

# LEARNING AND WORKING TOGETHER FOR RESILIENCE

SCHOOL BASED DISASTER RISK  
REDUCTION (SBDRR) HANDBOOK  
FOR VANUATU

2023 EDITION



Ministry of Education & Training  
Government of Vanuatu

## Acknowledgement

We extend our heartfelt gratitude to the individuals and groups who have played a vital role in the creation of the reviewed edition of the school-based Disaster Risk Reduction (SBDRR) program. Their unwavering dedication and collaborative efforts have greatly enriched this edition, ensuring its quality and impact.

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Our heartfelt thanks also go to our esteemed partners, whose support and collaboration have been instrumental in realizing the goals of the SBDRR program. Your active involvement and shared vision have enhanced the program's relevance and applicability, enabling us to better address the needs of schools and communities in disaster-prone areas.

A special acknowledgment is reserved for UNICEF, whose generous funding and steadfast support have made the reviewed edition of SBDRR possible. Your commitment to the well-being and safety of children and communities shines brightly through this collaboration, and we are deeply grateful for your partnership.

In conclusion, the success of this reviewed edition of the school-based Disaster Risk Reduction program would not have been possible without the collective efforts of the Ministry of Education and Training Technical Working Group, our esteemed partners, and the generous support of UNICEF. We look forward to the positive impact this program will continue to have on disaster preparedness and resilience within schools and communities.

With heartfelt appreciation,



Bergman-lati

**Director General**  
**Ministry of Education and Training**

## Abbreviations

Abbreviation	Full Description
<b>CBDRR</b>	Community Based Disaster Risk Reduction
<b>CD-CCC</b>	Community Disaster and Climate Change Committee
<b>CRP</b>	Community Response Plan
<b>CSS</b>	Comprehensive School Safety Framework
<b>DRR</b>	Disaster Risk Reduction
<b>ECCE</b>	Early Childhood Care and Education
<b>EEP</b>	Emergency Evacuation Plan
<b>EMIS</b>	Education Management Information System
<b>EWS</b>	Early Warning System
<b>GBV</b>	Gender Based Violence
<b>MHPSS</b>	Mental Health and Psychosocial Support
<b>NDMO</b>	National Disaster Management Office
<b>PFA</b>	Psychological First Aid
<b>SBDRR</b>	School Based Disaster Risk Reduction
<b>SDMC</b>	school disaster management committee
<b>SDMP</b>	school disaster management plan
<b>SOP</b>	Standard Operating Procedure
<b>TLS</b>	Temporary Learning Space
<b>WASH</b>	Water, Sanitation, and Hygiene

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## Definitions

<b>Capacity</b>	The combination of all the strengths, attributes, and resources available within an organization, community or society to manage and reduce disaster risks and strengthen resilience
<b>Climate Change Adaptation</b>	One of the key aspects of climate action and disaster risk reduction. It means altering our behaviour, systems, and ways of life to protect ourselves and the environment from the impacts of climate change. It also involves managing unexpected concurrent threats, such as disease outbreak, prolonged drought, or heavy rains
<b>Community Disaster and Climate Change Committee</b>	CD-CCC is a committee formed at the community level that identified hazards in the community, advocate and mainstream disaster risk reduction and climate change within the community, and develop the Community Based Disaster Risk Reduction Plan (CBDRR) and Community Response Plan (CRP)
<b>Community Representatives</b>	Community representatives are people who take part in activities to ensure that the activities address a local need and is sensitive to the needs and expectations of the community. In the SBDRR context, community representatives can be the chairperson/ secretary, church leader, counsellor, and/ or area administrator
<b>Disaster</b>	A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts.
<b>Disaster Mitigation</b>	Measures taken to reduce the adverse impacts of a hazardous event, either by reducing vulnerability, increasing capacity, or by modifying the hazard, where possible
<b>Disaster Preparedness</b>	The knowledge and capacities developed by governments, response and recovery organizations, communities, and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current disasters
<b>Disaster Prevention</b>	Activities and measures to avoid existing and new disaster risks
<b>Disaster Recovery</b>	The restoring or improving of livelihoods and health, as well as economic, physical, social, cultural, and environmental assets, systems and activities, of a disaster-affected community or society, aligning with the principles of sustainable development and “build back better”, to avoid or reduce future disaster risk
<b>Disaster Response</b>	Actions taken directly before, 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
<b>Disaster Risk</b>	<p>The potential loss of life, injury, or destroyed or damaged assets which could occur to a system, society, or a community in a specific period, determined the probability of a disaster as a function of hazard, exposure, vulnerability, and capacity.</p> <p>Disaster risk multiplies with the intensity of the hazard and with the degree of vulnerability, but it can be reduced by a community’s and society’s ability to cope with the hazard, as laid out in the following equation. For instance, a magnitude 6.0 earthquake that hits a densely populated poor community in an urban area poses a high disaster risk due to their high level of vulnerability and low level of capacity. The same earthquake hitting communities which regularly practice earthquake drills, follow strict building codes, know what to do in eventuality of an earthquake presents a lower level of risk.</p>
<b>Disaster Risk Reduction</b>	Disaster risk reduction is aimed at preventing new and reducing existing disaster risk and managing residual risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development.
<b>Emergency</b>	A situation where a community has been disrupted and has yet to return to stability. Emergency is sometimes used interchangeably with the term disaster.
<b>Gender</b>	The roles, responsibilities and identifies of women and men and how these are

	valued in society. They are specific to different cultures and change over time. Gender identities define how society expects women and men to think and act. These behaviours are learned in the family and in schools and through religious and social teaching and the media. Gender roles, responsibilities and identities can be changed because they are socially learned
<b>Hazard</b>	A process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption or environmental degradation
<b>Inclusion</b>	A process and way of operating that aims to ensure that vulnerable sectors of any given population are taken into account and that the vulnerable participate in and benefit from development and humanitarian programs. Examples of vulnerable groups represented in the school population may include children with disabilities, children living in poverty, girls in particular social circumstances, children from minority language and faith groups, children from single-households and children living in squatter settlements
<b>Resilience</b>	The capacity or ability of a system, community and/or individual to anticipate, prepare for, respond to, and recover timely and efficiently from impacts of a disaster. This means that resilience is not only a measure of how quickly the community/individual can recover from the disaster impacts, but also the ability to learn, cope with or adapt to hazards
<b>Vulnerability</b>	The characteristics and circumstances of a community/individual, system or asset that makes it susceptible to the damaging effects of a hazard. A school is said to be at risk or vulnerable when it is exposed to known hazards' and is likely to be adversely affected by the impact of those hazards if and when they occur. Vulnerability is determined by physical, social, economic and environmental factors or processes



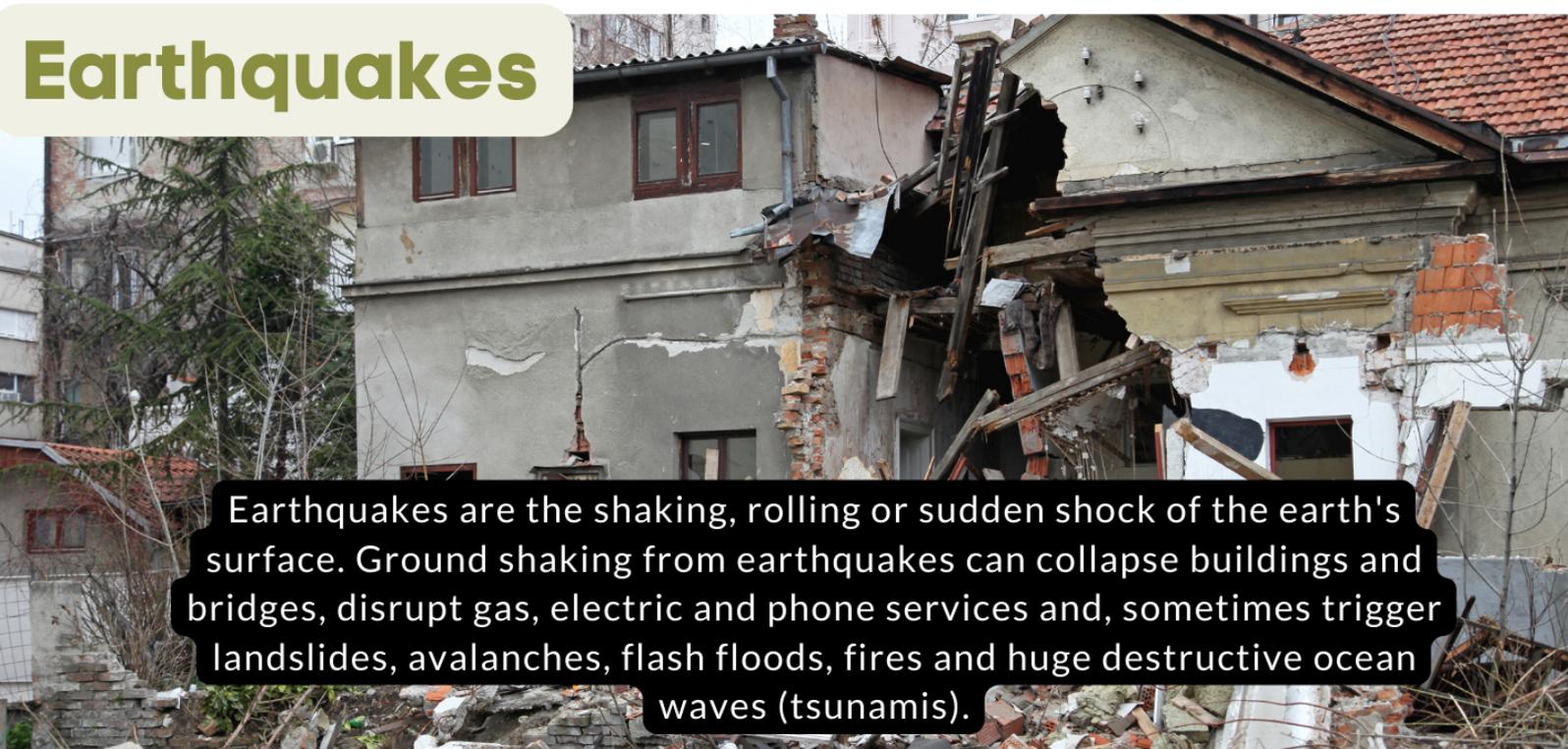
# Hazard Examples

# Tropical Cyclone



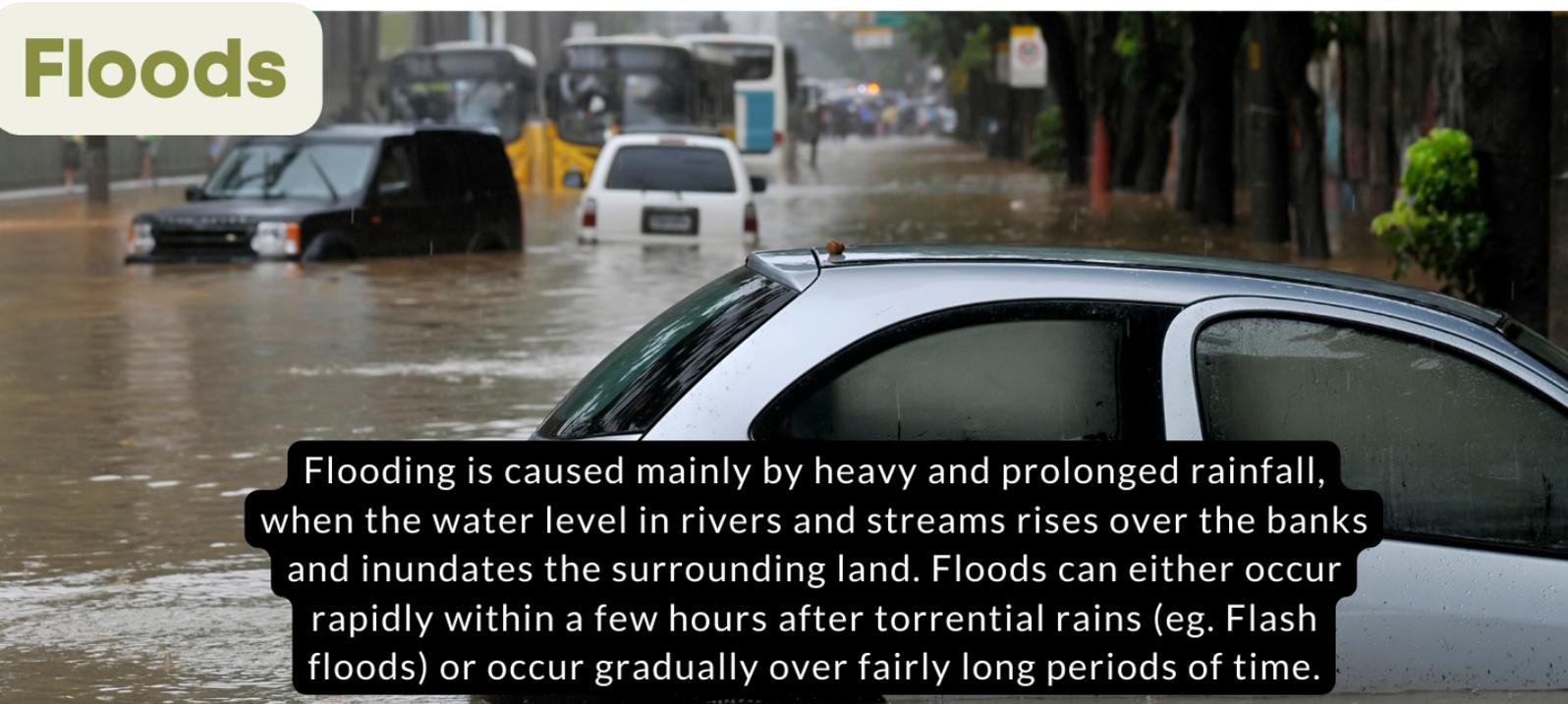
A tropical cyclone is a circular storm that forms over warm oceans. When a tropical cyclone hits land, it brings heavy rains and strong winds. The heavy rains can cause widespread flash flooding and river flooding. The winds can destroy buildings and rip out trees by their roots. Cyclone season in Solomon usually from November to April every year

# Earthquakes



Earthquakes are the shaking, rolling or sudden shock of the earth's surface. Ground shaking from earthquakes can collapse buildings and bridges, disrupt gas, electric and phone services and, sometimes trigger landslides, avalanches, flash floods, fires and huge destructive ocean waves (tsunamis).

# Floods



Flooding is caused mainly by heavy and prolonged rainfall, when the water level in rivers and streams rises over the banks and inundates the surrounding land. Floods can either occur rapidly within a few hours after torrential rains (eg. Flash floods) or occur gradually over fairly long periods of time.

## Structural Fire



Structural fire involves the structural components of various types of residential, commercial or industrial buildings, such as barn fires

## Volcano Eruption



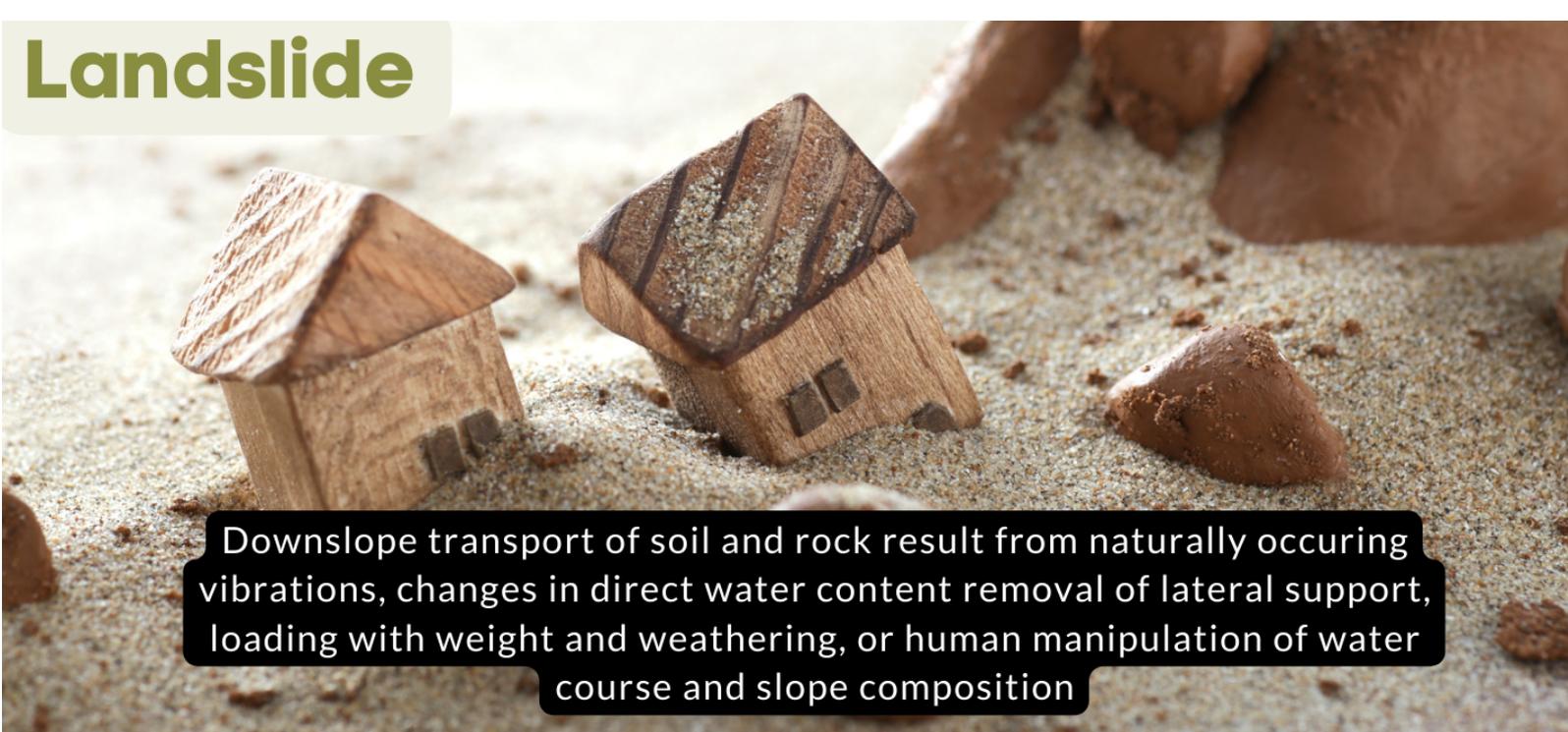
When a volcano erupts, hot gases and melted rock from deep within Earth find their way up to the surface. This material may flow slowly out of a fissure, or crack, in the ground, or it may explode suddenly into the air. Volcanic eruptions can be very destructive.

## Droughts



Droughts occur when prolonged periods of drier-than-average weather lead to shortages in water supplies

## Landslide



Downslope transport of soil and rock result from naturally occurring vibrations, changes in direct water content removal of lateral support, loading with weight and weathering, or human manipulation of water course and slope composition

## Tsunami and Storm Surges



Tsunamis are large and powerful ocean waves that grow in size as they reach the shore. Storm surges are huge waves created by strong cyclonic winds blowing over long distances. A storm surge is a raised dome of sea water about 60-80 km wide and 2-5 m higher than normal sea level. These waves can cause major damage as they rush inland flooding cities and destroying homes

## Public health emergencies / epidemic



Epidemic is an outbreak of a disease that quickly infects a large number of people. When an epidemic spreads over a wide area, it is called a pandemic

## Sea level rise



Sea level rise is an increase in the level of the world's oceans due to the effects of global warming.

## Climate change



Climate change describes a change in the typical weather for a region – such as high and low temperatures and amount of rainfall – over a long period of time. Climate change can cause more intense and/or unpredictable cyclones, droughts, storm surges, and heatwave

## Social conflicts/ civil disputes



Social conflict occurs wherever social groups are in opposition to each other and blame each other for economic hardship or lack of political representation or intellectual freedom, or discrimination on the grounds of race, colour, religion, political ideology, sex, nationality, age, language and class.

## **I. Foreword**

This Handbook is designed for principals, head teachers, teachers, other education personnel, students, school management, other components in school (such as security, cafeteria personnel, cleaning services) as well as the wider community at all levels of school in Vanuatu. It lays out six practical steps for reducing disaster risk and building resilience in the whole school community:

- Step 1: Awareness Raising on DRR
- Step 2: Operationalizing a School Disaster Management Committee
- Step 3: Conducting a School Disaster Risk Assessment
- Step 4: Developing a School Disaster Management Plan
- Step 5: Practicing Safety Measures and Procedures
- Step 6: Making the School a Hub for DRR Learning and Action

Taken as a whole these six steps will help schools in their efforts to become more systematic and sustainable in their continuous improvement of the risk reduction capacity of the school community. Inclusivity and gender responsiveness approaches are included in each step. Student participation and learning is also integrated in each step.

## PART 1 BACKGROUND

### I. Introduction and Disaster Context

The Republic of Vanuatu is composed of more than 80 islands laying across vast areas of the Pacific Ocean. It has diverse cultures and languages, and traditional knowledge remains highly valued and well used in the country<sup>1</sup>. Located in the Pacific cyclone belt and the rim of fire, Vanuatu is subject to a range of hazards such as tropical cyclones, droughts, earthquakes, flooding, volcanic eruptions, tsunamis, to name a few<sup>2</sup>. According to the 2021 World Risk Index, Vanuatu is ranked as the highest disaster risk country among 181 countries in the world<sup>3</sup>.

Due to climate change, weather patterns are changing. It is projected that temperatures will reach new extremes; dry periods will last longer, and extreme rainfall will be more frequent and intense. It is also projected that cyclones and storms will increase in intensity but not necessarily in frequency. The projected consequences of climate change include reduced availability of fresh water, compromised food security, increased disease including vector- borne disease transmission and heat-related illness, loss of coastal land, among others<sup>4</sup>.

<b>Tropical Cyclone Pam (2015) and Manaro Voui Volcanic Eruptions (2017 and 2018)<sup>5</sup></b>	
<p>The Category 5 Tropical Cyclone Pam in March 2015 devastated Vanuatu by affecting an estimated 166,000 people (two thirds of the population) including an estimated 82,000 children. It destroyed or damaged homes and livelihoods across 22 islands and also caused significant damage to public infrastructures, including schools. Almost 70 % of schools were affected in Shefa and Tafea provinces.</p>	 <p>Children getting back to school in a school tent after Tropical Cyclone Pam</p>
<p>Manaro Voui Volcano eruptions in Ambae in September 2017 and again in May 2018 affected all schools in the island and resulted in evacuation of all students and teachers to Santo, Maewo and Pentecost. Host schools accepting these displaced students were also disrupted by the temporary arrangements.</p>	 <p>Schools in Ambae covered with ash</p>

Due to increasing natural hazard and disaster events schools in Vanuatu increasingly face disruption in schooling and damage to learning facilities and materials, which in turn undermines the achievement of quality education for all children.

<sup>1</sup> Government of the Republic of Vanuatu. 2015. *Vanuatu Climate Change and Disaster Risk Reduction Policy 2016-2030*

<sup>2</sup> MoET. 2016. *Contingency Plan for the Education Sector*

<sup>3</sup> Bundnis Entwicklung Hilft and IFHV. 2021. *World Risk Report 2021*

<sup>4</sup> Government of the Republic of Vanuatu. Op.cit

<sup>5</sup> UNICEF. 2016. *Cyclone Pam: Once Year On*. MoET. 2018. *Ministry of Education and Training Annual Report 2017*.

Education in emergency and disaster risk reduction (DRR) and education in emergency have been a key priority of the Ministry of Education and Training (MoET) for recent years. MoET’s efforts are aligned with the international framework called ‘Comprehensive School Safety Framework 2022 - 2030’ (CSS). The goals of the three pillars of CSS are:

1. Protect learners, educators and staff from death, injury, violence and harm in schools and other learning spaces.
2. Plan for education and protection continuity, and limit disruptions to learning in the face of shocks, stresses, hazards and threats of all kinds
3. Promote knowledge and skills of learners and duty-bearers, to contribute to risk reduction, resilience building, and sustainable development.

This Handbook serves as a practical ‘how-to’ guide to implement primarily school disaster management (Pillar 2) in a systematic, contextualized, and sustainable way.

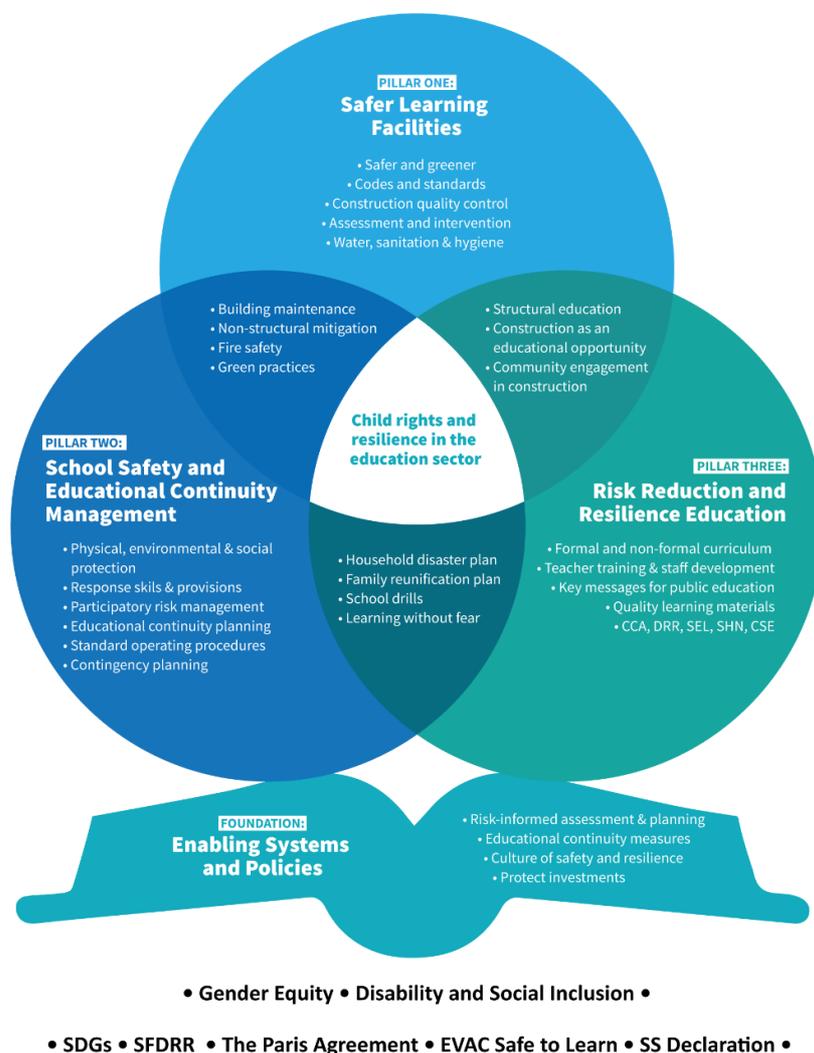


Figure 1. The Comprehensive School Safety Framework

The outputs of the Comprehensive School Safety are as follows:

1. All children’s and education sector staff’s safety in school and on the way to school is improved.
2. Education-system resilience is strengthened in the face of all hazards:

- enabling systems and policies are established, including agreed-upon principles, priorities, responsibilities and actions at all levels;
  - education sector investments are safeguarded and school facilities are safer and greener;
  - school safety and educational continuity management processes are in place;
  - risk reduction and resilience education are promoted;
  - teachers are empowered and their capacities strengthened to make CSS possible at the school level.
3. Educational barriers to the most vulnerable learners – due to age, gender, disability, digital divide, and social exclusion (e.g., inter-sectional ethnic, linguistic and cultural diversity, as well as migrants and refugees) are identified and removed.
  4. Intersectoral collaboration and the triple nexus (humanitarian, development and peace-building) are strengthened

This Handbook helps primary schools achieve a range of **Vanuatu Minimum Quality Standards for Primary School**, most importantly **Standard 11** on protection of school staff and students, together with standards on gender and inclusivity (**Standard 2, Standard 12, Standard 14**), child-centred pedagogies (**Standard 4**), WASH (**Standard 9, Standard 10**), safety of the school buildings (**Standard 9**), community participation (**Standard 11**) and school administration (**Standard 1**).

School's efforts in disaster risk reduction and resilience building make an important contribution to realizing a range of national, regional and international frameworks and proposals. Those frameworks and proposals include:

*Vanuatu Climate Change and Disaster Risk Reduction Policy 2016-2030*<sup>6</sup> provides the framework for mainstreaming climate change and disaster risk reduction in an integrated manner to realise the vision that 'Vanuatu is a resilient community, environment and economy'. The Policy seeks to 'strengthen existing capacity at national, provincial and area council levels, drawing on the country's rich heritage, traditional knowledge and the lesson learned from the broad range of initiatives regarding climate change and disaster risk reduction.'

*The Framework for Resilient Development in the Pacific (2017-2030)*<sup>7</sup> seeks 'strengthened integrated adaptation and risk reduction to enhance resilience to climate change and disaster' and 'strengthened disaster preparedness, response and recovery'.

*The Sendai Framework for Disaster Risk Reduction 2015-2030*<sup>8</sup> is a 15-year international agreement aimed at the following 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'. The Sendai Framework recognizes children and youth as agents of change who can contribute to disaster risk reduction.

*The Paris Agreement for Climate Change*<sup>9</sup> brings all nations into common cause to undertake efforts to combat climate change and adapt to its effects. It affirms the importance of education at all levels.

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<sup>6</sup> [https://www.nab.vu/sites/default/files/nab/documents/30/10/2015%20-%202011:20/vanuatu\\_cc\\_drr\\_policy\\_attachment\\_4\\_print-1.pdf](https://www.nab.vu/sites/default/files/nab/documents/30/10/2015%20-%202011:20/vanuatu_cc_drr_policy_attachment_4_print-1.pdf)

<sup>7</sup> [https://pacificclimatechange.net/sites/default/files/documents/FRDP\\_2016\\_Resilient\\_Dev\\_pacific.pdf](https://pacificclimatechange.net/sites/default/files/documents/FRDP_2016_Resilient_Dev_pacific.pdf)

<sup>8</sup> [https://www.unisdr.org/files/43291\\_sendaiframeworkfordrren.pdf](https://www.unisdr.org/files/43291_sendaiframeworkfordrren.pdf)

<sup>9</sup> [https://unfccc.int/sites/default/files/english\\_paris\\_agreement.pdf](https://unfccc.int/sites/default/files/english_paris_agreement.pdf)

*Sustainability Development Goals (SDGs) 2015-2030*<sup>10</sup> are the blueprint to achieve a better and more sustainable future for all. DRR is acknowledged in the SDG document as a cross-cutting issue which requires a multi-sectoral approach. 'Take urgent action to combat climate change and its impacts' (Target 13) is one of the 17 Targets.

## II. Purposes and Intended Audience

This Handbook is designed for **heads of school, teachers, students, school management and community members** to enable them to:

- Play key roles in prevention of disasters and minimizing impacts of disaster risks in their school communities
- Become proactive in preparing for potential threats by better protecting students and the school environment
- Ensure continuous quality education provision, particularly in the aftermath of a disaster.

This Handbook is for all three levels of schools in Vanuatu - Early Childhood Care and Education (ECCE), Primary, Secondary and Tertiary/Higher Education

## III. How to Use the Handbook

The *Handbook* provides guidance to better understand, and address risks posed at school and community level. It takes a holistic approach by linking disaster preparedness and response with long-term resilience in the face of a changing climate. Therefore, tackling the causes and effects of climate change through environmental and biodiversity conservation and protection is an integral part of school based DRR efforts.

### **What is Disaster Risk Reduction at school?**

A disaster occurs when a threat (or hazard) - a natural threat such as a tropical cyclone or earthquake or a human-made threat such as disease outbreak and fires - exceeds the capacity of people and communities to cope with devastating effects. The term disaster risk suggests the ever-present chance that a threat (hazard) will turn into a disaster.

The good news is that there are things in your school community that can be done to reduce disaster risk. You can avoid disaster risk (**prevention**) or limit the impact of the threat (**mitigation**) by, for instance, improving the physical school building structure and protecting the natural environment. You can proactively prepare for threats (**preparedness**) which are likely to affect your school community and students by, for instance, making a clear plan on what to do in case of an emergency, strengthening early warning system to ensure people receive information and take actions in impending threat (e.g., cyclone threats), and by practicing evacuation drills. They will contribute to avoiding potential great loss of life, injuries and other damage to the school community. These efforts will help your school community become more resilient - better able to withstand and bounce back from shocks and disturbances.

This *Handbook* lays out 6 practical steps (Figure 2) for reducing disaster risk and building resilience in school community.

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<sup>10</sup> <https://sustainabledevelopment.un.org/?menu=1300>

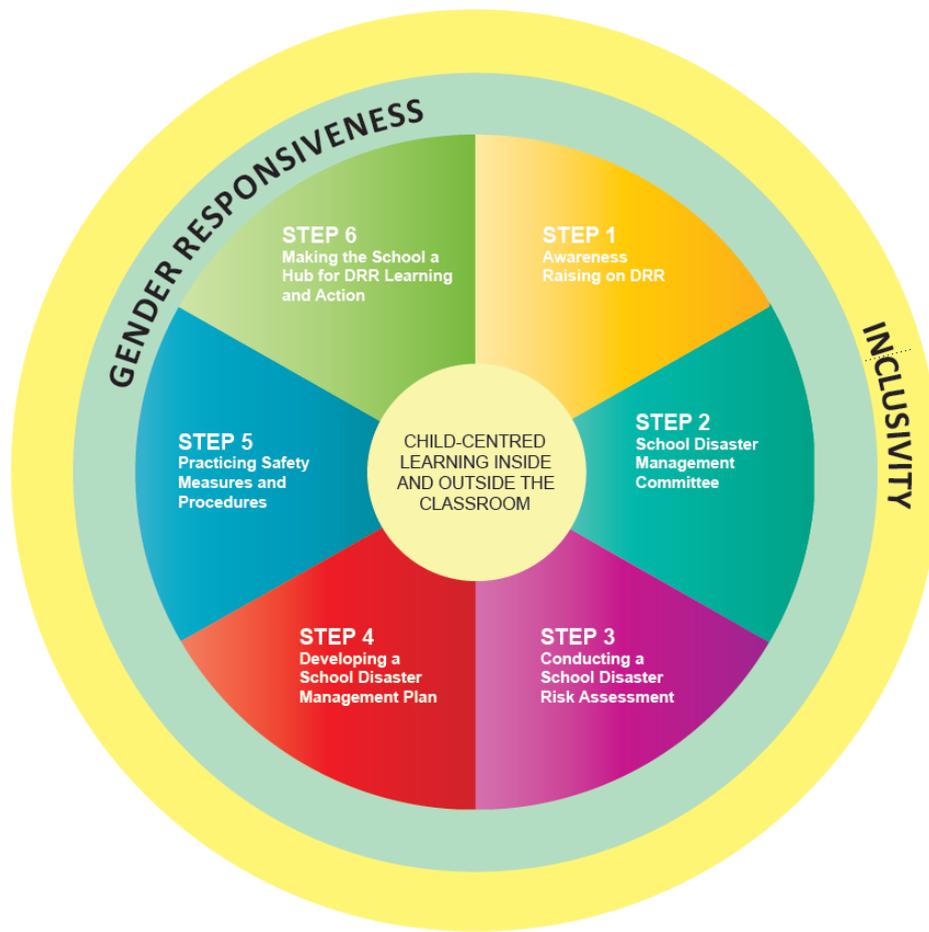


Figure 2. Six steps for Disaster Risk Reduction in School

Some guidance regarding the steps:

- These steps do not necessarily follow one after another
- Some steps may be undertaken simultaneously
- Some actions within a particular step may be regularly repeated
- School can start working on a particular step first (e.g., conducting school drill first)

Whatever the order in which you take them, taken as a whole these six steps will help your school's efforts to become more resilience ble by continuously improving the capacity of your school community. Drawing upon your previous experience in dealing with disasters and upon the unique blend of strengths and capacities your school community has, you are encouraged to adapt each of the suggested steps for your unique school environment

This *Handbook* employs two interconnected approaches to school-based DRR and resilience building: **inclusivity** and **gender responsiveness**:

1. An **inclusive** approach to school-based DRR and resilience building considers the viewpoints and needs of everyone who has a stake in school, especially those who are most vulnerable due to disabilities, socio-economic status, gender, ethnic/ linguistic status and other differences. It ensures that the most vulnerable participate in, have a voice and benefit from school-based DRR and resilience building efforts.

2. A **gender responsive** approach to school-based DRR and resilience building recognizes that girls, women, boys and men have distinct vulnerabilities, needs and capacities, which shape the way they experience disaster and how they recover from it . It puts a strong emphasis on action to remove gender inequalities and gender blind spots in policy and practice. It ensures girls, women, boys and men are an integral and recognized part of school-based DRR and resilience building efforts.

At the end of each step description, there is some practical advice on how to make school efforts more inclusive and gender responsive.

In your school's resilience building efforts, it is very important to create opportunities for **child-centred learning inside and outside the classroom**. DRR learning is about building student understanding of the causes, nature and effects of hazards and disasters while developing their competencies and practical skills in contributing to school and community preparedness and resilience building. knowledge can be learned from textbooks but is best grasped through being applied within real life learning situations.

Student's opinions and participation are essential in completing each step. This is because children have a unique understanding on disaster risks and also children have specific needs that needs to be addressed, as part of the realisation of children's right to participate.

At the end of each step, ideas for student learning and action opportunities are included. SDMC members are encouraged to come up with many more creative ideas to support student DRR learning and action in both school and community!

## **PART 2 SIX STEPS FOR DISASTER RISK REDUCTION AND RESILIENCE BUILDING AT SCHOOL**

### **Step 1. Awareness Raising on DRR**

Raising awareness of the importance of DRR across the school community is a very important and on-going process. It creates a recognized need for DRR initiatives among school-based stakeholders to be informed, engaged, and involved.

#### **Task 1. Initial Orientation**

You can hold initial orientation meetings, where the following topics and issues can be considered and discussed:

- Potential hazards facing the school and community (you can use history of hazard of school or personal experience that had occurred in the area)
- The likely impact of each hazard on the school and community
- Differentiated impacts of a hazard or disaster on different groups (for example, adult and children, or male and female, as well as other at-risk groups such as elderlies and people with disabilities)
- Lessons learnt from past disaster experiences at school and in the community
- Possible steps to be taken to prevent, mitigate and prepare for future hazard impacts
- The positive roles that school communities (including students) might play in disaster risk reduction
- Traditional knowledge and practice as an important means of coping with hazards and disaster risks

#### **Task 2. Campaigns and Awareness Raising**

There are many ways to raise awareness amongst teachers, students, members of the school community using available opportunities and avenues, for instance:

- School assemblies
- School newsletters, announcements, and other communication means
- School/community meetings and programmes (e.g., community partnership meetings, community awareness programs, community outreach programs)
- Parent/teacher conferences or student's report dissemination
- Festivals, exhibitions, and competitions (e.g., creating posters or videos)
- The International Day for Disaster Reduction (the second Wednesday in October each year)
- School bulletin boards, displays, and murals
- Classroom lessons on DRR
- Sports and cultural events
- Remembrance of significant events that relate to major disaster in the country

Campaigns and awareness activities should be reflected in the School Disaster management Plan and/ or training initiatives. These activities should also be aligned with existing curriculum and through in-service/ pre-service programs. Campaigns and awareness should be part of the school management's responsibilities or the SDMC and all school communities should be involved in.

Existing groups such as mothers' groups, women's groups, church and faith-based groups, farmers groups, youth groups and student clubs and groups (DRR, WASH, safety, anti-bullying, environmental clubs, and boy and girl scouts) should also be used in school awareness raising efforts.

Remember to conduct initial consultations with influential female and male community leaders and elders. Gaining their support is critical in ensuring the sustainability of the school's efforts in disaster risk reduction and resilience building.

Boarding school environments are often forgotten in school's DRR efforts so if your school has boarding facilities make sure that awareness raising efforts also include the safety of students and teachers living in boarding facilities within the school compound.

Looking through an inclusivity lens	<ul style="list-style-type: none"> <li>• Identify and listen to vulnerable children within your school community</li> <li>• Make awareness raising opportunities available for children with disabilities and other at-risk children and their parents and caregivers</li> <li>• Employ diverse awareness raising communication media to cater for different needs of students and their parents. For instance,             <ol style="list-style-type: none"> <li>a) Use visual materials to support students who have hearing/ speech impairments</li> <li>b) Use bright and contrasting colours for students with low vision</li> <li>c) Create materials which can be touched/ felt for student with visual impairment</li> </ol> </li> </ul>
Looking through a gender responsiveness lens	<ul style="list-style-type: none"> <li>• Ensure that awareness raising materials, messages, products respond to the needs of girls, boys, women and men</li> <li>• Ensure also that awareness raising information and modalities are equally accessible to girls, boys, women and men</li> <li>• Ensure spaces and opportunities are created for girls' and women's voices to be heard</li> </ul>

### Child-centred Learning and Action

#### ECCE

- Explore what 'safe', 'unsafe' and 'risk' mean in everyday life using stories, images, puppets and simple movements
- Using simple story and picture books and photo images concerning locally relevant hazards and disasters, have students explain what is happening and discuss what can be done to keep themselves and others safe. Teach children songs on safety (online resources) and include relevant actions to remember and reinforce important steps.
- Discuss seasons in Vanuatu (May to October: dry and cool, no cyclones; November to April: hot and wet, cyclone seasons) and invite guest speakers and parents to share traditional or cultural knowledge in different seasons

#### Primary/Secondary/ Tertiary/ PSET

- In ***Creative Arts and Culture*** (primary/junior secondary) lessons, have students create murals, collages, posters and displays on hazard and disaster themes to raise awareness on DRR for school and community
- In ***Creative Arts and Culture*** (primary/junior secondary) lessons, have students compose and perform song, dance, skits and role plays to build school and community awareness on DRR
- In ***Social Studies*** (primary/junior and senior secondary) lessons, encourage students to reflect

on their own disaster experience through poster drawing, essay writing and debates

- In **Sports or Physical Education** (primary/ junior and senior secondary) lessons, exercise with students on what to do before, during, and after a disaster or conducting simple drills

## Step 2. Forming a School Disaster Management Committee

Establishing a school disaster management committee (SDMC) is very important to drive forward and coordinate school-based disaster management initiatives. By having SDMC, it will help in understanding and agreeing on who is doing what, where, and when in relation to before, during, and after emergencies.

The process for forming a SDMC might vary depending on various factors particularly to your school, such as the size of the school, available human resources, existing school structures and school location (remoteness). **The SDMC might be formed as a new committee. But it does not need to be started from scratch but can grow out of the existing school structure, such as a Water/WASH committee, with additional roles and responsibilities and members added, as deemed necessary.**

### Task 1. SDMC Arrangements

Your school may consider one of the following options:

#### ***Option 1. Creating a new SDMC***

Indicative members of a new SDMC include:

- Principal/Head Teacher [as Chair]
- Teacher(s)
- Student representatives
- Parental representatives
- Other community representatives who are not parent or management representatives

This option might be suitable for bigger schools in urban areas. Make sure that the SDMC closely liaises with the school management/school board. It is a very good idea to include WASH/Water committee members in your SDMC. Also, if there are community-based disaster management committees in your school catchment areas, their representatives should be invited to join the SDMC (and vice-versa).

#### ***Option 2. Using general school management to fulfil SDMC***

The existing school management can take on the additional roles, responsibilities, and members to drive your school's DRR initiatives forward. The SDMC might be a sub-committee within your existing school management. Ensure that you create a structure to allow student participation and bring additional community representatives on board as deemed necessary.

#### ***Option 3. Using the existing Committee (e.g, WASH committee) as an SDMC***

You can use the existing and functioning Committee in the school as the SDMC by including additional roles and responsibilities and maybe bringing on board additional members, including students, as deemed necessary

In each option, it is vital that principal/head teacher chairs the committee. This reflects how important the school thinks in ensuring the school's community is safe from disaster risks.

The members of the SDMC should include community representatives. This can be the local head of village, community champions, religious leaders, or other members of the community, including the elderly. People in the school community, i.e., head of school, teachers, and students, comes and goes over time. However, the community members are likely to stay and have the institutional memory, historical knowledge, and traditional wisdom of the location and the hazards surrounding the area. These people will play an important role in transferring the knowledge of the area to new members of the SDMC. Thus, there is high value to include members of the community in the SDMC.

Thus, members of the SDMC should include representatives from the School Community Association (SCA), Community Disasters and Climate Change Committee (CDCCC), teachers' representatives and students' representatives. Student-led team can also be formed that consists of class captains or class representatives (boy and girl), club representatives,

If there is a community-based disaster preparedness team (or similar) in the area where the school is located, it would be beneficial to have representative(s) of that disaster preparedness team to be part of the SDMC.

For ECCE centres, students may be too young to be part of an SDMC. ECCE centres should invite parents and community members to join the SDMC. Trainers or trainees of any PSET provider in the catchment area can also be part of the SDMC

## **Task 2. Agreeing on the Roles and Responsibilities of the SDMC**

Whichever option your school has chosen, there are a number of key roles and responsibilities for the committee.

### **SDMC: Key Roles and Responsibilities**

- Preparing, delivering and supporting DRR awareness raising programs for the whole school community
- Overseeing and coordinating a school risk assessment
- Preparing, implementing, disseminating, and regularly evaluating and updating a school disaster management plan (SDMP) with support and involvement of all stakeholders
- Developing Standard Operating Procedures (SOPs) for school emergency response
- Developing an education continuity plan which will become effective in the event of an emergency
- Organizing and monitoring emergency drills and simulation exercises
- Developing school initiatives to support the whole school community to build climate change resilience
- Ensuring that students are well represented in school DRR decision making structures and processes
- Coordinating school's disaster response procedures during emergencies
- Working closely with the Provincial Education Authority, CDCCC, and provincial authorities on initial damage assessments and a needs assessment
- Provide/ facilitate pastoral care, counselling, and/ or child friendly space, during and after a disaster and/ or when any issues arised

Note: Remember that it is not the idea that the committee does everything, but it orchestrates, delegates and coordinates the various tasks!

Once the committee is established and up and running, remember that you should periodically (once a year or following a disaster) review its composition and functions and update them as necessary.

Looking through an inclusivity lens	<ul style="list-style-type: none"> <li>The SDMC must ensure ongoing inclusion of those who are most at-risk, to be involved, support and establish channels of communication with them and to help address their challenges in all aspects of school-based DRR.</li> </ul>
Looking through a gender responsiveness lens	<ul style="list-style-type: none"> <li>Ensure a good gender balance – representation of female and male - within the established committee and regularly put gender consideration on the agenda</li> </ul>

### Child-centred Learning and Action

#### ECCE

- Invite some SDMC members to class to explain their role and what children can do to keep themselves safe in times of hazards and disasters
- Have children think about safe and unsafe things they have found at home and school, write them down or draw them and pass to SDMC

#### Primary/Secondary/ Tertiary/ PSET

- In **Vernacular Language** (primary) and **English** (junior and senior secondary) lessons, have students interview SDMC members about their visions, plans and views on student involvement and have them express what they have learned through presentations, writings and posters
- Have students members of the SDMC to gather parents' views on the roles and responsibilities of the SDMC and their suggestions on how they could support the SDMC
- Ensure student representation in SDMC to be involved in the design, decision making process, implementation, as well as during monitoring and evaluation
- Remember not to assign students with actions and responsibilities which involve risk or can cause them harm or danger

### Task 3. Updating the SDMC

Every year, there will be new students and the older students will graduate. Some teachers and also the head of school may change. Therefore, it is necessary to update the structure of the SDMC as well as reflect on the roles and responsibilities to ensure that each position remains relevant based on the needs of the school.

## Step 3. Conducting a School Disaster Risk Assessment

### Task 1. Initiating a School Disaster Risk Assessment

School risk assessment aims at identifying and collecting information on the hazards and main threats surrounding the school community. Some of the examples are:

- geological hazards: earthquake, tsunami, and volcano eruption
- meteorological hazards: floods, landslides, cyclones, strong wind, king tide, storm surge, drought

- environmental hazards: air, water, and land pollution, garbage contamination, plants
- violence against children hazards: corporal punishment, abuse (verbal and non-verbal), neglect, any types of harassment, bullying
- playground hazards: debris, injuries, accidents
- other hazards: industrial activities, disease outbreak/ pandemic, social conflict, structural fire, forest fire and haze, empty gas bottle

The assessment also identifies vulnerabilities and capacities that exist in your school community. School risk assessment will help build better understanding that generates interest, awareness, knowledge and skills concerning school disaster risk reduction among stakeholders. The approach complements rather than replaces government-led professional and technical disaster risk assessment at school.

Six key assessment activities/ tools for use with school-level stakeholders are included in this handbook (See Appendix 1 on page 46).

- Activity 1: Seasonal Calendar
- Activity 2: Historical Profile/Timeline
- Activity 3: School Structural and Non-structural Vulnerability Assessment
- Activity 4: Hazard and Risk Map
- Activity 5: School Community Transect Walk
- Activity 6: Capacity Inventory

In addition to the six activities, other participatory methods, such as interviews, surveys, focus group interviews, storytelling, photo or video taking and drawing, could be used to better understand the context of your school. Where possible, it is also important to collect science-based evidence to validate data that have been collected through participatory methods.

School risk assessment is a consultative and participatory process. You should ensure the participation of diverse school stakeholder groups, including students, in the systematic collection of data and its analysis.

It is a good idea for multiple groups to conduct each of the suggested activities so that your school can gather diverse views and perspectives. Each activity can be conducted by adult stakeholder groups (including teachers, school council members), student groups and/or mixed between adult and children's groups. Students, with the fresh eye they bring might find risks that adults might otherwise overlook.

## **Task 2. Synthesizing School Risk Assessment Information**

Once your school has gathered information through various risk assessment activities, the job of your committee is to draw the threads together to better inform the next task: development of a school disaster management plan (Step 4).

A simple way to do this is to hold stakeholder meeting (s) and capture information and analysis using the matrix below. A couple of examples are included in italics.

Hazard	Vulnerabilities	Current Capacity	Risk [low, medium, high, very high]
Flooding	School in a low-lying area and very close to a river	Teachers know how to Protect school resources (by moving	Medium

	<p>Children have to travel across the river</p> <p>There are children who can not swim</p>	<p>them to the safe and higher locations)</p> <p>School and communities have established a good relationship and communication channel to offer safe transport support on the occasion of a flooding event</p>	
Earthquakes	Old school buildings do not comply with MOET standards	<p>Access to funding to gradually repair and retrofit school building</p> <p>School conducts regular earthquake drills but the quality of drills need to be improved</p>	High

[Expand and adjust as appropriate]

Looking through an inclusivity lens	<ul style="list-style-type: none"> <li>• Make the data collection process accessible for children with disabilities (and assign someone to assist them during the activities)</li> <li>• Invite parents or care givers of students with disabilities to join risk assessment activities</li> <li>• During each risk assessment activity, discuss and draw attention to disaster impacts on students with disabilities and other vulnerable groups.</li> </ul>
Looking through a gender responsiveness lens	<ul style="list-style-type: none"> <li>• Ensure the involvement of women and girls in identifying the risks they face, their vulnerabilities and their capacities</li> <li>• Conduct risk assessment exercises in separate male and female groups (assigning a facilitator of the same gender) to allow gender specific perspectives to emerge before holding a whole group (mixed gender group) discussion and debriefing</li> </ul>

### Child-centred Learning and Action

#### ECCE

- Take students on a walk around the ECCE building and area to look for safe and unsafe things in the vicinity
- Have them draw unsafe things they found and hold a 'show and tell' session
- Help students to decide on and discuss values and attitudes that they need in the event of emergencies, i.e. qualities such as caring, obedience, cooperation, focus, thinking, calmness

#### Primary/Secondary/ Tertiary/ PSET

- In **Social Studies** (primary/junior and senior secondary) lessons and/or extra curricular

opportunities, have students engage in various risk assessment activities and create opportunities for students to discuss and disseminate their findings to a wider school community

- In **Mathematics** (primary/junior and senior secondary) lessons, have students gather and analyse NDMO numerical data concerning hazard impacts in Vanuatu and their locality and have them present the data portfolio to SDMC and to the village disaster management committee
- In **Vernacular Language** (primary) and **English** (junior and senior secondary) lessons have students interview community elders/leaders to learn about traditional/ local knowledge and practice in coping with natural hazards and how they have traditionally lived in harmony with nature

### **Task 3. Updating the School Risk Assessment**

Similar with the update of the SDMC, every year, the school risk assessment needs to be updated to check whether there are new and emerging hazards that need to be considered and anticipate or existing hazards that may not be as relevant as before. The new SDMC (that has been updated) should conduct the school risk assessment and ensuring that this is a continuous process.

## **Step 4. Developing a School Disaster Management Plan**

### **Task 1. Developing the Plan**

A school disaster management plan (SDMP) should cover the following key components. The purposes of a school disaster management plan (SDMP) are as follows:

- Identify and manage disaster risk to which the school might be exposed
- Develop awareness plan across the school community and the wider community on the importance of disaster risk reduction and emergency preparedness
- Plan and develop prevention/mitigation, preparedness and response activities for key risks identified at school
- Lay out how the school will set about implementing school-based disaster risk reduction activities
- Create strong linkages between school-based (led by SDMC) and community-based (led by CDCCC) disaster risk management in collaboration with CDCCC

### **A School Disaster Management Plan (SDMP) should involve:**

1. School Profile
2. Structure of the School Disaster Management Committee (SDMC)
3. School Risk Assessment
4. Capacity Inventory
5. Emergency Response Plan
6. Education Continuity Plan
7. Climate Change Adaptation Action Plan
8. Calendar & Schedule
9. Signature & Endorsement

**Appendix 2** provides you a sample template for writing up a school disaster management plan. Key tips and guidelines are given below. Make sure that your committee develops a plan based on consultation with the wider school community, a process vital to creating ownership of the plan. Collaborate with Provincial Coordinators (primary or secondary), safe school officers, PIEC, or Provincial Maintenance Officers (PMO) as appropriate.

### 1. School Profile

In this section, add all the basic facts and figures about your school. Many of them should be easily available from the school administrative focal point and/or already gathered for other surveys (e.g. WASH-related related surveys, EMIS)

### 2. School Disaster Management Committee (SDMC)

In this section, include the list of the SDMC members and their contact details. After examining and discussing the SDMC roles and responsibilities mentioned above (see *Step 2*), your school should decide on additional school specific SDMC roles and responsibilities essential for your context.

### 3. School Risk Assessment

Completion of school risk assessment is a consultative process and should involve key stakeholders (including students). Partnership between schools and communities is vital. Proper coordination is required. Based on the information synthesized in *Step 3*, fill in the suggested table.

### 4. School Disaster Management Capacity inventory

Based on the information gathered and analysed in *Step 3*, fill in the table included.

### 5. Emergency Response Plan

#### 5.1. Emergency Contact List

Fill in the key emergency contact details using the table provided. Contact details of MOET office, Provincial Education Authority, fire station and police should be included. This list must be updated regularly.

#### 5.2. School Emergency Response Procedures

Outline your school's hazard specific emergency procedures that school staff to follow (see *Step 5 Task 1* on Developing Standard Operating Procedures for Emergencies at School).

#### 5.3. Emergency Evacuation Plan (EEP)

Include a school map with evacuation routes and safe places to go (assembly points) both within and outside the school premises in times of emergency. The EEP can be a one map or two maps (one for the school site evacuation plan and another for off-site evacuation plan).

It is a very good idea to consider alternative evacuation routes and assembly points in case the designated ones become unusable. EEP must address problems for students with mobility, visual and hearing impairments. Ensure that evacuation routes are accessible to vulnerable groups.

#### **5.4. Emergency Communication**

In an emergency situation or an imminent event predicated in the weather forecast, clear and swift internal and external communication becomes critical and alert systems and procedures should be in place in advance.

##### **Early Warning Systems (EWS)**

While not all hazards give early warning signals, tropical storms, floods and tsunamis do so. Discuss and describe what early warning alerts and recognizers your school currently has in place (and/or should have) and how you activate and/or act on them. Also discuss how you communicate with parents in case of an emergency.

Some guiding questions:

- ✓ What are the early warning communication systems in place at your school (bell/siren emergency signals and the like) for hazards such as cyclones/storms, floods and fire?
- ✓ Are warning signs diverse to meet the need of all people, including people/ children with disabilities?
- ✓ Are your school early warning systems reliable and effective?
- ✓ What is your back-up plan in case some communication methods do not work (e.g. due to lack of electricity)?
- ✓ Are school early warning and community early warning systems linked? Are community early warning and provincial level early warning systems linked? Can linkages be put in place?

##### **Decision on Student to Wait on Standby or Hand Over to Parents**

When disasters occur, schools must make decisions on whether or not to allow students to leave school, hand them over to their parents or make them wait on standby at school. Parents should be informed of the school rules and procedures ahead of time concerning student handovers in times of emergency.

Some guiding questions:

- ✓ Has the school gathered and maintained parental emergency contact details together with contact information on authorized adults in charge of children (e.g. guardians, neighbours or relatives)?
- ✓ How do you communicate with parents (or authorised adults) to notify the status of students in the event of an emergency or early/late school dismissal?
- ✓ What is your back up communication plan?
- ✓ What are the specific protocols concerning release of students staying at boarding facilities, especially during evening and early morning time as well as during the weekend? How does your school communicate with their parents?

- ✓ What do schools do when students are made to wait on standby at school?

## 6. Education Continuity Plan

Education continuity plan is vital for ensuring ongoing access to quality education in any disaster/emergency affected situation. The plan anticipates school closure due to hazard/emergency impacts, as well as potential temporary use of schools as evacuation centres. It should consider both short-term hazard impacts and the potential for major disruption.

There are a number of components you should consider and plan ahead for in close consultation with relevant community representatives:

### 6.1. Home School Package

A home school package is a set of materials and resources that can help parents and students to homeschool effectively and efficiently, particularly when the school is non-operational/ closed in the aftermath of a disaster. A home school package may include textbooks, workbooks, lesson plans, video lessons, teaching aids, and online access to various subjects and courses. A home school package can provide a structured and comprehensive curriculum that covers the core subjects and electives that students need to learn at their grade level. A home school package can also offer flexibility and customization to suit the individual needs and preferences of each student and family.

### 6.2. Limited Use of School as a Temporary Evacuation Centre

If your school is identified as a temporary shelter, your committee, working closely with community members and land/property owners, should design, equip and plan to meet shelter needs while safeguarding continuous education provision.

Discuss the following in developing your school's strategy:

- ✓ What on-site supplies would be needed and how are they to be prepared in advance?
- ✓ What are the rules governing use your school as a temporary evacuation centre?
- ✓ Have girls' and women's needs (e.g. privacy and security) been taken into consideration?

### 6.2. Temporary Learning Spaces

In case of prolonged non-availability of school facilities due to the significant damage, your school needs to establish temporary classrooms in tents, public buildings, under trees or assembled temporary structures using local materials to provide a safe and protective place for children to learn and play. Your school also need to make necessary arrangements with land/property owners.

The following points should be considered in selecting a site for temporary learning spaces:

- Safe and secure area
- Proximity to the majority of students, especially students with disabilities
- No harmful objects such as sharp metals and glass
- Protection against wind, rain and dust
- Access to clean water, sanitation and hygiene facilities

- Storage spaces for school supplies
- No exposure to any known hazards and threats

Temporary learning spaces should be child-friendly spaces. Girls, boys, their parents and community members should be engaged in all key decisions on planning, creating and operating temporary learning spaces.

### **6.3 Water, Sanitation and Hygiene (WASH)**

Consider how to provide enough safe water for the school and temporary learning spaces (including storing water before a disaster strikes and knowing how to treat it), creating safe sanitation areas, promoting good hygiene practice during the disaster period. Work closely with the water/WASH committee if your school has one. Make sure of menstrual hygiene management support for adolescent girls and female staff (e.g. sanitary pads, sanitary bins).

### **6.4. Alternative and Flexible Calendar**

To compensate for lost school days and lessons missed due to hazard events and disasters, you need to shift and adjust the school timetable. This might include rescheduling of examinations. Your school should liaise with the Provincial Education Office. Consider how to make up school hours if the school is disrupted for say, 10-14 days.

### **6.5. Child Protection**

When disasters take place, children’s vulnerability is heightened. They may face threats such as negligence, exploitation, violence and abuse. Gender-based violence (GBV) is very common in emergencies. GBV increases in emergencies because of displacement and loss of livelihood among other factors. So it is important to plan ahead to reduce threats to children from disasters by developing child protection mechanisms. Seek advice, as appropriate, from child protection specialists including those attached to governmental and non-governmental organizations.

Before a disaster identify groups in the community that might be vulnerable to gender-based violence and know where to refer cases of harm, separation, abuse, exploitation, and violence.

### **6.6. Psychosocial Support**

A disaster impacts students’ overall wellbeing. Their reactions include the following:

- *Mental/emotional symptoms* (e.g. loss of concentration and memory, nightmares, sadness, depression, aggression and anger, fear and anxiety)
- *Physical symptoms* (e.g. sweating, rapid heart beat, shaking, shortness of breath, tiredness, body pains)
- *Behaviors symptoms* (e.g. behaving like a younger child, quarrelsome attitude, withdrawn attitude, aggressive and uncontrollable behavior, frequent crying, appetite loss)

The school principal to check the teachers first, before assessing the overall wellbeing of the students. It is also important to pay attention to psychosocial support for teachers. During a time of disaster, they and their family members might also be affected and stressed.

Teachers can support student recovery by:

- Creating a safe learning environment
- Establishing routines to restore a sense of normalcy

- Offering flexible and shorter lessons
- Validating student feelings and experiences
- Providing creative opportunities for self-expression through, for instance, sports, music, drawing, dance, drama, writing.

Caring for students in a post-disaster context and supporting the use of school as a temporary shelter will be physically and emotionally challenging. Some tips for ‘supporting the supporters’ areas follows:

- *Take care of your own health and take a break from activities:* When physical and emotional fatigue builds up, teachers should temporarily suspend their activities.
- *Share your own feelings with other colleagues:* Don’t hesitate to share your own difficult feelings and concerns with families, colleagues and friends
- *Seek professional advice if needed:* Talk to a doctor, a healer or a religious leader about your own stresses and worries

### **6.7 Post-Disaster Damage Assessment/ Rapid Assessment and Data Collection**

After a disaster, it is important to gather accurate information on disaster damage caused to your school and report it to Provincial Coordinator and MOET. It is also important to monitor temporary learning facilities to assure the safety of the infrastructure. Data collection can be done via Kobo Collect or ONA. Make sure that pre-identified and trained personnel are available to use Kobo Collect or ONA in a timely manner.

## **7. Climate Change Adaptation Action Plan**

In order to build long-term resilience toward climate change, your school needs to consider activities in the following areas actively involving students and community members:

- **Biodiversity and environmental protection and conservation** (e.g. plant and maintain local and adaptive plants and trees in and around school and communities)
- **Waste management and pollution control** (e.g. reduce, reuse, recycle; compost food waste; cleanup litters especially plastics)
- **Food and water security** (e.g. water source protection, water conservation, food preservation, seed banks, vegetable gardens)
- **Backyard gardening** (e.g., school children are set to work cultivating flower and vegetable gardens in the school garden)
- **Food basket** (e.g., combination of various food items which should be included as part of a person’s diet so that the everyday nutritional requirements can be fulfilled)

## **8. Calendar & Schedule**

SDMC is to discuss, develop and include an annual calendar for key actions including awareness raising activities/events, conducting emergency drills and simulation exercises, implementing climate change resilience building actions. It is also important to schedule time to review and update your SDMP (once a year).

## 9. Signature and Endorsement

The completed document should be signed by those indicated

Looking through an inclusivity lens	<ul style="list-style-type: none"> <li>• Consult children with disabilities, their parents and/ or local groups representing minority or marginalized groups in developing a school disaster management plan</li> <li>• Extract key messages and points from the SDMP and present them in alternative forms to meet the multiple communication needs of students (e.g. sign-posts, posters)</li> </ul>
Looking through a gender responsiveness lens	<ul style="list-style-type: none"> <li>• Make sure girls, boys, women and men are given opportunities to contribute to school disaster management planning</li> <li>• Take into account gender-differentiated vulnerabilities and capacity in the SDMP</li> </ul>

### Child-centred Learning and Action

#### ECCE

- Hold a class discussion session with parents present to discuss concerns, worries about safety, record what is said and pass a summary to those developing the plan.
- Encourage parents to teach their children important facts such as their phone contact details and who will be their safety focal point/person.
- Once the plan is in place, have students make posters to illustrate different aspects of the plan

#### Primary/Secondary/ Tertiary/ PSET

- In **Vernacular Language** (primary) and **Social Studies** (primary/junior and senior secondary) lessons and school assemblies, discuss and gather student disaster related concerns and suggestions for the school disaster management plan
- Have different classes take up responsibility for contributing different sections of the plan by offering their opinions and suggestions.
- In **Creative Arts and Culture** (primary/junior secondary), have students draw a school emergency evacuation map
- Ensure students are given an age-appropriate consultation platform and channels and means of expressing their concerns and suggestions in relation to the school disaster management plan
- Students to take the lead on awareness raising and education campaigns on disaster preparedness
- Have secondary students consider and discuss help they can offer when the school is used as evacuation centre
- Use local wisdom on cyclone protection, food preservation, and other traditional knowledge that are relevant

<sup>11</sup> <https://www.atlasobscura.com/articles/vanuatu-cyclone-disaster-preparedness>

**Local wisdom on cyclone protection<sup>11</sup>**

Mango flowers and hornets' nests sometimes are observed by the local communities to know when the cyclone season is coming. When the mango tree flowers early (before October), there is high likelihood that there will be a cyclone. Moreover, usually the hornets build its nest up in the trees. If the hornet builds its nest at ground level, it is also likely that a cyclone is approaching.

This prompts the community to prepare where they chop down fragile banana palms, then pulp and dry the fruit, wrap it in leaves, and bury it underground where it can last for years. They secure loose iron on modern houses, and on traditional houses—already low lying and curved to deflect the wind—they reinforce the roofs with coconut fronds.

**Task 2. Developing Standard Operating Procedures (SOPs) for Emergencies at School**

When an emergency situation has become imminent at your school, the principle/head teacher and teachers should determine if and what immediate response actions are required. These SOPs need to be inclusive, gender sensitive, and child centred.

The following matrix contains common actions employed during emergencies at school that can be used for reference.

SOPs, Purpose, and what to do	Fire	Flooding	Earthquakes	Tsunami and storm surges	Bomb threats and shooting
<p><b>Drop, Cover, and Hold</b>  <i>To protect students and staff from flying objects or falling debris</i></p> <ul style="list-style-type: none"> <li>✓ (If inside) instruct students to drop to their knees and duck under their desk, cover their head and neck and hold on to their cover</li> <li>✓ (If outside) instruct student to face away from windows, drop to the ground, place their heads between their knees and cover their heads with their arms and hands</li> </ul>			✓		
<p><b>Shelter in Place</b>  <i>To keep students indoors in order to provide a greater level of protection by isolating students and staff from the outdoor environment</i></p> <ul style="list-style-type: none"> <li>✓ (If inside) instruct students to stay in the classroom until further instructions are given</li> <li>✓ (if outside) instruct students to proceed to their classrooms or school building and stay until further instructions are given</li> <li>✓ Close all doors and windows</li> </ul>		✓			
<p><b>Building (on site) evacuation</b>  <i>To move outside of the school building if it is unsafe to remain in the building</i></p> <ul style="list-style-type: none"> <li>✓ Initiate an alarm/ announcement</li> <li>✓ Instruct students to evacuate the building using designated routes on the Emergency Evacuation Map (EEP)</li> <li>✓ Instruct students to walk quickly and quietly to the assembly area</li> </ul>	✓	✓	✓	✓	✓
<p><b>Off-site evacuation</b>  <i>To move to the pre-determined off-site assembly area as it is unsafe to remain on the school premises</i></p> <ul style="list-style-type: none"> <li>✓ Instruct students to move to off-site assembly area using designated routes on the EEP</li> </ul>	✓	✓	✓	✓	

<p><b>Lockdown</b>  <i>To protect the children and adults in the building from a potential emergency that exists outside</i></p> <ul style="list-style-type: none"> <li>✓ Use a distinctive signal to inform immediate lockdown, ensuring all students will recognize the signal</li> <li>✓ Lock all doors and all windows</li> <li>✓ Make sure no one enters or leaves the room</li> <li>✓ Gather students inside in secure area away from threat</li> <li>✓ Instruct students to take cover, stay out of sight and stay very calm and quiet</li> <li>✓ Inform police or public security authorities as quickly as possible</li> </ul>					
<p><b>Shutdown and all clear</b>  <i>To notify students that normal school operations will be closed (and students are released) or notify of resumption</i></p> <ul style="list-style-type: none"> <li>✓ (If school must be shut down) handover students to parents or keep students at school until it is safe to release them according to the pre-determined student release procedures</li> <li>✓ (If appropriate), revert to normalcy following the announcement ('all clear') from Head Teacher</li> </ul>					

In case of evacuation teachers should carry a pre-arranged classroom emergency bag ('go-bag') including items such as the student attendance list, student emergency contact list, water, basic first aid kit, whistle, flash light, blanket, hand sanitisers, pens and note pads.

Teachers must stay with students during the process of evacuation. Also they must stay with students until students are safely collected by family members in the case of student release. Remember that teachers should be the last to leave, ensuring that no student remains behind.

See **Appendix 3** for hazard specific SOP examples. Create your school's SOPs for emergency response focusing on the hazards your school is likely to face and considering your school's particular context.

See also **Appendix 4** for hazard specific safety rule examples for students.

### **Tropical Cyclone Harold (2020)**



Tropical Cyclone Harold was a very powerful tropical cyclone which caused widespread destruction in the Solomon Islands, Vanuatu, Fiji, and Tonga during April 2020. It was the first Category 5 tropical cyclone in 2020. It made landfall on Espiritu Santo on April 6 and the next day, strengthening to its peak intensity, attaining Category 5-equivalent intensity on the Saffir–Simpson scale before making landfall on Pentecost Island. Moving east, it weakened below Category 5 intensity on both scales over subsequent days.

Harold was the first Category 5 severe tropical cyclone to occur in the South Pacific basin since Cyclone Gita in 2018 and was also the second-strongest tropical cyclone to ever affect Vanuatu, behind Cyclone Pam in 2015. In total, 27 people died on the MV Taimareho (in the Solomon Islands), 2 died in Vanuatu, and 1 died in Fiji

With the impact of climate change, it is expected that there could be more frequent, more intense, and more unpredictable extreme weather events, including tropical cyclones. Therefore,

it is imperative for the school community to develop standard operating procedures to anticipate before, during, and after an emergency in order to mitigate the impact, recover quickly, and be more resilient.

## Step 5. Practicing Safety Measures and Procedures

### Task 1. Conducting Practical/Technical Trainings

There are several practical trainings that can be done to further strengthen the capacity of the SDMC team, other students, teachers, and the rest of the school community. These practical trainings can be in the form of:

- First aid training
- Firefighting training
- Mental health and psychosocial support (MHPSS) training
- Hygiene promotion training
- Simulation or drills
- And many others

These kinds of trainings may be more effective to be arranged in partnership with local institutions, for example having first aid training with the support from local health clinics, local red cross volunteers, or nearby nurses or doctors, or conducting firefighting training in collaboration with the fire brigade, or with other local expertise available in the community. Another way of training can also be done using e-platforms.

### Task 2. Conducting Activities on Prevention, Mitigation, Preparedness, and Building Disaster and Climate Resilience

The whole school community should also include measures related to disaster prevention, mitigation, and building climate resilience in order to strengthen their capacity and reducing vulnerability to reduce disaster risks. The following example of prevention and mitigation measures are listed below:

*Table 1. Examples of mitigation measures for various hazards*

Floods	Cyclones	Earthquakes	Tsunamis
Planting trees and reforestation to increase conservation in the upstream area	Planting trees as windbreakers	Repair and retrofit building to become earthquake resistant	Planting mangroves to reduce the force of incoming tsunami wave

Disaster preparedness activities can also be conducted, such as conducting disaster/ emergency drills (see next task), provision of first aid kits and other disaster response equipment/ utilities, and developing contingency plans. Contingency plans should also include evacuation plans and accessibility to health centres and other emergency services.

Building climate resilience includes altering our behaviour, systems, and ways of life to protect ourselves and the environment from the impacts of climate change. For example, utilising bicycles or public transportation, using energy-saving light bulbs, applying rain water harvesting to conserve water, and many others.

### **Task 3. Conducting Emergency Drills**

Emergency drills are to test the plans and procedures that would come into effect during a real emergency. Drills are also to help school level stakeholders develop skills and understanding of emergency response through practical experience.

There should be a succession of different basic types of emergency drill leading up to a full drill:

- ✓ Practicing key actions and behaviours periodically in the classroom setting (e.g. ‘drop, cover and hold’ for earthquake, ‘stop, drop and roll’ for fire)
- ✓ Having a class or two adjacent classes informally practice a drill
- ✓ Conducting a whole school drill with prior notice

Once students are familiar with basic drill procedures, it is important to diversify drill practice by envisioning various situations and scenarios (see Box below). Real disasters have an element of surprise and often catch people unprepared. As much as possible emergency drill exercises should simulate unexpected situations, creating as realistic an environment as possible.

#### ***Diversifying Emergency Drills: Some Suggestions***

- Drills with and without prior notification
- Drills before the change of season (e.g., before the cyclone season starts, before the flood season starts, or before the drought season starts)
- Quick drills as energisers and test reactions for duck, cover, and hold
- Drills at different times of the day, especially outside class time (e.g., during a break time) and at different times during school calendar
- Drills under different weather conditions
- Drills early in the morning and in the evening for boarding schools
- Drills to see if students can choose evacuation routes while avoiding dangers by setting up barriers (e.g., placing cardboards) to imitate fallen objects in passageways.
- Tsunami drills with nearby kindergartens, schools, and communities
- Multi-hazard drills (more than one disaster happening at the same time)
- Drills for handing over students to parents
- Drills with varying situations of the participants (e.g., some participants have injuries, disabilities, or other mobility conditions)

During the drill practice, it is a good idea to nominate ‘assessors’ who are responsible for observing and keeping records of the following aspects:

- Response time
- Actions carried out by teachers and students
- Things went well and things did not go well
- Things that require further improvement or strengthening

Schedule drills in advance so that drill practices do not disrupt student learning. See **Appendix 5** for a sample evacuation drill procedure (earthquakes). See also **Appendix 6** for an evacuation drill guides for teachers of children with disabilities.

Use the following as a checklist in planning emergency drills at your school.

- Preparation**
1. Set the schedule of the drill
  2. Define the scenario of the drill (events or incidents to be simulated)
  3. Ensure the organising team understand the drill procedures and their roles and responsibilities
  4. *If this is a drill with prior notification*, explain to students what they have to do and the importance of the exercise and discuss how to support others including younger students and students with disabilities
  5. Coordinate with the local Education Office, disaster management office, health clinics, or relevant institutions as necessary
  6. Assign assessors (this can be fellow teachers, students, or other parties) to observe the drill and provide feedback, as appropriate
  7. Inform parents of the drill practice (especially parents of children with disabilities) and check if there will be logistical challenges to their participation

- Implementation**
1. Conduct final check of the situation (i.e., weather condition, supporting equipment, organising team) for go or no go of the drill
  2. Have everyone act in line with the school's Standard Operating Procedures
  3. Ensure the entire students participate in the drill and they are able to move calmly and swiftly
  4. Ensure there will be documentation in place (photos and/ or video recording)
  5. Ensure the assessors are in place to observe the drill
  6. Check students with disabilities if they need specific measures
  7. Conduct a head count and report the count to the head teacher

- Reflection**
1. Evaluate with the assessors on what happened, what are the things that went well and areas of improvement
  2. Hold a student debriefing in each class to identify lessons learned
  3. Hold a staff debriefing to identify lessons learned
  4. Check if there are students that are upset, stressed, or panicked due to the drill
  5. If considered necessary, repeat part of the exercise to reinforce learning
  6. Keep a school drill record and submit the record and documentation to the local Education Office
  7. Appreciate the participants (students, teachers, and others) who participated in the drill

Looking through an inclusivity lens	<ul style="list-style-type: none"> <li>• Consult with students with disabilities or their parents/ caregivers regarding early warning signs, evacuation routes, and accessibility of the drill process</li> <li>• Prepare students to how they should help each other during emergency drills, including with children with disabilities</li> <li>• Pre-arrange partnerships (have buddy system) between students with disabilities and other drill participants if assistance for students with disabilities are required</li> <li>• Consider the medical and mobility needs of students with disabilities in your SDMP</li> </ul>
Looking through a gender responsiveness lens	<ul style="list-style-type: none"> <li>• Conduct separate evaluation with girls-only and boys-only groups and compare their comments</li> </ul>

### Child-centred Learning and Action

#### ECCE

- Discuss what to put in an emergency bag pack and make one together
- Practice how to identify themselves, their own location and how to contact their parents and teacher
- Take students on a walk around the ECCE centre building and surrounding area to orient them to assembly points and evacuation routes
- Establish an emergency buddy-system and get pairs to stick together during drill practices

#### Primary/Secondary/ Tertiary/ PSET

- Encourage students to share what they have learned from emergency drills at home
- In **Creative Arts and Culture** (primary/junior secondary) lessons, students can draw posters on drill procedures and have them present them to younger students
- Assign older students (especially student prefects) specific roles to support teachers during the drill exercise
- Encourage older (secondary) students to demonstrate to younger students what to do during the drill exercise

## Step 6. Making the School a Hub for DRR Learning and Action

### Task 1. Campaigns, Awareness Raising, and Promotion of the SDMP

The information gathered from the school risk assessment process, development of the SDMP, and the structure of the SDMC needs to be disseminated and accessible to the wider school community, including all teachers, all students, other personnel (such as security personnel, janitor and cleaning services, school canteen or cafeteria members), and parents. Having information board (see Figure 3 as example) can be useful as well to inform school visitors or guests and to communicate at different level of stages of the plan.

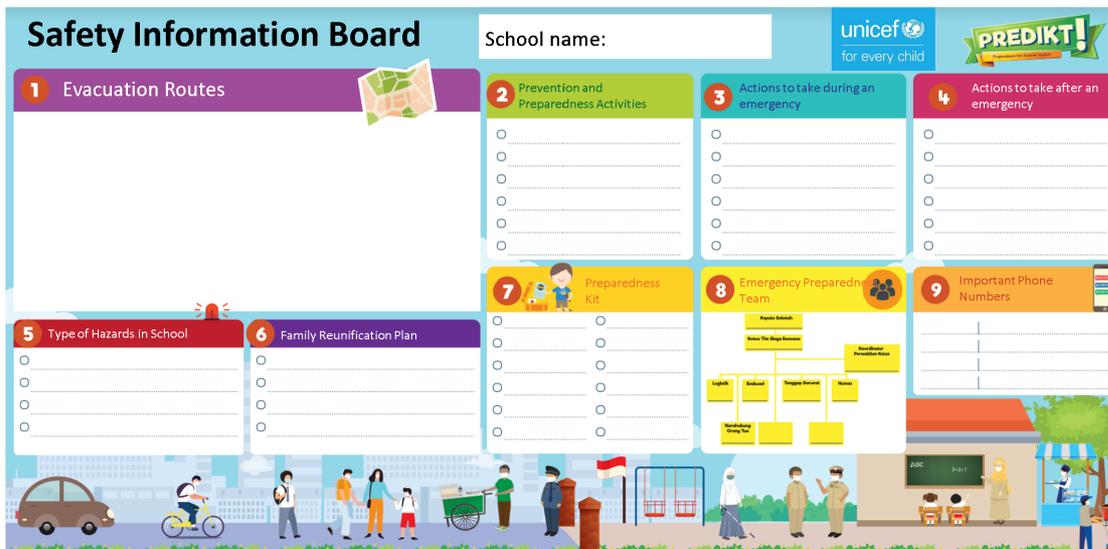


Figure 3. Example of Safety Information Board in school

This can be in the form of visualisation, such as information board, or video campaigns, or school’s role playing/ drama. This way, all members of the school community know what is inside the SDMP, who are the members of the SDMC, and understand the disaster risks in the school community.

## **Task 2. Mobilizing the School as a Resilience Building Learning Community**

Creating a culture of safety and resilience in your school requires your school to be a ‘learning community’, this can be done by:

- Promote values of working together and that everyone needs to be involved in building disaster resilience
- Support active and meaningful participation of everyone, including also by providing an inclusive feedback mechanism where anyone can provide feedback. Feedback mechanisms can be in the form of suggestion box, hotline number, post-it board where students can post their feedback, regular reflection with members of the school community, and many others.
- Encourage everyone to think about and learn lessons from their own experience and apply lessons learnt to future practice
- Foster ‘horizontal leadership’ (leadership by different individuals and groups for different purposes), in collaboration with the Community Disasters and Climate Change Committee (CDCCC)
- Coordinate with CDCCC, for example inviting CDCCC members when there are DRR activities in school, communicating early warning messages, school representatives participating in CDCCC activities, and many others

## **Task 3: Conducting a Self-Assessment to Track Improvement**

In a resilience building learning community, monitoring your own progress is an important part of learning and capacity building and continuous improvement.

**Appendix 8: Standards and Progress Indicators** is a self-reflective monitoring tool to assess the quality and level of your current practice and to plan for continuous improvement. It can also be a discussion tool at your school in awareness raising and training contexts. Provincial Education Authorities can use these standards and indicators to monitor if schools are moving in the

direction of increased DRR relevance and hence making a progressively more robust contribution to building resilience capacity.

Moreover, the self-reflective monitoring tool can capture good practices that can inspire other schools to replicate

In addition to self-assessment, the school should set up a feedback mechanism to capture the views, concerns, and suggestions of the whole school community. This can be in the form of suggestion box, hotline number, post-it board where students can post their feedback, regular reflection with members of the school community, and many others. The feedback mechanism should be inclusive where all students, teachers, and the whole school community (including surrounding neighbourhoods) as well as people with disabilities can share their feedback.

The feedback should be discussed by the SDMC and then responded as a way to further improve the measures in building resilience and reflected in the improvement of SDMP, SOPs, and the School Annual Development Plan.

#### **Task 4. Mobilizing the School as a Hub in Community Disaster Management**

As the school develops as a resilience building learning community, it should also become an important and influential contributor to, a hub, in village disaster management learning and actions. This should also be done in close coordination and collaboration with the Community Disasters and Climate Change Committee (CDCCC). The school can be a hub that supports the entire community. These can be done by:

- Constantly draw upon ideas, wisdom and experience from its local communities for the development of the school’s SDMP and activities
- Encourage parents and other community members to be important players in planning, implementation, monitoring and improvement of school disaster risk reduction efforts
- Ensure that the school disaster management plan and the local village disaster management plan (or community plan) dovetail together so that both plans, and their implementation processes are well synchronized and mutually reinforcing.
- Ensure, too, that the SDMC and CDCCC (if they exist) have some common members, that they share information and decisions, and that they periodically hold joint meetings.
- Involve Early Childhood Care & Education (ECCE) and Post-School Education and Training (PSET) centres to be part of the joint efforts in building disaster resilience in the community

Your school should also pool creative ideas and practice and share them with other schools and teachers. You can use all means of dissemination and existing platforms to ensure the message can reach other schools and teachers.

Looking through an inclusivity lens	<ul style="list-style-type: none"> <li>• Involve children with disabilities (and/ or their parents or caregivers) and children from marginalized communities in school monitoring</li> <li>• Discuss best ways to support families of children with disabilities in their home environment</li> </ul>
Looking through a gender responsiveness lens	<ul style="list-style-type: none"> <li>• Identify existing school and community mechanisms to engage girls’ and women’s active participation</li> <li>• Promote the roles of girls and women as change agents in all aspects of school and community mobilization</li> </ul>

### **Child-centred Learning and Action**

#### **ECCE**

- At community meetings, have children perform songs on safety or present cameos or puppet shows on safe and unsafe behaviour
- Have children prepare artwork on DRR for display at community gatherings

#### **Primary/Secondary/ Tertiary/ PSET**

- Consider using **Vernacular Language** (primary) and **English** (junior and senior secondary) lessons to have students interview SDMC members regarding implementation and effectiveness of the initiative.
- Encourage students to share own disaster impacts stories as well as DRR and climate change actions locally but also with a national and international audience using the internet
- Ensure student involvement in school monitoring
- Create a student presentation before village disaster management committee

## PART 3 APPENDICES

### Appendix 1: Risk Assessment Tool

#### Activity 1 : Seasonal Calendar

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>To explore the change taking place in a school and its surrounding communities over the period of one year</li> <li>To record information on different types of weather-related hazards that affect the school and its communities</li> <li>To identify periods of particular stress and challenge</li> </ul>	<p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>Sheets of chart paper</li> <li>Markers/pencils</li> </ul>
<p><b>Procedures</b></p> <ol style="list-style-type: none"> <li>On a chart paper, groups draw the months of the year along the horizontal axis. (Start at what is consider to be the beginning of the year. A traditional calendar might be used)</li> <li>List types of hazards and seasonal activities (e.g. planting, harvesting, festivals) down the vertical axis</li> <li>Discuss and write down hazards and seasonal activities in the corresponding months</li> <li>Discuss and write down their observation of hazard trends and their implications for seasonal activities</li> </ol>	

#### Seasonal Calendar: Sample Template

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec	Trends
Hazards													
Tropical Cyclone													
Flood													
Drought													
Other hazards													
Seasonal Activities													
Clearing the land for planting													
Harvesting													
School term starts													
School term ends													

*[Expand as appropriate. Ensure that activities are focusing on disaster and climate resilience]*

<b>Activity 2: Historical Profile/Timeline</b>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>To obtain an insight into the most significant past hazard and disaster events and key changes in the environment which have affected the school community (in the past years)</li> <li>To identify trends and patterns of hazards and disaster occurrence in the locality</li> </ul>	<p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>Sheets of chart paper</li> <li>Markers/pencils</li> </ul>
<p><b>Procedures</b></p> <ol style="list-style-type: none"> <li>Create small groups (a broad mix of people of different ages and backgrounds)</li> <li>Draw a chart (see a sample template below) on the chart paper</li> <li>Discussing and drawing upon own memories, compile the chart.</li> </ol>	

**Historical Profile: Sample Template**

<b>Month/ Year</b>	<b>Hazard/ Disaster/ Environmental Change</b>	<b>Brief description of the hazard/ disaster/ environmental change</b>	<b>Severity category of the disaster (low, moderate, or severe)</b>	<b>Brief description of the damage in school/ community</b>	<b>Main causes of damage</b>	<b>Key School/ community actions taken to mitigate and response to the damages</b>

*[Expand as appropriate]*

### Activity 3: School Structural and Non-Structural Vulnerability Assessment

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>To conduct a basic school building structural vulnerability assessment by reviewing and examining the school buildings and infrastructures (including boarding facilities for teachers and students)</li> <li>To assess school building non-structural vulnerability</li> </ul>	<p><b>Materials Needed</b></p> <p>A. Handout: Survey Checklist</p> <p>B. Pens/pencils</p>
<p><b>Procedures</b></p> <p>1. In small groups, go around the school to check structural and/or non-structural vulnerabilities using the checklist.</p> <p>2. If necessary, talk to competent personnel to find out the information which you cannot find by just observing</p>	

#### Handout: Survey Checklist

		<p><b>Tick one</b>  <b>Good:</b> No visible sign of damage, problem or failure  <b>Fair:</b> Minor visible problems and minor repair required  <b>Poor:</b> Significant sign of problem and major repair required</p>			Potential impacts from chosen hazards	Hazards considered:	Actions to be taken
		<b>Good</b>	<b>Fair</b>	<b>Poor</b>			
Exterior building elements	Building foundation						
	Exterior walls						
	Roofs						
	Windows/doors						
Interior building elements	Ceiling						
	Internal wall/doors						
	Flooring						
Facilities for children with disabilities	WASH Facilities						
	Access to classroom						
	Early warning						
WASH							

facilities	Water facilities (water tanks, waterpipes)					
	Latrines					
Building standard requirement by MOET facilities						

*[Expand as appropriate]*

<b>Activity 4: Hazard and Risk Map</b>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>To identify safe and unsafe areas of the school and its surrounding communities in terms of hazards, risks and environmental trends</li> </ul>	<p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>Sheets of chart paper</li> <li>Colour markers/ pencils</li> </ul>

<p><b>Procedures</b></p> <ol style="list-style-type: none"> <li>In small groups, create a basic map by indicating four directions (N, S, E, W), the school location and key geographical and environmental features (e.g. coastlines, the sea, rivers, hills, mountains, fields, villages), key buildings (churches, public buildings) and key infrastructures (main roads, bridges)</li> <li>Through discussion, identify safe and dangerous locations and indicate them on the map. <ul style="list-style-type: none"> <li>Circle areas where natural hazards caused damages before and areas under potential future threat from any hazard</li> <li>Identify areas of environmental degradation and areas which are polluted</li> <li>Identify safe areas to which students can evacuate and safe evacuation routes</li> <li>Identify student commuting routes which might be affected by specific hazard events</li> </ul> </li> <li>Discuss similarities and differences between the maps drawn</li> </ol>
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***[ADD a Hazard/Risk Map sample image if available. Provide legends and information on the Map]***



**Activity 5: Community Transect Walk**

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• To review a community (i.e. its surroundings, land use, road and infrastructure) systematically</li> <li>• To identify hazards, vulnerabilities and capacity/resources of the community</li> </ul>	<p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>• Sheets of chart paper</li> <li>• Handout: Community Investigation Sheet</li> <li>• Pen/pencil</li> <li>• A camera (optional)</li> </ul>
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<p><b>Procedures</b></p> <ol style="list-style-type: none"> <li>1. Decide a walk (transect) route within a community and draw a route on the community map</li> <li>2. Create small groups and assign each group a different section of the community route</li> <li>3. Explain that while walking their task is to observe the community conditions according to the investigation sheet and to ask questions to random respondents</li> <li>4. After the walk, have the groups list: the most common issues noticed and capacities/resources the community has</li> <li>5. Create a large map (as a whole group) indicating key hazard, risk and capacity related information gathered during the walk</li> <li>6. Discuss the findings and implications for school disaster risk management efforts.</li> </ol>
--

**Handout: Community Investigation Sheet**

Observe and take notes of the conditions/characteristics of the following as appropriate

	Notes	Implication for safety
Roads/Bridges		
Type of ground		
Housing		
Beaches		

Rivers/river banks		
Land use		
Conditions that may increase vulnerability to hazards/disasters		

**Interview questions:**

1. Has this area been affected by any natural hazard or disaster before? If so, please explain what happened and when?	
2. What has so far been done in the area to protect the community against hazards?	
3. What are the hazards that are likely to affect the area in the future?	
4. Where would be the nearest safe place in the event of specific natural hazards?	

**Activity 6: Capacity Inventory**

<b>Objectives</b>	<b>Materials Needed</b>
<ul style="list-style-type: none"> <li>To identify existing human and material resources available within the school and community for school-based disaster risk management</li> <li>To identify indigenous/traditional techniques that had been helpful in reducing disaster risk</li> </ul>	<ol style="list-style-type: none"> <li>Handout: School Capacity Inventory</li> <li>Pens/pencils</li> </ol>
<p><b>Procedures</b></p> <p><b>Part A</b></p> <ol style="list-style-type: none"> <li>In group(s), using Handout: School Capacity Inventory, first brainstorm items and list all the school materials, equipment and facilities that can be called upon in time of emergency/disaster.</li> <li>Go around the school, check the number, quality, location and accessibility of each item identified. The quality and accessibility of each item listed should be rigorously examined and honestly reported.</li> </ol> <p><b>Part B</b></p> <ol style="list-style-type: none"> <li>In group(s) discuss school and community personnel or groups who have special knowledge and skills to contribute to disaster risk reduction and emergency response (e.g. those who are trained in first aid, post-disaster data collection and/or psychosocial support, village elders who understand traditional knowledge, early warning signs and coping practice)</li> <li>In group (s), discuss traditional/local knowledge and practice that has been helpful in reducing the disaster risk in your locality. And also discuss how this knowledge and techniques can be applied to school's efforts for disaster risk reduction. Arrange meetings with community elders to gain detailed information if necessary.</li> </ol>	

**Handout: School Capacity Inventory**

**School Materials and Equipment Inventory**

Item	Number	Quality/Condition (1=poor quality; 2=reasonable quality; 3= good quality)	Location	Accessibility in times of urgency (1=poor accessibility; 2= reasonable accessibility; 3= good accessibility)

*[Expand as appropriate]*

**Skilled Human Resources**

<b>Names</b>	<b>Knowledge &amp; Skills</b>

*[Expand as appropriate]*

**Signature and Endorsement**

Head of School _____	Signature:	Date:
Head of SDMC _____	Signature:	Date:
School Committee _____	Signature:	Date:
District Education Officer _____	Signature:	Date:



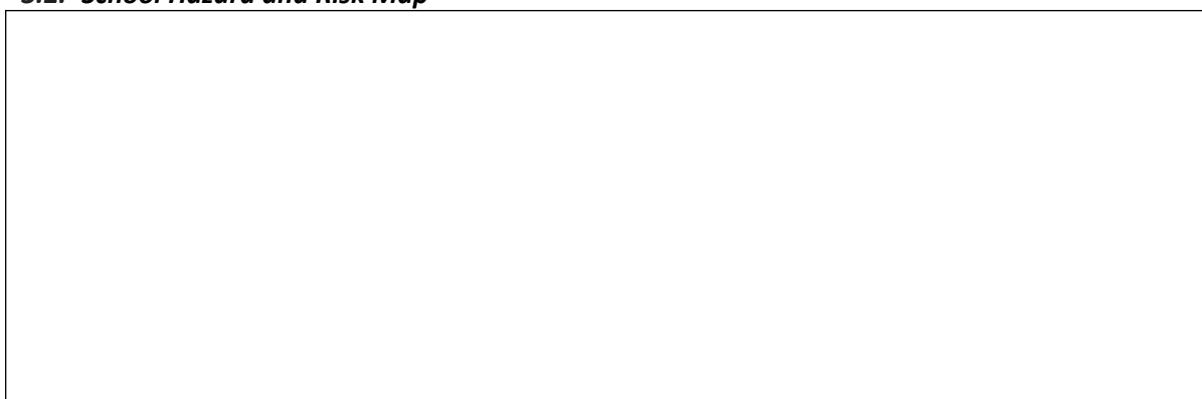
### 3. School Risk Assessment

#### 3.1. School Risk Assessment Summary

Hazard	Elements at Risk	Vulnerabilities [low, medium, high, very high]

[Expand as appropriate]

#### 3.2. School Hazard and Risk Map



### 4. Capacity inventory

#### 4.1. School materials and equipment inventory

Item	Number	Quality/Condition (1=poor quality; 2=reasonable quality; 3= good quality)	Location	Accessibility in times of emergency (1=poor accessibility; 2= reasonable accessibility; 3= good accessibility)

[Expand as appropriate]

**4.2. External Support that can provide Assistance to School in times of Emergency**

Agencies/ Institutions	Capacity	Contact Details	Other Info

[Expand as appropriate]

**5. Disaster Response Plan**

**5.1. Emergency contact list**

Position/organization	Name	Mobile phone number	Other Info

[Expand as appropriate]

**5.2. School Emergency Response Procedures**

<b>Hazard</b>	<b>Response procedures</b>
	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>

[Expand as appropriate]

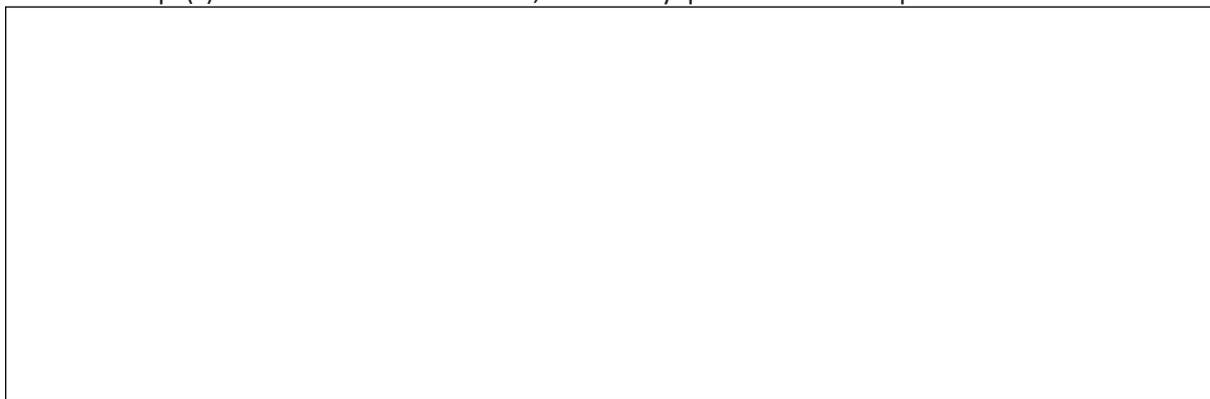
### 5.3. Student handover procedures

<b>Hazard</b>	<b>Handover procedures</b>
	1. 2. 3. 4
	1. 2. 3. 4.

[Expand as appropriate]

### 5.4. Emergency evacuation plan (EEP)

School map (s) with evacuation routes, assembly points and safe places



### 5.5. Emergency Communication

Early warnings signs
External spokespersons (handling with media, other external institutions)
Internal communication team (liaising with the parents, coordinating with the emergency team)

**6. Education Continuity Plan**

Limited use of school as temporary evacuation centres
Temporary learning spaces
Supporting facilities (WASH facilities, child friendly spaces, health and nutrition, etc.)
Alternative and flexible calendar

**7. Climate Change and Resilience Building Action Plan (to be integrated in the School Annual Development Plan)**

	<i>Objective</i>	<i>Action</i>	<i>By whom</i>	<i>Resource required</i>
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				

[Expand as appropriate]

**8. Signature and Endorsement**

Head of School \_\_\_\_\_ Signature: Date:

Head of SDMC \_\_\_\_\_ Signature: Date:

School Committee \_\_\_\_\_ Signature: Date:

District Education Officer \_\_\_\_\_ Signature: Date:

## Appendix 3: Sample of School Evacuation Drill Procedures

### Earthquakes

1. Set off a pre-arranged alarm (i.e., a continuous siren or continuous ringing of a bell in case of no electricity) indicating earthquake shaking
2. Instruct students to proceed to 'duck, cover and hold' under a table or desk,
3. protecting their heads with arms if not under a table or desk, and facing away from windows
4. Once the shaking stops, quickly head count students and get them lined up.
5. Have students walk directly to their designated exit in a calm and orderly manner and then to a designated assembly point
6. Be prepared to select alternative exists and routes if the designated escape route is blocked
7. At the assembly point, head count again to reassure no one remains in the building
8. Report to the Head Teacher whether everyone is accounted for or if there are missing students
9. When all clear is given, follow the same route back to the classroom safely

Adapted from UNISDR Asia and Pacific. *School Emergency and Disaster Preparedness Guidance Notes* and Ba Muslim School Earthquake Drill Procedure

## Appendix 4: Evacuation Drill Guide for Teachers of Students with Disabilities<sup>12</sup>

Children with disabilities are more vulnerable to disasters. During disasters they are likely to experience amplified physical, psychological and psychosocial challenges that can traumatize them significantly, if not cost their lives. It is imperative to include the care of children with disabilities in school's DRR efforts, such as appropriate evacuation routes and procedures. What follows are pre-cautionary tips for teachers of children with disabilities in conducting emergency evacuation drills according to the different types of disability. This also includes students with specific illness/ chronic condition, such as students epilepsy.

To know more about each disability and its characteristics, see *Disability-Inclusive Education Handbook for Teachers*

	Hearing Impairment	Vision Impairment	Intellectual Impairment	Physical Impairment	Social/Emotional/ Behavioural Needs	Specific Medical Conditions
<u>Before</u> Evacuation Drill	<ul style="list-style-type: none"> <li>Wave a <b>red flag</b> after the warning siren</li> <li>Put clear <b>visible</b> signs on evacuation routes</li> <li>Sign language interpreters to be clear and precise in informing students on the seriousness of the disaster</li> </ul>	<ul style="list-style-type: none"> <li>(With railings) Provide additional support as required</li> <li>(No railings) Have a buddy guide hold her/his hand</li> </ul>	<ul style="list-style-type: none"> <li>Give simple and precise instructions</li> <li>Check for understanding using pictorial aids as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Check straps of wheelchair</li> <li>Check accessibility of evacuation routes to follow</li> <li>Ensure that the student is comfortable in her/his wheel chair before evacuation</li> </ul>	<ul style="list-style-type: none"> <li>Inform the child beforehand that s/he will be evacuated.</li> <li>Ask for his/her permission to hold her/his hand</li> <li>Bring her/his favorite book or toy to comfort her/him</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that the student has everything s/he needs (e.g. asthma kit, dedicated medication, water, extra diapers and sanitary pads)</li> </ul>
<u>During</u> Evacuation	<ul style="list-style-type: none"> <li>Wave a <b>red flag</b> after the warning siren</li> <li>Follow clear visible signs along evacuation routes</li> <li>Have an evacuation kit that contains her/his communication means (e.g. pictorial flashcards that s/he may need for communication)</li> </ul>	<ul style="list-style-type: none"> <li>(With railings) Provide additional support as required.</li> <li>(No railing) Have a buddy guide hold her/his hand</li> </ul>	<ul style="list-style-type: none"> <li>Give simple and precise instructions</li> <li>Check for understanding by using pictorial aids as appropriate</li> <li>Have an evacuation kit that has her/his necessities (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Check straps of wheelchair</li> <li>Ensure that the child is comfortable in her/his wheelchair</li> <li>Have an evacuation kit that has her/his necessities</li> </ul>	<ul style="list-style-type: none"> <li>Inform the child beforehand that s/he is being evacuated</li> <li>Ask for her/his permission to hold her/his hand</li> <li>Bring her/his favorite book or toy to comfort her/him.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that the child has everything s/he needs. (e.g. asthma kit, dedicated medication, water, extra diapers/sanitary pads)</li> <li>Have an evacuation kit that has her/his</li> </ul>

<sup>12</sup> For specific reference, please refer to the training guide  
*School Based Disaster Risk Reduction Handbook for Vanuatu*

			extra clothes, something to eat/ drink/touch)	(e.g. extra clothes, something to eat/ drink/touch)	• Have an evacuation kit that has her/his necessities (e.g. extra clothes, something to eat/drink/touch)	necessities (e.g. extra clothes, something to eat/drink/touch)
After Evacuation	<ul style="list-style-type: none"> <li>• Immediately replace anything lost or damaged especially hearing aide.</li> <li>• Provide opportunities for lots of psycho-social activities, fun games with friends</li> </ul>	<ul style="list-style-type: none"> <li>• Immediately replace what has been lost or damaged especially glasses or cane.</li> <li>• Provide lots of singing and soothing music</li> </ul>	<ul style="list-style-type: none"> <li>• Provide soothing activities to overcome mood changes and mood swings (movies and music will help)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure physical accessibility.</li> <li>• Mend broken ramps or clear the walk way</li> <li>• Provide stimulating activities</li> </ul>	<ul style="list-style-type: none"> <li>• Provide soothing activities to overcome mood changes and violent behavior (movies and music will help)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide soothing activities</li> <li>• Ensure adequate supply of fresh medication/pills</li> </ul>
General Points	<ul style="list-style-type: none"> <li>• Face the student when speaking/signing</li> <li>• Make sure your face is not in the shadow</li> </ul>	<ul style="list-style-type: none"> <li>• Maximize visibility</li> <li>• Make sure the student hears</li> <li>• Beware of glare</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that you have gained attention first before speaking.</li> <li>• Speak simply and naturally</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage peer support and focus on the positives and strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Be calm</li> <li>• Reduce distractions.</li> <li>• Express clear expectations</li> <li>• Do not do anything that will raise doubts about you or your competence</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure there is a sufficient supply of medication, change of clothes and water</li> </ul>

## Appendix 5: Progress Indicators: School Level Monitoring<sup>13</sup>

The school principal can use these indicators to assess the level of preparedness of their school. A school is considered vulnerable (red) school if there is at least one step that falls within the vulnerable (red) category. A school is considered prepared (yellow) if there are no steps that fall into vulnerable (red) category. A school is considered resilient (green) if all steps fall into resilient (green) category.

Steps	Vulnerable (Red)	Prepared (Yellow)	Resilient (Green)
<p><b>1. Awareness Raising</b></p> <p>The school delivers regular DRR awareness raising opportunities for the whole school community</p>	<input type="checkbox"/> No disaster/safety- related awareness raising activities in the last 12 months	<input type="checkbox"/> The school runs awareness raising activities at least once in the last 12 months  <input type="checkbox"/> The school runs awareness raising activities focusing only on disaster response procedures	<input type="checkbox"/> The school runs regular awareness raising activities more than once in the last 12 months  <input type="checkbox"/> The school runs regular awareness raising activities focusing on not only disaster response procedures but also disaster prevention, mitigation, preparedness, and climate change resilience
<p><b>2. School Disaster Management Committee</b></p> <p>A gender balanced and child-centred school committee for disaster risk management has been established using the most appropriate school structure</p>	<input type="checkbox"/> No committee has been established to manage disaster risks	<input type="checkbox"/> The SDMC is created but activities are still limited to disaster preparedness and response  <input type="checkbox"/> The SDMC does not have student representatives  <input type="checkbox"/> The SDMC does not have balanced representation of gender	<input type="checkbox"/> The school has an active and functioning SDMC that have conducted activities for disaster prevention, mitigation, preparedness and response and climate change resilience  <input type="checkbox"/> Student representatives actively participate in the SDMC  <input type="checkbox"/> The SDMC have balanced

<sup>13</sup> The ratings can also use stars, for example vulnerable school (1 star), prepared school (2 stars), and resilient school (3 stars)

		<input type="checkbox"/> At least one SDMC meeting in the last 12 months	representation of gender <input type="checkbox"/> At least two SDMC meetings in the last 12 months
<b>3. School Disaster Risk Assessment</b>  A school risk assessment is regularly conducted in a participatory manner	<input type="checkbox"/> No school disaster risk assessment ever conducted	<input type="checkbox"/> The school has conducted disaster risk assessment  <input type="checkbox"/> The disaster risk assessment has never been updated  <input type="checkbox"/> There was no participation of students and community/ stakeholders when developing the disaster risk assessment	<input type="checkbox"/> The school has conducted disaster risk assessment  <input type="checkbox"/> Students and community actively participated when developing the disaster risk assessment  <input type="checkbox"/> The risk assessment captures the perspectives of girls, boys, women, and men as well as children with disabilities  <input type="checkbox"/> The disaster risk assessment has been updated at least once in the last three years OR after a major disaster
<b>4. School Disaster Management Plan</b>  The school disaster management plan includes disaster mitigation and preparedness as well as climate change resilience components and reflected in the School Annual Development Plan	<input type="checkbox"/> The school has no disaster management plan and no SOP	<input type="checkbox"/> The school has a disaster management plan that only covers preparedness and response components  <input type="checkbox"/> The school has SOP for each hazard that are identified in the risk assessments  <input type="checkbox"/> The school disaster management plan is not reflected in the School	<input type="checkbox"/> The school has a school disaster management plan covering disaster prevention/mitigation, disaster preparedness and response components as well as climate change resilience  <input type="checkbox"/> The school has SOP for each hazard that are identified in the risk assessments

		<p>Annual Development Plan</p> <p><input type="checkbox"/> The SDMP and SOP are not yet gender-sensitive, not yet inclusive, and do not promote active participation of children</p>	<p><input type="checkbox"/> The school disaster management plan is reflected in the School Annual Development Plan</p> <p><input type="checkbox"/> The SDMP and SOP are gender-sensitive, inclusive, and promote active participation of children</p>
<p><b>5. Practicing Safety Measures and Procedures</b></p> <p>The school conducts: a) conducts regular technical practice for teachers and students; b) activities related to prevention, mitigation, and building climate resilience have been implemented in the school; and c) regular emergency drills conducted at least two times per year</p>	<p><input type="checkbox"/> No practical/ technical training has been done for the school community</p> <p><input type="checkbox"/> No SBDRR training has been done for the school principal</p> <p><input type="checkbox"/> Measures related to prevention, mitigation, and building climate resilience have not been implemented</p> <p><input type="checkbox"/> The school has not conducted two drills in the last one year</p>	<p><input type="checkbox"/> Teachers and students benefit from the practical/ technical trainings provided by the school or stake holders</p> <p><input type="checkbox"/> Measures related to prevention, mitigation, and building climate resilience have not been implemented</p> <p><input type="checkbox"/> School principal has been trained on SBDRR</p> <p><input type="checkbox"/> The school conducted one drill in the last 12 months with post-drill debriefing and reporting</p> <p><input type="checkbox"/> No activities have been undertaken to address the specific needs and vulnerabilities of girls, boys, women, and men in relation to disaster risk</p>	<p><input type="checkbox"/> Teachers and students benefit from the practical/ technical trainings provided by the school and/ or stakeholders</p> <p><input type="checkbox"/> Measures related to prevention, mitigation, and building climate resilience have been implemented</p> <p><input type="checkbox"/> At least two drills have been conducted in the last 12 months with post-drill debriefing/ reporting</p> <p><input type="checkbox"/> Student-led activities that are age appropriate are encouraged to address the specific needs and vulnerabilities of girls, boys, women, and men in relation to disaster risk</p>

<p><b>6. Making the School a Hub for DRR Learning and Action</b></p> <p>The school serves as the community hub of DRR and resilience building</p>	<p><input type="checkbox"/> The SDMP and SOP is not accessible to the whole school community</p> <p><input type="checkbox"/> No collaboration between school and community on DRR</p>	<p><input type="checkbox"/> The SDMP and SOP is accessible to the whole school community</p> <p><input type="checkbox"/> Limited collaboration between school and community on DRR</p> <p><input type="checkbox"/> Feedback mechanism exist but not yet inclusive or responsive</p>	<p><input type="checkbox"/> The SDMP and SOP is accessible to the whole school community</p> <p><input type="checkbox"/> Active collaboration between school and community on DRR</p> <p><input type="checkbox"/> Feedback mechanism in place that are inclusive and responsive</p>
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Remarks:

- Schools with red category require urgent attention and intervention
- Schools with yellow category require improvement and further strengthening
- Schools with green category are considered have fully implemented the SBDRR and can become model schools/ champions for others

Standards and progress indicators serve a range of purposes, for instance, as:

- A monitoring and reflection tool for school-level stakeholders to examine the quality and level of their current practice and to plan for continuous improvement
- A discussion tool in awareness raising and training contexts

#### Examples of data sources for evidence and verification

- Interviews and surveys with members of school disaster risk management committee, head teachers, teachers, students and community members
- School disaster management plan
- Emergency drill records
- School disaster risk management committee's self-evaluation
- Records and photos of student-led projects/initiatives
- Minutes and notes of meetings

- School records and photos of awareness raising and dissemination activities
- Feedback records

## Appendix 6: School Emergency Drill: Record Form

Date : \_\_\_\_\_ Time of the day: From \_\_\_\_\_ to \_\_\_\_\_

Number of students (Year) participated: \_\_\_\_\_

Type of disaster/ hazard: \_\_\_\_\_

Number of staff involved: \_\_\_\_\_

Objectives of emergency drill

Brief description of the drill (including participation of people with disabilities)

Things worked well (and needs to be maintained)

Areas of improvement

Recommendations

Reported by: \_\_\_\_\_ Date of reporting: \_\_\_\_\_

Approved by: \_\_\_\_\_ Date of approval: \_\_\_\_\_

## **Appendix 7: Guidance on the Terms of Reference for the SDMC**

### **Introduction**

Establishing a school disaster management committee (SDMC) is very important to drive forward and coordinate school-based disaster management initiatives. By having SDMC, it will help in understanding and agreeing on who is doing what, where, and when in relation to before, during, and after emergencies.

The below structure, duration, and roles and responsibilities are provided as a reference. The terminologies on the roles and responsibilities can be replaced with the terms that the teachers are already familiar with. The school should make adjustments that are appropriate according to their context and capacities.

### **Structure**

The SDMC consists of a team leader and class wardens, and supported by first responders, equipment coordinator, evacuation coordinator, safety and security focal point, and liaisons for external and internal communications. The structure should also be equipped with disaster resilient promotion team/ campaigner to promote safe and resilient behaviour and activities in school.

### **Duration**

The SDMC shall be formed every three years and reviewed every year, when the new school term starts

### **Roles and Responsibilities**

#### **I. Team Leader**

The one in charge, providing instructions, overseeing the whole operation  
May not have to be the school principal, but reports to the school principal  
Ability to provide leadership, stay calm, and knows what to do

The team leader has responsibilities as follows:

1. Active from the start of the emergency response to the end
2. Assess the type and scope of existing hazards
3. Determine the threats that could endanger the school community and provide an assessment of the need for external assistance
4. Prepare and manage the SDMC and its team members
5. Prepare and coordinate emergency actions as required
6. Provide instructions for emergency response actions (including evacuation orders) if necessary

#### **II. Class Warden**

Responsible in overseeing the safety of the class  
Ensuring the students are safe, calm, and comfortable  
Report to the team leader, including if there is an issue

The class warden is in charge of monitoring the condition of students in each class, providing directions/instructions, coordinating with other parties to ensure students are in a safe, comfortable, and orderly condition. The class warden has responsibilities as follow:

1. Keep all doorways, hallways, and stairways safe and free from distractions
2. Calling the names of students one by one (to check attendance) and rechecking from time to time, then reporting the status to the Team Leader. Report the condition of each student who is injured or missing immediately
3. Implement a friend system (buddy system) with teachers/ educational staff around
4. Ensure all students have left the classroom to the evacuation area/ assembly point
5. Supervise and reassure students during emergency situations.
6. Provide psychological first aid and build a friendship system to provide psychosocial support for students and education staff in need
7. Do recreational and educational activities to maintain order and keep calm
8. Calming the students
9. Take notes on students who are sent to receive medical assistance and who require follow-up and referrals.

### **III. First Responder**

Responsible in providing first response, such as first aid and extinguishing fire

The first responder is on duty to immediately prepare at the scene with safety equipment. Responsibilities include:

1. Immediately extinguish a small fire using the available fire extinguishing equipment
2. Always put the safety of rescue workers as the top priority.
3. Consider the best course of action for each situation
4. Prepare the first aid location in a safe place.
5. Provide first aid on site, as long as you are not in danger yourself
6. Send the injured person to the site of first aid treatment, only if conditions will become dangerous if they remain on site
7. Triage to save life: prioritize rapid examination by opening airways, stopping bleeding and treating/treating shock. Taking time for all victims found, no more than one minute each
8. Record the type of injury and assistance provided
9. Report all progress to Team Leader
10. Coordination with External Liaison if you need outside assistance (eg, ambulance, health professionals)

### **IV. Equipment Coordinator**

Ensuring all equipment and tools are available, operational, and accessible

Ensuring information board and evacuation signs available

The equipment coordinator is tasked with ensuring that the equipment needed during an emergency is available, in good condition and can function optimally, and can be accessed by those who need it. Responsibilities include:

1. Prepare first aid kits and fire fighting equipment
2. Install the necessary evacuation and safety signs
3. Install the School's Safety Information Board in a location that is easy for all school residents to read

4. Checking the assigned area for each building and each floor, as well as checking for missing students
5. Inspect and turn off utilities (electricity, water) as needed and assess damage. Assessing damage to school buildings and facilities
6. Check every room in the designated building to see if anyone is still injured or in need of rescue assistance. Starting from the first floor and up to the top floor.
7. Mobilization of people to acquire equipment and mobilization of people to support operations
8. Ensure that safety equipment (e.g., fire extinguisher, First Aid) is in its proper place and checked regularly (once a month)
9. Determine gathering points (primary and secondary) and evacuation routes
10. Make maps and evacuation routes in schools
11. Put a sign on the door to mark the room ("X") is already empty and clear during evacuation

## **V. Evacuation Coordinator**

- Ensure evacuation once being instructed by Team Leader
- Ensure evacuation route and assembly point are safe and secure
- Ensure everyone are evacuated

The evacuation coordinator has the responsibilities as follow:

1. Start coordinating the evacuation process when ordered by the Team Leader
2. Ensure that evacuation routes are available safely and undisturbed
3. Directing evacuation participants to the gathering place (assembly point)
4. Ensure that everyone is out of the building. Escort people out of buildings in the normal way i.e. via stairs, passable rooms and doors.
5. Send stray people to the assembly point
6. Ensure that the assembly point is available and accessible
7. Maintain order and safety of evacuation participants

## **VI. Safety and security focal point**

- Ensure safety and security during emergency period
- Ensure first responder able to be mobilised
- Check everyone has evacuated

The safety and security focal point is responsible to:

1. Ensure school safety. Maintain security at school entrances and exits
2. Restrict traffic in and out and direct parents to the pick-up point. Monitoring the gate and give permission to open the gate for the entry of emergency vehicles, and direct the first reinforcements to get to where they are needed

## **VII. External liaison**

- Establish relationship with external parties
- Village leaders, ambulance, health clinics, hospitals, search and rescue, police, and so on

The external liaison is tasked with establishing relationships, partnerships, coordination and cooperation with parties outside the school in supporting emergency handling efforts. Responsibilities include:

1. Know the contact points for external parties needed during an emergency situation

2. Support operations by facilitating communication and sharing with external parties (e.g., island councils, church leaders, medical personnel, red cross, fire brigade, etc.)
3. Delivering official communication from the school to the community as needed
4. Coordinate with other divisions to identify needs from outside parties

### **VIII. Internal (parent) liaison**

- Ensure clear communication with the parents/ caregivers
- Design and coordinate family reunification plan
- Ensure children safely back to their parents/ caregivers

The internal (parent) liaison is assigned to build communication with parents/guardians in support of emergency handling efforts. Responsibilities include:

1. Focal point for communication with parents
2. Ensure that information between the school and parents runs smoothly
3. Directing parents/guardians, including when there is a pick-up process
4. To record children who have been picked up by their parents/guardians
5. Identify the request. If the parent or guardian is known to education personnel, this can be used instead of official identification
6. Manage information boards for parents to find out the condition of students
7. Prepare pick-up station(s), pick-up forms, and data collection

### **IX. Disaster resilient promotion team/ campaigner**

- Design and coordinate campaigns, awareness raising, and promotion for the whole school community
- Ensure students are actively involved in the campaigns, awareness raising, and promotion

The disaster resilient promotion team/ campaigner is assigned to conduct campaigns, awareness raising, and promotion events. Responsibilities include:

1. Promote student-led activities
2. Coordinate with the community when conducting activities
3. Engage with and invite external stakeholders to act as resource persons/ facilitators/ experts to take part in the activities

## Appendix 8. Hazard-specific Key Preparedness Messages

School teachers/ educators are required to check and select which message that are appropriate and relevant to the context. The messages can also be expanded based on local wisdom or practices.

### For all hazards

#### Things to do to prevent or anticipate hazards

- Prepare your preparedness kit
- Develop your preparedness plan
- Include pets in evacuation plans
- Practice your preparedness plan regularly
- Take part in your local disaster preparedness team
- Learn first aid
- Subscribe to social media channels for access to disaster education and information

#### Things to do when there is an impending disaster/ hazards

- Monitor news updates
- Coordinate with the local disaster task force
- Make sure your vehicle is in good condition
- Make sure you have enough fuel
- Get your preparedness kits when evacuating
- Bring your pets when leaving

#### Things to do during and after disaster

- Help others
- Help with first aid
- Follow instructions of local authorities
- Check the news or updates from radio or mobile devices
- Let your family and relatives know if you are safe

### Public Health Emergencies

#### Things to do to prevent transmission of diseases

- Follow updates and advises from local health offices
- Immunize against infectious diseases
- Prepare food safely. Eat healthy and nutritious food
- Use mask when going outside
- If your hands dirty, avoid touching your eyes, nose, and mouth
- Wash your hands with soap and dry your hands regularly and well
- Stay at home if you are sick. Cover coughs and sneezes
- Clean surface regularly. Maintain your school clean
- Avoid sharing eating utensils, washing utensils, and clothes with sick people
- Maintain safe distancing with others (at least 2 meters)
- Take care at-risk/ vulnerable people in your school and neighbourhood

#### Things to do if someone near you is sick

- Check their needs and their families
- Isolate people who are ill. Avoid direct contact with sick people (if possible)
- Maintain your school is clean

- If you are feeling not well, consult your local doctors
- Write down telephone numbers of the emergency team, local leaders, and local health team

#### **Things to do when you are sick**

- Record symptoms that you are having
- Consume medicines regularly
- Follow your doctor orders
- Make sure you have enough rest
- Eat healthy food
- Keep calm and relax your mind
- Think positively and encourage yourself to get well
- Drink sufficient water
- Eat healthy fruits and vitamins
- Maintain routine exercise when you can
- Maintain communication with parents and relatives
- Ensure safe distancing
- Routinely wash your hand with soap
- Use mask to prevent transmission

## **Volcano eruption and ashfall**

#### **Things to do to prevent volcano eruption impact**

- Do routine safety checks on your school and house
- Prepare protective masks and glasses
- Ensure sufficient clean water in the water storage tanks
- Do regular school drills
- Prepare your preparedness kit
- Subscribe to important social media channels, radio, and network to access early warning info

#### **Things to do when there is going to be a volcano eruption**

- Take early action, evacuate early
- Grab your preparedness kit when leaving
- Move away from the dangerous area. Leave to a safe place away from the eruption fallout
- Bring your pets when leaving
- Take caution on volcanic earthquake. Duck, cover, and hold during an earthquake
- Check the news or updates using radio or mobile devices
- Check your school preparedness plan
- Make sure you have transportation, in good condition, and have enough fuel
- Follow instructions of local authorities

#### **Things to do during and after volcano eruption**

- If it is safe, stay indoors. Close windows, doors, and vents to stop ash entering
- Protect your electronic and pets from ash
- Use a protective mask and glasses when going out
- Use proper protective equipment to avoid volcanic ash, pyroclastic flow, and flash flood
- Spray ash with water before cleaning ash in the yard
- Throw out food, water, and medicines that are contaminated with volcanic ash
- Avoid driving during volcanic ash rain

- Use rubber glove when cleaning ash
- Stay in a safe place until it is declared safe to come back

## **Droughts**

### **Things to do to anticipate droughts**

- Stay updated
- Conserve water
- Keep water clean or purify it
- Plant garden and trees
- Set up seed banks
- Create seepage well
- Protect catchment areas
- Recycle irrigation water
- Harvest rainwater
- Construct seepage well
- Repair leaks

### **Things to do when there is an impending drought situation**

- Conserve water and store it safely in large containers (e.g. covered tanks and drums for storage over longer periods of time so that they do not become a breeding ground for mosquitos)
- Ration water and food
- Store food and water for use
- Reduce run-off and improve water infiltration
- Avoid slash-and-burn farming
- Use drip irrigation, avoid sprinkler system
- Repair leaks
- Make a special arrangement for students on handwashing and other use of water
- Create natural ventilation at school to keep cool
- Ensure students follow good hygiene practices

### **Things to do during and after droughts**

- Take stock of school water supply
- Assess school water storage and reserves
- Ask parents to make sure that children bring enough of their own drinking water to school
- Repair leaks on water pipes
- Boil water
- Preserve and store dry food
- Store products to produce fresh food at home
- Plan for basic food ration
- Promote good sanitation and hygiene practices
- Cover wells to reduce evaporation
- Use alternatives to water (e.g., sand for washing)
- Take shorter showers
- Avoid starting a fire as it may easily spread

- Clean vegetables in a basin compare to running water
- Wash during full loads only when using washing machines

## Earthquakes

### Things to do to prevent earthquake impact

- Identify safest places in your house/ school
- Do routine safety checks on your house/ school
- Make sure your house/ school is safe from earthquakes
- Avoid building on unstable slopes
- Avoid building on sites subject to liquefaction, inundation from tsunami, or dam failure
- Know the location of doors, emergency stairs, and safe areas
- Secure things that could easily fall and cause harm
- Secure furniture that could easily fall
- Secure fire extinguishers
- Move beds away from windows

### Things to do during earthquake

- Stay calm and don't panic
- Duck, cover, and hold position
- Take cover under a sturdy table
- If you are in bed, protect your head using a pillow
- If you are in a wheelchair, lock the wheels and cover your head
- Turn the stove off immediately
- If you are in a lift, make sure you duck, cover, and hold
- If you are at the beach, move to high ground
- If you are on a mountain, watch out for landslides
- Avoid tall trees
- Avoid bridges
- Avoid high rise buildings, electric poles, and billboards
- If you are in a car, slow down until you can safely pull over and stop. Stay inside the car

### Things to do after an earthquake

- Stay calm and don't panic
- Grab your preparedness kit when leaving
- Cover your head when going outside
- If you are in an elevator, press the emergency button
- Use the emergency stairs
- Gather at the assembly point
- Help others
- Help with first aid
- Watch out for fire. Put them out immediately if possible
- Check the news or updates from radio or mobile devices
- When trapped, use a whistle or bang on the pipes
- Do safety check and be cautious when entering buildings
- Use proper protective equipment
- Immediately check and repair electrical and gas appliances

## Floods

### Things to do to before the rainy season arrives

- Throw garbage in the waste bin
- Check for mosquito nests
- Make seepage well
- Prepare sufficient clean water
- Make sure the roof is in good condition
- Create levees surrounding your home
- Clean the gutter regularly
- Prepare flood barriers (e.g., sand bags)
- Stock up on disinfecting solution
- Stock up on rain coats/ umbrellas
- Secure electronic appliances
- Monitor the weather conditions and listen to radio weather reports
- Keep important documents in a waterproof bag
- Know what different flood alert levels means and what to do
  - Blue Alert: Flood may happen within 24-48 hours
  - Yellow Alert: Flood is likely in 12 + hours
  - Red Alert: Flood will happen in 3-12 hours

### Things to do when there is going to be a flood

- Unplug electrical devices
- When there is lightning, switch off the electricity
- Secure electronic appliances and valuable items to higher ground
- Make sure the seepage well is working
- Shut off gas appliances
- Ensure sufficient clean water in the water storage tanks
- Check for leakages on water pipes
- Monitor news updates
- Get your preparedness kits
- Make sure your vehicle is in good condition
- Make sure you have enough fuel
- Save water
- Coordinate with the local disaster task force
- Watch the water level. Don't wait to be stuck to evacuate to a safe place

### Things to do during and after floods

- Stay calm and don't panic
- Leave early if possible. Evacuate to higher ground or relocate to a safe place on the upper floors of the building
- If water levels are rising, go to a higher place
- Unplug electricity and shut off gas
- Stay away from gutters

- Avoid tunnels and underpass
- Don't play or swim in flood raising waters, rivers and drains and don't drink rain water
- Don't enter flood waters.
- Watch out for wild animals (snakes, lizards, and scorpions)
- Clean up with disinfectant solution
- Get rid of mosquito nests
- Treat flooded wells using chlorine
- Wash your hands with soap before eating and drinking
- Eat healthy foods and vitamins
- Drink bottled water or boil water before drinking
- Check gas and electricity before using it again

## Tropical cyclones

### Things to do to prevent cyclone impact

- Check the weather forecast
- Secure electronic appliances
- Know the location of safe areas and cyclone shelters
- Learn tropical cyclone risks
- Know what different cyclone alert levels mean and what to do
  - Blue Alert: Cyclone may happen within 24-48 hours
  - Yellow Alert: Cyclone is likely in 12 + hours
  - Red Alert: Cyclone will happen in 3-12 hours
- Do routine safety checks on your house/ school
- Prepare flood barriers (e.g., sand bags)
- Prepare sufficient clean water
- Secure windows, anticipate for strong wind
- Make sure the roof is in good condition (in anticipation of strong wind)
- Keep important documents in a waterproof bag
- Plant trees as windbreakers

#### *Before the school holiday*

Before school breaks for the holidays, all structures must be secured and loose materials that could be blown away fastened and properly stored. Important learning materials (e.g. textbooks, science equipment, computers, library books) must be stored at heights/places that are safe against any possible flooding/cyclone strike.

- Store all teacher guides and student textbooks in the office upstairs
- Pile up the furniture neatly in a corner away from the windows
- Shift all ground floor furniture upstairs and pile safely
- Pack and store all official documents in the office upstairs

### Things to do when there is going to be a tropical cyclone

- Stay informed of cyclone warning information (Listen to warnings on radio stations)
- Stay calm and do not panic. There is time to prepare
- Evacuate when advised, leave early if possible

- Check loose materials that needs to be secured during cyclones. Secure all structures and fasten and properly store materials likely to be blown away
- Store important teaching and learning materials (textbooks, science equipment, computers, library books) at heights/places that are safe against any possible flooding/ cyclone strike
- Make sure roofs are securely fastened
- Clear rain gutters
- Remove branches and small trees that may fall close to the school building
- Remove or prune old trees and damage branches
- Unplug electrical devices
- When there is lightning, switch off the electricity
- Secure electronic appliances and valuable items to higher ground
- Save water
- Shut off gas appliances
- Prepare a clean water supply
- Check for leakages
- Close school immediately if instructed by the Ministry of Education and Training
- Contact parents for those who need to be picked up
- Give safety instructions to those who walk back home
- Ensure all children leave the school compound before the teachers leave
- Ensure doors and windows are properly secured before leaving the school
- Advice children to listen to the radio and gather all essential items needed

#### **Things to do during and after tropical cyclone**

- Stay calm and don't panic
- Do not go out. Shelter in a safe place
- Beware of the eye of the storm. Remain in shelter during and after the eye passes
- Don't go out to sea at any time a cyclone is in your area as sea conditions will be very rough.
- If water levels are rising, go to a higher place
- Unplug electricity and shut off gas
- Stay away from gutters
- Avoid tunnels and underpass
- Don't play in flood water and don't drink rain water
- Watch out for wild animals (snakes, lizards, and scorpions)
- Do safety check and be cautious when entering buildings
- Use proper protective equipment
- Immediately check and repair electrical and gas appliances
- Clean up with disinfectant solution
- Get rid of mosquito nests
- Treat flooded wells using chlorine
- Wash your hands with soap before eating and drinking
- Eat healthy foods and vitamins
- Throw away spoiled and contaminated food or water
- Drink bottled water or boil water before drinking
- Check gas and electricity before using it again

## **Tsunamis, storm surge, and king tides**

### **Things to do to prevent tsunamis, storm surge, and king tides impact**

- Identify the safest evacuation routes and places
- Learn local preparedness measures when going to the beach
- Do evacuation drills in different conditions (e.g., night time)
- Know local early warning signs and devices
- Build seawall with communities and government
- Plant mangroves along the coast

### **Things to do when there is going to be a tsunami, storm surge, and king tides**

- Duck, cover, and hold position during earthquake
- Report to local authorities if you see tsunami signs
- Check the news or updates from radio or mobile devices
- Follow instructions of local authorities
- Leave to safe and high ground
- If you are on a boat in the ocean, move away from the coast
- Watch out for high rise buildings, trees, and electric poles
- Stay in a safe place until it is declared safe to come back
- Never go to the shore to watch a tsunami

### **Things to do during and after a tsunami, storm surge, or king tide**

- Stay in a safe place until it is declared safe to return
- If swept away, use floating items as rafts
- Avoid drinking sea water
- Use proper protective equipment
- Avoid buildings that are cracked and unsafe
- Do routine safety checks on your house
- Immediately check and repair electrical and gas appliances

## **Structural Fire**

### **Things to do to prevent tsunamis, storm surge, and king tides impact**

- Identify the safest evacuation routes and places
- Learn local preparedness measures when going to the beach
- Do evacuation drills in different conditions (e.g., night time)
- Know local early warning signs and devices
- Build seawall with communities and government
- Plant mangroves along the coast

### **Things to do when there is a fire**

- Set off an alarm (i.e. a continuous siren or an announcement) indicating a fire is discovered
- Call the fire station (999)
- If safe to do so, extinguish the fire
- Teachers should collect their registers and take their students to the pre-identified assembly point(s)
- Have students walk calmly and quickly

- Be prepared to select alternative exits and routes if the designated escape route is blocked
- At the assembly point, head count to assure no one remain in the building
- Report to the Head Teacher whether everyone is accounted for or if there are missing students
- Ensure all students remain at the evacuation point until clearance to leave is given
- When all clear, follow the same route back to the classroom safely.

**Things to do during and after a tsunami, storm surge, or king tide**

- Stay in a safe place until it is declared safe to return
- If swept away, use floating items as rafts
- Avoid drinking sea water
- Use proper protective equipment
- Avoid buildings that are cracked and unsafe
- Do routine safety checks on your house
- Immediately check and repair electrical and gas appliances

## Appendix 9. Need Assessment Tool

### General Information

Date of assessment \_\_\_\_/\_\_\_\_/\_\_\_\_

Name(s) of assessor(s): (i) \_\_\_\_\_ Organization \_\_\_\_\_

(ii) \_\_\_\_\_

Contact details: (i) Phone \_\_\_\_\_ email: \_\_\_\_\_

(ii) Phone \_\_\_\_\_ email: \_\_\_\_\_

### Location of assessment

Province: \_\_\_\_\_ Ward/ Area council: \_\_\_\_\_

Name of School: \_\_\_\_\_

Education Authority \_\_\_\_\_

School \_\_\_\_\_ Registration  
Number \_\_\_\_\_

Sector(Secondary, ) \_\_\_\_\_

Name of contact person. \_\_\_\_\_ Phone \_\_\_\_\_

Position of Contact person \_\_\_\_\_

Email: \_\_\_\_\_

### 1. School Enrollment (Can be filled before or after the assessment)

#### Teaching staff/Support staff

Teaching staff	ECCE	Primary	Secondary/Vocational	Tertiary/ PSET
Male				
Females				
Support Staff				
Total				

### 2. Number of children/students affected and needs

Number of children/students		Needs identified	Description
Boys	Girls		

<b>Number of children with disabilities</b>			
Boys _____		Girls _____	
<b>Type of specific needs:</b>			

**3. Status of teachers**

**(i) Number of teachers and members of their immediate family members affected**

Number of teachers (and immediate family members affected )		Needs identified	Description
Male	Females		

**(ii) Number of teachers not affected and can perform official teaching duties and other duties needed during this emergency**

**4. Teaching and learning resources (Curriculum)**

**a. List of teaching and learning resources/materials lost/destroyed**

ECCE/ Primary/ Secondary / Tertiary/ PSET

List of curriculum Materials destroyed/missing	Quantity	Remarks

b. List of official school documents eg reports/grants reports that are lost/destroyed

--

**5. School infrastructures affected**

(i) Classrooms

Classrooms description/name	Totally destroyed	Partially destroyed	Description ( eg if partially destroyed can this be repaired within a short time and by the community members themselves)

Comments

--

**(ii) Other classrooms and other facilities**

	<b>Destroyed</b>	<b>Partially destroyed</b>	<b>Description, eg if partially destroyed, can this be repaired in a short time</b>
Science Lab			
Library			
Home economics			
Design and Technology			
Agriculture			
Dormitories			
Staff room			
Storage room			
Dining hall			
Generator house			
School Kitchen			
Staff Houses			

Other facilities/assets ,eg trucks, OBMS, Sports equipment / facilities etc

**(iii) Staff houses.**

Total Number Fully Destroyed \_\_\_\_\_

Total number partially destroyed/damaged (comment on repairs needed) \_\_\_\_\_

Comments (e.g whether these are still occupied, can be occupied after a quick repair or not). Also comment whether there is need for TLS

## 6. Identify whether facilities in the school are used as an evacuation centre

(Yes/No)

If no,,go straight to question 7

If yes, provide estimated population of school aged children and teachers in this evacuation centre .

Secondary\_\_\_\_\_

Estimated timeframe evacuees are likely to remain in this center.

Does the school has sufficient

- Safe Drinking water ? Yes/No
- Toilets ? Yes/No

Does the school/community has a good space/environment for setting up of a temporary learning facility?

(Yes/No)

Indicate whether children in this school/community need psychosocial support?

## 7. Are there any alternative community buildings close to the school that could be used for temporary classes? Eg, Church hall, women’s hall, remaining school building, others (specify)

## 8. WASH facilities

Wash facilities	Number Destroyed	Number Partially destroyed	Comment on quick repair needed if partially destroyed
Latrines /toilets			
Water tanks			
Water supply (eg taps)			
Bore holes			
dams			
Others (specify)			

**9. Are there currently any functioning groups present in the community supporting the school now?**

Examples.

- a) School community association
- b) Local or International NGOs
- c) Faith-based
- d) CDCCC, area council, or area administrator
- e) Others (specify)

Briefly describe their support already given or are planning to provide to the school

**10. What actions has the school committee/board or local community already undertaken to address the emergency?**

**11. What type of support is most essential ( a priority) right now for the school?**

**12. School Livelihoods affected**

Livelihoods	Totally destroyed	Partially destroyed	Description
School food gardens			
Staff food gardens			
Poultry			
Piggery			
Others			

**Final comments/recommendations.**

-----The end-----

## Appendix 10. Mental health and psychosocial support

Disasters, either caused by natural, health, and socio-environmental disasters, as well as conflicts and various emergency events may cause severe suffering in affected populations. The psychological and social effects of emergencies can be severe in the short term, but they can also affect people in the long term. These effects can also threaten peace, human rights, and recovery process. To achieve this goal, coordinated action is needed among humanitarian assistance providers, including governmental agencies, non-governmental organizations and civil society groups involved in Mental Health and Psychosocial Support (MHPSS).

Protecting and improving people's mental health and psychosocial well-being is therefore a priority in emergencies. Moreover, children are at heightened risk of experiencing abuse from others in the aftermath of a disaster or crisis. Child protection issue that may need urgent referral:

- child discloses abuse or history of physical abuse causing injury
- child discloses sexual abuse
- child is being groomed
- child is afraid/was threatened with abuse
- child has suicide ideation or attempts
- child says they are alone or there is no adult
- child is separated from normal caregivers and does not feel safe
- child says parent is sick, drunk, high, absent
- child is extremely distressed/disoriented and cannot be calmed

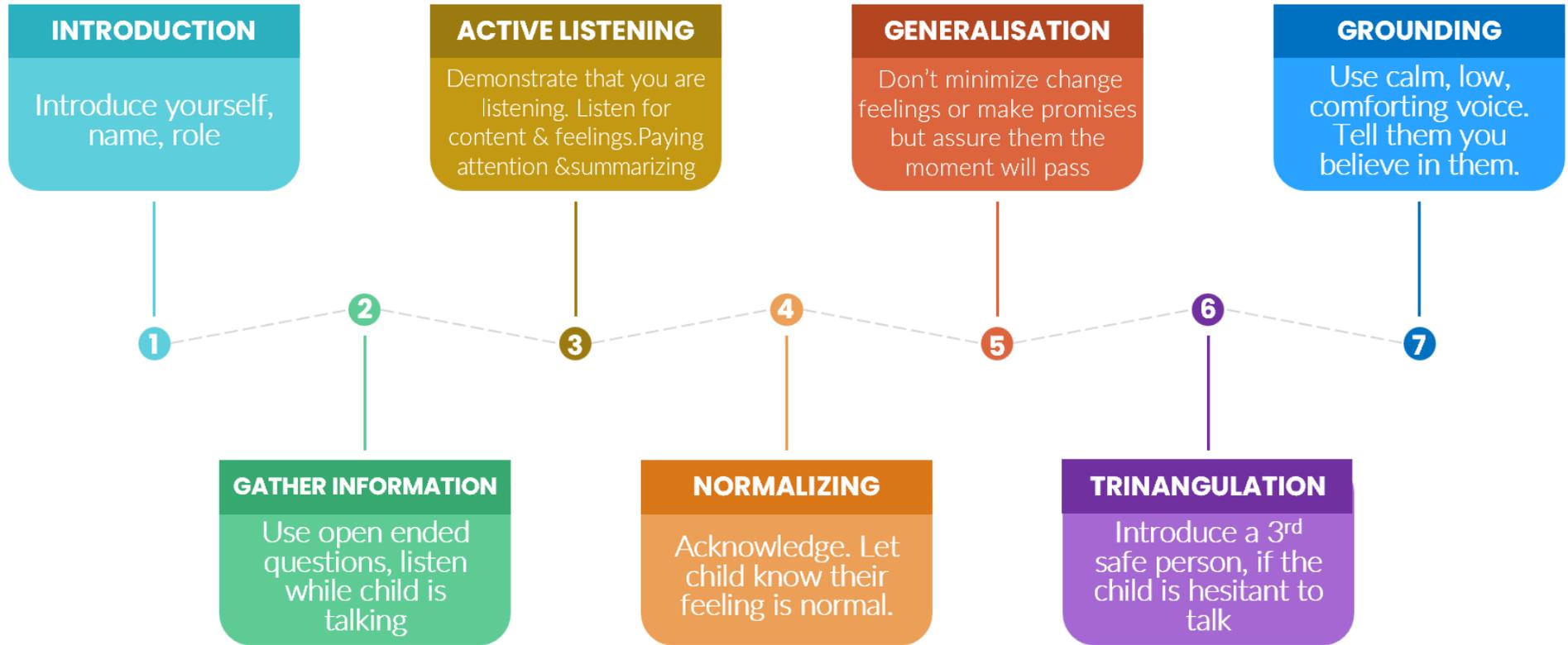
For people, including children who have been very recently affected by a crisis event, Psychological first aid (PFA) can be applied to reduce stress symptoms and assist in a healthy recovery following a traumatic event, natural disaster, public health emergency, or even a personal crisis. However, not everyone who experiences a crisis event will need or want PFA. Do not force help on people who do not want it but make yourself easily available to those who may want support. PFA involves the following themes:

- providing practical care and support, which does not intrude;
- assessing needs and concerns;
- helping people to address basic needs (for example, food and water, information);
- listening to people, but not pressuring them to talk;
- comforting people and helping them to feel calm;
- helping people connect to information, services and social supports;
- protecting people from further harm.

It is also important to understand **what PFA is not**:

- It is not something that only professionals can do.
- It is not professional counselling.
- It is not “psychological debriefing”<sup>1</sup> in that PFA does not necessarily involve a detailed discussion of the event that caused the distress.
- It is not asking someone to analyse what happened to them or to put time and events in order.
- Although PFA involves being available to listen to people’s stories, it is not about pressuring people to tell you their feelings and reactions to an event.

## Frameworks For PFA: 7 Key Actions for PFA For Children



a.

## Action Principles of PFA – Look, Listen, and Link

- **LOOK** - keep an eye out for the above signs of distress or child abuse,
- **LISTEN AND SUPPORT**- offer the children PFA in the first instance and,
- **LINK AND REFER** – provide case management support as per the Inter-agency Guidelines.

<b>LOOK</b>	
Physical abuse	<ul style="list-style-type: none"> <li>• Unexplained, burns, bites, bruises, or broken bones.</li> <li>• Frightened of parents or caregivers, afraid to go home, wary of adult contact, or frightened when other children cry.</li> </ul>
Sexual abuse	<ul style="list-style-type: none"> <li>• Bed-wetting. STIs, pregnancy, stomach pain when walking or sitting; pain, discoloration, bleeding or discharge in genitals, anus, or mouth.</li> <li>• Unwilling to change for sports classes, lack of trust or fear of someone they know well.</li> <li>• Sudden change in behaviour, appetite, or personality; self harm such as using an object to hurt themselves, or attempted suicide.</li> <li>• Unusual knowledge of sexual behaviours for their age and level of maturity, such as mimicking adult-like sexual behaviours and language with other children or toys.</li> </ul>
Emotional abuse	<ul style="list-style-type: none"> <li>• Being treated differently to other children or adolescents in the household.</li> <li>• Self-harm (hurting themselves with an object), or attempted suicide.</li> <li>• Fearful, anxious, depressed, or low self-esteem.</li> </ul>
Neglect	<ul style="list-style-type: none"> <li>• Malnourished, unclothed, dirty, and/or often sick.</li> <li>• Unattended physical and/or medical problems.</li> <li>• Frequently missing school, constant hunger, and/or saying no one looks after him/her.</li> <li>• Frequently unsupervised, caring for other family members, left alone, or allowed to play in unsafe situations and environments.</li> </ul>
<b>LISTEN AND SUPPORT</b>	
Safety first	Make sure that you, the child/adolescent and others are safe from harm.
Listen	Use your communication skills. Do not pressure the child/adolescent to talk. Be patient and reassure them that you are there to help and to listen.
Offer practical comfort and information	Offer the child/adolescent gestures of comfort to help them feel safe, such as a quiet place to talk, water or a blanket. Ask them what they need – do not assume that you know.
Help the child/adolescent regain control	Support the child/adolescent to breathe slowly. If they are out of touch with their surroundings, remind them where they are. Encourage them to reach out to supportive people in their lives.
Provide clear information	Give reliable information to help the child/adolescent understand the situation and what help is available. Keep the message simple, child-friendly and repeat it or write it down if needed
<b>LINK AND REFER</b>	
Address basic needs and access services	<ul style="list-style-type: none"> <li>• Basic needs such as shelter, food, and water and sanitation.</li> <li>• Health services for injuries or help with chronic (long-term) medical conditions.</li> <li>• Being able to contact loved ones, friends, and other social supports.</li> <li>• Access to specific support related to one’s culture or religion</li> <li>• Being consulted and involved in important decisions</li> </ul>
Suicidal ideation, abuse, neglect, and exploitation	For suicidal ideation, abuse, neglect, and exploitation, process according to standard SOPs and refer it quickly to the relevant authority. Cases that need urgent and counselling refer to competent counsellors or service providers.
Be vigilant	<ul style="list-style-type: none"> <li>• The class teacher to be alerted to watch this student while in school.</li> <li>• Inform parents or caregivers in looking after their child at home</li> </ul>

## **Appendix 11. Child protection principles and safeguarding policies**

When interacting with children, it is important to take steps to ensure child safeguarding or safety. Child safety specifically focused on preventative measures to ensure that all children are protected from deliberate or unintentional acts that lead to or may cause risk or actual harm. The goal of child safeguarding is to create and maintain a safe culture that is child-focused and community-driven. These steps are taken to ensure that children are safe and protected.

The policies and regulations related to child protection contain important things in protecting children from all forms of violence, exploitation, neglect, and other mistreatment. School principals, teachers, and other education personnel are required to have a Child Protection and Safeguarding Policy in the form of a Code of Conduct/Code of Ethics, containing prohibited actions and actions that must be taken when engaging in activities with children, especially during emergency.

The scope of the implementation of this Code of Conduct/Code of Ethics is binding for all school stakeholders including facilitators, volunteers, and external partners (e.g., vendors, aid workers, local leaders). Each Party must know, read, understand and sign the Code of Conduct/Code of Ethics for activities with children as a form of approval/agreement before commencing (and implicating) the implementation of activities.

### **Aspects that are prohibited when engaging in activities with children**

Aspects that **are prohibited** when engaging in activities with children, including Peer Facilitators, are as follows:

- 1) Committing physical, psychological, sexual violence, exploitation and neglect of children;
- 2) Using language, words or committing acts that fall into the categories of discrimination, harassment and violence;
- 3) Humiliating, degrading, criticising or insulting the child;
- 4) Showing different, unfair, or privileged treatment of certain children over others;
- 5) Performing physically inappropriate and coercive acts such as holding, hugging, kissing, touching, or other physical contact deemed degrading to the child;
- 6) Ignoring the child's views and opinions;
- 7) Using technology or social media platforms for the purposes of child exploitation and abuse;
- 8) Allow incidents of bullying, violence, abuse, exploitation and not reporting to the appropriate authorities;
- 9) Acting in ways that can lead to abuse or put the child in a state that is vulnerable to abuse;
- 10) Spending excessive time with the child in a place away from other children and guardians;
- 11) Showing children inappropriate images, movies, and websites including pornography or extreme violence;
- 12) Exhibiting sexually inappropriate or provocative behaviour;
- 13) Engaging in sexual activities or sexual intercourse with a child;
- 14) Exploiting children who bring benefits such as money and so on.

### **Aspects that must be adhered to when engaging in activities with children**

Aspects that **must be carried out** when engaging in activities with children are as follows:

- 1) Treat children with respect without distinction of race, gender, disability status, language, religion, ethnicity, sexuality or other status;
- 2) Involve children in all planning, implementation and evaluation of activities;
- 3) In thinking, making decisions and acting, will always be based on the best interests of the child;
- 4) Using an approach that is appropriate to the situation, conditions and needs of the child;

- 5) Before engaging in activities with children, ask for consent (can use *informed consent*) from the children and parents or guardians which include:
  - a) The place to be used for the activity;
  - b) Activities that are expected to be carried out by, for and with children;
- 6) Needs related to personal data and documentation of children. In the event that the child is not willing to give consent/response/answer, the Facilitator and all Parties must respect the child's views;
- 7) Be aware of situations that may cause a risk of violence and control the situation;
- 8) Wherever possible, always be in a visible place where you can be seen when working with children;
- 9) Ensure that there is an atmosphere of openness so that any problems or concerns can be raised and discussed;
- 10) All actions of engagement with/toward children are intended to foster or encourage their participation with a culture of openness and a safe atmosphere, where children feel comfortable in asking questions, expressing opinions and asking for help, which is done as follows:
  - a) When interacting with children, the facilitator positions himself/herself parallel to the child's position;
  - b) The facilitator ensures all participants are in good health and ready to participate in the activity;
  - c) Using language that is simple and easy for children to understand according to their age, needs and education level;
  - d) Pay attention to the appearance and body language that adapts to the child's condition;
  - e) Listen actively, not interrupting the child's conversation and not rushing to give an assessment of the child's point of views;

Seek consent from children and parents or guardians when/if taking photos or videos involving children and ensure that every image or video taken is in accordance with the principle of maintaining the child's respect and dignity and not making them a target of objects.

### **Protection for Sexual Exploitation and Abuse**

When interacting with children, there are also principles that need to be adhered to regarding the Protection against Sexual Exploitation and Abuse (PSEA)<sup>14</sup>, and these are:

- 1) "Sexual exploitation and abuse constitute acts of gross misconduct and are therefore grounds for termination of employment.
- 2) Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief regarding the age of a child is not a defence.
- 3) Exchange of money, employment, goods, or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited. This includes exchange of assistance that is due to beneficiaries.
- 4) Any sexual relationship between those providing humanitarian assistance and protection and a person benefitting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited. Such relationships undermine the credibility and integrity of humanitarian aid work.
- 5) Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, he or she must report such concerns via established agency reporting mechanisms.

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<sup>14</sup> The six principles of PSEA (in English) can be accessed at <https://psea.interagencystandingcommittee.org/update/iasc-six-core-principles> (last accessed 5 September 2022)

- 6) Humanitarian workers are obliged to create and maintain an environment which prevents sexual exploitation and abuse and promotes the implementation of their code of conduct. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment.”