

KSDMA-UNICEF JOINT PROGRAMME

Mainstreaming Risk and Resilience

ANNUAL REPORT

2024

'Towards a safer state'

സുരക്ഷായനം

കേരള സംസ്ഥാന ദുരന്ത നിവാരണ അതോറിറ്റി (കെ.എസ്.ഡി.എം.എ)

Kerala State Disaster Management Authority (KSDMA)

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Prelude

Focusing on three priorities of Sendai framework on Disaster risk reduction namely (i) Understanding disaster risk; (ii) Strengthening disaster risk governance to manage disaster risk; (iii) Investing in disaster reduction for resilience, KSDMA launched a project in partnership with UNICEF in 2019 titled “Mainstreaming Disaster risk resilience”. The thrust areas of the project were Child Centered Risk Informed Planning, School Safety Programmes and Strengthening Inter Agency Group activities. As part of the project a State Programme Coordinator is appointed at KSDMA jointly by UNICEF and KSDMA and is funded by the programme.

This report deals with the activities undertaken under the programme in the year 2024.

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1. Activities

1.1 Virtual Cadre Training Programme – Batch 2

The Virtual Cadre Training Program is an initiative by the Kerala State Disaster Management Authority (KSDMA) and UNICEF to mainstream Disaster Risk Reduction (DRR) practices into sectoral departments of the Kerala State Government. As of now, there are 26 departments that are a part of the program (according to GO (Rt) No. 902/2022/DMD dated 24-12-2022). The objective of the training is to capacitate the Virtual Cadre officers in the norms and practices of Disaster Management and train them incrementally towards preparing their DM plan. The Virtual Cadre Officers will act as the central point of contact between their department, state disaster management authority and other line departments to carry out department specific functions as per the State Disaster Management Plan (2016). Section 38(2) (g) of the Disaster Management Act, 2005 mandates the preparation of departmental Disaster Management Plans and integrating disaster preparedness and mitigation measures in developmental plans per the NDMA and SDMA guidelines. These guidelines are also in line with the United Nation's Sustainable Development Goal to combat climate change. Looking at Kerala's highly sensitive and vulnerable geographic location, effective climate planning is crucial at all levels. Therefore, the Virtual Cadre Training Program is a highly effective program to culminate preparedness at Institutional level of the state.

The first Virtual Cadre Training Program started in 2017 and since then, 15 departments have been trained. 7 officers from each department get nominated for the training and they remain the Virtual Cadre officers for the next 5 years in the department.



This year's Virtual Cadre Training Program was executed by SEEDS Technical Services and the first batch of Basic Training was successfully completed on 27th & 28th November 2023 and the second batch of the basic training was carried out on 27th and 28th February 2024. 11 departments are part of the basic training batch out of which 4 departments were invited in the first batch of virtual cadre training and the remaining 7 were invited for the second

batch. Apart from the 11 basic training batches, 15 departments are part of the Advanced training batch.

The second batch of Virtual Cadre Training session was organized on 27th & 28th February 2024, 10am to 5pm at Apollo Dimora Hotel, Thiruvananthapuram. This batch was in continuation of the training program organized by Kerala State Disaster Management Authority and SEEDS Technical services supported by UNICEF for the remaining departments of the Basic Training batch which are as follows:

- Department of Collegiate Education
- Department of Dairy Development
- Department of Social Justice
- Department of Forest and Wildlife
- Local Self Governance (Urban)

Department of Information and Public Relations as well as the department of Higher Secondary Education could not be the part of the Trainings due to their departmental commitments. To ensure consistency across sessions, both the sessions and trainers were identical to those of the first batch of the training program. The preparatory phase activities for the second batch were common for both the 1st and 2nd Batch.

Total Number of Participants from each Department

Out of the 11 departments involved in the basic training batch, 7 were invited for the second batch of training. Amongst the 7 departments, 2 departments- namely department of Higher secondary education and department of Information and Public Relations did not attend the training due to departmental commitments.

Sr No	Department	Male	Female	Total
1	Department of Dairy Development	5	2	7
2	Department of Forest and Wildlife	5	0	5
3	Social Justice Department	3	0	3
4	Department of Local Self Governance	7	1	8
5	Department of Collegiate Education	3	1	4
Total		23	4	27

Report - Day 1: 27th February 2024

The registration began at 9:30 am onwards and the sessions commenced from 10 am and continued till 5 pm. Accommodation and stay was provided to the participants for the two-day training as most participants came from different districts. The following is the session plan for the 1st day of the training event.

Sr. No	Session	Resource Person
1	Introduction to Virtual Cadre	Dr Pratheesh C Mammen
2	Introduction to Disaster Management	Ms Annie George
3	Institutional Mechanism/Frameworks/Governance	Mr Joe John George
4	Hazard Vulnerability Profile and Early Warning System	Mr Pradeep GS
5	Activity 1	Ms Aishwarya Jayan
6	Feedback session	Ms Annie George

Introduction to the Virtual Cadre Training Program

As the training program had already been inaugurated during the first batch of Virtual Cadre Training Program, this time the session began from introduction to the training program which was led by Dr Pratheesh C Mammen, UNICEF State Programme Coordinator, KSDMA who introduced the participants to the Virtual Cadre Training Program. The purpose and need of Virtual Cadre along with the Government Order specifying the role of Virtual Cadre Officers since it constitutes a major significance to the training. After the introduction session, an ice breaker session was held which was headed by Ms. Aishwarya Jayan where all participants were encouraged to introduce themselves.



Session 1- Introduction to Disaster Management



The session was led by Ms. Annie George. The session focused on introducing the participants to the fundamental concepts of Disaster Management such as Hazard, Risk, Vulnerability, and the Disaster Management Cycle and elaborated on types of Hazards and discussed Kerala- specific hazards from her experiences and highlighted issues encountered during response and recovery phases.

Key Discussion Points	Key outcomes
<ul style="list-style-type: none"> • Disaster Management Concepts 	<p>Participants understood the fundamental concepts in Disaster Management, including Hazard, Risk, Vulnerability, and the Disaster Management Cycle. Basic disaster management terminologies such as mitigation, preparedness, capacity, response, and recovery were introduced through instances and everyday examples.</p>
<ul style="list-style-type: none"> • Types of Hazards 	<p>Participants understood the difference between anthropogenic hazards and natural hazards and were given an exhaustive list of state identified hazards.</p>
<ul style="list-style-type: none"> • Kerala – Specific Hazards 	<p>Facilitators’ experiences provided practical insights into the challenges and strategies involved in disaster response and recovery phase, enabling the participants to understand the on-ground realities and challenges in different phases of disaster cycle.</p>
<ul style="list-style-type: none"> • Response and recovery phases 	<p>The session enhanced community preparedness and resilience in dealing with disasters effectively and focused on understanding what vulnerability is and who are the most vulnerable in a community.</p>

Session 2- Institutional Mechanism/Frameworks and Governance

The session was led by Mr. Joe John George, his session covered organizational structures, policies, laws, and processes put in place by governments, international organizations, and other stakeholders to effectively prepare for, respond to, mitigate, and recover from disasters. These mechanisms and frameworks aim to coordinate efforts, allocate resources, and implement strategies to minimize the impact of disasters on communities, economies, and the environment. The sessions involved national frameworks such as the DM Act 2005, emphasizing



the importance of NDMA and SDMAs. It touched upon international frameworks such as the Sustainable Development Goals 2030 and the Sendai Framework to highlight global efforts in DRR.

Key Discussion Points	Key outcomes
<ul style="list-style-type: none"> Institutional Mechanisms 	Participants gained insights into the processes involved in disaster management. They developed a better understanding of how various institutions collaborate to prepare for, respond to, mitigate, and recover from disasters.
<ul style="list-style-type: none"> National Policies and framework. 	During the session participants became aware of the frameworks and guidelines governing disaster management at national and international levels.
<ul style="list-style-type: none"> International Frameworks 	Participants gained knowledge about the institutional mechanisms and frameworks in disaster management. They understood the history and progression on institutional level across the world and the events that kick started them such as the Hyogo Framework and Sendai Framework. They

Session 3- Hazard Vulnerability Profile and Early Warnings

The session was led by Mr. Pradeep GS. The Hazard Vulnerability Profile of Kerala refers to an assessment that identifies and evaluates the various hazards and vulnerabilities faced by the state of Kerala in India. It serves as a foundational tool for policymakers, emergency responders, and stakeholders to develop effective strategies and policies for disaster risk reduction, response, and recovery in the state. In the session the focus was on various hazards that are state specific and elaborated on the hazards through the facilitators experience of assisting communities in different districts. The facilitator also discussed the early warning mechanism in the state which is a very crucial aspect for the Virtual Cadre Officers.



Key Discussion Points	Key outcomes
<ul style="list-style-type: none"> Hazard Vulnerability Profile of Kerala 	Participants learned to recognize and assess the various hazards and vulnerabilities specific to Kerala such as soil piping, flood, cyclone, and lightning.
<ul style="list-style-type: none"> State-specific Hazards and Disasters 	Participants were equipped with knowledge and skills on state specific hazards which are necessary to develop more effective disaster risk reduction strategies.

- **Early Warning Mechanism**

They gained a deeper understanding of the importance of early warning systems and their role in enhancing disaster preparedness. Participants got practical insights into the implementation of early warning mechanisms, empowering them to utilize these systems effectively in their roles as Virtual Cadre Officers.

Hazard Profile Mapping Activity

A Mapping activity was conducted for the participants to help them analyze their departments susceptibility to various kinds of hazards that have impacted them over the years. Each department listed out one recent disaster/hazard that they faced and listed out various impacts of the hazard/disaster on their department through a group discussion. Mitigation strategies adopted at managerial levels were also tabulated by the participants.

Department Name- Dairy Development Department

Hazard faced by the Department- Flood 2018

Impacts	Description	Mitigation Strategy by your Department
Impact on physical structures	<ol style="list-style-type: none"> 1. Cattle Death 2. Damage to the cattle shed. 3. Cattle feeds- Fodder plot destruction 4. Issues in Milk Transportation 5. Damages to milk societies/ go downs and offices. 	<ul style="list-style-type: none"> • Elevated cattle shed. • Contingency fodder to the affected farmers. • Daily collection of reports taken from societies. • Activities monitored by district lead committee. • Spot distribution of cattle feed and new fodder for farmers. • Restore and reinforced infrastructural activities. • Community cattle shed introduced as part of mitigation strategy. • Mini elevated cattle shed to the farmers. • DM plan introduced for the flood.
Impact on Departmental Functions	<ol style="list-style-type: none"> 1. Department Officials had no access to KUCS. 2. Network issues (for cellphones and internet) 3. Damage to documents/files/equipment etc. 4. Proper accounting in KUCS was affected. 	
Impact on Finance	<ol style="list-style-type: none"> 1. Raising funds for farmers became very difficult. 2. Budget provisions to normal schemes diverted to flood related activities. 3. The district lead committee formed and collected funds from societies at various and various stakeholders and the fund as utilized for the affected farmers. 4. Special packages for collection of fresh fodder to the affected farmers. 	

	5. Implemented a special program called “donate a cow program” where they donate a cow to the affected farmers. s	
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Name of the Department- Department of Collegiate Education

Hazards faced by the Department- Flood 2018

Impacts	Descriptions	Mitigation Strategy by your Department
Impact of Natural Disaster	<ol style="list-style-type: none"> Govt College Munnar was destroyed when a portion of the hill behind the building caved and mud, rocks and water enveloped the newly built academic block, students’ hostel, staff quarters washed out. Regular classes were suspended for a long period. An estimated loss of ₹ 50 lakhs. 	<ol style="list-style-type: none"> High level meetings were conducted immediately. As per the decision of the meeting alternate arrangements were made and regular classes resumed.

Name of the Department- Department of Social Justice

Hazards faced by the Department- COVID 2019

Impacts	Descriptions	Mitigation Strategy by your Department
Impact on Vulnerable Communities	Lack of food and medicines for distribution to the old age, transgendered and the differently abled community.	<ol style="list-style-type: none"> Medicines were provided to the old age. Transgenders were given food through the civil supplies department. Services were opened in all districts to address the mental trauma of old aged people.

		4. Medicines were provided through protected social security measures
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Name of the Department- Department of Forest and Wildlife

Hazard faced by the Department- Forest Fire, Drought, Invasion of Weeds

Impacts	Descriptions	Mitigation Strategy by your Department
Impacts of Environmental Changes on Ecosystems and Communities	1. a. Reduction in forest cover b. Biodiversity loss c. Forest depletion/ climate change d. Human casualty e. Negative impact on decision making. f. Plantation loss 2. a. Man animal conflict b. Loss of wildlife, habitat, and ecotourism 3. a. Isolation of Tribal Settlement b. Change in land aspects c. agriculture loss, biodiversity loss, change in land patterns	1. a. State Fire Management Plan b. Management plans at all levels c. People's participation 2. a. Check dams created. b. soil moisture conservation activities b. Watershed management c. creation of 4 mtr waterholes d. Habitat improvement programs c. Eco restoration

Name of the Department: Department of Local Self Governance (Urban)

Hazard Faced by the Department: Flood 2018

Impacts	Description	Mitigation Strategy by your department
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<ol style="list-style-type: none"> 1. Impact on everyday lives and livelihood of people. Many people were reported missing, injured, and dead. 2. Impact on cattle/ stray animals 3. Impact of physically challenges people. 	<ol style="list-style-type: none"> 1. The livelihood of people was affected after the floods. 2. There was a lack of movement from one place to another which hampered assistance to the affected community and the members of the department personally. 3. Damage assessment of affected houses and buildings was carried out by the engineering section and AE's of the department. 4. During floods, all other activities of the department were put on hold and only immediate response activities were carried out by the department. 	<ol style="list-style-type: none"> 1. During floods, setting up of camp in primary school for people affected in floods was set up by LSG department. 2. A cleaning drive to clear out debris after the floods resided was carried out by the department. 3. Providing food to the affected people staying in the camps was also done by the department. 4. Area of inundation and depth of inundation was calculated and mapped. 5. Further flood mitigation strategies and plans have been developed by the department.
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Day 2: 28th February 2024

Session 4- Mainstreaming DRR in Departmental Planning



The second day began with a recap of the previous day's learnings, prompting participants to recall the key terms and concepts of Disaster Management such as Hazard, vulnerability, and risk. Following this, the session began with Mainstreaming DRR with Departmental Planning. This session was led by Ms. Annie George and the session focused on the importance of a department plan that mainstreams DRR. The focus was to throw light on the importance of collaboration and cooperation between departments during disasters. She also explained the conflict of interest that one department may face with another while carrying out department specific development activities.

The session involved fundamental tenets of disaster response and importance of PM's 10-point agenda.

Key Discussion Points	Key outcomes
Mainstreaming DRR in Departmental Planning	Participants revisited key terms and concepts in Disaster Management such as Hazard, Vulnerability, and Risk to reinforce their understanding.
Collaboration and Cooperation Between Departments	The session highlighted the importance of integrating DRR initiatives within departmental plans to enhance disaster resilience.
Fundamental Tenets of Disaster Response	Participants gained insights into the fundamental principles of disaster response and learned about the importance of aligning with the Prime Minister's 10-point agenda.
	Participants became aware of potential conflicts of interest that may arise between departments, enabling them to proactively address such challenges in disaster response efforts.

Session 5-Preparedness, Response, Recovery Planning + Introduction to the DM Template

This session on Preparedness, response and recovery planning and Introduction to DM Template was headed by Mr. Vijeesh and it was a thematically dense topic as the participants were introduced to the departmental DM Plan Template which they need to work on in the future. The session elaborated chapter wise each segment of the DM Template and Mr. Vijeesh P explained all the important aspects that need to go in a Departmental DM Plan. Before delving into the DM Template, he also specially elaborated once again on the various phases of Disaster Management Cycle and specifically speak about what activities are part of each phase.

Key Discussion Points	Key Outcomes
<ul style="list-style-type: none"> Integration of DRR into its development plans and Process Department Disaster Management Plan Template Relief, rehabilitation, and reconstruction 	<p>Roles and activities of each department before monsoon as part of preparedness, their role as part of response activities during disasters such as floods, covid cyclone etc.</p> <p>Various chapters, sections, and important segments of Disaster Management plan template developed by KSDMA were discussed thoroughly for helping participants develop their own DM Plan.</p> <p>Each department has specific roles in relief activity and rehabilitation activity such as water and sanitation, medical response, shelter and providing relief camps.</p>

Session 6- Way Forward and Conclusion

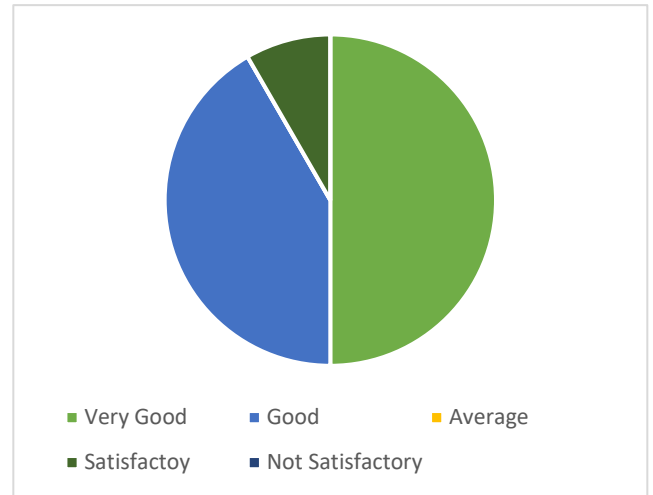


The last session of the Virtual Cadre Training Program was the conclusion session which also involved way forward and a plan of action for the future. This session was headed by both the lead Trainers, MS Annie George, and Mr. Joe John George. This session was a two-way discussion where participants expressed their doubts, concerns, and opinions when it comes to initiating DRR activities in their department.

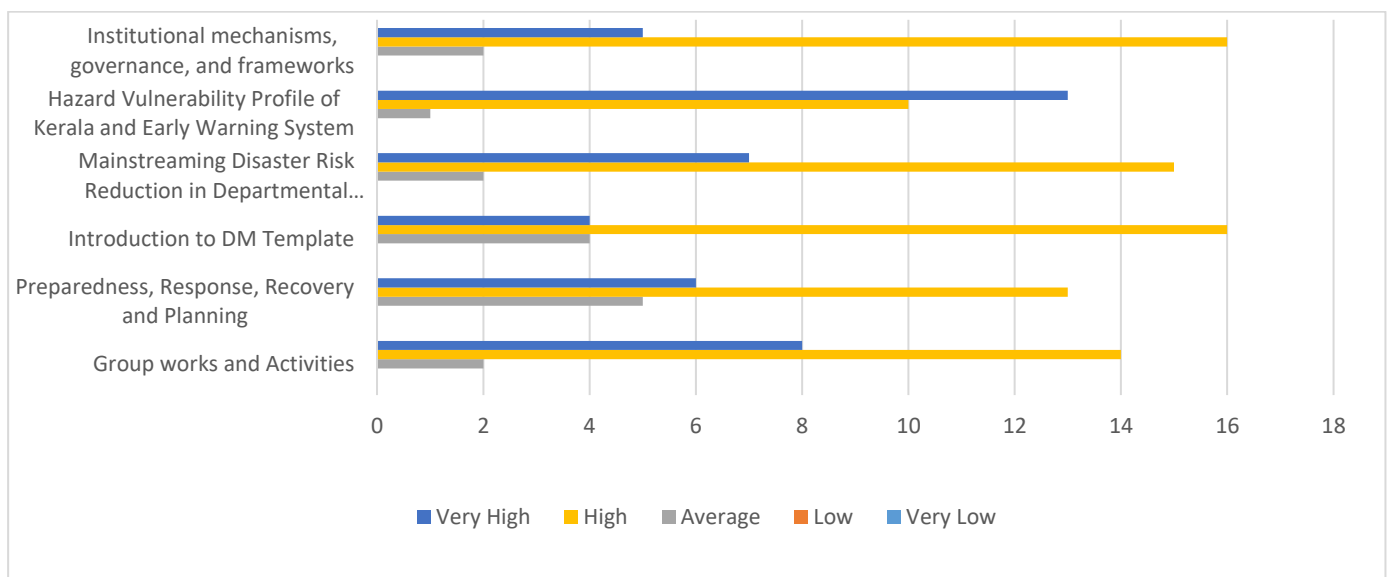
Key Points of Discussion	Outcome
<ul style="list-style-type: none">• Challenges faced by departments in implementing DRR.	Participants from all departments discussed various issues and challenges they face when it comes to implementation. According to participants the biggest challenge comes due to lack of power to take independent decisions in their departments.
<ul style="list-style-type: none">• Experiences of each department in mitigation and response activities	All participants recalled their experience of various response related activities during Flood 2018 and COVID 19. May initiatives were taken by these departments within their premise of power such as the dairy development department took various steps to protect farmers during COVID 19 and the LSG Departments initiatives when it comes to developing disaster management plans was also discussed.
<ul style="list-style-type: none">• Key Take Aways and Plan of Action	Participants displayed a very positive response and feedback on the training. The next step for the participants, as instructed by the trainers is to develop a draft DM plan for their respective departments.

Participants feedback summary:

- The participants found the Virtual Cadre Training Programme to be very good and satisfactory as per their expectations.
- The participants gained high knowledge of all topics covered in the training programme, especially on ‘Hazard vulnerability of Kerela and Early Warning System’.
- 68% participants ranked Kerela’s vulnerability to disasters as ‘high’ and the remaining considered the vulnerabilities as ‘low’.
- The participants found the training programme useful for the mainstreaming disaster management in their departments and developing Department DM Plans.
- Participants were highly encouraged by the clarity of presentations, subject matter training programme and the overall arrangements of the event.



How do you rate your understanding of the following Topics: -



1.2 Child centred risk - consultation workshop at the state level

In today's dynamic world, crises are on the rise, becoming more intricate, prolonged, and significantly impacting a growing number of children. Climate change and various disasters, from pandemics to environmental hazards, compel children to leave their homes, miss out on education, and suffer from illnesses. Evaluating the resilience factor of the child population amidst diverse disasters and integrating disaster risk reduction activities into developmental initiatives must become a top priority to shape a robust future generation.

Recognizing the urgent need to address these challenges, The Child Centered Risk

Assessment (CRIA) workshop was held on January 25, 2024, in collaboration with UNICEF and the Kerala State Disaster Management Authority, aimed to integrate government institutions. The focus was on identifying child-centered risks and conducting assessments to better understand and address challenges. A total of 28 attendees representing 12 different departments/institutions attended the sessions.



Workshop Phases: In the initial phases of the workshop, the focus was on fostering a comprehensive understanding of each department's perspective on children's risks. The objective was to make participants aware of the necessity and urgency for childcentered risk assessment, considering the rising frequency and impact of disasters.

Key Presentations:

- The workshop was inaugurated by Dr. Sekher L Kuriakose, Member Secretary of KSDMA, who emphasized the importance of inter-departmental collaboration in disaster management. Dr. Kuriakose highlighted the need to ensure child safety by identifying and assessing risks and welcomed participating departments to contribute new projects related to child-centered risk assessment.
- Dr. Mahendra Rajaram, Risk and Resilience Officer at UNICEF, provided insights into child-centered risk-informed planning, explaining concepts and approaches and how they complement child-centered risk assessment.
- Dr. K B Valsalakumari, former Principal Secretary, offered a detailed talk on the Kerala perspective of child-centered risk impact assessment, covering Kerala's current position in CRIA, achievements to date, and expectations for the successful initiation and management of CRIA.
- In the afternoon session, Mr Sarbjit Singh Sahotta, Disaster Risk Reduction Specialist, UNICEF India delivered a presentation on 'Guidelines for Child Centred Risk Informed Programming'. He began his presentation by clearly stating the rationale behind mainstreaming such a process across the departments and institutions for the wellbeing of the children. This is

of paramount importance in the context of widening uncertainties in climate and environmental factors. Children are a significant demographic group with special needs, vulnerabilities and capacities. Their vulnerabilities indeed act as good indicators of larger challenges. Children have invaluable contributions to make and they do have the right to participate in governance processes concerned to their future.

The Risk-informed Programming aims to help institutions and better assess and manage risks focussing on children. Risk informed programming aims at adjustment in routine development activities such as planning, design, implementation, monitoring etc. by department/institution considering shocks and stresses focussing on the vulnerable population especially children. The guidance for risk informed programming complements and supports the department/institution on Disaster Risk Reduction, Climate Change Adaptation, Social Protection, Emergency Preparedness and Peacebuilding. Thus, child centred risk informed programming brings a childcentred, risk-informed approach to both the humanitarian action and development programming.



He described the process of risk informed programming by detailing the merits of such an approach, the bottlenecks and cautionary related to this. He cited different examples related to various themes/departments related to different hazards. This session aided the participants – officials from various departments – to think and initiate such an approach in their own departments.

Departmental Perspectives: Prior to expert contributions to the methodology for child-based risk assessment, each department presented its perspective on childbased risk review. These presentations included a

list of various disasters/accidents faced by children, situations where services provided to children were disrupted, incidents and emergencies of accidents, monitoring/review systems, and various services planned or provided to children.

Moderation and Expert inputs:

- The presentation sessions were expertly moderated by UNICEF consultant Joe John George. Following this, UNICEF disaster risk mitigation expert Sarabjit Singh Sahota provided a comprehensive description of child-based disaster risk descriptive planning, emphasizing the imperative, need, and approach to such planning.
- The workshop was moderated by Dr. Pratheesh C Mammen, Program Coordinator at UNICEF-KSDMA and setting the tone for the workshop. Dr. Midhila Mallika, State Project Officer, KSDMA, delivered the concluding remarks. Also present were Cint Mathew, Social Capacity Building Specialist, Anagha E, Rural Development Specialist from KSDMA, and Aishwarya, Proposal and Impact Analyst from SEEDS.



The sessions fostered active engagement and collaboration among participants. It served as a platform to enhance understanding and raise awareness, contributing to a comprehensive approach to child-centred risk assessment and ensuring the wellbeing of children amidst increasing disasters.

The CRIA workshop served as a platform to enhance understanding, raise awareness, and foster collaboration among different departments. The event aimed to ensure a comprehensive approach to child-centered risk assessment, contributing to the collective effort to safeguard the well-being of children in the face of increasing disasters.

Five-Day Residential Workshop on Psychosocial support through Art-Based Approaches

(December 9th –13th, 2024)

Kerala has witnessed recurrent natural disasters such as floods, landslides, and public health emergencies, which have had significant psychosocial impacts on children and communities. Children, in particular, are vulnerable to emotional distress, trauma, and disruptions in their sense of safety and routine during and after such crises. Recognizing the need for structured, child-centred psychosocial interventions, a five-day residential workshop was organized to build the capacity of frontline professionals working with children.



The workshop was collaboratively organized by the Kerala State Disaster Management Authority (KSDMA), UNICEF, and Loyola College of Social Sciences. The programme aimed to strengthen psychosocial support mechanisms for children through the integration of expressive and creative art-based approaches in post-disaster and crisis contexts.

The primary objectives of the workshop were

- i. introduce expressive arts as an effective medium for psychosocial support for children affected by disasters and adverse situations
- ii. enhance participants' understanding of children's emotional needs during crises
- iii. build skills in emotional awareness, regulation, and resilience-building through creative methods
- iv. strengthen facilitation skills and ethical practices in psychosocial interventions
- v. equip participants with the ability to design context-specific, child-friendly psychosocial sessions using art-based approaches



The workshop was attended by employees from the Women and Child Development (WCD), Integrated Child Development Services (ICDS) and Kudumbashree mission, primarily professionals with backgrounds in psychology and social work. Members from Loyola Extension Services also participated. The diverse professional backgrounds of the participants enriched discussions and facilitated peer learning, collaboration, and the exchange of field-based experiences.

The sessions were facilitated by Ms. Krishnendu B. S., practitioner in Dance/Movement Psychotherapy, Social Work, and Counselling and Mr. Zuhail Babu P., Expressive Art Therapist. In addition, Dr. Ammu Lukose, faculty from Psychology Department, facilitated a focused session on Psychological First Aid (PFA), contributing practical insights into crisis response and emotional support.

The workshop adopted an experiential, participatory, and reflective learning approach. Each day followed a structured format that included opening and closing rituals using play and movement, experiential activities grounded in expressive arts, individual reflection and group discussions, ethical and theoretical inputs, practical application through session planning and presentations. The workshops emphasized body awareness, emotional expression, safety, trust-building, and mindfulness, ensuring a holistic learning experience.



Day-wise proceedings

Day 1 – Inauguration and Foundation Building (December 9)

The workshop commenced with an inaugural session led by Dr. Joy Elamon, Member, KSDMA. The inaugural address focused on the psychosocial impact of disasters on children in Kerala, setting the broader context and relevance of the programme.



The facilitators introduced themselves, followed by interactive activities designed to help participants get acquainted. Ground rules were collaboratively established to ensure a safe, respectful, and participatory learning environment. An overview of the history of creative arts and their role in contemporary psychosocial practice was presented. Rapport-building activities emphasized trust, teamwork, body awareness, and engagement. The day concluded with participant reflections, feedback, and a closing ritual.

Day 2 – Emotional Awareness and Psychological First Aid

The second day began with the opening ritual. Activities focused on enhancing emotional awareness, expression, and regulation, along with mindfulness and interpersonal connection. Through structured writing prompts, participants explored core values and ethical principles essential for providing psychosocial and emotional support, especially in vulnerable contexts.



Later in the day, Dr. Ammu facilitated an in-depth session on Psychological First Aid (PFA), equipping participants with practical strategies to provide immediate emotional support during crises. The day concluded with the closing ritual.

Day 3 – Self-Reflection, Safety, and Healing Through Art

The third day focused on self-awareness and personal reflection. The activity “Knowing Myself” encouraged

participants to explore their emotional responses, personal triggers, coping strategies, and values.

The Bubble Activity helped participants understand the concept of personal safety and boundaries. This was followed by “Art from the Broken,” an expressive exercise emphasizing healing, acceptance of imperfection, and creative transformation.

Facilitators also emphasized the importance of self-care, guiding participants on developing sustainable self-care practices. The day concluded with consolidation of learning and the closing ritual.



Day 4 – Facilitation Skills and Session Design

The fourth day began with reflective activities focused on group dynamics and facilitation roles. Participants examined their own facilitation styles, compared them with past experiences, and reflected on the qualities of effective facilitators.

The Obstacle Walk activity highlighted adaptability, resilience, and problem-solving skills required in facilitation. A group discussion followed, focusing on facilitation challenges and skill development.

Participants then worked in groups to design art-based psychosocial session plans. Scenarios included interventions for children:

- Two days, one week, and one month after a disaster
- In contexts such as floods, landslides, COVID-19, and individual crises

Groups developed one-hour, half-day, and full-day session plans, incorporating needs assessment, objectives, and ethical considerations. The day concluded with reflections and the closing ritual.

Day 5 – Presentations and Valedictory Session

The final day began with group presentations of the session plans. Each presentation was followed by peer feedback and facilitator inputs. Participants reflected on challenges encountered during planning and emphasized the importance of supervision and the role of supervisors in psychosocial facilitation.



Discussions also addressed:

- Challenges and limitations of art-based approaches
- Ethical considerations
- Best practices, including dos and don'ts in psychosocial interventions

The valedictory session was graced by Dr. Sekhar Lukose Kuriakose, Member Secretary, KSDMA,

and Mr. Mahendra, Risk and Resilience Officer. Two participants shared their experiences of the workshop, followed by reflections from the facilitators.

Certificates were distributed to all participants. The programme concluded with a vote of thanks by Dr. Ammu Lukose, Head of the Department of Counselling Psychology, Loyola College, Trivandrum, and a symbolic candle-lighting ceremony.

The five-day residential workshop successfully met its objectives of building capacity among professionals working with children in disaster and crisis contexts. Through experiential learning, reflective practice, and practical application, participants gained valuable skills and insights into using art-based approaches for psychosocial support. The collaborative effort of KSDMA, UNICEF, and Loyola College of Social Sciences significantly contributed to strengthening child-centred psychosocial interventions in Kerala.



1. Funding

1.1 July 2023 to Feb 2024

- Funds released - ₹5,11,800/-
- May 2024 funds expended - ₹7,04,149/- + ₹1,17,901/- = ₹ 8,22,050/-
- The balance amount expended by KSDMA was reimbursed by UNICEF

1.2 Sep 2024 to Feb 2025

- Funds released – ₹6,23,000/-
- Funds expended - ₹ 7,48,792/-
- The balance amount expended by KSDMA was reimbursed by UNICEF

1.3 Audit satisfaction report by UNICEF



Kerala State Disaster Management Authority - KSDMA <keralasdma@gmail.com>

Audit - satisfaction report 2024 - reg

Mahendra Rajaram <mrajaram@unicef.org>

27 January 2026 at 13:14

To: Kerala State Disaster Management Authority <keralasdma@gmail.com>, Pratheesh C Mammen <pratheeshmammen@gmail.com>

27th Jan 2026.

To,
The Member-Secretary,
Kerala State Disaster Management Authority,
Government of Kerala,
Trivandrum -Kerala.

Dear Dr. Sekar,

Sub:

1. Fund Utilization for Period (July 2023 to Feb 2024).
2. Fund Utilization for Period (Sep 2024 to Feb 2025)

The partnership between Kerala SDMA and UNICEF emphasized on resilience building leading to the safety and well-being of children and women.

For the period July 2023 to Feb 2024, an amount of Rs. 8,22,050/- (Rupees Eight Lakhs, Twenty-Two Thousand and Fifty Only) and for the period Sept 2024 to Feb 2025 an amount of Rs. 7,48,792/- (Rupees Seven Lakh, Forty-Eight Thousand, Seven Hundred and Ninety Two Only) was released to support activities related to Art Based Counselling, Child Friendly Spaces in Shelters, Risk Governance, Capacity Building, School Safety, Evidence Building, and Knowledge Management, as per the agreed program plans.

The FACE forms (Utilization Certificates) for the funds utilized during the above-mentioned periods were duly submitted to UNICEF. Programmatic reviews were conducted regarding the agreed activities for the respective periods. Based on the progress, UNICEF has continued its partnership with the Kerala State Disaster Management Authority.

UNICEF values its partnership with the Government of Kerala through KSDMA to enable us to reach every children who are most vulnerable and in need. The partnership is committed to continue in strengthening disaster risk reduction and resilience initiatives of the State.

With sincere regards,

Mahendra Rajaram, PhD,
Disaster Risk and Resilience Officer (South)