



Ministry of Education

**Ministry of Education**  
**Education for Social Cohesion Programme (ESC Programme)**

# **National Guidelines for School Disaster Safety**

**Colombo 2008**

In cooperation with



Center for Education Leadership Development of the National Institute of Education



Disaster Management Centre / Ministry of Disaster Management & Human Rights, Colombo



Asian Disaster Preparedness Center, Bangkok

## **Sri Lankan-German Development Cooperation**

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## **ABBREVIATIONS**

ADPC	Asian Disaster Preparedness Centre
CHPB	Center for Housing, Planning and Building
DDE	Deputy Director Education
DMC	Disaster Management Centre
DRM	Disaster Risk Management
GN	Grama Niladhary
ICRC	International Committee of the Red Cross
ISA	In-Service-Advisor
MoE	Ministry of Education
MOH	Medical Officer Health
MRE	Mine Risk Education
NBRO	National Building Research Organization
NCoE	National College of Education
NGO	Non-Governmental Organization
NIE	National Institute of Education
SDS	School Disaster Safety
ZEO	Zonal Education Office

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## **Preface**

Prevention of disasters begins with awareness. Awareness is the first step towards action. Schools are the best venue for creating awareness about natural and man made disasters and how to prevent and mitigate them. School children and teachers can serve as messengers for building a culture of safety in the school and outreaching to the community.

The 'National Guidelines for School Disaster Safety' are guiding principles to promote a culture of safety in the schools of Sri Lanka. They have been developed in a joint effort of the Ministries of Education and Disaster Management and Human Rights with the support of the German Technical Cooperation GTZ and the Asian Disaster Preparedness Centre ADPC.

After the devastating Tsunami disaster had hit Sri Lanka, the need for integrating Disaster Management into the education system became evident. Different governmental and also non-governmental organizations started to develop programmes to create awareness and preparedness among teachers and students as well as to introduce emergency management plans in schools. To make all these initiatives more effective, the Ministry of Education took leadership in harmonizing approaches in the area of Disaster Management and Education in order to provide orientation and guidelines for a common approach of all schools. The Disaster Management Center DMC provided most valuable support in the process of defining this new school disaster safety strategy.

The safety of the school environment, a school emergency plan and preparedness of teachers and students are issues which require management capacities and leadership, therefore the school principle plays a crucial role. The Center for Educational Leadership Development (Meepe) has introduced school emergency management into its programmes for education managers and principals and will support the introduction of the guidelines at school level. In this context, it is of high importance to find ways to infuse this new concept without burdening principals and teachers with heavy tasks and without creating fear in the students. Therefore existing structures and teams, especially the School Development Committee, are needed to support the School Safety programme. Parents and the community shall participate in the programme in order to gain confidence that the school can care well for their children also in the case of an emergency. When everybody knows what to do and what not to do in a disaster event, lives can be saved and damages drastically reduced.

I am confident that the implementation of the School Disaster Safety programme will make the school communities safer in the future from disasters. Disaster preparedness and resilience are vital for the well-being of our school students.

M.M.N.D. Bandara  
Secretary  
Ministry of Education



## CHAPTER I

### BACKGROUND & INTRODUCTION

The foremost desire of every society is to ensure the safety and well being of their children. In schools we find children from primary to advanced level and it is essential to provide adequate infrastructure and educational facilities for them, in order to create a positive learning environment. The concept of a safe school and overall well being of school children is gaining its significance under the overarching commitment towards quality education for all.

Hence being alert about possible hazards is an important aspect in a school and is strongly felt in the context of Sri Lanka, which has a multi hazard vulnerability profile. The damages caused by recurrent floods, landslides, terrorism and last not least the tsunami in December 2004 have convinced us that the society should be better prepared to cope with such disasters in the future. Therefore, the Disaster Management Act of 2005 was enacted providing strong legislative and institutional arrangements for disaster risk reduction.

Education is considered to be the best way for making a safe and disaster resilient society. School is an important agency to reduce disasters risk through knowledge, innovation and education. Teachers and students play crucial roles in the development of a culture of prevention and preparedness, because they can transfer knowledge and skills to the family and community. Therefore, the active participation of teachers and students in school disaster safety programmes is desired for moving the world towards a safer living place and sustainable developed society.

If we look out carefully, we can see that the environment of the school is full of hazards, which might result in natural or man-made disasters. The incidents of the recent past provide evidence that Sri Lankan school children are much vulnerable for all these types of hazards. Hence, it is the right time for us to develop our own school disaster safety plans. Our objective is to provide maximum protection to each of our students and the school community and to prevent possible damages that could happen during and after a disaster.

The establishment and training of a school disaster safety team, awareness creation, the analysis of the specific vulnerability and hazards of the school environment, the school and village mapping with evacuation routes and identified safe places, the cooperation with the community and finally practical exercises and evacuation mock drills will enable the school community to be prepared and to act adequately to save lives in case of an emergency.

This document was produced with the valuable support of the Asian Disaster Preparedness Centre ADPC, the Delhi Disaster Management Authority (Manual for school preparedness), the Sri Lankan Disaster Management Centre DMC, the Education Leadership Development Center/Meepe, based on the experiences from the pilot project that included schools from Colombo, Rathnapura, Trincomalee and Batticaloa.

The Ministry of Education coordinates three other programmes, which are related to School Safety and cover specific aspects, for example mine risk and security risk through man-made disasters. The activities of these programmes should be integrated into the overall School Safety concept. An emergency education programme focuses on post-disaster relief and is complementary to the School Safety programme, which has its focus on preparedness and prevention of disasters. Whenever possible, resource persons, focal points or trainers of these programmes should work together and incorporate themselves in one School Safety Team in order to avoid work overload and duplications.

### **Programme of “Kumara Pawura” for School Security**

Considering the prevailing security in the country, under “Mahinda Chinthana” of His Excellency the President, the National Cadet Corps introduced “Kumara Pawura” School Security Programme under the patronage of Ministry of Defense, Public Security, Law & Order in collaboration with the Ministry of Education. The implementation of the programme is carried out in a step wise approach. Initially it was coordinated at National Level with higher officers of Education, Tri-Services (Army, Navy, Air Force), Police and Disaster Management Centre. Then it was activated at Provincial Level with Provincial and Divisional Education Officers, Provincial Deputy Directors and Battalion Commanders of National Cadet Corps. Finally it was penetrated to School Level with School Principals, Platoon Commanders and the School Community.

The objective of the programme is to make the school environment safe from man-made disasters. In order to achieve the objective, several activities at school level are planned:

- Arranging school security programmes with the support of the community.
- Establish school security committee.
- Prepare a school ground plan.
- Prepare a school security plan based on the ground plan with school security committee.
- Zoning the school land and assign security duties for each members separately.
- Assure the security for each zone by daily supervision.
- Conduct emergency mock drills.
- Gather necessary information on school security among school environment and pass to the relevant security agencies.

School awareness programmes are conducted on identification of Explosive Materials, Fire Fighting, First Aid, Leadership Development, Security Measures and Disaster Management.

### **Mine Risk Education Programme**

Children in Sri Lanka, especially in the Eastern and Northern Provinces, are in danger of death or injury from mines and unexploded ordnance. Therefore it is essential that children in communities affected by mines, receive education about the risk of mines and other unexploded ordnances.

UNICEF is the UN focal point for Mine Risk Education (MRE). In this capacity the organization works to develop standards and promote best practices. MRE aims to make people aware of the threat and enable them to live more safely with the threat; advocate against the use of landmines and other explosive support for children and others injured.



MRE has three main goals:

- Minimize deaths and injuries from landmines and other explosives;
- Reduce the social and economic impact from landmines and other explosives;
- Support educational development in the affected area.

The programme covers three main activities, namely:

- Public information dissemination;
- Education and training; and
- Community mine action liaison.

UNICEF Sri Lanka supports the Ministry of Education (MoE) in implementing mine risk education in affected area of Sri Lanka since 2003.

## **Emergency Education programme**

Education is the basic right of children:

Conflict and natural disasters deny generations the knowledge and opportunities that education can provide. Education in emergencies, chronic crises and early reconstruction is both life-sustaining and life-saving. It sustains life by offering structure, stability and hope for the future during a time of crisis. It helps to heal bad experiences and meet psychosocial needs, builds skills and supports conflict resolution and peace building. Education in emergencies saves lives by directly protecting against exploitation and harm and by disseminating key survival messages, such as for landmine safety or HIV/AIDS prevention. However, there are many gaps in the provision of quality education in emergency situations. Education is often not seen as a humanitarian priority but as a long-term development activity. The result is that education falls through the cracks. Uneducated children and adults are more vulnerable to a future of poverty and violence and lack the skills needed to contribute to their society's peaceful reintegration, reconstruction and sustainable development.

Emergency Education Goal:

All children affected by emergencies continue their education with minimal disruption.

UNICEF supports the Ministry of Education to cover three main programmatic areas:

- 1) Emergency education, preparedness and response are incorporated in the national education system
- 2) All schools in affected areas are prepared to respond to emergencies.
- 3) Educational needs of the affected children are met according to the accepted standards and timeline.

Emergency preparedness and response plan for education at all levels, including schools, is to ensure that the impact of emergency is minimized and the children in the emergency area have access to quality education with minimal disruptions.

Education responses in emergencies are measured with global minimum standards (INEE minimum standards) that provide internationally accepted guidelines and tools to reach a minimum level of quality education.

## Incorporating Natural Disaster aspects in School Curriculum & Teacher Training

Disaster related topics are being included during a spiral curricular reform by the National Institute of Education (NIE) from 2007 to 2010 into the school curricula of the grades six to nine, junior secondary level, and partly also in grades 10 to 12, in the subjects of Science, Geography, Life Competencies and Civics Education.

### Integration in Grades

Grade 6 to 11  
Grade 6 to 9  
Grade 9 to 12  
Grade 11

### Subjects

Science  
Life Competencies and Civic Education  
Geography  
Civics and Governance

Basic safety aspects are also being integrated into the Primary School syllabi, in grades 4 and 5.

NIE and the Ministry of Education carried out several activities in school based Disaster Risk Management. Initiatives have already been taken to integrate Natural Disaster Management into the existing curriculum of the Geography subject, which has been finalized.

In the context of in-service teacher training, the preparation of In-service Advisors (ISAs) in teaching the new curriculum contents has started in 2008 with a training module on DRM and School Safety for all Social Studies. Didactic material for the new DRM topics has been developed and being introduced into the schools system.

Additionally, Disaster safety related School Projects as a method to make children learn and to train children on DRM related issues was introduced by the NIE/Science Faculty for grades 6 to 9.

Disaster Safety Education has already been integrated into the syllabi and co-curricular programmes of pre-service teacher training at the National Colleges of Education (NCoE). In 2007 concerned lecturers have been prepared to teach the new curricula. A tool kit with teaching and learning materials for the NCoE has been composed. Basic knowledge on DRM and School Safety concepts are part of the compulsory subjects from 2008 onwards, practical exercise and skill development (hazards assessment, evacuation simulation, mock drills, fire safety, first aid) have already been introduced in to the co-curricular programmes of the NCoEs. These programmes cover academic and non-academic staff as well as resident and internship teacher students.

Furthermore, Disaster safety topics have already been integrated into the new curricula for the Teacher Training Colleges in 2008.

## CHAPTER II

### 7 STEPS IN SCHOOL DISASTER SAFETY PLANNING

A school disaster safety plan has a holistic approach to combat any disaster and encompassing all activities from prevention through crisis response. Not all emergencies can be prevented; therefore a plan needs to describe arrangements for responding to such emergencies that might occur in the school environment. A written description of hazards to which the school might be exposed are identified and this allows developing prevention and response activities to minimize them.

While preparing the plan, school principals, teachers, students, parents, public safety agencies and other key partners should be involved. Participation by community members will ensure their support for the plan. The roles and responsibilities of each member of the school safety team should be clearly defined. It is crucial that all key persons know what they and the other team members have to do in an emergency. Plans should be shared with local administration and relevant government officials (Divisional Secretariat, Town Councils, Pradeshiya Saba, Grama Niladhary etc).

Leadership is needed throughout the planning process and the school principal plays a crucial role in the development of the plan. Furthermore, for plans to be effective, staff and other individuals involved need to have the necessary skills to cope with an emergency, therefore staff training should be included in the planning process.

Plans should be simple enough to read and understand. These plans should be disseminated within the school and also in the community to foster broader acceptance and participation in implementing. In order to make them sustainable, plans should be continuously reviewed and changes inserted.

#### **The following seven steps help to develop the school disaster safety plan:**

1. Establish the school safety core team
2. Create awareness among the school community
3. Identify hazards and resources
4. Establish and train the school disaster safety team
5. Prepare the school safety plan
6. Disseminate the plan and conduct mock drills
7. Evaluate and update the plan

## Step 1: Establish the school safety core team

The first step is to identify the persons who are responsible for the management and coordination of the whole school disaster safety program. This core team should be formed and start to prepare the school disaster safety plan. They are not only the responsible body to prepare and implement the plan, but also to disseminate and update it. Further, they should give leadership to the school, while the extended school disaster safety team will be responsible for specific tasks during the implementation of the plan, for example giving Early warning, Evacuation and Mock drills and First Aid.

The core team may comprise with three (3) to five (5) members, depending on the size of the school and available human resources. The following composition could be suitable for a Secondary School:

Principal or deputy principal (Chairperson), Sectional Head, Teacher(s), 2 Senior Students (male & female in a mixed school).

In the case of a Primary School the team could be:

Principal or deputy principal (Chairperson), 2 Teachers (possibly a male and a female). Ideally the team is part of the School development society.

## Step 2: Create awareness among the school community

The second step towards making a school disaster safety plan is to create understanding for the need of the plan by creating awareness among school members. The topics of an awareness meeting could be: what are hazards and disasters in their areas, how the school could be affected, how teachers and students can protect themselves through proper behaviours during emergencies, how preparedness can minimize losses and damages, etc.

Public awareness is understood to be a core element of successful disaster reduction. It is considered essential to motivate the vulnerable population to become more active in risk reduction. Awareness allows people to protect themselves in their everyday lives and contributes to build a culture of safety in the community and society. Schools play a pivotal role in reaching the community. An effective educational programme conducted through schools targets not only teachers and children, but also reaches deep into the community.

Awareness-raising is an interactive process in which different parties are engaged, each with its own roles and ways to make its voice heard. Awareness creation activities should focus on providing information and knowledge to influence positive behavioural changes (see also Chapter 3: Do's and Don'ts before and during disasters).

Some effective ways to deliver messages are through personal communication, discussions, projects initiated by students, sports/cultural events, brochures, leaflets, school magazine etc.

Enthusiasm can be stimulated by weaving disaster risk reduction concepts into popular culture, for example through street theatre and drama. Art, crafts, drama or music teachers as well as parents and students could support the awareness program.



*The awareness meeting at a school in Homagama zone*

The National Safety Day declared by the government could be useful to promote and create awareness among the school community. Towards achieving that objective the following activities can be organized targeting different classes: exhibitions, school projects, writing competitions, debates and dramas, drawings.

The District Disaster Management Coordination Unit (at the District Secretariat) can support the school in the above activities by providing required materials with support of the DMC. Additional material could be developed by the team.

### Step 3: Identify hazards and resources

A historical profile of natural hazards in the school environment is to be identified, to get information on prevailing hazards, their frequency and seasonality. This information could be collected through interviews, newspaper articles and other sources. After identifying the hazards it is necessary to prepare a disaster calendar in order to identify the temporal variation of disasters. The table below gives examples, others which are not included here, might be mentioned.

**Table 1: Hazards Calendar (Seasonality of Hazards)**

Hazard	Period											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Floods												
Landslide												
Cyclone												
Drought												
Lightening												
Others												

## Hazard Assessment (structural & non structural)



*School team in Kalmunai*

The structural safety of a building needs to be assessed with regards to its safety from hazards as cyclones, floods and fire. If the school building is very old or the building codes are neglected there might be a risk, being in the building. In this case, the school authority should contact their relevant zonal/ provincial officers who can guide them in getting their building assessed.

It is necessary to identify potential hazards to which the school might be exposed. The hazards assessment could be carried out by children of the school under the guidance of their teachers within the school premises and outside the school (neighboring area) by walking around the school. Ask students to make notes, as they go along, of things that might cause a disaster during a cyclone, fire etc. When students are back in the classroom, discuss with them about possible hazards that may threaten their life.

### A list of such hazards could be:

- Unprotected playground
- Exit doors and windows locked
- Power failure
- Electrical wires on the ground
- Tall bookcases or cabinets not bolted to the wall
- Accidents from sports equipment
- Area where inflammable liquids are stored and not secured

### Potential hazards close to the school could be:

- Power lines and electricity transformer
- Big trees and branches
- Highway or railway line
- River, dam
- Industrial factories, chemical factories
- Unprotected wells, pits

When you return to class room, discuss with the students how the hazards could be reduced, and/or how they could cope with if it happened. During hazard assessments, if the existing coping mechanisms are found inadequate, necessary measures should be incorporated into the response plan of the school.



*The cupboard is not fixed to the wall, it might fall and block the emergency exit at the time of a disaster*



Also available resources, which can be used during an emergency need to be identified. Based on the hazards assessment, the members of the School Disaster Safety team will prepare the school disaster safety plan.



*Landslide affected school in Ratnapura district*



*Tsunami affected school in Ampara district*

### Examples - Table 2

Type of hazard	Places	Solution identified
Tsunami	<ul style="list-style-type: none"> <li>■ Class rooms in lower elevations and close to the sea</li> <li>■ Children in the playground</li> </ul>	<ul style="list-style-type: none"> <li>■ Coordinate with the community and their emergency plan</li> <li>■ Identify a safe place to be evacuated in a tsunami emergency</li> <li>■ Organize a radio to receive official information</li> <li>■ Do regular evacuation mock drills</li> </ul>
Cyclone	<ul style="list-style-type: none"> <li>■ All school buildings, especially the roof</li> <li>■ School grounds</li> </ul>	<ul style="list-style-type: none"> <li>■ Reinforce the roof construction by adding cross beams</li> <li>■ Secure the roof covering</li> <li>■ Outside the school buildings and in the school grounds, fix all objects that might fly away when strong wind surges arise</li> </ul>
Fire in electric cables	<ul style="list-style-type: none"> <li>■ in the Main hall</li> <li>■ in the Library</li> <li>■ in the Physics labs</li> <li>■ in the Office</li> </ul>	<ul style="list-style-type: none"> <li>■ Rewiring the electric system</li> <li>■ Using trip switches</li> <li>■ Display instructions</li> <li>■ Use fire safety mechanisms (fire extinguisher/ sand baskets)</li> </ul>
Injuries to children through accidents at the playground	<ul style="list-style-type: none"> <li>■ Playfield – monkey bars, swings etc.</li> </ul>	<ul style="list-style-type: none"> <li>■ Arrange support from the school development committee for proper maintenance of the playground</li> <li>■ Make the equipment of the playground safer, e.g. through plastic cover of sharp metal parts</li> </ul>

## Step 4: Establish and train the school disaster safety team

The school disaster safety team is the group responsible for implementing all the activities to ensure safety in school. The whole team is coordinated by the school disaster safety core team (see Step 1).

### **Team composition**

The team composition and the number of its members should be flexible according to the school's capacity and specific requirements. The team should include teachers, students and parents, including members of the School Development Society. As the team is responsible for different tasks, there should be minimum size of five (5) to seven (7) members.

### **Resource persons**

For the realization of an annual big mock drill, which involves the community, the participation of resource persons from outside the school is essential. The resource persons may include representatives of organizations who are specialized in safety matters.

### **Team meetings**

The full team should meet at least three times a year in order to prepare and conduct awareness activities and school mock drills as well as to update the school disaster safety plan. A meeting with resource persons should take place at least once a year for the preparation of an annual mock drill together with the community. At the beginning of the school year disaster safety activities shall be included in the School Development Plan.

### **Team structure**

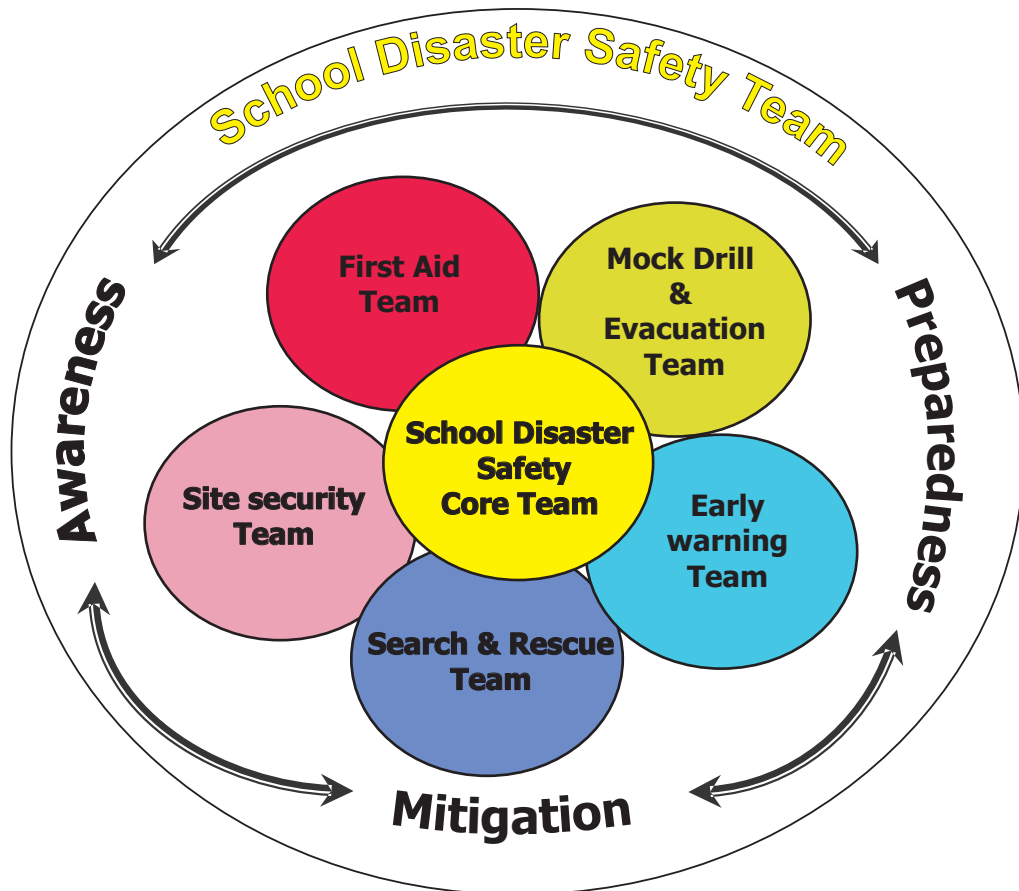
The whole team should be engaged in creating awareness among the students and school community and promoting activities for better preparedness against local hazards and mitigation of their impact. In an emergency or during practicing emergency management skills (e.g. mock drill) the same team has to act as emergency team.

The team will break into sub-teams according to the requirements and specific hazards in the school. Available resource persons from other programmers like School Security (Kumara Pawura) shall be integrated in the team. The minimum requirement is one person responsible for each of the below mentioned tasks. The following sub-teams can be appointed to perform:

1. Early Warning
2. Mock drills and Evacuation
3. First Aid
4. Search and rescue
5. Site security



Graph 1: School Disaster Safety Team



### Roles and responsibilities

All team members are responsible for Awareness, Preparedness and Mitigation.



*School Safety team conducting mock drill*

The definition of roles and responsibilities of the team can be made according to the requirements of the specific school, see below an example that may be adapted to the available resources of the school:

Table 3: Roles and Responsibilities of the school disaster safety team

Name/ Designation	Position & Responsibilities in the Team
1. The Principal	<u>Chairperson and head of Early warning team</u> <ul style="list-style-type: none"> <li>- Coordination with officials dealing with emergencies (Police, Fire Brigade, District DMC units, Hospitals etc)</li> <li>- Assign team members</li> <li>- Receive accurate information from Police, Fire Brigade, Met Department, Irrigation Department, Air force etc)</li> </ul>
2. The Vice Principal	<u>Head of Search &amp; Rescue team</u> <ul style="list-style-type: none"> <li>- Keep the records of daily attendance of students &amp; Teachers</li> <li>- Identify vulnerable places in the school</li> </ul>
3. Teacher	<u>Head of Evacuation team.</u> <ul style="list-style-type: none"> <li>- Conduct evacuation drills and update procedures</li> <li>- Direct students to safer areas</li> <li>- Count heads &amp; report missing</li> <li>- Keep Search &amp; Rescue plan update</li> </ul>
4. Teacher	<u>Head of First Aid team.</u> <ul style="list-style-type: none"> <li>- Maintain the first aid kit</li> <li>- Provide treatments to injured persons</li> </ul>
5. Teacher	<u>Head of Site Security team</u> <ul style="list-style-type: none"> <li>- Prevent unnecessary people entering</li> <li>- Protect property</li> <li>- Observe unidentified, suspicious objects</li> </ul>

### 1. Early warning and communication



*Student giving the alarm sign*

The head of the early warning team is responsible for informing the school about possible disasters and to give the evacuation warning. He or she has to prepare the warning signal (bell, public address system, megaphone, etc.) and operate it in an emergency. Other necessary material would be telephone or mobile phone, radio and contact information of the various local authorities like DMC, police, hospital, fire brigade etc.

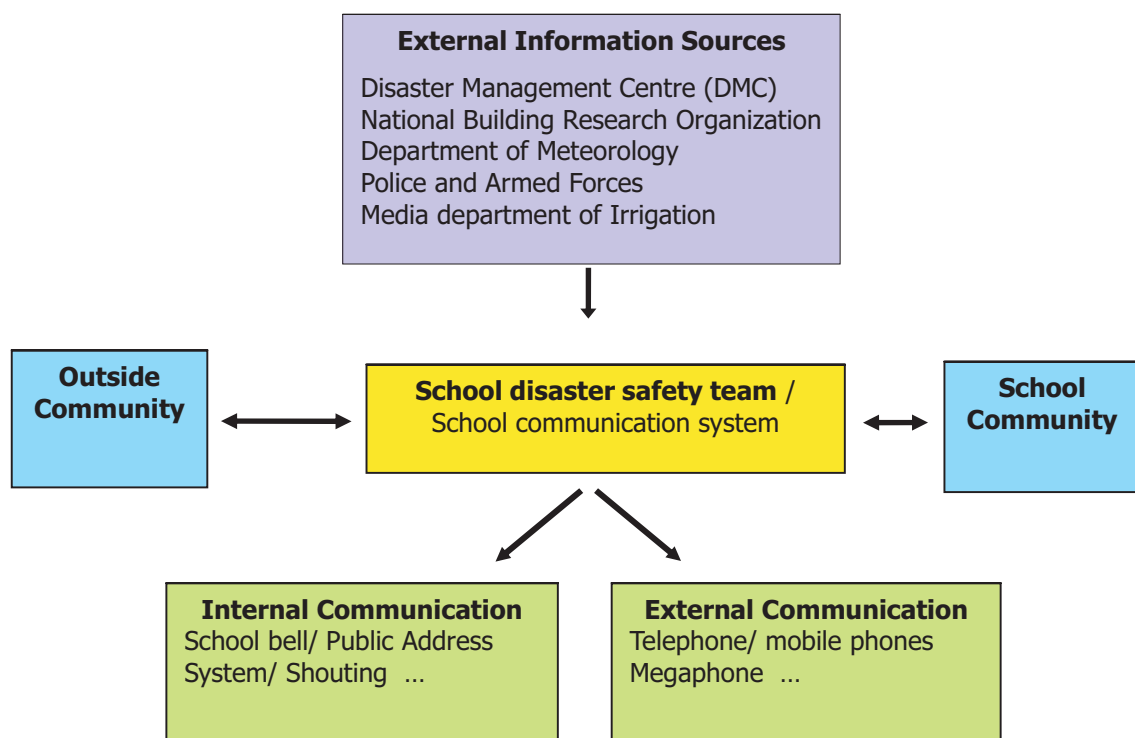
Before the disaster, regular updates from official sources such as radio/TV, NBRO, Irrigation department should be obtained on potential disasters. The school authorities have to be informed of any possible hazardous situations and on the other hand, contact with district authorities has to be maintained to receive any orders for the school.

The early warning team is responsible for informing the other team members about the situation.

During the disaster the team has to disseminate the early warning message to all classrooms and teachers by using the warning signal. Furthermore they have to report about the disaster to the other team members and local authorities using standard short messages. It has to be clear, who will call whom and what information would be given (-> short message about the incident, location of school, information on injuries or casualties).

After the disaster the various information sources should be monitored and the other team members must be kept informed. If there is no more threat that also should be informed to all concerned parties.

Graph 2: Emergency communication system



## 2. Mock drills and evacuation

In case of an emergency evacuation or a mock drill, all class teachers and prefects have to help to guide the students safely out of the classroom to the safe areas and to control if all of them arrived there. They all need to know the school evacuation map, which shows the routes of evacuation and assembly points. They also need to know the number of students in the respective classes on a given day.

The proper evacuation team has to be prepared for a disaster by knowing about the warning signal, the evacuation plan, the emergency exits, keys and emergency equipment. They also should take measures in advance to guarantee that physically challenged students can be safely evacuated.



*Teacher supervising the class evacuation*

The team is responsible for conducting regular mock drills – at least once per term – in coordination with the other teams. They should practice different procedures for different hazards to ensure that team members adhere the evacuation plan and have acquired practice in the drill. After a disaster they have to ensure that the assembly area is safe and determine if any additional assistance is required for evacuation.

### 3. First Aid

A medical kit has to be available for the school. The First Aid team is responsible to keep the supplies up to date and complete. Further it should be aware of special medical requirements for students and have some stock medication. Activities of Red Cross or St. Johns Ambulance or any other institutions at school level should be linked to this team. The team has to participate in the mock drills. In case of a disaster, it has to administer first aid activities and record all cases and treatments. They should be able to determine further assistance in accordance to the needs.

The team should ensure training and refresh training for all members.

### 4. Site security and Mine Risk Education

Members of the School Security (Kumara Pawura) and Mine Risk Education programmes can create this sub-team. Their main concern are man made disasters and especially the threat of explosives. Through awareness activities they can prepare the school community to identify explosives and protect themselves.

This team is responsible for securing the school in case of a disaster. Parents can be asked to help. Prefects, scouts and cadets can also be associated with the security team.

In case of an emergency, after evacuation all external gates and doors have to be locked in order to protect the school properties.

## 5. Search & Rescue Team

The Search & Rescue team needs a map of the school with different exits, doors and windows marked as well as information about the number of students and classes. Master keys, stretchers, ropes and ladders should also be available for the case of an emergency.

During a disaster they conduct search & rescue operations if students or teachers are missing. They also have to know with which external Search & Rescue Teams they should coordinate in a severe event.



Emergency equipment  
at schools



## **Team training**

The sub-teams should be trained for their responsibilities such as evacuation, first aid, security, fire safety and search & rescue. They should meet regularly for practical exercises to maintain their acquired skills; also doing mock drills is an essential to keep the plan alive with the time.

The training component should be discussed in the plan and the necessary resources identified, like material and trainers. Organizations that can help to provide training are DMC (mock drills, evacuation, warning), Police and Army (security, search & rescue, evacuation, fire safety), fire brigade (fire safety), National Cadets Corps, Scouts, Health Department/ Red Cross/ St. Johns Ambulance (first aid). Whenever training activities in these areas are organized at the school or in the zone, the team members should be included.



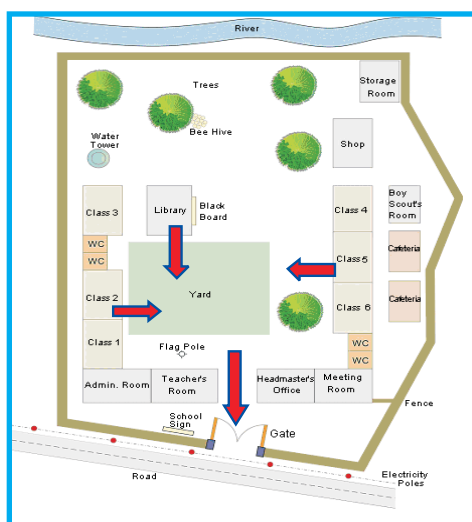
## Step 5: Prepare the school safety plan document

The School disaster safety plan should be simple and easily understandable. The document can be arranged to meet the needs of the school. It should include the following elements:

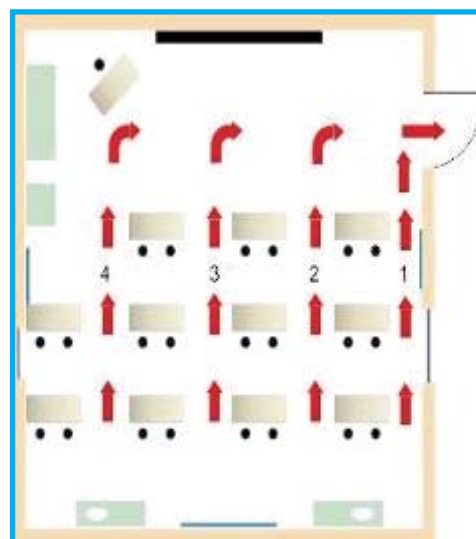
- Introduction about the school (see model plan)
- List of Members of the disaster safety team with their responsibilities and contact details (see table 3/ Roles and Responsibilities of the school safety team)
- Hazards and Resources identification in the school (see step 3 and model plan, page 31)
- School and Community maps (see model plan)
- Programme for school disaster safety team training, mock drills and updating of the plan (see model plan)
- Do's and Don'ts during an emergency (see chapter III)

The school map is an essential part of the plan and requires a detailed situation analysis of the school. This exercise can be carried out by the teachers and later be shared with the students. The map shall show the following components:

- All physical structures as buildings, classrooms, staff room, laboratories, • Identified places to keep emergency equipments (Communication system, Fire extinguisher, First Aid boxes, etc.)
- Identified, undisturbed evacuation paths which are used in an emergency
- Identified safe place (assembly point) within or outside the school premises where students can be evacuated
- Classroom evacuation maps might be included to show the process of evacuation of students by columns, beginning at the tables next to the exit (see below)



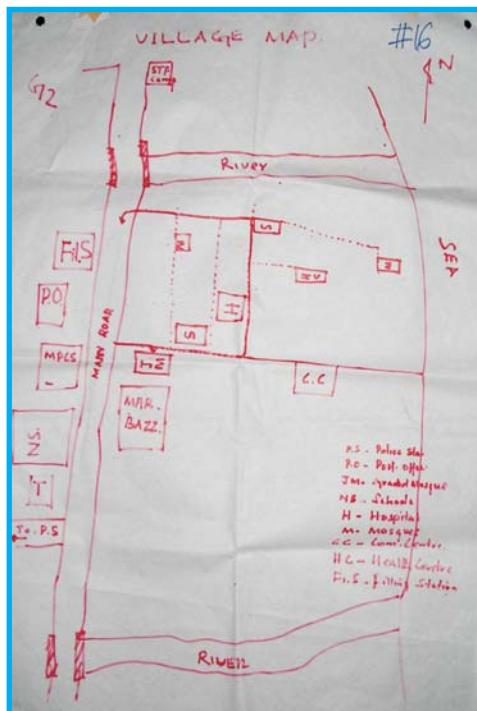
Map 1



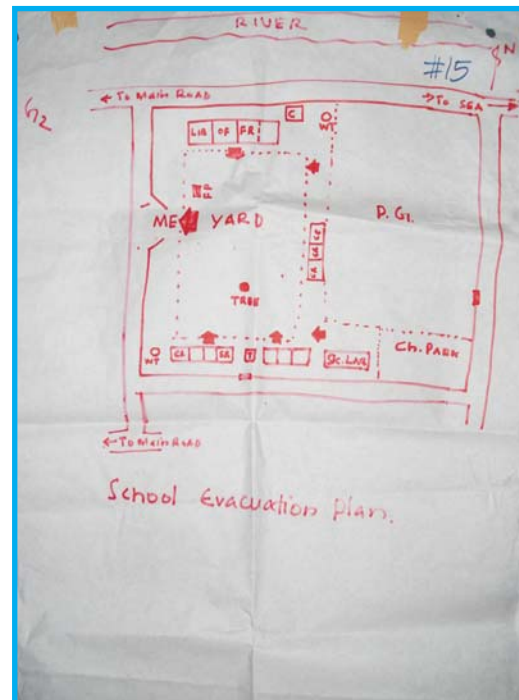
Map 2

A second map should include the school environment or the community where the school belongs to. It should be produced in cooperation with parents and community representatives. This map shall include the following components:

- Geographical characteristics (lakes, rivers, higher/lower grounds, hills, beach, etc.)
- Transport (roads, bridges, boats, railway, etc.), evacuation routes and safe areas or shelters
- Buildings including the nearest available resources (Public Phone, Police station, Hospital/Health Center, Red Cross, Temple/Church, etc.)



Map 3



Map 4



*School evacuation map at a class room entrance*

The school map should be posted at various points in the school. This will help to show the nearest exit and evacuation route to anyone who looks at the map. The safe evacuation paths should be clearly marked with arrows. Alternative access routes to the school along with the nearest key infrastructures should also be included.

Evacuation routes and emergency exits in the school can be indicated with signs.

## Step 6: Disseminate the plan and conduct mock drills

Once the plan is made, it should reach each and every teacher and student of the school. The way of dissemination can be arranged by the school itself. Dissemination can be made in an interesting manner giving room to imagination and creativity.

If a mock drill can be managed at least once a term, it is very useful. One drill can be well informed in advance and the other can be a surprise one. After each mock drill evaluation should be done to get a feedback. Comments after the drills should be used to upgrade the school disaster safety plan.

The preparation of the mock drill includes:

- Display maps of classroom, school and surroundings, pictures or site plans with evacuation routes. The school evacuation map should be displayed in each classroom and in other common places where it can be seen easily.
- The school safety team should study the emergency plan carefully and make sure they understand all aspects of the plan.
- The warning team must decide on the mode of alarm and let all persons know the form of the alarm (Bell, megaphone, etc.).
- The evacuation team must designate the safe areas and evacuation routes according to the type of disaster, i.e. when bomb blast occurs outside the it is safe inside; when it occurs inside the school then outside is safe. These details must be made available to all by means of maps displayed at prominent locations.
- All the staff and students must know what they have to do once they hear the alarm.
- Parents must be made aware of the process so they do not interfere in the safe evacuation.
- The outside agencies such as police, local administration, DMC, etc. must be informed of the mock drill and sometimes asked to be present during the drill.

In an evacuation, first priority should be given to the junior classes and physically challenged persons as they are most vulnerable.

Ensure that the total number of students leave the room after the head count of the class.

In the classroom all persons must line up, form a queue, and must gather at the outside assembly area or safe area. No one will run, turn back or shout. This is important to prevent panic and stampede.



*Self-evacuation of a disabled child*



If there are injured students who are unable to leave on their own, the teacher should ask for help from others to take them out of the classroom.

The class teacher must be the last to leave the room, and will walk together with the students.

Girl guides, scouts, cadets, prefects and monitors must help in this process.

At the safe area there will be a head count. If any person is missing then the information must be given to the school administration and search & rescue team.

The last to leave the premises should be the principal and senior staff. They can lock the valuables before leaving.

If there is a need to evacuate outside the school premises, then they must get the help of traffic police, especially at junctions, to enable safe crossing of roads by the children.

Take feedback from all participants for required amendments to the emergency plan.

**The basic mock drill is for evacuation, e.g. for fire or bomb threat. Depending on the local hazard, specific mock drills for tsunami or earthquake shall be practiced. Floods and cyclones are not considered as emergencies for schools, because the communities will receive warning in advance and take the**

In case of an emergency the following are the essential steps that should be practiced during the mock drills:

1. As soon as an emergency occurs the students and the staff should be informed by the Warning team.
2. Initial steps should be taken to control the emergency, e.g. fire extinguishing using available resources.
3. At the same time the warning should be immediately followed by an evacuation led by the Evacuation team.
4. If there is a trained Search & Rescue team, it should conduct a head count and search for missing persons.
5. The First Aid group will treat the victims on the spot, at a pre-designated first aid post.
6. After first aid operations, victims should be rushed to the nearest hospital as soon as possible, if necessary.
7. Fire brigade and police should be informed immediately.
8. The situation should be handled calmly by all the teams. Students should be kept calm and controlled by their teachers.
9. The Site Security team should prevent any person running into a disaster site.
10. Future measures should be discussed with the participation of the school community.

## Step 7: Evaluate and update the plan

The School Disaster Safety Plan should be updated and evaluated periodically. The school should fix a time in each year (i.e. January), to evaluate and update the plan in order to make sure that plan remains effective even after many years. This should then be disseminated again amongst the school community through drills and workshops.

The responsibility of this will remain with school disaster safety core team.

The following questions may help to ensure the quality of the plan:

1. Has the school established the school safety team and considered including students and parents who may be helpful as members?
2. Have team members been notified and their roles and responsibilities defined?
3. Has the school developed a list of team members and resource persons with names, addresses and telephone numbers?
4. Has the school organized training for the members of the school safety team?
5. Has the school considered the relationship between the district administration and the school safety team and how these groups interact?
6. Has the school developed and distributed the disaster safety plan document and made provisions for its review by the school safety team?
7. Have arrangements been made for regularly scheduled meetings, mock drills and other awareness and training activities?



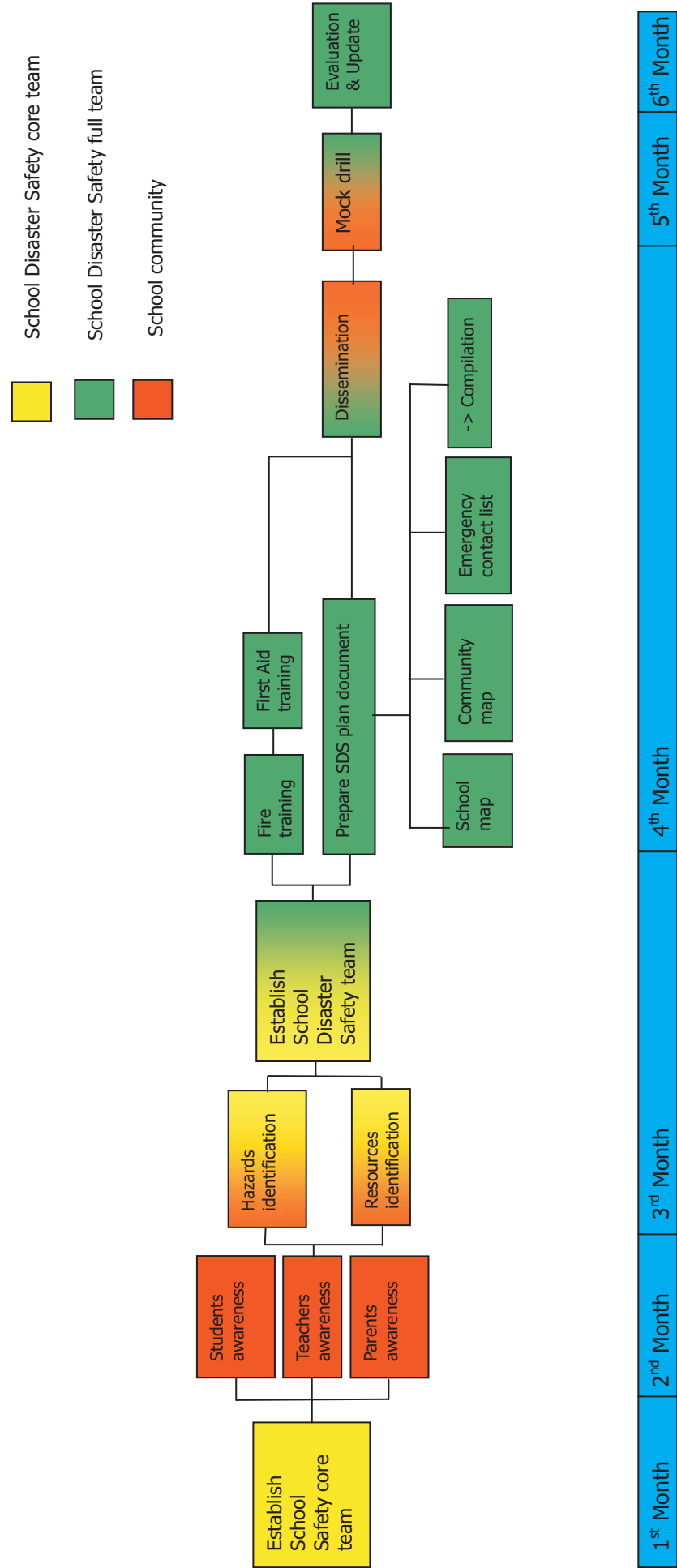
*Mock drill at Thalahene including the school pet*



*Fire Safety demonstration by the SL Air force*

Graph 3: The process of School Safety Plan Development

The following flow chart shows the sequence of the steps taken and how the process of establishing the School Disaster Safety plan may be organized.



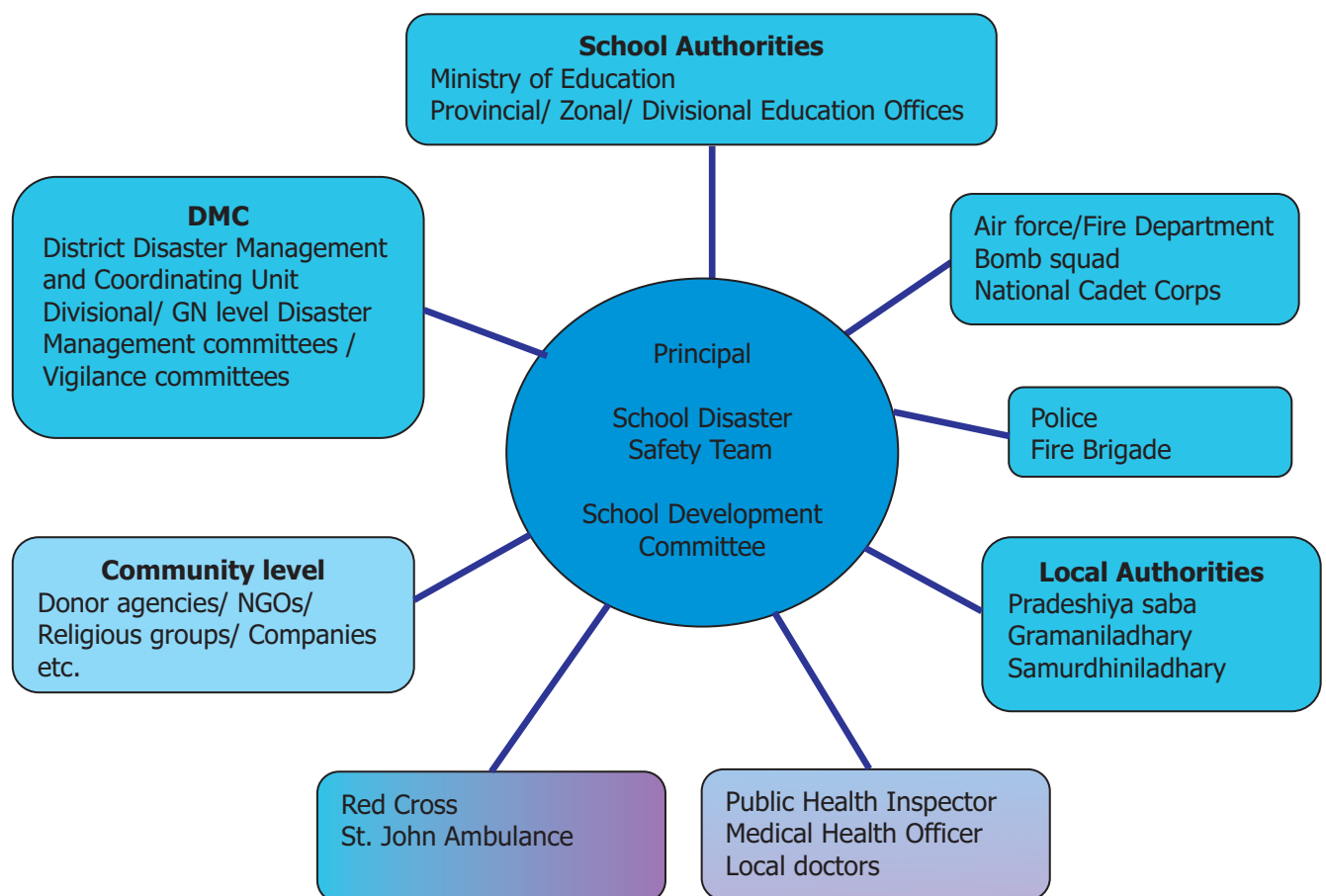
## CHAPTER III

### GOVERNMENT AND COUNTERPART ACTORS

The following chart shows the governmental and non-governmental agencies which can support the school community in its Disaster Safety programme.

On the back cover page of this manual the most important contact details of the disaster relevant agencies can be found.

Graph 4: Government and counterpart actors



## CHAPTER IV

### DO'S AND DON'TS BEFORE AND DURING DISASTERS

#### Fire

##### Preparedness

- Identify the vulnerable places for fire and try to minimize the risk.
- Prepare and demonstrate the evacuation map in suitable places.
- Instruct school children on what to do when they see a fire in the school.
- Keep sand baskets at the classrooms to use in an emergency.
- Identify the safe area in the open grounds and evacuation routes in the school.
- Do regular mock drills to practice proper evacuation during the fire emergency.
- Prepare a warning signal (i.e. bell – permanent ringing for 1 minute).
- Keep contact details which are needed during the emergency (fire brigade, hospital).
- Train at least two teachers on how to use fire extinguishers (if available).

##### SAFETY TIPS

- Raise the alarm to warn the others.
- In case that it is a small fire, try to extinguish it. Do not go towards a big fire.
- Evacuate your students accordingly to the emergency plan.
- Leave the building going in single files and by the stairs.
- Keep calm and avoid running and pushing. Support the handicapped students.
- Assemble your class at the safe area and make the head count.
- Send out a search and rescue team to look for missing students or teachers.
- Provide first aid to injured persons.
- Call the emergency fire service number and tell them where your school is and what happened. It is important that you listen and do what they tell you.

## Lightning & thunderstorm

### Preparedness

In case your school is located in an area prone to thunderstorms and lightning, try to install a lightning conductor.

Give instructions to students how to behave during thunder & lightning.

### Emergency

**During thunderstorms it is dangerous to stay outside, therefore remain indoors or inside a covered vehicle.**

- If you are in an open area in the school ground, make sure to get to the class room as quickly as possible.
- Do not seek shelter under or near tall trees and on high grounds.

### SAFETY TIPS

- Avoid touching objects of metal and electrical instruments.
- Stay away from metal poles, fences, antennas etc.
- Avoid places where water is collected.
- Avoid travel in uncovered vehicles such as motor cycles, bicycles and tractors.
- If lightning is about to strike, squat on your toes and curl in a ball as shown.



*Lightning Safety Position*

## Cyclones and Floods

### Preparedness

If your area is prone to storm surge or floods, contact your village (GN level) disaster management committee. A safe area will be located for evacuation in case of an emergency.

Keep important documents in the school in a tight plastic or water proof bag and at a safe place.

### Early warning

Most probably for cyclones and floods, early warning comes 48 and/or 24 hrs in advance. Keep receiving information on cyclone or floods warning from government institutions by sources such as radio and TV. You need to get accurate information by a trusted information source. Do not listen to rumors, but to all official warnings and do not go sightseeing.

**When the warning comes, it is advisable to keep children at their homes.**

- Remain indoors whether there is wind or not. Avoid windows.
- Be vigilant in flood prone areas during incessant rain.
- Switch off the electricity in the house.

### SAFETY TIPS

- If a warning is received, evacuate to an identified safe area.
- There is the possibility of tidal waves. Hence avoid the sea shore.
- Avoid electrical wires or posts that have collapsed.
- Keep away from damaged bridges, buildings and trees.
- Drink only boiled water during floods or after a cyclone as epidemics can spread.
- Avoid food contaminated with flood water.
- Avoid flowing water while walking or driving.

### Psycho-social aspects

Speak clearly to your family about facing difficult situations and how best to respond in a time of crisis. Be free to talk about ideas such as:

- Being prepared in your mind to face any eventuality, being courageous
- Staying calm, thinking clearly, and acting thoughtfully
- Staying together and supporting each other
- Looking out for the most vulnerable like small children, old people, sick or disabled

people

Make sure children and family are mentally prepared for floods if this is common in the area. A positive mind set needs to be inculcated which will help them to cope:

- Floods are a constant occurrence in my area.
- If it happens, I know what to do, where to go and I am able to cope. I am not afraid.
- My family and community are prepared, we have faced it before and we can do it again.



## Tsunami

### Preparedness

If your area is prone to tsunami, contact your village (GN level) disaster management committee. Prepare a school disaster safety plan in cooperation with the committee. Identify the safe area closest to the school and the evacuation paths to get there. Do regular evacuation mock drills for tsunami in the school and minimize drawbacks.

### Early warning

Early warning might be given in case of Tsunami, but the warning could be short notice.

If the warning gives enough time, arrange to save important school documents, but do not involve students to do it and also do not delay the evacuation process.

Turn on your radio to learn if there is a tsunami warning if an earthquake occurs and you are in a coastal area. Keep receiving information from government institutions by sources such as radio and TV. You need to get accurate information by a trusted information source. Do not listen to rumors.

**When the warning comes, arrange immediate evacuation.**

### SAFETY TIP

- Move inland to higher ground immediately and stay there.
- Never go down to the beach to watch a tsunami come in.
- If you can see the wave you are too close to escape it.
- If you are in a boat and on the sea, stay there and do not return to the land.
- After the tsunami; stay away from flooded areas until officials say it is safe to return.
- Arrange to send school children to their home safely or hand them over to their parents.

### Mock drill:

The warning team of the school gives the signal that a tsunami is occurring and the school has to be evacuated as fast as possible. Accordingly to the evacuation map, students and teachers leave the class rooms and gather at the designed safe area on higher ground. There, the teachers make the head count to control if everybody is safe. All stay in safe place until the danger is over.



## Earthquakes

### Preparedness


**Earthquakes usually give no warning at all.**

Before the earthquake is the time to make a safety plan for the school. Consider the following:

- Always keep the following in a designated place: bottled drinking water, non-perishable food, first aid kit, torch-light and if possible battery-operated radio with extra batteries.
- Identify places in the school that can provide cover during an earthquake.
- Conduct regular earthquake mock drills with the teachers and students.

### SAFETY TIPS

When an earthquake occurs, there is no time to think about where you will be safe. You need to be prepared so that you can react appropriately and immediately and move to a safer location. Here are some tips for keeping safe during a quake:

- **Drop, cover and hold:** Get down low. Cover your head and neck with your arms or school bag. Hold on to something stable so that you do not go sliding.
  - If no sturdy cover is nearby, kneel or sit on the floor next to a structurally sound interior wall. Place your hands on the floor for balance.
  - Move away from windows, bookcases and other unsecured heavy objects.
  - Do not run outside while shaking if you are inside.
- 
- Earthquake safety drill*
- If you are outside, try to go to an open area while keeping away from falling debris, electric wires and trees. Stay there until the shaking stops.

Here are a few things to keep in mind **after an earthquake**:

- After the first tremor, be prepared for aftershocks. Though less intense, aftershocks cause additional damages and may bring down weakened structures.
- Do not re-enter damaged buildings and stay away from badly damaged structures.
- Help injured or trapped persons. Give first aid where appropriate.
- Return home only when authorities say it is safe.

### Mock drill:

The teacher blows the whistle as the signal that an earthquake is occurring; students take shelter underneath the tables. The teacher checks the correctness of their self preservation and gives feedback. Then the students leave the self preservation place and the teacher explains the evacuation procedures. While evacuating the classroom and school building towards the agreed safe place, the students protect their heads with schoolbags to avoid being hit by falling objects.

## **Bomb threats in the school**

### Preparedness

Identify an emergency response team who will receive any emergency message regarding such event. The team has to identify the safe locations and safe routes in the school where children have to be evacuated. They also need to do practice regular mock drills in the school. The team should know in advance what are the responsible agencies to be contacted during such an emergency. The school children should be made aware about what to do in an emergency.

### SAFETY TIPS

- Be aware of unidentified bags or parcels or any unusual objects in the school.
- Take bomb threats by phone calls seriously.
- If such an incident happens, inform the school official and the emergency team as quickly as possible.
- Keep children away from the suspected object and evacuate them from the dangerous area.
- In case the bomb threat is inside the school, evacuate the students to a safe area.
- In case the bomb threat is outside the school, keep the children in the classroom and away from windows.
- Inform Police and Bomb Explosion Unit as quick as possible.

**CHAPTER V****A SCHOOL DISASTER SAFETY PLAN EXAMPLE**

*(This school plan is fictional and based on the plans drafted from pilot schools.)*

*SCHOOL DISASTER SAFETY PLAN*  
*Wickrama College*  
*Rathnapura*



*Education zone: Niwithigala*

*School Class: 1C*

## Content of the plan

- School Profile
- Hazards and Resources identification
- Members of the disaster safety teams
- School and Community maps
- Evacuation procedures
- School Action Plan for disaster safety activities

### School Profile

Wickrama College is in Niwithigala Education zone in Ratnapura district. The school consists of 65 teachers and 1.220 students. Out of them 670 are male students and 550 are female students. The college is under the category of class 1C. It is having classes from grade 1 to 13. For each grade there are 1 to 3 classes.

The school is located in front of the Niwithigala - Kalawana main road. It has two multi story buildings and ten single story buildings. In addition to those there are one main hall, shrine room, staff room.

The road to the school is passing the low land area of Niwithigala town which is prone to floods during the south west monsoonal period. The last heavy flood was recorded in 2003, May. The school is located in the valley surrounded by Niwithigala and Puwak henna mountains. The two mountains are highly prone to landslides. It was recorded a heavy landslide in 2003, May which damaged part of the school building. Also the school got slightly damaged during the flood in 2007. Lightning was also recorded during the month of November in the area.

Under the above context the school administration has identified the need for a proper disaster safety plan in order to face emergency situations.

*Hazards and resources identification**Natural hazards calendar*

<i>Hazard</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>
<i>Floods</i>												
<i>Landslide</i>												
<i>Cyclone</i>												
<i>Drought</i>												
<i>Lightening</i>												

*Potential hazards in and around the school*

<i>Type of hazards</i>	<i>Possible places/</i>	<i>Possible solution identified</i>
<i>Fire in electric cables</i>	<ul style="list-style-type: none"> <li>■ in the Main hall</li> <li>■ in the Physics labs</li> <li>■ in the Office</li> </ul>	<ul style="list-style-type: none"> <li>■ Rewiring the electric system</li> <li>■ Using trip switches</li> <li>■ Display instructions</li> <li>■ Use fire braking mechanisms (fire extinguisher/ sand baskets)</li> </ul>
<i>Chemical spill</i>	<ul style="list-style-type: none"> <li>■ in the chemistry lab</li> </ul>	<ul style="list-style-type: none"> <li>■ Use proper storing mechanisms</li> <li>■ Use proper instructions</li> <li>■ Keep chemical protective equipments</li> </ul>
<i>Damages from older buildings</i>	<ul style="list-style-type: none"> <li>■ Grade 8 class rooms</li> </ul>	<ul style="list-style-type: none"> <li>■ Reconstruct the ceiling</li> </ul>
<i>No zebra crossing on the main road</i>	<ul style="list-style-type: none"> <li>■ In the main gate road crossing</li> </ul>	<ul style="list-style-type: none"> <li>■ Use school prefects for traffic control in the morning and the afternoon</li> <li>■ Avoid student crossing the road during school hours</li> <li>■ Keep the main gate closed during the school hours</li> <li>■ Get support from the pradeshhiya saba to draw the zebra crossing</li> </ul>
<i>Falling of book shelves</i>	<ul style="list-style-type: none"> <li>■ In the library</li> <li>■ In the office</li> </ul>	<ul style="list-style-type: none"> <li>■ Fix to wall</li> <li>■ Use shorter shelves</li> </ul>

*Available Resources in the school*

<i>Type of resource</i>	<i>Number</i>	<i>Places</i>
<i>Fire extinguishers</i>	<i>03</i>	<i>Library:1 Office:1 Main hall: 1</i>
<i>First aid boxes</i>	<i>02</i>	<i>Office: 1 Sport room: 1</i>
<i>Ladder</i>	<i>01</i>	<i>Store Room</i>
<i>Sand baskets</i>	<i>08</i>	<i>Library: 2 Office: 2 Main hall: 2 Staff Room: 2</i>
<i>Megaphone</i>	<i>01</i>	<i>Office Room</i>
<i>School evacuation map</i>	<i>25</i>	<i>Each class room Office: 1 Staff Room: 1 Sport Room: 1 Library: 1 Main hall: 1</i>
<i>Emergency contact list</i>	<i>02</i>	<i>Office: 1 Staff Room: 1</i>
<i>Radio</i>	<i>01</i>	<i>Office: 1</i>
<i>Telephone</i>	<i>01</i>	<i>Office: 1</i>
<i>Safety helmets</i>	<i>02</i>	<i>Office: 2</i>



## *Emergency Response Mechanism*

### *Emergency Contact list (Rathnapura District / National)*

<i>Designation/Organization</i>	<i>Telephone Office</i>
<i>District Secretary, DS Office, Rathnapura</i>	<i>045-2222233</i>
<i>Additional District Secretary, DS Office, Rathnapura</i>	<i>045-2222236</i>
<i>Fire Station, Rathnapura</i>	<i>045-2222759</i>
<i>Sri Lanka Army Camp, Rathnapura</i>	<i>045-2262278</i>
<i>Department of Meteorology , Rathnapura</i>	<i>045-2228654</i>
<i>Area Superintendent of Police, Rathnapura</i>	<i>045-2222226</i>
<i>Base Hospital, Rathnapura</i>	<i>045-2222260</i>
<i>Chairman, Rathnapura Urban Council, Rathnapur</i>	<i>045-2222275</i>
<i>Director General, National DMC, Colombo</i>	<i>011-2861137</i>
<i>Director, Department of Social Services, Colombo</i>	<i>011-2825235</i>
<i>Director General, Meteorological Department, Colombo</i>	<i>011-2694104</i>
<i>Head, Land Slides Studies &amp; Services Division, Colombo</i>	<i>011-2588946</i>

### *Members of the school disaster safety core team*

<i>Name of the person/ Designation</i>	<i>Position &amp; Responsibilities in the Team</i>	<i>Contact details (Address/Tel/Mobile)</i>
<i>1. The Principal</i>	<i>Chairman</i>	<i>XXXXXX</i>
<i>2. The Vice Principal</i>	<i>Head of Search &amp; Rescue team</i>	<i>XXXXXX</i>
<i>3. Teacher</i>	<i>Head of Evacuation team</i>	<i>XXXXXX</i>
<i>4. Teacher</i>	<i>Head of First aid team</i>	<i>XXXXXX</i>
<i>5. Parent</i>	<i>Head of Site security team</i>	<i>XXXXXX</i>

### Members of the school disaster safety team and resource persons

Name / Designation	Position & Responsibilities in the Team	Contact details (Address/Tel/Mobile)
1. The Principal	<u>Chairman of SDST &amp; head of warning team</u> - Coordination with emergency officials - Assigning team members - Receiving accurate information	XXXXXX
2. The Vice Principal	<u>Head-search &amp; Rescue team</u> - Keeping the records of daily attendance - Identify vulnerable places in the school	XXXXXX
3. Teacher	<u>Head of Evacuation team</u> - Conducting evacuation drills and update - Directing students to safe areas - Counting heads & reporting missing	XXXXXX
4. Teacher (Head-Science)	<u>Head of first aid team</u> - Maintain first aid kit - Inform the principal about injured	XXXXXX
5. Teacher	<u>Head of site security team</u> - Prevent unnecessary people entering - Protect property	XXXXXX
6. Teacher	Member of first aid - Giving first aid - Taking injured to hospital	XXXXXX
7. Teacher	Member of evacuation team - Directing students to safe areas - Opening locked doors/gates	XXXXXX
8. Parent	Member of first aid team - Giving first aid	XXXXXX
9. Parent	Member of site security team - Protects property - Prevent outsiders entering	XXXXXX
10. Prefect	Member of warning team - Give the warning signal	XXXXXX
11. Prefect	Member of search & rescue team - Help to find missing people	XXXXXX
12. Doctor	Resource person - Instructor for health aspects	XXXXXX
13. Police inspector	Resource person - Giving instruction to school protection	XXXXXX
14. GN	Resource person - Establishing links with the community	XXXXXX
15. Pradeshhiya Sabha	Resource person - Coordinator for government authorities	XXXXXX

## INFORMATION SHEET

### RESPONSIBILITIES OF THE EMERGENCY TEAMS

#### 1. EARLY WARNING TEAM

- Make the community aware both within and outside the school
- Inform about the type of warning signal
- Conduct mock drills
- Maintain list of important contacts
- Inform within the school about any emergency
- Inform outside agencies such as fire brigade, police station and education office for help in case of emergency

#### 2. EVACUATION TEAM

- Make the school community aware of the safe areas to assemble in case of emergency
- Make an evacuation plan for the buildings within the school
- Make the evacuation plan easily available to all concerned
- Conduct mock drills on evacuation
- Guide the students to the safe areas in case of emergency
- Conduct head count to ensure all are safe
- Inform search & rescue team / fire services about missing persons

#### 3. FIRST AID TEAM

- Receive training in first aid
- Conduct practice sessions
- Set up a first aid post during emergency and provide first aid
- Interact with evacuation team for best location of first aid post
- Maintain first aid kit in the school
- Maintain contact with local hospitals and doctors
- Plan for transportation of injured to hospital

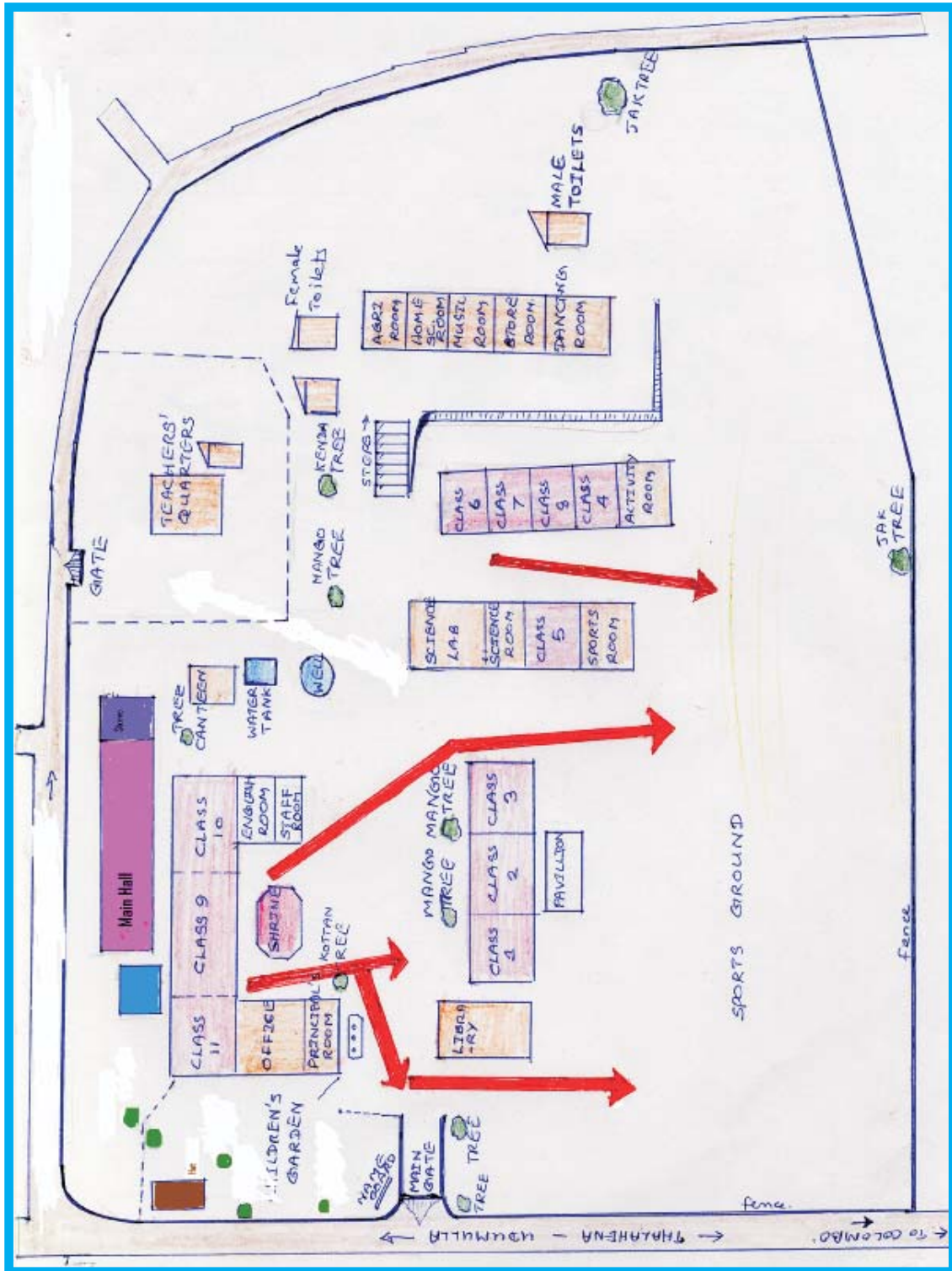
#### 4. SEARCH AND RESCUE TEAM (IF TRAINED AND AVAILABLE)

- Receive training
- Conduct practice sessions
- Obtain information on missing persons from evacuation team
- Search for missing people
- Take injured to first aid post for further medical treatment

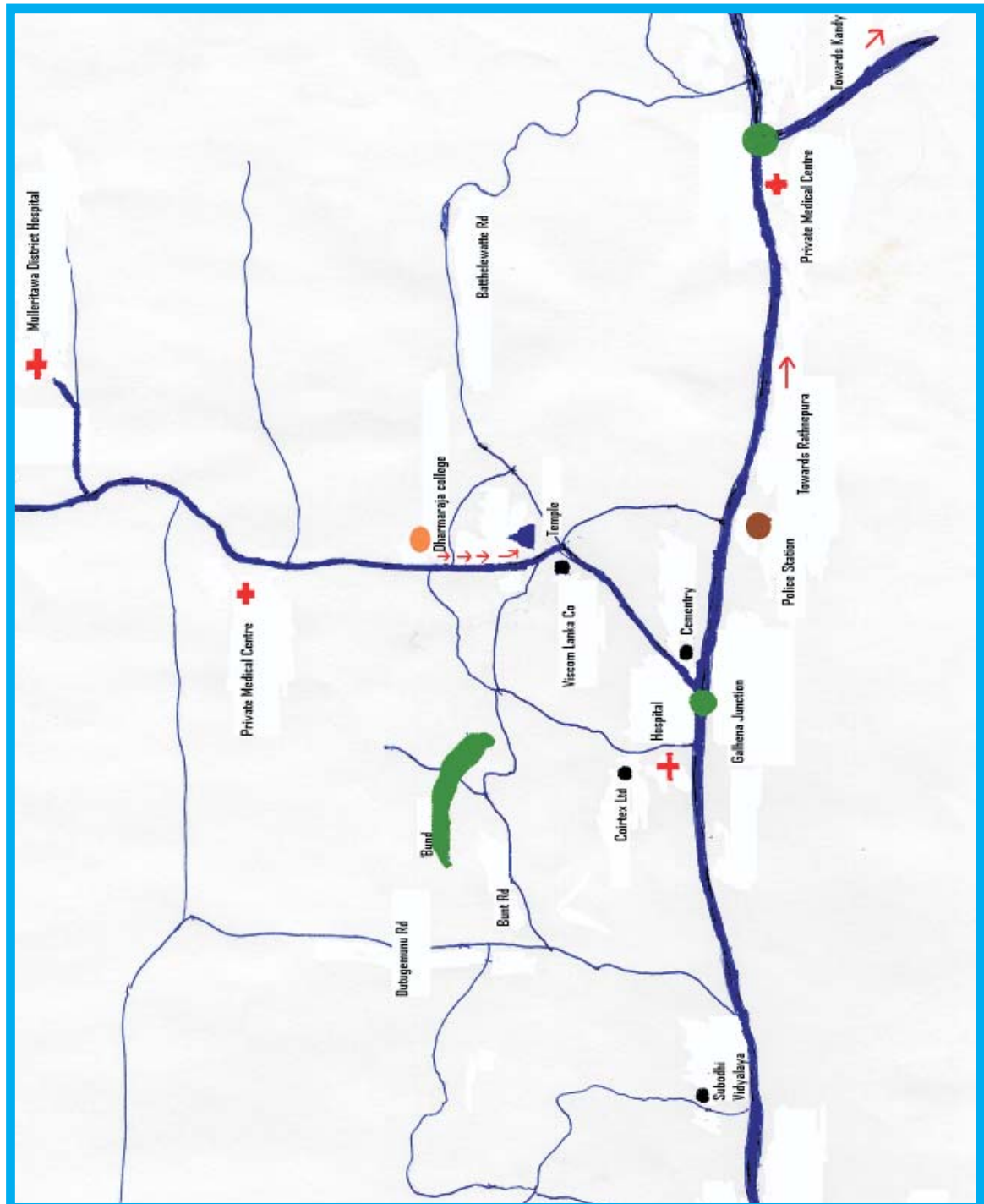
#### 5. SITE SECURITY TEAM

- Prevent entry of unauthorized persons into the incident site
- Maintain security of premises and school property
- Maintain contact with and cooperate with local police

## School evacuation map



### Village evacuation map





## INFORMATION SHEET

### Evacuation procedures

#### Before emergency

- Give information about the possible hazards
- Instruct how to escape
- Instruct how to reduce damages
- Instruct how to respond to the emergency signals
- Conduct Mock drills

#### During emergency

- Follow the Instructions
- Act as soon as possible
- Help others
- Inform the relevant internal and external agencies for help

#### After emergency

- Search & rescue, First aid, head count
- Trauma counselling

#### Evacuation routes (internal & external)

- Follow the safety routes already prepared

#### Sheltering sites and Safe areas (internal & external)

- According to the type of disaster select the safe area

#### Procedures for addressing medical needs

- Do First Aid
- Calling ambulance
- Calling security forces
- Send the serious cases to the hospital

#### Transportation

- Use available Transportation - List of taxi services, transporters with contact numbers



School action plan for disaster safety programme

Activities	Responsible	Resource Persons	Resource Materials	Duration	Outputs
1. Conducting Awareness Programmes for students	Principal, Geography Subject teacher	District Disaster Management Coordinator attached to District Secretariat	Posters, Video, Tapes	January, February, March	Students gain clear knowledge, skills and confidence to save themselves and the community during disasters
2. Establish Disaster Safety teams at school level	Vice Principal		2 weeks		Functional team, divided into groups
3. Assessment on Disasters and Hazards	Disaster Safety Team	Group members	Observation sheet	2 weeks	Disasters and hazards noted in tables
4. Organize training materials	Group		Rope, mat, first aid box, fire extinguisher megaphone	1 month	All the resources needed for the training will be available at the school
5. Organize training groups of students	Scouts and Physical Education teacher	St. Johns Ambulance, Cadets, Hospital	First aid box, ladder, ropes, fire extinguisher	1 month	The students will be prepared for sudden action

*Plan for First Aid Training*

1. Target Groups: Students - 40 (Grade 10-13)  
 Teachers - 10

2. Venue: School Hall

3. Duration: January, Saturday and Sunday

4. Resource Persons: - St. John Ambulance  
 - ICRC, MOH

❖ Cost:

- Resource persons	=	5,000.00
- Stationeries 50x50	=	2,500.00
- Refreshments 50x15x2	=	1,500.00
Total		9,000.00

5. Resource Materials:

- Triangular cloths
- Stretchers
- Emergency kit
- First aid box
- Tent
- Flip chart or White board, markers

6. Preparation & Implementation - School Disaster Safety Team

7. Other Suggestion - Frequently exercise with the students!

## CHAPTER VI

### INDICATORS AND MONITORING TOOLS FOR SCHOOL SAFETY

The Ministry of Education, Provincial Education Departments, Zonal and Divisional Offices is introducing a programme on national level for the implementation of the external evaluation process in a manner to be helpful for the quality development in education. The objective here is to obtain correct and updated information required to maintain and develop standards in education on national level, to identify the valuable experiences identified through such information and to expand them in the system and to refer them to schools to identify the weaknesses and problems for applying remedial measures.

All resources in the school and the whole process should be utilized for the purpose of achieving the educational objectives. The objective of an evaluation process is to verify whether they are utilized accordingly. For this purpose the indicators relevant to standards are utilized for deciding the standard position existing in the school and these indicators have to be treated as evaluation equipment as well as the targets related to the standard that should exist in a school. The self development process in the school can be conducted continuously by working under the criteria, indicators, and standards mentioned here. Likewise it can be utilized for the Internal evaluation as well, while the relevant standards and indicators can be utilized for the external evaluations too.

Seven Evaluation Domains have been identified, which together compose the development of the school. The topics of School Safety and Disaster Management come under the areas of Student Welfare and School and Community. Please find in the following list the respective standards and indicators.

#### **Student Welfare Services**

##### **Standard No. 6**

##### **Methodologies implemented relating to Disaster Management**

##### **Indicator 6.1 – Methodologies adopted by school for disaster management identified**

1. Sudden disaster that would happen owing to location of school introduced
2. Awareness provided for school community on nature and implementation of such sudden disasters
3. Methodologies identified to minimize dangers in sudden disasters
2. Responsibilities assigned to school staff to adopt procedures in such instances
3. Action taken to obtain sponsorship from outsiders

5	4	3	2	1

##### **Indicator 6.2 – A systematic programme available to minimize dangers in disasters**

1. Disaster Management Committee established in school
2. Persons to lead operations specifically, have been identified
3. A signal system to inform disasters available in school
4. Awareness provided for school community relating to nature of signals through rehearsals
5. Prefects given training relating to these activities

5	4	3	2	1

**Indicator 6.3 – A First Aid system identified and implemented for dangers and sicknesses.**

1. First Aid Sets kept in school on class level
2. A First Aid Unit established in school under a male/female teacher
3. This Unit is actively maintained
4. A specific procedure adopted in school to provide facilities to adult girls
5. Awareness program conducted to prevent sudden disasters and diseases

5	4	3	2	1

**School and Community****Standard No.3****Arrangements made to utilize resources of community for development of school.****Indicator 3.3 – Community assistance obtained for security of school**

1. Responsibility assigned to Security Committee
2. A security scheme planned
3. Provided awareness to community on security scheme
4. Identifying specific instances of obtaining community assistance for this purpose
5. Security work well implemented

5	4	3	2	1

**Standard No. 5****School has taken action to develop community energies.****Indicator 5.1 - Assistance provided by School to solve problems faced by community**

1. School is vigilant on problems faced by community
2. Regarding these problems a methodology available to provide awareness to community
3. Awareness on disaster management provided
4. Community will be joined in solving problems
5. A systematic file is opened for this purpose

5	4	3	2	1

**Indicator 5.2 - Awareness programs organized for the community under various themes.**

1. Provide awareness to Parents to maintain a favorable learning atmosphere in their homes
2. Awareness provided to refer school drop outs to vocational guidance
3. Provide awareness to Parents to allow students to select subject areas according to their interests
4. Counselling services provided for problematic family units
5. Specialist teachers' assistance referred for community needs

5	4	3	2	1

**Instructions:**

Please decide and note down the number of marks to be given under the position of each standard.

Excellent	-	5 marks
Very Good	-	4 marks
Good	-	3 marks
Satisfactory	-	2 marks
Should be developed	-	1 mark

## Monitoring of DRM related activities at school and zonal level

In 2007, the implementation of School Disaster Safety programmes started at pilot level and in selected districts, supported by DMC, GTZ, UNECHO and UNDP. Education officers at zonal and district level as well as school principals and ISAs have been trained in order to prepare them for the implementation of the programme.

An impact evaluation, which has been conducted by GTZ in late 2007 and early 2008 showed that many Zonal Education Offices (ZEO) did not dispose of the full information on the actual situation of DRM implementation in the schools. This led to the proposal to support Zonal Offices to establish a simple monitoring tool that helps them to collect the data that are necessary to play a vital role in the coordination of the implementation process. Since ZEOs are responsible for a complete coverage of their schools they must know how far they are advancing and what are the actual shortcomings and needs to approach the goal of total coverage. The education officers in the pilot area of the Eastern and Northern Provinces suggested the identification of a DRM coordinator in each Zonal Education Office, who will support the implementation of the School Safety programme and work closely with the school principals.

Meanwhile, DRM Coordinators are identified in the zones of the Eastern and Northern Provinces. During a training course, they learned to develop Zonal Plans for the implementation of DRM activities in their zones. Their role is the one as a facilitator for the DRM-implementation. Their main responsibilities are

- that monitoring results (see extra sheets) are available and updated regularly
- that the zonal plan is available and updated regularly (see format)
- that all schools of the zone can implement all aspects of DRM (school safety measures, DRM teaching in different subjects and through projects).

Their role as facilitator of this process means that they should try to associate the different stakeholders of their zones to monitoring, analysis of monitoring results, planning and implementation of activities. They have to generate interest of the different stakeholders (including NGOs and projects) to contribute to a systematic introduction of DRM related activities into all schools of a zone. Monitoring results help to identify needs and problems, to which contributions of different stakeholders may be required.

The tool for school level inquiry was designed as a two pages instrument with mostly yes/no questions. This design answers to the need of a simple tool that only should allow giving a photograph on the situation of schools regarding DRM implementation. The questionnaire serves to collect and to transport the data from the schools to the ZEO. At the ZEO, probably through the DRM-Coordinator, the data is transferred to the Summary Sheet. This sheet is designed to serve as a management tool for the DRM-Coordinator. He/she will tick for every "yes" in the corresponding field. Every question answered with "no" means a blank in the Summary Sheet. Finally the sheet will show what already has been done or achieved (fields with a mark) and what is left to be done (fields with a blank). Information on what is left to be done has to lead to the planning and implementation of activities able to fill in the blanks. The Summary sheet should be copied on one A-3 sheet, if possible. Nevertheless, the design as a two pages document should be kept since it allows that ZEOs can draw more copies if needed on A4 pages that can be glued together with scotch.

To complete the monitoring process, the quality of DRM activities at school level can be evaluated by using the above mentioned indicators of the MoE/Quality Assurance Unit.

**Monitoring of School Disaster Safety implementation**

Zone: .....

Division: .....

Location / Name of School .....

**1. Hazards threatening the school**

	Tick, if yes		<i>If yes, give the risk level</i>		
			<i>low (I)</i>	<i>middle (II)</i>	<i>high (III)</i>
Tsunami					
Floods					
Landslide					
Cyclone					
Fire					
Others					

Don't transfer the risk level to the summary sheet. This is only additional information for you

**2. Physical / Constructional Provisions**Surrounding school wall or fence ☐Solid Building ☐Other provisions ☐: .....**3. School Safety Related Equipment / materials**

Equipment / Material	Tick if yes	Received by...
Alarm Bell		
Fire Safety equipments		
First Aid Kit		
Telephone		
Radio		
<i>Other (specify):</i>		

Only tick in the summary sheet, if yes.

Don't transfer the donor to the summary sheet. This is additional information for you



**4. Organisational provisions**

- School Safety -Team or Committee ☐
- School Safety Plan ☐
- School Evacuation Plan ☐
- List with emergency telephone numbers ☐

**5. Teaching / Learning material**

- Exercise books ☐
- Other books ☐
- Posters ☐
- Videos/CDs ☐

**6. School Safety/Disaster Management (DM) Related Training**

Kind of Training	yes	Received by...	Needed
School Safety Training			
DM in Social Science lessons			
DM in Science lessons			
DM in other subjects			
DM teaching through Project method			

**7. Application of DM-lessons**

Social Sciences

- Geography ☐
- Life competencies ☐
- Civic education ☐
- Science ☐

**8 Otheractivities**

- Awareness ☐
- Mock drill ☐
- DM-Project or camp ☐
- School Safety Day ☐
- Others ☐

*Please transfer the answers to the summary sheet.*



# Monitoring of Disaster Safety Implementation in schools,

## Summary Sheet

Zone: .....

Division: .....

Monitoring of School Disaster Safety; Division: ..... Zone: .....

No.	Location / Name of School	Hazards threatening the school						Constructional Provisions			Safety Related Equipment				
		Tsunami	Floods	Landslide	Cyclone	Fire	Others	Wall, fence	Solid building	Other prov.	Alarm bell	Fire safety	First Aid Kit	Telephone	Radio
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# Monitoring of School Disaster Safety and DM (Disaster Management)

No	Organisational provisions				Learning / Teaching material				DM/Safety related Training received					Application of DM-lessons				Other activities			
	Safety Team	School Safety Plan	Evacuation Plan / Map	Emergency numbers list	Exercise books	Other books	Posters	Videos/CDs	School safety	Soc. Science	Science	Other subjects	Project method	Geography	Life Comp.	Civics Educ.	Science	Awareness	Mock drill	Project/Camp Safety Day	Others
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**DRM Implementation Action Plan****Zonal****Divisional****School****Name of Zone / Division / School: .....**

No.	Activity	Period			Responsible	Material needed	Costs	Source of Finance
		Jan.	Feb.	Mar.				
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								



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