



# **Guidelines for Preparing School Disaster Management Plan**

**Ministry of Education and Human  
Resource Development**

**Solomon Islands**

**2011**

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## Acknowledgements

The Ministry of Education and Human Resources Development is pleased to have developed its first *Guidelines to preparing a School Disaster Management Plan* which is for use in schools. The purpose of this guideline is to guide school managers, administrators, teachers and students in designing a school specific disaster management plan that suits the needs of each school in terms of preparedness, response and recovery. Furthermore, the disaster management plan developed for schools will be integrated into the whole school development plan so that disaster management is not only seen as the government's responsibility but becomes part and partial of the Ministry's support of the National Disaster Management's community awareness strategy and more importantly in a sustainable way, reaching out to every community through schools.

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## **Glossary**

<b>Term or Phrase</b>	<b>Definition</b>
Buddy	A good friend, co-worker, companion, or partner
Contingency Plan	A plan outlining the actions to take in order to deal with a particular problem or emergency should it occurs
Disaster	A natural or man-made event that causes serious losses of lives and properties and causes destruction to the environment which exceeds the capacity of the society to cope
Disaster Risk Reduction	The concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events
Early Warning Systems	The 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.
Emergency	A situation generated by the occurrence of a natural or man-made event and that requires immediate attention
Emergency Drills	A sequence of actions practiced repeatedly so that people know what to do in an emergency to ensure their safety
Evacuation Centres	A safe space identified to accommodate people from a potentially dangerous place or from their homes as a result of the destructions caused by a hazard.
Evacuation Plan	An outline of procedures that would be followed in the event of an emergency. It could also be a plan of a building showing the emergency exits or routes to follow
Evacuation route	A route that is identified as safe for evacuees to follow out of the building to a safe spot or to the evacuation centre
Hazard	A dangerous phenomenon, substance, human activity or condition 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
Hazard mapping	To identify the potential hazards the locality or region is prone to and evaluate existing conditions of vulnerability that together could potentially harm exposed people, property,

	services, livelihoods and the environment on which they depend
Mitigation	The lessening or limitation of the adverse impacts of hazards and related disasters.
Nearest Critical Resources	Important physical infrastructures and resources close to the school. For example, hospital/clinics, police station, post office, fire station, river etc.
Preparedness	The knowledge and capacities developed by governments, professional response and recovery organizations, schools, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions.
Prevention	the concept and intention to completely avoid potential adverse impacts through action taken in advance
Psychosocial support	Support strategies for children affected by the disaster in order to bring back normalcy. This includes play and creative activities
Response	The provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected. Disaster response is predominantly focused on immediate and short-term needs and is sometimes called "disaster relief". An education response looks into setting up of temporary learning spaces (TLS), education supplies, and mobilising teachers and education personals to supervise activities in the TLS
Risk	The combination of the probability of an event and its negative consequences
Safety Assessment	A methodology conducted to determine the nature and extent of safety within an environment by analyzing and evaluating its existing safety conditions and capacities.
School Disaster Management Committee	A committee set up in the school and whose responsibility includes all the aspects of organizing and planning the disaster management activities of the school.
School Disaster Management Plan	A school's outline of its disaster management actions and strategies

School Profile	A general but important description of a school's information such as the total number of staffs and students, its physical location and vulnerabilities, maps and critical resources
Temporary Learning Spaces	Temporary spaces set up in a safe area for teaching and Learning to continue in the event that the school's buildings are destroyed or the school environment is unsafe
Vulnerability	The characteristics and circumstances of a community that make it susceptible to the damaging effects of a hazard. The community's geographical location, infrastructures and capacity are some characteristics to consider its vulnerability.
Vulnerable	Being exposed to harm or hazards. Without adequate protection

## **Purpose of the Plan**

Schools are densely populated places that may have youths and small children, who are among the most vulnerable groups in society. It has been proven time and again that during disasters schools and school children are the most affected. To reduce this vulnerability, particularly for schools, it is important to have a School Disaster Management Plan. Schools, if better prepared for disasters, can also play a lead role in the community in responding to disasters. Therefore, the school, as an integral part of society, has the responsibility towards its immediate locality for the safety of its members, just as the neighbouring community is linked to the school.

## **Aims and Objectives**

A School Disaster Management Plan aims to ensure the safety of the students and the staff and members of their families during an emergency. It takes stock of available or missing resources and helps to organize efficient response.

The objectives of the plan are:

- To identify the hazard in and around the school and find ways to manage these hazards.
- To plan and implement risk reduction and risk reduction activities in the school.
- To have effective disaster preparedness, and effective emergency response for saving of lives.
- To help identify training and capacity strengthening needs for effective prevention, mitigation and response for disasters.
- To undertake information, education and communication activities to create awareness among communities and the general public, including of the School Disaster Management Plan.

## **Contents of a School Disaster Management Plan**

A School Disaster Management Plan usually includes the following topics:

- (i) School Profile
- (ii) School Disaster Management Committee – its formation and their roles and responsibilities.
- (iii) Roles and responsibilities of stakeholders relevant to the Plan.
- (iv) Hazard identification and safety assessment.
- (v) Inventory of resources available to the school.
- (vi) Dissemination of the Plan.
- (vii) Conduct of regular emergency drills.
- (viii) Evaluation and updating of the Plan to improve effectiveness.
- (ix) Early Warning System.

## **1. School Profile**

An important element of the School Disaster Management Plan is the profile of the school, like general information on the total number of students and staff. It will contain a brief description of the physical location of the school, surrounding areas and vulnerabilities. This should include two maps annexed to the plan:

- Map showing Nearest Critical Resources
- Map of Safe Areas and Evacuation Routes

The map showing nearest critical resources should also indicate the following:

- Main physical features (mountains, ocean, flat land, etc.).
- Land use (what crops are grown where? Etc.)
- Transportation and communication network.

## **2. Location of School**

- Where latitude and longitude is unknown use a rough estimate by using a world map.

## **3. School Disaster Management Committee**

### **3.1 Formation**

The first and most important thing in the School Disaster Management Plan (SDMP) is to form a School Disaster Management Committee (SDMC). The committee shall be chaired by the School Principal or Head Teacher. There should be a minimum of seven (7) members, including:

- Secretary – should be either the Vice Principal or Deputy Head Teacher or another member of the teaching staff.
- 2 students – one girl and one boy.
- 2 community members – one female and one male.
- School EiE Focal Point – who is a member of the teaching staff.

## **4. Roles and Responsibilities of Stakeholders**

The following section outlines the key roles and responsibilities for various stakeholders. These responsibilities are divided into *before*, *during* and *after* the emergency. It is suggested that Principals/ Head Teachers become thoroughly familiar with these roles and responsibilities and ensure that the most important ones are included as part of the School Disaster Management Plan.

## **4.1 Principal/Head Teacher**

### ***Before Emergency***

- Reports to Provincial EiE Focal Point.
- Chairs the School Disaster Management Committee.
- Ensures that School Disaster Management Plan is developed, evaluated and updated regularly (once a year and after a disaster).
- Ensures that all staff and students are fully familiar with the School Disaster Management Plan.
- Ensures that emergency drills are conducted regularly.
- Ensures off-site back-up of important school records.
- Ensures that all staff and students receive basic first aid training.

### ***During Emergency***

- Overall Authority: verifies information from Responsible Authorities and advises on evacuation based on best judgement in the event of an emergency.
- Responsible for setting in place procedures for informing parents.

### ***After Emergency***

- Gives the “all clear” instruction after a disaster.
- Ensures that School Disaster Management Plan is updated.
- Ensures a needs assessment is carried out.
- Ensures that schooling is resumed as soon as possible.

## **4.2 School Disaster Management Committee**

### ***Before Emergency***

- Prepare School Disaster Management Plan and evaluate and update at regular intervals (once a year and after a disaster).
- Supports Principal/Head Teacher in ensuring that all staff and students are fully familiar with the School Disaster Management Plan.
- Identify Evacuation Centres and Temporary Learning Centres and make arrangements with land/property owners.
- Prepare and support the organization and delivery of Awareness Programs on disaster management for school community.
- Facilitates the organization of training on disaster management issues.
- Identify and advise on purchase of equipment for emergency situations.
- Carry out regular review of the structural safety requirements of the school for various hazards (earthquake, fire, cyclone, floods, etc.)
- Recommend funding arrangements for carrying out preparedness and mitigation measures in the school through school funds and other sources.
- Prepare guidelines and procedures for emergency drills.

- Liaise with Curriculum Development Division (CDD)/National Disaster Management Office (NDMO) to develop and disseminate materials, posters, pamphlets, simple tips on dos and don'ts on different disasters.
- Keep an updated list of important telephone numbers and radio contacts in case of emergency.

#### ***During Emergency***

- Assist the School EiE Focal Point in facilitating and coordinating the emergency plans.

#### ***After Emergency***

- Evaluate and update School Disaster Management Plan.
- Assist in assessment of the extent of damage.
- Conduct a needs assessment.
- Develop, facilitate, coordinate and implement recovery plan, including for continuity of schooling.

### **4.3 School EiE Focal Point**

#### ***Before Emergency***

- Member of the School Disaster Management Committee.
- Facilitate and conduct the delivery of Emergency Awareness Programs and emergency drills.
- Facilitate and conduct training on disaster management issues.
- Identify teacher characteristics (phobias, etc.).
- Assign a “buddy” to teachers with identified serious problems or phobias.
- Identify psychosocial materials and ensure teachers are trained in their use.

#### ***During Emergency***

- Receives instructions from Principal and executes appropriate evacuation plan.
- Responsible for overseeing the coordination of the evacuation plan.

#### ***After Emergency***

- Assists the Principal/Head Teacher to ensure that School Disaster Management Plan is updated.
- Provide psychosocial support for teachers and SDMC members.

### **4.4 Classroom/Subject Teachers**

#### ***Before Emergency***

- May be appointed as member of the School Disaster Management Committee.
- Must understand and be able to explain emergency procedures and principles.

- Must know where the Evacuation Routes and Evacuation Centres are located.
- Must participate in emergency drills.
- Must be fully familiar with characteristics of each child in their class, especially those that might be important when an emergency strikes (e.g. easily frightened, living with disability, etc.).
- Display posters on do's and don'ts of different hazards.

#### ***During Emergency***

- In the event of an emergency this group of individuals is responsible for the safety of students in their individual classrooms.
- Must be alert at all times to give appropriate instructions.
- Must accompany their students to the Evacuation Centres through the correct routes.
- Must carry students' register with them.
- Assists Year Captains to carry out evacuation.
- Ensure that the exits are clear of hazards before students move quickly, quietly and in an orderly manner to the Evacuation Centre.
- Identify and apply basic first aid treatment where needed.
- Adhere to dos and don'ts of a particular hazard.
- Identify signs and symptoms of students requiring expert/specialized assistance.

#### ***After Emergency***

- Report cases for medical referrals where necessary.

### **4.5 Dormitory Teachers/Wardens<sup>1</sup> (for Boarding Schools)**

#### ***Before Emergency***

- Must understand and be able to explain emergency procedures and principles.
- Must be familiar with Evacuation Routes and Centres.
- Must be familiar with safety equipment.

#### ***During Emergency***

- In the event of an emergency this group of individuals is responsible for the safety of students in their dormitories.
- Make sure exits are clear of hazards.
- Must accompany their students to the Evacuation Centres through the correct routes.
- Must carry dormitory register with them.

#### ***After Emergency***

- Report cases for medical referrals where necessary.

### **4.6 School Prefects**

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<sup>1</sup>Sometimes called Matron or Master.

### ***Before Emergency***

- In the event of an emergency this group of individuals is responsible for supporting the teacher assigned the safety of students in their individual classrooms.
- Must be familiar with emergency procedures and principles.
- Must be familiar with Evacuation Routes and Centres.
- Must be familiar with safety equipment.

### ***During Emergency***

- Move directly to Evacuation Routes and Centres.
- Ensure that students are moving together quickly, quietly and in an orderly manner.
- Settle down students at Evacuation Centre for roll call.

### ***After Emergency***

- Notify teachers of any issues arising with students.

## **4.7 Year Captains**

### ***Before Emergency***

- In the event of an emergency this group of individuals is responsible for supporting the teacher assigned the safety of students in their individual classrooms.
- Must be familiar with emergency procedures and principles.
- Must be familiar with Evacuation Routes and Centres.
- Must be familiar with safety equipment.

### ***During Emergency***

- Must accompany their students to the Evacuation Centres through the correct routes.
- Ensure that students move directly, quickly, quietly and in an orderly manner to the Evacuation Centre.
- Settle down students at Evacuation Centre for roll call.

### ***After Emergency***

- Notify teachers of any issues arising with students.

## **5. Hazard Assessment and Safety Assessment**

### **5.1 Hazard Identification: Pre-Disaster**

The Plan should identify potential hazards that frequently occur in that area. This can be done through a hazard assessment based on the history of disasters that have occurred in that area for the last 20-25 years. A hazard assessment could also be carried out by the students under the guidance of their teachers within the school premises and of the neighbouring areas. Students can also be involved in identifying evacuation routes and safe areas.

## **5.2 Hazard Identification: During Disaster**

Students can also be involved in taking note of things that might become hazards during an emergency – earthquake, fire, etc. A list of such hazards may be as follows:

- Power failure (is there emergency lighting?)
- Halls or stairways cluttered with debris from ceiling tiles or plaster from walls.
- Halls blocked by fallen lockers or cabinets.
- Smoke in the hallway.
- Exit doors and windows that jam and will not open.
- Bricks, glass and debris piled up; outside electrical wires on the ground.
- Suspended ceilings.
- Tall bookcases or cabinets that may topple because they are not bolted to the wall.
- Areas where flammable liquid are stored.
- Chemistry labs where bottles used for storing chemicals are not secured or protected against shattering.
- Power lines.
- Trees. E.g. coconuts.
- Areas near building that may have debris fall on them – parapets, roof tiles, chimneys, glass, etc.
- Routes past concrete block walls.
- Areas near chain link fences (which can be an electric shock hazard if touched by live wires).

## **5.3 Safety Assessment**

Structural safety of existing infrastructure needs to be assessed with regard to its safety from hazards like earthquake, flood, fire, landslides, etc. The SDMC may be able to determine most of these risks through close observation. However, if detailed technical inputs are required, the school would need to contact the Provincial Disaster Management Office (PDMO) or where this is not yet in place, the National Disaster Management Office (NDMO), which can guide them in their assessment. Old school buildings may not have incorporated existing building codes and therefore would need closer assessment.

It is also important to regularly assess the quality of other equipment and resources (e.g. fire extinguishers, ladders, first aid kits).

## **6. Inventory of Resources Available in the School**

All the resources available in the school need to be listed. For example:

- List of skilled human resources (teachers and students having knowledge of first aid, rescue, evacuation).
- List of material resources available in the school such as a stretcher, fire extinguishers, ladders, thick ropes, torch, communication system, first aid kit, open spaces on the school premises.
- Inventory of nearest available critical resources. E.g. fire station, hospitals/ health clinics, medial shops, police station, etc. Note: these should also be marked and labelled in an Annex, Map showing Nearest Critical Resources.
- Resources present within the locality to be assessed and recorded for easy reference, along with the details – name, address and contact number. E.g. hospitals near the school with details about the number of beds, doctors, etc.
- Inventory of rooms in the school, safe areas where evacuation is possible, location of stairs and uses, open verandas and roof tops, etc. Evacuation routes should be mapped showing all the stairs, doors and windows and with exits clearly marked. As far as possible alternative exit routes should be developed, in case the main exits are damaged or are not accessible. Note: these should also be marked and labelled in an Annex, Map of Safe Areas and Evacuation Routes.

## **7. Early Warning System**

List the systems and procedures in place for alerting the school and the wider community of potential hazards. Think of both the immediate warnings like use of sirens, loudspeakers, whistles, etc. and also the systems, including use of local knowledge where relevant and public communication systems like radios, which warn of approaching cyclones, tsunamis, floods, etc.

## **8. Dissemination of the Plan to Everybody in the School**

It is important after preparation of the plan that it is disseminated to its participants and students through innovative and interesting activities like: art work, creative writing, including poetry, drama, games and sports, rescue drill, evacuation drill, memory games, observation games, etc. Note also that students can be involved in development and preparation of parts of the plan. E.g. school safety assessment.

## **9. Conduct Regular Emergency Drills**

Emergency drills are conducted to train students and teachers and to test the various elements of your response plan in order to evaluate and revise it. During a disaster, life-protecting

actions must be taken immediately. There will not be time to decide what to do next; everyone must already know how to react appropriately. After a disaster, further life-protecting actions such as emergency evacuation or first aid administration may be necessary. Well trained staff and students will guarantee that these crucial steps are taken as quickly as possible. Drills and exercises are an extremely important part of any preparedness plan because they can teach us how to respond to the complications of an actual disaster, and can help us evaluate how well our emergency plan works.

Ideally, drills should be conducted four times a year. Different types of drill may be required for different hazards. Drills should also be practised in different locations – e.g. classroom, assembly halls, playgrounds, etc. – and at different times. E.g. at boarding schools drills should also be conducted at night. Drills need to be school specific, depending on the location of the school. For example, schools located along the seashore should master drills for tsunamis while those inland and along rivers should master drills on floods. It is advisable to provide no warning the first time a drill is conducted. This will create chaos and emphasize to staff and students how important it is to practise emergency drills. Then a school can train its staff and students and practice the drill (with notice) until the drill is performed smoothly. After students learn to perform the drill smoothly it should be tested regularly with no warning given.

## **10. Evaluation and Updating of the Plan to improve Effectiveness**

The School Disaster Management Plan needs to be periodically evaluated and updated. The suggested period for plan updating is quarterly (every three months). It is the responsibility of the SDMC to ensure that the Plan is effective and is taken seriously by all concerned.

This evaluation and updating of the SDMP will be monitored annually by the Education Authorities School Inspector.

# Annex 1: Template for School Disaster Management Plan

## 1. School Profile

- 1.1 Name of **School**:
- 1.2 Contact address:
- 1.3 Telephone number:
- 1.4 Telekom mobile:
- 1.5 E-mail address:
- 1.6 Wireless call sign:
- 1.7 Name of **Education Authority**:
- 1.8 Contact person – Education Secretary:
- 1.9 Contact address:
- 1.10 Telephone number:
- 1.11 Telekom mobile:
- 1.12 **MEHRD** contact:
- 1.13 Telephone number:
- 1.14 Telekom mobile:
- 1.15 **NDMO** contact:
- 1.16 Telephone number:
- 1.17 Telekom mobile:
- 1.18 Total population:
  - No. Families:
  - Teaching Staff:      Total:      Males:      Females:
  - Ancillary Staff:      Total:      Males:      Females:
  - Student enrolment:
  - Early Childhood:      Total:      Males:      Females:
  - Primary:      Total:      Males:      Females:
  - Secondary:      Total:      Males:      Females:
  - Disabled:      Total:      Males:      Females:
- 1.19 No. of classrooms:
  - Permanent
  - Semi-Permanent
  - Temporary
- 1.20 No. of buildings in and around school:
  - Permanent
  - Semi-Permanent
  - Temporary
- 1.21 Distance from road or port:
- 1.22 Nearby infrastructure:
- 1.23 Member of Parliament:
- 1.24 City Council Member/Provincial Member:
- 1.25 Principal/Head Teacher:
- 1.26 Vice Principal/Deputy Head Teacher:

1.27 Evacuation Officer/s:

## 2. Location of School

2.1 Province:

2.2 Island:

2.3 Constituency:

2.4 Ward:

2.5 Area:

2.6 Latitude/longitude:

2.7 Parcel Number:

## 3. School Disaster Management Committee<sup>2</sup>

No.	Members	Name	Contact No.
1	Chair – Principal/Head Teacher		
2	Secretary – Vice Principal/Deputy Head Teacher/Teacher		
3	Female Student		
4	Male Student		
5	Community – Female		
6	Community – Male		
7	EiE Focal Point <sup>3</sup>		
8			
9			
10			

## 4. Roles and Responsibilities of Stakeholders

### 4.1 Principal/Head Teacher

#### *Before Emergency*

- Reports to Provincial EiE Focal Point.
- Chairs the School Disaster Management Committee.
- Ensures that School Disaster Management Plan is developed, evaluated and updated regularly (once a year and after a disaster).
- Ensures that all staff and students are fully familiar with the School Disaster Management Plan.
- Ensures that emergency drills are conducted regularly.
- Ensures off-site back-up of important school records.
- Ensures that all staff and students receive basic first aid training.

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<sup>2</sup>To be subcommittee of School Board

<sup>3</sup>Member of staff. To be decided by school Principal.

### ***During Emergency***

- Overall Authority: verifies information from Responsible Authorities and advises on evacuation based on best judgement in the event of an emergency.
- Responsible for setting in place procedures for informing parents.

### ***After Emergency***

- Gives the “all clear” instruction after a disaster.
- Ensures that School Disaster Management Plan is updated.
- Ensures a needs assessment is carried out.
- Ensures that schooling is resumed as soon as possible.

## **4.2 School Disaster Management Committee**

### ***Before Emergency***

- Prepare School Disaster Management Plan and evaluate and update at regular intervals (once a year and after a disaster).
- Supports Principal/Head Teacher in ensuring that all staff and students are fully familiar with the School Disaster Management Plan.
- Identify Evacuation Centres and Temporary Learning Centres and make arrangements with land/property owners.
- Prepare and support the organization and delivery of Awareness Programs on disaster management for school community.
- Facilitates the organization of training on disaster management issues.
- Identify and advise on purchase of equipment for emergency situations.
- Carry out regular review of the structural safety requirements of the school for various hazards (earthquake, fire, cyclone, floods, etc.)
- Recommend funding arrangements for carrying out preparedness and mitigation measures in the school through school funds and other sources.
- Prepare guidelines and procedures for emergency drills.
- Liaise with Curriculum Development Division (CDD)/National Disaster Management Office (NDMO) to develop and disseminate materials, posters, pamphlets, simple tips on dos and don'ts on different disasters.
- Keep an updated list of important telephone numbers and radio contacts in case of emergency.

### ***During Emergency***

- Assist the School EiE Focal Point in facilitating and coordinating the emergency plans.

### ***After Emergency***

- Evaluate and update School Disaster Management Plan.
- Assist in assessment of the extent of damage.

- Conduct a needs assessment.
- Develop, facilitate, coordinate and implement recovery plan, including for continuity of schooling.

### **4.3 School EiE Focal Point**

#### ***Before Emergency***

- Member of the School Disaster Management Committee.
- Facilitate and conduct the delivery of Emergency Awareness Programs and emergency drills.
- Facilitate and conduct training on disaster management issues.
- Identify teacher characteristics (phobias, etc.).
- Assign a “buddy” to teachers with identified serious problems or phobias.
- Identify psychosocial materials and ensure teachers are trained in their use.

#### ***During Emergency***

- Receives instructions from Principal and executes appropriate evacuation plan.
- Responsible for overseeing the coordination of the evacuation plan.

#### ***After Emergency***

- Assists the Principal/Head Teacher to ensure that School Disaster Management Plan is updated.
- Provide psychosocial support for teachers and SDMC members.

### **4.4 Classroom/Subject Teachers**

#### ***Before Emergency***

- May be appointed as member of the School Disaster Management Committee.
- Must understand and be able to explain emergency procedures and principles.
- Must know where the Evacuation Routes and Evacuation Centres are located.
- Must participate in emergency drills.
- Must be fully familiar with characteristics of each child in their class, especially those that might be important when an emergency strikes (e.g. easily frightened, living with disability, etc.).
- Display posters on do’s and don’ts of different hazards.

#### ***During Emergency***

- In the event of an emergency this group of individuals is responsible for the safety of students in their individual classrooms.
- Must be alert at all times to give appropriate instructions.
- Must accompany their students to the Evacuation Centres through the correct routes.
- Must carry students’ register with them.

- Assists Year<sup>4</sup> Captains to carry out evacuation.
- Ensure that the exits are clear of hazards before students move quickly, quietly and in an orderly manner to the Evacuation Centre.
- Identify and apply basic first aid treatment where needed.
- Adhere to dos and don'ts of a particular hazard.
- Identify signs and symptoms of students requiring expert/specialized assistance.

#### ***After Emergency***

- Report cases for medical referrals where necessary.

### **4.5 Dormitory Teachers/Wardens<sup>5</sup> (for Boarding Schools)**

#### ***Before Emergency***

- Must understand and be able to explain emergency procedures and principles.
- Must be familiar with Evacuation Routes and Centres.
- Must be familiar with safety equipment.

#### ***During Emergency***

- In the event of an emergency this group of individuals is responsible for the safety of students in their dormitories.
- Make sure exits are clear of hazards.
- Must accompany their students to the Evacuation Centres through the correct routes.
- Must carry dormitory register with them.

#### ***After Emergency***

- Report cases for medical referrals where necessary.

### **4.6 School Prefects**

#### ***Before Emergency***

- In the event of an emergency this group of individuals is responsible for supporting the teacher assigned the safety of students in their individual classrooms.
- Must be familiar with emergency procedures and principles.
- Must be familiar with Evacuation Routes and Centres.
- Must be familiar with safety equipment.

#### ***During Emergency***

- Move directly to Evacuation Routes and Centres.

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<sup>4</sup> From 2012 term "Year Teacher" replaces Forms, Standards, Grades, Classes according to Basic Education Policy 2009.

<sup>5</sup>Sometimes called Matron or Master.

- Ensure that students are moving together quickly, quietly and in an orderly manner.
- Settle down students at Evacuation Centre for roll call.

#### ***After Emergency***

- Notify teachers of any issues arising with students.

### **4.7 Year Captains**

#### ***Before Emergency***

- In the event of an emergency this group of individuals is responsible for supporting the teacher assigned the safety of students in their individual classrooms.
- Must be familiar with emergency procedures and principles.
- Must be familiar with Evacuation Routes and Centres.
- Must be familiar with safety equipment.

#### ***During Emergency***

- Must accompany their students to the Evacuation Centres through the correct routes.
- Ensure that students move directly, quickly, quietly and in an orderly manner to the Evacuation Centre.
- Settle down students at Evacuation Centre for roll call.

#### ***After Emergency***

- Notify teachers of any issues arising with students.

## 5. Hazard Identification and Safety Assessment

### 5.1 Hazard Identification: Pre-Disaster<sup>6</sup>

Depending on history of past disaster what kinds of hazards occur in the area?

Probability – how likely is it to occur?

Vulnerability – if it occurs, what effect will it have on your school and its students and staff members?

Frequency – how often does it occur? When does it occur – seasonal? (history)

What do you plan to do about it?

	Hazard	Likelihood of the hazard occurring (High, Medium, Low)	Vulnerability		Frequency/Timing	Hazard Reduction Measure
			Who is at risk?	Resources at risk?		
1						
2						
3						
4						
5						
6						
7						
8						
9						

<sup>6</sup>Should include potential hazards within the school itself as well as those within the community.

## 5.2 Hazard Identification: During Disaster

Potential hazards that may occur during the time of disaster:

1. Halls or stairways blocked by fallen lockers or cabinets.
2. Number of alternate exit routes.
3. Number of safe areas for evacuation.
- 4.
- 5.
- 6.

## 5.3 Safety Assessment

Structural safety of existing infrastructure needs to be assessed with regard to its safety from hazards like earthquake, flood, fire, landslides, etc.

Infrastructure & other Equipment & Resources	Safety assessment conducted?	Safe? Unsafe?	Actions

Note: Also assess Evacuation Centres.

## 6. Inventory of Resources Available in the School

The school should also keep the inventory of resources (skill, human power, equipment, etc.) available in the school such as:

No.	Existing	Required	Gap <sup>7</sup>	Comments
1	First aid boxes			What do you plan to do?
2	Ladders			
3	Fire extinguisher			
4				
5				
6				
7				

<sup>7</sup>Gap = difference between what is required and what is available

## **7. Emergency Warning System<sup>8</sup>**

What procedures and systems are in place within the community and the school to alert people of risk from hazards?

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<sup>8</sup>Mandatory requirement: all schools have transistor radio.

## **Annex 2: Map showing Nearest Critical Resources**

## **Annex 3: Map of Safe Areas and Evacuation Routes**

**Annex 4: Contingency Plan – for continuity of schooling**

*Activities to be undertaken **before** an emergency*

#	Activities	By Whom	When	Where
1.				
2.				
3.				
4.				
5.				
6.				
7.				

*Activities to be undertaken **during** an emergency*

#	Activities	By Whom	When	Where
Cyclone				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
Tsunami				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
Flood				
1.				
2.				
3.				
4.				
5.				
6.				
7.				

*Activities to be undertaken **after** an emergency*

#	Activities	By Whom	When	Where
<b>Cyclone</b>				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
<b>Tsunami</b>				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
<b>Flood</b>				
1.				
2.				
3.				
4.				
5.				
6.				
7.				

## **Annex 5: Guidelines for Child Friendly Spaces in Emergencies**

The following guidelines on setting up a Child Friendly Space in emergencies shall be applied:

1. Coordinate with the government and other agencies that implement CFSs, especially protection, psychosocial, education, and other relevant coordination groups.
2. Take an integrated approach that includes non formal education, protection, and psychosocial supports.
3. Engage communities, parents and girls and boys in all key decisions regarding CFSs, encouraging their ownership of CFSs in all phases of work.
4. Build on existing resources such as community groups, parents, cultural songs, and natural helpers such as youth leaders and women whom children seek out for support. Initially, teams can be mobilized to visit communities and animate groups of children for a few hours each day.
5. Make CFSs accessible and inclusive for girls and excluded children such as those with disabilities and tailoring activities to meet their distinctive needs and capacities.
6. Ensure that all staff and animators understand and adhere to an appropriate code of conduct.
7. Make CFSs physically, culturally, and developmentally appropriate, providing adequate space for small groups to conduct different activities simultaneously.
8. Listen and be supportive to children who have particular concerns, making referrals for children who need specialized services.
9. Ensure that the timing and nature of activities are compatible with daily routines of girls and boys and family members.
10. Organize separate CFS sessions or activities for girls and boys of different age groups, such as 0-7 (or 0-3, 4-7), 8-12, and 13-18 years.
11. Provide in the CFS appropriate equipment, including materials for play, first aid items, cleaning materials, etc. Use locally available and environmentally friendly materials where possible.
12. Keep the number of children who participate in CFSs manageable at a particular time.
13. Provide ongoing training, follow-up, and capacity building for animators and staff.
14. Draw on existing assessment data, include questions on CFSs in coordinated needs assessments, and, where necessary, conduct a dedicated assessment before establishing CFSs to determine that they are needed, safe, and appropriate to the context.

15. Organize psychosocial support for national and local CFS workers who have been affected by the emergency.
16. Monitor and evaluate CFSs, and use the information to learn from experience and improve program quality.
17. Develop early on with the community an exit or transition strategy.