil Defenses of Brazil must receive investments in order to implement a suitable apparatus for each region of the country, with the use of technology, investment in training in all types of accidents.

The Civil Defense equipment includes a solid policy exclusively for the educational sector, in order to provide support in all its needs and foresee the risks and dangers from the awareness of the school's role as a learning environment and support for eventual catastrophes and emergencies suffered by the population of the school and surrounding populations.

These practices must be adapted following the traditions of the place, with the purpose of protecting human life and the environment. The UN, its structures and the population must create conditions for risk management and facing possible disasters, the aim of which is to protect the school and contribute to the minimization of any disasters that may occur in the community, offering shelter and temporary support.

The development of the article is related to the exposure of the school community to risks and dangers in the educational institution and its surroundings, although not perceived at all times, due to the lack of experience or failure to observe a safety culture in the school environment due to lack of technical knowledge and a systemic look at the conditions of systemic security, involving school and territorial infrastructure. Thus, there is a gap regarding the actions to be taken in a risk or danger situation, as well as the management of an emergency involving people inside the school and in the neighborhood.

The physical integrity and mental health of students, faculty and staff is a strategy and needs of all communities and educational institutions around the world. These advances have become a priority in the education sector in several countries and communities through advances in the protection and strengthening of affective family and community bonds and closer ties with bodies that defend human integrity and awareness of the risks and dangers which can be reduced by through cooperation and governance.

This knowledge is acquired through education, cultural exchange between different human groups, in different climatic, environmental, geological, urban, geographic, architectural contexts, both in the school environment and in the territory, recognized as one of the most important assets of a society. Education in risk and disaster reduction promotes the relationship of individuals with the social environment, emotional bonds with the place and the permanent search for quality of life.

it is urgent to create committees of teachers, parents, students, employees, to assess risks and dangers and create mechanisms to minimize impacts, creating a culture of peace, resilience and safety in school communities.

Another extremely necessary issue is associated with the reflection of risks in intramural spaces based on a holistic view of the territory, its information for deepening dialogue, with the central purpose of educating, increasing security levels, aiming for a safer and more balanced society from the emotional and physical point of view of the citizens.

CONCLUSION

The levels of risks and disasters are wide, whose aggravation stems from uneven urbanization, land occupation policies, rapid climate change and perceptions of risk, aggravated by the difficulty of managing accidents.

Several factors contribute to the increased impacts on the territory, on school environments and spaces for other coexistences, aggravated by disease factors associated with public health policies, violence, disasters and the constant fear of living in cities.

However, it is essential to create a channel for monitoring accidents and risks in public environments, with the purpose of anticipating and preparing human groups for disasters and catastrophes, making decisions and reducing exposures. In a parallel plan,

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