



SCHOOL DISASTER RISK MANAGEMENT GUIDELINES

for Southeast Asia

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Save the Children



GUIDELINES

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INTRODUCTION

Southeast Asia is a region known for its diverse culture, ethnicity, history, and natural heritage. It consists of two main geographical areas: the mainland Southeast Asia comprising Cambodia, Lao PDR, Myanmar, Thailand, Vietnam and peninsular Malaysia; and the insular Southeast Asia comprising Brunei, east Malaysia, Timor-Leste, Indonesia, the Philippines, and Singapore. Except for Timor-Leste, all countries of Southeast Asia are members of the Association of Southeast Asian Nations (ASEAN).

Southeast Asia is one of the fastest growing regions in terms of population and economic growth. However, the region is also highly vulnerable to impacts of natural hazards. The high incidence of disasters in the region has adversely affected the efforts put forward by each government in their bid towards achieving sustainable development goals, with the education sector as being one of the most vulnerable sectors affected by catastrophic events brought about by natural hazards.

In 2009, all ten ASEAN member states ratified and put into force the ASEAN Agreement on Disaster Management and Emergency Response (AADMER). This legally binding instrument outlines the regional framework for collaboration, cooperation and coordination in all disaster management concerns in ASEAN. To translate the AADMER into concrete actions, the AADMER Work Programme 2010-2015 was adopted and served as a rolling plan for the coordinated disaster risk management in the region. In 2013, the ASEAN Committee on Disaster Management (ACDM) endorsed the ASEAN Safe School Initiative (ASSI) and was identified as one of the priority strategies under the Phase 2 implementation of the AADMER Work Programme 2010-2015.

ASSI is a unique partnership between the education and disaster management sectors, as well as civil organizations including Plan International, Save the Children, Mercy Malaysia, and World Vision. It aims to make schools safer by promoting a comprehensive approach to school safety. Specifically, its objectives include: 1) strengthening advocacy to increase resources and funding, tools, local expertise and guidance for the Safe Schools Initiatives in the ASEAN region; and 2) improving capacities at national level through inter-agency collaboration and the use of the Comprehensive School Safety Framework.

As an input to improving technical and institutional capacities of ASEAN member states, ASSI, in partnership with SEAMEO INNOTECH, resolved to develop a set of School Disaster Risk Management Guidelines for Southeast Asia. The Guidelines - complementing SEAMEO INNOTECH's *Toolkit for Building Disaster-Resilient School Communities in Southeast Asia* - are expected to bring together and harmonize existing content, work completed, and lessons learned in the region on school-based disaster risk management suitable for sharing with, and adoption and adaptation in ASEAN member states.

SETTING THE CONTEXT: REGIONAL OVERVIEW

Overview of Disasters in SEA

Natural or man-made, risks are generally a combination of three different factors affecting the social, economic, political and environmental aspects of life: 1) the hazards, 2) exposure to the hazards, and 3) the vulnerability of the people and infrastructures exposed¹.

Due to its geographic location and physical features, Southeast Asia has been highly exposed to natural hazards such as cyclone/typhoon, earthquakes, tsunami, landslides, drought, and flood. Countries like the Philippines and Vietnam are frequently visited by storms (typhoons/cyclones) annually leaving recurrent damage to many communities. Those living along the lower Mekong delta are affected by the annual swelling of the Mekong River during monsoon leaving hundreds of families homeless. Indonesia, the Philippines, and some parts of Malaysia, lying along the global ring of fire, often experience volcanic eruptions and earthquakes, which trigger secondary hazards such as tsunami, landslides and fire.

Along with these natural hazards, human-induced disasters also pose a significant threat to countries in the region. Transportation accidents, mining accidents, toxic waste disposal accidents, and conflict-related emergencies have affected countries in the ASEAN region in the past few years. More recently, fires caused by 'slash and burn' practices of farmers for clearing forested areas for agricultural plantations caused a severe haze pollution in the region.

1 Disaster Risk Management in South Asia: A Regional Overview. (2012).

Table 1. Types of Hazards in Southeast Asia

Country	Natural Hazards (arranged from most frequent to less frequent occurrence)	Man-Made Hazards
Brunei Darussalam	Floods and landslides	Toxic haze and wildfires
Cambodia	Floods, droughts, epidemic diseases and storms	Landmines
Indonesia	Earthquakes, landslides, floods, and volcanic eruptions	Fires, road accidents, toxic haze and wildfires
Lao PDR	Floods, epidemic diseases and storms	Landmines (unexploded ordnance)
Malaysia	Floods, landslides and storms	Toxic haze and wildfires
Myanmar	Floods, storms, landslides, earthquakes and epidemic diseases	Armed conflicts, landmines (unexploded ordnance)
Philippines	Storms, floods, landslides, volcanic eruptions, earthquakes, and epidemic diseases	Armed conflict
Singapore	Epidemic diseases	Toxic haze and wildfires
Thailand	Floods, storms, drought, epidemic diseases and earthquakes	Armed conflict
Timor-Leste	Storms, floods, earthquakes and landslides	Armed conflict (civil unrest and military disturbance)
Vietnam	Floods, storms and epidemic diseases	Toxic haze and wildfires
All countries	Floods, storms, epidemic diseases, landslides, earthquakes, volcanic eruptions and droughts.	Toxic haze, wildfires, armed conflict, landmines, fires, transport.

Source: Country paper presentation, Regional Conference on Education in Emergencies and Disaster Preparedness, 10-12 December 2013, Philippine Department of Education.

Figure 1. Most Frequent Natural Hazards in SEA

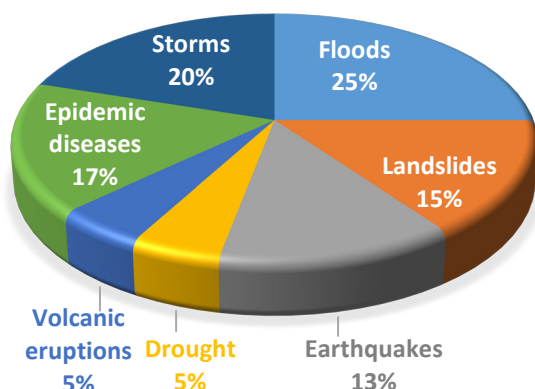


Figure 2. Most Frequent Human-Induced Disasters in SEA



Source: Country paper presentation, Regional Conference on Education in Emergencies and Disaster Preparedness, 10-12 December 2013, Philippine Department of Education

Moreover, many Southeast Asian countries are facing the challenge of having to address threats posed by the ever more frequent and severe natural hazards while managing the numerous challenges that increasing urban migration patterns and population growth bring about.

Rapid urbanization is generally accompanied by a growing number of informal settlements, social alienation and environmental pollution. The high concentration of people, economic activities, and services in a relatively small area also makes a profound impact on the urban society and economy².

Recognizing the need to address the concern on intensifying impacts of disasters to development, Southeast Asian countries have started prioritizing programs and projects to reduce disasters through prevention, mitigation, and establishment of early warning systems, among others, to prevent loss of life and damage due to the disasters. Acknowledging that disasters are not a unique occurrence, and a major paradigm shift has taken place in the region's disaster management systems. The conventional focus limited to disaster relief and recovery has been set aside and emphasis is now being given to cultivating a culture of preparedness, mitigation, rehabilitation, and reconstruction.

More recently, the ASEAN region has affirmed its commitment to disaster risk reduction with the adoption of the Sendai Framework for Disaster Risk Reduction (SFDRR) 2015-2030 on March 18, 2015. The SFDRR, which is the successor instrument for the Hyogo Framework for Action 2005-2015, specifically highlights the need to protect health and well-being, a common concern for disaster risk reduction, climate change adaptation, and plans to attain sustainable development.

² Yap, Kio Sheng. Urban Challenges in Southeast Asia. UN ESCAP. 2011.

Impact of Disasters on the Education Sector

The cumulative effects of recurring small and moderate hazards (such as storms, fires, drought, landslides) and the potential for infrequent but utterly devastating cyclones, earthquakes, volcanoes, tsunamis, and pandemics pose real threats to the education sector.

In Cambodia, flooding of up to at least a meter high makes schools inaccessible, resulting in learners dropping out of school. In Lao PDR, a growing number of students are increasingly exposed to floods, landslides, cyclones, wild fire, food security issues, and other natural hazards. These disasters cause damage to school buildings, loss of furniture, learning materials and equipment, resulting in disruption of the education program.

An estimated 20,000 children in Myanmar are not able to go to school in conflict areas causing them to lag behind in their lessons for at least a year. In Indonesia, more than 70% of schools were reported to be prone to earthquake. Out of 1.2 million elementary, junior and senior secondary schools in the country, almost 223,000 were reported to be lightly damaged in 2012 and almost 345,000 were severely damaged in 2013³.

In 2013, typhoon Haiyan hit the Philippines and extensively damaged the Eastern Visayas region where about 50%, or 840 of 1,665 schools were affected; 6,018 classrooms were partially damaged; and 1,567 classrooms were totally destroyed⁴.

Physical impacts of hazards on students and school staff are most appalling when students, teachers, and other school personnel are injured or killed due to unsafe schools. Physical impacts on school infrastructure, facilities, and equipment represent tremendous waste of government, donor, and community investments. Classrooms, sanitation facilities, equipment and supplies are damaged and become out of use; access to schools becomes not possible or unsafe. Such conditions require costly repair or replacement.

Disaster impacts on educational continuity of students become apparent in the absence of a sound education continuity plan, such as alternative locations and delivery mechanisms, in the event of a disaster. Often, schools are used as emergency shelters. This raises challenges of disruption to classes, shortage of and damage to facilities, pollution and unsanitary conditions, and disturbance to the learning environment and daily learning practices of students. Large numbers of students are excluded from enjoying their rights to education when the learning environment becomes inaccessible. Economic impacts on school enrolment account for delays in matriculation that make it challenging for families to support children to continue and complete their education. Finally, psychosocial impacts on students and school staff may be critical where resiliency has not been developed or where school school-communities are ill-prepared to deliver psychological first aid resulting in slow recovery⁵.

3 Country Paper Presentations, Regional Conference on EiE and Disaster Preparedness, 10-12 December 2013, Philippine Department of Education.

4 SEAMEO INNOTECH (2014). The Children could not Wait. Lessons from the Field.

5 Working Paper on Global Framework for Comprehensive School Safety for SEAMEO High Officials Meeting. November 2012.

UNDERSTANDING THE SCHOOL DISASTER RISK MANAGEMENT (SDRM) GUIDELINES

Background

Until a few years ago, disaster relief and response were the major intervention areas whenever sudden events disrupted the functioning of society and overwhelmed available self-help capabilities. When a disaster hits a country, the economic momentum is halted, national assets and resources are damaged and destroyed, and the quality of life of the people suffer from deaths, injuries, losses, and disruption of basic social services. Due to these evident direct impacts of disasters to development, the international call to reduce or prevent disasters to achieve sustainable development has become stronger. This prompted the United Nations International Strategy for Disaster Reduction (UNISDR) to seek building resilient communities by promoting the importance of disaster reduction as an integral component of sustainable development. This initiative brought the shift from the reactive approach in dealing with disasters to a more proactive prevention and mitigating actions to reduce disaster risks - a shift from the 'culture of reaction' to a 'culture of prevention'.⁶

As a human right to develop one's potentials and capabilities, education is one of the major priorities for sustainable development. However, education is threatened particularly during times of emergencies or disasters. With this, implementing disaster risk reduction is crucial and strengthening the participation of key education stakeholders (e.g., government leaders, educators, students, parents, members of the school-community) in risk assessment, disaster prevention and mitigation, and preparation for response and recovery is needed to ensure safety of school-communities⁷.

Building upon the initial work done under the Hyogo Framework for Action (HFA) set out to be implemented from 2005 to 2015, representatives from the 187 United Nations Member States adopted the Sendai Framework for Disaster Risk Reduction 2015-2030 on March 18th, 2015⁸. While the HFA "has been an important instrument for raising public and institutional

6 Annan, K. (1999). Facing the Humanitarian Challenge: Towards a Culture of Prevention. United Nations General Assembly. A/54/1. UN, New, York.

7 EU Communication, (2001), Linking Relief, Rehabilitation and Development - An assessment.

8 World Conference adopts a new international framework for Disaster Risk Reduction after Marathon

The Sendai Framework for Disaster Risk Reduction (SFDRR) 2015-2030

Outcome: The substantial reduction of disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries.

Goal: Prevent new and reduce existing disaster risk through the implementation of integrated and inclusive economic, structural, legal, social, health, cultural, educational, environmental, technological, political and institutional measures that prevent and reduce hazard exposure and vulnerability to disaster, increase preparedness for response and recovery, and thus strengthen resilience.

Priorities for Action:

- Priority 1: Understanding disaster risk
- Priority 2: Strengthening disaster risk governance to manage disaster risk
- Priority 3: Investing in disaster risk reduction for resilience
- Priority 4: Enhancing disaster preparedness for effective response and to “Build Back Better” in recovery, rehabilitation and reconstruction.

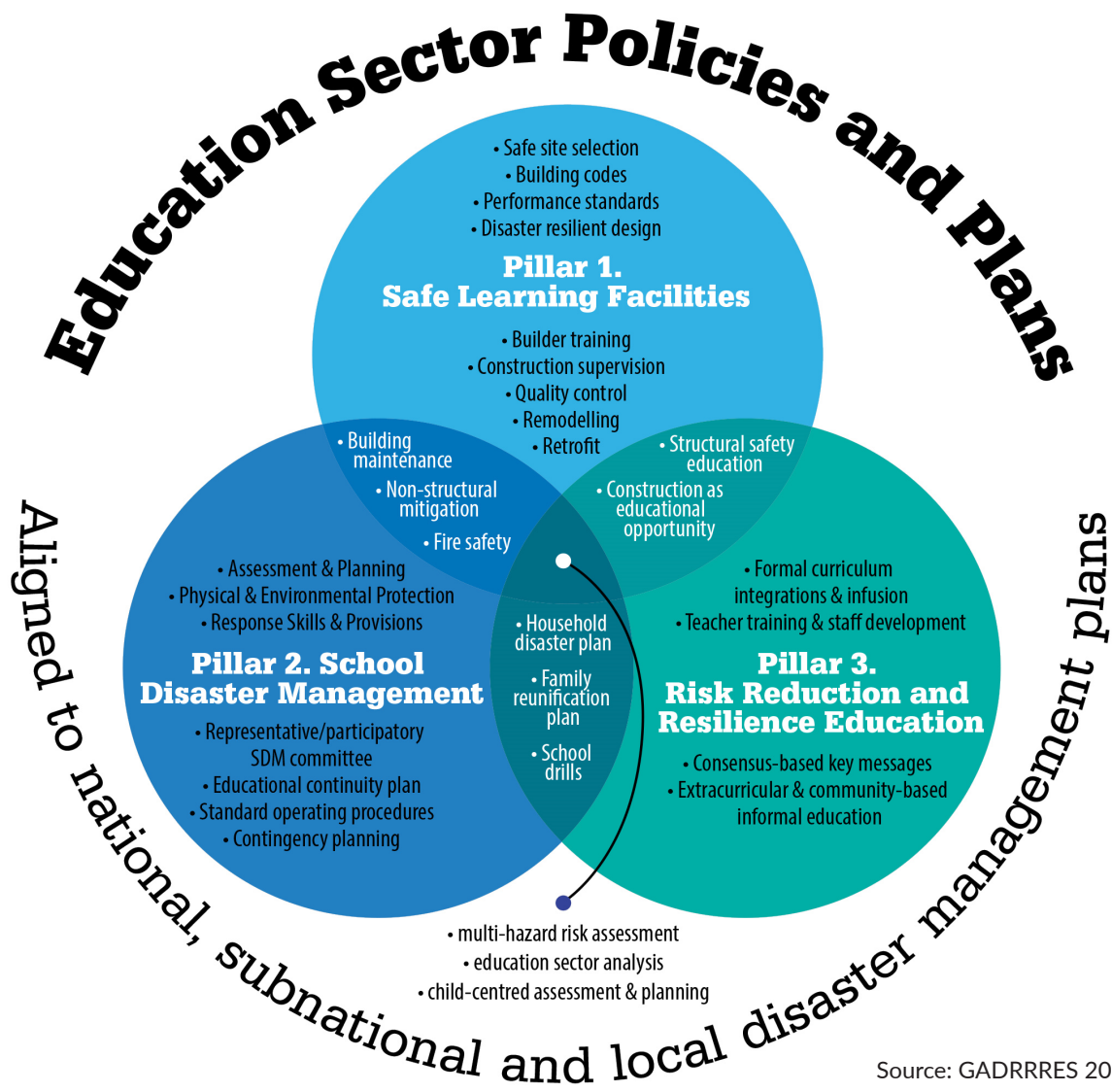
awareness, generating political commitment and focusing and catalyzing actions by a wide range of stakeholders at all levels” (Sendai Framework for Disaster Risk Reduction 2015-2030), the SFDRR is a forward-looking and action-oriented framework focusing on people-centered preventive approach to disaster risk. The SFDRR highlights the need for improved understanding of disaster risk, strengthening disaster risk reduction and management, and focusing more on disaster preparedness and post-disaster efforts.

On the other hand, the **Comprehensive School Safety (CSS) Framework**⁹ is designed to support and guide disaster risk reduction (DRR) and resiliency management in the education sector. The framework was developed in 2012 by the members of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) and is now used by many governments and civil society organizations in their school safety interventions and programming.

Negotiations. Press release, 18 March 2015 – UNISDR 2015/19.

9 Comprehensive School Safety Framework (March, 2013).

Figure 3. Comprehensive School Safety Framework



Source: GADRRRES 2015

The CSS Framework innovates in taking child-centered all-inclusive approach to promote school safety as a priority area for sustainable development, risk reduction and resiliency. Specifically, the CSS Framework is aimed at protecting students, school staff, and school properties from adverse impacts of disasters; ensuring continuous access to education even at times of emergencies; and building up disaster risk reduction and resilience of school-communities through education. The framework builds on three main pillars as basis for intervention: 1) safe learning facilities, 2) school disaster management, and 3) risk reduction and resilience education. Multi-hazard risk assessment is a central element supporting the planning for CSS. It provides the necessary evidence to guide identification of needs and formulation and implementation of appropriate programs to fill in the gaps toward school safety.

Three Pillars of Comprehensive School Safety

1. Safe Learning Facilities involves education authorities, planners, architects, engineers, builders, and school community members in safe site selection, design, construction and maintenance (including safe and continuous access to the facility). The key responsibilities for both public and private schools are to:
 - Select safe school sites and implement disaster-resilient design and construction to make every new school a safe school.
 - Implement prioritization schema for retrofit and replacement (e.g., including relocation of unsafe schools).
 - Minimize structural, non-structural and infrastructural risks to make buildings and facilities for survival and evacuation.
 - Incorporate access and safety for people with disabilities in design and construction of school facilities.
 - Design schools, if planned as temporary community shelters, to meet these needs, and be sure to plan for suitable alternate facilities for educational continuity.
 - Ensure that children's access to schools is free from physical risks (e.g., pedestrian paths, road and river crossings).
 - Adapt water and sanitation facilities to potential risks (e.g., rain-fed and lined latrines).
 - Implement climate-smart interventions to enhance water, energy and food security (e.g., rainwater harvesting, solar panels, renewable energy, school gardens).
 - Plan for continuous monitoring, financing, and oversight for on-going facilities maintenance and safety.
2. School Disaster Management is established via national and sub-national education authorities and local school communities (including children and parents), working in collaboration with their disaster management counterparts at each jurisdiction, in order to maintain safe learning environments and plan for educational continuity, conforming to international standards. The key responsibilities are to:
 - Establish national and/or sub-national level committee and full-time focal point(s) leading comprehensive school safety efforts.
 - Provide policies, guidance at sub-national and school-site levels for on-going site-based assessment and planning, risk reduction, and response preparedness as part of normal school management and improvement.
 - Develop, train, institutionalize, monitor and evaluate school committees. These should be empowered to lead identification and mapping of all hazards inside and outside school and community and action-planning for on-going risk reduction and preparedness activities. Encourage participation of staff, students, parents and community stakeholders in this work.
 - Adapt standard operating procedures as needed, for hazards with and without warnings, including: drop, cover, and hold, building evacuation, evacuation to safe haven, shelter-in-place and lockdown, and safe family reunification.

- Engage schools in making early warning and early action systems meaningful and effective.
 - Establish national and sub-national contingency plans, based on the Interagency Network for Education in Emergencies (INEE) Minimum Standards (2010), to support educational continuity, including plans and criteria to limit the temporary use of schools as temporary shelters.
 - Identify alternate locations for temporary learning spaces and alternate modes of instruction.
 - Incorporate the needs of pre-school and out-of-school children, children with disabilities, and both girls and boys.
 - Link education sector and disaster management sector, and public safety policies and plans at each level of social organization (national, sub-national levels, and local and school-site level) and establish communication and coordination linkages across sectors.
 - Practice, critically evaluate, and improve on response preparedness, with regular school-wide and community-linked simulation drills. Adapt standard operating procedures to specific context of each school.
3. Risk Reduction and Resilience Education should be designed to develop a culture of safety and resilient communities. Key responsibilities are to:
- Develop consensus-based key messages for reducing household and community vulnerabilities, and for preparing for and responding to hazard impacts as a foundation for formal and non-formal education
 - Engage students and staff in real-life school and community disaster management activities, including school drills for fire (and other hazards, where applicable).
 - Develop scope and sequence for teaching about critical thinking for all hazards.
 - Infuse risk reduction throughout the curriculum and provide guidelines for integration and risk reduction and resilience into carrier subjects.
 - Develop quality teaching and learning materials for students and teachers. Address all dimensions of climate-smart risk reduction education: disaster mechanisms, key messages for safety and preparedness, understanding risk drivers and mitigating the consequences of disasters, building community risk reduction capacity and a culture of safety and resilience, and learning to live together.
 - Provide teacher training for both teachers and teacher trainees on risk reduction curriculum materials and methodologies.
 - Develop strategies to scale-up teacher involvement for effective integration of these topics into formal curriculum as well as non-formal and extra-curricular approaches with local communities.

Source: United Nations International Strategy for Disaster Reduction and Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector. Comprehensive School Safety.

It is against this background, and guided by two overarching frameworks – the *Sendai Framework for Disaster Risk Reduction 2015-2030* and the *Comprehensive School Safety Framework* – that the **School Disaster Risk Management (SDRM) Guidelines** have been developed.

School Disaster Risk Management is the process of assessment and planning for physical protection, response capacity development, and educational continuity at the school level, as well as at the education sector administrative level.

While the SDRM Guidelines touches on all three pillars of the CSS Framework, much focus is given on **Pillar 2: School Disaster Management**, highlighting the involvement of children, and the school-community in general, in developing the School Disaster Risk Management Plan.

It is ideal that all disaster management programs of the education sector at the global, regional, national, and local levels are aligned with both the Sendai Framework for Action and the Comprehensive School Safety Framework. The set of SDRM Guidelines is rooted on these two guiding frameworks and ensures that the activities/practices described in the guidelines are aligned with the goals identified by both frameworks.

Purpose and Target Audience

The **School Disaster Risk Management (SDRM) Guidelines** have been crafted to support school-based risk assessment and planning, educational continuity planning, and development of response skills (such as standard operating procedures, incident command systems in case of hazards) and response provisions (such as temporary and locally built learning facilities) – all of which form the **School Disaster Risk Management Plan**. The SDRM Guidelines aim to reduce the impact of disasters on the school's environment, physical construction, as well as to avoid possible impacts on the students' learning outcomes.

To achieve this, the **SDRM Guidelines** attempt to harmonize existing school safety template documents with existing global and regional approaches in order to come up with a common set of standards that can be adopted and adapted in Southeast Asian countries. It is hoped that the guidelines are simple and straightforward, ready for broad consumption by education sector decision-makers and managers at all levels.

The **SDRM Guidelines** are intended for school administrators, teachers, support staff, and other individuals involved in emergency and disaster management at school and local community levels.

Guide to using the SDRM Guidelines

The SDRM Guidelines compose four sections. The first section, the **SDRM Guidelines** itself, presents the common principles and standards in school disaster risk management discussed in a step-by-step manner, including a discussion on the roles and responsibilities of the School Disaster Risk Management Committee and School DRM Focal Point. The end goal is to develop a **School Disaster Risk Management Plan** that will guide the school in achieving comprehensive school safety.

To develop the SDRM Plan, the SDRM Guidelines are supported by relevant **tools** and **activities** presented in the second and third sections, respectively. **Tools** are provided to facilitate implementation of SDRM – from assessing risks, planning for safety and educational continuity, implementing your plan, monitoring and evaluating your plan, to reaching out and sharing your plan.

Child-centered, participatory **activities** are meant to engage students, teachers, and the school-community to actively participate in school disaster management. The activities can be used for both classroom learning and informal setting. Suggested content areas (e.g., language arts; science and mathematics; social studies, history and geography; fine arts and performing arts; life skills; afterschool clubs) and grade levels (e.g., early childhood, early primary, late primary, early secondary, late secondary) where an activity might be most appropriate to be introduced are indicated in each activity.

Content Areas	Grade Levels
Language Arts	Early Childhood (Pre-school)
Science and Mathematics	Early Primary (Gr. 1 – Gr. 3)
Social Studies, History, Geography	Late Primary (Gr. 4 – Gr. 6)
Fine Arts and Performing Arts	Early Secondary (Gr. 7 – 10)
Life Skills	Late Secondary (Gr. 11 – 12)
Afterschool Clubs	

The fourth section contains **country profiles** that briefly describe the strengths and challenges of each Southeast Asian country. A number of **case stories** are also provided to illustrate simple, practical, and easy-to-replicate good practices of school-based disaster risk management.

The SDRM Guidelines ensures the involvement of children and the school-community in all aspects of the development of the **SCHOOL DISASTER RISK MANAGEMENT PLAN**.

The SDRM Guidelines is generally suitable for schools with 100 students or more. Nonetheless, a number of activities and planning forms can easily be adapted for schools with smaller population.

The different sections of this Guidelines are presented with a few more familiar icons. These are made available to highlight **tips** or **key learning points** that may facilitate understanding of some ideas.



Tips



**Key Learning
Point**

The icon below appears in certain sections of the SDRM Guidelines that suggest using a tool that is related to an activity. The icon also appears in the Tools and Activities sections to easily identify tools and activities that are related.



Contextualizing the SDRM Guidelines

The SDRM Guidelines have been designed to be a practical tool that will assist schools in achieving comprehensive school safety. However, it should be kept in mind that hazards, vulnerable conditions, and even capacities, differ from one school to another. The tools and activities suggested in the guidelines serve as templates to facilitate the development of School Disaster Management Plan. These can be modified or adjusted to suit different circumstances of different schools.

There are eight key considerations that every school should take note of when contextualizing the tools and activities as laid out in the following matrix:

Key Considerations	Things to Know	Customizing the Tools or Activities
1. Types of hazards faced by the school-community	<ul style="list-style-type: none"> • One major hazard, e.g., flood in Mekong river basin • Two prevalent hazards, e.g., alternating flood and drought • Primary and secondary hazards, e.g., earthquake and landslides, heavy rain/storm and flashflood/landslides, volcanic eruption and haze, earthquake and tsunami • Non-natural hazards, e.g., leakage of toxic substances, air pollution, water contamination, road safety, waste management • Climate change-related issues • Hazards related to environmental degradation 	<ul style="list-style-type: none"> • Keep in mind that different types of hazards cause different impacts and require different DRM capacities. • Be aware that risk assessment and planning should be based on sufficient knowledge and understanding of hazards, vulnerabilities, and even capacities of the school. • Use this knowledge and understanding in customizing assessment and planning tools and/or activities.

Key Considerations	Things to Know	Customizing the Tools or Activities
2. Types of school	<ul style="list-style-type: none"> Government schools under different agencies, e.g., early childhood education under social service departments, basic education under ministries of education, municipal schools under local government administration, religious schools under monasteries, vocational schools Private schools Schools run by charitable organizations or foundations Exclusive boys or girls' schools Special education schools for children with physical or mental disability Alternative learning systems 	<ul style="list-style-type: none"> Coordinate with responsible agencies or organizations to review applicability of tools and/or activities. Discuss modifications as necessary while adhering to standardization to enhance risk information at the regional and national levels.
3. Setting	<ul style="list-style-type: none"> Schools in metropolitan or urban areas, e.g., schools in capital cities or provincial centers Schools in sub-urban areas Schools in rural areas Schools in remote areas, e.g., hillside, border areas Schools in conflict areas School surroundings, e.g., rivers, busy roads, cliffs 	<ul style="list-style-type: none"> Tools and/or activities can be modified such that it reflects assessment of and planning for varying vulnerabilities and capacities. More assessment and planning items can be included for schools having complex vulnerable factors.

Key Considerations	Things to Know	Customizing the Tools or Activities
4. School features and facilities	<ul style="list-style-type: none"> • School site and design • Construction specification • Materials • Additional features or modification of existing structures • Load bearing • Number of floors and floor plan • Other facilities such as canteen, playground, gymnasium, library, etc. • Boundary of school • Water, sanitation and hygiene facilities • Non-structural features such as functionalities of lifelines, e.g., electricity, water supplies, communication, etc. 	<ul style="list-style-type: none"> • Keep in mind that not all these items and not all items in tools and/or activities are applicable for all schools. • Select only the items that are relevant to your school. • In some cases, holistic assessment of physical safety is better than a detailed assessment of each school building or facility.
5. Grade levels	<ul style="list-style-type: none"> • Pre-school • Kindergarten • Primary level • Secondary level • Technical-vocational level • Tertiary level 	<ul style="list-style-type: none"> • Tools and/or activities can be modified such that they cater to vulnerabilities and capacities of students from varying grade levels.
6. Capacity to conduct assessment	<ul style="list-style-type: none"> • School leadership to supervise, guide and mentor risk assessment at the school level • Teacher training on risk assessment • Support of development partners on risk assessment 	<ul style="list-style-type: none"> • Ensure that appropriate capacity building programs or mentoring are available for those assigned to conduct risk assessment. • Tools and/or activities can be modified such that they take into consideration the varying capacities of schools.

Key Considerations	Things to Know	Customizing the Tools or Activities
7. Language and cultural aspects	<ul style="list-style-type: none"> Names or labels of a hazard may vary from one location to another, e.g., differences in regional, provincial, district names or labels of hazards Terminologies, e.g., 'disaster' and 'hazard' are still used interchangeably in some languages Influences of social norms, values, beliefs, and traditions over attitudes and practices Gender perspectives and roles 	<ul style="list-style-type: none"> Refine language used in tools and/or activities such that it best suits the local context of the school, e.g., use locally understandable terms or expressions. Modify tools and/or activities to incorporate culture-related issues, including gender, to avoid discrimination.
8. Vulnerabilities of students, staff and other key stakeholders	<ul style="list-style-type: none"> Distance travelled to school by both students and school staff Livelihood of parent, e.g., likelihood of children having to work after a disaster thus leading to increased school drop-out rates Capacity of the local government to respond to hazards 	<ul style="list-style-type: none"> As necessary, include more items on the tools and/or activities that would reflect vulnerabilities not only of the physical structure of the school but also the social, financial, and geographical aspects of students, school staff, and other stakeholders.

Source: Adapted from Asian Disaster Preparedness Centre (ADPC). Review of School Hazards, Vulnerabilities, and Capacities Assessment Tools.

Now that we have been fully oriented on the landscape that frames the development and use of the SDRM Guidelines, we are now ready to discuss in detail the development of a School Disaster Risk Management Plan, beginning with the key implementing actors – the School Disaster Risk Management Committee. The following section emphasizes the important roles and responsibilities of the decision-makers and managers involved in disaster risk management and resilience building within the education sector.

UNDERSTANDING THE ROLES AND RESPONSIBILITIES OF THE SCHOOL MANAGEMENT COMMITTEE

When disasters happen in school, it is important to have an accountable mechanism for providing a coordinated and effective emergency response. Each school should make school disaster risk management part of the work of overall school management and include it in the school improvement plan (SIP).

The main role of the school management committee in relation to school disaster risk management is assuming the leadership in establishing a sound prevention and preparedness system to avoid or minimize the adverse impacts of disasters.



The School Management Committee should provide leadership to develop, adapt, implement, evaluate, and update the School Disaster Risk Management Plan.

The school management committee should ensure that the school disaster risk management plan is aligned with the overall national and sub-national disaster risk management agenda, particularly of the education sector.

The committee members are expected to be knowledgeable of the key responsibilities set out by the Comprehensive School Safety Framework.

The following matrix presents the key roles and responsibilities of the school management committee in relation to school disaster management (Pillar 2 of CSS):

Roles	Main Responsibilities
Overall leadership	<ol style="list-style-type: none"> 1. Provide policies and guidance at the school level for school-based assessment and planning, risk reduction, and response preparedness as part of regular school management and improvement. 2. Lead risk assessment and action-planning, and encourage participation of the school-community – school staff members, students, parents, and other community stakeholders – in this work.

Roles	Main Responsibilities
Technical leadership	<ol style="list-style-type: none"> 3. Adopt and/or adapt standard operating procedures as needed. 4. Engage school-communities in developing meaningful and effective early warning and early action systems. 5. Identify alternate locations for temporary learning spaces and alternate modes of instruction. 6. Establish school-level contingency plans based on the Interagency Network for Education in Emergencies (INEE) Minimum Standards to support educational continuity, including plans and criteria to limit the temporary use of schools as temporary shelters. 7. Incorporate the needs of pre-school and out-of-school children, children with disabilities, and both girls and boys. 8. Implement, evaluate, and improve as necessary, response preparedness through regular school-wide and community-linked simulation drills.
Advocacy and networking leadership	<ol style="list-style-type: none"> 9. Establish communication and coordination linkages across sectors, e.g., education sector, disaster management sector, development partners.

It is important to keep in mind that the key responsibilities of the school management committee in relation to school disaster risk management span across all three pillars of the CSS Framework. A full list of these key responsibilities covering all three pillars of CSS is provided on pages 10 to 11 of this SDRM Guidelines.



Keep in mind to match the skills, abilities, talents, and interests of the school management committee members with the specific roles and responsibilities that will be assigned to them.

The school management committee, especially in very large schools, may opt to create a sub-committee on school disaster risk management. Typically, this sub-committee will need to meet monthly for the first year. But with the cooperation and participation of the entire school-community, and with formal and informal education integration, meetings can be kept to three or four meetings per year.

In cases where a sub-committee is formed, be sure to include:

- Representative/s from all departments (both teaching and non-teaching staff)
- Representative/s from all buildings (i.e., each classroom and dormitory building)
- Representative/s from the student body
- Representative/s from the parents-teachers committee or association
- Representative/s from the school-community (e.g., local business partners, public safety officials, local government authorities, etc.); and
- Ideally, a representative designated by the local disaster management committee.



It would be valuable to invite a representative from vulnerable groups such as persons with disabilities, minority language groups whose needs can otherwise be overlooked to facilitate communication in the process of planning.

School DRM Focal Point

The school management committee should appoint one member who will serve as the School Disaster Risk Management Focal Point and will perform the following responsibilities:

- participate in DRM-related training programs;
- maintain communication with local network of school DRM focal points;
- represent the school, if needed, in local disaster management committee; and
- play a leadership role in engaging the school staff and school-community in collectively addressing the goals of comprehensive school safety.

DEVELOPING THE SCHOOL DISASTER RISK MANAGEMENT PLAN










School disaster risk management is part of overall education management at both school and national educational administration levels. The **School Disaster Risk Management (SDRM) Plan** is organized to help the school ensure that all aspects of school disaster risk management is carefully looked into and necessary actions are taken towards comprehensive school safety.



The SDRM Plan is meant to be updated continuously and reviewed annually to assess progress and to address items that need action.

The school management committee may start developing the SDRM Plan by gathering **School Emergency Contact Information (Tool 1)** of key agencies or institutions within the school-community. It may also be beneficial to place a copy of the **Calendar of Activities (Tool 2)** in highly visible places.

Sample School Emergency Contact Information

EMERGENCY CONTACT INFORMATION		
Police Department		
		
		
Fire Department		
		
		
Hospital		
		
		

Sample Calendar of Activities

School Year: _____

Activities	Month	Responsible

5 STEPS TO ACHIEVING COMPREHENSIVE SCHOOL SAFETY



STEP 1

Know your risks.



STEP 2

Plan for safety and educational continuity.

- a. Reduce your risks
- b. Prepare to respond
- c. Assure educational continuity and post-disaster recovery



STEP 3

Implement your plan.

- a. Reduce your risks
- b. Prepare to respond
- c. Assure educational continuity and post-disaster recovery



STEP 4

Monitor and evaluate your plan.



STEP 5

Share, reach out, and advocate.



STEP 1

Know your risks.

Begin with empowering your School Disaster Risk Management Committee to lead risk assessment and action-planning, and to encourage participation of staff, students, parents and community stakeholders in this work. Learn the key messages for disaster risk reduction.

- Find out what could happen. Stay informed.
- Make a disaster and emergency plan, considering everyone in your school.
- Reduce structural, non-structural and environmental risks in and around your school.
- Learn response skills and practice your plan.
- Prepare response provisions.
- Work together with the local community to assess your risks, plan to reduce them, and prepare to respond.

Adapted from International Federation of Red Cross and Red Crescent Societies (2013), "Public Awareness and Public Education for Disaster Risk Reduction: Key Messages"



Use your national consensus-based or internationally agreed upon **key messages for disaster risk reduction**. Discuss with relevant stakeholders such as parents, students, school staff, local government, development partners, and other actors who are knowledgeable about risk assessment and planning.

School Baseline Information

Prepare school baseline data by completing the CSS School Self-Assessment Survey (Tool 3). This tool is a complete self-assessment of comprehensive school safety. The survey is made up of four parts:

- school profile, including hazards and risks;
- school facilities and access (CSS Pillar 1);
- school disaster management (CSS Pillar 2); and
- disaster risk reduction education in school (CSS Pillar 3).



TOOL 4

ACTIVITY 1

Create an overview of the hazards that the school faces throughout the year. The **School Hazards Calendar (Tool 4)** is provided to serve as a template. The **Hazard Calendar (Activity 1)** can guide you on how to involve everyone in identifying natural and man-made hazards that can impact your school anytime.

You can also use the **All School Assembly (Activity 2)** and **Natural Hazards and Man-Made Risks (Activity 3)** to engage the participation of school children in this work.

Remember to include small-scale (e.g., playground accident, minor road accidents, student fights, bullying, discrimination) and frequently occurring hazards (e.g., frequent flooding due to rain, health concerns due to unsafe water or lack of sanitation facilities).

Sample School Hazards Calendar

	Months											
Hazards	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
Typhoon												
Drought												
Heat wave												
Earthquake												
Playground accident												
Road accident												

The list below will help you consider potential hazards in your school-community:

Category	Examples of Hazards
Fire	Fire, wildfire
Water	Flood, tsunami, drought, water shortage, coastal erosion, dam break
Wind	Cyclone/hurricane/typhoon, hail storm, lightning, windstorm, sand-storm, tornado
Earth	Earthquake, landslide/debris or mudflow, volcanic eruption/lahar flow
Health	Pandemic (e.g., HIV, influenza, avian flu, Ebola), illness/epidemic (e.g., gastrointestinal), malaria, dengue, air pollution/haze, water pollution, food poisoning, food shortage (nutritional deficiencies)

Category	Examples of Hazards
Technological	Hazardous materials release, power shortage, transportation accident (e.g., train, subway, airplane), road accident (e.g., buses, jeepney, tuk-tuk, car, motorcycle, bicycle)
Conflict/Violence	Unexploded ordnance (UXO), organized armed attack, individual armed intruder, students fighting, bullying, sexual violence, civil unrest, terrorism
Others	Playground accident, drowning, pest infestation, extreme cold, extreme heat, unsafe structures and fixtures

Risk and Resource Maps

Generate school-community risk and resource maps. If school or community base maps exist, use these as a foundation on which to identify hazards, risks and resources. Involve both students and community members in developing the maps. Include features such as:

School	Community
School buildings	Geographical features (coast, mountains, rivers, ponds, fields, paddocks)
Building entrances and exits	Key buildings and infrastructures (schools, hospitals, health centers, roads, bridges, religious buildings, water facilities, shops)
Building evacuation routes	Emergency evacuation and emergency vehicle routes
School ground entrances and exits and evacuation routes	Alternative assembly areas and shelters
Emergency assembly area	Resource people for response and recovery
Gas, electricity and water shut off locations	Flood prone areas
Landslides and flood prone areas	Landslide prone areas
Locations of hazardous materials	
Locations of any groups needing special assistance	
Unsafe structures	
Fire suppression equipment	
First aid staging area	
Emergency supplies storage	

School Disaster Risk Management

The School Grounds Survey and Mapping (Activity 4) and the Community Walk, Survey and Mapping (Activity 5) can help you prepare the risk and resource maps with the help of students.

Sample Risk or Hazard Maps

(D.Q. Liwag National High School, Philippines)



(SMP Negeri 2 Imogiri, Indonesia)



Maps from SEAMEO INNOTECH (2014).

Toolkit for Building Disaster Resilient School Communities in Southeast Asia.

Other activities that you may use to accomplish Step 1 are **Climate Change (Activity 6)**, **Learning from Past Disasters (Activity 7)**, **Key Messages in Songs, Storytelling and Games (Activity 8)**, and **DRR Situation Analysis with Children (Activity 9)**.



STEP 2

Plan for safety and educational continuity.

- a. Reduce your risks
- b. Prepare to respond
- c. Assure educational continuity and post-disaster recovery

Now that you know the dangers your school-community faces, you will need to discuss what can be done to reduce risks, to develop response skills and provisions, and to ensure educational continuity.

This section is divided into three sub-sections: A. Reduce your risks, B. Prepare to Respond, and C. Assure Educational Continuity.

A. Reduce your risks

Risk Assessment

Once hazards have been identified, assess the **likelihood** of occurrence and **potential impact** of occurrence for each hazard using a risk matrix. This will help you make informed decisions as to which hazards need priority action in order to reduce your risks. See **Risk Matrix (Activity 10)** to know how this can be done in class.

Risk matrix

LIKELIHOOD	HIGH			
	MEDIUM			
	LOW			
		LOW	MEDIUM	HIGH
		IMPACT		

Risk Mitigation and Reduction

In many cases, the adverse impacts of hazards cannot be prevented. However, the severity may be lessened through various mitigation measures, such as:

- **Mitigation of structural risks:** construction, retrofitting or repair of building to ensure hazard impacts on and in school buildings do not harm occupants and passers-by, and to protect investments
- **Mitigation of non-structural risks:** securing equipment, furnishings and supplies from impact of hazards
- **Mitigation of infrastructural risks:** maintenance and strengthening of lifeline systems such as electricity, communications, transportation, and water supply
- **Mitigation of environmental risks:** avoiding and reducing environmental degradation and adapting livestock and other agriculture practices for resilience
- **Mitigation of personal risks:** taking social and personal measures such as good hygiene practices to reduce impact of hazards

The **Earthquake Hazard Hunt (Activity 11)** is a good resource for non-structural mitigation activities. More mitigation measures are listed in **Step 3: Implement Your Plan**.

Early warning systems also contribute to lessening or limiting the adverse impact of hazards. However, some hazards such as earthquake, fire, medium and close range tsunami, and random acts of violence do not have early warnings. But for hazards that do have early warnings, such as storms and floods, and long-range tsunami, effective early warning systems depend on a) getting good information, b) being sure about what the information means, c) disseminating the information, and e) acting on the information. Refer to the **Early Warning Systems Worksheet (Tool 5)** to be sure that you know the systems available for each hazard, how your school will get the messages, and that you know exactly what to do. Engage the school-community in making early warning systems meaningful and effective.

Using the information gathered so far from the School-Based Self-Assessment Survey; School Hazards Calendar; School Ground Survey and Mapping; Community Walk, Survey and Mapping; and Risk Matrix, engage the students and other representatives from the school-community to discuss what can be done to mitigate and reduce the risks. Use the **Risk Reduction Plan (Tool 6)** to document these ideas. You can use either the **Mind Mapping (Activity 12)** or the **All day, All-School Assembly and Picnic (Activity 13)** to open up thinking about many alternatives.

Sample Risk Reduction Plan

What can be done?	Who can do it and who can help?	How much will it cost?	Status update / date
Structural risks • • •			
Non-Structural risks • • •			
Infrastructural risks • • •			
Environmental risks • • •			
Personal/social risks • • •			

The **Regular and Planned School Maintenance Checklist (Tool 7)** and **Annual School Maintenance Survey (Tool 8)** will help you to systematically plan for reducing the dangers of death, serious injury or harm, and loss of investments brought about by risks that your school-community may encounter.









The Risk Reduction Plan is part of your School Disaster Risk Management Plan. Remember to include these in your **School Improvement Plan** to ensure that these are well-considered in overall school planning.

B. Prepare to respond

This section focuses on developing or improving your response skills and organization to effectively respond to adverse impacts of hazards to your school-community.

Begin with gathering emergency contact information of students using the **Student Emergency Release Contact Information (Tool 9)**. This may be done at the beginning of the school year. Be sure to communicate with parents in advance explaining the need for knowing who to contact in case of an emergency and who has permission to pick up the child.

Student's Complete Name	People with permission to pick up the child in case of emergency or disaster	Contact information	Parent's or Guardian's initial
	1.		
			
			
	2.		
			
			

Standard Operating Procedures and Safety Rules

Familiarize yourself with standard operating procedures (SOP). Standard emergency response procedures depend on the hazard, and can and should be customized to your unique circumstances. These are built around six basic emergency procedures:

1. Building evacuation
2. Evacuate to safe haven
3. Assemble and shelter outside
4. Shelter-in-place
5. Lockdown
6. Safe family reunification

These six basic emergency procedures are explained in detail in the **Standard Operating Procedures (Tool 10)**. The tool guides the school administration and staff on what to do during emergencies and helps instill in students the appropriate responses to emergencies.

The following questions will help you assess which emergency procedure is the most appropriate response to the impacts of certain hazards.

Question 1: Is there any warning before the hazard impact?

Is the hazard rapid-onset, without warning (such as acts of violence, earthquake, fire)? If so, are you ready to react automatically with the appropriate standard operating procedure? If the hazard has a slow or medium-onset (such as floods, cyclone, winter storms, etc.), what kind of early warning information will you have? Has the system been tested? Will you have enough time to close the school and use normal student release procedures to safely reunite all children with their families? If not, it will be treated like a rapid onset hazard.

Question 2: Is the building safe?

If the building is unsafe, then building evacuation should be immediately triggered. In the case of rapid onset hazards such as fire and strong earthquake, the building must be assumed to be unsafe, and therefore cautious building evacuation should be automatically triggered. In other situations a rapid assessment can be made before evacuation is announced by a school-wide alarm. If the building is safe, then the students and staff should be instructed to shelter-in-place. Reverse evacuation is practiced for orderly return from assembly area back into classrooms, to Shelter-in-Place.



Note that during an earthquake, if you are indoors, everyone should “*drop, cover and hold*” and that evacuation should only begin once the shaking has stopped.

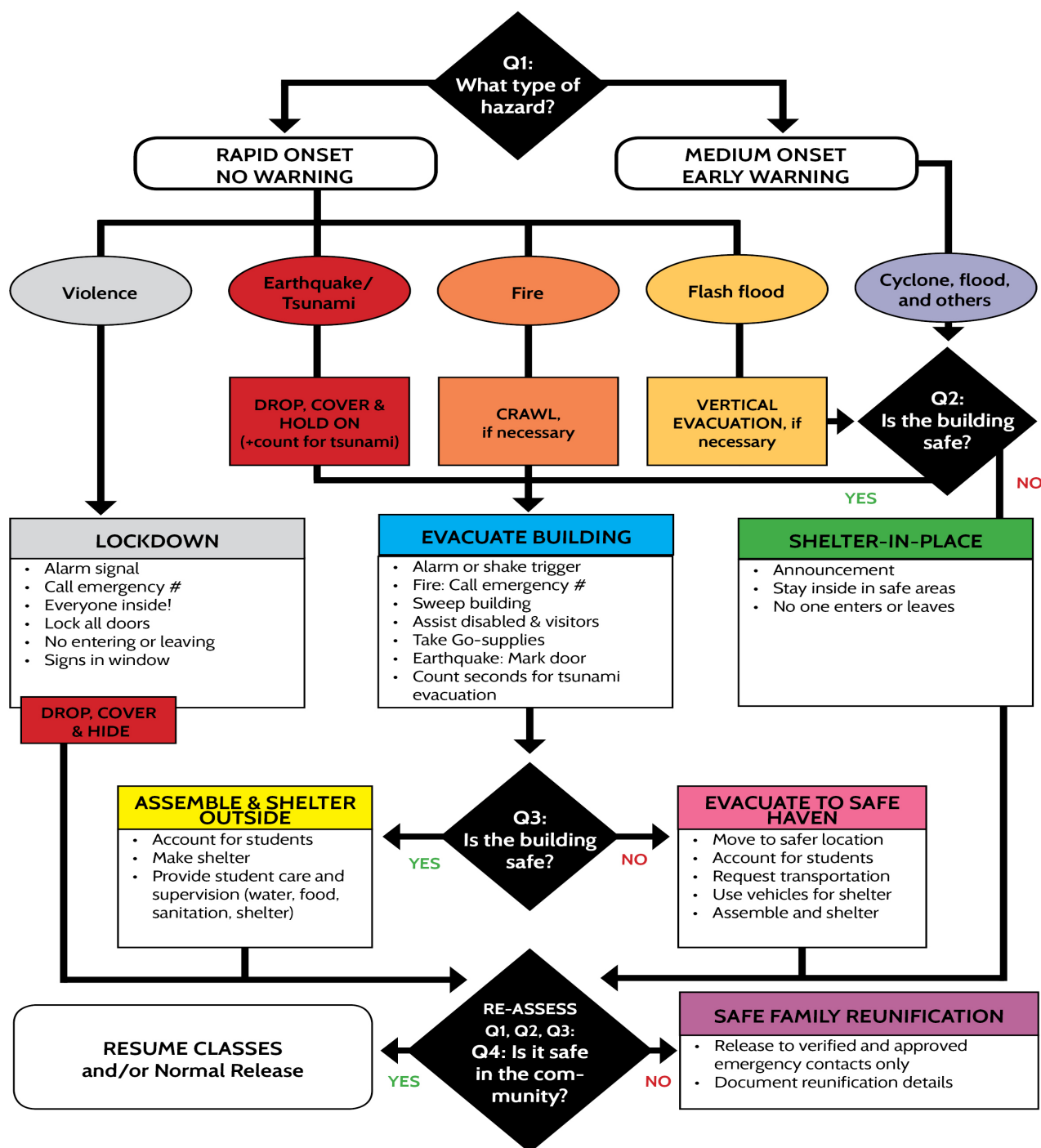
Question 3: Are the school grounds safe?

If school grounds are safe then **assemble and shelter outside** is the standard operating procedure (SOP). If school grounds are known to be unsafe (e.g., in coastal area with tsunami risk) then automatic **evacuation to safe haven** should take place. A rapid assessment (e.g., of hazardous materials, fallen power lines, pipeline ruptures) will help decide between these two options.

Reassess for safety. No matter which procedure you have followed, you then need to reassess your conditions from time to time. If conditions are completely safe, you may resume classes, and you may release children to return home, as usual. However, if conditions are not safe, or there are disaster impacts, you must use the **safe family reunification procedures**. Students should be returned to the care of their parents/guardians or pre-designated emergency contacts, and each reunification should be documented. Students should remain cared for and supervised until the last student is reunited. In the case of drills and small events, a reverse evacuation may be practiced to return to class, prior to “All Clear” instruction and resumption of classes.

This assessment process is best illustrated by the **Emergency SOPs Decision Tree**. The decision tree is used to help any staff member evaluate a situation quickly, and use the appropriate procedure.

**EMERGENCY STANDARD OPERATING PROCEDURES
DECISION TREE**
(Risk Red, 2009)





TOOLS 10 & 11

ACTIVITY 14

It may also be beneficial to practice this assessment process with the students. The **Standard Operating Procedures for Emergencies and Disasters (Activity 14)** is a good exercise to increase students' level of awareness of these SOPs.

There are also **Hazard-specific Safety Rules (Tool 11)** that you must be familiar with. In cases of fire, earthquake, flood, storm, tsunami, explosion or poisoning due to hazardous materials, these rules will help you respond appropriately. For instance, in the case of fire:



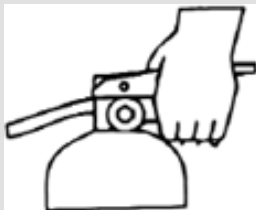



If you hear a fire alarm: Treat as a real emergency. Follow building evacuation procedures. Never open a closed door without checking first for heat. Do not open a hot door.

If you see a fire: Put out small fires with a fire extinguisher or cover source of fuel with a blanket. For modern fire extinguishers (e.g., ABC fire extinguisher), remember "P.A.S.S." Shut off source of fuel if safe to do so (e.g., gas).



P.A.S.S.

			
1. PULL safety pin from handle.	2. AIM at base of the flame.	3. SQUEEZE the trigger handle.	4. SWEEP from side to side at the base of flame.

If the fire is as big as a bucket, activate fire alarm. Alert others. Call an emergency telephone number and report the location of the fire. Evacuate building. Close doors and windows. Shut off source of fuel if safe to do so (e.g., gas).



If you are caught in smoke: Drop down on knees and crawl out. Breathe shallowly through your nose. Hold breath as long as possible. Use damp cloth over mouth and nose. **Get down low, and go go go! Feel the door. Do not open an interior door if it is hot.**

If trapped in a room by fire: Block smoke from entering the room by placing a damp cloth under the door. Retreat, closing as many doors as possible. Inform others of your location.



If you are on fire: Stop where you are. Drop to the ground. Roll over. If another person is on fire, push them down, roll them and/or cover with blanket, rug or coat: **STOP, DROP and ROLL.**



Source: Save the Children, 2015. Hazard-Specific Safety Rules for Students.

Be sure to review **Tool 11** for other hazard-specific safety rules.

Incident Command Systems

Response capacity involves knowledge, procedures, skills, and provisions. The most important aspect of response capacity is organization and mobilization of existing skills and resources. A standard emergency management system, such as the **Incident Command Systems (ICS)**, can be used as a guiding framework for coordination of the many standard functions that may be called for in different emergency situations.

How this is applied in the school setting depends on the size of the school, and the number of adults (staff, community volunteers and older students) trained to assist. Through understanding the various functions that are important after a disaster, it is up to the “**incident commander**” to mobilize everyone to fulfill the required tasks. Some people will have very clear areas where their jobs and skills should be applied. Therefore, it will make sense to identify team leaders and alternates ahead of time. Use the **Flexible School ICS Response Team Matrix (Tool 12)** to keep a record of leadership and team assignments. Make initial assignments and alternates based on skills. The Flexible School ICS Response Team Matrix should be filled in with pencil as the names and assignments will need to change over time as the needs of the situation change, and as people need a rest.



The “**incident commander**” mobilizes the on-site Incident Command System. This role is usually assumed by the school head or his/her designee.

The purpose of ICS is to ensure that the most help reaches the most people, and to provide a consistent system that staff, students, and emergency personnel can apply in any school, anywhere. Key principles are:

- Standardization – the use of common terminology;
- Unified chain of command in order to assign resources for maximum effectiveness;
- Flexible, modular organization, mobilized as needed; and
- Integrated communications.

There are **six key functions in ICS** that can be mobilized as needed in the particular circumstances. These five functions form a common approach to organize response to any emergency or disaster. Depending on the number of staff and trusted volunteers or capable older students available, some people may need to have multiple roles.

Incident Command: These are the **decision-makers** responsible for and set the mission. Although someone in your school may be designated as the ‘**Emergency Manager**’ under normal circumstances, in case of actual disaster or emergency the ‘**Incident Commander**’ is the first capable person on the scene until that function can be transferred to a more qualified person or higher authority. The **Incident Commander** mobilizes the on-site **Incident Command System**.



Different people should practice performing the role of an Incident Commander since the school head or his/her designee may not always be available during an actual emergency or disaster.

Communications Team: The communications team, also known as the **communicators** (i.e., listeners and talkers), is the right arm of the Incident Commander, establishing connections with education administration, public safety, emergency management authorities, parents, and the public as directed. When communications systems are not fully operational, some information can be disseminated using telephone trees and radio announcements.



In large-scale disasters, the key communications are with students (often by the school head or assistant school head, using a megaphone to communicate) and with parents anticipating reunification with students.

Operations Branch: These are the **doers** who carry out the mission. This branch requires a highly organized and well-respected Operations Chief, who manages teams to fulfil: light search and rescue, fire suppression and hazardous materials control, utility shut-off, disaster first aid, psychosocial support, site security, and student release/family reunification functions.

Logistics Branch: These are the **getters/supporters** who support the mission. This branch requires a Logistics Chief, who knows the site and its resources best. The branch will find and distribute supplies and provisions, shelter and sanitation, water and nutrition, and organize volunteer recruitment and assignment.

Information and Planning: These are the **documenters and analyzers** who also support the mission. This branch is typically mobilized in identifying and researching resources, and executing memoranda of understanding in advance of a disaster. During an incident, it documents the situation, activities, and assures accurate record keeping.

Finance/Administrators: These are the **payers** who take charge of financial matters and negotiations as necessary. This function typically keeps records of resources, staff time and money expended during any emergency, arranging recompense where permitted, and negotiating as needed for access to necessary resources.

ICS is a flexible system that can be activated to different levels, depending on the situation. For example, an intruder on campus, a fight between students, or traffic accident may be handled by activating Level I alone. A small fire or flood might require Level II activation. A major disaster, such as an earthquake, might require full activation of multiple teams at Level III. Maintaining this structure allows more responders to be integrated, maintaining the chain of command and a manageable span of control (i.e., five to eight people per supervisor). It is not normally recommended to have permanent teams with single functions because each situation differs and may call for more or fewer people on any particular team. As much as resources permit, staff should cross-train. Even if response teams are formed ahead of time, staff should understand and be prepared to assume any response role, as needed.



Incident Command Systems are designed to be flexible, to be activated from the top down, only to the level and only those functions required by the particular disaster or emergency.

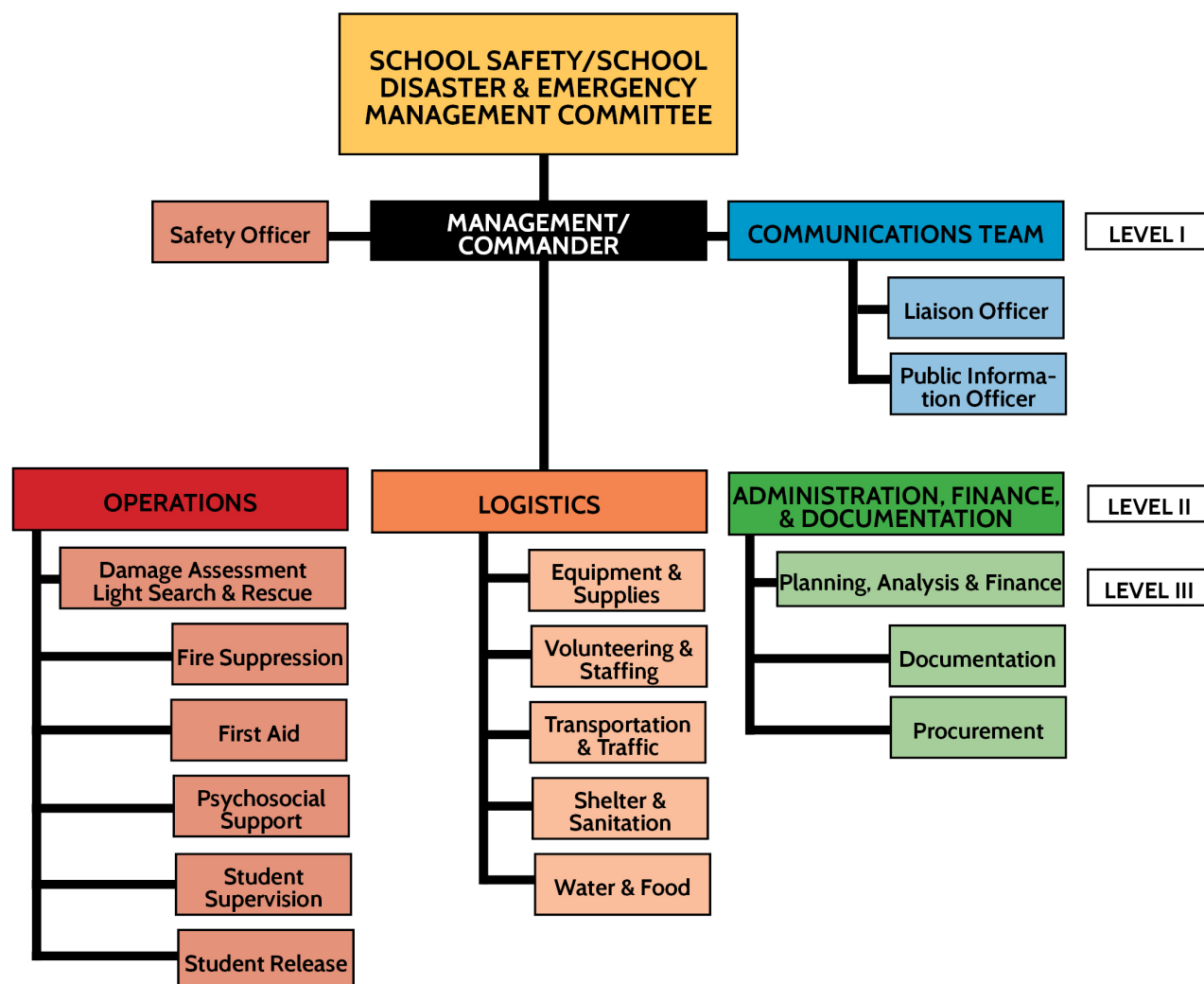


The **Incident Commander (IC)** is usually a natural leader or the most senior and experienced person present at the beginning of the event. Do not wait for someone to fill this role. It can be transferred over when there is an opportunity. The IC asks for the most capable manager to lead the Operations Branch and the person who knows the area and resources and best at organizing cooperatively to lead the Logistics Branch. For small schools, this is all that is needed.

For large schools, the roles can be divided up further and there can be multiple teams. No one should have more than seven people reporting to them.

Depending on the incident and the needs, each branch leader selects Team Leaders to guide the other roles and responsibilities. With small groups, some adults will have more than one role.

INCIDENT COMMAND SYSTEMS ORGANIGRAM (Risk RED, 2009)



ICS Roles and Responsibilities

(Risk Red, 2009)

As described above, there are six key functions in ICS: Incident Command, Communications Team, Operations Branch, Logistics Branch, Information and Planning, Finance/Administrators. To help keep the ICS running smoothly and organized, it is recommended that each branch prepare responsibility necklaces.

For each role (e.g., Incident Commander, Operations Branch Leader, Logistics Branch Leader, etc.), take a piece of cardboard and write the title of the role in very large font/letters on one side. On the other side, paste the responsibilities. Punch holes on the left and right side at the top, and tie a sturdy string through, to make them into necklaces. Following are suggested key roles comprising the ICS:

The **Incident Commander** is responsible for directing emergency operations and shall remain at the **Incident Command Center (ICC)** or **Command Post** to observe and direct all operations. The IC will normally be the school head, assistant school head or their designee. In the absence of the normal IC, anyone may assume the duties of the IC until someone more qualified can take over.

The **Incident Commander's** responsibilities are to:

- Begin and end emergency response.
- Select an **Operations Branch Leader** (best manager) and a **Logistics Branch Leader** (best organizer/helper).
- Assess type and scope of emergency.
- Determine threat to human life and structures and need for outside assistance.
- Coordinate emergency assignments as needed.
- Give instruction for area evacuation if necessary.
- Organize **communications** with students and public, and record-keeping.

The **Operations Branch Leader's** responsibilities are to:

- Maintain contact with Incident Command Center.
- Create list of missing/unaccounted students.
- Direct volunteers. Place safety first. Put one person in charge of **Safety!**
- Send adult teams for any needed **Light Search and Rescue**.
- Give **First Aid** on site, as long as you are not in danger.
- Provide psychological support and establish buddy system among students
- **Supervise students** in safe assembly area, with quiet activities
- Control student release to parents and known family members only.

The **Logistics Branch Leader's** responsibilities are:

- Support the Incident Commander as needed
- **Organize volunteers** – adults and older students, to help with other tasks
- **Water and food:** Organize students to distribute water and food
- **Shelter:** Organize students to create overhead protection from sun and rain
- **Sanitation:** Organize volunteers to dig holes and users can cover with sand or dirt periodically, or use buckets or plastic bags to prevent waste from contaminating area.



In the event that the ICS has to be activated, give the Operations Branch Leader and Logistics Branch Leader their necklaces. (They will distribute the others). If you have enough help you can also assign one person to organize communications.

The **Communications Team's** responsibilities are to:

- Report to the Incident Commander.
- Support the Incident Commander by facilitating and delivering communications.
- Set-up public address system.
- Use mobile phone short messages, two-way radios, messengers, and any other means needed to communicate between school, emergency services, and district office as needed.
- Relay official communications from the Incident Commander to staff and students in assembly area, and parents and public as needed.

The **Site Security Team Leader's** responsibilities are to:

- Report to the Operations Branch Leader.
- Secure entrances and exits to the school.
- Restrict entry and direct traffic to Family Reunification Request and Reunification Gates.

Fire Suppression / Light Search and Rescue / Damage Assessment and Utilities Control Teams are expected to immediately assemble at the emergency supplies container to obtain safety equipment. The teams' responsibilities are to:

- Extinguish small fires immediately with distributed fire suppression equipment by all trained staff or older students without waiting for mobilization.
- Place rescuer safety first. Use good judgment in each situation.
- Organize three-member teams to search assigned areas by building and floor and check for any missing students.
- Organize three-member teams to check and turn off utilities as needed and assess damage.
- Check every room in the assigned buildings looking for any person/s who are hurt or need rescue assistance. Begin on the first floor and work up.
- Ensure everyone is out of the building/s. Escort people out of building/s in normal manner using the stairs, halls, and doorways whenever feasible. Send stragglers to the assembly area.
- Place an "X" with chalk on doors of empty rooms.
- Provide first aid on site, as long as the responders are not in danger.
- Transport non-ambulatory injured to first aid treatment area, only if it is dangerous to remain.

- Spend no more than one minute with each found victim.
- Record the location of victim on Emergency Response Team Log.
- Report findings to Operations Chief (with two-way radios, if possible).
- Deploy additional teams, as needed, to be on standby based on assessment reports.



Professional training is required for **fire suppression**, and **light search and rescue**.

The **First Aid and Psychosocial Support Team's** responsibilities are to:

- Set up first aid area in a safe place.
- Secure first aid supplies.
- Triage for life-saving: prioritizing quick check to open airways, stop bleeding, and treat shock.
- Coordinate with Search-and-Rescue Teams.
- Determine need for emergency medical assistance.
- Administer first aid as needed using available supplies/services.
- Keep a record of types of injuries and aid provided.
- Provide psychological first aid (PFA) and establish "buddy system" to support students or staff in need.
- Keep a log of students dispatched for emergency medical assistance and that need follow-through and referrals.
- Keep remaining students together with supportive caregivers.



Appropriate and adequate training is required for provision of **first aid and psychosocial support**.

The **Student Supervision and Student-Family Reunification Team Leader's** responsibilities are to:

- Report to the Operations Branch Leader.
- Send student status report forms from teachers, reporting any injured or missing students immediately.

- Communicate with Incident Command Center Attendance Accounting Team.
- Keeps all doorways, hallways, and stairwells safe and clear.
- Implement “buddy” system with neighboring teachers/staff.
- Help runners locate students being picked up and direct them to the “Request and Reunification Gates”.

The **Student Supervision and Student-Family Reunification Team Member’s** responsibilities are to:

- Take roll and re-check students from time to time, reporting status to the Incident Command Center.
- Supervise and reassure students throughout the duration of the emergency.
- Conduct recreational and educational activities to maintain order and calm.
- Provide water and snacks to help calm the students.

The **Student-Family Reunification Team’s** responsibilities are to:

- Make sure that “**Request and Reunification Gates**” are clearly marked overhead and that there is a sign in front of the building directing parents to the request gate.

The **Shelter and Sanitation Team’s** responsibilities are to:

- Report to the Logistics Branch Leader.
- Organize shelter and sanitation, mobilizing available volunteers.

Shelter:

- In case of inclement weather, if a gymnasium is available and safe, arrange for students to be brought inside.
- If the building is unsafe, the IC will seek alternate location. Blankets kept in the emergency shed will be used.

Sanitation:

- Arrange for students to use the gymnasium and field restrooms, if they are safe and water is available.
- Access pre-positioned supplies from emergency storage container.
- Privacy screens can be made from large cardboards (e.g., appliance boxes) cut in half vertically to make a “v-shaped” screen, or made with dark sheets and ropes. Separate facilities may be needed for girls and boys.
- To collect waste, you may either dig holes and cover with sand or dirt periodically, or use buckets and plastic bags.

The **Water and Food Team Leader's** responsibilities are to:

- Report to the Logistics Branch Leader.
- Organize water and food, mobilizing available volunteers.
- Arrange for provision of water and food for those people detained beyond meal times.
- Ensure that water and food stocks are stockpiled and rotated into regular use on an on-going basis.

The **Transportation Team's** responsibilities are to:

- Report to the Logistics Branch Leader.
- Organize transportation as required.



For each role shown in bold, if you have enough helpers you can select a team leader and give each team leader a sign/necklace to wear. Ask that person to work with at least one other person, or if necessary, organize a small team, working in pairs.

Many of the school staff will already have some of the response skills described above. Many more skills can be learned from online self-study programs. You can also find training resources in your local community from the fire department, civil defence, Red Cross or Red Crescent national society, and other resources. Make an annual Staff Training Plan to fill in any gaps in the response skills that you will need. Many schools have found that as staff acquire these skills and practice them during drills, they can pass them on to new staff through regular 30-minute, small-group training sessions.

Situational Drills

Practice response preparedness through conduct of regular school-wide and community-linked simulation drills.



School drills should be tailored to expected hazards. **Every school should conduct at least three fire drills per year, and at least one full simulation drill.** Schools in earthquake or flood prone areas should also practice for these hazards. Try them with different scenarios, at different times of the day. Try them when the school head is there and when he or she is not there. The purpose of a drill is to prepare for the unexpected, so if you make it too easy, you will not learn how to adapt to the real situation. Drills should always be treated as **'the real thing'**.

The **School Drill Scenarios (Tool 13)** presents simple settings or scenes for different hazards such as earthquake, flood, storm surge, and hazardous materials. To make these realistic simulation drills, add your own 'injects' by making 'new information' known during the drill. This provides challenges to better simulate the life situations that may occur.



TOOL 13

ACTIVITY 15

Good drills are a learning process. They begin with advance preparation by staff, providing an opportunity to train students in classroom groups, remember procedures, and check on provisions. Use the **Drill Preparedness Checklist (Tool 14)** to help you on this. The simulation itself is an experiential learning opportunity. Following the drill, students can debrief with teachers in the classroom. The most important part of any drill is the discussion and evaluation that comes from the experience. This should lead to improving your response preparedness.

You can also use the **Practicing School-based Simulation Drills (Activity 15)** and **Organizing Disaster Response (Activity 16)** to help you effectively rehearse the drills and SOPs.

Response Provisions

In case of the need for building or site evacuation, there are some key supplies that need to be ready to take with you. These same supplies will be needed if you have to shelter-in-place. The **Emergency Provisions Checklist (Tool 15)** recommends supplies to be maintained by the school administration, nurse's office or school clinic, in each classroom, and school-wide.

The **school administration office 'go-box'** should include staff and student class rosters and schedules. For elementary and secondary schools, it should contain Student Emergency Contact Cards, student check-in and absentee log, daily visitors log, school site map, important phone numbers, keys, and office supplies.

The **nurse's office / school clinic / first aid 'go-box'** should contain student prescription medications and first aid supplies. School first aid kit contents should be appropriate to the size of your school.

School emergency supplies should be located in a shed, container or bin, stored outside the main school buildings. The contents should include supply of water (approximately four liters of water per person per day – half drinking, half sanitation). This may be used by the school or community if the school is utilized as a shelter. It should include communication devices. As needed, vests and hardhats for response team members, shelter supplies, restroom privacy screens, and light search and rescue supplies.

Each classroom should have a **classroom 'go-bag'** or **'go-bucket'**. These evacuation supplies should be taken on field trips and can also be used in case of lockdown or shelter-in-place (where the bucket can serve as a makeshift toilet).

Each classroom will also need an **emergency notebook or clipboard** that can be hanging on a hook at the exit or placed inside the classroom 'go-bag'. This should be updated at the beginning of each school year and in preparation for school drills.

Student 'comfort bags' should be requested from parents and kept in a duffle bag or backpack in homeroom classes, ready at exit. Parent-teacher association may want to assist in assembling these items, particularly for those who may not be able to afford them. Parents can also be asked to donate blankets to the school, which will be kept in the School Emergency Supplies Bin.

Sample list of supplies for a 'go-box'

First Aid Go-Box

DESCRIPTION	READY	MISSING	INITIALS / DATE
First Aid Kit (appropriate for size of school)			
Existing patient medications log			
Student prescription and other medications			
Additional first aid supplies			
Blankets			

Remember to review **Tool 15** for the full list of supplies for each 'go-bag' or 'go-box'.

C. Assure educational continuity

Plan for alternative delivery modes of instruction, alternative calendar, and alternative locations so that students are still able to meet their educational goals even when schools become unavailable due to impact of hazards. Set guidelines to limit the use of schools as temporary shelters. Use the **Education Continuity Plan (Tool 16)** as you go through the following guidelines in planning for educational continuity.

Alternative delivery modes of instruction and flexible calendar

To assure basic quality education, school systems have a minimum number of expected school days and weekly teacher-student contact hours designed to allow children to successfully achieve expected academic progress each school year. While public and religious holidays and vacation days are set in advance, many schools are also forced to be closed due to recurring hazards, with and without warning, resulting in having to design a **flexible school calendar**. School authorities may adjust school holidays around the seasons, build in extra school days for flexibility, and/or allow adding make-up classes on some weekends, or extending the length of the school day.

If teacher-student contact hours are not made up, significant disparities can be expected for those children who do not benefit from the full opportunity to participate in learning activities.

There are also other approaches called **alternative modes of instruction** that can be considered. Some examples are:

- home-schooling (e.g., Singapore's School Continuity through Home-based Learning)
- more homework and independent study
- peer-to-peer education or learning circles with parents, teachers and community members (e.g., Philippine Department of Education's IMPACT and MISOSA systems, open/distance-learning high school programs)
- accelerated learning programs
- radio-based lessons
- use of information communication technology (ICT or e-learning)

All of these require careful monitoring and research to see what the impacts are on student achievement.

Minimum Standards for Education in Emergencies

Even before an emergency happens, the school management committee should be ready to modify the regular curriculum and instruction methods to conform to post-disaster and emergency situations. When children and teachers are coping with a variety of losses, it is important to make time for activities that help people to adjust to their abnormal circumstances, to strengthen the attachments and continuities in their lives, to build resilience, and to empower them. Self-directed and guided play activities, physical exercise, quiet time, rest, fun, music, opportunities for expression of grief and hope, learning about disaster risk reduction, and age-appropriate participation in recovery activities are important to resilience and recovery, and will help support long-term educational achievement.

Assessments should likewise take into consideration the students' traumatic experiences after a disaster or an emergency. Assessment and evaluation methods should be conducted in a way that these do not contribute to fear or trauma experienced by the students.

Teachers and other school staff should be given adequate training on how best they can help students transition from disaster back to normalcy. For instance, teachers and other school staff should be trained in providing psychosocial support, handling multi-grade classes, and engaging students through participatory teaching methods. Review the profile of your school's teaching staff against the **Key Features of Disaster Risk Management and Education in Emergencies Teacher Professional Development (Tool 17)** to help you gauge what capacity building programs are needed to ensure that teachers and other learning facilitators are equipped with knowledge and skills needed to address not only disaster risk management but also education in emergencies.

The **Minimum Standards for Education in Emergencies Brief (Tool 18)** serves as a guide on how to adjust curricula, instruction and assessment methods to suit education in emergencies.

Your school should also be ready with post-disaster recovery measures. These measures are undertaken in preparation for returning the school-community from disaster experience back to its normal operations. This should include providing temporary facilities to accommodate education continuity, medical care, financial assistance to school staff, if possible. Clean-up of school facilities should also be prepared for.

Alternative locations

If your school buildings are significantly damaged, inaccessible, or need to be used as a temporary shelter, you may need to arrange alternative locations or facilities to be able to continue with school. Remember to consider both classroom and play space. These may be in existing buildings or temporary learning facilities:

- on your school grounds
- shared on another school site
- in public or religious institution buildings or on their sites
- in privately owned buildings
- in private homes

The guidelines below will help you consider the best options and find creative and safe solutions to locating **temporary learning facilities** within your community:

1. If in a building, be sure that it is structurally sound.
2. Ensure that the site:
 - Is cleared of harmful objects, such as sharp rocks, metals, glass, loose iron roofing and trees or branches likely to cause damage.
 - Has shade and protection against wind, rain and dust.
 - Is located away from main roads and distribution points.
 - Is located away from stagnant water and polluted drainage sites.
 - Is close to the majority of children, especially girls and children with special needs.
 - Has a safe access route between the temporary learning facility and children's homes.
3. Provide access to sanitation and safe water services. This means:
 - Access to a hand-washing facility with water to wash hands before preparing food and eating, or after using the toilet.
 - Access to safe drinking water.
 - Water drainage is well planned, built and maintained.
 - Toilets should be located away from water sources and must take into account the wind direction.
 - Separate toilets for girls and boys situated with minimal threats to users and offer a degree of privacy. These should be located in safe, convenient, culturally appropriate and easily accessible places, including for those with special needs.
 - Ideally, there should be one toilet for every 30 girls and one toilet for every 60 boys in each school.
 - Toilets should not be more than 50 metres away from dwellings.



It is ideal to provide access to a hand-washing facility that can accommodate 15 – 20 students at a time to facilitate group hand-washing activity. Such activity helps in raising the awareness on health and sanitation among students.



Toul Tumpung Primary School, Cambodia. Photo by GIZ.
Adapted from Toolkit for Building Disaster Resilient School Communities in Southeast Asia.
SEAMEO INNOTECH

4. Include storage space for school supplies and food (if a feeding program is in place).
5. Assess potential climate/geographical hazards and select site in location that is not exposed to any known hazards or threats.
6. For temporary structures, consider first locally available materials (and/or materials retrieved from damaged buildings). The advantages of these are that they are quick, cost effective, and community members can do it themselves.
7. Be sure to coordinate with local disaster management committee leaders to ensure that children's needs can be met while in these temporary facilities:
 - water, sanitation and hygiene
 - child protection
 - camp and shelter managers
 - health
 - nutrition



Engage the school-community (e.g., Parents-Teachers Association, community leaders) in planning for post-disaster recovery such as identifying possible alternative locations to serve as temporary learning facilities, and participating in school clean-up activities. This will help ensure their cooperation once emergency situation happens.

Limited use of schools as temporary shelter

Schools are sometimes among the strongest buildings in a community. Because of this, and their size and the familiarity of people with them, schools are often selected as temporary shelters for safe evacuation of not only the school children but also other members of the community displaced by disasters. This can pose a serious threat to educational continuity if it is not well-planned for.

The following guidelines should help limit the use of schools as temporary shelters:

- Avoid using schools as temporary shelters by instituting a national disaster risk management policy, and putting in place sound local disaster risk management plan and school disaster risk management plan.
- If schools are planned as temporary shelters, design, equip and plan for them to meet shelter needs, and manage them to safeguard educational investments.
- If schools are expected to be used as temporary shelters, ensure educational continuity in a safe environment with the dual use of the school facility for both shelter and education, or the use of temporary learning spaces or facilities.
- A school should never be used as shelter for military purposes or occupied by fighting forces.

When educational facilities are used as temporary shelters, stakeholders should agree on a date as to when the shelter residents will be relocated and the school returned to its normal function in order to minimize disruptions to learning.

Moreover, when educational facilities are used as temporary shelters, it is important to protect the school property, including books, libraries, furniture, school records and recreational equipment. It is also important that school buildings, water facilities and latrines are cared for and left in good working order.

Maintenance should include keeping rooms clean and tidy, selecting appropriate site for careful disposal of all waste or trash, cooking only in the kitchen or outdoors, protecting school furniture, using latrines and not open areas, keeping toilets clean, considering one another, respecting the needs, privacy and culture of one another, and the educational rights of children.

More tips are given in **Step 3** to guide you on what you should do in case your school is used as a temporary shelter.



Responsible school and shelter management personnel should work together to ensure that those using the school as a temporary learning facility adhere to general rules to maintain the school on a daily basis.

Child protection

Disasters and emergencies create conditions that heighten children's vulnerability. It is important to think about and consider these threats and to plan ahead of time how to reduce these dangers.

The main threats from disasters and emergencies are:

- physical harm;
- family separation;
- exploitation (gender-based violence, child labor, and human trafficking);
- denial of access to education;
- psychosocial distress;
- recruitment into armed groups or gangs; and
- increased risk of abuse and neglect due to family stressors and recovery activities.

The most important child protection mechanisms normally include the family, school, and community. It is important to think about how to keep children safe when these social mechanisms are under stress. Some examples are:

- school/family reunification planning;
- identifying schools as safe havens for children and having staff on-site to meet and protect children;
- setting up 'child-friendly spaces' at schools and other sites, and having trusted custodians or stewards share the tasks of safety and supervision; and
- warning parents and children about dangers if child traffickers or armed groups are operating in the area.



The Educational Continuity Plan is part of your School Disaster Risk Management Plan. Remember to include these in your **School Improvement Plan** to ensure that these are well-considered in overall school planning.



STEP 3

Implement your plan.

- a. Reduce your risks
- b. Prepare to respond
- c. Assure educational continuity and post-disaster recovery

During and after a disaster comes, do as you have planned. Ensure that plans laid out in Step 2 are implemented. Similar to Step 2, the following discussions are divided into three sub-sections: A. Reduce your risks, B. Prepare to respond, and C. Assure educational continuity.

A. Reduce your risks

Review the information you gathered from your risk matrix (Step 2a: Reduce your risks). If it is not possible to address all risks identified at the same time, rank them from highest to lowest. Prioritize risks that have a high level of likelihood and high level of impact.

Be sure to conduct annual school maintenance as scheduled. Your risk reduction plan should be able to guide you.

Risk Mitigation and Reduction

The **Hazard Preparedness Checklist (Tool 19)** will help you implement risk mitigation and reduction activities. In addition to this tool, below are more mitigation measures that you can do to achieve school safety.

Structural Mitigation Activities	Non-structural Mitigation Activities
<ul style="list-style-type: none"> • Conduct regular building and grounds assessment • Conduct regular building maintenance (especially from water and pest damage) • Ensure roofs are securely attached to structure • Reassign use of classrooms • Safety floating classrooms (include bar rails to prevent falling in water) • Conduct site selection and analysis • Ensure hazard-resistant design appropriate for site • Ensure hazard-resistant construction 	<ul style="list-style-type: none"> • Repair ceiling and lighting • Repair roof/floor/window • Ensure external doors open outwards • Create emergency exits • Install exits and route signage • Prevent furniture from blocking exits or falling on people • Secure heating, ventilating, and air conditioning (HVAC) systems, water tanks, fans, lighting • Fasten tall/heavy furnishing and equipment

Structural Mitigation Activities	Non-structural Mitigation Activities
<ul style="list-style-type: none"> • Install netting/cordon around construction site • Retrofit to prevent hazards that may arise from collapsing buildings • Replace unsafe structures • Relocate structures to safer location • Raise plinth (podium or platform) above flood level • Maintain safety bunkers/trenches • Follow green construction practices 	<ul style="list-style-type: none"> • Elevate shelves and water-proof containers for flood protection of equipment, learning materials and documents • Keep fire exits clear • Maintain fire suppression equipment • Keep ramps accessible for entry • Install handrails on stairways • Design/install classroom lighting • Design/install adequate ventilation/cooling in classrooms
Infrastructural Mitigation Activities	Environmental Mitigation Activities
<ul style="list-style-type: none"> • Protect water supplies (e.g., cover to avoid contamination) • Use ceramic water filters to provide clean water • Monitor rainfall/water level • Harvest rainwater • Assess road safety • Identify or create/maintain safe haven and evacuation route • Install evacuation route signage • Clear drains and gutters • Maintain water supplies • Maintain drainage system in school yard • Maintain elevated walkways, as necessary • Clean gutters • Cover open drainage channels • Prepare fire suppression materials • Install early warning communications (e.g., gong, alarm bell, megaphone, loudspeaker) 	<ul style="list-style-type: none"> • Conduct solid waste segregation/recycling/ waste management • Practice cleaner/safer energy use (e. g., water use, solar and low emission cookstoves, wind energy) • Reduce waste • Practice composting • Cordon/cover open rubbish pit • Remove hornets nests • Remove tree branches near buildings • Remove mosquito breeding environment • Plant trees for erosion control, flood prevention, shade, food • Engage in mangrove planting • Grow a school garden • Develop/maintain tree nursery • Practice energy saving measures (e.g., natural light during the day and energy-saving light bulbs after dark, wind energy) • Unplug electronics when not in use to save energy

Infrastructural Mitigation Activities	Environmental Mitigation Activities
<ul style="list-style-type: none"> • Install safety and danger signage (e.g., children crossing, elephant crossing, road crossing, landslide prone) • Create/monitor pedestrian crossing • Put speed bumps and signage near schools and crossings • Install mirrors for road safety • Keep back-up transportation and communications plans/systems • Strengthen and/or widen embankments • Build bridges to cross inundation areas • Ensure road maintenance • Monitor to document road upgrade needs • Clear trees extensions and strengthen power and phone line supports 	<ul style="list-style-type: none"> • Set cooling temperature to 26° C or warmer • Replace harmful chemicals with environmentally friendly products • Replace animal protein with plant foods in diet • Walk or cycle or ride share to reduce fuel use • Cut down on paper use • Avoid using plastic bags • Recycle graywater (i.e., water with soap but clean enough to water plants; e.g., water from showers, bath tubs, washing machines)
Mitigation Activities for Personal Safety	
<ul style="list-style-type: none"> • Practice good hygiene (e.g., regular hand-washing) • Ensure familiarity with standard operating procedures for disasters and emergencies • Prepare first aid kits for injury response • Promote social cohesion (especially diversity and inclusion, bullying/violence prevention) • Promote household safety/disaster plan • Promote health skills (e.g., malaria/dengue prevention) • Maintain evacuation supplies at the safe haven • Improvise response equipment • Install and use seat belts in school vehicles 	

Source: Save the Children (2015). School-Based Risk Mitigation and Adaptation Activities

B. Prepare to respond

During a Disaster

Use your response skills. Observe all safety measures. Supervise and care for students, and assist people who are injured. Be guided by the **Emergency Standard Operating Procedures Decision Tree** as discussed in Step 2 to know which **standard operating procedure** should be implemented:

1. Building evacuation
2. Evacuate to safe haven
3. Assemble and shelter outside
4. Shelter-in-place
5. Lockdown
6. Safe family reunification

Activate the **Incident Command Systems**. The **Flexible School ICS Response Team Matrix** and the **ICS roles and responsibilities** also discussed in Step 2 will help you avoid confusion as to who should do what. This will keep your response team organized.

After a Disaster

After a disaster, prepare the **School Status Report (Tool 20)** to check if all students and school staff are accounted for. Reunify students safely with their families. Use the **Student-Family Reunification Form (Tools 21 and 22, for big schools and small schools, respectively)** and follow the safe family reunification procedure. Keep in mind the responsibilities of the Student Supervision and Student-Family Reunification Team discussed in Step 2. Specifically, the team leader is expected to:

At the “Request Gate”

- Greet and direct parents/guardians through the request process.
- Provide parents with a **Student-Family Reunification Form (Permit for Release of Child)** to be filled out.
- Verify authorization on **Student Emergency Contact** cards.
- Request identification. If parents or guardians are known to staff or positively identified by the student, this may be used in lieu of official identification, subject to approval of administrator.
- Keep the top portion of the form at the **“Request Gate”** filed in alphabetical order.

- Locate child using the **Student Schedule Location Roster** and identify location of the child in the **Emergency Assembly Area**. Send a runner with the middle portion of the form to locate the student in the assembly area.
- Give the bottom portion of the form to the parent/guardian and direct them to the **“Reunion Gate”**.
- If a second person comes to find the same student, check request form and direct parent to the reunification gate for detailed information.

At the “Reunion Gate”

- Match request form with the student. Request identification. In the case of discrepancies, request the adult to return to the **“Request Gate”**.
- If a second person comes to find the same student, verify that the student was picked up, when and by whom.

Psychosocial support

There can be many devastating effects for the school-community every time a disaster occurs. These effects may be seen to occur individually, in the family, or across the school-community as a whole. It is important to remember that each individual will respond differently to distress and/or loss.

Children may be dealing with loss, grief, guilt or shame, family separation, anxiety, reluctance to separate from caregivers, new fears, somatic problems, depression, confusion or general uncertainty upon experiencing a disaster. All of these may lead to decrease in school attendance. Most of the effects seen are **‘normal reactions to abnormal circumstances’** that heal steadily over time.

These reactions are explained in detail in the **Psychosocial Support Brief (Tool 23)**. The tool gives ideas on what teachers can do in case a student needing psychosocial support is identified. The tool also suggests age-appropriate activities, and ways to take care of yourself as a caregiver.



Professional counseling, psychological debriefing, and psychological first aid can all be ways to providing psychosocial support. Keep in mind that provision of professional counseling and psychological debriefing would require professional training. If no one in school is properly trained on these practices, it is best to have a working knowledge of how to provide **psychological first aid**.

Psychological First Aid

Psychological first aid (PFA) is, “humane, supportive and practical assistance to fellow human beings who recently suffered exposure to serious stressors, and involves:

- non-intrusive, practical care and support
- assessing needs and concerns;
- helping people to address basic needs (food, water);
- listening, but not pressuring people to talk;
- comforting people and helping them to feel calm;
- helping people to connect information, services and social supports; and
- protecting people from further harm.” (World Health Organization, 2011. Presented June 2015)



Keep in mind that psychological first aid is NOT professional counselling and NOT psychological debriefing. PFA does not entail a detailed discussion and analysis of the distressing event.

PFA is about being prepared by learning about the crisis, including safety and security concerns, and the available services and supports. Identify students in distress who may need special attention and support. Listen to help them feel calm. Ask about their needs and concerns, even if you think you know what their needs and concerns are. Link students to services, information, and loved ones.

Students who are devastated, distressed, or traumatized tend to do better in the long-term when they feel connected to others, allowing them to have access to social, physical, and emotional support.

The list below enumerates the ethical guidelines when conducting PFA:

DO's	DON'T's
<ul style="list-style-type: none"> • Be honest and trustworthy. • Respect a person's right to make their own decisions. • Be aware of and set aside your own biases and prejudices. • Make it clear to people that even if they refuse help now, they can still access help in the future. • Respect privacy and keep the person's story confidential, as appropriate. • Behave appropriately according to the person's culture, age and gender. 	<ul style="list-style-type: none"> • Don't exploit your relationship as a helper. • Don't ask the person for any money or favor for helping them. • Don't make false promises or give false information. • Don't exaggerate your skills. • Don't force help on people, and don't be intrusive or pushy. • Don't pressure people to tell you their story. • Don't share the person's story with others. • Don't judge the person for their actions or feelings.

Source: World Health Organization, et. al., 2011

C. Assure educational continuity

Implement your **Education Continuity Plan**. Ensure that the minimum standards for education in emergencies are met. Be sure that you have carefully considered all possible alternative delivery modes of instruction and have designed a flexible school calendar.

Safe alternative locations or facilities should have already been identified. As discussed in **Step 2**, you are expected to:

- Provide access to sanitation and safe water services.
 - Access to a hand-washing facility with water to wash hands before preparing food and eating, or after using the toilet.
 - Access to safe drinking water.
 - Water drainage is well planned, built and maintained.
 - Toilets should be located away from water sources and must take into account the wind direction.
 - Separate toilets for girls and boys situated with minimal threats to users and offer a degree of privacy. These should be located in safe, convenient, culturally appropriate and easily accessible places, including for those with special needs.
 - Ideally, there should be one toilet for every 30 girls and one toilet for every 60 boys in each school.
 - Toilets should not be more than 50 metres away from dwellings.
- Coordinate with local disaster management committee leaders to ensure that children's needs can be met while in temporary learning facilities.
 - water, sanitation and hygiene
 - child protection
 - camp and shelter managers
 - health
 - nutrition
- Ensure limited use of schools as temporary shelter and keep the school clean and tidy.
- Ensure that children are protected from threats.

Post-disaster recovery

Once everyone has been accounted for and everything has settled down, assess the overall status of the school using the **School Rapid Damage Assessment Form (Tool 24)**. This will give you a better perspective as to what kind of support is needed to rehabilitate and/or strengthen access and learning environment, teaching and learning, school personnel, education policy and coordination, and community participation to contribute towards school safety.

If it cannot be avoided that your school has to serve as a temporary shelter, a clear schedule has to be set to ensure limited use of the school as temporary shelter. Use the list below to help you manage your school as a temporary shelter:

1. Prepare an inventory of available facilities and amenities in school.
2. Activate a disaster welfare inquiry desk.
3. Coordinate with the local government or local disaster management committee to provide basic requirements (non-food/food) to evacuees.
4. Register all evacuees and make a profile of all evacuees.
5. Draw up a master list and rooming list of evacuees.
6. Assign room leaders who will help keep the rooms clean.
7. Organize evacuees into work brigades or committees (e.g., feeding, clean-up).
8. Undertake or implement activities and/or services especially for children.
9. Ensure proper management of resources (e.g., electricity, water).
10. Give special attention to long-term processes.
11. In coordination with the local government or local disaster management committee, conduct consultation with evacuees and assist families in preparing their rehabilitation plans.
12. Initiate regular consultations with other service providers and partners.

Shutting Down Temporary Shelter Operation

Schools should function as a transitional shelter only for a few days so that the school can quickly return to normalcy. The longer evacuees stay in school, the longer it will take for the school to resume normal operations. Keep the following guidelines in mind as you lead the school in shutting down its operation as a temporary shelter.

1. Track evacuees when they leave. You should gather information about their next destination so that friends and relatives looking for them will know where to find them.
2. Convey information on evacuees to the local authorities.
3. Coordinate with the local government and arrange for transport schedules as the evacuees leave the shelter to avoid causing heavy traffic.
4. Encourage school stakeholders to help with school clean-up.
5. Conduct an inventory of school facilities and materials, and compare it with the inventory done before the school was turned into a temporary shelter.
6. Create a list of facilities and materials that need to be repaired or replaced to prepare the school for class resumption.
7. Communicate with agencies that may help repair school infrastructure or provide teaching and learning materials.

Source: Adapted from SEAMEO INNOTECH, 2014. Excellence in Leading Education in Emergency Situations for Southeast Asian School Heads (Module 2).



STEP 4

Monitor and evaluate your plan.

This is the time to reflect and update your plan. Your **School Disaster Risk Management Plan** should be updated continuously and reviewed annually.

Monitor how well you are doing.

- Review your **School-based Self-Assessment Survey**.
- Update your risk or hazard maps as needed.
- Critically evaluate your **Risk Reduction Plan**.
- Check if mitigation measures have been adopted.
- Check if emergency contact information of students are updated.
- Review your **ICS Response Team Matrix**.
- Discuss and evaluate after each situational drill to see how this can be improved.
- Always refer to your **Emergency Provisions Checklist** to ensure that all documents are updated, supplies are still functioning and usable (e.g., two-way radios, megaphone, pens, batteries), food items are still edible, medicines are not expired.
- Make sure that your **Education Continuity Plan** is updated. Check if your pre-identified alternative locations are still viable and safe as venues for temporary learning facilities.

The **School Disaster Readiness and Resilience Checklist (Tool 25)** will help you monitor and evaluate your SDRM Plan. Keep yourself updated with recent developments (e.g., innovations in processes, systems, tools) in the field of disaster risk management.

You can also monitor and evaluate your students' knowledge of disaster preparedness. The Classroom Disaster Preparedness Monitoring Checklist (**Tool 26**) is a simple guide that teachers can use quarterly to identify which areas (i.e., Step 1, Step 2, and so on) need to be discussed more with the students.

Finally, keep in mind the following key considerations when evaluating and updating your SDRM Plan:

Key considerations	What it means
Clarity	Your SDRM Plan should be clear and concise, with clearly stated roles and responsibilities of the committee members, i.e., school management committee, sub-committee on school disaster risk management, SDRM Focal Point, Incident Command System Response Team Matrix.
Flexibility	Your SDRM Plan should allow for a certain degree of flexibility where procedures can still be executed even in the absence of certain key personnel or resources due to unforeseen circumstances. For example, if it is not possible to follow a pre-planned route to an evacuation assembly area that has been cut off by the hazard, have some suggestions for alternative routes.
Comprehensiveness	Your SDRM Plan should contain procedures for reducing and mitigating risks, preparing for and responding to effects of hazards, and assuring educational continuity and post-disaster recovery.
Generality and consistency	Your SDRM Plan should describe a general and consistent decision-making process (i.e., emergency decision tree, SOPs) that will be adopted during an emergency, as emergencies differ from one another.
Product of consultation	Your SDRM Plan should be derived from consultation with students, school staff, parents, local government, and the school-community in general.
Dissemination	All school stakeholders should be familiar with and knowledgeable of your SDRM Plan.

Source: Adapted from SEAMEO INNOTECH, 2014. Excellence in Leading Education in Emergency Situations for Southeast Asian School Heads (Module 1).



STEP 5

Share, reach out, and advocate.

Working together and reaching out to your school-community is very important. It is vital that you communicate your SDRM Plan with your school-community to equip everyone – students, teachers, parents, other community members – with the necessary information on and skills for risk reduction and mitigation, response provision, and resiliency.

The **Family Disaster Plan (Tool 27)**, **Outreach and Advocacy Plan (Tool 28)**, **Disaster Risk Reduction at Home (Activity 17)** and **Developing Advocacy Strategies (Activity 18)** are provided to facilitate communicating your plans to your school-community.

In preparing your advocacy plan, you may find the following guide questions helpful in ensuring that the most vulnerable sectors are informed and that knowledge sharing within your community is practiced.

1. Who is nearby that needs our support?
2. How will we reach out to make sure that all families are informed and do their best to be part of the solution?
3. What can we do to reach out to children and youth who are out-of-school, to make sure that they, too, are safe?
4. What can we do to reach out to children with disabilities to make sure that they, too, are included and safe?
5. What are some ways that we can engage with and encourage good practices in disaster risk reduction in our community?
6. What else remains to be done?

These are elaborated more in **Tool 28** so be sure to go through it.

Moreover, following are some suggested activities on how you can communicate your SDRM plan with the school-community:

Suggested activity	Purpose
General school assemblies	To create awareness among the entire school-community about the importance of disaster risk management.
Parents-Teachers Conferences or Meetings	To create awareness among the parents of students and also to provide a venue for a more intimate discussion on disaster risk management between parents and teachers. This may be an opportunity to discuss more focused topics such as integration of the SDRM Plan in the curriculum, or to engage the parents to support the SDRM Plan.
Installation of bulletin boards	To inform the entire school-community about your SDRM Plan.
Distribution of pamphlets and brochures	To provide the entire school-community with basic information about your SDRM Plan, together with the contact information of school officials in-charge of the plan.
Sending out individualized letters to parents or guardians	To create or increase level of awareness among the families of the students and to serve as a constant reminder to parents or guardians to support the school's disaster risk management initiatives. This will also encourage families of the students to feel that they are an important part of the SDRM Plan.
School DRRM Awareness Programs	To create a more focused awareness building among the school-community. Organizing a Disaster Preparedness Awareness Day is an example of a school program wherein students, parents, and other community members can be gathered to present the SDRM Plan and how it will be operationalized.
Announcements during flag ceremonies	To constantly remind the students to fulfill their roles and responsibilities in the SDRM Plan.
Use of the school's webpage	To inform the entire school-community and the general public about the school's disaster risk management initiatives.
Use of social media (e.g., Facebook, Twitter, Instagram)	To engage the interest of a wider community (i.e., beyond the school-community) in the school's disaster risk management initiatives and to share updates and alerts concerning the SDRM Plan.

Resource Mobilization

Your school will need resources to sustain your school disaster risk management efforts. It is vital that your SDRM Plan is integrated with the School Improvement Plan to ensure that your plan gets support and allotted funding.

In cases where school funding is not enough, raise funds to support your plans. Link your SDRM Plan with the overall disaster risk management agenda of the education sector, disaster management sector, and other relevant stakeholders. Establish communication and coordination linkages across sectors.



It is easier to promote and advocate for your SDRM Plan and get support if this is seen as an integral part of the overall School Improvement Plan.

Establish a strong link between the school and the host community. Involve parents, local government, local businesses, and other institutions in the community in developing your plan. By this way, they will have a sense of ownership of your SDRM Plan and will feel that they are part of your plans. Aside from being a potential source of funds, the school-community can also help you advocate for your plans.

Other than financial support, you can also identify useful resources from the community. Look for locally available resources and materials such as equipment or tools that may be used for disaster response.

Your school can also tap individuals who may provide monetary support or volunteer his or her time to support your plans.

Whatever strategy you may think of to raise funds, it is important that you keep your school's reputation positive at all times. Ensure that there is transparency and maintain accountability to your stakeholders. Keep in mind that your purpose is to keep your students safe at all times by working towards comprehensive school safety.



TOOLS

GENERAL TOOLS

Tool 1: School Emergency Contact Information

Tool 2: Calendar of Activities

PLANNING TOOLS

Step 1: Know Your Risks

Tool 3: CSS School Self-Assessment Survey

Tool 4: School Hazards Calendar

Step 2: Plan for Safety and Educational Continuity

A. Reduce Your Risks

Tool 5: Early Warning Systems Worksheet

Tool 6: Risk Reduction Plan

Tool 7: Regular and Planned School Maintenance Checklist

Tool 8: Annual School Maintenance Survey

B. Prepare to Respond

Tool 9: Student Emergency Release Contact Information

Tool 10: Standard Operating Procedures

Tool 11: Hazard-Specific Rules for Students

Tool 12: Flexible School ICS Response Team Matrix

Tool 13: School Drill Scenarios

Tool 14: Drill Preparedness Checklist

Tool 15: Emergency Provisions Checklist

C. Assure Educational Continuity and Post-Disaster Recovery

Tool 16: Education Continuity Plan

Tool 17: Key Features of DRM and EiE Teacher Professional Development

Tool 18: Minimum Standards for Education in Emergencies Brief

IMPLEMENTING TOOLS

Step 3: Implement Your Plan

A. Reduce Your Risks

Tool 19: Hazard Preparedness Checklist

B. Prepare to Respond

Tool 20: School Status Report

Tool 21: Student-Family Reunification Form

Tool 22: Student-Family Reunification Form (Small Schools)

Tool 23: Psychosocial Support Brief

C. Assure Educational Continuity and Post-Disaster Recovery

Tool 24: School Rapid Damage Assessment Form

MONITORING TOOL

Step 4: Monitor and Evaluate Your Plan

Tool 25: School Disaster Readiness and Resilience Checklist

Tool 26: Classroom Disaster Preparedness Monitoring Checklist

DISSEMINATION TOOLS

Step 5: Share, Reach Out, Advocate

Tool 27: Family Disaster Plan

Tool 28: Outreach and Advocacy Plan
















GENERAL TOOLS

TOOL 1: SCHOOL EMERGENCY CONTACT INFORMATION



To be filled out by	Representative from the school administration office.
Frequency	Update as necessary.
When	At the beginning of the school year then update as necessary.

EMERGENCY CONTACT INFORMATION		
Police Department		
Fire Department		
Hospital		
Social Services		
Religious Institution/s		
Red Cross / Red Crescent		
National/Local DRM Office		
Ministry of Education		

EMERGENCY CONTACT INFORMATION	
Others _____ _____	 _____
	 _____
	 _____
Others _____ _____	 _____
	 _____
	 _____
Others _____ _____	 _____
	 _____
	 _____
Others _____ _____	 _____
	 _____
	 _____
Others _____ _____	 _____
	 _____
	 _____

TOOL 2:
CALENDAR OF ACTIVITIES



To be filled out by	School management committee and/or representative from the school administration office.
Frequency	Update as necessary.
When	During school management committee meeting, preferably at the beginning of the school year then update as necessary.

School Year: _____

Activities	Month	Responsible

PLANNING TOOLS

STEP 1

KNOW YOUR

RISKS

TOOL 3: CSS SCHOOL ASSESSMENT SURVEY



(Save the Children, 2015)

To be filled out by	School management committee sub-committee on school disaster risk management. Ideally, to be led by the SDRM Focal Point.
Frequency	Once a year.
When	Before the school year starts.

Welcome to the Comprehensive School Safety – School Self Assessment Survey. This survey is designed to be used by school principals, district and/or regional education officers, DRR focal points and school committee. The purpose is to gather information from every school, about the hazards and risks to lives and safety and the threats to children's education, caused by dangers of all kinds.

Answering questions: Questions cover school location and users, hazards and risks, school facilities, school disaster management, and risk reduction and resilience education. The survey will take about an hour to complete. A copy of the survey results can be shared with your local education authority.

(If your country has implemented the CSS School Self-Assessment Survey Application, the data can also be entered on a tablet or via the internet. In that case you will receive an automated report with recommendations for next steps, and your education authorities will have access to this information for planning and decision-making.)

0	CONTACTS	
	Contact Information	
	Date of Assessment	
	Date of Assessment:	
	Questionnaire ID:	
	School Contact Person Name:	
	School Contact Person Phone #1	
	School Contact Person Phone #2	
	School Contact Person E-mail address	

1	PROFILE & RISKS					
	SCHOOL IDENTIFICATION					
1-1	School ID, Name, and Address					
	School ID No:					
	Name:					
	Street Address and Number (if available)					
	Province/State					
	District:					
	Village/City:					
	SCHOOL LOCATION					
1-2	School Environment	Urban	Semi-urban	Rural	Remote	Mountain
	(select one)					
1-3	Proximity to Services					
	Any emergency services in less than 15 minutes (select one per row)	Yes	No	Not Applicable	Don't Know	
	police					
	fire					
	ambulance					
1-4	School Access					
	School location (not including entry <100 m) must be accessed by	foothpath only	unpaved road only	paved road	high traffic road	other
	(select one)					
1-5	Minutes Walk					
	If accessible only on footpath, # of minutes walk to nearest road? (Remember 60mins=1hour) Enter '0' if located on road					
	Estimated # minutes walk to nearest school (Remember 60mins=1hour) Enter '0' if located on road					
1-6	GPS Coordinates (if available)					
	Go to a clear and open space the middle of the school grounds, with a wide unobstructed view of the sky. Then click here and stay in place for a minute or two in order to record the GPS coordinates.					
	Latitude (-90.0 through 90.0)					
	Longitude (-180.0 through 180.0)					
	Altitude (in meters)					
	SCHOOL TYPE AND USE					
1-7	School Governance Type	Public	Private	Religious	Other	
	(adjust selection for country)					
1-8	Day or Residential School	Students attend only during day	Residential / boarding (with dormitories)	Quasi-residential (informal, self-built huts)		
	(select one)					
1-9	Students staying overnight			# on school nights	# on weekends	

1-10	Grade Levels Taught (adjust selection for country) (select all that apply)	
	Early childhood	
	Pre-primary/Kindergarten	
	Lower Primary (Grades 1-3)	
	Upper Primary (Grades 4-6)	
	Lower Secondary (Grades 6, 7, 8, 9)	
	Upper Secondary (Grades 10, 11, 12)	
	Vocational	
1-11	School Uses	
	After-school activities for children (at least weekly)	
	Community activities (at least weekly)	
	Cultural heritage building (official designation)	
	Informal emergency shelter site (community practice)	
1-12	School Hours and Shifts	
	Expected number of school days per year	
	Number of school days per week (show half days as 0.5)	
	Number of shifts per day	
	Average minutes per day of student teacher contact (Do not include recess and lunch time. Remember: 1 hour = 60 minutes).	
	How many school days per year is your school closed because of hazard impacts (eg. rain, storm) on average?	
	If you have to close on school days, how many days can you make up with a special schedule, each school year?	
	How many school days per year is your school impossible or dangerous for many children to reach?	
1-13	School Days (include partial days)	
	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	Saturday	
	Sunday	
1-14	Months that School is in Session (include partial months)	
	January	
	February	
	March	
	April	
	May	
	June	
	July	
	August	
	September	
	October	
	November	
	December	

1-15	School Inaccessible		
	On average, how many weeks per year is the village not accessible to outsiders (eg. due to flooding)		
1-16	Village Inaccessible		
	On average, how many weeks per year is the village not accessible to outsiders (eg. due to flooding)		
1-17	ENROLLMENT AND ATTENDANCE	Enrolled	Attending today
	Total number of male students		
	Total number of female students		
	Total		
	Number of male indigenous/ethnic/language group students		
	Number of female indigenous/ethnic/language group students		
	Total		
	Number of male students with disabilities		
	Number of female students with disabilities		
	Total		
	Number of male teachers on payroll		
	Number of female teachers on payroll		
	Total		
	Number of male teachers with disabilities		
	Number of female teachers with disabilities		
	Total		
	Number of non-teaching male personnel		
	Number of non-teaching female personnel		
	Total		

HAZARD IMPACT ASSESSMENT												
1-18	Potential Hazards and Impacts (adjust list for country)											
	(check all that apply or select No Impact)	No Impact	Deaths	Serious Injuries	Damage to buildings	Communications interruptions	School access routes and transport	Health impacts	Nutrition impacts	School closures	School attendance	Family income/ livelihood
	Fire											
	Wind											
	Water											
	Earthquake											
	Landslide/Flow											
	Volcanic eruption											
	Health											
	Technological											
	Conflict/violence											
	Drought											
	Pest infestation											
	Extreme heat											
	Other (Please specify)											
1-19	Potential Levels of Impact on School (please rate) (adjust list for country)											
	(select one choice per row)	High	Medium	Low	None	Unknown						
	FIRE											
	Fire											
	Wildfire											
	WATER											
	Flood											
	Coastal erosion											
	Tsunami											
	Dam break											
	Drought											
	Water shortage											

(select one choice per row)	High	Medium	Low	None	Unknown
WIND					
Cyclone/hurricane/typhoon					
Hail storm					
Windstorm					
Sandstorm					
Lightning					
Tornado					
EARTH					
Earthquake					
Landslide					
Debris or mudflow					
Glacial lake outburst					
Avalanche					
Volcanic eruption/lahar flow					
HEALTH					
Pandemic (e.g., HIV, Influenza, Avian flu, Ebola)					
Illness/Epidemic (e.g., Gastrointestinal)					
Air pollution					
Water pollution					
Malaria/Dengue					
Food poisoning					
Food shortage					
TECHNOLOGICAL					
Hazardous materials release					
Nuclear accident					
Power shortage					
Transportation accident (eg. Train, tram, subway, airplane)					
Road accidents (eg. Buses, jeepney, tuk tuk, car, motorcycle, bicycle)					
CONFLICT/VIOLENCE					
Unexploded ordinance (UXO, mines)					
Organized armed attack					
Individual armed intruder/active shooter					
Student fights					
Bullying					
Sexual violence					

	(select one choice per row)		High	Medium	Low	None	Unknown							
	Corporal punishment													
	Civil unrest													
	OTHER													
	Playground accident													
	Drowning													
	Pest infestation													
	Extreme Cold													
	Extreme Heat													
	Other (Please specify)													
DISASTER IMPACT ASSESSMENT														
1-20 Year of Impact of Last 3 Significant Hazards to Affect Your School														
	(If the event lasts multiple years, indicate the year the disaster started)		Year	# of Students Deaths at School	# of Student Injuries at School	# of Adult Deaths at School	# of Adult Injuries at School							
	The last disaster													
	The second to last disaster													
	The disaster before the last two													
1-21 Types of Last 3 Disasters														
	(check all that apply, including multiple impact from one event)	Fire	Wind	Flood	Earthquake	Landslide	Volcano	Health	Technological	Conflict/Violence	Drought	Pest Infestation	Extreme Heat	Other
	The last disaster													
	The disaster before that													
	The disaster before the last 2													

1-22	Past Disaster Damage to School Buildings	None	Minor (did not interrupt school)	Moderate (interrupted use)	Severe (at least one classroom seriously damaged)	Very severe (at least one building damaged beyond repair)								
	The last disaster													
	The disaster before that													
	The disaster before the last 2													
	If classrooms were damaged, how many?													
	If buildings were damaged and/or school property was destroyed, estimate the cost of the damage													
1-23	Number of School Days Missed													
	Estimate total number of days not made up for during the school year													
	The last disaster													
	The disaster before that													
	The disaster before the last two													
1-24	Percentage of Drop-outs Due to Past Disasters (estimate)													
	The last disaster													
	The disaster before that													
	The disaster before the last two													
1-25	Most Recent Experience (enter year or X for Don't Know)	Fire	Wind	Flood	Earthquake	Landslide	Volcano	Health	Technological	Conflict/Violence	Drought	Pest Infestation	Extreme Heat	Other (specify)
1-26	Impacts Predicted or Expected for Your Area	Fire	Wind	Flood	Earthquake	Landslide	Volcano	Health	Technological	Conflict/Violence	Drought	Pest Infestation	Extreme Heat	Other (specify)

EARLY WARNINGS						
1-27	Type and Quality of Early Warning Systems (adjust for country)					
	(select one per row)	Yes, reliable and effective	Yes, not reliable or effective	None. We need one	None. Not needed	Unknown
	Fire					
	Flood					
	Cyclone/Hurricane/Typhoon					
	Landslide/Debris flow					
	Volcanic eruption					
	Glacial lake outburst					
	Dam break					
	Drought					
	Earthquake (p-wave)					
1-28	Sources of Early Warning Messages					
	(check all received at school, that apply)	Fire	Flood	Cyclone or storm	Other (specify)	
	Message from weather/meteorology services					
	Message from other communities					
	Message from our own community					
	Message from radio					
	Message from television					
	Message from community loudspeaker					
	Message from community gong, bell, alarm					
	Message in person					

2	PILLAR 1: SCHOOL FACILITY AND ACCESS				
	SCHOOL GROUNDS				
2-1	Size of School Site (Estimate square meters)				
2-2	School Surface (Approximate percentage of total school area covered by each)	0-25%	26-50%	51-75%	76-100%
	buildings				
	dirt				
	grass				
	concrete				
	asphalt				
	gravel				
	sand				
2-3	Topography (Check all that apply)				
	Flat				
	Rough				
	Slope				
	Marshy soil				
	On top of next to fault line				
	Below or on a landslide-prone slope (check all sides of school)				
	Landfill				
	In a flood plain or river/stream-bed				
	Mudflow/mudslide/lava bed				
	Adjacent to coast/subject to coastal erosion				
	Soil not compacted prior to construction				
	Others (specify)				
2-4	Hazards on School Grounds				
	(check one per row)	Found - fixed	Found - not fixed	None	
	Slope drop off				
	Hazardous materials				
	Sharp, blunt or dangerous objects				
	Potentially dangerous animals				
	Unsafe or absent railings or protection from falls				
	Hazardous materials storage or release				
	Walk areas slippery, uneven, or obstructed				
	SITE SAFETY AND ACCESS				
2-5	Potential Hazards Nearby (check all that apply)				
	Stockbreeding/farming				
	Swampy area/marsh				
	River				
	Industrial				
	Minefield				

	Dam or Dike				
	Main road				
	Mountain/steep slopes				
	Forest				
	Dense bush				
	Open grassland				
	Open water				
	Others (specify)				
2-6	Hazards on the Way or at School (check all that apply)				
	Children walk on roads used by cars (not on pedestrian sidewalk)				
	Unsafe roads due to car/auto/cycle accidents				
	Unsafe roads become flooded				
	Unsafe, unstable, unusable, or missing bridges				
	Unstable trees, boulders, or utility poles that could fall				
	Overflowing river				
	Unsafe due to bullying				
	Unsafe due to sexual assault				
	Unsafe due to armed attack				
	Not accessible for people with mobility or vision impairments				
	Evacuation routes are not marked				
	Others (specify)				
2-7	Fencing Around School				
	(select one per row)	Yes	Partial	No	Unknown
	Fence around the school				
	Do dangerous animals have access to the school grounds?				
2-8	Entrance Gate(s)		Locked	Unlocked	None
	(select one)				
SCHOOL BUILDINGS					
2-9	Number of Buildings on Site				
	Main buildings with classrooms				
	Multi-purpose (e.g., assembly/shelter)				
	Latrine/Toilet structures				
	Temporary				
	Storage				
	Others				
2-10	Name of Each Buildings				
	Bldg. No. 1				
	Bldg. No. 2				
	Bldg. No. 3				
	Bldg. No. 4				
	Bldg. No. 5				
	Bldg. No. 6				

2-11	Number of Classrooms (Enter '0' if building is not used for classrooms)											
	Bldg. No. 1											
	Bldg. No. 2											
	Bldg. No. 3											
	Bldg. No. 4											
	Bldg. No. 5											
	Bldg. No. 6											
2-12	Classrooms Accessible for Mobility Impaired People?											
	All			Some/Limited			None			Unknown		
2-13	Other Functions in Each Building (Check all that apply)											
		Office/Teachers' Room	Library	Kitchen	Storage	Auditorium/Gym	Laboratory	Sleeping/Bed-rooms	Building not used	Latrine/Hand-washing	Don't know	
	Bldg. No. 1											
	Bldg. No. 2											
	Bldg. No. 3											
	Bldg. No. 4											
	Bldg. No. 5											
	Bldg. No. 6											
2-14	Year of construction (If known. Otherwise, leave blank.)											
	Bldg. No. 1											
	Bldg. No. 2											
	Bldg. No. 3											
	Bldg. No. 4											
	Bldg. No. 5											
	Bldg. No. 6											
2-15	Number of floors (enter all that apply)											
							Above ground floors			Below ground floors		
	Bldg. no. 1											
	Bldg. no. 2											
	Bldg. no. 3											
	Bldg. no. 4											
	Bldg. no. 5											
	Bldg. no. 6											

2-16	Building Shape										
		Regular Rectangle (The long side of the building is less than three times the short side.)			Long and Narrow (The long side of the building is equal to or greater than three times the short side.)			Complex Shape (The long side of the building is equal to or greater than three times the short side.)			
	Bldg. no. 1										
	Bldg. no. 2										
	Bldg. no. 3										
	Bldg. no. 4										
	Bldg. no. 5										
	Bldg. no. 6										
2-17	Normal Occupancy (Total number of people using the building at one time)										
	Bldg. no. 1										
	Bldg. no. 2										
	Bldg. no. 3										
	Bldg. no. 4										
	Bldg. no. 5										
	Bldg. no. 6										
2-18	Building Damage and Hazards										
	(select all that apply)	Rain comes inside from above	Rising water comes inside	Walls or interior is damp or moldy	Cracks in walls	Termite damage	Furnishings and equipment can fall and	Rooms have only one way out	Others (specify)	Others (specify)	No apparent damage
	Bldg. no. 1										
	Bldg. no. 2										
	Bldg. no. 3										
	Bldg. no. 4										
	Bldg. no. 5										
	Bldg. no. 6										

2-19	Construction Type										
	(select one for each row)	Reinforced concrete	Confined masonry	Adobe/mud	Straw/bamboo	Wood frame	Brick and fiber cement sheet	Steel frame	Unknown	Others (specify)	Others (specify)
	Bldg. no. 1										
	Bldg. no. 2										
	Bldg. no. 3										
	Bldg. no. 4										
	Bldg. no. 5										
	Bldg. no. 6										
2-20	Roof Type										
	(select one for each row)	Tile	Corrugated metal	Straw or leaves	Bamboo	Mud	Concrete	Wood	No roof	Unknown	
	Bldg. no. 1										
	Bldg. no. 2										
	Bldg. no. 3										
	Bldg. no. 4										
	Bldg. no. 5										
	Bldg. no. 6										
2-21	Roof Securely Attached to Walls										
	(select one for each row)	Yes	No	Unknown	No Roof						
	Bldg. no. 1										
	Bldg. no. 2										
	Bldg. no. 3										
	Bldg. no. 4										
	Bldg. no. 5										
	Bldg. no. 6										
2-22	Condition of Building										
	(select one for each row)	Good/Strong	Acceptable/Normal	Poor/Weak							
	Bldg. no. 1										
	Bldg. no. 2										
	Bldg. no. 3										
	Bldg. no. 4										
	Bldg. no. 5										
	Bldg. no. 6										

2-23	Design and Construction				
	(select one response per row)	Yes	Some	None	Don't know
	School site is away from hazards (e.g., Landslide, flash flood, hazardous materials, major transit routes, forest fires)				
	School buildings have been constructed following national or local building codes				
	Improvements have been made to buildings to ensure life-safety				
	Unsafe buildings have been replaced				
	School construction has been supervised for disaster resilience/safety in the past				
	School construction currently being supervised for disaster resilience and safety				
	Others (specify)				
2-24	Reinforced concrete construction details (If any buildings are made of reinforced concrete)				
	(select one for each row)	Yes	No	Don't know	
	Deformed steel with ridges, was used in columns or beams				
	When steel hoops for columns were made, the tail ends were bent so they stuck into the centre of the column				
	Sand and aggregate were clean				
	Concrete was vibrated to remove air bubbles				
	No reinforcing steel is visible on the surface of columns, beams, of floors				
	Concrete was ready-mixed or materials were measured before mixing and pouring				
	In columns, the tranverse steel ends are bent 135 degrees around vertical bars				
	Others (specify)				
2-25	Temperature and Light Conditions				
	Approximately how many days per year is it too cold to study in the classrooms?				
	Approximately how many days per year is it too hot to study in the classrooms?				
	WATER, SANITATION & WASTE				
2-26	Availability of Latrines	Yes		None (open defecation only)	
	for students				
	for staff				
	for wheelchair users				

2-27	Type and Number of Latrines	Boys	Girls	Staff					
	Pit latrine (without slab)								
	Pit latrine (with slab)								
	VIP (Ventilated improved pit) toilet								
	Pour flush								
	Eco-san/composting toilet								
	Conventional flush toilet								
	Others (specify)								
	Total								
2-28	Toilets Cleaned and Maintained	Yes	No						
	(Select one response per row)								
	Daily								
	Weekly								
	Occasionally								
2-29	Condition of Latrines								
	(Select one response per row)	Good	Acceptable/OK	Bad	Unknown				
	Boys								
	Girls								
	Staff								
2-30	Water Quantity and Quality								
	(Select one response per row)	Good	Acceptable and Sufficient	Poor or insufficient	None				
	Drinking								
	Hand-washing								
2-31	School Water Sources (check all that apply)								
		Public supply/piped	Watertank filled with purchased water	Watertank filled through rainwater harvesting	River/sea	Tube well	Spring	Bottle	Others (specify)
	Drinking								
	Hand washing								
2-32	Type of Solid Waste Generated								
	(select one per row)	0-25%	26-50%	51-75%	76-100%				
	food scraps, plant-based material								
	plastic bags, plastic bottles, food wrappers								
	paper and cardboard								
	metals (eg. cans, etc.)								

2-33 Solid Waste Management Practices													
	(check all that apply)	Not managed	Collect in close containers	Collect in open pit	Buried on site	Burned on site	Transported offsite	Taking care to reduce	Re-use of paper and plastics	Segregated by type	Recycled with local	Composting	Others (specify)
SERVICES													
2-34 Services Available (adjust selections per country)													
	(Select one per row)					None	Some/limited	Yes	Unknown				
	Electricity from wired utilities												
	Electricity from Generator												
	Internet												
	Indoor lighting												
	Gas canisters (eg. LPG for cooking or heating)												
	Piped natural gas												
	Cooling fans												
	Coolers or AC units												
	Heating units												
	HVAC												
	Showers												
	Lift												
	Boilers												
	Onsite power generation												
	Unit power support												
2-35 Outdoor Facilities (adjust selection per country)													
	(Select one per row)					None	Some/limited	Yes					
	Exterior lighting												
	Playground												
	Playground equipment												
	Sport field and equipment												
	Covered walkways												
	Car parking												
	Utility shed												
	Secure waste receptacles												
	Protective trees												

2-36	Equipment on site (adjust selections per country)			
	(Select one per row)	None	Some/limited	Yes
	Books, paper, pencils (teaching and learning materials)			
	Radio			
	Television, DVD player			
	Computer			
	Loudspeaker			
	Storage and filing cabinets			
	Display cabinets			
	MAINTENANCE			
2-37	School Maintenance Frequency (check all that apply)			
	Daily			
	Weekly			
	Monthly			
	Before rainy season			
	Annually			
	Immediately when problems are found			
	When money is available			
	Not planned			
2-38	Routine Maintenance Providers (check all that apply)			
	School principal or teachers			
	School maintenance staff			
	Community volunteer			
	Students			
	Paid laborer, tradesperson, or company			
	No one			

3	PILLAR 2: SCHOOL DISASTER MANAGEMENT			
	ABSENTEEISM			
3-1	Reasons for Children's Absences (Check the three most common reasons)			
		Boys	Girls	
	School fees or costs (e.g., tuition, activity fees)			
	Illness (general)			
	Illness (due to unclean water)			
	Distance or difficulty getting to school			
	Lack of appropriate clean/safe water or toilets (eg. esp. girls)			
	Bad weather			
	Early marriage			
	Working in fields (planting, harvest)			
	Caring for siblings, elderly or ill			
	Lack of uniform			
	Lack of school supplies			
	Leaving to work for cash or wages			
	Adding extra days onto holidays			
	Others (specify)			
3-2	Children Least Likely to Participate in Education Activities (select all that apply)			
	Children without a parent or guardian			
	Children with disabilities / differently-abled			
	Children working outside the home			
	Ethnic, language, or cultural minorities / indigenous			
	Others (specify)			
	RISK REDUCTION ACTIVITIES			
3-3	Risk Reduction Activities at Your School			
	(Select one per row) A = all hazards; W = water; D = wind; E = earth; B = health; S = safety	Yes, done.	Not done but needs to be done.	Not applicable.
	<i>Structural measures</i>			
	hazard-aware site selection, design, construction A			
	retrofitting for risk reduction A			
	raised plinth W			
	raise school site W			
	shelter identification or construction A			
	retaining wall EW			
	safety bunker/trenches DS			
	repair walls A			
	repair roof A			
	repair ceiling A			
	repair windows A			

(Select one per row) A = all hazards; W = water; D = wind; E = earth; B = health; S = safety	Yes, done.	Not done but needs to be done.	Not applicable.
<i>Non-structural measures</i>			
fasten building contents (equipment & furnishing) E			
fasten roof ED			
elevated/dry storage of supplies WD			
elevated/dry storage of equipment/furnishing WD			
build/repair fencing/gate O			
<i>Infrastructural measures</i>			
participate in local early warning systems WDE			
repair pump or handwashing O			
repair latrines B			
rainfall/water-level monitoring W			
water-supply protection W			
create/clear/maintain evacuation path EWD			
evacuation route & danger signage EWD			
fire break clearance F			
strengthen/widen embankments WD			
clear drains, gutters, culverts W			
add gutters to buildings W			
build drainage channels/culverts for school site W			
slope stabilization EW			
road safety/adequacy assessment EWS			
road widening / pedestrian path marking EWS			
road signage and mirrors EWS			
build/maintain ramp or bridge EWS			
<i>environmental measures</i>			
mangrove/tree planting WDB			
rainwater harvesting W			
protect water supply			
renewable energy (solar/wind) A			
grain bank, food storage, fodder silo B			
seed bank B			
vegetable garden B			
solid waste sorting, composing WB			
solid waste clean-up, anti-litter signage WB			
identified safe assembly areas as needed A			
<i>Social/behavioral measures</i>			
water / energy conservation S			
community 'right-to-know', safety review T			
vaccination campaign B			
hand-washing, protect cough/sneeze B			
buddy/group travel to/from school S			
elephant crossing O			

	SCHOOL DISASTER MANAGEMENT ACTIVITIES	
3-4	School Disaster Management Enabling Structure (check all that apply)	
	A designated focal point leads school disaster management	
	A management committee leads ongoing risk assessment, planning, risk reduction, response preparedness and educational continuity planning	
	School incorporates risk reduction and response measures into school development or improvement plans	
	School disaster and emergency management plan is reviewed and updated at least annually.	
	Others (please specify)	
	None	
3-5	Risk Assessment and Planning Measures Taken (check all that apply)	
	Knowing our Dangers: Hazards, vulnerabilities, risks, capacities and resources are researched and assessed.	
	Risk Reduction Plan: Mitigation measures are identified and prioritized for action.	
	Building evacuation routes and safe assembly areas are identified.	
	Area evacuation and safe havens for family reunification are identified, as needed.	
	Educational continuity plans are in place for recurring hazards and high impact hazards (including alternate locations, calendar, or modes of instruction and transitional learning spaces, as needed)	
	Others (please specify)	
	None	
3-6	Physical Protection Measures Taken (check all that apply)	
	School buildings and grounds maintained and repaired for disaster resilience	
	Fire suppression equipment is checked regularly to prevent fires	
	School equipment and supplies are protected from flood or water damage	
	Building contents are prevented from falling and injuring people during earthquake shaking	
	Clean drinking water (e.g., rainwater harvesting or protection of water supplies) is provided. Measures are taken for food security (e.g., school gardens, grain banks or similar)	
	Solid waste management (e.g., recycling) is practiced	
	Flood prevention is practiced	
	Soil erosion prevention is practiced	
	Access routes to school or nearby shelters and safe havens are developed as needed and maintained for safety.	
	Crime, vandalism, and bullying prevention measures are maintained (students and staff feel safe and secure on school grounds)	
	Others (please specify)	
	None	

3-7	Emergency response skills and provisions (check all that apply)			
	School personnel are ready to organize disaster response using a standard emergency management system (e.g., incident command systems).			
	School personnel have received training in response skills (e.g., standard emergency procedures, first aid, light search and rescue, student supervision, shelter, nutrition and sanitation).			
	School maintains first aid supplies.			
	School maintains fire suppression equipment.			
	School maintains emergency water, nutrition and shelter supplies to support expected staff and students for a minimum of 3 days. School maintains other emergency equipment and supplies as needed.			
	Others (please specify)			
	None			
3-8	Standard Operating Procedures (check all that apply)			
	Students and school personnel know safe building evacuation, safe assembly, evacuation to safe haven, and shelter-in-place procedures.			
	School personnel have and practice procedures to ensure safe student reunification with emergency contacts identified in advance by parents or guardians.			
	School drills are held at least twice yearly to practice and improve upon disaster mitigation and preparedness skills and plans. One of these drills is a full scenario drill to practice response preparedness.			
	Others (please specify)			
	None			
3-8	Health Care Services			
	(select one per row)	Yes	Some	No
	All students receive medical checkup from doctor or nurse at least annually:			
	One or more adults at school are trained in first aid:			
	Others (Please specify)			

4	PILLAR 3: DISASTER RISK REDUCTION EDUCATION IN SCHOOLS				
	UNDERSTANDING AND PRACTICE				
4-1	Hazard and Risk Awareness Levels	Very good	Some	Very little	Unknown
	Most students are aware of the various hazards faced in the local community				
	Most teachers are aware of hazards and have had some training about hazards and risk reduction				
4-2	Students Understanding of Risk Reduction and Response Preparedness	Very good	Some	Very little	Unknown
	Key Messages for risk reduction and resilience at home				
	Risk reduction practices in school and/or community				
	Response preparedness in school and community				
	Understanding of youngest children, girl and boys, and differently-abled persons of DRR?				
4-3	Students Participation in Risk Reduction and Response Preparedness	Very good	Some	Very little	Unknown
	Household / Family risk reduction / safety plan				
	Risk reduction practices at school and/or in community				
	Response preparedness in school and/or in the community				
	Participation of youngest children, girls and boys, and persons with disabilities in risk reduction and response?				
4-5	Teacher and Staff Understanding of Risk Reduction and Response Preparedness	Very good	Some	Very little	Unknown
	Key Messages for risk reduction and resilience at home				
	Risk reduction practices in school and/or community				
	Response preparedness in school and/or community				
	Awareness of the vulnerabilities and capacities of young children, girls and boys, and persons with disabilities.				
4-4	Teacher and Staff Participation in Risk Reduction and Response Preparedness	Very good	Some	Very little	Unknown
	Household / Family risk reduction / safety plan				
	Risk reduction practices at school and/or in community				
	Response preparedness in school and/or in the community				

4-5	Students' Understanding of Standard Procedures for Emergencies and Disasters	Very good	Some	Very little	Unknown
	Most students are familiar with and able to carry out safe, quiet, and orderly building evacuation procedures for fire (don't talk, don't run, don't push, don't go back):				
	Most students are familiar with and able to assemble in safe assembly area or safe haven:				
	Most students are familiar with and able to participate in silent lockdown procedure:				
	Most students are familiar with and able to participate in shelter-in-place procedure:				
	Most students are familiar with and ready to comply with safe family reunification procedures:				
4-6	Families' Understanding of Standard Procedures for Emergencies and Disasters	Very good	Some	Very little	Unknown
	Most familiar with safe, quiet, and orderly building evacuation procedures for fire (don't talk, don't run, don't push, don't go back):				
	Most familiar with procedures for assembling in safe assembly area or safe haven:				
	Most familiar with silent lockdown procedure:				
	Most familiar with shelter-in-place procedure:				
	Most familiar with and ready to comply with safe family reunification procedures:				
	Most consider and plan for the individual needs and safety of young children, girls, boys, and persons with disabilities.				
SUPPORT FOR LEARNING					
4-7	Settings Where Children Learn about Disaster Risk Reduction (Select all that apply)				
	Regular curriculum				
	Teacher initiatives				
	Afterschool clubs				
	School assemblies				
	Others (please specify)				

4-8	Social and Behavior Change Learning Materials available at school (Select all that apply)							
	Subject matter / Type	Curriculum content	Lesson Plans or Activities	Books for children	Poster	Flip-chart	Videos	Other electronic materials
	Natural and man-made hazards and risk awareness							
	Risk reduction knowledge, skills and competencies							
	Response preparedness skills							
	Learning to live together							
	Hygiene promotion							
Thank you for completing this School Self Assessment survey.								

TOOL 4: SCHOOL HAZARDS CALENDAR

(Save the Children, 2015)



ACTIVITY 1

To be filled out by	Students can fill out the tool as part of Activity 1. Teacher will consolidate students' outputs.
Frequency	Once a year.
When	At the beginning of the school year.

Seasonal and Year-Round Hazards Calendar

1. Enter months in the first row, starting with the first month of the new school year.
2. Enter hazards faced by the community including both seasonal (e.g., flood, cyclone) and year round hazards (e.g., earthquakes, pandemics, etc.).
3. Shade those months that these are most likely to occur.

Hazards	Months											

List of potential hazards:

Category	Examples of Hazards
Fire	Fire, wildfire
Water	Flood, tsunami, drought, water shortage, coastal erosion, dam break
Wind	Cyclone/hurricane/typhoon, hail storm, lightning, windstorm, sandstorm, tornado
Earth	Earthquake, landslide/debris or mudflow, volcanic eruption/lahar flow
Health	Pandemic (e.g., HIV, influenza, avian flu, Ebola), illness/epidemic (e.g., gastrointestinal), malaria, dengue, air pollution/haze, water pollution, food poisoning, food shortage (nutritional deficiencies)
Technological	Hazardous materials release, power shortage, transportation accident (e.g., train, subway, airplane), road accident (e.g., buses, jeepney, tuk-tuk, car, motorcycle, bicycle)
Conflict/Violence	Unexploded ordnance (UXO), organized armed attack, individual armed intruder, student fight, bullying, sexual violence, civil unrest, terrorism
Others	Playground accident, drowning, pest infestation, extreme cold, extreme heat

PLANNING TOOLS

STEP 2

PLAN FOR

SAFETY AND

EDUCATIONAL

CONTINUITY

A. REDUCE YOUR RISKS

TOOL 5: EARLY WARNING SYSTEMS WORKSHEET



(Save the Children, 2014)

To be filled out by	Students with help from school-community. Teacher will consolidate students' outputs.
Frequency	Once a year.
When	First half of the school year.

	Early warning systems	Yes	No	Reach people with disabilities?	Comments
FIRE	Fire				
WATER and WIND	Flood				
	Cyclones and storms				
	Dam break				
	Drought				
EARTH	Earthquake				
	Landslide / debris flow				
	Volcano				
BIOLOGICAL	Pandemic or Epidemic				

Early warning message delivered from:	Fire	Flood	Storm	Other
Message from weather/meteorology service				
Message from other community				
Message from local authorities				
Message from neighbors				
Message from local temple, school				
Message from social media				

Early warning message delivered by:	Fire	Flood	Storm	Other
Television				
Radio				
Bell, alarm, loudspeaker or megaphone				
Short message to telephone				
E-mail or social media				
In-person				

Action Plan for Improvement:

What else can be done?	Who can do it?	How much will it cost?	Status/ Date of implementation

TOOL 6: RISK REDUCTION PLAN



(Save the Children, 2015)

To be filled out by	Students can fill out the tool; teacher to consolidate students' outputs; school management committee to review and include in school improvement plan.
Frequency	Quarterly.
When	At the end of first quarter, second quarter, third quarter, and fourth quarter.

Identified risks	What can be done?	Who can do it and who can help?	How much will it cost?	Status update / date
Structural Risks <ul style="list-style-type: none"> 				
Non-Structural Risks <ul style="list-style-type: none"> 				
Infrastructural Risks <ul style="list-style-type: none"> 				
Environmental Risks <ul style="list-style-type: none"> 				
Personal/Social Risks <ul style="list-style-type: none"> 				



Transfer these items as appropriate to your **School Improvement Plan** to ensure that these are well-considered in overall school planning.

TOOL 7: REGULAR AND PLANNED SCHOOL MAINTENANCE CHECKLIST



(Adapted by Save the Children from Wakeman, Nigel (2003).

A Manual for the Use of and Communities in the Maintenance of Primary School Buildings)

To be filled out by	School maintenance committee; to be monitored by the SDRM Focal Point.
Frequency	As indicated (daily, weekly, monthly, seasonal, planned).
When	As indicated (daily, weekly, monthly, seasonal, planned).

MAINTENANCE PLANNING

- ☐ We have 'as-built' drawings showing buildings, electrical, drainage and water services (updated when any changes made).
- ☐ Staff and community are actively involved in the maintenance process, and feel responsibility and pride in their school.
- ☐ Students are actively involved in maintenance and developing pride in their school.
- ☐ We budget and account for expenditures of funds on maintenance.
- ☐ We raise funds and support for maintenance.
- ☐ We prepare and post rules for all users of the facilities.
- ☐ We have a list of all materials and finishes (e.g., paint types and colors).

SUGGESTED TOOLS LIST

The following is a suggested list of tools that every primary school should have available for use in maintaining its buildings. A sub-committee, such as the Maintenance Committee, can add to this list as it sees fit:

- Wheelbarrow
- Shovel
- Hoe
- Pick-axe
- Bucket
- Hammer
- Crow bar
- Brick trowel
- Plaster trowel
- Steel and wood floats (for plastering)
- Plumb bob and line
- Aluminium level (1m+)
- Short level
- Tape measures
- Pipe wrench
- Large and small adjustable spanners / wrenches
- Large pliers and electrical pliers
- Hacksaw and blades
- Electrical screw drivers and wood screw drivers
- Coarse and fine files
- Plumbers tape (PTFE)
- Saw
- Carpenters square

In addition, for fastening furniture to prevent toppling during earthquake shaking, or to mount shelving above flood line, steel L-brackets and screws and anchors will be needed (wooden braces may also be needed to secure furniture to walls).

SAMPLE SCHOOL RULES FOR MAINTAINING FACILITIES

- Keep all rooms clean and tidy. Check this at the end of the day.
- Keep the buildings locked when not in use.
- Do not lean on walls.
- Do not write on walls.
- Keep furniture away from walls.
- Deposit all rubbish in bins provided.
- Segregate and recycle all solid waste.
- Do not stack anything against external walls (either inside or outside).
- Do not use toilets when water is not available.
- Do not throw anything down toilets or sinks.
- Turn off taps so that they do not drip.
- Open and close water taps carefully and do not force them either way.
- Always turn off lights when not needed.
- Do not slam doors and windows; shut them carefully.
- Do not throw or kick balls or any other objects onto roofs.
- Do not hammer nails into walls.
- If shelving, baskets, or hooks are required, have carpenter fix wooden strips to attach these to.
- Keep animals out of the school grounds (and especially away from water supply).
- Do not wash clothes or pots near wells.
- Do not play in standing water.
- Keep wells covered.
- Report all problems with buildings or school grounds to a member of the Maintenance Committee or the Head Teacher.

DAILY AND WEEKLY MAINTENANCE

Daily and weekly maintenance	Responsibility
Sweep and wash all floors and verandas	
Clean and wash all toilets	
Clean wash-basins and sinks, replace supplies	
Lock all doors at the end of the school day	
Move all furniture and clean floors	
Clean dirty marks off walls	
Clean all windows	
Clean out all storm-drains	
Segregate and recycle solid waste	
Clean off any termite tunnels from walls	
Cut grass around the buildings	

MONTHLY MAINTENANCE (INCLUDING UNPLANNED REPAIRS)

Grounds and outside of buildings	Responsibility
Collect and dispose of all rubbish, in environmentally responsible manner	
Trim large trees and shrubs	
Clean storm-drains and outlets	
Check covers to inspection chambers and septic tanks	
Check soak always are not full	
Check water pipes and standpipes	
Check wells and covers	
Check hand-pumps	
Check electric pumps	
Check entrance/exit paving and paths	
Check fences, and walls	
Weed and tidy flowerbeds	
Check for termite tunnels and nests	
Clean off roof	
Check tiled roof for loose tiles	
Check fixings to corrugated steel or fiber-cement roof	
Check external ceilings for damp	
Clean any gutters and down-pipes	
Check and clean outside walls and undersides of roofs	
Check veranda floors	
Check all roof fixings	
Check external electrical installation	

Inside the buildings	
Clean off walls and ceilings	
Check ceilings for damp patches	
Check floors	
Check doors	
Check windows	
Check any louver windows	
Check toilets	
Check water tanks	
Check wash-basins and sinks	
Check electrical installation	
Check furniture	

SEASONAL AND PLANNED MAINTENANCE

Outside and inside	Frequency	Responsibility
Rainy season measures (elevating equipment/supplies above flood line)		
Dry season measures (harvesting/ storing sufficient rainwater)		
Painting building		
Roof covering		
Roof structures		
Ceilings		
Walls		
Floors		
Doors and windows		
Electrical installations		
Plumbing installations		
School grounds		

To be adapted for local construction types.

TOOL 8: ANNUAL SCHOOL MAINTENANCE SURVEY



(Adapted by Save the Children from Wakeman, Nigel (2003).
A Manual for the Use of and Communities in the Maintenance of Primary School Buildings)

To be filled out by School maintenance committee; to be monitored by the SDRM Focal Point.

Frequency Once a year.

When Before the school year starts.

ANNUAL MAINTENANCE CHECKS: SCHOOL GROUNDS

Maintenance Item	Responsibility	Problem	Action Taken
Trim trees and shrubs			
Check for termite nests and remove			
Check storm-drains and outlets for damage			
Check that septic tanks are not full			
Check covers to inspection chambers and septic tanks			
Check soil drains for damage			
Check water pipes and stand-pipes			
Check wells for damage			
Check and maintain hand-pumps			
Check and maintain electric pumps			
Check water tanks and stands			
Check paving round buildings			
Check paths and roads			
Check walls, fences and gates			
Check for termite nests and remove			

ANNUAL MAINTENANCE CHECKS: BUILDINGS EXTERNAL

Maintenance Item	Responsibility	Problem	Action Taken
Check tiled roofs			
Check corrugated steel or fiber-cement roofs			
Check any gutters and down-pipes			
Check all fascia and barge-boards			
Check all roof fixings			
Check external ceilings			
Check walls for cracks, damage, etc.			
Check veranda floors			
Check external electrical installations			
Steel-framed buildings			
Check all steel frames			
Check any steel cladding			
Check paths and roads			
Check walls, fences and gates			
Check for termite nests and remove			
Timber-framed buildings			
Check timber cladding			
Check timber frames			
Check veranda floors			
Reinforced-concrete buildings			
Check for spalling and exposed steel			
Check for water damage			
Masonry buildings			
Check for spalling and exposed steel			
Check for damaged bricks			
Check for water damage			
Adobe buildings			
Check for water damage			

ANNUAL MAINTENANCE CHECKS: BUILDINGS INTERNAL

Maintenance Item	Responsibility	Problem	Action Taken
Check ceilings			
Check roof structure			
Check floors			
Check skirtings			
Check doors, frames and hardware			
Check windows, frames and hardware			
Check any louver units			
Check any shutters			
Check toilets			
Check floor drains, wash-basins and sinks			
Check water tanks			
Check complete electrical installation			
Check chalkboards and other fittings			
Check furniture			
Timber-framed buildings			
Check timber walls			
Check timber floors			
Check skirtings			
Reinforced-concrete buildings			
Check for spalling and exposed steel			
Check for water damage			
Masonry buildings			
Check for water damage			
Adobe buildings			
Check for water damage			

To be adapted for local construction types.

B. PREPARE TO RESPOND

TOOL 9: STUDENT EMERGENCY RELEASE CONTACT INFORMATION



To be filled out by	Teacher (e.g., class adviser)
Frequency	Update as necessary.
When	At the beginning of the school year then update as necessary.

Communicate with parents in advance. Explain the need for knowing who to contact in the time of an emergency and who has permission to pick up the child in case of emergency. Collect set of cards from each family.

Student's Complete Name	People with permission to pick up the child in case of emergency or disaster	Contact information	Parent's initial
	1.	<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	
	2.	<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	
	3.	<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	
	1.	<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	
	2.	<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	
	3.	<input type="text"/>	
		<input type="text"/>	
		<input type="text"/>	

TOOL 10: STANDARD OPERATING PROCEDURES (SOP)

(Save the Children, 2015. Adapted from Risk Red, 2009)



ACTIVITY 14

To be used by	Teacher as facilitator.
Frequency	As necessary, preferably at least twice a year.
When	As appropriate.

SOP 1: BUILDING EVACUATION

Purpose: To protect students and staff in case of fire or other hazards in the building.

First person to verify the danger: Sound the unmistakable building evacuation/fire alarm sound.

School Administration: Activate standardized emergency response system, as needed. Maintain communication. Announce "All Clear" when emergency ends.

Staff:

1. Remind students of Building Evacuation Rules: Don't talk. Don't run. Don't push. Don't go back.
2. Close doors and windows.
3. Position one teacher in front and one at the back of two classes.
4. Take Classroom 'Go-Bag' (or bucket), Emergency Clipboard or Notebook, and bag with Student Comfort Kits.
5. Check safety of the route.
6. Lead students to regular places to assemble and shelter outside.
7. If, and when conditions are safe, lead reverse evacuation back to classrooms, following same rules.

Students:

Follow rules and instructions and help out.

BUILDING EVACUATION RULES



Don't talk so you can hear the teacher.

Don't run so you don't get hurt.

Don't push so no one else gets hurt.

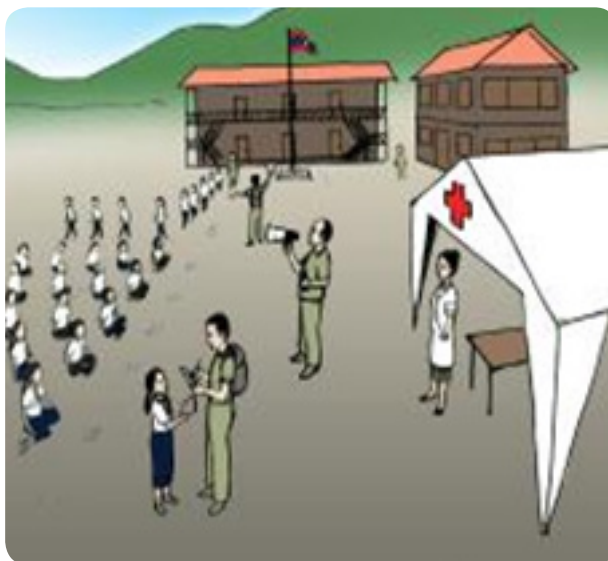
Don't go back so you stay safe.

Are your exit routes clear and marked? Any adaptations for your school?

SOP 2: ASSEMBLE AND SHELTER OUTSIDE

Purpose: To protect students and staff and provide for their comfort until everyone can be safely reunified with their families.

School Administration: Activate Incident Command System with any functions needed (Operations: search and rescue, first aid, student supervision, safe family reunification. Logistics: water and food, shelter, sanitation). Involve adult volunteers and capable students.

**Staff:**

1. Remind students to follow instructions for building evacuation: Don't Talk. Don't Push. Don't Run. Don't Turn Back. Students should exit with buddies in two's.
2. Check that students or staff members needing special assistance are attended to.
3. Take your Classroom Provisions (see classroom provision checklist).
4. Evacuate with one adult in front to check that the evacuation route is clear and a responsible student monitor or teacher should be at the rear of the group, seeing that everyone is together. This can be done with two classrooms with first teacher in front and second at the back.
5. Lead students to their seats in the emergency assembly area and take student roll.
6. Remind students about student release procedures and their purpose to keep them safe.
7. Teachers are to remain with their class at all times. Students must remain seated together as a class. Keep students quiet for announcements.

Students:

Stay in places, occupied quietly. Be prepared to help with water and food, shelter and sanitation, as requested. Wait to follow Safe Family Reunification procedures.

Where is your assembly area? Does everyone know where to assemble in their class groups? Any adaptations for your school?

SOP 3: EVACUATE TO A SAFE HAVEN

Purpose: To protect students and staff in case of hazards in the school environment.

School Administration: Schools that face known risks such as flooding, landslide, debris flow, or schools that do not have a safe assembly area on-site, should arrange and prepare alternate safe assembly site and evacuation routes ahead of time. Inform parents of this alternate site. Lead immediate evacuation to previously identified safe haven. Take office Evacuation Supplies box.



Remember to identify/prepare for alternate safe assembly sites and evacuation routes ahead of time.

Staff:

1. Position one teacher in front and one at the back.
2. Take Classroom 'Go-Bags' (or bucket), Emergency Clipboards or Notebook, and bag with Student Comfort Kits.
3. Check safety of the route. Include any students on the way, in the group.
4. Lead students to the safe haven and take student roll.
5. If conditions are safe, lead reverse evacuation back to classrooms, following same rules.

Students:

Use buddy system. Stay together. Move quickly and quietly. At the safe haven, follow instructions to assemble and shelter outside.

Where is your safe haven? Do you have the needed supplies there? Any adaptations for your school?

SOP 4: SHELTER-IN-PLACE INDOORS

Purpose: To protect students and staff when there are dangers outside of school (e.g., severe weather or flooding) and provide for their comfort until everyone can be safely reunified with their families. Shelter-in-place indoors is appropriate when evacuation is not necessary, or when there is not time to evacuate.



School Administration: Announce to stay in or return to indoor shelter areas. Monitor and provide information updates and instruction. Announce "All Clear" when emergency has ended.



Shelter-in-place indoors is appropriate when evacuation is not necessary, or when there is not time to evacuate.

Staff:

1. Close doors and windows, as appropriate.
2. Take attendance.
3. Monitor and provide updates and instructions as available. Stay off phones which are needed for emergency communications.
4. Supervise students indoors with schedule for learning, recreation, eating and sleeping.
5. Create private area for toilet using bucket/plastic bags.
6. Allow students to help.

Students:

Participate in activities and help out.

Any adaptations for your school?

SOP 5: LOCKDOWN

Purpose: To protect students and staff from violent intrusion or threat of violence.

School Administration: Use a unique loud siren or alarm (NOT fire alarm!) to signal immediate lockdown. Monitor situation and reassess. Be prepared to transfer command to police or public safety authorities. Provide “All Clear” when it is safe to do so. Following incident inform students and parents and provide time for review and discussion.



Staff:

1. Warn others to take immediate shelter.
2. Gather students inside in secure area away from threat.
3. Close and lock doors. Turn all furniture to face toward threat.
4. Have everyone drop and cover behind furniture, and be as small a target as possible.
5. Turn off lights, and radios and silence mobile phones.
6. Stay out of sight away from doors and windows.
7. Make sure everyone stays calm and very quiet.

Students:

Stay quiet and follow teacher instructions.

Any adaptations for your school?

SOP 6: SAFE FAMILY REUNIFICATION PROCEDURE

Purpose: To ensure that students and families are safely reunited in case of emergency or disaster. Students under the age of 16 are not permitted to leave school or safe haven except in the company of an adult approved in advance by parent or guardian.



Parents and School Administration: Parents provide school with updated list of emergency contacts with permission to pick up student any time. In the event of emergency or disaster, students will only be released to a person on this list or authorized by persons on this list.



In the event of emergency or disaster, students will only be released to authorized persons as indicated in the student's list of emergency contacts.

Staff:

1. Make sure that both students and parents are familiar with student release procedures for emergencies and disasters.
2. Verify identity and ensure that students are released only to persons listed on the List of Emergency Contacts.
3. Keep record of this using Student-Family Reunification Form (Permit to Release Child) for anyone who may come later.
4. Use these procedures any time that normal procedures might be unsafe.

Students:

Be patient and follow safe family reunification procedures.

Do parents know the plan and requirements? Any adaptations for your school?

TOOL 11: HAZARD-SPECIFIC SAFETY RULES FOR STUDENTS

(Save the Children, 2015)



ACTIVITY 14

To be used by	Teacher as facilitator.
Frequency	As necessary, preferably at least twice a year.
When	As appropriate.

FIRE SAFETY RULES:



If you hear a fire alarm: Treat as a real emergency. Follow building evacuation procedures. Never open a closed door without checking first for heat. Do not open a hot door.

If you see a fire: Put out small fires with a fire extinguisher or cover the source of fuel with a blanket. For modern fire extinguisher (e.g., ABC fire extinguisher), remember “P.A.S.S.” Shut off source of fuel if safe to do so (e.g., gas).



P.A.S.S.

1. PULL safety pin from handle.	2. AIM at base of the flame.	3. SQUEEZE the trigger handle.	4. SWEEP from side to side at the base of flame.

If the fire is as big as a bucket, activate the fire alarm. Alert others. Call an emergency telephone number and report the location of fire. Evacuate the building. Close doors and windows. Shut off source of fuel if safe to do so (e.g., gas).



If you are caught in smoke: Drop down on your knees and crawl out. Breathe shallowly through your nose. Hold your breath as long as possible. Use a damp cloth over your mouth and nose. **Get down low, and go go go! Feel the door. Do not open an interior door if it is hot.**

If trapped in a room by fire: Block smoke from entering the with a damp cloth under the door. Retreat closing as many doors as possible. Signal and phone your location.



If you are on fire: Stop where you are. Drop to the ground. Roll over. If another person is on fire, push them down, roll them and/or cover with blanket, rug or coat: **STOP, DROP and ROLL.**



EARTHQUAKE RULES:

When you first feel the ground shaking, shout loudly: “Earthquake position: drop, cover and hold”. When the shaking is over, evacuate outdoors away from the building.

The Earthquake Position



DROP to your knees,
on the floor



COVER your head and neck



HOLD on to your cover

- In classrooms, the person closest to the door should open it fully. Anyone near an open flame should extinguish it. Drop down on your knees and make yourself as small a target as possible. Cover your head, neck and face. Go under a sturdy desk or table to protect your head and neck and as much of your body as possible. Hold on to your cover. Stay away from tall and heavy furniture or heavy equipment, and overhead hazards. Do not use elevators.
- In a wheelchair, lock it and take the “brace position” covering your head and neck.
- In science labs and kitchens, extinguish burners and close hazardous materials containers and/or place out of harm’s way before taking cover. Stay away from hot stoves, overhead cabinets and from hazardous materials that may spill.
- Inside open areas where no cover is available, move towards an interior wall and away from falling and overhead hazards. Drop, cover and hold, protecting your head and neck with your arms.
- In library, workshops, and performance areas, move away from shelves, books and instruments if possible.
- In stadium seating, take the “brace position” until the shaking stops. Follow ushers’ instructions for orderly evacuation.
- **If outdoors**, move away from buildings, walls, power lines, trees, light poles and other hazards. Drop down to your knees and cover your head and neck.



- **In school transportation**, the driver should pull over and stop the vehicle, away from overhead hazards. Take the “brace position”.

After the shaking stops: In case of moderate or severe earthquakes, before you exit your room, check around you for anyone injured. Administer life-saving first aid (open airway, stop serious bleeding, treat for shock). Ask responsible students to assist anyone lightly injured. If a severely injured or trapped individual is inside, make them comfortable. Give them a whistle and comfort item and reassure them that search and rescue team will come for them. If staying would be dangerous, non-ambulatory injured should be transported with the class. Put out any small fire. Take ten seconds to look around and make a mental note of damage and dangers to report. Leave your doors unlocked. Check for safe exit routes and then carefully evacuate building, moving away from the building. Move outdoors, away from the building to assemble and shelter outside.

During an aftershock: Take the same protective measures as during the shaking.

FLOOD SAFETY RULES:



Slow rise flooding: Follow early warning instructions. Evacuate to higher ground or shelter-in-place. Protect records and electronic equipment. Evacuate to a Safe Haven.

Sudden severe flooding: Evacuate affected spaces and shelter-in-place (especially vertical evacuation). Take ‘Go Bag’ with you. Do not enter floodwaters. If you must evacuate, use floatation devices prepared in advance.

STORM SAFETY RULES:



Stay informed of cyclone tracking information and follow any early warning instructions and advisories.

When thunder roars, go indoors! Stay off telephones. Unplug anything electrical. Stay away from running water. Listen to weather advisories on battery-powered radio.

The 30/30 Rule:

1. Count the seconds between seeing lightning and hearing thunder. If this time is less than 30 seconds, lightning is still a potential threat. Seek shelter immediately.
2. After the last lightning flash, wait 30 minutes before leaving shelter. Half of all lightning deaths occur after a storm passes. Stay in a safe area until you are sure the threat has passed.



If you are outdoors: Plan ahead. Know where you will go if an unexpected thunderstorm develops. Monitor weather conditions and be prepared to take immediate action to get to a safe place before the thunderstorm arrives. If you are boating or swimming, get to land, get off the beach and find a safe place immediately. Stay away from water, which can conduct electricity from lightning. Go to safety in a permanent, closed structure, such as a reinforced building. If there are no reinforced structures, get into a car or bus, keeping windows closed. Keep your hands on your lap and feet off the floor. If you are in the woods, find an area protected by a low clump of trees. Never stand under a single, large tree in the open. As a last resort, go to a low-lying, open place. Stay away from tall things – trees, towers, fences, telephone poles, power lines. Be aware of the potential for flooding in low-lying areas.

In case of hailstones: The safest places are indoors, away from windows, with shutters firmly closed. If in a vehicle, stay inside and face away from windows. Get down and cover your head with arms. If outdoors, use arms, bag, or books to cover your head and move towards shelter.

If you see or feel lightning: If you are caught outside during a lightning storm – if your hair stands up on its end or your skin tingles, light metal objects start to vibrate, or if there is only a second or two between the flash and the bang – do the **lightning crouch** to limit electricity from reaching your vital organs. Do not lie flat on the ground. Leave three body lengths between you and the next person!

The Lightning Crouch

- Squat down
- Balance on your toes
- Touch your heels together
- Cover your ears



If lightning strikes a person: Call for help. Get someone to dial your emergency number. A person who has been struck by lightning needs medical attention as quickly as possible. Give first aid. If the person has stopped breathing, begin rescue breathing (if you are properly trained). If the person's heart has stopped beating, someone trained in CPR should administer it. Look and care for other possible injuries and check for burns. Move the victim to a safer place.



People struck by lightning carry no electricity charge, hence, they can be handled safely.

TSUNAMI RULES:

If you are in a tsunami risk area, start counting out loud when you start feeling an earthquake. If the earthquake is long or strong, then evacuate immediately away from water to higher ground. Stay there until you are sure that all dangers had passed. Heed any early warning announcement received.

HAZARDOUS MATERIALS RULES:

Evacuate upwind to a **safe haven** or **shelter-in-place**, closing and sealing windows and other air ducts.



Chemical spills or suspicious materials:

If possible, limit release at the source and contain the spill. Shut down equipment. Evacuate the immediate area. If danger extends beyond immediate area, pull fire alarm and follow the **Building Evacuation and Assembly Procedure**. First witness of the hazardous materials leak/spill shall call the emergency telephone number and give details of materials and location, and number of people in the vicinity.

Gas leak: Call the emergency telephone number. Issue an alert using the public address system or door-to-door. Evacuate the building following **Building Evacuation and Assembly Procedure**.



Explosion: Drop and cover under desks, tables or other furniture that will protect you against flying glass and debris. When it is safe, call the emergency telephone number and immediately report an explosion. Leave doors open to permit exit if building is damaged. Stay away from outside walls and areas where there are large pieces of glass and/or heavy suspended light fixtures. Standby for further instructions.

HAZE RULES:

<p>If you are indoors:</p>	<ul style="list-style-type: none"> • Inspect your house or classroom thoroughly and seal any gaps. Close all doors and windows. • Fans or air-conditioners may be used for air circulation and cooling. If the air-conditioner draws unfiltered air from outside, close the outdoor air intake. • Do not use exhaust fans. • Stay indoors and reduce physical activities. • Reduce other sources of indoor air pollutants, e.g., smoke from cigarettes, candles. • Avoid activities such as vacuuming, dry dusting or sweeping, which stir up particles. • Use air purifiers and check the filter as per unit instructions. • Keep the air purifier in the bedroom at night. • Re-open windows and doors at home, in classroom, or school building when the outdoor air quality improves. • If classes are not suspended, lessons could be scaled down. • If facilities are available, school stakeholders who have a history of chronic heart and lung disease should be taken to an air-conditioned room with an air purifier while waiting for medical care. • Stand-by for announcements from the Ministry of Education for possible school closure.
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<p>If you are outdoors:</p>	<ul style="list-style-type: none"> • Always use a dust mask. • Take rest periods in air-conditioned environments, where possible. • Change dust masks regularly. • Refrain from smoking. • If driving, use headlights to be seen; do not overtake; and put air-conditioner on circulation so that haze particles will not enter the vehicle.
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SAFETY RULES FOR THREATS OF VIOLENCE:

If there is a suspicious or an unknown person: If you sense a threat, ask a colleague for immediate help. If you feel threatened, trust your feelings. Keep your distance. Call the police as necessary. Call for immediate lockdown if necessary.

If you encounter bullying: School culture should not tolerate bullying and anyone witnessing or experiencing bullying should report it to proper authorities (e.g., teacher, school head). Supportive family intervention may be needed for both victims and perpetrators of bullying.

If there is a person with a weapon: Call the security office or send someone to report it. You should not intervene physically. Try to remain calm. Try not to do anything that will provoke the person with a weapon. A staff member should call the police and describe the situation, e.g., static (intruder barricaded himself somewhere) or dynamic (moving around); any injuries to staff or students; number, location and description of intruders; and kinds of weapons, e.g., gun, knife. Also, report suspicious devices, with description and location.

If there is a bomb threat: Stay calm. Keep caller on the line. Do not upset the caller. Indicate your willingness to cooperate. Do not pull the fire alarm. Signal silently to co-workers to call the police immediately. Permit the caller to say as much as possible without interruption. Take notes on everything said including observation of background noise, voice characteristics, language, etc. Ask as many specific questions as possible. Upon hanging up, immediately initiate caller ID if available. Talk with the police. Write everything down. Police will advise if building evacuation is necessary. If so, the school management committee should announce a building evacuation. School personnel should make a visual check of classrooms or the immediate area. Anything suspicious should be reported immediately but not touched. School personnel should not handle, search for, or move a suspected bomb. Classroom teachers should evacuate the immediate vicinity of any suspicious object. Do not use radios, walkie-talkies or cellular phones to avoid accidentally triggering an explosive device. Staff nearby should turn off stoves, equipment, and gas supply to the building. Do not return to the building until police, fire personnel or school authorities give the “all clear” advice.

When you are in transit: When travelling to and from school, to reduce vulnerability to random acts of violence, school personnel and students should use well-travelled, open routes. Walk assertively and be alert to everything around you, and travel with a buddy or escort, especially at night. There may be some circumstances when authorities advise people to vary their routes, to avoid being targets of attack. Avoid dangers by getting away quickly. If threatened or attacked, scream loudly for help. Call the police.

TOOL 12: FLEXIBLE SCHOOL ICS RESPONSE TEAM MATRIX



(Save the Children, 2015. Adapted from Risk Red, 2009)

To be filled out by	School management committee sub-committee on school disaster risk management. Ideally, to be led by the SDRM Focal Point.
Frequency	Once a year.
When	Before the school year starts.

The school management committee may fill out this form, particularly the 'lead' column, during one of its committee meetings. This will ensure that assignments are carefully considered, discussed, and accepted by the committee members.

Alternates and team members may come from the rest of the school staff, and may be identified by the branch lead. Teachers may help identify students and volunteers at the beginning of the school year, e.g., first quarter.

	LEAD	ALTERNATES AND TEAM MEMBERS	STUDENTS AND VOLUNTEERS
INCIDENT COMMANDER	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:
Communications	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:
Safety	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:
OPERATIONS BRANCH	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:

	LEAD	ALTERNATES AND TEAM MEMBERS	STUDENTS AND VOLUNTEERS
Fire suppression / light search and rescue	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:
Damage assessment and utilities control	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:
First aid / psychosocial support	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:
Site security	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:
Student supervision	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:
Evacuation / family reunification	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:
LOGISTICS BRANCH	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:
Shelter and sanitation	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:

	LEAD	ALTERNATES AND TEAM MEMBERS	STUDENTS AND VOLUNTEERS
Water and food	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:
Transportation	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:
INFORMATION AND PLANNING	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:
FINANCE / ADMINISTRATION	Name: Contact Information:	Name: Contact Information: Name: Contact Information:	Name: Contact Information: Name: Contact Information:

TOOL 13: SCHOOL DRILL SCENARIOS

(Save the Children, 2015. Adapted from Risk Red, 2009.)



ACTIVITY 15

To be used by	Teacher as facilitator.
Frequency	As necessary; preferably at least one full drill in a school year.
When	As appropriate.



EARTHQUAKE DRILL SCENARIO

(Adapt and practice if you are in an earthquake prone area)

The drill will be based on a scenario for a likely 7.4 magnitude earthquake that will happen in the country and affect all areas of our province. Intense shaking will begin at [time] and will last for 15 seconds. There will be at least one aftershock within 15 minutes. Electrical power, water, gas, and sewer systems have failed in many areas. The school's telephones do not work. Larger roads nearby are damaged. Staff and students must implement earthquake procedures and implement the appropriate response.



FLOOD DRILL SCENARIO

(Adapt and practice if you are in a flood plain)

The drill will be based on a hypothetical scenario for a flood that occurs during the 5th day of continuous rain, generating massive flood when the river spills over its banks. Floodgates are thrown open to prevent a dam from bursting. This is unlike anything experienced in the past 100 years. The school head has received a telephone call warning of the imminent flooding. If your school building has two floors, your plan is to evacuate to the second floor. If your school building has one floor, your plan is to evacuate to higher ground if time permits. Students have flotation jackets or belts for safety.



STORM SURGE SCENARIO

(Adapt and practice if you are in a coastal area)

The Meteorological Bureau has announced that a storm surge is likely to occur in the following days. The school head has received a telephone call warning of potential increase in sea level, which may be accompanied by huge, strong waves. Staff and students are advised to evacuate to elevated areas.



HAZARDOUS MATERIALS EXERCISE
(Adapt and practice if you are located nearby production facilities that use hazardous materials)

The drill will be based on a hypothetical scenario for an industrial hazardous materials released from a nearby factory. You have met with nearby industrial facilities operators and have learned the measures to take. You receive a siren. Telephone communication systems are working.



Make up your own realistic scenarios for any of the hazard(s) that you face given your actual location (e.g., lowland, upland, coastal area, crowded community, etc.). Review, and revise your SDRM Plan, as necessary, based on the post-drill assessment.

TOOL 14: DRILL PREPAREDNESS CHECKLIST



(Save the Children, 2015. Adapted from Risk Red, 2009.)

To be filled out by	Teacher.
Frequency	As necessary; preferably at least one full drill in a school year.
When	As appropriate.

Teachers: Prepare yourselves

- ☐ School **Emergency Evacuation Route** map is posted in your room.
- ☐ **Emergency provisions or supplies** are in place and easily transportable (for evacuation or field trips).
- ☐ Check that you know the location of your fire extinguisher or fire suppression material, and know how to use it.
- ☐ Complete your own **Family Disaster Plan** at home and with your childcare providers.
- ☐ Prepare yourself at home and at work in the event you are needed to stay longer than your scheduled day. The school head or designee will release staff members as the needs change. If you have very extenuating circumstances discuss these with your school head in advance, not during an emergency.
- ☐ Plan a quiet activity that students can do in the assembly area in the event of a real emergency or a drill.
- ☐ In case of a disaster happening before or soon after the end of the school day, be prepared to return to school to provide assistance to students.

Teachers: Prepare your students

- ☐ Make sure that your students know the **four rules for building evacuation: Don't Talk! Don't Push! Don't run! Don't turn back!** Students should know that if there is an earthquake when they are outside of a classroom (during break or lunch or if they are somewhere), they should exit with the nearest class and should NOT go back inside. If they are between classes, they should assemble in the outdoor **Emergency Assembly Area** with their next period class.
- ☐ Early childhood (i.e., pre-school, nursery, kindergarten) classes should have evacuation ropes with one handle for each child. Practice to make sure students stay together, holding on to the rope.
- ☐ Make modifications to be sure that every child is included and no one is left out.
- ☐ Review the **Emergency Evacuation Routes**. Prepare four monitors who will work as buddies and lead the way, carefully checking to make sure that the route is clear. (This is of most importance for classes on second floor or without easy access to open space outdoors).
- ☐ If you face earthquake risks, practice "**Drop, Cover, and Hold**" drill, having students hold their position for 45 seconds. (In tsunami risk areas, make sure that you also count and evacuate to higher ground if the earthquake is strong or long.)

- ☐ Teacher in science laboratories should demonstrate to students how to extinguish any flames and isolate any hazardous materials in use.
- ☐ Make sure that students understand **Safe Family Reunification Procedures**. Inform students that only their parent(s), guardian(s), or other adult(s) listed on their **Emergency Contacts Card** will be allowed to pick them up from school in a real emergency. Explain the “**Request Gate**” / “**Reunion Gate**” procedures.

Teachers and Students: Prepare your parents

- ☐ Teachers are to give drill announcement letters for their students to take home to their parents.
- ☐ Confirm with parents that their **Emergency Contact Form** is up-to-date, and explain the importance of the **Safe Family Reunification Procedures**. Explain the “**Request Gate**” / “**Reunion Gate**” procedures.
- ☐ Reassure parents that their children will be safe at school until they arrive.

TOOL 15: EMERGENCY PROVISIONS CHECKLIST



(IFC, 2010)

To be filled out by	Everyone; preferably led and monitored by SDRM Focal Point and respective teachers (e.g., class adviser).
Frequency	Update as necessary.
When	At the beginning of the school year then update as necessary.

SCHOOL ADMINISTRATION OFFICE 'GO-BOX'

The **school administration office 'go-box'** should include a staff and student class roster and schedules. For elementary and secondary schools, it should contain Student Emergency Contact Cards, student check-in and absentee log, daily visitors log, school site map, important phone numbers, keys, and office supplies.

DESCRIPTION	READY	MISSING	INITIALS / DATE
School Disaster Risk Reduction and Management Plan			
Faculty and Staff Roster			
Student Roster and Class Schedules			
Student Emergency Contact List			
Important phone numbers			
Reunification forms			
School site map / floor plan			
Keys			
Megaphone			
Pens and notepads			
Masking tape			
Marking pens			
First aid supplies			
Flashlight			
Whistle			
Emergency radio and batteries			

FIRST AID 'GO-BOX'

The nurse's office / school clinic / first aid 'go-box' should contain student prescription medications and first aid supplies. School first aid kit contents should be appropriate to the size of your school.

DESCRIPTION	READY	MISSING	INITIALS / DATE
First Aid Kit (appropriate for size of school)			
Existing patient medications log			
Student prescription and other medications			
Additional first aid supplies			
Blankets			

SCHOOL EMERGENCY SUPPLIES BIN

School emergency supplies should be located in a shed, container or bin, stored outside the main school buildings. The contents should include supply of water (approximately four liters of water per person per day – half drinking, half sanitation). This may be used by the school or community if the school is utilized as a shelter. It should include communication devices. As needed, vests and hardhats for response team members, shelter supplies, restroom privacy screens, and light search and rescue supplies.

DESCRIPTION	READY	MISSING	INITIALS / DATE
Water			
Megaphone			
Sticks for class group signs			
Staff/team vests or necklaces for ID			
Generator			
Shelter supplies			
Blankets or mats (supplied by students)			
Privacy screens (e.g., cardboard box)			
Two-way radios			
Sanitation supplies (e.g., soap, tissue rolls)			

DESCRIPTION	READY	MISSING	INITIALS / DATE
Hard Hats (for search and rescue team)			
Crowbar			
Shovel			
Ladder			
Duct tape			
File box (for reunification forms)			
Snacks / long-lasting food (rotated into stocks)			

CLASSROOM 'GO-BAG' or SHELTER-IN-PLACE BUCKET (prepared for each class)

Each classroom should have a classroom 'go-bag' or 'go-bucket'. These evacuation supplies should be taken on field trips and can also be used in case of lockdown or shelter-in-place (where the bucket can serve as a makeshift toilet).

DESCRIPTION	READY	MISSING	INITIALS / DATE
1 clean sheet			
1 classroom first aid kit			
1 flashlight			
1 battery-operated radio			
Extra batteries			
1 whistle			
4 emergency blankets (for cold)			
4 plastic rain covers			
3 marking pens			
Plastic bags			
Pens and notepad			
Rope with handles (ECCE evacuation)			
Supplies for student activities (optional)			

CLASSROOM EMERGENCY NOTEBOOK OR CLIPBOARD

Each classroom will also need an emergency notebook or clipboard that can be hanging on a hook at the exit or placed inside the classroom 'go-bag'. This should be updated at the beginning of each school year and in preparation for school drills.

DESCRIPTION	READY	MISSING	INITIALS / DATE
Current Class Rosters			
1 Red "CASUALTIES or DANGER" Sign			
1 Green "Completely Evacuated" Sign			
Your Room # Sign (for assembly area)			
Injured/Missing Status Report Form			

STUDENT COMFORT BAGS (supplied by the family)

Student 'comfort bags' should be requested from parents and kept in a duffle bag or backpack in homeroom classes, ready at exit. Parent-teacher association may want to assist in assembling or organizing these items, particularly for those who may not be able to afford them. Parents can also be asked to donate one blanket per child to the school, which will be kept in the School Emergency Supplies Bin.

DESCRIPTION	READY	MISSING	INITIALS / DATE
½ l. bottle of drinking water			
1 high energy / long-life snack			
Family photo and/or comfort note from parents to student			
Change of underwear or clothing and toiletries			



Response teams will need access to several copies of your Disaster Response Team Notebook containing school and assembly area maps, master list of students, faculty/staff roster, school disaster and emergency response matrix, incident command system responsibility notes, and basic and specific emergency procedures (e.g., student-family reunification procedures). Teams will also need access to table, chairs, desk supplies.

C. ASSURE EDUCATIONAL CONTINUITY

TOOL 16: EDUCATION CONTINUITY PLAN



(Save the Children, 2015)

1. MAKE UP DAYS/HOURS

If school is disrupted for up to _____ days per school year, we can make up school hours as follows (include shifts, etc.):

Action:

2. ALTERNATIVE SCHOOL LOCATION

If school is disrupted for up to _____ days per school year, we can make up school hours as follows:

Action:

3. ALTERNATE MODES OF INSTRUCTION

How can we keep up with school work, accelerate learning, and use peer-to-peer instruction?

Action:

4. SURGE CAPACITY (ability to manage sudden influx of students)

Who can provide teaching and administrative support, if staff are unable to work, or need help?

Action:

5. PLANNING FOR SCHOOL CLEAN-UP (e.g., in event of flood)

Action:

6. PLANNING FOR LIMITED USE OF SCHOOL AS TEMPORARY SHELTER

Is our school likely to be needed as a temporary shelter?

☐ Yes ☐ No ☐ Maybe

For how long?

Do we have space set aside for this? Where?

What on-site supplies would be needed and where will these come from?

How will we protect our school facilities, equipment and supplies?

Do we have rules for the use of our school and how will they be respected?

7. TEMPORARY LEARNING FACILITY

What would we need in order to set up temporary learning facilities in case of prolonged lack of use of school facility?

Action:

8. CHILD PROTECTION

How can we protect children both in the way that we normally do, and because of their increased exposure to physical danger, neglect, exploitation, or abuse?

Action:

TOOL 17: KEY FEATURES OF DRM AND EiE TEACHER PROFESSIONAL DEVELOPMENT



(Adapted from UNESCO and UNICEF. Disaster Risk Reduction in School Curricula: Case Study from Thirty Countries)

To be filled out by	School head.
Frequency	At least once a year.
When	Before the school year starts.

Check the profile of your school's teaching staff against the following key features of DRM Teacher Professional Development to help you identify capacity building programs needed to support disaster risk management and education in emergencies.

- ☐ Are reference materials (e.g., handbook, manuals) on DRM and EiE available to teachers?
- ☐ Do the reference materials offer guidance on both 1) DRM and EiE lesson content, and 2) facilitation of interactive learning?
- ☐ Are DRM and EiE teacher training programs made available covering both 1) DRM and EiE content, and 2) practice in interactive learning?
- ☐ Is post-training aftercare made available to teachers in the form of trainer visits to schools, follow-up sharing sessions and structured co-evaluation of lesson facilitation?
- ☐ Is intermediate and advanced training to hone the professional skills of the 'reflective practitioner' made available?
- ☐ Is training in the facilitation of affective (emotional) learning offered so as to meet the psychosocial needs of students?
- ☐ Is DRM and EiE teacher guidance available on a website or through a practical professional journal?
- ☐ Are school heads and/or teachers trained in EiE curriculum development in school?
- ☐ Is inter-sectoral training in DRM and EiE made available so that teachers and other learning facilitators can reinforce key messages in formal, non-formal and informal learning settings, particularly during emergency situations?
- ☐ Is initial teacher training in DRM and EiE teaching and learning available?
- ☐ Is university-based in-service professional development in DRM and EiE education available?

TOOL 18: MINIMUM STANDARDS FOR EDUCATION IN EMERGENCIES BRIEF



(Adapted from INEE, 2010, Minimum Standards on Education in Emergencies; and SEAMEO INNOTECH, 2014, Excellence in Leading Education in Emergency Situations for Southeast Asian School Heads)

To be used by	School management committee.
Frequency	*Use as a reference material.
When	*Use as a reference material.

Curricula: Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

Existing curricula are reviewed for appropriateness to the age or development level, language, culture, capacities and needs of the learners affected by the emergency. Curricula are used, adapted or enriched as necessary. For instance, in the aftermath of typhoon Haiyan in the Philippines (November 2013), where majority of infrastructures were destroyed and thousands of people perished in the Visayas region, the curriculum would have to address the children's need for safety from broken glasses and other materials from buildings that can wound them. They also need to learn how to stay healthy considering the possibility of contaminated food and water.

Where curriculum development or adaptation is required, it is conducted with meaningful participation of stakeholders and considers the best interests and needs of the learners. Parents and local government officials need to be involved in developing the outline of topics to be taught.

Curricula address life skills, literacy, numeracy and core competencies of basic education relevant to given stages of an emergency. The teacher or facilitator can ask the children where they are at in the different subject areas and proceed from there. Examples to be used in class should be relevant to the current situation of the children.

Curricula address the psychosocial well-being needs of teachers and learners in order for them to be better able to cope with life during and after the emergency. Instead of going straight to the subject areas, the curriculum should start with games or activities that will not only be fun but will also enable teachers and students to be positive and hopeful.

Learning content, materials and instruction are provided in the language(s) of the learners and the teachers, especially in the early years of learning. This makes learning easier for the students and will allow them to participate in activities more freely.

Curricula and methods of instruction respond to the current needs of learners and promote future learning opportunities. For instance, teachers cannot expect students to be able to focus so much on their lessons due to personal concerns brought about by the effects of typhoon Haiyan. Students will think about their family members, where they will live, where they will get their next meal. The instruction method should be differentiated such that a distracted learner will be given more catch-up time or more fun and engaging learning activities. A learner whose family is still intact may be more focused and can be tapped to assist other learners.

Curricula and instructional materials are gender-sensitive, recognize diversity and promote respect for learners. Due to certain circumstances brought about by a disaster, such as destruction of schools, classrooms and learning materials, there may be instances when schools will need to manage multi-grade classes. Students may come not only from different grade levels of the same school, but also from different schools. Some students are able to cope with the emergency situation faster than other students. When presented with such situation, teachers and other facilitators should be able to manage the nuances of having such diverse learners in one class.

Sufficient teaching and learning materials are provided, as needed, in a timely manner to support relevant education activities. Preference is given to locally available materials for sustainability. While opting to use materials that are locally available, keep in mind to select learning materials that are relevant and appropriate to the students' current situation.

Instruction and learning process: Instruction and learning processes are learner-centered, participatory and inclusive.

Teaching methods are appropriate to the age, development level, language, culture, capacities, and needs of learners. Learners are provided with opportunities to be actively engaged in their own learning. Appropriate teaching and learning methods that develop both mental abilities and social skills should be used such as group work, project work, peer education, role-play, narratives, games, videos and stories. These activities will not only help students focus on the lesson but also help them cope with the trauma caused by the disaster.

Teachers demonstrate an understanding of lesson content and teaching skills in their interaction with learners. In emergency situations, teachers and other learning facilitators are able to competently adjust their lessons, materials and instruction methods to suit learners' experiences while ensuring that the learning processes are kept learner-centered, participatory and inclusive.

Instruction and learning processes address the needs of all learners, including those with disabilities, by promoting inclusiveness and reducing barriers to learning. Teaching and learning should be able to accommodate individual differences and to promote mutual respect between teachers and students. Students should be allowed and encouraged to express themselves through songs, dances, and artwork depicting their experiences.

Parents and community leaders understand and accept the learning content and teaching methods used. Dialogue with parents, community members, education leaders and other stakeholders should be held to discuss issues of diversity, inclusion, and outreach.

Assessment of learning outcomes: Appropriate methods are used to evaluate and validate learning outcomes.

Continuous assessment and evaluation of learners' progress towards established objectives inform teaching methods. These assessments take the students' traumatic experiences in consideration so that activities that can help them move on from the disaster can be identified. Procedures are also in place to use this information to improve quality of instruction.

Learners' achievement is recognized and credits or course completion documents are provided accordingly. Recognizing their achievements, and documenting course completion, help both the learners and the school transition from their disaster experience to normalcy.

Assessment and evaluation methods are considered fair, reliable, and non-threatening to learners. Assessment and evaluation methods should be conducted in a way that they do not increase fear and trauma.

IMPLEMENTING TOOLS

STEP 3

IMPLEMENT

YOUR PLAN

A. REDUCE YOUR RISKS

TOOL 19: HAZARD PREPAREDNESS CHECKLIST



(SEAMEO INNOTECH, 2014. Adapted from Risk RED. Toolkit for School Disaster Resilience and Readiness.)

To be filled out by	SDRM Focal Point.
Frequency	Once a year.
When	Before the school year starts.

Do check that:

- ☐ All classroom doors, doors of high-occupancy rooms, and all other doors leading to main exit pathways open outwards.
- ☐ Exit pathways are kept clear.
- ☐ Non-structural building elements are securely fastened to the building to resist wind or earthquake shaking.
- ☐ Fire suppression equipment is located appropriately and maintained in good working condition.
- ☐ Flammable and combustible materials are limited, isolated, eliminated, and separated from dangerous interactions and heat sources.
- ☐ Electrical systems are maintained and are not overloaded.
- ☐ Classrooms have two exits wherever possible. (Sometimes, the second exit is a window.)

If you face earthquakes and windstorms:

- ☐ Move heavy items below head level.
- ☐ Tightly secure tall and heavy furniture and appliances to walls, floors, and ceilings (e.g., use L-brackets to walls or spring-loaded adjustable tension rods to ceiling or wedges under bottom front, or strip barrier fastened to table top, as appropriate).
- ☐ Fasten cabinet doors and drawers with latches that will hold shut during shaking.
- ☐ Secure heaters and cooling systems suspended inside or outside of building.

- ☐ Fasten liquid propane gas tanks, fire extinguishers and other gas cylinders to the wall.
- ☐ Protect glass that may break into large shards (e.g., rearrange furniture, use window film, curtains, or install strengthened glass).
- ☐ Secure heavy and important electronic items to table top or floor using straps and clips, buckles or Velcro.
- ☐ Secure lighting fixtures to ceiling.
- ☐ Fasten pictures on closed hooks.
- ☐ Limit, isolate, eliminate or secure hazardous (poison, flammable) materials.

If your area is prone to flooding:

- ☐ Locate offices and classrooms above ground level.
- ☐ Create suspended shelving high up to store supplies and equipment during rainy season and raise important items above possible flood level.
- ☐ Use waterproof containers for storage.
- ☐ Limit, isolate, eliminate or secure hazardous (poison, flammable) materials above flood level.

B. PREPARE TO RESPOND

TOOL 20:
SCHOOL STATUS REPORT


(Risk Red, 2009)

Return this form to the Assembly Area collecting point, immediately after evacuation.

Responsible Teacher/Staff Name: _____ Room _____

Alternate Responsible Person: _____

All Persons Accounted for:

☐ Yes ☐ No

Missing or Unaccounted for:	Last seen:

Injured Persons	Where now?

Absent / Left early / Sent elsewhere	Where?

Additional persons present (not normally present)	Normally where?

TOOL 21: STUDENT-FAMILY REUNIFICATION FORM



(Risk RED, 2009)

PART 1: KEEP THIS TOP PORTION AT REQUEST GATE.

PARENTS FILL IN THIS PART

Student's Name _____ Class _____
 Sibling's Name _____ Class _____



PART 2: SEND THIS PART FROM REQUEST GATE TO ASSEMBLY AREA WITH RUNNER, THEN TO REUNION GATE WITH STUDENT.

STEP 1A - REQUEST GATE: PARENTS FILL IN THIS PART

Student's Name _____ Class _____
 Sibling's Name _____ Class _____
 Teacher(s) _____
 Parent/Guardian Name (Please Print) _____

STEP 1B - REQUEST GATE: VERIFICATION - STAFF FILL IN THIS PART

Name on Emergency Card: ☐ YES ☐ NO Proof: ☐ YES ☐ NO
 Authorized by (school head or designee) _____ Date _____ Time _____

STEP 2 - ASSEMBLY AREA: STAFF FILL IN THIS PART

Teacher's Signature: _____
 Note: _____



PART 3: SEND BOTTOM PORTION TO REUNION GATE WITH PARENT. REUNION GATE: MATCH PARTS 2 AND 3, AND KEEP IN FILE.

STEP 3A - REUNION GATE: PARENTS FILL IN THIS PART

Student's Name _____ Class _____
 Sibling's Name _____ Class _____
 Teacher(s) _____
 Parent/Guardian Name (Please Print) _____
 Parent/Guardian Signature _____
 Destination: _____ Phone No. _____

STEP 3B - REUNION GATE: STAFF FILL IN THIS PART

Proof: ☐ YES ☐ NO
 Authorized by (school head or designee) _____ Date _____ Time _____

TOOL 22: STUDENT-FAMILY REUNIFICATION FORM FOR SMALL SCHOOLS



(Save the Children, 2015)

To be filled out by	School management committee or sub-committee on school disaster risk management; preferably led by SDRM Focal Point.
Frequency	As applicable.
When	As applicable.

In smaller schools, this simple student-family reunification form can be used. Make additional copies of this form, as needed.

Student's Name	Class	Name of approved Emergency Contact picking up the student	Contact # and Destination	Signature of person picking up the student	Verified by school head or designee

TOOL 23: PSYCHOSOCIAL SUPPORT BRIEF



(Save the Children, 2015. Adapted from Risk Red, 2009.)

Normal Reactions to Abnormal Circumstances

These are natural reactions to the experience of hazard impacts. Once their basic needs are met, and developmental opportunities are restored, most children will return to their prior behaviors and level of functioning. Children with a past exposure to trauma, history of anxiety, or history of family adversity are more likely to develop long-term symptoms. If a child is exhibiting several of the above symptoms for a prolonged period of time (6 months +) the help of a medical professional should be sought.



Be observant. If a child is exhibiting any symptoms such as trauma, history of anxiety, or history of family adversity for a prolonged period of time (6 months +), the help of a medical professional should be sought.

Age Group	Normal Reactions to Grief, Loss, and Abnormal Circumstances
Preschool children (0 – 5 years)	<ul style="list-style-type: none"> • Sleeping and eating problems • Temper tantrums and irritability • Being defiant, frequently saying “no!” • Getting upset over small injuries • Being afraid the disaster will happen again • Separation anxiety • Increased fearfulness • Being less active or playful than usual • Acting quiet or withdrawn • A return to bed wetting, thumb sucking or earlier behaviors • Asking questions over and over again, sometimes about small details of what happened

Age Group	Normal Reactions to Grief, Loss, and Abnormal Circumstances
Young children (6 – 12 years)	<ul style="list-style-type: none"> • Clinging to parents/guardians • Fearful of going to school • Fatigue from sleep difficulties or nightmares • Change in eating habits • Difficulty concentrating and staying on task • Poor school performance • Aggressive behavior, fighting • Anxiety, crying spells, sadness and grief • Physical aches and pains • Regression – acting like a younger child • Feeling guilty, or to blame • Withdrawal from peers • Losing interest in usual activities
Adolescents (13 – 16 years)	<ul style="list-style-type: none"> • Preoccupation with the disaster • Feeling helpless or powerless • Being judgmental and critical of adults • Extreme mood swings • Anxiety, nervousness • Acting invincible • Risk-taking behaviors (drugs, alcohol, sex) • Changes in sleeping or eating habits • Acting irritable and easily agitated • Physical aches and pains • Loss of interest in usual activities • Withdrawn from friends, cautious of others and fearful of the future

At school, you may spot children experiencing the following behaviors after emergencies or disasters:

Grief and loss. Do not pressure a child to grieve in a certain way. Support children in the participation of cultural activities that will help them to process their loss.

Guilt or shame. A child may experience survivor guilt if others have died during the disaster or as a result for their inability to protect or save others. Some young children may take on a sense of responsibility that their own actions have somehow caused the disaster.

Confusion and uncertainty. Children thrive on predictability and structure that are disrupted by disaster. Children also need to be part of the solution. Getting back to school and regular routines, and participating in recovery efforts will help a great deal to overcome this.

Fear and anxiety. Sometimes fears will persist for many weeks after a disaster, despite no longer being in any physical danger. Do not dismiss their fears, instead work to help them regain their sense of security.

Reluctance to separate from caregivers. Children may be fearful of loss, or want to receive or give care.

Decrease in school attendance especially when conditions are similar to the disaster.

Unusual outbursts. Tears, stress, irritability, or anger expressed in the classroom.

Difficulty concentrating on regular classroom tasks and activities or a decline in performance.

Somatic problems. Tiredness, stomachaches or headaches.

Depression. A loss of interest in activities they previously enjoyed.

In summary, 'normal reactions to abnormal circumstances' may be categorized as follows:

EMOTIONAL

- grief and loss
- anxiety, shock, disbelief
- anger, suspicion
- crying
- fear, terror
- guilt, shame, irritability
- indifference, apathy, depression, helplessness, powerlessness, despair
- moodiness and irritability, loss of pleasure from regular activities, dissociation, mood-swings, frustration,
- feelings of powerlessness, disappointment, apathy
- anxiety about the future
- rejection of outside help

COGNITIVE

- inability to concentrate
- difficulty making decisions
- confusion
- distortion
- intrusive thoughts
- decreased self-esteem
- decreased self-efficacy
- self-blame

PHYSICAL

- changes in appetite
- tiredness, fatigue, insomnia, difficulty sleeping
- hyper-arousal
- headaches, gastrointestinal problems, other somatic complaints, impaired immune response, increased illness
- decreased libido

PSYCHOSOCIAL & BEHAVIORAL

- alienation
- disappointment with and rejection of outside help
- social withdrawal from family and friends
- increased stress within relationships
- inability to enjoy normal activities
- increased alcohol, cigarette use
- vocational impairment
- domestic violence

As at all times, but especially after emergencies and disasters, children have the need for a sense of belonging, a safe place to be, relationships with peers, personal attachments, intellectual stimulation, normal routines of daily life, a sense of control over one's life, and an opportunity to express grief and other emotions. Following a disaster, many normal continuities will seem broken, but being at school with peers and teachers helps a great deal to heal these ruptures.



Local schools can go a long way to providing psychosocial support to children affected by emergencies and disasters. They can establish education structures where children feel included, promote restoration of normal childcare, provide dependable, interactive routine through school or other organised educational activity, offer group and team activities (i.e., sports, drama, etc.) that require cooperation, enlist teachers that can form appropriate caring relationships with children, and provide opportunities for social integration and unity.

What Teachers Can Do

As educators, you can play an important role in helping your students process and understand the events and consequences of a disaster. Post-disaster psychosocial support activities are intended to promote creativity, discussion, safe sharing, reflection, confidence and self-esteem through problem solving. These are most effective when they are delivered by people that children already know, allowing for familiarity and continuity. When possible, each teacher should be responsible for implementing the suggested activities with their own class. The most important things you can do are to:

- **Support** children as they process the events of the disaster.
- **Validate** any fears, concerns and negative emotions children may share.
- **Facilitate** the return to normalcy and a consistent routine.

Helping requires creativity, flexibility and adaptability. Some of the things you can do to help are:

Establish safety and control. Have a supervised place where students can go to receive support, or just sit quietly as needed, increase children's sense of control and mastery by letting them make choices that affect their day, and help in planning activities, and be available to talk one-on-one with your students and let them know you are there to listen.

Set up routine and normalcy. Maintain classroom routines, create opportunities for peer support through work and play, plan activities, rituals and celebrations to look forward to, and give students opportunities to engage in conversations of their choosing (not only about the disaster).

Greet each child warmly each day. Spend time with each child every day. This may include stopping by each child's desk for a short talk during work time or speaking with each child during break. Value each child.

Reduce stressful situations in your classroom and routines. Shortly after the disaster, it is not helpful to have tests or exams that may heighten the student's anxiety.

Be honest and have age-appropriate responses to children's questions. Falsely minimizing the disaster will not end a child's concern. Honest and age-appropriate answers will help minimize a child's confusion and can help restore their sense of security.

Support the children by listening to them should they choose to share their feelings or experiences. Reflecting what students say to validate their feelings and experiences, discuss some of the normal thoughts and feelings they may be experiencing, and help them to be compassionate with each other and themselves as they face new and difficult emotions. Reassure students that they are safe at school and that their parents, guardians and other adults will take care of them.

Do not pressure students to speak about their experiences or emotions. However, if a child chooses to share their feelings you should be prepared to listen.

Acknowledge and validate feelings that are shared. Never minimize or dismiss an emotion that a child may experience after an emergency or a disaster. Assure them that there are no 'wrong' feelings.

Help children move toward positive action. Help them reframe despair by focusing on positive things. Encourage positive coping methods for stress and fears, identifying things that have helped them in the past. Encourage students to participate in recovery activities.

Help children understand and learn from disasters. Learn about hazards, risk reduction, safety, and preparedness.

Encourage creativity. Use arts to help children express their emotions.

Where appropriate, discuss with the child's parents any impact the disaster may have had on the family. This may help you understand the child's experience, his/her new behaviors, and emotions.

Age-appropriate Activities

A disaster can, among other things, pause a child's natural inclination towards play. Playing is a tool that children often use to make sense of the world around them. It is an important part of child development and learning.

For **young children**, encourage them to:

- Participate or engage in **free-play**. Give time and space for them to play out their own narrative.
- Participate in **sport activities and games** on their break.
- **Dance and sing**. The use of traditional songs and dances can be especially comforting and familiar for young children.
- **Role play** games.
- Just be a child. **Laugh, jump, and run around!**

For **older children and youth**, do engage them in action-oriented activities. Tasks that result in a sense of accomplishment or responsibility are very helpful in healing. Examples of such activities include:

- **School ground clean-up**. When it is safe and appropriate to do so, have the older students organize a clean-up of the school grounds. Encourage the older students to take the lead and organize the younger students.
- Create a '**buddy system**' in the school where older students are paired with younger students for support.
- **Safety Campaign**. Have the older students come together to brainstorm ways to stay safe after a disaster. (Examples: Empty out containers that have filled with water. Don't play in the river as it is too full and fast right now. Wash your hands.) Encourage the students to work in groups to create large posters with pictures displaying their messages. Have the students place the posters throughout the classrooms for students to see.

Taking Care of the Care-Givers

Being well-prepared yourself will contribute to your ability to feel confident and competent in the event of an emergency or disaster. However, adults, too, can feel these psychosocial effects.



Self-Care:

As educators who will be helping children to heal, it is important that you take time for yourself to process and understand the event.

Here are some ideas for self-care after a disaster:

- **Connect with others.** Connect with other teachers who share your experience. Discuss ideas and offer support to one another.
- **Look after your health.** After a disaster it is not uncommon for people to become ill. Illness can come as a side effect of the disaster (e.g., exposure to dirty water) or from reduced immunity as a result of increased stress. Remember to eat healthy meals regularly. Recognize when you are feeling unwell or tired. Give yourself adequate time to rest and recover when you are sick, get enough rest, exercise, do things that you enjoy, taking breaks to release and recharge.
- **Take care of your mind.** Even for just 15 minutes a day, give yourself time and space for activities that help you relax. Take time for quiet reflection and to focus on the small and positive things that you can do and that you have experienced. Try not to isolate yourself. Surround yourself with the important and caring people in your life.
- **Ask for help.** If you are having a hard time recovering after the disaster, ask for help. Whether you need assistance with managing your classes or help restoring your home, turn to your community for support. You are not alone. Similar to the students who will require your support, you may require the support of others, too.

Referrals for Professional Support

Most children will steadily improve and bounce back within a few months. However, many may be vulnerable to longer-term impacts, especially those exposed to death or threat of death, and as a result of previous trauma. **Where symptoms do not get better, or where there is aggressive or self-destructive behavior, be sure to seek a referral for professional support services to help with losses, trauma, or grief.**

If children experience problems that are getting worse, it is important to refer them for specialized help. Aggression and fighting, excessive anxiety and crying, apathy or numbness, excessive withdrawal, extreme fears that interfere with daily functioning, excessive hyperactivity, marked and prolonged decline in school performance, risk-taking (recklessness, substance abuse, self-injury), are all signs that may indicate need for referral for professional counselling. Any child who talks about hurting or killing themselves or others, or tries to hurt themselves, should be taken seriously – seek for professional help immediately.



Professional counseling, psychological debriefing, and psychological first aid can all be ways to providing psychosocial support. Keep in mind that provision of professional counseling and psychological debriefing would require professional training. If no one in school is properly trained on these practices, it is best to have a working knowledge of how to provide psychological first aid.

TOOL 24: SCHOOL RAPID DAMAGE ASSESSMENT FORM

(Adapted from Global Education Cluster, 2012. Rapid Joint Education Needs Assessment Guide.)



A. GENERAL INFORMATION

1. What is the name and geographic location of the school?

School Name: _____

Province: _____

District: _____

Village : _____

Date of Assessment: _____

Contact Number: _____

2. What is the GPS (global positioning system) coordinates of the entrance to the school grounds?

Latitude (−90.0 through 90.0)	
Longitude (−180.0 through 180.0)	
Altitude (in meters)	

3. What is the type of this learning facility?

- ☐ Primary
☐ Secondary
☐ Others (specify)

4. Is this a rural or urban school?

- ☐ Rural
☐ Urban

B. ACCESS AND LEARNING ENVIRONMENT**5. How many students and school staff do you have?**

	Male	Female	Total
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Students			
Teachers			
Administrators and other staff			
Total Staff			

6. Since the emergency or disaster, about what percentage of normally enrolled children are attending school/learning spaces at this location?

	Boys	Girls
None / only a few (0-25%)		
Some (26 – 50%)		
Many (51 – 75%)		
Almost all/All (76 – 100%)		

7. What are the groups of children and young people that are least likely to participate in education activities in your community/area? (check all that apply)

- ☐ Children without a parent or guardian
- ☐ Children with disabilities / differently-abled
- ☐ Children working outside the home
- ☐ Ethnic minorities / indigenous
- ☐ Others (please specify)

8. What are the two most common reasons for not attending school?

	Boys	Girls
School fees or costs (e.g., tuition, activity fees)		
Illness		
Early marriage		
Distance to school		
Leaving to work		
Lack of gendered facilities		
Others (specify)		

9. How can we better support all learners, including those who might normally be excluded (e.g., those with disabilities, indigenous / minority ethnic groups) at this school? (check all that apply)

- ☐ Training for teachers
- ☐ Special curriculum or teaching materials
- ☐ Sensitize community to allow participation
- ☐ Assistance devices (e.g., wheelchairs, ramps)
- ☐ Others (specify)

10. What risks are present for learners and teachers while at school or travelling to/from school? (check all that apply)

- ☐ Health risks from unsanitary conditions
- ☐ Landmines
- ☐ Being abused or exploited
- ☐ Schools area potential site for recruitment or abduction of children
- ☐ Others (specify)

11. What is the level of damage to the school as a result of the recent emergency?

- ☐ Totally destroyed/not usable (basic safety cannot be assured)
- ☐ Occupied or looted and thus not currently usable
- ☐ Damaged, but can be repaired
- ☐ Limited damage, can easily be repaired (broken windows, etc.)
- ☐ No damage

12. Are any temporary structures needed? (check all that apply)

- ☐ Large tents (provide dimensions)
- ☐ Medium tents (provide dimensions)
- ☐ Plastic sheeting
- ☐ Wood, bamboo, other local materials
- ☐ Others (specify)

13. Is the school/learning space offering psychosocial support to:

	Boys	Girls
Children and youth?		
Teachers?		

14. What type of support for education is most essential right now in this community/site? (choose only one)

- ☐ Repairing damaged school buildings or facilities
- ☐ Establishing temporary spaces for learning
- ☐ Ensuring safety of learners and teachers
- ☐ Providing school materials
- ☐ Providing teaching and learning resources
- ☐ Providing psychosocial support to teachers and students
- ☐ School feeding
- ☐ Recruiting teaching staff
- ☐ Others (specify)

15. What are the main water, sanitation and hygiene needs at this school? (check all that apply)

- ☐ Latrines
- ☐ Water for drinking
- ☐ Water for washing
- ☐ Cleaning materials (e.g., soap for handwashing)
- ☐ Hygiene education
- ☐ Others (specify)

C. TEACHING AND LEARNING

16. Has this school lost the following materials as a result of the emergency? (check all that apply)

- ☐ Official school documents
- ☐ Teaching and learning materials (e.g., blackboards, stationery)
- ☐ School text books and library books
- ☐ Furniture (e.g., desks, chairs, benches)
- ☐ Recreation supplies (e.g., sports equipment)
- ☐ Water supply (e.g., hand-washing facilities, toilets)
- ☐ Others (specify)

17. What urgent messages or information are needed by children and youth in this site to protect them during period? (check all that apply)

- ☐ Peace education and conflict mitigation
- ☐ Natural hazards preparedness and risk reduction
- ☐ Increased awareness of health, nutrition, and hygiene issues
- ☐ Protection against safety and security risks (e.g., landmines, armed conflict, etc.)
- ☐ Psychosocial activities and support
- ☐ Others (specify)

18. What is the number of instructional days learners missed as a result of the emergency?

Instructional days missed _____

How many can be made up? _____

D. TEACHERS AND OTHER EDUCATIONAL PERSONNEL

19. Since the emergency or disaster, around how many teachers are still able to work?

	Male	Female
None / only a few (0-25%)		
Some (26 – 50%)		
Many (51 – 75%)		
Almost all/All (76 – 100%)		

20. What kinds of teachers do you need most right now? (check all that apply)

- ☐ Have enough teachers
- ☐ Female teachers
- ☐ Male teachers
- ☐ Certified teachers
- ☐ Teaching assistants
- ☐ Subject specific teachers (specify)
- ☐ Others (specify)

21. What type of support for teachers is the most essential right now? (choose only one)

- ☐ Psychological and social support
- ☐ Provision of didactic materials
- ☐ Training (specify type)
- ☐ Others (specify)

E. EDUCATION POLICY AND COORDINATION

22. Have local education officials been able to reach and support this school since the emergency?

- ☐ Yes
☐ No

23. Are there currently any functioning groups present in this community that are supporting education? (check all that apply)

- ☐ Government education authorities
☐ Community education committees (e.g., PTAs, SMCs)
☐ Local NGOs or religious groups
☐ International NGOs or UN Agencies
☐ Others (specify)

F. COMMUNITY PARTICIPATION

24. If you have a school management committee, what is your evaluation of its level of activity?

- ☐ Very active
☐ Somewhat active
☐ Limited activity
☐ Existing but not active
☐ Not existing

25. What actions has the school or local community already undertaken to address the crisis? (check all that apply)

- ☐ Repairing damaged school buildings or facilities
☐ Establishing temporary spaces for learning
☐ Ensuring safety of children and teachers
☐ Providing school materials
☐ Psychosocial support for teachers and students
☐ School feeding
☐ Others (specify)

G. DEATHS AND INJURIES

	Deaths		Disabling injuries		Temporary injuries	
	Male	Female	Male	Female	Male	Female
Students						
Teachers and staff						

H. COST OF DAMAGE

Area	% of area affected	Cost to repair or replace
STRUCTURES		
Classrooms		
Student dormitory		
Teacher dormitory		
Library		
Latrines		
Handwashing		
Kitchen		
Storage area		
Roof		
Fence		
Others (specify)		
CONTENTS		
Teacher desks / chairs		
Student desks / chairs		
Book cases / storage cabinets		
Blackboard		
Computer		
Printer		
Text books		
Office and classroom supplies		
Teacher books		
Others (specify)		

MONITORING TOOLS

STEP 4

MONITOR AND

EVALUATE

YOUR PLAN

TOOL 25: SCHOOL DISASTER READINESS AND RESILIENCE CHECKLIST



(Risk Red, 2009)

Tick checkboxes only for items done during the past year.

1. Ongoing school disaster management or safety committee guides the school disaster management process

- ☐ An existing or special group representative of all parts of the school community is tasked with leading school disaster management efforts on an ongoing basis.
- ☐ School disaster management has the full support of school leadership.
- ☐ School disaster management committee takes lead in ongoing planning for prevention, mitigation, response and recovery.
- ☐ School disaster and emergency management plan is reviewed and updated at least annually.

2. Assessment and Planning for Disaster Mitigation takes place continuously

- ☐ Hazards, vulnerabilities, risks, capacities and resources are researched and assessed.
- ☐ Mitigation measures are identified and prioritized for action.
- ☐ Building evacuation routes and safe assembly areas are identified.
- ☐ Area evacuation and safe havens for family reunification are identified, as needed.
- ☐ Educational continuity plans are in place for recurring hazards and high impact hazards (including alternate locations and transitional learning spaces as needed).

3. Physical protection measures are taken to protect students and staff and facilities

- ☐ School buildings and grounds are maintained and repaired for disaster resilience (e.g., against moisture, termites, fungus).
- ☐ Fire prevention and fire suppression measures are maintained and checked regularly.
- ☐ Safety measures related to building non-structural elements, furnishings and equipment are taken to protect students and staff from hazards within the building (especially due to earthquakes, severe weather, etc.).
- ☐ Measures are taken to protect equipment and materials from wind and water damage (from floods, storms).
- ☐ School infrastructure, including access routes, shelters and safe havens are developed as needed and maintained for safety.

- ☐ Crime, vandalism, and bullying prevention measures are maintained and students and staff feel safe and secure on school premises.
- ☐ Measures are taken to provide clean drinking water, food security, drought and hazardous materials protection (e.g., rainwater harvesting, school gardens, solid waste management, erosion prevention).

4. School personnel have disaster and emergency response skills and school have emergency provisions

- ☐ School personnel are ready to organize disaster response using a standard emergency management system (e.g., incident command systems).
- ☐ School personnel receive training in a range of response skills including, as necessary:
 - o standard operating procedures for emergencies and disasters.
 - o a standard emergency management system (e.g., incident command systems – student supervision, shelter, nutrition and sanitation, light search and rescue, first aid, and psychosocial first aid).
 - o first aid and psychosocial support.
- ☐ School maintains first aid supplies.
- ☐ School maintains fire suppression equipment.
- ☐ School maintains emergency water, nutrition and shelter supplies to support expected staff and students for a minimum of 72 hours.

5. Schools have and practice policies and procedures for disasters and emergencies

- ☐ Policies and standard operating procedures adopted to address all known hazards.
- ☐ Standard operating procedures include: building evacuation and assembly, evacuation to safe haven, shelter-in-place, lockdown, and family reunification procedures.
- ☐ School has identified and everyone knows to go to the safe assembly after building evacuation.
- ☐ School personnel have and practice procedures to ensure safe student reunification with emergency contacts identified in advance by parents or guardians.
- ☐ School drills are held at least twice yearly to practice and improve upon disaster mitigation and preparedness skills and plans. One of these drills is a full scenario drill to practice response preparedness.

TOOL 26: CLASSROOM DISASTER PREPAREDNESS MONITORING CHECKLIST



(Adapted from IFRC, 2015. "Classroom Hazard Hunt," Handbook for a School-based Risk Reduction Initiative.)

To be filled out by	Teacher (e.g., class adviser) as lead facilitator; students as responders.
Frequency	Quarterly.
When	At the end of first quarter, second quarter, third quarter, and fourth quarter.

Teacher: _____

Grade Level and Section: _____

- ☐ First Quarter
 ☐ Second Quarter
☐ Third Quarter
 ☐ Fourth Quarter

At the end of first quarter, tick all items that have been accomplished by the class so far. Use this same tool at the end of the second quarter, third quarter, and fourth quarter to monitor progress of the class.

Step 1: Know your risks

___ 1. We have identified hazards that can affect our school and its surroundings.

Hazards	Very close to our school (less than 1 km away)	Close to our school (1-2 km away)	Far from our school (more than 2 km away)
Hazardous factory			
Busy road			
High-rise building			
Shop using and/or selling inflammable material			
Open, blocked or unclean drains			
Others (specify)			

Refer also to the **Hazards Calendar**.

Step 2: Plan for safety and educational continuity (reduce your risks, prepare to respond, assure educational continuity and post-disaster recovery)

- ☐ 2. We have discussed the risk reduction plan with our teacher and classmates.
- ☐ 3. We have learned about do's and don'ts to be followed before, during, and after any disaster.
- ☐ 4. We are familiar with the School Emergency Contact Information.
- ☐ 5. We know the location of the safest staircase in our school that can be used in case of an emergency.
- ☐ 6. When using the staircase, we know that we should move in a queue towards open ground.
- ☐ 7. We have identified the safest places in the classroom (away from windows and large or heavy objects that can fall).
- ☐ 8. We have identified safe escape routes from our classroom (evacuation maps).
- ☐ 9. We know where to assemble in our school in case of an emergency.
- ☐ 10. In case of an emergency, we know what to do (emergency decision tree, SOPs, hazard-specific safety rules).
- ☐ 11. We have a first-aid kit ready for our classroom. We check the expiry date of the medicines and change them from time to time.
- ☐ 12. Our 'go-bags' are ready, complete with necessary items.

Step 3: Implement your plan (reduce your risks, prepare to respond, assure educational continuity and post-disaster recovery)

- ☐ 13. We follow road safety rules.
- ☐ 14. We have removed heavy objects from high walls.
- ☐ 15. We have placed objects (like cupboards) away from the doors so that they do not fall and obstruct an exit.
- ☐ 16. We have secured the materials in our laboratory to prevent breakage or leak of chemicals.
- ☐ 17. We have secured books and cupboards in our library to prevent them from falling and causing damage or injury in case of a disaster.
- ☐ 18. We have fastened all loose movable objects properly.
- ☐ 19. We turn off the electricity in our classroom.

Step 4: Monitor and evaluate your plan

- ___ 20. We have reviewed and updated our risk reduction plan.
- ___ 21. We check the expiry date of the medicines in our first-aid kit and change them from time to time.
- ___ 22. We check the expiry date of the medicines and other consumables in our 'go-bag' and change them from time to time.
- ___ 23. Our school and individual emergency contact information is updated.

Step 5: Share, Reach Out, Advocate

- ___ 24. We discuss disaster preparedness with our family.
- ___ 25. We spread awareness on disaster risk management wherever we go.

DISSEMINATION TOOLS

STEP 5

SHARE,

REACH OUT,

ADVOCATE

TOOL 27: FAMILY DISASTER PLAN



(Risk Red, 2009)

ACTIVITY 17

To be filled out by	Families.
Frequency	At least twice a year.
When	At the beginning of the school year and before the school year ends.

Distribute one copy per family. Check as completed. This may be used as pre- and post-household survey

ASSESSMENT AND PLANNING	
	We hold a family disaster planning meeting every 6 months (household, extended family, or family of one). We identify our risks and use this checklist for our planning.
	We identified the safest places in the house and in each room in case of disasters we face (e.g., earthquake: away from windows, large and heavy objects that can fall, and objects like heaters that can cause fire)
	We identified exits and alternative exits from our house and building.
	We searched for and identified hazards in our home (e.g., furniture or equipment that can fall or slide during earthquake or flood) and our environment (e.g., hazardous materials sites).
	We know our out-of-area contact person(s) and phone number(s): (ideally cell phone for text messaging) It's:
	We know that we will only use the telephone in case of physical emergency after a disaster. We will use radio and television for information.
	We know where we would reunite Inside the house: Outside the house: Outside the neighborhood: and we have a private message drop location outside our house.
	We made our copies of important documents, and key addresses and phone numbers. We have one set with our out-of-area contact and/or we keep one in our evacuation go-bag.
	We are spreading the word to everyone we know.
	We participate in emergency planning with our community.
	We make our expectations known to local, regional and national policy-makers.

PHYSICAL PROTECTION	
	Our building has been designed and built according to seismic, wind or flood codes
	We maintain our building, protecting it from damp, and repairing damage when it occurs.
	We have fire suppression equipment (e.g., bucket and sand) and maintain it.
	We have secured family heirlooms and items of cultural value that could be lost to future generations.
	We have limited, isolated, and secured any hazardous materials to prevent spill or release.
	We keep shoes and flashlights with fresh batteries, by our beds. For flood: We keep flotation device or life-jacket on the highest floor in the building. For fire: We have cleared away fire hazards from around our home. For water and debris flow: we have created channels and are prepared to make sandbags.
	We have protected ourselves from glass breaking with heavy curtains, window film or shutters.
	We consciously reduce, reuse and recycle.
RESPONSE CAPACITY: SKILLS AND SUPPLIES	
	We know how to put out a fire
	We know how to turn off our electricity, water and gas.
	For advanced warning: We understand early warning systems and know how to respond.
	We have learned first aid, light search and rescue, fire suppression, wireless communication, swimming, or community disaster volunteer skills.

TOOL 28: OUTREACH AND ADVOCACY PLAN



(Save the Children, 2009)

To be used by	Everyone.
Frequency	At twice a year.
When	Middle of the school year and before the school year ends.

Check who else needs help and what else you can do for others. Discuss the following questions then fill-out the matrix below:

Discussion questions

1. Who is nearby that needs our support? How can we make sure that they are doing just as good a job as we are? What can we do to plan for mutual aid before and after hazard impact?
2. How will we reach out to make sure that all families are informed and do their best to be part of the solution?
3. What can we do to reach out to children and youth who are out-of-school, to make sure that they, too, are safe (and also encourage them to complete their education)?
4. What can we do to reach out to children with disabilities to make sure that they, too, are included and safe (and also make sure that they too benefit from their right to education)?
5. What are some ways that we can engage with and encourage good practices in disaster risk reduction in our community?
6. What else remains to be done? What do we need help with? Who must be made aware, and how? How and where can we advocate for what needs to be done for safety and educational continuity?

What	Who	By When	Status update / date



PARTICIPATORY ACTIVITIES

- Activity 1: Hazards Calendar
- Activity 2: All School Assembly
- Activity 3: Natural Hazards and Man-Made Risks
- Activity 4: School Grounds Survey and Mapping
- Activity 5: Community Walk, Survey and Mapping
- Activity 6: Climate Change
- Activity 7: Learning from Past Disasters
- Activity 8: Key Messages in Songs, Storytelling and Games
- Activity 9: DRR Situation Analysis with Children
- Activity 10: Risk Matrix
- Activity 11: Earthquake Hazard Hunt
- Activity 12: Mind Mapping
- Activity 13: All-Day, All-School Assembly and Picnic
- Activity 14: Standard Operating Procedures for Emergencies and Disasters
- Activity 15: Practicing School-Based Simulation Drills
- Activity 16: Organizing Disaster Response
- Activity 17: Disaster Risk Reduction at Home
- Activity 18: Developing Advocacy Strategies

ACTIVITY 1: HAZARDS CALENDAR

(Save the Children, 2012)



TOOL 4

Subjects	Grade Level
Language Arts Science and Mathematics Social Studies, History, Geography Fine Arts and Performing Arts Life Skills After-school Clubs	Early Childhood (Pre-school) Early Primary (Gr. 1 – Gr. 3) Late Primary (Gr. 4 – Gr. 6) Early Secondary (Gr. 7 – 10) Late Secondary (Gr. 11 – 12)

Purpose: To identify the various dangers that children encounter, that would prevent them from attending school, and when these might occur.

Learning Outcomes: By the end of this activity, students will be able to:

- Analyze the dangers in their school-community and when they can happen on a monthly basis.
- Create a hazards calendar, as an input to the SDRM Plan, that describes the wide range of threats to attendance at school and which of these could happen any time.

Materials:

- Paper and pencils
- Traditional hazards calendar, if this exists

Steps:

1. Divide the class into groups of four.
2. Explain to students that their task as a group is to make a list of all of the dangers that they can think of that might cause them harm, and in which months these could occur.
3. Have the students combine their work with one large label for each danger. Group the list of dangers into **Fire, Water, Wind, Earth, Biological, Man-made, Others** (e.g., road accidents).

- Group the students again according to the number of large labels (e.g., fire, wind, water, etc.) to illustrate each danger. Under each illustration, ask students to add a 12-month bar chart beneath, and shade in the months that it is likely to occur (Note: Some can happen any time (earthquakes, pandemics etc.) and some are seasonal (flood, cyclone). Instruct the students to enter months in the first row, starting with the first month of the new school year.

Hazards	Months											
	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May

- Older students can collate this data into a chart like the Hazards Calendar in the planning section.

Note: Ask students to incorporate as much local wisdom as they can. Are there any expressions that warn about dangers or hazards? If there is a traditional hazards calendar, or if indigenous languages give clues to hazards, be sure to ask them to think about these and incorporate this into your calendar.

Evaluation

Have students combine their efforts, and present their calendars in an assembly, inviting fellow students and community members to comment and contribute.

ACTIVITY 2: ALL SCHOOL ASSEMBLY



(Save the Children, 2015)

Subjects	Grade Level
Language Arts Science and Mathematics Social Studies, History, Geography Fine Arts and Performing Arts Life Skills After-school Clubs	Early Childhood (Pre-school) Early Primary (Gr. 1 – Gr. 3) Late Primary (Gr. 4 – Gr. 6) Early Secondary (Gr. 7 – 10) Late Secondary (Gr. 11 – 12)

Purpose: To engage students and teachers in active participation in School Disaster Risk Management or School Safety Program this year.

Learning Outcomes: By the end of this activity, students will be able to:

- Appreciate the importance of knowing your dangers and safety, the range of natural and human-induced hazards.
- Recognize that we can become safer through learning, problem-solving and taking many small steps together.

Materials and Preparation: *Head Teacher, School Principal, or Chair of School Safety Committee should be prepared to lead this Assembly. Leadership makes all the difference!*

- Set up the School Safety Bulletin Board with a nice banner or label.
- Prepare a set of hazard pages with pictures of major natural and man-made hazards faced in your country (ideally, these hazards are identified by your national disaster management organizations), with few blank sheets for additional hazards identified by children.
- Prepare a **Danger! Mini-poster** using the set of hazard pages.
- Draw a comic face with a black marker pen onto a fresh egg. You can name the egg “Eggbert”.
- Have a bowl nearby so as not to waste the egg.
- If possible, have a motorcycle helmet or hard hat.

Steps:

1. **Explain that keeping safe is very important**, and that this school year you will be starting a new program to involve *all* students, *all* teachers and staff, and hopefully many other community members in the School Disaster Risk Reduction and Management, to help make your school-community safer from natural and man-made hazards. Explain that you are going to have six special assemblies. This first one is about **Knowing our Risks**. Between assemblies, teachers and after-school club leaders are going to have a lot of fun and important activities to involve them in helping make the school safer. Disaster risk reduction is *all* accomplished through a series of small steps that we will take together.
2. Discuss that when we *know* about dangers, we can do something about them, and we can be much safer. If possible, use a motorcycle helmet as an example of a way to protect against one kind of danger. Ask the children why it is so important. Choose a younger child to come out and wear it. Stress that this hat protects the brain, which we all have inside our skulls and helps us to think!
3. Show and describe Eggbert. Eggbert is a character who thinks he knows best, does not pay any attention to dangers, and thinks the rules do not apply to him. He is riding a motorbike too fast without a helmet. Ask another younger child to come and help drop Eggbert into the bowl. "Oh dear! Poor Eggbert! His head is smashed and we cannot put him together again!" Ask your helpers to sit down.
4. Show the **Danger! Mini-poster** and ask students to read the important word at the top: **DANGER!** and make sure that they can recognize and read it. Explain that unfortunately there are many dangers in the world and they do not usually come with a sign on them. (You can ask for some examples of when they do, like road signs). Have a light-hearted discussion about the ideas in it. Ask students if they usually think of a banana as dangerous? (usually, not!) How about rain? Or wind? No? These are natural and necessary, but sometimes they *do* become dangerous. If a banana peel is left on the floor and a blind person (or an elderly person, or a young person, or just someone not paying attention) walks onto it, they can slip and hurt themselves. That banana peel on the floor is called a **risk**. But the good thing is that risks can be reduced. How would you do that? Ban bananas?! No. But there are some things that you can do like putting up a warning sign; putting the banana peel into the trash or compost, or creating a path around the banana peel. **Disaster risk reduction is about knowing what things we cannot change, problem-solving and working together to change the things that we can change.**
5. Remind students that we have a beautiful country, but that sometimes the weather turns bad. The earth behaves unpredictably or people have done something that causes dangers. Ask the students: **"What are the hazards that we face?"** (Possible Answers: crossing the road, getting sick from not washing hands properly or drinking unclean water, fire, malaria, mosquitos, flood, typhoon, and earthquake.) Each time one of the key hazards is identified hand the hazard sheet to one student to hold up for all to see.

6. **Ask students holding the hazards to spread out**, then ask the remaining students to go to the one they are interested in learning more about (encourage at least a small group for each) and discuss what some impacts of these hazards can be. After a couple of minutes, ask what they think can be done to minimize some of these impacts. Ask older students to be sure to ask the younger students what they think. Ask for students to share one example from each group. **Encourage and congratulate** students on their knowledge and ideas.
7. Have students play a **quick game to identify and categorize the hazards**. Point to the four corners of the assembly area and the middle, and ask students to find one person and divide themselves roughly equally into the five areas. Then assign one element to each corner: **earth, fire, air, water**, and **man-made** and **animal** to the middle. Ask students to name the kinds of hazards associated with these categories. After a couple of minutes of discussion, have students share the responses: **EARTH** (earthquake, volcanic eruption, landslide), **AIR** (cyclone, wind storm, lightning strike), **FIRE** (wildfire, house fire), **WATER** (floods and heavy rains, drought, cyclones/hurricanes/typhoons), and **MAN-MADE** and **ANIMAL** (climate change, malaria, dengue, agricultural pests, epidemics/pandemics, chemical spills, nuclear spills, unexploded ordinance). Some hazards can come up in more than one category.
8. Finish by explaining that in the next month, the students and staff assignment both in class and through after school activities will learn as much as possible about the hazards that we face, and what can be done about them. The findings will be shared at the next assembly (ideally, this can be a 2-5 hour community event) where the information gathered will help to create a map, and a picture of all the hazards we face, and the many things that can be done to make our school and community safer from these hazards.

ACTIVITY 3: NATURAL HAZARDS AND MAN-MADE RISKS



(Save the Children, 2012)

Subjects	Grade Level
Language Arts	Early Childhood (Pre-school)
Science and Mathematics	Early Primary (Gr. 1 – Gr. 3)
Social Studies, History, Geography	Late Primary (Gr. 4 – Gr. 6)
Fine Arts and Performing Arts	Early Secondary (Gr. 7 – 10)
Life Skills	Late Secondary (Gr. 11 – 12)
After-school Clubs	

Purpose: To allow students to distinguish between hazards that *cannot be avoided*, and risks that *can be reduced*.

Learning Outcomes: By the end of this activity, students will be able to:

- Explain and discuss concepts of 'hazard' and 'natural hazard'.
- Improve their communication skills (speaking and listening) by sharing their thoughts on the major hazards in their school-community and how they can prevent and reduce risks during emergencies.

Materials and Preparation:

- Piece of paper and pencil for each pair of students
- Blackboard and chalk
- A set of 8 - 12 numbered photographs showing hazards in your country. Place these around the room, in advance.
- The activity will take about 30 minutes to complete.

Steps:

Discuss the meaning of hazard and risk (15 minutes)

1. Have students form pairs, sitting on chairs or on the floor and facing each other. Ask everyone to quietly think of times when they have done something risky which might have led to them being harmed in one way or another, or losing something valuable.

2. Ask pairs to take a few turns telling their stories to each other, and also describing the feelings they had when they took the risk. You may have students who do not want to share about dangers. Get them to think about what would happen if they leaned back on the chair (Note: They are not to act this out, just think through). How would they feel the further they lent back? The further the chair leans, the bigger the risk! So risk is the likelihood of something occurring through action or inaction.
3. Bring the students together and encourage them to share their thoughts: Are risks something to welcome or something to be avoided? Or both?
4. Explain that 'hazard' is a word used for something that brings danger. 'Natural' hazards are some of the things that nature brings. Most of these we cannot change, like the wind blowing, the earth shaking, or the rain falling.
5. Ask students to call out examples of 'natural hazards', and write them on the board. Discuss which they think are the most serious natural hazards facing the country, and underline these.
6. Explain that although the 'chances' of hazards is not fully known, and although there may *not* be much we can do to change hazards, we do not actually live a game of chance because we, as human beings, have the ability to think and solve problems. There is actually a lot that we *can* do.

Hazard and Risk Picture Gallery (20 minutes)

1. Ask the students to form pairs and take a tour around the picture gallery and to discuss what dangers they see.
2. Ask each pair to say which photograph they found *most concerning* and *most wanting to take action*. Hold up photographs as they are raised in discussion so all the class can see. Encourage lively (but respectful) exchanges of opinion and argument between pairs at all times.
3. Ask what *questions these raise* and suggest that over the next few weeks students seek answers to their questions by talking with parents, community members, and visiting experts.

Evaluation

Make note of the hazards that cause the most concerns, and record the students' questions. Return to this in a few weeks to ask students if their understanding has increased, if their questions have been answered, and if they feel that steps are underway to become safer.

ACTIVITY 4: SCHOOL GROUNDS SURVEY AND MAPPING



(Save the Children, 2015)

Subjects	Grade Level
Language Arts	
Science and Mathematics	Early Childhood (Pre-school)
Social Studies, History,	Early Primary (Gr. 1 – Gr. 3)
Geography	Late Primary (Gr. 4 – Gr. 6)
Fine Arts and Performing Arts	Early Secondary (Gr. 7 – 10)
Life Skills	Late Secondary (Gr. 11 – 12)
After-school Clubs	

Purpose: To develop students' survey and mapping skills by creating a school grounds risk and resource map and to use the map as a tool to raise awareness about hazards, vulnerabilities and capacities in the school.

Learning Outcomes: By the end of this activity, students will be able to:

- Identify natural and man-made hazards (dangers, risks, weaknesses) using the school-based self-assessment survey and hazard map.
- Identify resources and capacities for risk reduction and emergency response.
- Prepare and present a summary report of the survey results and the hazard map for sharing with other classes.

Materials and Preparation:

- A map of the school grounds, if one exists.
- School-based Self-Assessment Survey Parts A, B, C, and D

Steps:

Survey Activities

1. Assign small groups of students to work in teams to research and complete Parts A and B of the School-based Self-Assessment Survey. Ask them to share their findings with the larger group.
2. Ask older students to summarize the findings in the form of a report to be added to the SDRM Plan.

Mapping Activities

If there is a school grounds map, take a look at it. If there is no such map, have older children create a map of the school grounds (This can be done in math and science classes, introducing various forms of measuring and creating drawings to scale, or it can be done conceptually, and refined together). Explain a bird's eye view, which looks at space from above.

1. Ask children if they have seen any maps. Hold an open discussion about what maps can show, what scale they can be, and what kinds of information they can show.
2. Introduce the idea of using a map to show how various natural and human-induced hazards might affect your school. Ask the students "What are the dangers and weak areas, and resources and capacities that would come in handy in case of the various natural and human-induced hazards that could affect your school?"
3. Allow students to work in groups to produce school grounds and building maps. Share with children the types of vulnerabilities and resources to be marked:

- | | |
|------------------------------------|---|
| • Entrances and exits | • Emergency exit routes |
| • Emergency assembly area | • School emergency supplies |
| • Gas cylinder location(s) | • Fire suppression equipment (e.g., sand) |
| • Electricity shut off location(s) | • First Aid staging area |
| • Water shut off location(s) | • Fire extinguishers |
| • Building evacuation routes | • Generator |
| • Building dangers | |
| • Overhead dangers | |
| • Hazardous materials storage | |

4. Share maps with other classes, and post in visible places.

Evaluation

Ask for feedback on the maps and observe whether they are used to help in observing the school environment and improving safety conditions.

ACTIVITY 5: COMMUNITY WALK, SURVEY AND MAPPING



(Save the Children, 2015)

Subjects	Grade Level
Language Arts	Early Childhood (Pre-school) Early Primary (Gr. 1 – Gr. 3) Late Primary (Gr. 4 – Gr. 6) Early Secondary (Gr. 7 – 10) Late Secondary (Gr. 11 – 12)
Science and Mathematics	
Social Studies, History,	
Geography	
Fine Arts and Performing Arts	
Life Skills	
After-school Clubs	

Purpose: To involve children in leading in the creation of a community risk and resource map to raise awareness about hazards, vulnerabilities and capacities in the community; and to increase their awareness and engage them in risk reduction.

Learning Outcomes: By the end of this activity, students will be able to:

- Identify natural and man-made hazards (dangers, risks, weaknesses) in the local environment.
- Identify resources and capacities for risk reduction and emergency response in the local environment.
- Gather, analyze, and communicate information in the school-community.
- Develop a plan for updating the community risk and resource map.

Materials and Preparation:

- Handout #1: Survey of Hazards and Vulnerabilities, Resources and Capacities (attached)
- Handout #2: Community Walk Survey – Survey the Area and Survey Access to School (attached)
- A map of your community, if one exists. If possible, download a street map from Google Maps that you can trace to get started.

Steps:

Stage 1: This can be done in class, or in an afterschool club.

1. Ask children if they have seen any maps. Hold an open discussion about what maps can show, what scale they can be, and what kinds of information they can show.
2. Introduce the idea of developing a map to show how natural and human-induced hazards might affect your community. Each group of students should focus on one set of hazards faced: **Group 1** – hydro-meteorological (cyclone, flood); **Group 2** – geophysical (earthquake, landslide, tsunami, volcano); **Group 3** – technological, biological, others.

This will help the students appreciate better and understand the dangers, safe evacuation routes and safe havens, and also resources for safety and health.

The first map will be a paper draft, based on information they already have. Research (community walk) will let them improve on the information. Then working together with the local community and/or disaster management committees, they can transfer the information to a more permanent form, painted on wood, or made into a 3-D model.

3. Have student form groups of four or five and give each group a big sheet of paper and different color markers.
4. Provide each group a copy of the list/survey of hazards and vulnerabilities, resources and capacities (handout #1). The students will use this list to locate and mark any hazard on their community map. Ask students to decide how big an area will the map cover (around the school), and start by making a plain paper, map or traced map and show: (1) geographical information (e.g. rivers, ponds, mountains/hills, beaches, crop fields, plantations); (2) key buildings and infrastructures (e.g., schools, hospitals/health centers, roads, bridges, churches, water facilities, shops); and (3) four directions (north, south, west, east). Explain a bird's eye view, which looks at space from above.
5. Once groups finish drawing, ask each group to mark up the areas where natural hazards (e.g. earthquakes, tidal waves, flooding, cyclones, droughts, landslides) caused damages before.
6. Discuss map colors, recognizable symbols and legends, and how to mark maps clearly. The colors used to identify different levels of risk are usually: red - very risky; orange or yellow - moderate risk; green - low risk.
7. After marking in the areas, ask each group to pin their own maps on the classroom wall (or display them on the tables or floor) and invite them to walk around to investigate each other's maps.
8. After the viewing, ask each group to briefly speak about their map and share what they have learned from examining other group's maps. Hold a class discussion.

Stage 2: This can be done as a field trip, and/or as part of an open assembly for the whole community, arranging in advance for conversations and guidance from local community leaders and other stakeholders.

1. Explain that you will be doing a community walk of the area to do some research and to collect more information for your map. Explain to students that they are to have a village walk with community members in order to learn more about their local environment. Students can stay in the same group as for *Stage 1*.
2. Have students review the '**Community Walk Survey Form**' (handout #2) to work up a list of questions to ask on their community walk.
3. Examples of questions include: "What are the land and road conditions like in the area we are visiting (dry, muddy, slippery, flat, steep)?" "Are any of these areas dangerous for any reason?" "How close is this area to the riverbank?" "Where are water sources, health centers, community or religious facilities, and other key facilities?" "Are there designated shelters or evaluation routes if these hazards exist?"
4. Also, develop questions to ask people along the way, or at destinations: Examples: "What could you do to help the school/neighborhood in a disaster?" and "What can the school do to reduce its own risks and help the community?" Invite parents to assist in organizing walking tours and visits to local resource sites. At least one parent or supervisor per 10 children is advised.
5. After collecting information on their survey form, students can create one large map of the hazards and resources they have found. Ask students to identify any areas on the map that are particularly exposed to danger or lacking in resources.
6. When you get back, have the groups come together to combine this information with the map created earlier. In small groups, have students and community members ask each other questions and share information, and identify questions that remain unanswered. Ask for volunteers who will present their findings in an all-school or open school-community assembly.
7. Display your map for the whole school to see, and develop a plan for updating it at least once a year.

Evaluation

Document whether people refer to the map and use it. Is it helpful when it comes to school community risk reduction planning? Check to see whether students are familiar with the important features on the map, and whether they learn it to use new information. Do children comment on the accuracy of the map and propose change to it? These are all signs of an effective activity.

Handout #1: SURVEY OF HAZARDS & VULNERABILITIES / RESOURCES & CAPACITIES

Locate and mark any of these on your map. This list is not exhaustive. You may think of many other hazards.

HAZARDS and VULNERABILITIES	RESOURCES and CAPACITIES
<ul style="list-style-type: none"> • Roads (include type and relative width) • Bridges • Rivers • Flood zones • Steep slopes / landslide areas • Very tall, old, or unstable trees • Deforested areas • Earthquake fault lines & seismic zones • Factories • Hazardous materials storage or sales locations • Overhanging power lines • Sources of fire • Buildings located in unsafe places • Poorly constructed buildings • Poorly maintained buildings • Buildings with high concentrations of very young children, older people, or people with disabilities • Unsafe roads 	<ul style="list-style-type: none"> • Evacuation routes • Storm shelters and safe havens • Police station • Fire station / fire suppression equipment • Health Center • Water sources • Food sources • People with special skills/Community leaders • Search and rescue equipment (ladder, levers, work gloves, shovel, buckets) • Shelter supplies • Generator

Handout #2: COMMUNITY WALK SURVEY FORM

SURVEY THE AREA

The School is located near or is adjacent to	Yes	No
IF THE ANSWER TO ANY OF THESE IS "YES"? - These can be a problem		
Small stockbreeding/farming area		
Swampy area/ marsh		
River		
Industrial area		
Minefield		
Dam or Dyke		
Main Road		
Mountain/steep slopes		
Forest		
Open grasslands		
Suggestions to address each of the problems, by reducing risks:		

SURVEY ACCESS TO SCHOOL

Dangers on the way to the school	Yes	No
IF THE ANSWER TO ANY OF THESE IS "YES"? - These can be a problem		
Do children walk to school on roads used by cars (as opposed to pedestrian walkways)?		
Are the roads unsafe, with a history of accidents or speeding vehicles		
Are there missing, unstable, or unusable bridges?		
Trees, boulders, stones or any other unstable elements that could fall suddenly?		
Are there unsafe power lines and poles near the school?		
Are there areas on the way to school that become flooded?		
Are there unstable mountain, hill sides or slopes?		

Dangers on the way to the school	Yes	No
IF THE ANSWER TO ANY OF THESE BELOW IS "NO"?		
These can be a problem		
Are pedestrians easily visible when walking along the road?		
Are roads accessible to school in case of emergency?		
Are evacuation routes to safe havens well marked?		
Is the way to school safe for girls?		
Is the way to school safe/accessible for persons with disabilities?		
Suggestions to address each of the problems, by reducing risks:		

ACTIVITY 6: CLIMATE CHANGE



(Plan International, 2010)

Subjects	Grade Level
Language Arts Science and Mathematics Social Studies, History, Geography Fine Arts and Performing Arts Life Skills After-school Clubs	Early Childhood (Pre-school) Early Primary (Gr. 1 – Gr. 3) Late Primary (Gr. 4 – Gr. 6) Early Secondary (Gr. 7 – 10) Late Secondary (Gr. 11 – 12)

Purpose: To allow students to collectively examine their disaster history and to understand how to respond to impact of disasters.

Learning Outcomes: By the end of this activity, students will be able to:

- Analyze their disaster history.
- Identify the causes of disasters.
- Explain the concept and impacts of climate change.
- Differentiate the concept of mitigation from adaptation.
- Optional: Collectively discuss how to reduce the impact of climate change through adaptation strategies.

Materials and Preparation:

The activity takes 15-20 minutes to complete.

Steps:

This activity should be conducted as a debriefing session after the Hazard Calendar has been developed or after a disaster history has been conducted. The teacher or facilitator should try to run it as much like a focus group as possible, seeking out the knowledge that students already have and complementing that knowledge, rather than running the session as a presentation. The more examples that come from the students, the more real the issue will seem to them.

1. In a plenary session, ask the students to examine their disaster history. Ask them if they have noticed any patterns. Have the disasters gotten worse, more frequent, or changed over time?
2. Explain that one of the causes of disasters is climate change. Ask the participants what they already might know about climate change and have them share their knowledge. Explain that the climate is changing due to global warming that is happening now because of human activity. **Global warming** means that the temperature of the earth is increasing. Depending on the interest of the students, you might decide to go further to explain the human activity that causes global warming, such as carbon emissions from factories, automobile use, etc. Examples of effects of climate change include more intense rainy seasons; more intense dry seasons and/or drought where it never used to happen; more intense hurricane seasons; generally more hot days and fewer cold days; sea level rising in some areas; consequences for the crops we can grow, the animals we can raise and therefore the availability of the kinds of food we like to eat.
3. There are two ways to respond to the impacts of climate change: **mitigation** and **adaptation**. Explain that **mitigation** means finding and acting on ways to stop warming the earth (ask the students if they can list ways to do this – for example, activities that reduce pollution and carbon emissions such as energy-saving light bulbs). **Adaptation** means finding and acting on ways to lower the risks and effects of a changing climate (e.g. growing seedlings on tables until they are strong enough to cope with heavy rainfall, then planting them in the ground).
4. Explain that in some of the next few sessions, we will be identifying adaptation activities to help us reduce the impacts of climate change on our communities.

Climate Impacts and Adaptation (Optional Activity)

This activity will help participants think about adaptation strategies based on relevant scenarios. It should be facilitated by someone who understands climate change and adaptation and can be adapted to scenarios based on local impacts. This will take 30-45 minutes to complete.

1. Split the students into two groups and give each group a scenario.
2. The group decides what to do. They can either write their ideas on a paper or prepare a role play.
3. Each group presents their ideas to the group for discussion.

Scenario for Group 1: You live on an island and all the safe drinking water is gone. You only have access to rain water. What would you and your family need to adapt to this problem?

Scenario for Group 2: You are in a community situated on the side of a mountain. Landslides have destroyed your crops so there is a food shortage. There is little money as well to send you to school. What would you and your family need to adapt to this problem?

ACTIVITY 7: LEARNING FROM PAST DISASTERS



(Save the Children, 2015)

Subjects	Grade Level
Language Arts	Early Childhood (Pre-school)
Science and Mathematics	Early Primary (Gr. 1 – Gr. 3)
Social Studies, History,	Late Primary (Gr. 4 – Gr. 6)
Geography	Early Secondary (Gr. 7 – 10)
Fine Arts and Performing Arts	Late Secondary (Gr. 11 – 12)
Life Skills	
After-school Clubs	

Purpose: To allow students to improve their communication and research skills by investigating the impact and lessons of past disasters in their country.

Learning Outcomes: By the end of this activity, students will be able to:

- Improve their communication and research skills by conducting interviews with people in their community about their disaster experience.
- Understand the experience of disasters in the past, and lessons to be learned.
- Analyze the impacts of at least two hazards in their country.
- Identify the key lesson learned by the people in their community to reduce the impact of disasters.
- Discuss their research findings using creative presentation strategies.

Materials and Preparation:

- Paper, pencils/pens, colored pencils, crayons
- Compilation of newspaper articles about past disaster impacts.

Steps:

PART 1 - Student Preparation

1. Ask students if they have experienced or heard about the impact of any natural or human-caused hazards in your country or area? What have they heard about? From whom? Where could they learn more? Everyone is going to do some research so that together we can learn from the past.
2. Explain that this is going to have three parts. The first part is for preparation, the second part is homework, and the third part is oral presentations and discussions in class.

3. Students should start in groups of three to discuss about who they can ask and interview (parents, neighbors, school staff).
4. Next, students should discuss what questions they would like to ask their interviewees.
5. Examples of interview questions: “Have you experienced a disaster? Which one? What happened? How were you and other people affected? What might be done in the future to reduce these dangers?”

PART 2 - Homework

1. Ask students to conduct interviews with at least two people, and see what they can learn that could help us be safer from future hazard impacts. Ask students to prepare a story on “**Diary of a Survivor**”. This can be through pictures, illustrations, and/or written story. Ask all students to mention at the end: “What we have learned to make things less dangerous and to reduce suffering before the next hazard impact?”
2. If you will have sufficient time, tell upper primary and secondary students that when they come back, they are going to create the front page of a newspaper with “Lessons Learned” from one of the disasters.

PART 3 - Reporting back

1. When students return, group them by the disaster event, and ask them to discuss their findings, and choose one or two students to report back on the findings of the whole group.
2. For older students, and with an extra hour, have students imagine that they are a newspaper team preparing the front page of a newspaper a week or so after the event they have been studying.
3. Remind them what information is usually on a front page: the name of the paper, a big headline, main story with picture, side stories with pictures, a comment by the editor.
4. They need to agree on the stories and pictures and decide who will prepare what, and how much space each will take. The parts can be written and drawn on smaller pieces of paper and stuck on the big one when finished.
5. Emphasize that their front page should weave in the topics looked at earlier: “What happened? How people were affected? What might be done in the future to lessen the danger from hazard?”
6. Have students present their front page to the group and read the articles.

Evaluation

Collect and display student work in the classroom or School Bulletin Board. Keep a separate record of the lessons learned and the good ideas to return to when the time comes to discuss what to do to reduce disaster risks in schools.

ACTIVITY 8: KEY MESSAGES IN SONGS, STORYTELLING AND GAMES



(Save the Children, 2015)

Subjects	Grade Level
Language Arts	Early Childhood (Pre-school)
Science and Mathematics	Early Primary (Gr. 1 – Gr. 3)
Social Studies, History, Geography	Late Primary (Gr. 4 – Gr. 6)
Fine Arts and Performing Arts	Early Secondary (Gr. 7 – 10)
Life Skills	Late Secondary (Gr. 11 – 12)
After-school Clubs	

Purpose: To allow students to share and disseminate *key messages on disaster risk reduction* using creative and innovative strategies.

Learning Outcomes: By the end of this activity, students will be able to:

- Remember and act on the “Key Messages for All Hazards Household and Family Disaster Prevention.”
- Develop skills in song-writing underlying positive/upbeat messages on DRR.
- Develop skills in game-designing focusing on the key messages on DRR with fun.
- Develop skills in storytelling and story-writing containing action-oriented key messages on DRR.

Materials and Preparation:

For each activity you will need one copy of **Key Messages for All Hazards Household and Family Disaster Prevention** (International Federation of Red Cross).

Steps:

There are three different activities. They can each be conducted either by a whole class, or by a couple of classes working together, or throughout the school; and they can be done in teams and based on themes. Use the “All Hazards Household and Family Disaster Planning,” which is based on the Key Messages that are common to all hazards.

These can also be set-up as school-wide, district-wide, and province-wide competitions, agreeing in advance to the same ground rules.

1. For each activity, split students into groups of 3-6 students. Distribute the relevant sections of the Key Messages to each group. Explain that these “Key Messages” have been agreed to by all of the leading government and non-government agencies responsible for disaster risk reduction. These important key messages are based on evidence and designed to help households to become safer.
2. Students will be doing one of these creative activities to develop innovative ways to remember the messages and act on them, themselves, and to teach these messages to others. So they are going to work in teams to develop a creative approach.
3. The product/production must follow these rules:
 - It should have a theme related to one type or group of hazards.
 - It should have underlying positive upbeat message (e.g., “every little step counts”, “you can make a difference”, “we’re all in this together” or similar).
 - It must contain at least one or more specific action-oriented messages from each of the three categories (Knowing our Dangers and Planning, Reducing our Dangers, and Learning to Respond). This could be done in three verses, three acts, etc.

Optional: You can have an in-school competition and share the best with neighboring schools, and be part of a competition in the district and province.

Interpreting the key messages on DRR: Allow the students to work in groups. Allot 30 minutes to get started in-class; and 30-60 minutes to develop it on their own.

SONGWRITING

1. Ask the whole group to name several familiar songs that have lots of verses, and write the song titles on the board. Make sure that everyone is familiar with these tunes. Everyone will be writing verses to the same song, so decide together on a favorite tune to write the new words for.
2. Songs should be no longer than 3:30 minutes, and should be up-beat, positive, and lively.
3. Ask each group to compose at least three verses. Then have each group compose at least three verses to the song, which will convey some of what they feel are the most important messages from the “must do” list. They can organize, group them, rewrite them, etc. Write them out very neatly.
4. Have students pair up with one more related group (e.g., earthquake plus tsunami/hurricane plus flood) and learn each other’s lyrics. Have the groups write their lyrics on the board, or copy them.
5. Have the teams stand up and lead the sing-along and vote for the best song.
6. For homework, or for another activity, ask the students to work together to improve and perfect their songs for the next school assembly.

GAME DESIGNING

1. Let the students know that they will be designing either a board game (e.g., snakes and ladders), or a card game (with pairs of cards matching key messages with reasons why). Older students may propose other sorts of games, as long as they are designed to make it fun to learn key messages.
2. The only requirement is that they select important key messages, and do their best to illustrate them. If they are doing snakes and ladders, they should take care to make sure that doing the right thing moves you up the ladder, and doing the wrong thing moves you down the snakes. In between, they can learn tips and facts.

STORYTELLING, POEM and STORY WRITING

1. As a preparatory activity, invite a local storyteller to tell a story, and discuss with students what makes a good story.
2. Tell students that they can work alone, or they can work together in pairs to write a short story that they will perform. The story should contain plenty of action-oriented messages to remind people about three different things: knowing their dangers, planning to reduce them, and being prepared to respond.
3. After students write their stories, have them share stories with each other, or with younger children, in small groups.

Sharing and Improving: Have students come up with a plan on how to share their creative products to make the key messages on DRR more widely known. Support them in improving them and sharing them, with other classes, in school assembly, and in local, district and provincial competitions.

Protecting and Preserving: Also make sure that the students leave a copy of their work with the teacher for safe-keeping or post it on the School Safety Bulletin Board, so that it will be available to use again, to enter into competitions, and for documentation.

Evaluation: Keep copies of the content (lyrics, stories), assess how these products are shared and used, and whether students go on to improve them or do more. Enter them into competitions and showcase them. Videotape, audiotape, or photograph children performing and sharing these activities.

ACTIVITY 9: DRR SITUATION ANALYSIS WITH CHILDREN



(Plan International, 2010)

Subjects	Grade Level
Language Arts	Early Childhood (Pre-school)
Science and Mathematics	Early Primary (Gr. 1 – Gr. 3)
Social Studies, History,	Late Primary (Gr. 4 – Gr. 6)
Geography	Early Secondary (Gr. 7 – 10)
Fine Arts and Performing Arts	Late Secondary (Gr. 11 – 12)
Life Skills	
After-school Clubs	

Purpose: To engage students in focus group discussions to analyze the disaster risk reduction situation in their school-community.

Learning Outcomes: By the end of this activity, students will be able to:

- Assess the level of participation in DRR programs and activities of other children in their school-community.
- Assess the level of awareness of risk assessment, monitoring, and warning system of other children in their school-community.
- Assess the level of knowledge in mitigation, adaptation, and risk factors of other children in their school-community.
- Assess the level of knowledge in DRR advocacy of other children in their school community.
- Assess the level of disaster risk preparedness and response skills of other children in their school-community.

Materials and Preparation:

Interview guides (Handout #3) on governance; risk assessment, monitoring, and warning; knowledge and education; underlying risk factors; and preparedness and response.

Steps:

When using these questions in focus group discussions with children, it will be important to note that the terminology may need explanation by the teacher or facilitator. Thus, teachers/facilitators must have a good grasp of DRR concepts to be able to explain terms that the children in the group might not understand. Due to the number of questions, it may be more beneficial to divide the questions up into two shorter focus group sessions, or to select questions that are of greatest importance to your overall situation analysis.

Handout #3: INTERVIEW GUIDES

Governance • Risk assessment, monitoring, and warning • Knowledge and education •
Underlying risk factors • Preparedness and response

Section 1: Governance

1. Does your community have well-organized groups or committees ready to decide on what to do in case of disasters? Describe them.
2. Do these groups or committees include children and young people's participation? How are children and young people included?
3. Do girls and boys participate equally in groups or committees deciding what to do in case of disasters? If not, why not?
4. Do children and young people in your community know their rights with regard to protection from disaster risks?
5. Can you describe some of these rights?
6. Do children and young people in your community know the government's responsibility to provide protection from disaster risks? Can you describe what that is?
7. Do children in your community receive training, both on how to reduce risks from disasters and on how to respond in case of disaster? What are some examples?
8. Does your school conduct drills to prepare and respond to disasters? If so, how often? If not, why not?
9. Do children and young people's groups in your community address disaster risk reduction issues through discussions and actions? What are some examples?
10. Do you feel that children and young people's voices are heard in your community in decisions about what to do to reduce the risks of disasters? How?
11. Do you feel that the voices of girls and boys are heard equally in your community in decisions about what to do to reduce the risks of disasters? If so, how? If not, why not?

Section 2: Risk Assessment, Monitoring and Warning

1. Are children and young people invited to community meetings held to assess disaster risks? How often? How do those meetings go?
2. Do children and young people conduct or participate in community disaster risk assessments? How?
3. Do children and young people conduct or participate in school disaster risk assessments? How?
4. Do girls and boys participate equally in community and school disaster risk assessments (such as vulnerability capacity assessments, risk mapping, planning for mitigation activities)? If not, why not?
5. Does your community have early warning systems in place to raise awareness of potential risks? Can you give examples?
6. Do children help establish the early warning systems in your community? How do they do that?

Section 3: Knowledge and Education

1. Do children and young people learn about ways of preventing and dealing with disasters in local schools or colleges? How?

2. Does your community know enough about the potential risks of hazards to be able to respond in case of danger? What are some examples?
3. Are there public awareness campaigns that teach people about how they can take practical measures to protect themselves from the impact of hazards? Can you describe them?
4. Does the community know how safe their school buildings are, and the practical steps to take to ensure that all new and existing schools are strengthened to provide protection from the impact of hazards?
5. Do children and young people participate in the communication of disaster risks within your community (formally and informally, such as awareness raising campaigns, theatre, media)? How?

Section 4: Underlying Risk Factors

1. Are children and young people engaged in environmental protection/resource management (e.g., reforestation, mangrove protection, cleaning campaigns, recycling)? Can you describe an example?
2. Are children and young people in your community trying to adapt to future changes in climate and weather? For example, through alternative livelihoods, family support with income generation, microfinance? How?
3. If yes, do you think climate change adaptation is a priority issue for your community?
4. Does your community have access to enough reserve food supplies for use in times of emergency?
5. Do vulnerable children and young people (such as girls, the poor, and disabled people) have access to basic social services during and after disasters (such as health, education, and food services)?
6. Are vulnerable children being addressed in your community's activities tackling poverty? How?

Section 5: Preparedness and Response

1. Does your community have a clear emergency response plan in case of disasters that address the needs of children? Can you describe it?
2. Are children trained on first aid, search and rescue, swimming and water rescue, wireless and radio communications, fire suppression, water purification, and similar skills?
3. Does your community have clearly marked, child friendly, and accessible evacuation routes and safe havens? Are there plans for evacuating people with limited mobility? Can you describe them?
4. Does your school have clearly marked, child friendly and accessible evacuation routes and safe havens? (Are child friendly spaces identified? Are temporary school arrangements/ boats & transportation identified for reaching school during floods, etc.?) Can you describe them?
5. Are your community's emergency response plans tested regularly with rehearsal exercises? How often?
6. Have children and young people participated in the development of the emergency response plan? How?
7. Do children and young people feel they have the skills they need to keep themselves safe in disasters? Can you describe some examples?

ACTIVITY 10: RISK MATRIX



(IFC, 2010)

Subjects	Grade Level
Language Arts Science and Mathematics Social Studies, History, Geography Fine Arts and Performing Arts Life Skills After-school Clubs	Early Childhood (Pre-school) Early Primary (Gr. 1 – Gr. 3) Late Primary (Gr. 4 – Gr. 6) Early Secondary (Gr. 7 – 10) Late Secondary (Gr. 11 – 12)

Purpose: To allow students to practice their decision-making skills by rating the level of risks for each hazard that they face in their school-community.

Learning Outcomes: By the end of this activity, students will be able to:

- Identify the natural and man-made hazards that could affect their school-community.
- Assess the likelihood of occurrence and potential impact of occurrence for each hazard.

Materials and Preparation:

Draw a large 3x3 matrix on the board and label it like the one below.

LIKELIHOOD	HIGH			
	MEDIUM			
	LOW			
		LOW	MEDIUM	HIGH
		IMPACT		

Steps:

1. Let the students identify the hazards that their school-community may face. Alternatively, you may provide students with a list of hazards to ensure that all possible hazards are covered.

Category	Examples of Hazards
Fire	Fire, wildfire
Water	Flood, tsunami, drought, water shortage, coastal erosion, dam break
Wind	Cyclone/hurricane/typhoon, hail storm, lightning, windstorm, sandstorm, tornado
Earth	Earthquake, landslide/debris or mudflow, volcanic eruption/lahar flow
Health	Pandemic (e.g., HIV, influenza, avian flu, Ebola), illness/epidemic (e.g., gastrointestinal), malaria, dengue, air pollution/haze, water pollution, food poisoning, food shortage (nutritional deficiencies)
Technological	Hazardous materials release, power shortage, transportation accident (e.g., train, subway, airplane), road accident (e.g., buses, jeepney, tuk-tuk, car, motorcycle, bicycle)
Conflict/Violence	Unexploded ordnance (UXO), organized armed attack, individual armed intruder, student fight, bullying, sexual violence, civil unrest, terrorism
Others	Playground accident, drowning, pest infestation, extreme cold, extreme heat

2. Ask the students which of the hazards on the list may likely affect their school-community, and which of the hazards are natural and man-made in origin.
3. Ask the students to write the hazards on the board in two columns: one column for natural hazards, and another column for man-made hazards.
4. Discuss the ideas of **likelihood** of occurrence and **potential impact** of occurrence using the 3x3 matrix drawn on the board with proper labels indicating likelihood and impact. You can think of likelihood as whether it would happen sometime while students are attending school between Kindergarten and graduation. Remind students **not to confuse 'likelihood' with frequency** of occurrence. (For example, if you live in a high seismic risk zone, then even if a very strong earthquake is infrequent, it may still be very likely!). In discussing impact, have students think and share ideas about human, physical, social and cultural, economic, environmental, psychosocial damage and educational disruption (adjusted to age level).

5. For each hazard written up on the board, have a student ready to point and write in the 3x3 matrix, based on class discussion. When the class decides **how likely** the hazard is (High, Medium, Low), the student will point to that level in the left hand column. While pointing, ask the class what they **think the severity of impact** could be (High, Medium, Low). The student should slide his/her finger to the square that shows the decision on both axes. Ask the student to write the name of the hazard in that square. If you think that some students have gotten this very wrong, discuss details to help them understand and revise their thinking.
6. In closing, let the students know that you will follow this up next time to learn more about these dangers and how to reduce them.

Adaptations

For younger children select those hazards that you *do* face and just a couple that you do not face. Instead of the matrix, just use three columns to rate them as **No Danger / Small Danger / Large Danger**.

Evaluation

Transcribe the matrix or the list in three columns from your class, and ask a group of older children, or you SDRRM Committee to compare the assessments and see if there is accuracy and rough agreement about the dangers. This then becomes the foundation for future lessons and planning. Be able to report on this in your SDRRM Plan.

ACTIVITY 11: EARTHQUAKE HAZARD HUNT



(Save the Children, 2015. Adapted from IFC, 2010)

Subjects	Grade Level
Language Arts	Early Childhood (Pre-school)
Science and Mathematics	Early Primary (Gr. 1 – Gr. 3)
Social Studies, History, Geography	Late Primary (Gr. 4 – Gr. 6)
Fine Arts and Performing Arts	Early Secondary (Gr. 7 – 10)
Life Skills	Late Secondary (Gr. 11 – 12)
After-school Clubs	

Purpose: To complete the earthquake hazard hunt in all rooms of the school and to identify any non-structural risks that could injure or kill people by falling, sliding, or colliding during an earthquake, and any valuable assets that might be damaged.

Learning Outcomes: By the end of this activity, students will be able to:

- Identify dangers from non-structural building elements and contents during an earthquake.
- Assess the level of risks as input to the School Non-Structural Earthquake Risk Reduction Action Plan.
- Document the information gathered and disseminate report on safety improvements.

Materials and Preparation:

- Copy of **Non-Structural Risk Reduction** (Handout #4)
- A blank copy of the **School Non-Structural Earthquake Risk Reduction Action Plan** (Handout #5)

Steps:

PART 1: KNOW OUR DANGERS

1. Ask students to imagine what can happen in the classroom, and in other rooms of the school, during an earthquake. Listen to their ideas and write them on the board. (Although it is natural for the students to give examples from building damage, try to distinguish between these and the **non-structural risks** that are the main focus of this activity. If you have access to a computer and internet, students can play the “Beat the Quake” game).
2. Explain that earthquakes can cause injuries not only as a result of building damage, but also as a result of objects (both inside and outside buildings) toppling, sliding and breaking during the shaking. In a strong earthquake things can fall over, slide and go flying (see Handout #4). Have students think about the movement inside a car when it is braking (inertia) and the earth moving back and forth. Students can stand up and move like an earthquake, while looking around them.
3. Draw six columns on the board with headings showing risk types (with words or diagrams):

What (Potential risks)	Levels of Risk			Priority: High Medium Low	What we can do to make it safer?
	1. Can cause injury or block exits	2. Costly to replace	3. Important to us		

4. Ask students to think about three different levels of risk, which will help prioritize what needs to be done, into **High, Medium, or Low**.
5. With younger students, ask them to work as a large group to complete the table on the board. Get any ideas on how to move or secure the non-structural risks.
6. For older students, ask them to break into groups to cover each of the rooms in the school.
7. Ask each group to make a table with these six headings, and to bring back their list along with ideas for what can be done about these.

PART 2: REDUCE OUR DANGERS

1. Move anything inside the classroom that is easy to do right now. Make a list of the remainder using the three categories above, and provide a copy of this list to the school management committee or sub-committee in-charge of school disaster risk management.
2. Explain that we can take precautions for many objects and conditions that are dangerous. For example; the bookshelf can be fastened to the wall with screws, the heavy and/or

breakable objects may be placed to the lower shelves, cabinets may be put out of exit way and fire extinguishers may be placed to the easily reachable places in the school building. The objective of fastening items is to make the objects move with the structure of the building, rather than being thrown around or toppled.

3. Older students can write the actions to reduce risks in sentences using the appropriate verbs. (e.g., *fastening* tall and heavy furniture, *clearing* exit ways, *moving* heavy and/or breakable objects to lower shelves, etc.)
4. Collect the information and summarize this on the **School Non-Structural Earthquake Risk Reduction Action Plan** (Handout #5) as well as estimate costs and develop a budget to go along with this.

Evaluation

Ensure accurate completion of the forms, documentation, and report on safety improvements. Have students write an article about the improvements and post it on the school bulletin board, write about it in school newspaper, or disseminate as a press release.

Handout #4: NON-STRUCTURAL RISK REDUCTION

Non-structural elements are all parts of the building, its furnishings and contents except the structure itself. In other words, they are everything but the structural system (columns, beams, floors, load-bearing walls, roof and foundation). During an earthquake, some non-structural elements can be damaged or pose danger to people.

Major earthquakes can create devastating tragedies for a community including loss of life, injuries, loss of homes, work and community. However, we have learned from past earthquakes all over the world that much of this can be prevented. Many injuries, economic losses and even deaths can be avoided by simply making the items in our buildings safer during earthquakes.

It is important to take the following items into consideration for non-structural risk reduction:

- Earthquake waves may come from any direction.
- Objects may fall, slide or collide.
- Objects that are taller than they are (deep or wide) may fall over.
- Objects that have wheels or that are on slippery floors may slide.
- Objects may crash into each other.
- It is important to fasten objects with correct materials and methods.
- If there remains a space behind the item, padding should be used.

Items that will topple easily:

- Objects that are taller than they are deep or wide
- Objects that are top heavy

Items that will slide easily:

- Objects that have wheels
- Objects that are low-lying
- Objects that are on a slippery floor like tile or wood
- Objects that are much heavier on the bottom than on the top

Consider also that:

- Walls can be damaged – bricks can fall out of the walls.
- Window glass may shatter.
- Lighting fixtures or debris from suspended ceilings may fall.
- Bookshelves, furniture and equipment may topple.
- Objects from shelves and hung on walls may fall.
- Roofing tiles or bricks may fall from the walls of roof.
- Fire as a result of damage to electrical or gas pipes
- Flood as a result of damage to water tanks or pipes
- Hazardous liquid or toxic gas may result from chemical spills.

Non-structural hazards in school rooms: Questions to Consider

1. Are desks and tables located where they cannot slide and block exits?
2. Are large, heavy office machines secured to the wall or floor and located where they cannot slide, fall, or, block exits?
3. Are the tops of tall (4- or 5-drawer) file cabinets securely attached to the wall?
4. Are desktop computers securely fastened to work spaces?
5. Are bookshelves, cabinets, and coat closets secured to the wall and/or attached to each other?
6. Are display cases or aquariums protected against overturning or sliding off tables?
7. Is floor-supported, freestanding shop equipment secured against overturning or sliding?
8. Is freestanding equipment on wheels protected against rolling?
9. Are all wall-mounted objects that weigh more than 2 kg (4-5 lbs.) firmly anchored to the building's structural framing?
10. Are all heavy, sharp, or breakable wall decorations securely mounted, with closed-eye hooks, for example?
11. Do books or materials stored on shelves have adequate restraints to keep them from flying off the shelves?
12. Are laboratory chemicals on shelves restrained? Are potentially hazardous chemicals stored securely? Are chemical storage areas vented, and located away from exits and corridors? Is there an up-to-date inventory of all chemicals stored?
13. Are the fluorescent light fixtures merely resting on the hung ceiling grid, or do they have other supports?
14. Are ceiling panels or latticework securely attached?
15. Will hanging light fixtures swing freely without hitting each other if allowed to swing a minimum of 45 degrees?
16. Are fire extinguishers securely mounted?
17. If there are potted plants and other heavy items on top of file cabinets or in other overhead locations, are they restrained?
18. Do you see other hazards not included on this list? List them below.

Fastening items

The objective in fastening items in order to reduce risk of toppling or sliding is to make the objects move with the structure of the building, rather than being thrown around inside it. Where and how the items are fastened are important. Choosing a stable part of the building, and appropriate number and size of screws and anchors, for the weight and size of the item is important.

Step One: Estimate the approximate weight of the item to be fastened.

Step Two: Choose the fastener number and type.

Step Three: Decide where to fasten to the building or flat surface.

Step Four: Determine the appropriate size and type of screw and anchor.

Step Five: Decide how to attach fasteners to furniture with screws or self-adhesive. It is important to make sure that the tables, cupboards and shelves that we fasten items onto are likewise in itself fastened.

Basic suggestions for non-structural risk mitigation:

- Secure heavy furniture, stoves and white appliances.
- Secure equipment that uses fire, gas or electricity
- Secure bookcases to wall or ceiling.
- Move the heavy items that are on the top shelves to lower shelves.
- Place latches on cabinet doors with breakables inside.
- Fasten blackboards, pictures, clocks and mirrors on closed metal hooks.
- Secure flammable chemicals and hazardous materials appropriately.

Handout #5: SCHOOL NON-STRUCTURAL EARTHQUAKE RISK REDUCTION ACTION PLAN

(Risk Red, 2009)

School Name:					Date of Hazard Hunt:		
Building Name:					Hazard Hunt conducted by:		
Room Name/Number:							
Potential Hazards	# to be ANCHORED	# to be MOVED	Risk Type (check all that apply)			Priority H=High M=Med L=Low	Remarks What can be Done
			Injury or Block Exit	Cost	Important		
Furniture and Equipment:							
Bookshelves							
Storage cabinets							
Display cupboards							
Filing cabinets							
Electronic equipment							
Black/white boards							
Fans							
Fire extinguisher							
Storage racks							
Sound equipment							
Kitchen equipment							
Ceiling and Overhead:							
Light fixtures							
Suspended ceiling							
Coolers or air conditioner units							
Water tank							
Decorations							
Wall mounted items:							
Shelving							
Pictures							
Others:							
Doors don't swing out							

ACTIVITY 12: MIND MAPPING



(Briony Towers for Save the Children, 2015)

Subjects	Grade Level
Language Arts	Early Childhood (Pre-school)
Science and Mathematics	Early Primary (Gr. 1 – Gr. 3)
Social Studies, History, Geography	Late Primary (Gr. 4 – Gr. 6)
Fine Arts and Performing Arts	Early Secondary (Gr. 7 – 10)
Life Skills	Late Secondary (Gr. 11 – 12)
After-school Clubs	

Purpose: To allow students to apply their problem-solving and decision-making skills in risk assessment and planning.

Learning Outcomes: By the end of this activity, the students will be able to:

- Analyze risks in detail using mind mapping.
- Develop specific ideas/solutions to reduce risks.
- Discuss which ideas/solutions are most effective and most feasible to act on.

Materials and Preparation:

- Invite community members, as well as 4 or 5 local experts to support this work. Adults with special expertise who can help may include local community disaster committee members, geography teachers, village chiefs, local staff of the National Disaster Management Office, Environment, or Meteorological Office. (They should be approved for working with children, and/or work with a staff member or trusted volunteer chaperone.)
- Collect the results from **Risk Matrix, Hazards Calendar, School-based Self-Assessment Survey, Community Walk Survey and Mapping** research conducted by students and staff, ready for presentation, and divide the presentation work among classes so that everyone participates and so that all of the information is shared. If any of the above are relevant, and have not been undertaken, then you will need to form teams to do these today.
- Have several copies of the summary of risks requiring action in and around the school.

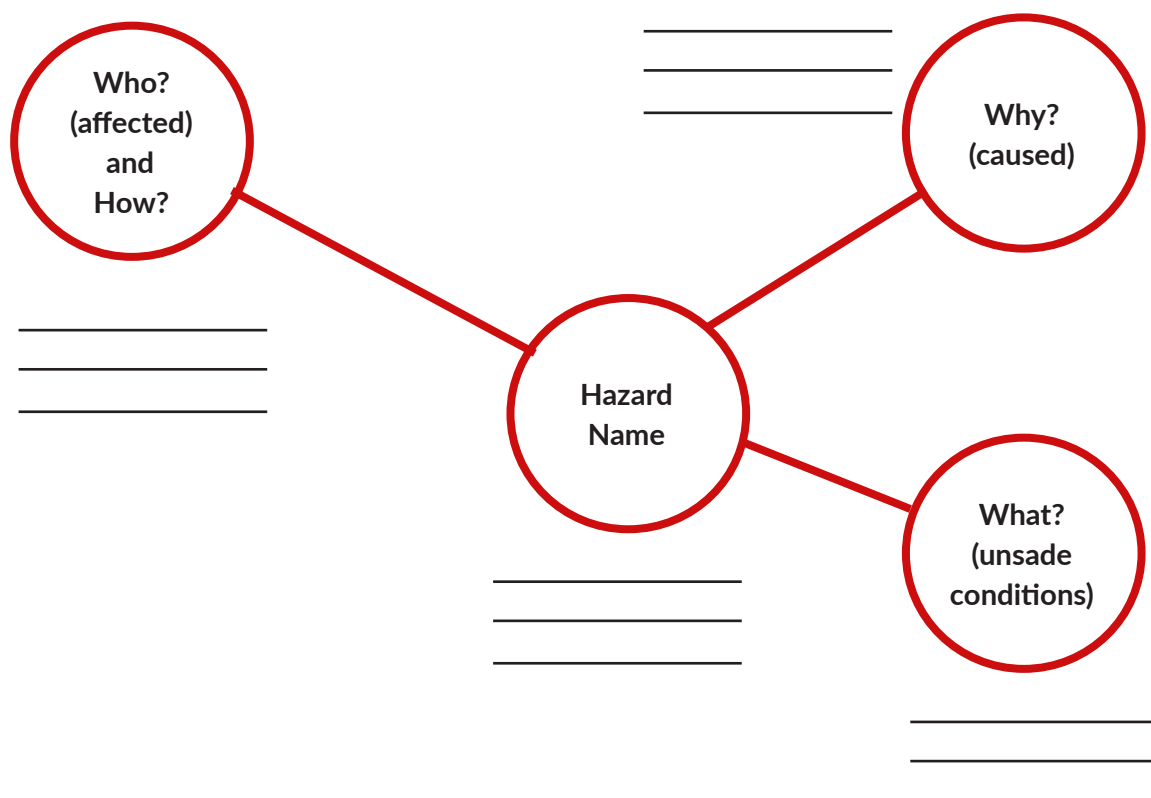
Steps:

Step 1: Sharing Learning about our Dangers (60 minutes)

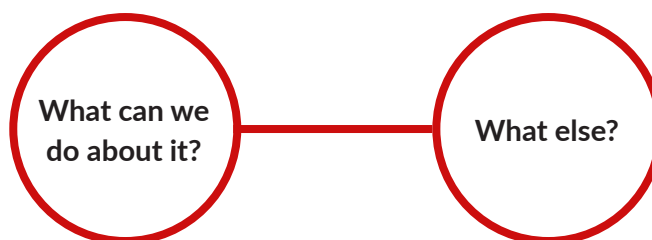
1. Explain that today will be a special occasion for the school-community to share information about hazards and risks that the school faces, and to decide about what can be done to make the school safer.
2. Students will share their findings on **Risk Matrix, Hazards Calendar, Community Walk, and School Grounds Survey.**

Step 2: Learning More about our Dangers (60-120 minutes)

1. Have students work in small groups of about 5 or 6. Assign each group one of the dangers identified in the **Risk Matrix** activity.
2. In the middle of a piece of paper, ask students to draw a circle and write the name of the danger that they are working on. Around the circle below (hazard name), draw three lines to connect three more circles asking:
 - Who (can be affected) and how?
 - What? (are the unsafe conditions)
 - Why? (what are the root causes)



3. From each of these circles students can draw lines to the words and phrases that they think of.
4. After listing the problems ask students to discuss people's strengths, abilities, knowledge, coping strategies, and resources. Using a different color pencil or pen ask students to draw lines to circles into which they write solutions about 'What can we do about it?' After they have done several of these, ask them to add a few more lines and circles to say 'What else can individuals, school, and community do together to reduce these dangers?' and to link all the answers they can think of.



Step 3: Deciding How to Reduce our Dangers (60 minutes)

1. Divide students into mixed groups of children and adults and distribute a copy of **Summary of Risks** (Handout #6) requiring action in and around the school. Ask groups to discuss these.
2. Advise the students to come back together in a large group and share the ideas. Discuss resources and capacity as well as challenges and barriers. Make a plan including: What? Who? When? and How?

Adaptations

For older students, ask them to discuss and debate on some of the ideas and decide which ideas would be the most effective and the most feasible. Put stars next to the ideas that they think are the most important to act on.

For your SDRRM Committee, and as a decision-making activity, this can be extended to ask in each case: How could it be done? Who could do it? How much would it cost?

Evaluation

Record and report on all of the creative solutions that students have suggested. Share these with other classes, and in afterschool clubs to create some posters showing dangers, and some solutions to reduce the dangers.

Handout #6:
SUMMARY OF RISKS REQUIRING ACTION IN
AND AROUND THE SCHOOL

What is the risk?	Where is the risk?	What's the priority level? High / Med / Low	What needs to be done?

ACTIVITY 13: ALL-DAY, ALL-SCHOOL ASSEMBLY AND PICNIC



(Save the Children, 2015)

Subjects	Grade Level
Language Arts	Early Childhood (Pre-school)
Science and Mathematics	Early Primary (Gr. 1 – Gr. 3)
Social Studies, History, Geography	Late Primary (Gr. 4 – Gr. 6)
Fine Arts and Performing Arts	Early Secondary (Gr. 7 – 10)
Life Skills	Late Secondary (Gr. 11 – 12)
After-school Clubs	

Purpose: To gather the members of the community and share all of the information generated from the risk assessment activities and to involve children in leading the creation or updating of a community risk and resource map to raise awareness about hazards, vulnerabilities and capacities in the community as a foundation for action planning.

Learning Outcomes: By the end this activity, the students and other school-community members will be able to:

- Identify natural and human-caused hazards and vulnerabilities in the school-community (dangers, risks, weaknesses).
- Identify resources and capacities for risk reduction and recovery.
- Discuss how to reduce risks in the school-community based on the Summary of Risks.

Materials and Preparation:

- A map of the community, if one exists (If not, you may be able to download something useful from Google Maps that you can trace to get started).
- Invite community members, as well as 4 or 5 local experts to support this work. Adults with special expertise may include local community disaster committee members, geography teachers, village chiefs, local staff of the National Disaster Management Office, Environment, or Meteorological Office. (They should be approved for working with children, and/or work with a staff member or trusted volunteer chaperone.)

- Collect the results from **Risk Matrix, Hazards Calendar, School-Based Self-Assessment Survey, Community Walk, Survey and Mapping, School Rooms Earthquake Hazard Hunt, Annual School Maintenance Survey** research conducted by students and staff, ready for presentation, and divide the presentation work among classes, so that everyone participates and so that all of the information is shared. If any of the above are relevant, and have not been undertaken, then you will need to form teams to do these today.
- Have several copies of the **Summary of Risks** requiring action in and around the school.
- Prepare the detailed agenda as follows to serve as a guide in facilitating this activity:
 - Sharing learning experiences about our risks
 - Learning more about our risks
 - Mapping hazards, vulnerabilities, resources, and capacities
 - Deciding how to reduce our risks

Steps:

Step 1: Sharing Learning about our Risks (60 minutes)

1. To set the tone, you can start out with the **People Finder Warm-up Activity** (Handout #7).
2. Explain that today will be a special occasion for the school-community to share information about hazards and risks that the school faces, and to decide about what can be done to make the school safer.
3. Ask students to share their findings on Risk Matrix, Hazards Calendar, Mind-Mapping, School-based Self-Assessment Survey, and School Rooms Earthquake Hazard Hunt.

Step 2: Learning More about our Risks (60-120 minutes)

1. If the **Risk Matrix** has not been completed, you can do it now, all together. If any other activities that would be helpful have not been completed, divide students into groups to undertake these remaining tasks now.
2. If the maintenance staff has not recently completed the **Annual School Maintenance Checklist**, add a group to do this (if you have facilities maintenance staff or a handyman, they should be involved).
3. In addition, organize small groups to discuss and investigate DRR issues using the interview guides (Handout #8) for: a) Natural and Built Environment Survey, b) Health Services Survey, c) Community Resilience Survey, and d) Educational Continuity Survey.
4. Have all of these survey groups report back their findings to the larger group.

Step 3: Mapping Hazards, Vulnerabilities, Resources and Capacities (60-90 minutes)

1. Student groups who have worked on the **Community Walk, Survey and Mapping** should talk about how they made their findings. Allow time for the groups to consult with community members and experts to gather comments, and to make sure that the information in the map is accurate, and to make revisions or adjustments as necessary.

2. Invite each group to present its findings. Summarize these by writing them down on a flipchart.
3. Explain that many communities have benefited from similar maps by using them as the start of discussions and decision-making on what to do to reduce disaster risks. Ask for the group's ideas on how to finalize and use their map, and how they will handle changes, as risks are (hopefully) reduced.

Step 4: Deciding How to Reduce our Risks (60 minutes)

1. Divide participants into mixed groups of children and adults and distribute a copy of **Summary of Risks** requiring action in and around the school. Ask all groups to discuss these.
2. Come back together in a large group and share the ideas. Discuss resources and capacity as well as challenges and barriers. Make a plan including "What? Who? When? and How?"

Evaluation

Ask students and community members whether this activity was useful - and how? Observe follow-up discussion and actions, and report on the results.

Handout #7: WARM-UP: PEOPLE FINDER

Print out this people-finder and give everyone a copy. Ask everyone to spend a few minutes running around and meeting people, trying to fill in each space with the name of a different person who can answer **yes** to the item.

Items	Name
Can share their special memories from when a cyclone struck	
Knows what climate change is	
Knows what signs in nature warn that an tsunami is coming	
Has heard an older person speak of disasters in the past	
Knows what to do if they are by the sea and there is a tsunami warning	
Has felt afraid when an earthquake shook their village	
Knows what dangers there are in different seasons	
Has found themselves out in nature when a storm struck	
Knows a farmer who thinks weather changes are ruining his crops	
Has heard about the rising sea level	
Is worried about the future	
Has seen a film about volcanic eruption	
Became scared when a cyclone passed through the village	
Knows what the National Disaster Management Office does	
Can remember what things village people do after a storm has passed	
Has heard about a disaster in a different part of the Country	
Knows what to do when there is a cyclone warning	
Has questions they would like answering about volcanic eruptions	
Has read a newspaper report about a cyclone or earthquake	
Believes that people should respect the power of nature (natural laws)	

Handout #8: INTERVIEW GUIDES

Natural and Built Environment Survey • Health Services Survey • Community Resilience Survey • Educational Continuity Survey

A. NATURAL AND BUILT ENVIRONMENT SURVEY

Investigate:

- What role does the natural environment play in disaster resilience? Has this changed for better or worse? What should be done for responsible care for the environment for the future?
- How disaster-resilient are local construction types?
- Is local infrastructure developed with disaster-resilience in mind?
 - o water?
 - o power?
 - o roads and other transportation?
 - o drainage systems?
- How are land-use decisions made? Are these decisions made with safety in mind? If not, how could they be improved?
- Are there any harmful environmental practices that your community undertakes? If yes, what kind?
- Are water drainage systems maintained? (e.g., do clogged drains result in flooding)
- Does our community have any major factories/mines/plantations? If yes, what type? What impacts do these have on environment, health and safety?
- Are agricultural practices safe and sustainable?
- Are forestry practices safe and sustainable?
- Are fishing practices safe and sustainable?
- Are industrial practices safe and sustainable?

B. HEALTH SERVICES SURVEY

Investigate:

- What are current health concerns in the local community?
- Do we have skilled health personnel present in communities (permanent or visiting)?
- Any history of disease outbreaks in communities?
- Any sources of vector breeding (mosquitoes, rodents etc.)?
- Any sources of disease and how they are transmitted (e.g., water, food, animals)?
- Any particular vulnerable groups?
- Do students get regular (annual) medical check-ups?
- How far away are the nearest medical facilities?
- Can differently-abled people and those with special health needs get the services needed to participate fully in school?

C. COMMUNITY RESILIENCE SURVEY

Investigate:

- Are there early warning systems for some hazards? How do they work? Could they work better? Is any information missing?
- Where does the community get information from after a disaster?
- What positive things did they see happening between people after the disaster?
- Who is active in disaster risk reduction?
- Who is available to help after a hazard impact?
- Which individuals in the community are most at risk?
- Are there groups of people who are more vulnerable, with less good access to services, resources and decision making than others? (e.g., landless, homeless, female-headed households, differently-abled people, elderly people, language and indigenous people/ ethnic minorities)
- What public and private services are available in the community and who provides them (e.g., schools, health)?
- Are there civil society organisations working on DRM-related activities in the community (NGO, community, and private organizations)?

D. EDUCATIONAL CONTINUITY SURVEY

Investigate:

- On average, how many school days are missed, and not made up each year, due to disasters?
- On average, how many days is school used as a community evacuation shelter or temporary learning space?
- Does the school have an alternative site where classes can be held, if the school itself is damaged or inaccessible?
- Does the school have available materials to be able to make temporary learning spaces, if needed?
- Are teachers and children ready to come back to school as soon as possible after a hazard impact?
- Are there alternative methods of continuing or making up school work, if students cannot come to school?

ACTIVITY 14: STANDARD OPERATING PROCEDURES FOR EMERGENCIES AND DISASTERS

(Save the Children, 2015)



Subjects	Grade Level
Language Arts	Early Childhood (Pre-school)
Science and Mathematics	Early Primary (Gr. 1 – Gr. 3)
Social Studies, History, Geography	Late Primary (Gr. 4 – Gr. 6)
Fine Arts and Performing Arts	Early Secondary (Gr. 7 – 10)
Life Skills	Late Secondary (Gr. 11 – 12)
After-school Clubs	

Purpose: To allow students to apply safety rules, master the six standard operating procedures for emergencies and disaster, and the **Emergency Procedures Decision Tree for Disaster Preparedness**.

Learning Outcomes: By the end of this activity, students will be able to:

- Recite the basic safety rules.
- Master the standard operating procedures and Emergency Procedures Decision Tree.
- Discuss how they can improve on the SOPs.

Materials and Preparation:

- Emergency Procedures Decision Tree
- Safety Rules
- The activity takes about one hour to complete

Steps:

1. Ask students to recall the **Safety Rules** that they know about and ensure that they can recite, remember, and are comfortable with the rules.
2. Using the **Standard Operating Procedures** as stated in the **SDRM Guidelines**, explain to students the **Emergency Procedures Decision Tree**, starting at the top and pointing out that it begins with identifying the kind of hazard they are facing; then ask three key questions to help them to decide on the right thing to do (5-10 minutes).

3. Split students into groups of five members and give each group a piece of paper with one of these words on it. In each case below, ask them to discuss using the decision tree what they should do, and to practice the appropriate action or response (10 minutes).
 - earthquake
 - smoke in the classroom
 - rainfall is causing flooding outside
 - hailstorm is going on outside
4. Ask each group of students to demonstrate what to do, and have the whole class join in to do these activities, too (30 minutes).

Evaluation

Take time to discuss how students can improve on the standard operating procedures. Let them know that in the next lesson they will learn more about conducting a simulation drill, and how to help teach these skills to others.

ACTIVITY 15: PRACTICING SCHOOL-BASED SIMULATION DRILLS

(Save the Children, 2015)



TOOL 13

Subjects	Grade Level
Language Arts	Early Childhood (Pre-school)
Science and Mathematics	Early Primary (Gr. 1 – Gr. 3)
Social Studies, History, Geography	Late Primary (Gr. 4 – Gr. 6)
Fine Arts and Performing Arts	Early Secondary (Gr. 7 – 10)
Life Skills	Late Secondary (Gr. 11 – 12)
After-school Clubs	

Purpose: To practice the safety rules, and the six standard operating procedures for emergencies and disaster through school-based simulation.

Learning Outcomes: By the end of this activity, students will be able to:

- Demonstrate the basic safety rules, standard operating procedures and rules of safe evacuation.
- Engage their parents in applying the emergency release procedures in real life situation.

Materials and Preparation:

- Teacher checklist, emergency release contact list, first aid kit, loud speaker, go-bag.
- Teacher should complete the teacher checklist, inform parents that you will conduct a mock evacuation drill and test the emergency student release procedures.

Steps:

1. Using the guidance discussed in **response skills and provisions** in the **SDRM Guidelines** demonstrate the **Standard Operating Procedures** with the children.
2. Explain to the children the rules of a safe evacuation using the simulation guidance provided.

3. Encourage students to take drills very seriously. Inform them that you will practice a building evacuation (see **Tool 13: School Drill Scenarios**). Prepare the location of evacuation (referring to your school map), first aid kit, and fire suppression equipment.
4. Practice the drill including the **student release procedure** and the **reverse evacuation** to have children return to classroom.

Evaluation

Debrief with co-teachers and students and update the action plan from the lessons that you learned.

ACTIVITY 16: ORGANIZING DISASTER RESPONSE



(Save the Children, 2015)

Subjects	Grade Level
Language Arts Science and Mathematics Social Studies, History, Geography Fine Arts and Performing Arts Life Skills After-school Clubs	Early Childhood (Pre-school) Early Primary (Gr. 1 – Gr. 3) Late Primary (Gr. 4 – Gr. 6) Early Secondary (Gr. 7 – 10) Late Secondary (Gr. 11 – 12)

Purpose: To introduce students to the concept of standard organizing systems for post-disaster and to help them share this with others.

Learning Outcomes: By the end of this activity, students will be able to:

- Recognize functional needs and organize a division of labor in the aftermath of disaster.
- Demonstrate how to carry out the Incident Command System (ICS) through teamwork.
- Critically reflect on how to bring order from chaos after the full simulation drill.

Materials and Preparation:

- Incident Command System Chart
- Three to 12 pieces of cardboard or stiff paper. Make a hole on top of each side of the cardboard. Use a string or ribbon to make these cardboard pieces into a necklace.
- One copy of the set of **ICS Necklaces** (see SDRM Guidelines).
- Glue to stick the printout of responsibilities onto back of the necklace sign.
- Thick marker to write the name of the role in front of the necklace sign.
- A large box that students will fill with items they find or make.
- ICS skit script.
- The activity will take about one hour to complete.

Steps:

1. Ask children if they have been involved in a disaster and how did they feel just after it happened. Explain to children that a post-disaster situation can feel out-of-control and chaotic, but they can learn the organizational skills needed to make it possible for everyone to be part of the solution in such a situation. Use the ICS chart and the description from the set of ICS Necklaces to explain each role briefly. Although these teams are normally led by responsible adults, students can help increase awareness of how this can be done, by performing a short skit. **(10 minutes)**
2. Encourage children to organize themselves by selecting a director for their skit and then reading the skit together, assigning roles, and performing the skit. In the process of doing this, they are actually practicing organizational and cooperation skills by themselves. Children carry out the Incident Command System using role play, going outside the classroom if necessary. Encourage every child to participate as much as possible even if they are not very confident.
3. Give them 30 minutes to organize themselves and get ready for a performance. **(30 minutes)**. Distribute copies of the **Post-Disaster Functional Division of Labor: From Chaos to Empowerment: Skit Script (Handout #9)**.
4. Allow students to perform their skits. **(10 minutes)**
5. After this, encourage children to review what they did, how they felt, why they did certain things and what can be improved for the next performance. **(10 minutes)**

Community Outreach

Have students arrange for sound effects, and practice some more after school and then perform their skit for the SDRRM Committee, and later for the whole school, and the entire school-community. Get the whole community involved in running through the Incident Command System.

Handout #9: POST-DISASTER FUNCTIONAL DIVISION OF LABOR: From Chaos to Empowerment: SKIT SCRIPT

(Ahmet Turhan Altiner and Marla Petal, 2012)

SYNOPSIS: This is a skit for 7 to 30 actors that takes place within a circle, surrounded by the audience. In the middle of the circle is a box, from which the props will emerge. The music sets the tone and dramatic act, as it changes from frightening, loud and chaotic, to slower and quieter during slow motion action, and then as the actors organize themselves and divide up their work, the activity becomes more purposeful and effective, conveying their mastery of the situation.

INSTRUCTIONS TO DIRECTOR: Assign the following roles and then review the rest of the instructions with everyone. (Be sure to be fair in distribution of roles to both *girls* and *boys*).

Music/Sound Effects Manager:

Props Manager:

Acting Roles:

- Incident Commander
- Operations Branch Leader
- Logistics Branch Leader
- Student Supervisor
- Everyone else (select one person to be elderly, one to be a small child, one or two with disability, one to be injured and not able to walk. One to have an arm hurt. The others will be recruited as Team Leaders for ICS jobs, or they will be students waiting patiently and ready to help).

INSTRUCTIONS TO MUSIC/SOUND EFFECTS MANAGER: There is no speaking during this skit. So your goal is to create music and sound effects which begin loud and frightening, then sound becomes loud and chaotic for a short while, then it gets softer and slower (during slow motion acting), and then gradually it becomes harmonious and pleasant, as order emerges from chaos.

INSTRUCTIONS TO PROPS MANAGER: You will need to get as many of the following as you can. If you do not have time, you can draw pictures or make models of these things for the first performance.

MATERIALS: One large box or container for emergency supplies. Inside of this container, place the following items:

-
- | | |
|--|--|
| • 1 set of ICS Necklaces (3-12 pieces of cardboard) | • 3 Clip boards |
| • First aid kit or a roll of clean bandage | • Megaphone or paper rolled into one |
| • Bucket with sand or fire extinguisher | • Whistle |
| • Blanket | • Some paper and pencils or pens |
| • A piece of cloth and two sticks or poles | • Two containers of water |
| • Table and chair outside the circle that can be brought in (or this could be a large mat instead) | • Binder or notebook (with emergency contact info) |
-

INSTRUCTIONS TO ALL THE ACTORS: At the beginning of the skit, start in a wide variety of frozen positions, doing different daily activities. Some pretend to be younger, one or two with different disabilities, one elderly. You will be silent, and miming all of your feelings and actions. When the music starts, mime being scared, panicked, waving arms, mouth open, eyes wide open in surprise and fear, turning in circles, running, not knowing what to do or where to go. The Incident Commander is going to call upon the Operations and Logistic Branch Leaders, who will recruit others to form teams to do the work. As this happens, if you are asked to help, join in (always silently), and participate in the job. Gradually your attention is drawn to the Incident Commander, and when you see her or him using the megaphone, be sure to pay attention. Then, go to the area indicated where you can sit and become calm and patient. Comfort one another, pretending to speak quietly, with a hopeful smile. If you are injured, go to the first aid area.

INSTRUCTIONS TO INCIDENT COMMANDER (IC): Soon after the incident begins, you should look around, find the emergency chest/box and look inside. Pull out the sign/necklaces. Look at them on both sides. Put on the one that says Incident Commander in big letters showing on the front. (Put on a hard hat and/or colored vest; there is one in the prop box). Signal silently to the Operations Branch Leader to come and look in the box. Show the Operations Branch Leader sign/necklace and put it on him/her. Then get the attention of the Logistics Branch Leader and do the same. Then mime talking with the two branch leaders, pointing to other people. Show them three points forming a triangle around the circle: (1) a Command Area where you will stand nearby, (2) a safe place for students, and (3) an area for a first aid station. Mime asking the Logistics Branch Leader for a table and chair. Make this the place that the branch leaders come to to communicate with you regularly, so you can make some decisions. As the Branch Leaders do their work, use your megaphone to communicate with others. Mime calmly announcing and encouragingly smiling to the other actors (who do not have special jobs) to come to the safe assembly area that you point to. As they assemble you talk with them and share information (pretend you are reminding them about safe family reunification, and not to use any phones).

INSTRUCTIONS TO OPERATIONS BRANCH LEADER & TEAM LEADERS: When the IC catches your eye, go over to her/him. Put on your sign/necklace and read what is on the back of it, and show that you understand what was written. Then select a couple of people to help: at least one for First Aid and one for Safe Family Reunification (if you have a big cast you can also have one for Fire Suppression). Give them their sign/necklaces. As you do this, point them to go over to the Logistics Branch Leader to get their supplies. Also point out the First Aid Area and the Safe Assembly Area. The First Aid person will find a helper, get supplies from Logistics Branch Leader, and go set up a First Aid Area. Two helpers bring the injured people over for treatment. The Safe Assembly person will find a helper, get supplies from Logistics Branch Leader, and go over to the Safe Assembly Area to kindly supervise students. Report to the IC from time to time.

INSTRUCTIONS TO LOGISTICS BRANCH LEADER & TEAM LEADERS: When the IC catches your eye, go over to her/him. Put on your sign/necklace and read what is on the back of it. You are now in charge of the box of supplies. First recruit a couple of helpers. Give them their sign/necklaces. Assign water/food to one (give them the water and have them take one bottle to First Aid Area and take the other bottle and mime giving student in the Safe Assembly Area a drink) and Shelter/Sanitation to the other (give them the sheet or cloth and poles to make a shade). When the First Aid Team Leader comes to you, give the first aid kit. When the Safe Assembly Area Team Leader comes, give the notebook. Recruit one more helper, or two students to bring the table/chair or mat over to the Incident Commander to set up that area, and then have them to go back and sit quietly in the Safe Assembly Area. Report to the IC from time to time.

As the music signifies that there is calm and order, the actors will smile at one another and with the audience. The IC team members come together to join hands and bow. The students in the Safe Assembly Area will hold hands or put their arms on the shoulder of a neighbor. They sway back and forth as they demonstrate their solidarity and confidence.

ACTIVITY 17: DISASTER RISK REDUCTION AT HOME

(Save the Children, 2015)



TOOL 27

Subjects	Grade Level
Language Arts	Early Childhood (Pre-school)
Science and Mathematics	Early Primary (Gr. 1 – Gr. 3)
Social Studies, History,	Late Primary (Gr. 4 – Gr. 6)
Geography	Early Secondary (Gr. 7 – 10)
Fine Arts and Performing	Late Secondary (Gr. 11 – 12)
Arts	
Life Skills	
After-school Clubs	

Purpose: To enable students to share disaster risk reduction with their families for greater safety at home.

Learning Outcomes: By the end of this activity, students will be able to:

- Share knowledge and competencies for disaster risk reduction between school and home.
- Recognize that disaster risk reduction is everyone's responsibility and needs to take place at home as well as at school, work, and in the community.
- Practice conducting a family meeting on disaster planning.

Materials and Preparation:

In a staff meeting, discuss the roles of teachers and other staff as disaster workers, and the importance of doing their own family disaster planning so that they can be available to support children and speed up educational continuity in case of emergency or disaster. Emphasize the principle of everyone having a local support system to help them in the immediate area of a disaster. Make allowances for some staff who may not have other support system and may need to leave in an emergency to care for very young children or elderly parents.

Steps:

1. Ask students the following questions: "Have you done any disaster planning at home? If so, what steps have you taken? Do you have family discussions over dinner or at other times?" (10 minutes)

2. Remind students that disaster preparedness is all a matter of small steps. Provide each with a copy of the **Family Disaster Plan (Tools 27)** to take home and to share with their families. Go over the contents with them so they can understand. **(10 minutes)**
3. Practice role playing a family meeting to discuss disaster planning. **(20 minutes)**
4. Ask children if they expect any resistance at home and if they would like to role-play a family meeting to discuss disaster planning. If so, have students use props and makeshift costumes and to take on roles of different extended family members. Split them into small groups of 5-6 students, and ask them to pretend possible parental reactions (e.g., disinterest, fatalism, annoyance, interest, enthusiasm). Let them make it humorous. Choose the most persuasive student to play the role of the student, encouraging parents to participate. **(20 minutes)**
5. Ask students to pair up and to each make a commitment to do one small thing that they can do to help their family become safer. Then go around the room and have each student share the one thing they promise to do. Be sure that their plans are safe, and realistic, or mention the help they may need, and encourage them to do all of the small steps planned.

Evaluation

Ask students how it went. Provide the **Family Disaster Plan** again at the next parents' meeting day. Inquire from time to time and check to see if they remember and have done what they promised. Encourage them when they report any small steps towards greater safety, to get and support to remember and fulfill their plans. Be a role model yourself, and report your disaster readiness plan.

ACTIVITY 18: DEVELOPING ADVOCACY STRATEGIES



(Plan International, 2010)

Subjects	Grade Level
Language Arts	Early Childhood (Pre-school)
Science and Mathematics	Early Primary (Gr. 1 – Gr. 3)
Social Studies, History, Geography	Late Primary (Gr. 4 – Gr. 6)
Fine Arts and Performing Arts	Early Secondary (Gr. 7 – 10)
Life Skills	Late Secondary (Gr. 11 – 12)
Afterschool Clubs	

Purpose: To inculcate the importance of influencing key decision-makers in addressing disaster risks in their school-community.

Learning Outcomes: By the end of this activity, students will be able to:

- Determine how to influence decision-makers in their families and school-community.
- Develop advocacy strategies where the activities are aimed to influence stakeholders in the school-community in addressing disaster risk issues.
- Discuss and agree on realistic advocacy strategies to support school-based disaster risk management initiatives.

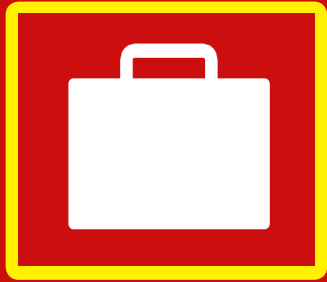
Materials and Preparation:

- Flipcharts, pens, and colored cards
- The activity will take about two hours to complete: 10 minutes for activity explanation; 90 minutes for discussion; and 20 minutes for presentation and discussion.

Steps:

1. In a big group, explain to students how to influence a decision-maker:
 - a. Determine who is the decision-maker:
 - Ask the students: “Who are the decision-makers in your family (your mother or father)?” (Note to facilitator: modify this choice if children are living with different caretakers, such as grandparents, aunts, uncles, etc. Also modify this list if children live with extended families; grandparents in some cultures are the decision-makers)

- Give an example. “If you wanted to buy new clothes from the market, who would you ask, your mother or your father? (Note to facilitator: depending on the group of children you are working with, it may be appropriate to use another example of something they can convince their parents to do or buy for them)
 - Then ask them: “Why would you ask your mother or father?”
 - Note down the reasons and review these.
- b. Determine how to influence decision-makers:
- Ask the children: “What would you do to convince your mother or father to buy you clothes?”
 - Write their answers on the board. Examples are:
 - Ask them for clothes.
 - Tell them you will do something good if you get your wish (e.g., help to look after your younger sisters or brothers/do farming with your parents).
 - Argue that you have the right to have new clothes because: you got good grades at school/you help with the household to make income.
- c. Review the different responses given and how this relates to developing an advocacy strategy.
- Ask the decision- maker for something you want (the change you want them to help with).
 - Explain/argue how if this change is achieved there will be good results/something good can happen.
 - Explain/argue your rights as regards to this change (right for protection from disasters, right in relation to the priority risk they identified).
- d. Summarize these steps in relation to the risks the students have prioritized and what we are trying to achieve in relation to disaster risk reduction and making their communities safer.
- e. Motivate children that if they can convince their parents to give them new clothes, they can also come up with a strategy to convince decision-makers to address the risks in their communities.
2. Split the big group into smaller groups of students from each community.
3. For each community, discuss what children should do in order to influence the actors to achieve the changes they prioritized when identifying the key stakeholders (e.g., organizations, groups and individuals).
4. Ask each small group to present their discussion outputs in class.
6. Discuss with the entire class and agree on the advocacy strategies.



COUNTRY PROFILES AND CASE STORIES

Brunei Darussalam

Cambodia

Indonesia

Lao PDR

Malaysia

Myanmar

Philippines

Singapore

Thailand

Timor-Leste

Vietnam

The issuance of policies in the form of a memorandum or a circular in support of the integration of disaster risk reduction in school curriculum helps ensure the institutionalization of this mainstreaming strategy. Eight out of the 11 Southeast Asian countries have policy issuances from its respective Ministry of Education in relation to disaster risk management and climate change.

Case stories illustrating simple, practical, and easy-to-replicate good practices of school disaster risk management are likewise presented in this section.

Let us look at these countries more closely.

Brunei Darussalam

Brunei Darussalam is characterized by flat coastal plain and a lengthy coastline, the main land area is completely surrounded by Malaysia. Brunei's most common natural hazards are floods, also causing landslide. The country's most common man-made disasters are toxic haze caused by wildfires.

Strengths

Brunei Darussalam adopted the Strategic Action National Plan (SNAP) in April 2013. An integrated council in the Ministry of Education is responsible for inspection of school buildings. The MOE has developed guidelines for action in the event of floods, outbreaks and earthquakes. A regulation was passed requiring all new construction projects to secure approval from the Ministry of Development prior to actual commencement of the project. The School-Based Disaster Risk Management is organized by both the Ministry of Education and the National Development Management Center, encouraging a safe learning space for the entire school community. The full integration of DRR into the school curriculum, especially at primary and secondary levels, is an on-going effort by the MOE. Lesson plans and materials have also been developed.

Emergency fire drills, fire safety exercises and seminars are held at least twice a year as part of a national policy practiced for many years, as well as a set of activities on ASEAN Day of Disaster Management and International Day for Disaster Risk Reduction.

Challenges

There is a need for a more robust information management system that will produce reliable DRR information on key hazards and vulnerabilities as well as a database on the number of people and economic loss due to a particular hazard. Historical data on climate factors and past hazards that affected the country will be useful for developing strategies and action for risk mitigation and improved preparedness.

Case Story: Sekolah Menengah Pengiran Anak Puteri Jhj Rashidah Sa'adatul Bolkiah (SMPAPHRSB), Brunei Darussalam

The SMPAPHRSB, a secondary school in Lumut, Brunei, has an extensive disaster preparedness programme. While the school has not experienced any disaster, its “We Care” for safety programme endeavors to increase awareness among students, teachers, school staff and the immediate community on the importance of safety and security and the capacity for responsible and efficient action in preparation for and response to a disaster.

The school established a school-based disaster management committee which reviewed the strengths and weaknesses of both the school's DRM plans and the school's structural features. The results of the review formed the basis of a long-term safety awareness programme and the planned renovation of the school building and compound.

Source: Adapted from SEAMEO INNOTECH, Toolkit for Building Disaster-Resilient School Communities in Southeast Asia.

Monitor and evaluate your plan...

Cambodia

The Kingdom of Cambodia experiences a tropical weather with two seasons, wet and dry. The country experiences an annual flooding during the southwest monsoon when the rivers overflow. Storms regularly affect Cambodia with substantial social and financial impacts. Land mines are also a major concern for DRRM measures.

Strengths

The National Strategic Development Plan Update 2009-2013 and the Strategic National Action Plan on Disaster Risk Reduction for 2008-2013 are currently supporting the integration and implementation of disaster risk management in the country.

The Ministry of Education, Youth and Sport (MOEYS) released a national policy to organize emergency response teams in all schools and learning institutions and to assist in a public education campaign on emergency and disaster management in schools. The existing curricula for grades 4 to 8 have integrated DRR measures.

Challenges

The National Disaster Management Bill is still under legislative review. The effective and efficient implementation of the country's DRR program rests on the passage of this bill into a law.

The Disaster Management Councils at the provincial level and below do not receive any funding at all from the budget of the Council of Ministers, which makes it difficult to train staff that will coordinate activities with government agencies, local and international stakeholders.

While community-based DRRM councils have been established, schools have no representation in these councils; although most schools in Cambodia are affected by floods and are also designated as evacuation centers in times of disaster.

Case Story: Kolab Primary School, Pursat, Cambodia

Kolab Primary School is a public school located in Tonsay Koll Village bordering with four other villages. It has five classrooms where 351 students of grades 1 to 6 study with their ten teachers. The teachers and students conducted a safe school assessment and found that floods and storms are the major hazards that affect the school. The assessment also revealed that lack of access to clean water and traffic accidents are among other hazards that affect the school and impede students' access to education.

- Traffic accident - preventing students from arriving at school on time and raising parents' concerns for their children's safety.
- Flash flood - holding up the study time and interrupting learning and teaching activities, and creating a muddy school environment that increases the risk of mosquito-borne diseases.
- Scarcity of access to clean water - increasing the likelihood of typhoid and diarrhea.
- Storm - strong wind increasing the risk of injuries during school time.

The process of identifying the hazards was participatory, involving teachers, students, and the school support committee, which consists of parents and teachers. To improve the school infrastructure, and create a safe and secure learning environment for the students, the school identified small-scale disaster mitigation projects for implementation: creation of traffic signs and traffic warning messages in high-risk spots, development of an information board about traffic safety, provision of loud speakers and helmets for use in times of disaster, and organization of hygiene and sanitation campaigns that include hand washing promotion and provision of trash bins.

Source: Adapted from World Vision, Comprehensive School Safety Practices in Asia.

Know your risks...
Reduce your risks...

Case Story: Yukhuntor Primary School, Kampong Chhnang, Cambodia

Yukhuntor Primary School, with 142 students and five teachers, is a floating school 44 kilometers from the Kampong Chhnang city center. The school was established by the community that lived in floating settlements by the river. The school is frequently exposed to severe storms. Hazards frequently affecting the students' access to education include: students falling into the river due to poor barriers around the schools, and capsizing of boats that students use to travel to and from school, which causes drowning.

Following a hazards mapping exercise at the school conducted by the teachers, students, and school support committee, mitigation measures related to the identified hazards were identified: repairing the broken hand rails, constructing a bridge that connects the school to land, reinforcing the school foundation in the water, stocking life jackets, creating traffic signs to warn the passing boats to slow down during class times, and purchasing a larger boat to avoid overcrowding.

The improvement of the school infrastructure, such as the hand rail reparation around the school prevents the students from falling into the water. Young students oftentimes wear the life jacket during the school hours. Recently, the school principal issued a policy that parents must provide their children with life jacket if their children wish to be enrolled in the school. The school safety activities started to inculcate the students and the community with a sense of preparedness.

Source: Adapted from World Vision, Comprehensive School Safety Practices in Asia.

Reduce your risks...

Indonesia

Being situated in the Pacific's earthquake belt and ring of fire, Indonesia is highly vulnerable to seismic activities. Other major concerns for DRM measures are floods and earthquakes, together with landslides and volcanic. Its principal man-made disaster is toxic haze caused by wildfires.

The islands' formation and the high seismic activity in Indonesia mean that the risk of tsunamis resulting from earthquakes is higher than any other country. Indonesia is located at the intersection of three active tectonic plates and is home to 500 volcanoes - 129 of which are active.

Strengths

The enactment of Law No. 24 in 2007 on disaster management and the establishment of the National Disaster Management Agency (BNPB) have both been instrumental in setting in motion disaster management reform in Indonesia, emphasizing on the importance of preparedness and mitigation rather than response.

The National Medium Term Development Plan 2010-2014 prioritizes disaster management for the first time and aims at integrating DRR in both the national and local levels. School-based school curriculum provides a significant level of independence and flexibility for schools. Likewise, community-centered programs are being implemented throughout Indonesia.

Challenges

Less than 10 percent of the total disaster prone districts have implemented their preparedness plans. Across the government there is lack of understanding around what DRR actually means and how it should best be supported and implemented.

There is no regular annual budget allocation before, during and after a disaster for emergency mitigation, relief and recovery. There is a lack of expertise and resources to equip the required personnel for front-line work for pandemic preparedness. Appropriate capacity building for local government and communities in DRR requires major development investment.

Certain hazards, such as floods, cause schools to be often closed for a significant amount of time. At other times however, the schools may remain open but classes are not able to operate effectively because the children are taking refuge with their family or it is unsafe for them to come to school. And if school buildings are not damaged by disasters, they are often used as evacuation points. There is a need to establish and implement a mechanism to monitor and evaluate the use of the DRR curriculum.

Case Story: Al Muzayyanah Madrasa, North Jakarta, Indonesia

Al Muzayyanah, an Islamic school with 222 students and 14 teachers, is located in a flood-prone area near the Gubug Genteng riverbank - an area that is dirty, polluted with trash, and emits a bad odor. Flooding is a regular incident that affects the school once or twice a year. When heavy rain starts, murky water from the river overflows and floods the schoolyard. The school also sits under a high voltage air duct and on top of a gas pipeline. In addition, the school backyard is treated as a dumping ground by the community.

The teachers and students, together with parents, conducted a risk assessment. The students took photos of the vulnerabilities that they face. In a meeting, the students discussed their findings with the teachers and facilitators. Although the school is exposed to multiple hazards, the teachers and students agreed that they will focus on minimizing the risks caused by flooding.

Following the risk assessment, a two-meter tall, ten-meter long wall behind the school was constructed to prevent flooding in the school and to prevent people from littering the school's backyard.

In addition, the school received technical support from World Vision in strengthening its disaster preparedness. World Vision organized a training program for the teachers on emergency response, first aid, and other health-related issues. The teachers then trained the students and established a school disaster preparedness team. Standard operating procedures for emergency response and evacuation were developed by the teachers, students, parents and village officials. A school drill, which also involved the community, was likewise conducted based on the standard operating procedures.

The community's involvement in various disaster risk reduction activities played an important role in shifting the community's mindsets on the value of disaster risk reduction. Parents were content that their children were participating in disaster risk reduction activities in school.

Source: Adapted from World Vision, Comprehensive School Safety Practices in Asia.

Know your risks...
Reduce your risks...
Prepare to respond...
Share, reach out, advocate...

Case Story: Al Muttaqien Madrasa, North Jakarta, Indonesia

Al Muttaqien, an Islamic school with about 430 students, is located in Kapuk Muara, an area in North Jakarta that is vulnerable to flooding and fires. Whenever flooding hits the area, the school serves as a temporary shelter for those affected by the flood.

To raise disaster awareness in the school, teachers and students worked together to devise creative ways such as hand-puppet performances, and use of songs, role plays and games to deliver school safety messages. Teachers also made use of the technical support received from Save the Children to incorporate disaster risk reduction topics in classroom teaching and in extra-curricular activities.

The school principal was very active in raising disaster awareness and in involving the community and the local government in school safety activities. The school principal's active networking with government officials, including the Ministry of Religious Affairs, resulted in the issuance of a letter of support in the implementation of school safety.

Source: Save the Children.

Share, reach out, advocate...

Lao PDR

The People's Democratic Republic of Lao has a history of natural hazards, with floods and storms being the most frequently occurring and infectious disease outbreaks as the top cause of mortality. The most important man-made disaster is the Unexploded Ordnance (UXO), which pollutes approximately 25% of the villages in the country.

Strengths

The government is very committed to develop and improve the education sector strategy note. The guidelines on mainstreaming DRR into basic education has been developed. DRR is also gradually being integrated in other on-going programs, relating to poverty reduction, gender and livelihood¹⁰. The Ministry of Education and Sports (MoES) has also approved the guidelines for school building construction.

In 2014, the MoES finalized a national DRR curriculum (textbook and teacher guides) for its integration in Primary School Grade 3, 4, 5 and Lower Secondary Grade 6. Segments on major hazards are to be discussed in regular subjects, according to grade levels. The curriculum so far has been successful in covering topics such as UXO, epidemics, and road accidents. Using a child-centred approach, an extra-curricular DRM education is also offered.

Challenges

Lao PDR is one of the poorest countries in the region and also faces many challenges when it comes to natural and man-made disasters. There is sometimes a lack of coordination between government agencies, INGOs, academics and other stakeholders. The public health surveillance and response system, and the healthcare system need further strengthening to detect and respond to emerging diseases and possible outbreaks. Guidance from the national level is not being operationalized at the local level. The Department of Meteorology and the data gathering system of the National Disaster Management Office requires further improvement to accurately predict weather events and other natural hazards. The staff of these organizations also require capacity building to effectively implement the DRM system.

10 SCI, ADPC, MPI (June 2012). Guidelines for Mainstreaming DRR into Public Investment Programming in Sayaboury Province

Case Story: Disaster Risk Reduction Handbooks for Schools in Lao PDR

Save the Children, in cooperation with the Ministry of Education and Sports, developed Disaster Risk Reduction Handbooks for Grades 3 to 6. In coordination with Bolikhamxay Provincial Education Department, the handbooks were distributed to schools to enable teachers to integrate disaster risk reduction in their teaching and learning activities. The handbooks primarily address school disaster risk reduction and emergency management.

The handbooks were distributed to education government official at the provincial and district levels to help fulfill their mandate to support schools in quality education.

Source: Save the Children.

Share, reach out, advocate...

Malaysia

Malaysia is located just outside the Pacific “ring of fire,” an area known for its active seismic and volcanic events, making the country vulnerable to earthquake and tsunami. The major disasters experienced by the people of Malaysia are severe floods and storms, which provoke landslides. These natural hazards have become more frequent in recent years. The country is also exposed to other hazards such as epidemics, as well as toxic air pollution due to the haze of smoke caused by burning of forests.

Strengths

Some DRR concepts are already included in the core curriculum of universities in the country. Safe School Program focuses on safety awareness and practices, in all schools in the country. The School Emergency Preparedness and Response Program was launched in a high-risk state. This pilot program aims to implement a national policy that will capacitate teachers and students with the knowledge and skills on emergency preparedness. DRR and emergency-related drills are conducted as extra-curricular activities that involve the participation of Boy Scouts, the police, fire brigade and school officials.

Challenges

The main challenge is how to create a viable multi-stakeholder platform for those engaged in DRR activities such as the government, INGOs, local Civil Society Organizations and communities. Multi-stakeholder cooperation is needed to systematically improve the efficient use of DRR resources and reduce the impact of disasters in the country. DRR is not yet integrated into the primary and secondary curriculum. The MOE stressed that there is need to expand capacity-building efforts for teachers and school staff, especially on how to handle disaster situations, such as flooding and earthquakes. Equally important, there is need to monitor and document the Disaster Risk Reduction Education being implemented in schools throughout the country. Schools are very much vulnerable to outbreaks and epidemics; therefore the participation of school communities in the national pandemic preparedness plan of the country is crucial.

Case Story: SMK Matunggol, Malaysia

The school community of SMK Matunggol in Malaysia is exposed to the hazards of soil erosion and flooding. To reduce the risks due to these hazards, the school head and teachers launched a Green Earth Campaign, which promotes tree planting. They also mobilized the students to take out the soil from the drainage system once a month to declog the water flow. The Sabah Department of Environment provided funds for the activities while the Kudat Forestry Department conducted a symposium on the importance of keeping the earth green. The Kudat Agriculture Department donated Green Earth Kits (e.g., seedlings), while the Public Works Department provided technical support. HBN Enterprise, a private company, contributed human resource and tools.

As a result, the school is now safe from flash floods and soil erosion. There is also income generation through the pineapples harvested from the school plantation and are sold to the community.

Source: Adapted from SEAMEO INNOTECH, Toolkit for Building Disaster-Resilient School Communities in Southeast Asia.

Reduce your risks...

Myanmar

The country's most important and recurring disasters are the man-made hazards of wildfires or forest fires, creating a toxic haze. Floods and storms are the most frequently occurring natural hazards in the country, as rainfall-induced flooding is a recurring phenomenon across the territory. The country is also susceptible to tsunami because of its lengthy coastline.

Strengths

National Disaster Preparedness Standing Order covers the duties and responsibilities to be carried out at the national level, state and division level during the different phases of disaster. DRR education training modules were developed to increase the capacity building of school staff. The government developed the Myanmar Action Plan on Disaster Risk Reduction which focuses on preparedness and long-term risk reduction. In schools having a disaster risk management, reading cards on earthquake, storms and tsunami as well as a storybook entitled "Be prepared" were created for non-formal education. The materials instruct the learners on what to do before, during and after a disaster.

Challenges

There is a need to push for more public awareness on DRR in the country, it is crucial for the success of the programs and projects in place. Community involvement and activities needs to expand within the community-based disaster risk management program. There is a need to maintain and share the knowledge and skills beyond the lifespan and reach of DRM training workshops. Although a public DRR in pandemic preparedness is available, it does not currently include school communities. It is a vital necessity to mainstream DRR in the school curriculum. So far, schools are expected to prepare their own SDRM. Thus, there is a need for resources to implement DRR activities and capacity building to effectively implement the system. The number of disaster-resilient schools is limited. There is a gap in the policy for disaster resilient school structures and the actual construction and maintenance of schools which results in unsafe learning facilities.

Case Story: State High School No. 1 Kungyangon, Myanmar

The State High School No. 1 Kungyangon in Myanmar developed its School Disaster Management Plan (SDMP) through the collaboration of the school's Board of Trustees, the Parent-Teacher Association members, the district and township level administrative authorities, school council members, teachers, and students. The plan, which aimed to promote disaster risk reduction in school, was written in a simple way to facilitate ease of understanding and acceptance by concerned members of the school and community.

In order to make the SDMP sustainable and achieve long-term benefits, disaster risk reduction education activities are incorporated in the School Activities Calendar. Activities included in the SDMP are:

1. Formation of a School Disaster Management Committee (SDMC)
2. Preparation of the SDMP
3. Activities to raise awareness on natural disasters among students, teachers, parents and communities
4. Identification of risk factors and resources in the school by students and teachers
5. Disaster risk reduction education orientation for SDMC members
6. Organizing disaster preparedness and response activities
7. Sharing of the plan with local authorities, community leaders, and practicing disaster risk reduction activities frequently
8. Preparation of risk and resource maps to show possible disasters that can affect the school-community, existing risk factors, and where to get assistance in case of a disaster
9. Monitoring, evaluation and improvement of all the SDMP activities

Source: Adapted from SEAMEO INNOTECH, Toolkit for Building Disaster-Resilient School Communities in Southeast Asia.

Plan for safety...

Philippines

The Philippines is characterized as having a tropical marine climate, which is generally hot and humid. As the world's third most vulnerable country to extreme weather events and sea level rise, the Philippines is already feeling the impacts of climate change¹¹. Heavy and/or prolonged rainfall results in floods, destabilizing the soil and provoking landslides and mudslides that cause severe damage to the communities in the affected areas. With at least 60% of the land area of the country exposed to multiple hazards, the Philippines is also a disaster hotspot with commonly occurring volcanic eruptions, earthquakes and epidemic diseases.

Strengths

The Department of Education (DepEd) formed in 2010 a Disaster Risk Reduction and Management Office (DRRMO) to serve as a central planning, policy-making and operations group in charge when disaster strikes. Likewise, the 'Philippine DRRM Act of 2010' improved the disaster management system in the country and was designed to promote the participation of stakeholders from all levels, especially the local public.

The government developed a Strategic National Action Plan (SNAP) for 2009 to 2019 which specifically identifies Education and Research as priority programs. The DepEd has developed modules and lesson exemplars on mainstreaming DRR to be used by teachers and students. The lesson exemplars and teacher/student modules were developed for the primary, secondary, and tertiary level. DRR concepts have also been integrated in modules for non-formal education and for the alternative learning system.

Challenges

The Philippine government has successfully put in place very specific policies and laws to mainstream DRR and Climate Change Adaptation (CCA). The challenge is to harmonize the different plans and initiatives under a strategic DRRM framework, which also integrates CCA, while sustaining existing DRR efforts. There is a need for conscious effort and continuous enhancement to build local expertise. Local capacity development is another challenge in terms of institutional and technical implementation of these laws at various levels from the local to the national. Information management and monitoring and evaluation of safety practices are areas where efforts to mainstream DRR in the education sector need strengthening. It is also necessary to increase public awareness and understanding of DRR policies and programs. The reproduction of more resource materials like modules to help guide school heads and school staff towards a mainstreaming of DRR in schools remains a challenge for the Department of Education (DepEd). Areas with armed conflict and security issues create an unstable situation for the education sector—for both students and teachers.

11 Alliance Development Works 2012

Case Story: Binitayan Elementary School, Philippines

The Binitayan Elementary School, located in Daraga, Albay, served as a temporary shelter for community members affected by typhoon Durian (Reming) in 2006. The use of the school as a temporary shelter was supposed to be for a month only. However, it lasted for several months. The teachers decided to continue conducting classes so as not to totally disrupt the schooling of the children. During daytime, the evacuees were requested to vacate the classrooms and move to the tents that were perched up in the school grounds so that the teachers can hold classes in the classrooms. This routine was continued for months until all the evacuees were moved to temporary shelters in another village.

During those times, the school opted to concentrate on teaching major subject areas only. They also had to shorten the time allotment for each subject area in order to finish each day's lessons by lunchtime. Despite the difficulties, the teachers were also able to manage holding classes in the afternoon to accommodate school children from another elementary school.

The teachers and school staff cited the cooperation among the village officials as key to the continuation of classes in the midst of the adverse situation. The psychosocial intervention from the Department of Health, in cooperation with the local government units, also helped in enabling the teachers and the students to cope with the aftermath of the disaster.

Source: Adapted from SEAMEO INNOTECH, Toolkit for Building Disaster-Resilient School Communities in Southeast Asia.

Assure educational continuity...

Case Story: San Fernando Central School, Philippines

San Fernando Central School was one of the many schools in Tacloban City severely affected by typhoon Haiyan (Yolanda) in 2013. The school was in havoc. Half of the area had mountains of debris - fallen trees, rubble from collapsed buildings and houses, and garbage - flushed into the school from the seacoast. School records and physical facilities were damaged, if not lost.

As the school transitioned back to normalcy, it implemented the following programs:

“Get up and rise” - inventoried and profiled school personnel, tracked students, checked the status of parents, kept in touch with higher authorities, kept track of school records, monitored people and facilities, assessed school needs, listed priorities to bring the school back to its normal operations at the soonest possible time, and cleaned up the whole school for the students’ safety.

“Jump back” - grade level chairpersons were assigned to transmit important messages for effective and efficient communication. As soon as the electricity and internet became available, social media was used to communicate with peers who have temporarily left and to update school stakeholders. The school head also coordinated with Department of Social Welfare and Development and UNICEF.

“Crafts fair” - the school received support from a local television network, which provided a four-classroom building to replace the one that collapsed and supported the clean-up operations. Uniforms and school supplies were also made available to students. The school head and teachers also worked with organizations that provided psychosocial support, monitored student attendance, and used social media to track students who had not returned to school.

Case Story: San Fernando Central School, Philippines (continuation)

“Draw up” - partially damaged classrooms were assessed if it can still be used as classrooms and repaired accordingly. The school head arranged for the provision of makeshift classrooms. Tarpaulins were used as roofing; wall partitions were placed; teaching and learning materials, health kits, and other educational materials were distributed. Hand wasing facilities were provided by Arche Nova (Germany). Supplementary feeding program for students was also implemented.

“Keeping up” - the school continuously tracked students, reconstructed records, kept in touch with donors for continuous support, and ensured proper documentation and coordination with stakeholders upon acceptance of donations.

Seeing that the community was devastated by the typhoon, the challenge was how to pick up the pieces and rebuild the school. The school head managed to work with different stakeholders to help return the school back into a child-friendly system, encouraged the teachers to continue with their teaching-learning activities, and strived to keep the image of the school as one that continues to nurture its students. The school head inspired the people to give their best and lead them in making the most out of limited resources.

Source: Adapted from SEAMEO INNOTECH, The children could not wait. Lessons from the field.

Post-disaster recovery...

Singapore

The Republic of Singapore is an island city state, consisting of 63 islands including mainland Singapore. It is the smallest ASEAN nation. The country is relatively free from natural hazards due to its geographical location. However, Singapore is not spared from epidemics and man-made disasters, such as urban hazards, and also faces some challenges with respect to the impacts of climate change¹². It is vulnerable to transboundary air pollution; having experienced intense transboundary hazes that severely affected air quality.

Strengths

The government established the Homefront Crisis Management System, which brings together all government ministers and agencies to execute the country's national plan to manage an imminent large scale natural disasters. It also adopts the framework for effective multi-agency Incident Management System for large-scale disasters. This national plan is executed annually to ensure that all agencies are familiar with their specific roles and develops necessary capabilities for incident management.

The Ministry of Education in Singapore integrates DRR in schools by curricular or co-curricular activities. Curricular DRR topics are integrated in the existing subjects. For co-curricular activities, schools across the country have adopted the School Emergency Organization, which cares for various needs of the school staff, students and teachers during emergency situations. Schools also conduct full-scale role-playing preparedness exercises for emergency scenarios for teachers and students. The nearby communities are active participants in the drills and scenarios.

Challenges

As of the latest National Progress Report, each agency is responsible for its own area of disaster risk reduction effort and warning. There is a need for policy issuance to develop a national multi-sectoral platform for disaster risk reduction aiming to ensure proper and effective coordination across sectors, including the education sector. There is a need for the National Environment Agency to further study on vulnerabilities due to climate change. Early warning systems are in place for all major hazards, with outreach to communities but more efforts are required in educating the communities. Transboundary smoke haze is a continual threat, as well as of emerging diseases to be imported to Singapore by foreigners.

12 ADRC, Country Report 2009

Case Story: “Whole MOE Approach” of Singapore

The Ministry of Education in Singapore, through the Security and Emergency Planning Office (SEPO), develops and implements emergency systems and security plans for MOE Head Quarters (HQ) and schools. SEPO manages the emergency and security operations and readiness in schools and MOE HQ. It also develops and conducts emergency training courses and exercises for MOE HQ, schools and post-secondary education institutions or PSEIs (MOE Singapore official website).

In dealing with health-related outbreaks, the MOE takes a “whole of MOE approach” consisting of the MOE, the schools, the institution of higher learning, and special schools, all working together to abate a crisis. The MOE’s strategic goals on pandemic preparedness include a) early detection and isolation, b) social distancing, and c) continued emphasis on personal hygiene and social responsibility.

Activities for early detection and isolation include temperature-taking and visual screening in mainstream schools, kindergartens and Special Education (SPED) schools; issuance of travel advisories and Leave of Absence (LOA). School staff and students shall exercise social responsibility by declaring their travel history if they have been to affected countries and to stay at home for seven days before returning to schools.

Under social distancing, schools in Singapore were closed as a precautionary measure to prevent the students from contracting the virus in public places. When the schools reopened, the students underwent a briefing on SARS and had to disinfect their desks and monitor their own temperature twice daily. School closure is widely viewed in Singapore as an effective measure for reducing the spread of pandemic influenza not only within schools but also within an entire community. Reducing child-to-child interaction will not only break the fast-acting chain of transmission in schools, but will also reduce the spread of disease from children to adults. Schools across Singapore could close when there is confirmed entry of a highly lethal pandemic virus or during the initial stages of a pandemic when lethality may be uncertain (Preparing for a Human Pandemic Influenza in Singapore).

Other activities for social distancing involved: a) special recess arrangements (i.e., staggered recess timings, and assigned seating arrangements at canteen to contain any possible spread and facilitate contact tracing); b) special classroom arrangements (adopted frontal teaching and arranged rows of single desks); c) restrictions on staff meetings to ensure staff meetings involve not more than 15% of the teaching strength, or be suspended entirely); d) progressive zoning in hostels (in terms of rooms, floors and blocks); e) campus zoning in institutes of higher learning (students leave their classrooms only during stipulated timeout periods and within certain physical zones on campus); and f) home-based learning. In event of full school closure, the MOE disseminates the Curriculum Continuity Plan (CCP) checklist to schools, Home-based Learning (HBL) lesson guide, templates for weekly timetable and schedule for broadcast of educational programmes.

Selective school closure (i.e., closing only those schools with infected children) will be considered if the virus is determined with a high degree of certainty to be significantly less lethal than the government's baseline planning assumptions. For extended school closure, students will continue to receive education through mediums such as the Internet, broadcast media, digital medium (e.g., CD-ROM) or print medium delivered through postal services.

When schools are closed, working parents of young children will have to make alternative childcare plans during the normal workdays. Creating childcare groups is one way to share the burden among parents. However, these groups should be kept small to reduce the probability of disease spread. When pandemic progresses, childcare requirements will likely be eased to some extent since parents and relatives may also be telecommuting. For older children and teenagers, parents will be advised to ensure that they do not congregate in large groups outside of school (Preparing for a Human Pandemic Influenza in Singapore).

To promote social responsibility, the MOE issues the H1N1 education package to schools before school opening; students and staff were briefed on good personal hygiene; and, parents and students were reminded on social responsibility (e.g., students will stay home, if not feeling well). The package includes a set of slides for teachers to use in educating and advising their students, posters to be displayed at strategic locations within the school to raise student awareness, as well as pamphlets for students to bring home and share with their parents. The pamphlets will include messages on good hygiene practices and social responsibility.

Source: Adapted from SEAMEO INNOTECH, Toolkit for Building Disaster-Resilient School Communities in Southeast Asia.

Plan for safety and educational continuity ...

Thailand

While emerging as a newly industrialized country, Thailand faces a number of natural disasters every year due to hazards like floods, storms, drought, epidemic diseases and earthquakes. The armed conflict in parts of the country is a major man-made hazard resulting in numerous deaths and injuries. The country's economic growth is also vulnerable to human-induced disasters associated with rapid development; such as air pollution from vehicle emissions and water pollution from organic and factory wastes. Other contributing factors include deforestation and soil erosion.

Strengths

The Disaster Prevention and Mitigation Act stipulates institutional arrangements as illustrated by the National Disaster Prevention and Mitigation Committee (NDPMC), chaired by the Prime Minister. The NDPMC is primarily responsible for developing the national disaster risk management policies. The Strategic National Action Plan for Disaster Risk Reduction (SNAP 2010-2014) includes the provision of knowledge on hazards and DRR to all levels in the education sector. There is no independent course offered on disaster risk reduction, but the essence of this topic has been integrated into existing subjects, such as Social Studies, Science, and Health. Learning development activities are co-curricular activities that encourage students to devote themselves to their communities and provide voluntary services for the benefit of society.

Challenges

There is a need to have a more integrated approach for the different disaster management agencies in planning for and implementing the DRR activities. The support of national government is crucial in ensuring that policies and plans are enforced and implemented at all levels. The MoE has limited human resource dedicated for DRR which hinders its capacity to coordinate and manage disaster-related activities across the schools. There is a need for further strengthening of knowledge and skills of local government officials on disaster risk education and public awareness. This should translate to prioritization of disaster risk management and allocation of more budget for local governments. For instance, the armed conflict in South Thailand that has resulted in displacement of thousands of people and instability of school life, could be prioritized by the local government, for disaster risk reduction, management and mitigation.

Case Story: Wat Soumpouathong School, Thailand

Located next to the Maenam Thajeen (Thajeen River) in Suphan Buri Province in Thailand, Wat Soumpouathong School is prone to flooding every year. In 2010 to 2011, the river level was so high that the school had to be closed for 70 days because of severe flooding. The director and teachers conceptualized a project that will equip the students with essential Disaster Risk Reduction (DRR) skills to help them remain more positive during the recurrent floods. They believed that with greater knowledge and awareness about related environmental issues, students will have a better perspective about the hazards they experience.

Upon analysis of the situation, the director and teachers saw that students are forced to stay at home when schools are rendered inaccessible due to the floods, with their families also in need of food and clean drinking water. The project sought to provide them with the knowledge and skills to better cope with such adverse conditions, teaching them options for constructive activities while at home such as cultivating food and implementing other “green” initiatives that will help protect the environment.

The DRR training model included designing a lesson plan on DRR with focus on science subjects with discussion on identification, prevention, and treatment of diseases and injuries resulting from floods and exercises to simulate emergency situations to help students gain the skills required for disaster preparedness and response. The lessons also covered application of local technologies and indigenous materials used in times of disasters which were developed through consultation workshops with the students and their parents. These are the solar box model, materials for easy water filter, worksheets or exercises for DRR and technology model learning. Lesson plans also include recycling of paper and other materials, and use of leaves as compost.

The project also included teaching the students to maintain a ‘life bag’ containing flashlight, mirror, life vest, water, canned goods, pocket knife and matches. The students also learned how to make an evacuation plan.

The project facilitated the sharing of the knowledge and technology to students of other schools, their parents and the community. It showed that having adequate knowledge, appropriate skills and the proper attitude can turn a negative situation into a more positive experience.

Source: Adapted from SEAMEO INNOTECH, Toolkit for Building Disaster-Resilient School Communities in Southeast Asia.

Share, reach out, advocate...

Timor-Leste

Timor-Leste is greatly influenced by La Niña and El Niño climate events, with two active phases of extreme storm activity, resulting in widespread floods destroying homes, particularly in the rural areas. The country is also located in an area of high seismic activity. Earthquakes are common, causing significant damage particularly triggering extensive landslides with a destructive impact on peoples' lives, livestock, roads, infrastructure, and property. The country has also been experiencing man-made hazards like the civil unrest and military disturbance since 2006 that has resulted in the destruction of most of the physical infrastructures, loss of lives and displacement of hundreds of thousands of people.

Strengths

The National Disaster Risk Management Policy was approved in March 2008. So far the country has developed a multi-hazard risk map analysis in order to provide an indication of the level of disaster risk at various levels (national, district, sub-district or municipality level). The government and its ministries aim to ensure an improved system for early warning that is implementable in the rural areas. The openness and the motivation of the new government to adopt good practices available globally are positive and encouraging.

Challenges

Timor-Leste is one of the newest nations in Asia and its new government has many immediate development priorities to address. For example, there is a lack of awareness and coordination between the National Disaster Management Department (NDMD) and relevant ministries. There is no policy defining the framework for DRRM in the country as well as specifying the roles and responsibilities of each relevant ministry. Involvement and information sharing among ministries is challenging to mobilize, especially between the sectors of Health and Education. Capacity training programs are still considerably needed. DRRR is not yet included in the overall national education curriculum. The national curriculum of grades 5 and 6 includes introduction to natural disasters under its Science subject although there is no comprehensive reference on DRR actions yet.

Vietnam

Located in the tropical monsoon area in Southeast Asia, Viet Nam is one of the most hazard-prone countries in the Asia Pacific region, experiencing tropical cyclones which subsequently lead to flood and landslide disasters. Every year these disasters impact the country's agricultural production and other productive sectors of the economy, killing people and destroying infrastructures. Vietnam is also among the top five countries worst affected by climate change. Occasional drought and forest fires also pose significant threats to millions of households and their livelihoods. Groundwater contamination limits potable water supply and growing urban industrialization and population migration are rapidly degrading the environment in the major cities of Hanoi and Saigon (Ho Chi Minh City).

Strengths

The key policy document for the country's disaster risk management, the National Strategy on Disaster Prevention, Response and Mitigation, was approved in 2007. Its most successful program is the conduct of swimming lessons for children living in flood-prone areas such as the Mekong Delta and other central provinces.

Challenges

As of the latest national HFA progress report, DRR education is not formally integrated with any school curriculum and there is no policy to mainstream it. There is a gap in financial resources for the activities required in the DRR education and for DRR in general. Guidelines and tools on how to integrate DRR and climate change into the curriculum are very much needed, especially to ensure their suitability to local contexts and relevant hazards. Efforts have been limited to projects which had initiatives on the inclusion of DRR into the primary and secondary school curricula with pilot training on disaster preparedness for school children.

Case Story: LyTu Trong Secondary School, Vietnam

LyTu Trong Secondary School in Vietnam is located on intersecting rivers. When there are strong rains, the school experiences flooding which causes some students to drown. Since the school is always flooded, the school board developed a project that can help save lives of students by teaching them how to swim. Swimming classes for Grade 6 is conducted every 6:00 in the morning.

Aside from reducing the drowning incidents, the project has also improved the health and physical condition of the students. Around 98% can now swim and these remarkable results have led other schools to adopt the project. There is continuous monitoring of the children's swimming skills and the school holds regular competitions as a form of skills evaluation.

Source: Adapted from SEAMEO INNOTECH, Toolkit for Building Disaster-Resilient School Communities in Southeast Asia.

Reduce your risks...

GLOSSARY OF TERMS

Following are key concepts in disaster risk management as defined by the *UNISDR: Terminology on Disaster Risk Reduction* (2009), the *Glossary of Terms of the IPCC* (2012), and the *INEE EiE Term Bank*:

Adaptation refer to the adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities.

Anthropogenic hazards refer to threats having an element of human intent, negligence, or error; or involving a failure of a man-made system. It involves incidents that can arise from human activities such as the manufacture, transport, storage, and use of hazardous materials, terrorism or war/conflict. Man-made hazards can be categorized as sociological, technological and transportation. Such hazards result in huge loss of life and property.

Biological hazards, also known as biohazards, refer to biological substances that pose a threat to the health of living organisms, primarily that of humans. Examples are bacterial, viral infections and other infectious diseases.

Capacity is the combination of all the strengths, attributes and resources available within a community, society or organization that can be used to achieve agreed goals.

Climate change (CC) is defined as “A change in the climate that persists for decades or longer attributed directly or indirectly to human activity that alters the composition of the global atmosphere and thus adds to natural climate variability” (UNFCCC, IPCC).

Child protection is defined as freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.

Disaster management refers to the range or set of activities related to the different phases of the disaster cycle. There are two major classes of activities: pre-disaster and post-disaster. Pre-disaster phase is related to risk reduction, and post-disaster consists of relief (short-term) and recovery (long-term) management.

Disaster risk management (DRM) is the systematic approach and practice of managing uncertainty to minimize potential harm and loss. It comprises risk assessment and analysis, and incorporates all activities in the pre-disaster phase, which include, among others, preparedness and mitigation. It can be further divided into two parts: structural (building infrastructure) and non-structural measures (raising awareness, education).

Disaster risk reduction (DRR) involves the systematic development and application of policies, strategies and practices to minimize vulnerabilities and disaster risks throughout a society.

Early warning system refers to a set of capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organizations threatened by a hazard to prepare and to act appropriately and in sufficient time to reduce the possibility of harm or loss.

Education continuity (or continuation of education) refers to (depending on the specific context) the continued (and, where possible, improved) provision of education, through temporary learning spaces, alternative delivery modalities, or other mechanisms. It also includes advocacy to donors and agencies, emphasizing the necessity of funding education alongside other sectors from the onset of an emergency into the long term. Finally, it includes working with ministries to identify potential opportunities to improve or reform the education system.

Education in emergencies refers to the quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives.

Emergency management refers to the organization and management of resources and responsibilities for addressing all aspects of emergencies, in particular preparedness, response and initial recovery steps.

Emergency services involve a set of specialized agencies that have specific responsibilities and objectives in serving and protecting people and property in emergency situations.

Exposure is relative to people, property, systems or other elements present in hazard zones that are thereby exposed to danger and subject to potential losses.

Geological hazard is a geological process or phenomenon that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Hazards are any activity that may cause harm resulting in human injury, and destruction to property and the environment. Hazards can be classified as natural, man-made and biological.

Land-use planning is the process undertaken by public authorities to identify, evaluate and decide on different options for the use of land, including consideration of long-term economic, social and environmental objectives and the implications for different communities and interest groups, and the subsequent formulation and promulgation of plans that describe the permitted or acceptable uses.

Mitigation refers to the lessening or limiting of adverse impacts of hazards and related disasters.

National platform for disaster risk reduction is a generic term for national mechanisms for coordination and policy guidance on disaster risk reduction that are multi-sectorial and inter-disciplinary in character, with public, private and civil society participation involving all concerned entities within a country.

Natural hazards are natural phenomena that could harm people and cause destruction to property. Natural phenomena that can potentially be hazardous are the following: atmospheric, seismic, and other geological/ hydrologic, volcanic and wildfire.

Preparedness refers to the knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate the impacts of likely, imminent or current hazard events or conditions.

Prevention is the outright avoidance of adverse impacts of hazards and related disasters.

Recovery refers to the restoration and improvement where appropriate, of facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors.

Resilience refers to the ability of a system, community or society exposed to hazards to resist, absorb, accommodate and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

Risk describes the combination of the probability of an event combined with its negative consequences. In technical settings the emphasis is placed on the consequences, in terms of potential losses for some particular cause, place and period.

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