**A STEP-BY-STEP GUIDE**

**TO**

**SCHOOL DISASTER RISK MANAGEMENT PLANNING**

March 2017

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# INTRODUCTION

***Background***

The Republic of Tajikistan is a country prone to natural disasters. According to the National Disaster Risk Reduction Strategy for 2010-2015,, natural disasters between 1997 to 2009 led to the loss of 933 lives with damages amounting to 1.15 billion Somoni[[1]](#footnote-1). Natural disasters leave a lasting negative impact on the livelihoods and welfare of the population. The National Disaster Risk Management Strategy calls to include disaster risk reduction activities in various programs to reduce the impact of hazards and vulnerabilities to disasters.

***Schools and Disasters***

Schools are key in the reduction of disaster risk. Firstly, they are at high exposure to disasters because schools gather large number of students and staff members. Secondly, schools are the hub of the community. By educating and preparing children, the schools serve as platforms for the disaster preparedness and resilience of the wider community.

***Children and Disasters***

There is increasing evidence that students of all ages can actively study and participate in school safety measures, and also work with teachers and other adults in the community towards minimising risk before, during and after disaster events[[2]](#footnote-2).

The Children’s Charter for Disaster Risk Reduction[[3]](#footnote-3) is an international action plan for disaster risk reduction that was developed by children for children. The following are the five key elements of the charter:

1. Schools must be safe and education must not be interrupted,
2. Child protection must be a priority before, during and after an emergency,
3. Children have the right to participate and to access the information they need,
4. Community infrastructure must be safe, and relief and reconstruction must help reduce future risk,
5. Disaster Risk Reduction must reach the most vulnerable.

**Three Pillars of Comprehensive School Safety[[4]](#footnote-4)**

Comprehensive school safety is a framework that seeks to reduce the risk that hazards pose on the education sector. The goals of comprehensive school safety are;

* To protect learners and education workers from death, injury, and harm in schools
* To plan for educational continuity in the face of all expected hazards and threats
* To safeguard education sector investments
* To strengthen risk reduction and resilience through education

It consists of three main pillars;

1. **Safe Learning Facilities:** Is about how to construct and maintain school facilities that are safe.

**2. School Disaster Management:** Is about the system that education stakeholders put in place to take action on how to prepare and respond to disasters, and work to ensure educational continuity.

**3. Risk Reduction and Resilience Education:** Is about how school stakeholders design and implement training and education to develop a culture of safety and resilient communities.

**Disaster Risk Management Planning**

Disaster Risk Management planning in schools seek to address all three pillars of comprehensive school safety. This guide is meant to be a step-by-step guide to assist in the formulation of a school Disaster Risk Management Plan, and in the process, to develop awarenesss, knowledge, capacities, preparedness and culture of resilience of students, teachers, staff and parents of schools and their local communities. This guide can be adapted for use by any school.

# HOW TO USE THIS GUIDE

This guide consists of this guide and two annexes: the templates to fill to create your school’s Disaster Risk Management Plan (**Annex 1: Disaster Risk Management Plan Template**), and a sample Disaster Risk Management Plan (**Annex 2: Disaster Risk Management Plan Sample**).

Read through this guide. Copies of this guide should be provided to members of the Disaster Risk Management Committee (refer to Step 2).

Following the step-by-step instructions in the guidebook, fill out the templates in **Annex 1: Disaster Risk Management Plan Templates**. By filling out the templates in Annex 1, you will create your school’s Disaster Management Plan.

You can refer to the **Annex 2: Disaster Risk Management Plan Sample** to get an idea of what a plan looks like. Remember though, that this is only a sample, and the Disaster Risk Management Plan must be tailored to specifically to the situation of your school.

# KEY DEFINITIONS[[5]](#footnote-5)

**Capacity:** The combination of all the strengths, attributes and resources available within a community, society or organization that can be used to achieve agreed goals.Capacity may include infrastructure and physical means, institutions, societal coping abilities, as well as human knowledge, skills and collective attributes such as social relationships, leadership and management. Capacity also may be described as capability. Capacity assessment is a term for the process by which the capacity of a group is reviewed against desired goals, and the capacity gaps are identified for further action.

**Capacity development:** The process by which people, organizations and society systematically stimulate and develop their capacities over time to achieve social and economic goals, including through improvement of knowledge, skills, systems, and institutions.

**Community:** In this guide and annexes, the community refers to the villages and its populations which the school services. This includes the villages and its populations where the school is located, but also from where the students come from.

**Disaster:** A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.  Disaster impacts may include loss of life, injury, disease and other negative effects on human physical, mental and social well-being, together with damage to property, destruction of assets, loss of services, social and economic disruption and environmental degradation.

**Disaster risk:** The potential disaster losses, in lives, health status, livelihoods, assets and services, which could occur to a particular community or a society over some specified future time period.

**Disaster risk management:** The systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster. Disaster risk management aims to avoid, lessen or transfer the adverse effects of hazards through activities and measures for prevention, mitigation and preparedness.

**Disaster risk reduction:** The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

**Early warning system:** The set of capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organizations threatened by a hazard to prepare and to act appropriately and in sufficient time to reduce the possibility of harm or loss.

**Emergency services:** The set of specialized agencies that have specific responsibilities and objectives in serving and protecting people and property in emergency situations.Emergency services include agencies such as civil protection authorities, police, fire, ambulance, paramedic and emergency medicine services, Red Cross and Red Crescent societies, and specialized emergency units of electricity, transportation, communications and other related services organizations.

**Hazard:** A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

**Mitigation:** The lessening or limitation of the adverse impacts of hazards and related disasters.The adverse impacts of hazards often cannot be prevented fully, but their scale or severity can be substantially lessened by various strategies and actions. Mitigation measures encompass engineering techniques and hazard-resistant construction as well as improved environmental policies and public awareness.

**Resilience:** The ability of a system, community or society exposed to hazards to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.Comment: Resilience means the ability to “resile from” or “spring back from” a shock. The resilience of a community in respect to potential hazard events is determined by the degree to which the community has the necessary resources and is capable of organizing itself both prior to and during times of need.

**Risk:** The combination of the probability of an event and its negative consequences.

**Vulnerability:** The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.There are many aspects of vulnerability, arising from various physical, social, economic, and environmental factors. Examples may include poor design and construction of buildings, inadequate protection of assets, lack of public information and awareness, limited official recognition of risks and preparedness measures, and disregard for wise environmental management. Vulnerability varies significantly within a community and over time.

# ABBREVIATIONS

CoES Committee of Emergency Services and Civil Defense

DRR Disaster Risk Reduction

DRM Disaster Risk Management

DMC Disaster Management Committee

DMT Disaster Management Teams

# THE DISASTER RISK MANAGEMENT PLAN

The goal of a Disaster Risk Management (“DRM”) is to create a culture of awareness and preparedness as well as to build resilience of students and staff members of schools to disasters. The final output of DRM is the DRM plan and its implementation and put into action.

A Disaster Risk Management Plan is aims to:

* Reduce disaster risk of the school and the adjacent area;
* Execute a rapid and efficient response in emergency situations; and
* Provide of uninterrupted and continuous education.

***The objectives of the Disaster Risk Management Plan*** ***are:***

* Building and development of the disaster risk management contingency system of the school;
* Identification of natural and man-made hazards in the school and in the surrounding area;
* Vulnerability and capacity assessment of the school;
* Development of disaster risk reduction activities (preparedness activities);
* Development of safety and resilience culture among students and staff members through knowledge, innovation and education; and
* Development of emergency response activities, including for life safety and reduction of injuries and protection of the property and documents of the school.

Community representatives may also participate in the development process of the plan, including law enforcement bodies, firemen, emergency medical staff and psychologists, representatives of public and non-governmental organisations who can contribute to the development of the plan through their professional skills.

# Steps in School Disaster Risk Management Planning

This guide will walk you through the steps in disaster risk management planning. By following this guide and filling out the templates in the Annex, you will be able to create or update a school Disaster Risk Management Plan.

Step 0: Are you prepared?

Step 1: Prepare the basic school profile

Step 2: Form the Disaster Management Committee

Step 3: Conduct hazard, vulnerability and capacity assessments

Step 4: Complete the Disaster Risk ManagementPlan

Step 5: Disseminate the Plan

Step 6: Implement the plan and conduct regular drills

Step 7: Review and update the plan

However, remember that the school disaster risk management plan is merely a tool that is the output of the school disaster risk management processs. The plan is only the start. Once the plan is put together, it needs to be put into action and reviewed and updated regularly, at least once a year.

## STEP 0: Are you prepared?

As a start, assess how well your school is prepared for disasters. Go through the list and check “yes” or “no”. If something is not fully compliant, then check “no.” Please provide an honest assessment. Identifying any shortcomings is the first step in disaster risk management. Failing to admit to shortcomings is the first step to disaster.

|  |  |  |
| --- | --- | --- |
| **School disaster management** | **Yes** | **No** |
| Does your school have a group or committee with representatives of all parts of the school that is tasked with leading school disaster management?  |  |  |
| Does your school have a written disaster management plan, that outlines hazards, action plans, standard operating procedures for emergencies?  |  |  |
| Has your school updated the disaster management plan at least once in the past year? |  |  |
| Have you conducted an assessment of hazards and vulnerabilities at least once in the past year?  |  |  |
| Have you identified measures to mitigate hazards and vulnerabilities?  |  |  |
| Do you have an evacuation plan?  |  |  |
| Does the school have a warning system?  |  |  |
| Have you held at least two emergency drills in the past year? |  |  |
| Have you identified a safe haven/assembly point within the school grounds? |  |  |
| Have you identified a secondary safe haven/assembly point outside of the school premises that you can evacuate to when the school compound is no longer deemed safe?  |  |  |
| Do you have standard operating procedures for all known hazards? |  |  |
| Do you have and practice procedures for reunification and release of students to parents or guardians? |  |  |

|  |  |  |
| --- | --- | --- |
| **Safe learning facilities** | **Yes** | **No** |
| Do you maintain the building and premises for disaster resilience? |  |  |
| Do you have fire prevention equipment and is it maintained regularly?  |  |  |
| Are evacuation maps posted in each classroom? |  |  |
| Do you have signs indicating exits and exit routes?  |  |  |
| Are hazardous and flammable materials kept in a safe and secure place?  |  |  |
| Is furniture and equipment secured to prevent hazards for students and staff within the building?  |  |  |
| Do you have first aid equipment and is it maintained regularly?  |  |  |
| Do you include maintenance of the building and other safety and mitigation measures as part of your annual budget request?  |  |  |

|  |  |  |
| --- | --- | --- |
| **Risk reduction and resilience education** | **Yes** | **No** |
| Are students provided with instruction on disaster risk reduction?  |  |  |
| Are students aware of what they need to do in a disaster?  |  |  |
| Do you have a contingency plan for educational continuity?  |  |  |
| Have school staff and students received training in response skills, fire fighting, first aid, search and rescue, etc. in the past year? |  |  |

***Review of the Results***

If any of the answers were “NO”, it means that your school can and needs to do more to be prepared for disasters.

Going through this guide step-by-step will help you create or update the school Disaster Management Plan and help your school be more prepared and more resilient to disaster.

## STEP 1: Prepare the basic school profile

***Why?***

 The Disaster Management Plan starts by compiling the basic information on your school, as this information will be useful reference in following steps in compiling your Disaster Management Plan.

***What?***

The basic information of your school consists of information about your school, contact information, the school layout plan, the school compound plan, and map of the surrounding areas of your school.

***How?***

Start by filling out the Template 1: The Basics that is is in **Annex 1: Disaster Risk Management Plan Template**.

|  |  |
| --- | --- |
|  | * Template 1: The Basics
 |
|  |  |

##  Step 2: Form the Disaster Management Committee

***Why?***

Disaster risk reduction is the responsibility of all stakeholders related to the school, not only the responsibility of the school’s management. The school Disaster Management Committee (“DMC”) is responsible for overseeing all aspects of school disaster risk management. The members of the Disaster Management Committee work together to plan and decide upon the school’s disaster risk reduction activities.

***What?***

The DMC is established by the order of the Director of the school, and should be placed under strong leadership, preferably led by the Director or the Deputy Director of the school.

The DMC should consist of the school’s leadership, faculty and other staff, student and parent representatives.

Representatives of the district CoES and/or other local emergency services such as fire services, emergency medical services, etc. may also be invited to be part of the DMC.

The Disaster Management Teams (DMT), which serve specific function in disaster preparedess and response, form the sub-structure of the DMC. Each of the DMTs should be represented as a member of the DMC.

***How?***

It is up to the school to decide how to select its members. Follow the following sections to better understand what the role of the DMC and its sub-structure DMTs. There are Templates for filling out the membership of the DMC and DMTs in the Annexes referred to in each section.

### Step 2.1: Form the Disaster Management Committee

**Template**

|  |  |
| --- | --- |
|  | Fill out the Disaster Management Committee members and structure in **Template 2.1: School Disaster Management Committee** while referring to the below.  |

**The DMC Structure**

* The DMC is chaired by the Director of the school, supported by a Deputy. It consists of a Support Section and Operational Section. These Sections consist of Disaster Management Teams (DMTs), which are elaborated in the next section. Students are represented via the Awareness Raising Team. Parents also are represented in the DMC. Other stakeholders, such as local CoES or community-based DRR representatives can serve as external advisors to the DMC.
* The number of DMC members may vary depending on the scale of the school and needs of the school. Too few will make it difficult to accomplish tasks, but too many will make it difficult to manage. Choose a figure that works best for your school’s needs.
* Consider gender balance and representation of students or staff with special needs. Representation of all stakeholders in the school is important.

**The Roles and Responsibilities of a School Disaster Management Committee**

***Preparedness***

* Ensures the protection of the students and staff of the school;
* Establishes Disaster Management Teams, assigning responsibilities to sub-committees and coordination of their activity;
* Develops, implements, evaluates and monitors the DRM Plan;
* Develops of disaster resilience capacities;
* Conducts regular risk and vulnerability assessments of the building, premises and surrounding areas of the school;
* Plans and implements risk and vulnerability mitigation activities;
* Organizes special events (DRR competitions, evacuation and other simulation exercises, quizzes, sports events, etc.) contributing to building a DRR environment and culture in the school and the community;
* Establishes disaster response system for the school and ensures involvement of the latter in emergency response process of the community;
* Purchases and maintains equipment for rescue, first aid, fire equipment, emergency stocks, etc.;
* Ensures integration of the DRM Plan of the school into the community DRR and development plan;
* Ensures and coordinates participation, collaboration and experience sharing of students and other stakeholders in the DRM processes;
* Establishes a warning system in the school and integrate into the general/early warning systems of the community (the warning system of the school must be part of the community warning system);
* Establishes and maintains contact with local community leaders and community-based DRR structures;
* Ensures active involvement of the school in the DRR processes for the purpose of building disaster-resilient communities;
* The DMC conducts meetings at least three times a year (prior to, or at the beginning of the school year, mid-year and in the second semester of the school year);

The DMC updates DRM Plan at least once a year; and

* The DMC decisions are numbered and registered in a registration book.

***Response***

* The DMC leadership serves as the Incident Command in times of a disaster or other emergencies.
* The DMTs, with the exception of the Awareness Raising Team, serves as the Operational Section or Support Sections in times of a disaster or other emergencies. (Role of DMTs in response are detailed in next section.)
* In the event of a disaster or emergency, Incident Command takes decisions on emergency procedures required including initiating alarm, initiating evacuation or shelter-indoors, or lock-down procedures.
* The Incident Command leads the response to the disaster or other emergency by directing the execution of the response, directing and coordinating DMTs, receiving reports from DMTs, maintaining situational awarenesss, liaising with relevant authorities and parents.

**The DMC Organigram**

* The following is only an example. You can tailor the structure to meet the school’s needs and situation. The important thing is that it has a clear chain and unity of command, covers all basic functions required for preparedness and response, and is representative of school stakeholders.

Chairman of DMC

(Incident Commander)

School Director

Deputy Chairmand of DMC

Deputy Director

Logistics and Administration Team / Secretary

Communications, Early Warning and Alarm Team

Awareness Raising Team (Student Representatives)

Fire Prevention and Response Team

Light Search and Rescue Team

Evacuation and Shelter Team

First Aid and Psychosocial Support Team

Site Security Team

Parent Representatives

External Advisors (if applicable)

*Note: Shaded area denotes Incident Command Structure in time of disaster or emergency.*

### Step 2.2 Form the Disaster Risk Management Teams

The Disaster Management Teams (“DMT”), which serve specific functions in disaster preparedess and response, form the sub-structure of the DMC.

***Template***

|  |  |
| --- | --- |
|  | Fill out the DMT members and structure in **Template 2.2: Disaster Management Teams**. |

***Disaster Management Teams***

The functions of the teams are described in this section. It is recommended to form these following teams in every school:

* Logistics and administration team
* Communications, early warning and alarm team
* Fire prevention and response team
* Light search and rescue team
* Evacuation and shelter team
* First aid and psychosocial support team
* Site security team
* Awareness raising team

The DMC may establish other teams as well, based on the needs of the school (for example – a hazardous materials monitoring team may be established for the schools located in the vicinity of a chemical plant) or newly emerging situations (for example, a special team can be organized in response to an epidemic outbreak). Or, the fire and rescue team can be split into separate fire and rescue teams. Or, the first aid and psychosocial support team can be split into two.

Team members are selected from the school staff, i.e. teachers and other staff members, members of parent committees and students. Representatives from local authorities, communities, business organizations, etc. may also be involved.

Teams should present recommendations relating to their sector for the development of the annual action plan of the school. The recommendations must include the type of activities, their implementation deadlines, responsible parties, funding and material means requirements and other necessary information.

Teams should meet at least three times a year, prior to schedule DRM Committee meetings to report to the DRM committee their activities.

***The recommended functions for the Disaster Risk Management Teams:***

**1) Logistics and administration team**

The logistics and administration team is responsible for the logistical and administrative support to the DMC and Incident Command.

***Preparedness***

* Assists the DRM Committee in the planning and holding of DRM Committee meetings;
* Assists the DRM Committee in maintaining the DRM Plans and DRM Committee meeting records;
* Assists the DRM Committee in procurement of equipment and services;
* Develops plans and procedures for student release in emergencies;
* Maintains critical school records in a place safe from damage from hazards and ready to be moved out of the school building when necessary;
* Regularly checks, tests and maintains the Incident Command Emergency Bag in working condition;

***Response***

* Supports Incident Command in obtaining information on situation by gathering and compiling situation reports from teams and staff; and
* Establishes a student release point for when parents or guardians arrive to pick up their children and fills out necessary forms.

**2) Communications, early warning and alarm team**

The communications, early warning and alarm team is responsible for gathering and dissemination of information, and the warning and alarm system of the school;

***Preparedness***

* Prepares warning/alarm dissemination plan;
* Maintains contact with local authorities and local communities and ensures that there are mechanisms for the school to obtain early warning information (e.g. information on heavy rainfall, flooding, drought, severe cold weather, industrial accidents and other potential disasters)
* Regularly checks, tests and maintains the warning and communication equipment in a working condition;
* Participates in the risk, vulnerability and capacity assessment of the buildings, premises and surrounding areas of the school;
* Organizes relevant training of team members;
* Participates in relevant drills and simulations

***Response***

* Where there is early warning, provides early warning information to DRM Committee Chairman to decide next steps;
* When instructed, activates alarm system to alert students and faculty; and
* Under instruction of Incident Command, communicates and shares information with the local authorities, local communities and other stakeholders.

**3) Fire prevention and response**

The fire prevention and response team is responsible for implementation of fire safety measures and responding, within its capacities to fires.

***Preparedness***

* Regularly assesses fire hazards in school and provides recommendations on reduction of risks identified;
* Organizes relevant training for team members;
* Maintains contact with the local fire brigade or local communities to ensure there is coordination in response to incidents;
* Conducts demarcation of the affected areas in case of a disaster;
* Participates in the risk, vulnerability and capacity assessment of the buildings, premises and surrounding areas of the school;
* Regularly checks, tests and maintains the fire fighting equipment in working condition;
* Participates in relevant drills and simulations

***Response***

* Assists in raising alarm regarding the fire;
* Organizes team members and other school staff to conduct basic fire fighting;
* Demarcates and/or reports areas unsafe and reports to site security team; and
* Assists fire brigade or other authorities in providing information on the fire.

***Note***

* Students should actively take part, but no action should endanger the safety of children. Safety of the students is of primary importance.

**4) Light search and rescue**

The light search and rescue team is responsible for preparing for and engaging in very basic search and rescue, within its capacity.

***Preparedness***

* Prepares and practices plans for conducting search sweep of the school building;
* Organizes relevant training for team members and other school staff to conduct light search and rescue;
* Maintains contact with the local fire brigade, other authorities or local communities to ensure coordination in response to incidents;
* Participates in the risk, vulnerability and capacity assessment of the buildings, premises and surrounding areas of the school;
* Regularly checks, tests and maintains search and rescue equipment in working condition; and
* Participates in relevant drills and simulations.

***Response***

* After an evacuation, conducts search sweep of the school to ensure no one is left behind;
* If there is anyone injured or trapped, assists them to evacuate if within capacity, or informs professional rescue team and/or inform First Aid Team of the location of the individual;
* Demarcates and/or reports areas unsafe and reports to Incident Command;
* Reports findings to Incident Command;
* Assists fire brigade or other authorities in providing information on anyone trapped or left behind in the building.

***Note***

* Students should actively take part, but no action should endanger the safety of children. Safety of the students is of primary importance.

**5) Evacuation and shelter team**

***Preparedness***

* Regularly assesses school buildings to ensure there are no obstacles for evacuation in hallways, staircases, exits and other routes. Provides recommendations on reduction of risks identified;
* Regularly assesses and monitors the identified safe heaven and routes to safe haven is free from obstacles;
* Develops evacuation plan for the school building and ensures that they are posted in relevant locations;
* Regularly monitors the school building to ensure there are no obstacles
* Makes plans for safe evacuation of children with special needs;
* Prepares shelter scheme and plan based on the building conditions of the school, provides calculations of shelter capacity (for example, the maximum capacity of the school hall to serve as a shelter), implements relevant steps towards making other areas of the school suitable for shelter (for example, adaptation of semi-basement floors and other constructions for shelter).
* Participates in the risk, vulnerability and capacity assessment of the buildings, premises and surrounding areas of the school; and
* Organizes relevant drills and simulations at least twice a year.

***Response***

* Ensures safe evacuation of children with special needs; and
* Gathers status reports (present, absent, missing, injured, etc.) from classes and reports to incident command.
* In case school is to serve as a temporary shelter for local community, assists incident command in preparing and monitoring use of school as a shelter.

**5) First aid and psychosocial support team**

The first aid and psychosocial support team is responsible for preparing for and delivering of very basic first aid, within its capacity as well as raising awarenesss of psychosocial needs in disasters and other emergencies, preparing for and implementing psychosocial support measures.

***Preparedness***

* Develops plans for first aid, including designating a first aid staging area and incorporating it in maps and plans;
* Organizes training for team members and other school staff in basic first aid;
* Maintains contact with the local emergency services or Red Crescent Society to ensure coordination in response to incidents;
* Understands the impact of disasters and traumatic events on the psychosocial wellbeing of children;
* Organizes training on psychological first aid for team members, other school staff and parents;
* Identifies psychological or psychiatric care providers for potential referral of cases;
* Ensures psychosocial considerations are integrated in the DRR actions of the school, including in drills, simulations, standard operating procedures and contingency plans.
* Participates in the risk, vulnerability and capacity assessment of the buildings, premises and surrounding areas of the school; and
* Participates in relevant drills and simulations.

***Response***

* Provides basic first aid in emergency and non-emergency situations;
* Triages injured and provides basic first aid;
* Records information about the injured and provides status reports to Incident Command;
* Determines and refers cases requiring urgent medical assistance; and
* Liaises with emergency medical services and/or arranges transportation to medical facilities;
* Monitors staff and students to identify any individuals or groups requiring immediate psychological support;
* Provides psychological first aid (those who have received training in psychological first aid);
* Ensures psychosocial considerations are integrated in the immediate and longer-term reponse operations to a disaster.

***Note***

* Students should actively take part, but no action should endanger the safety of children. Safety of the students is of primary importance.

**6) Site Security Team**

The site security team is responsible for preparing for and maintaining of school building and compound security.

***Preparedness***

* Develops plans and procedures for site security;
* Organizes training for team members and other faculty on site security procedures;
* Participates in the risk, vulnerability and capacity assessment of the buildings, premises and surrounding areas of the school;
* Regularly checks, tests and maintains site security equipment in working condition; and
* Participates in relevant drills and simulations.

***Response***

* Directs emergency services or parents arriving to the school to Incident Command or other relevant staff.
* Once building is declared “all clear”, conducts an initial damage assessment of the building and compound and reports to Incident Command;
* Cordons off and secures any hazardous areas of the building or compound; and
* Ensures that there are no unauthorized people entering in and out of the school building and compound.

***Note***

* Students should actively take part, but no action should endanger the safety of children. Safety of the students is of primary importance.

**7) Awareness Raising Team**

The awarenesss raising team is responsible for raising awarenesss on DRR related issues within the student body and local communities. If there is a DRR Youth Group, it can serve as the Awareness Raising Team.

***Preparedness***

* Develops plans for awareness raising activities;
* Disseminates information on DRR to students and communities; Organizes DRR awareness raising events and sessions for students and communities;
* Gathers feedback from students and reports to DMC.
* Participates in the risk, vulnerability and capacity assessment of the buildings, premises and surrounding areas of the school

## Step 3: Conduct hazard and vulnerability assessments and identify mitigation actions

One of the most important initial activities towards the safety of the school is to understand hazards, risk, vulnerability and capacity of the school. This enables short-term and long-term DRR planning in accordance to the institution’s capacities.

The Committee may turn to a relevant authorised body or a specialised structure with a relevant certification to conduct a risk and vulnerability assessment, if necessary.

The existence of children with special needs, the unique vulnerabilities of boys and girls, safe havens and evacuation routes and the possibility of the school functioning as a safe haven or evacuation shelter during emergencies should be considered during the vulnerability assessment.

### Step 3.1: Risk Assessment

The risk of disasters differ from country to country, region to region, and school to school. Each school’s DMC needs to identify and define disaster risks of the school.

**What is risk?**

First we will start by understanding what risk is. Risk is a combination of probability of hazards and the vulnerability to these hazards. Hazards can be natural disasters (floods, earthquakes, avalanches, epidemics, etc.) or man-made disasters (chemical spills, traffic accidents, etc.). Vulnerability is about the characteristics or situations that make people, communities or assets more impacted by hazards. If people are more prepared, they are less vulnerable. If an area is deforested, then it is more vulnerable to impacts of flood.

We may not be able to control a hazard, so the only way we can reduce risk is working on vulnerability (by decreasing it) and on capacity (by increasing it).

**DISASTER RISK = [HAZARD X VULNERABILITY] – CAPACITY**

**Risk:** The combination of the probability of an event and its negative consequences.

**Hazard:** A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

**Vulnerability:** The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.

**Capacity:** A combination of all the strengths and resources available within a community, society or organization that can reduce the level of risk, or the effects of a disaster.

**Disaster Risk Assessment Matrix**

|  |  |
| --- | --- |
|  | Fill out the **Disaster Risk Assessment Matrix in Template 3.1**. It will assist the DMC to understand the disaster risks of the school and assign priorities to the risks. The template provides a step-by-step guide on how to fill out the matrix. |

**Interpreting and using the results**

After filling out the Disaster Risk Matrix, you should now have a good idea of the hazards and risks that the school faces.

The next step will be to identify vulnerabilities and mitigation measures and put together an action plan to adderss these issues.

Another step is to develop standard operating procedures for each of the hazards, but the ones with the greatest risk should be prioritized.

Mitigation measures, the action plan and standard operating procedures are all components that strengthen the capacity of the school to prepare and respond to disasters (see further sections).

All of these steps will help reduce the disaster risk of the school.

### Step 3.2: Vulnerability Assessment

As explained earlier, vulnerabilities are the characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.

The next step will be to assess the structural and non-structural vulnerabilities internal to the school and external to the school.

**What?**

There are multiple aspects of safety. There are internal, which are vulnerabilities within the school premises. Internal vulnerabilities can be structural or non-structural. There also are external vulnerabilities, which are vulnerabilities outside of the school premises but that still can affect the school, its faculty and students.

#### Internal (structural and non-structural) safety

Internal safety includes structural and non-structural safety of the school.

Structural vulnerabilities relate to the buildings, constructions, area and infrastructures (water supply, power supply, gas supply, water disposal, a system, etc.). Non-structural vulnerabilities are related to the non-structural components of the school (furniture, suspended ceilings, lighting equipment, computers, household appliances, windows, shelves, ventilation equipment, vases, etc.).

#### External (surrounding area) safety

External vulnerabilities lie outside of the school premises, but still can affect the school, its faculty and students. For example, are there vulnerabilities on the way to and from school for students? If there is no safe road crossing for children, then there is the risk of traffic accidents. If there is no safe bridge crossing on a river, there is the risk of children being swept away by the water.

**Why?**

It may seem a negative to admit to have vulnerabilities. However, every institution has vulnerabilities. It is more dangerous to pretend there are no vulnerabilities and take no action. By identifying vulnerabilities, you are able to identify actions to mitigate them. And by mitigating vulnerabilities, you are able to reduce disaster risk because “RISK = [HAZARDS X VULNERABILITY]-CAPACITY”.

**Who?**

The DMC itself, or a working group assigned by the DMC can conduct a structural and non-structural vulnerability assessment of the school. The assessment should be conducted by staff, teachers, students, parents and community representatives. If necessary, specialists such as structural engineers, firemen, emergency medical workers, etc. can also be consulted.

It is desireable to involve people with disabilities in the group to ensure that the needs of vulnerable populations are considered in the assessment. (Even if there are no disabled students, if the school serves as a safe haven or evacuation location for the community, there may be disabled people who need to access the school.)

**When?**

The assessment should be conducted at least once a year, any time after a disaster, such as earthquake, flooding, etc. It should be conducted if there are any other material changes in the school’s environment, such as changes in roads in the surrounding area, new buildings in the area, etc.

**How?**

The DRM Committee or the working group assigned by the DRM Committee can use the following tools in **Annex 1: Disaster Risk Management Plan Template** to conduct a vulnerability assessment.

|  |  |
| --- | --- |
|  | * Template 3.2.1: Structural safety visual assessment checklist
* Template 3.2.2: Non-structural safety assessment checklist
* Template 3.2.3: External safety assessment checklist
 |

***Methodology***

The DRM Committee or the working group assigned by the DRM Committee should conduct a thorough assessment by actually walking in and around the entire school building, premises and surrounding areas, including the key routes that school children take to go to and from school.

Go through each of the checklists. If there are any vulnerabilities, they should be identified and checked in the checklist. When doing so, the team should use the map of the school building, compound and surrounding area. Any vulnerabilities or hazards identified should be marked carefully on the map and taken in proper consideration in development of evacuation maps and other maps.

### Step 3. 3 Capacity assessment

The next step is to assess the capacity of the school. Capacity is the set of all resources of the school that can contribute to the safety of the institution. For example, existence of a disaster risk management system in the school, relevant DRR knowledge and behavioural response among teachers and students, availability of a response system, cooperation with local communities and authorities, infrastructure and material resources. Capacity may be described as opportunity or ability.

**Why?**

Assessing the capacity of the school will enable the school to identify its existing resources as well as areas that require capacity development. Development of capacity results in the reduction of risk to which the school is exposed to, because “RISK = [HAZARDS X VULNERABILITY]-CAPACITY”.

**What?**

Capacities can include the following:

***Human resources*:** Administrative, pedagogical and supporting staff of the school, students, members of the parental committee, etc.

***Behavioural resources***: students, teachers, school staff knows procedures and how to behave before (preparedness), during (emergency) and after (response) a disaster occurred.

***Technical resources*:** Communication (fixed and mobile phones, radio, Internet, facsimile, etc.) and warning systems (horn, bell, loudspeaker, traditional items that generate loud voice) of the school, availability of transportation means, etc.

***Cooperative resources:***Cooperation of the school with local community organizations, state bodies (CoES police, fire services, etc.), non-governmental organizations, private organizations, etc.

***Financial resources*:** EI financial means (budgetary and extra-budgetary) of the EI that may be allocated to the implementation of DRR activities.

**How?**

The DRM Committee or a working group assigned by the DRM Committee can use the following tool to conduct a capacity assessment:

|  |  |
| --- | --- |
|  | * Template 3.3: Capacity assessment checklist
 |

## STEP 4: COMPLETE THE DISASTER RISK MANAGEMENT PLAN

Much work on the plan has been completed. You have now established a Disaster Risk Management Committee and teams, identified hazards, assessed risks, vulnerabilities and capabilities. The next steps will be to complete the disaster risk management plan.

Firstly, on the work you have done so far, the DRM Committee will identify mitigation measures and actions to be taken. Deadlines, responsible parties, and resource requirements will be identified.

Then, other components of the Disaster Risk Management Plan such as evacuation maps, standard operating procedures and continuity plans will be developed.

Finally, you will create an annual plan for DRR activities.

### Step 4.1: Identify Mitigation Actions

**What?**

Mitigation actions are any actions that can be taken to decrease a vulnerability or increase a capacity. It is important to identify mitigation actions for each vulnerability or capacity shortfall identified in the previous steps. Not all can be addressed at once, so prioritize each based on the potential impact of not addressing that vulnerability or capacity shortfall. Assign someone responsible to follow-up on the action, and also a target date for completing the mitigation measure.

You may not be able to immediately address all mitigation measures because of resource constraints. However, it is important to identify mitigation measures so that you are able to seek alternative measures or resources to do so eventually. Remember that not all measures will require financial resources. By being creative, there are many mitigation actions that can be implemented without extra resources.

**Why?**

In the prior steps, we reviewed vulnerabilities and capabilities. The next step is to identify mitigation measures. By mitigating vulnerabilities and building capacity, you are able to reduce disaster risk because “RISK = [HAZARDS X VULNERABILITY]-CAPACITY”.

**How?**

The DRM Committee or a working group assigned by the DRM Committee can use the following tool to identify mitigation measures, estimate resource requirements, assign a timeframe and responsibility and identify potential funding sources.

|  |  |
| --- | --- |
|  | * Template 4.1: Mitigation Actions Plan
 |

Once the Mitigation Actions are identified, the DRM Committee should monitor the implementation of the Mitigation Actions Plan to make sure that the actions are followed through.

### Step 4.2: Create School Evacuation Maps

***What?***

School Evacuation Maps are maps that show the routes for evacuating out of the school building and to the safe haven inside the school compound. When there is a secondary safe haven outside of the school compound that is used when the school compound also is deemed unsafe, there also should be a map indicating the route from the primary safe haven to the secondary safe haven.

There can be up to three types of maps:

* **School building evacuation map:** There should be an evacuation map created from the floor plans of the school. Each plan should indicate the direction of the route to the nearest exit. The map should show where the exits are, and where fire boards and fire extinguishers are located. There should be an evacuation map for each floor of the school.
* **School compound evacuation map:** There should be an evacuation map created from the map of the school compound. This map should indicate the exits of the school building, the location of the safe haven, and the route from each exit to to the safe haven.
* **Secondary safe haven map:** If the school has a designated secondary safe haven outside of the school compound to be used when the school compound is deemed no longer safe, an evacuation map that indicates the route from the school compound to the secondary safe haven should be created.

***Why?***

Students, teachers and staff must know how to evacuate quickly out of the school building to the safe haven in case of an emergency that requires them to leave the building, such as in case of fire or earthquake. Maps need to be posted where visible, so that students, teachers and staff know which routes they can take in case of an emergency and can study them in advance. Unless students, teachers and staff know the routes in advance, it can cause panic and confusion in an emergency situation.

***How?***

Refer to the examples provided in Template 4.2: School Evacuation Maps, and create your own maps.

|  |  |
| --- | --- |
|  | * Template 4.2: School Evacuation Maps
 |

The maps must be then printed preferably posted in each room. If this is not feasible, at minimum, it should be posted in several locations of each floor of the building where it is regularly visible to all students, teachers and staff.

Drills should be conducted to ensure that students, teachers and staff are able to follow the evacuation routes within the building and in the school compound to go to the primary safe haven (and secondary safe haven, if you have).

If there are any changes to the school plans (for example, available exits or routes), the evacuation maps must be updated. Step 4.3 Standard Operating Procedures

***What?***

Standard operating procedures outline the steps that should be followed in different situations. Standard operating procedures should be tailored to the main hazards that may occur in your area.

***Why?***

It is important to have standard operating procedures that are shared and understood by the stakeholders involved, so that there is a common understanding on what needs to be done, and that it is done swiftly when disaster strikes.

***How?***

Standard operating procedures for typical steps and hazards are included in the template.

|  |  |
| --- | --- |
|  | * Template 4.3: Standard Operating Procedures
 |

Not all scenarios are covered. You must develop your own standard operating procedures tailored to the risks you identified for your school. Furthermore, all schools are different. For example, the structure of school buildings are different. Alarm systems are different. This means that the standard operating procedures must be tailored to the unique circumstances of your school.

### Step 4.4 DRR education plan

***What?***

A DRR education plan is for planning annual DRR education activities for students.

***Why?***

Disasters impact children and their education. Children have the right to participate and to access the information they need on disaster risk reduction. They should be educated on disaster risks, be empowered to participate in disaster risk reduction, acquire the skills to respond to disasters, and become more resilient to the impact of disasters.

Existing disaster risk reduction education programs may not cover all classes, but disaster risk reduction should be understood by all age groups.

***How?***

Disaster risk reduction education may not be incorporated into the curricula, but with a little bit of effort, disaster risk reduction can take place as co-curricular or extra-curricular activities.

Teachers can use even limited time such as homeroom or morning assembly time to incorporate DRR messages. Drills and simulations, with proper briefing and debriefing also become educational opportunities.

The children also are a resource themselves. Students, in the form of DRR Youth Groups, can be mobilized to teach other students. Moreover children are a resource for family-based and community-based DRR. They can proactively spread DRM knowledge and good practices to their families and communities.

The DRM Committee or a working group assigned by the DRM Committee can use the following tool to compile a basic educational plan.

|  |  |
| --- | --- |
|  | * Template 4.4: DRR education plan
 |

### Step 4.5 Continuity plan

***What?***

A continuity plan for education is a plan to ensure that education continues even when disasters strike. Alternate schooling locations, make-up days, adding shifts, home assignments, etc. can be included in the continuity plan.

***Why?***

Children have a right to education, even in times of emergencies. Continuation of education brings normalcy, stability and security to children affected by disaster.

***How?***

The DRM Committee or a working group assigned by the DRM Committee can use the following tool to compile a basic continuity plan.

|  |  |
| --- | --- |
|  | * Template 4.5: Continuity Plan
 |

### Step 4.6 DRR Calendar

***What?***

 The DRR calendar is an annual plan for DRR-related activities. Meetings, actions and events should be planned and included in the DRR calendar. This would include DMC meetings, drills, simulations, awarenesss raising events, etc.

At minimum, the DRR Calendar should include;

* Three DMC meetings; one before or at the start of the school year, one mid-year, and one towards the end of the school year; and
* Six drills of various scenarios, with at least one full-scale simulation.

***Why?***

Planning in advance ensures that there is sufficient time to prepare for meetings, actions and events.

***How?***

The DRM Committee or a working group assigned by the DRM Committee can use the following tool to compile the DRR calendar.

|  |  |
| --- | --- |
|  | * Template 4.6: DRR Calendar
 |

## STEP 5: Disseminate the Plan

Your school Disaster Risk Management Plan is complete! However, as mentioned earlier, a Plan is just but a tool. The next step is to communicate it.

***What?***

The Disaster Risk Management plan should be shared and disseminated amongst the stakeholders of the school.

***Why?***

In order for the Disaster Risk Management Plan to work, the people who are involved, such as staff, students, parents, local communities, emergency services and local authorities need to be familiar with your plans.

Staff members of the school also need to know what roles they are expected to perform and how in times of emergency.

Parents need to be assured that the school is able to care for their children in times of disaster. Parents need to know how they will be informed and where and how they can pick up their children. Parents also need to think about what the need to do in the event of a disaster.

Local communities, emergency services and local authorities need to know what plans, procedures, facilities and equipment are in place to assist in case of early warning or disaster.

***How?***

Ensure that copies are provided to the DMC members.

Copies should also be shared with key authorities such as the district CoES and Department of Education and Science. They may also be able to provide their input into the plan.

Students must also be informed about the plan. The should know what roles they can play to prevent disaster and how they should act and behave in the event of a disaster.

A special meeting can be held to invite parents and local community leaders to explain to them the key parts of the plan.

## STEP 6: Implement the plan and conduct regular drills

***What?***

All of the actions you need to implement are now in your plan. The next step is to follow them.

***Why?***

A Disaster Risk Management Plan is just a useless bunch of papers if it is not put into action.

Drills must be conducted regularly. It prepares the staff and students for a real disaster scenario and it is an opportunity to test your plans to see if they work, and to improve the plans if they don’t.

***How?***

Just follow your plan! The components of the plan that outline your planned actions are:

* **Template 4.1: Mitigation Actions**
* **Template 4.4: DRR Education Plan**
* **Template 4.6: DRR Calendar**

Drills should be conducted at minimum six times a year, with a more comprehensive simulation being conducted once a year. The timing of the drills are important. For example, drills should be conducted from the beginning of the school year to ensure that new students and teachers become familiar with the procedures, and old students and teachers are reminded of them.

Drills should be conducted to practice the Standard Operating Procedures the school developed in **Template 4.2: Standard Operating Procedures**. For each drill, a post-drill review should be conducted to assess what was conducted well, what needs to be improved, and whether the Standard Operating Procedures need to be amended.

You can keep a record of activities conducted using the following template:

|  |  |
| --- | --- |
|  | * Template 6: Activity log
 |

## STEP 7: Review and update the plan

***What?***

The Disaster Risk Management Plan needs to be reviewed and updated regularly.

***Why?***

Circumstances always change. The Disaster Risk Management Plan needs to be updated to make sure that information

***How?***

The DMC should conduct a comprehensive review of the Disaster Risk Management Plan at least once a year. This is to ensure that the plan is up to date, but also to ensure that the DMC members are familiar with the plan.

Other more minor updates like updates to the contact lists, maps, mitigation actions should be conducted on a regular basis.

After drills or simulations are conducted, an after-action-review should take place. If there are areas where improvements can be made in plans or procedures, they should be updated.

Furthermore, if any disasters occur, such as earthquakes, floods or disasters, the plan should be updated to reflect any damages from these disasters. An after-action-review should be conducted to assess whether the school responded properly to the disaster, and whether there are any changes in the plans or procedures can be made to improve them.

# Closing

Congratulations!

If you have gone through this step-by-step guide, and created your school’s Disaster Risk Management Plan by filling out the templates in Annex 1, you have contributed to the safety of the students and staff of the school.

Remember it is important that you to implement and update the plan.

Continue your efforts to work towards a safer future for children!

1. National Disaster Risk Management Strategy for 2010-2015, Republic of Tajikistan. [↑](#footnote-ref-1)
2. Disaster Risk Reduction and Education May 2011, UNICEF https://www.unicef.org/environment/files/DRRandEDbrochure.pdf [↑](#footnote-ref-2)
3. ADD FOOTNOTE [↑](#footnote-ref-3)
4. Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and UNISDR, “Comprehensive School Safety, 2013. Available at: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/Comprehensive\_school\_safety.pdf [↑](#footnote-ref-4)
5. Adapted from UNISDR terminology available at: https://www.unisdr.org/we/inform/terminology. [↑](#footnote-ref-5)