



# Limiting and planning for schools as temporary evacuation centres in emergencies

**POLICY BRIEF AND PRACTICE GUIDANCE FOR PACIFIC NATIONS**

In support of the Worldwide Initiative for Safe Schools



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for School Safety

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# About the guidance

## Who is the guidance for?

This guidance is for national policymakers and decision-makers in education authorities and disaster management organisations, and other relevant government agencies in Pacific island nations.

## Objectives of the guidance

This guidance is intended to support education authorities and disaster management officers to make decisions and allocate resources to meet shelter needs of the population, to protect children's rights to safety and wellbeing, educational continuity, and to protect education sector investments.

## Abbreviations and Acronyms

CSS	Comprehensive School Safety
DRR	Disaster Risk Reduction
EiE	Education in Emergencies
MoE	Ministry of Education
MOET	Ministry of Education and Training
NDMO	National Disaster Management Office

## Terminology

When populations take shelter in public buildings, these shelters may be called many terms such as emergency shelters, evacuation or collection centres. In the Pacific 'evacuation centre' is the term mostly used when talking about short-term and long-term emergency accommodation. We have used this term throughout this guidance.

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# 1. Introduction

Over the past decades in the Pacific, schools have been used by students, families and internally displaced people as unplanned and sometimes long-term shelters during disasters, by students, families and internally displaced people. They have also been occupied by fighting forces during conflict.

These conditions have disrupted education, caused damage to educational facilities and equipment, and put children at risk of abuse, neglect and exploitation. This has given rise to calls from policy makers and field practitioners for guidance.

Given the importance of education in times of crisis, it is unacceptable for schools to be used as long-term shelters or occupied by fighting forces for any amount of time. Moreover, if a school has not been explicitly designed and prepared as an evacuation centre or damage to a school puts the sheltering population at risk, then schools should not be used as an evacuation centre. However, where schools are safe, they can offer an adequate temporary solution if specific conditions are met in advance.

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> A mother and daughter take shelter at the Raviravi Sangam School, Nakavika, Viti Levu after Cyclone Winston.  
Photo: Robert McKechnie/Save the Children

# Educational continuity

## Why is it important?

Beyond the basic human rights to shelter and survival, access to education is a developmental right of children. Access to both quality education and educational continuity is fundamental to reducing the impact of harmful socio-economic and health conditions caused by poverty – which is made even worse by disasters or conflict.

Ongoing access to quality education in a disaster or crisis environment is crucial because:

- ▶ Contact between teachers and students is essential to student retention and for them to achieve their learning outcomes. The right to 'educational continuity' means striving to maintain a certain number of student/teacher contact hours per school year.
- ▶ Schools provide a child-friendly space and physical protection from dangers.
- ▶ Learners in a safe learning environment are less likely to be physically, economically, or sexually exploited. Learners in a safe environment are not exposed to other risks such as forced or early marriage, recruitment into armed forces, or groups or organised crime.
- ▶ Educational opportunities reduce the psychosocial impact of emergencies and disasters. They provide role continuity, a sense of normalcy, structure, stability, calm in a crisis, and hope for the future.
- ▶ Assuring quality education for future generations is vital for aiding recovery, achieving sustainable and peaceful development, and security.
- ▶ Access to quality education contributes directly to the social, economic and political stability of societies. It helps reduce the risk of violent conflict by enhancing social cohesion and supporting conflict resolution and peace building.
- ▶ It enables parents to engage in recovery activities and return to work.
- ▶ School is a place where children and youth who need other assistance (such as health care, nutrition or child protection) can be identified, supported, and monitored.
- ▶ Schools provide lifesaving knowledge, skills and services for safety and survival, such as standard operating procedures for disasters and emergencies, sanitation and health guidance, disease prevention, mine awareness, conflict resolution and peace-building.

## 2. Schools as temporary evacuation centres



> The AKP Primary School, Ba, Viti Levu, Fiji was used as a temporary evacuation centre for 20 families affected by Cyclone Winston. Photo: Robert McKechnie/Save the Children

### Why are they used?

When homes are destroyed or damaged during a disaster caused by natural hazards (such as storms, floods, earthquakes, landslides, tsunamis, and volcanic eruptions), it is common for public spaces and buildings to be used for shelter until people can safely return home. Shelter is a critical requirement for survival and is necessary to protect security and health. Shelter is also important for human dignity, to sustain family and community life, and to enable affected populations to recover from the impact of disaster.

Schools are often deliberately chosen by disaster management authorities to serve as shelters. Schools can offer protection from the elements, have water and sanitation facilities, offer classrooms and assembly areas, and are recognised as child-friendly spaces.

Schools are also important institutions and community hubs. They have a high degree of visibility and familiarity for local communities, particularly elementary schools that are the centre of a range of community activities (Shaw et. al. 2012a & b). As a result, communities may simply go to the school for shelter without direction from disaster management authorities. Because of conscious efforts to protect children, in many communities, schools are designed and constructed to be the most disaster-resilient structures available.

In some instances (for example in parts of Bangladesh, India, Philippines, Japan and the US), schools have been specifically designed with additional shelter facilities – for example, for cyclones or tornadoes – to serve as community evacuation centres (Shaw et. al. 2012).

## How are they used?

The most common ways that schools are used as shelters are:

1. **Shelter-in-place for the school population** to keep students, education personnel and visitors safe from harm during sudden severe weather such as tornados and flash floods (American Red Cross, 2012 and Sorenson and Vogt, 2006) and after sudden onset emergencies, until students can be safely reunited with their families.
2. **Short-term evacuation centres or safe havens** for students, families and community members sheltering in response to threats or hazards – especially from storms, floods, severe weather and tsunami early warnings.
3. **Collective centres for the communal shelter** of internally displaced persons or refugees whose homes have been destroyed or are unsafe due to disaster or conflict.
4. **Occupation by armed forces**

## What are the impacts when they are used?

There is currently no formal research in the Pacific on the impacts of schools used as temporary shelters. There are, however, observations from several Pacific countries indicating negative impacts such as damage and destruction of school property, as well as interrupted education. There seems to be a difference between schools hosting their own students, staff and their extended families, and schools being ‘taken over’ to host displaced populations.

While using existing schools seems an obvious solution for temporary shelter needs, if not carefully planned, it can have negative consequences: for children’s physical safety and well-being, for their right to education, and to protect education sector investments.

The common assumption that schools are ‘shelters of last resort’ has in practice meant that schools are the first choice to be used, and without planning. Instead, if schools are to be used as temporary shelters, we need to plan for this.

### Pacific context

The Pacific region is highly vulnerable to the impacts of climate change and natural hazard impacts. Each year, disasters result in school buildings being destroyed or severely damaged, and lead to loss of life, injury, and disruption to children’s education.

After Cyclone Winston in February 2016, 60 schools and 139 ECCE centres were destroyed, and 103 schools were used as evacuation centres across Fiji. More than 60,000 students were affected.

Cyclone Pam in March 2016 destroyed or damaged 218 kindergartens, 187 classrooms, and staff housing. 279 more classrooms suffered major damage and more than 34,000 children were affected.

### 3. Guiding principles for schools as temporary evacuation centres

In 2016, Save the Children engaged experts in education in emergencies to draft guiding principles based on research, consultations and global shelter principles to reduce the impacts of when schools are used as shelters. The *Limited Use of Schools as Temporary Evacuation Centres* principles were drafted.

The principles acknowledge that in many disasters, schools are sometimes the best option for shelters. Thus, the focus should be on protecting school infrastructure and preserving educational continuity instead of prohibiting people from meeting their basic human need for shelter. When educational facilities must be used as shelters, any negative impacts or potential risks must be anticipated and avoided.

The principles are aligned with and advance the Comprehensive School Safety Framework, or CSS (Global Alliance for Disaster Risk Reduction in the Education Sector, 2017).



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*The principles acknowledge that schools are sometimes the best option for temporary shelters. They emphasise that the focus should be on protecting school infrastructure and preserving educational continuity instead of preventing people from meeting the basic human need for shelter.*

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#### Principles for the Limited Use of Schools as Temporary Evacuation Centres

##### Principle 1: Minimise the use of schools as temporary shelters

Create national disaster management policy and consistent school disaster management that plans for all other shelter options in advance of a disaster.

##### Principle 2: Plan for schools as temporary shelters where necessary

Schools should be built, maintained, equipped and managed to meet the shelter population needs, and to safeguard education investments. This includes meeting the minimum requirements to ensure human dignity, safety, child protection and educational continuity.

##### Principle 3: Plan for, and ensure educational continuity

Creating a safe environment for educational continuity includes planning for dual use of the learning facility for shelter and education, and/or the use of temporary learning spaces, transitional learning spaces and alternative delivery systems. The plan should specifically mitigate the risk of student drop-out due to school inaccessibility and closure.

##### Principle 4: Never allow the use of schools for military purposes nor occupation by fighting forces.

This is separate to the acceptable role that trusted military may have in cleaning up school debris as part of their civil and relief operations.

- ▶ The *Safe Schools Declaration* is an inter-governmental political commitment. The Declaration gives countries the opportunity to express support for: protecting students, teachers, schools, and universities from attack during times of armed conflict; for the importance of continuing education during armed conflict; and implementing concrete measures to deter the military use of schools.

## Examples of using the principles for Limited Use of Schools as Temporary Evacuation Centres:

### US

In November 2012, during and immediately after Hurricane Sandy on the east coast of the US, schools designated as shelters provided safe havens for children, families, and elderly people. These schools were able to protect these people from harm and offer solidarity.

### Turkey

During the school summer break in 2012 in the south of Turkey, schools and teacher dormitories were used (with community involvement) as temporary shelters for refugees for more than 2 months. School continuity was not disrupted, as the users moved out of schools and into local community and camps before the new school year began in autumn. (Zeynep Türkmen, Mavi Kalem, Oct. 2012, personal communication).



> Families displaced by Hurricane Sandy sheltering in a school hall.  
Photo: Sarah Thompson/Save the Children

## 4. National-level policy brief: Joint decision-making on schools as evacuation centres

### Education and Disaster Management Authorities:

National-level Education and Disaster Management Authorities should establish an ongoing strategic partnership, and meet to address the following:

- 1. Identify focal points in each agency.** The Disaster Management Authority should identify a consistent focal point to work with the national Education Authority. The Education Authority should identify a consistent focal point to lead work with the Disaster Management Authority on all aspects of CSS (including the use of schools as temporary emergency centres).
- 2. While identifying and mapping potential emergency evacuation centres, a multi-hazard risk assessment should be conducted or updated regarding all potential school sites.** Schools selected to be used as evacuation centres should be in safe locations and structurally sound. It is imperative to identify whether each that may be used as an emergency evacuation centre, either officially or spontaneously, is safe for this purpose or not. This risk assessment will support decision-makers to allocate resources and to develop a prioritisation plan to improve the safety of the school buildings. This will also ensure safer shelter options for the public.
- 3. Decide on a targeted limit to the number of school days that schools may serve as shelters. Promote local educational continuity planning, in advance.** Schools and local disaster management actors are encouraged to work together to develop an 'educational continuity plan'. This plan anticipates school closures due to hazard impacts, as well as the potential temporary use of schools as emergency centres. Any plans should consider both short-term hazard impacts as well as the potential for major disruption. While each context will depend on the circumstances of the crisis, 2-4 weeks is suggested as the maximum time that learning facilities may be used as temporary shelters in any one school year. This will require specific plans for schools and shelters to either share space or for alternative space for the education program to continue within 7-10 days of the initial disruption.
- 4. When the time limit is over for schools to serve as shelters, Disaster Management Authorities need to make long-term shelter plans in advance.** While they may be relied upon during longer periods when school is not in session, schools should always be regarded as *short-term* evacuation centres. Minimising school disruptions is an essential part of good planning.
- 5. To ensure equitable access and educational continuity, Education Authorities need to make plans in advance. This may include adjusting school days, hours and curriculum to reduce the loss of teacher/learner contact hours.** If the school cannot be used, within 7-10 days of the initial disruption there should be specific plans for an alternative space for the education program to continue. Lost days of schooling should be made up. Postponing exams and 'catch-up' education programs should be designed to minimise inequities.

**6. National authorities should link sub-national and local Disaster Management and School authorities for advance planning for managing schools as evacuation centres.**

Displaced populations sheltered in schools should generally be managed by Disaster Management Authorities. School administration needs to be informed about and validate management decisions. Beyond this, they must: decide on the roles that school staff should fulfil; determine and provide the training and guidance that they will need to facilitate responsible use of the school as a temporary shelter; and to ensure educational continuity. It is important to establish leadership and occupant participation in keeping school facilities clean and tidy, selecting appropriate rubbish sites for safe waste disposal, managing latrines, and protecting school property. Child protection mechanisms for disaster and emergencies should also be coordinated through cross-sectoral mechanisms.



> This mother and child were evacuated to a nearby primary school the day Cyclone Pam struck.  
Photo: Evan Schuurman/Save the Children

**7. Determine how evacuation centres can be managed so classroom use can continue.**

Decide in advance whether an alternative and temporary site for classes is available and can be agreed upon. If not, decide how additional shelter can be provided and maintained. This ensures that evacuation centre occupants can vacate classrooms during the day to allow classes to continue or for temporary classroom facilities be set up onsite.

**8. Establish governance arrangements for evacuation centres set up in schools.** The Disaster Management Authority and school administration will need to plan for coordination and communication. This governance includes developing specific guidance about material safeguarding and establishing mitigation measures, as well as reimbursement for any financial costs to schools. If educational facilities are used as temporary shelters it is important to protect school property including: buildings, water facilities and latrines, books, furniture, equipment, sports and recreational equipment, and school records. Schools and local Disaster Management Authorities can establish rules for use of schools in advance. They may meet with community members and provide advance orientation, to minimise any damage to school infrastructure and minimise the number of school days that are lost and need to be made up.

**9. Plan to equip and prepare schools to fulfil their role as temporary evacuation centres.**

Schools will need to be equipped to manage additional demand for water and sanitation. They may need to store emergency supplies, including additional shelter materials. Planning can determine in advance what stocks will be pre-positioned and where, and what framework agreements may be needed with vendors for providing goods or services.

**10. Ensure that educational facilities used as temporary evacuation centres are returned in good condition as quickly as possible.** Finance mechanisms for covering damage to school property or loss of school equipment – specifically caused by use of the school as a temporary evacuation centre – should be determined in advance.

## 5. Checklist: Limit and Plan for Schools as Temporary Evacuation Centres



> A family sheltering at the evacuation centre in their community during Cyclone Winston. Photo: Save the Children

### Who is this for?

- ▶ National and sub-national Education Authorities
- ▶ National and sub-National Disaster Management Offices
- ▶ Schools
- ▶ Community Disaster Management groups
- ▶ Civil society organisations (international NGOs [INGOs], NGOs, community based organisations [CBOs], education, child protection, and shelter ‘clusters’)

### How to use

Ministry of Education (MoE) and National Disaster Management Office (NDMO) representatives should meet to work through the questions in the checklist together. Under each question there are suggested actions. If you follow all the actions and can answer ‘yes’ to each question, it is likely that you are achieving the principles for limited use of schools as temporary shelters. We suggest that school representatives, community disaster management representatives and civil society are involved in the discussion.

### Notes

- ▶ While some action points may be for one agency, it is important that both agencies understand all actions and responsibilities.
- ▶ While some action points are better placed for one level of government, it is important all levels of government understand all actions and responsibilities.
- ▶ While the community, schools and civil society may not be responsible for delivering on any of the calls to action below, it is important they are part of the decision-making process for many of them.
- ▶ Some action points have text in boxes under them with more information about that particular action.

# Checklist: Limit and Plan for Schools as Temporary Evacuation Centres

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## 1. Have you taken steps to avoid the use of schools as evacuation centres?

✓ The following actions should be taken to achieve this:

- Identify all other places that can be used as evacuation centres.**  
*For example: churches, mosques, temples, public buildings, stadiums, purpose built shelters, etc.*
- Develop and implement a policy for constructing multipurpose evacuation centres.**  
*A multipurpose evacuation centre is a purpose-built building that has other uses when it is not an emergency. For example, it may be a sports stadium or a gymnasium at a school. Buildings at schools can be used, if educational continuity remains a priority.*

## 2. Have you planned for when schools need to be used as evacuation centres?

✓ To achieve this, the following actions should be taken:

- PLAN WITH THE LOCAL COMMUNITY**
- Work with communities to support the decision to use the school as the evacuation centre.**  
*Often the community needs to know that property and materials will be protected, education will continue, and there will be visible benefits.*
- Describe the use and management of schools as the evacuation centre in local community and school disaster management plans.**
- Include members of the school administration/management in managing the evacuation centre.**  
*This will make sure educational continuity and child protection needs are met and school assets are protected.*
- Include older children and youth in planning for use and management of schools as temporary evacuation centres and to plan for educational continuity.**
- Consult with men, women, and transgender community representatives as part of planning to address any issues of equal and safe access with dignity.**
- Consult with organisations representing people with disabilities, as part of planning processes, and with users, to consider and make adjustments to address any issues of equal and safe access with dignity.**

## 2. Have you planned for when schools need to be used as evacuation centres? (continued)

- ✓ To achieve this, the following actions should be taken:

### PLAN WITH THE LOCAL COMMUNITY

Consult with organisations representing indigenous, minority language, or cultural groups as part of planning. Consult with users to consider and make adjustments to address any issues of communication and to respect and accommodate cultural and religious practices.

With local health authorities and community representatives, plan for community health promotion for when the school is being used as an evacuation centre.

*Schools and community disaster management committees will need information on the major health problems, health risks, availability and location of health services and behaviours that protect and promote good health, and address and discourage harmful practices. Coordinate with 'health cluster' where applicable.*

- ✓ The following actions should be taken to achieve this:

### CONTINGENCY PLANNING

Analyse expected needs for school clean-up, supplies for water and sanitation, first aid, and emergency food supplies. Identify suppliers, develop standby arrangements, and make storage and distribution plans in advance. Maintain and update inventory of stocks and specify the roles and responsibilities of stakeholders.

Plan to identify and fill needs for teachers and other education personnel.

Determine if funds are needed for educational continuity, child protection and safety.

*If so, work with partners to mobilise national and international emergency aid to meet these needs.*

- ✓ The following actions should be taken to achieve this:

### SELECT, ASSESS AND MONITOR SCHOOLS AS TEMPORARY EVACUATION CENTRES

*The main points within these minimum requirements have been gathered from the following documents: Sphere, Humanitarian Charter and Minimum Standards in Humanitarian Response; INEE, Minimum Standards for Education handbook; UNICEF, Schools as Shelters; Government of Vanuatu Ministry of Education, Draft Guidelines for Setting up Temporary Learning Spaces; and points from CCCM-Education Cluster Meeting on the Use of Schools as Emergency Shelter.*

Make sure any new school design and construction is disaster-resistant (consistent with known climatic conditions and natural hazards).

Identify schools that meet the minimum standards to serve as evacuation centres.

## 2. Have you planned for when schools need to be used as evacuation centres? (continued)

- ✓ The following actions should be taken to achieve this:

### SELECT, ASSESS AND MONITOR SCHOOLS AS TEMPORARY EVACUATION CENTRES

#### Make sure the sites of selected schools are safe.

Surface water drainage and the risks of ponding or flooding should be assessed when selecting sites and planning temporary shelter. The site gradient should not exceed 5% (unless extensive drainage and erosion control measures are taken) or less than 1%, to provide for adequate drainage. The lowest point of the site should be not less than three metres above the estimated maximum level of the water table. The ground conditions should be suitable for excavating toilet pits and should inform the locations of toilets and other facilities. Coordinate with 'shelter cluster' where applicable.

#### Make sure there is a minimum usable surface area of 4m<sup>2</sup> per person for shelter or 30m<sup>2</sup> per person for collective requirements, including shelter, sanitation, services, community activities, warehousing, and access.

#### Keep a record of the maximum number of people each school can accommodate when used as an evacuation centre.

#### Monitor and update the list of schools that can be used and the numbers they can accommodate.

#### Make sure the minimum water quantity for public toilets in evacuation centres is met.

The minimum water quantity for public toilets within a temporary shelter is 1-2 litres per user per day for hand washing and 2-8 litres per cubicle per day for toilet cleaning. Note that for conventional flushing toilets connected to a sewer, the minimum water quantity is 20-40 litres per user per day. If the school has pour-flush toilets, the minimum water quantity is 3-5 litres per user per day. If the facility is used both as a shelter and a school, the minimum amount of water quantity for schools is 3 litres per pupil per day for drinking and hand washing. Users should have the means to wash their hands with soap or an alternative (such as ash) after using toilets, and before eating and preparing food. There should be a constant source of water near the toilet for this purpose. Coordinate with 'water, sanitation and hygiene cluster' where applicable.

#### Plan for water collection and storage during normal times to meet the anticipated emergency needs.

## 2. Have you planned for when schools need to be used as evacuation centres? (continued)

- ✓ The following actions should be taken to achieve this:

### SELECT, ASSESS AND MONITOR SCHOOLS AS TEMPORARY EVACUATION CENTRES

#### Make sure the minimum number of toilets in an evacuation centre is met.

*The minimum number of latrines/toilets for a temporary shelter is 1 toilet to 20 people. In addition, toilets must be no more than 50 metres from dwellings. If the facility is used as a dual shelter and school, the minimum number of latrines/toilets for a school population is 1 toilet to 30 girls and 1 toilet to 60 boys. In addition, separate, internally lockable toilets for women and men are available in schools. School offices require 1 toilet to 20 staff.*

**Toilets in difficult environments:** *During a flood or urban disasters, the provision of appropriate excreta disposal facilities is usually difficult. In such situations various human waste containment mechanisms, such as raised toilets, urine diversion toilets, sewage containment tanks, and the use of temporary disposable plastic bags with appropriate collection and disposal systems should be considered. These different approaches need to be supported by hygiene promotion activities.*

**Safe facilities:** *Inappropriate siting of toilets may make women and girls more vulnerable to attack, especially during the night. Ensure that women and girls feel and are safe when using the toilets provided. Where possible, lighting should be provided for communal toilets. The input of the community should be sought about ways of enhancing the safety of users. Consult women and girls on where they feel safe and where their toilets and rooms should be situated.*

**Menstruation:** *Women and girls of menstruating age, including schoolgirls, should have access to suitable materials for absorbing and disposing of menstrual blood. Women and girls should be consulted on what is culturally appropriate. Latrines should include provision for appropriately disposing of menstrual material, or private washing facilities. Coordinate with 'shelter cluster' where applicable.*

- ✓ The following actions should be taken to achieve this:

### RETURNING SCHOOLS TO THEIR INTENDED USE

#### Develop a timeline and a detailed process for returning the school for its intended use.

*The school should be returned in good condition. The population accommodated in the school should be transferred to another facility if needed, within 4 weeks after the emergency has happened. This minimises disruption and avoids families remaining in a school long after the emergency period has occurred. At no time should a forcible eviction take place.*

#### Plan in advance to move people from schools into longer-stay accommodation as quickly as possible after the disaster.

*Once a school has been activated as an evacuation centre, agree to an exit strategy with the site manager and school community/ This includes a date for retuning the educational facility to its original function in a reasonable state.*

#### Plan for how schools will record any damage and costs, and how they will be compensated if the building or assets are damaged during its function as an evacuation centre

## 2. Have you planned for when schools need to be used as evacuation centres? (continued)

- ✓ The following actions should be taken to achieve this:

MANAGING SCHOOLS AS TEMPORARY CENTRES	
<input type="checkbox"/>	<p><b>Plan to have separate spaces for shelter and learning.</b></p> <p><i>This may mean separate rooms, or a room that is divided for separate functions. Sometimes communities may arrange to use rooms for shelter but return them to classroom use during the school day.</i></p>
<input type="checkbox"/>	<p><b>Have a plan to move educational records, supplies, materials, equipment and furnishing into a place designated for storage, and secure that place to avoid potential destruction.</b></p> <p><i>School property must be protected so that it is not damaged during the use of the building as a temporary evacuation centre.</i></p>
<input type="checkbox"/>	<p><b>Create good ‘camp management practices’ – the routines, rules and responsibilities that create a structure as close as possible to everyday life.</b></p> <p><i>For example these practices could include self-management and role continuity.</i></p>
<input type="checkbox"/>	<p><b>Assess, plan and monitor the evacuation centre for safety, security and child protection.</b></p>
<input type="checkbox"/>	<p><b>Ensure that unknown adults do not have unsupervised access to children.</b></p>
<input type="checkbox"/>	<p><b>Register and track child users of shelters and temporary learning facilities. Monitor their attendance, education, health, and wellbeing.</b></p>
<input type="checkbox"/>	<p><b>Collect data on age, gender and disability to monitor on a regular basis while the school is being used as an evacuation centre.</b></p>
<input type="checkbox"/>	<p><b>Plan for separating water and sanitation facilities for students and the sheltered populations. This includes separate facilities for women and girls, and men and boys. .</b></p>
<input type="checkbox"/>	<p><b>Plan for inclusive access to water and sanitation facilities for people with physical disabilities.</b></p>
<input type="checkbox"/>	<p><b>Install signage and a clear separation between rooms being used for learning spaces and those being used for shelter, and a clear separation between water and sanitation facilities for the school community and for the sheltered population.</b></p>
<input type="checkbox"/>	<p><b>Communicate child protection referral systems to teachers and learners.</b></p>
<input type="checkbox"/>	<p><b>Conduct a periodic ‘child protection assessment’.</b></p> <p><i>Coordinate with protection cluster where applicable.</i></p>
<input type="checkbox"/>	<p><b>Plan for ventilation and vector control.</b></p> <p><i>Adequate ventilation should be provided to maintain a healthy internal environment. This helps minimise the effect of smoke from indoor household stoves and resulting respiratory infections and eye problems and limits the risk of transmitting diseases. Local building practices, patterns of shelter use by displaced people, and material selection should inform control measures for disease-carrying insects and pests.</i></p>

## 2. Have you planned for when schools need to be used as evacuation centres? (continued)

- ✓ The following actions should be taken to achieve this:

MANAGING SCHOOLS AS TEMPORARY CENTRES	
<input type="checkbox"/>	<b>Plan for students and shelter occupants to have equal access to effective, safe and quality health services.</b> <i>These health services need to be standardised and follow accepted protocols and guidelines.</i>
<input type="checkbox"/>	<b>Plan for the shelter occupants to be able to prepare, cook, and eat food.</b> <i>Safe food preparation and access should be made available. [Coordinate with 'nutrition cluster' where applicable].</i>
<input type="checkbox"/>	<b>Plan for shelter support items such as clothing and bedding.</b> <i>Non-food items within temporary shelters should be provided to support personal hygiene and health.</i>
<input type="checkbox"/>	<b>Develop plans for protecting school buildings and property from damage or destruction.</b>
<input type="checkbox"/>	<b>Provide written guidance on procedures for using school facilities as a dual school and temporary shelter.</b> <i>Coordinate with school management to develop and disseminate messages on good care of school facilities and coordinating with the shelter/camp manager to target the population sheltering within the school with messaging such as protecting and not damaging school property. See School Rules template on page 18.</i>

## 3. Have you planned for educational continuity?

- ✓ The following actions should be taken:

<input type="checkbox"/>	<b>Involve schools in planning for educational continuity.</b> <i>This should be as part of ongoing school and community-based disaster management.</i>
<input type="checkbox"/>	<b>Within 7-10 school days of the initial disruption, develop and communicate specific plans for an alternative space for the education program to continue.</b> <i>Classes should be resumed within the educational facility as a dual shelter and school, or in a safe, temporary learning space planned in an alternative location. Teacher-learner contact hours lost must be made up before the end of the school year according to each country's minimum standards.</i>
<input type="checkbox"/>	<b>Ensure that schools allow access for all students.</b> <i>Permit schools to waive documentation requirements such as birth or age certificates. This will facilitate displaced children being able to attend school.</i>

### 3. Have you planned for educational continuity? (continued)

✓ The following actions should be taken:

**Plan to regularly monitor the physical and psychosocial wellbeing of children and teachers.**

**Provide training for education personnel on psychosocial support to learners.**

*This should include training on how to provide support through structured learning, using child-friendly methods, play and recreation, teaching life skills, and referrals. Important parts of this training should include messages for household and community risk reduction, resilience and recovery.*

**Provide training to education personnel on signs of physical or psychosocial distress and referral systems to mental support providers.**

*This should be provided especially for post-traumatic stress and survivors of sexual and gender-based violence, abuse or neglect. (Children formerly associated with armed forces and armed groups may need help with family tracing and reunification).*

**Plan for a flexible calendar.**

*Provide guidelines for making up lost school hours through changes in the annual school calendar, shifts and class schedules to meet the needs of particular groups of learners.*

**Develop educational continuity plans and communicate this widely to the school community.**

*Determine how student-teacher contact hours can be made up or replaced with accelerated learning strategies. Include rescheduling of examinations, if needed.*

**Develop plans for free transport to school for children who don't have normal access to school (for example through boat or bus services).**

**Develop communication strategies to inform the school community and wider community as to how, where, and when classes will start again should the school be operating as a dual shelter/school.**

**Where possible, link nutrition, health, social and psychosocial services and child protection services with learning programs.**

**Conduct a rapid post-disaster damage assessment, and continue to monitor temporary learning facilities to assure safety of infrastructure and access. Link this information to collection systems, designed in advance, as part of Management Information education sector management information systems (EMIS) where feasible**

## 4. Have you planned to make sure schools are never used for military purposes or occupied by fighting forces?

*If there are any groups in your region or community that have grievances or are prone to conflict, it is wise to learn about approaches to ensure that schools are respected as 'zones of peace' by all parties. This planning helps ensure they are never attacked and never used by any type of armed group. In this instance, you may also need to consider physical protection of infrastructure such as fencing perimeters and guards.*

### More information:

**Child Protection.** Learners, teachers and other education personnel should be informed about and protected from physical, emotional and social threats, abuse, exploitation and violence in and around the learning environment. A child protection assessment should take place periodically with the involvement of the school community and should include analysis of relevant cultural and political factors.

Communities need support and training on what kinds of feelings and behaviours are normal under abnormal conditions, and on how to build solidarity through psychosocial support.

In environments where violence or exploitation are common, it is important to involve school communities in promoting safety in the home, school and community. Adults can learn proactive approaches and work together to address specific concerns (for example organising buddy systems and escorts for safety). Adults can also teach positive discipline, organise support for distressed adults so they don't take it out on children, and alert both adults and children to threats such as human trafficking. Activities may include information campaigns, outreach to community, and police or security teams to raise awareness of protection concerns.

**Gender-based violence**, particularly sexual violence, is a serious, life-threatening protection issue. It can affect men and boys and transgendered persons, but most often targets women and girls. Education programs should monitor and respond to issues of harassment and sexual exploitation. Parents, learners, teachers and other education personnel should agree on ways to reduce risks to children and youth – on the way to and from, and within the learning environment. When gender-based violence takes place, confidential and safe reporting, complaint and response systems are important. These can be facilitated by national authorities or by an independent organisation knowledgeable about gender-based violence. In a well-coordinated referral system appropriate health, psychosocial, protection and judicial support should be available to survivors of gender-based violence.

**Supervision.** During the disruptions of social control during following disaster impacts, youth may take the opportunity for unprotected sexual activity that would not occur under normal circumstances. If this is a concern, then buddy systems, supervision, and access to contraception should be provided, especially to prevent unwanted sexual activity, sexually transmitted diseases, and pregnancies.

# School rules (template for adaptation)

The template below can be adapted for each individual school's context, then adopted and posted prominently in school classrooms.

## Be aware of safety procedures.

- ▶ Know when and how to evacuate the building or the area, when to shelter-in-place, and when to lock-down. If unsure, ask.

## Sign in/out

- ▶ Provide your family information to the camp manager when requested.
- ▶ Occupants and visitors are required to sign in/out whenever entering or leaving the evacuation centre.

## Standards of behaviour

- ▶ Respect one another.
- ▶ No drugs or alcohol (including kava) are allowed in the evacuation centre. Anyone under the influence of drugs or alcohol will not be allowed to enter.
- ▶ Smoking is not permitted in the school compound.
- ▶ You are responsible for your own belongings, so keep valuable items with you.
- ▶ Do not steal other belongings or school property.
- ▶ Keep noise to a minimum during school hours, and between 10.00pm and 6.00am.
- ▶ Parents are responsible for watching and controlling the actions of their children.
- ▶ Children are not to be left unattended in the centre.
- ▶ Inappropriate language will not be tolerated.

## Protect the school and education materials

- ▶ Do not damage any school property, including the building, toilets, tables, chairs, blackboard, books, posters or stationary. If anyone causes damage they will be asked to pay for the cost of repair/replacement.
- ▶ Do not use chairs and tables as firewood.
- ▶ Do not write your name on walls or furniture of the school.

## Housekeeping

- ▶ Do not urinate or defecate in the open.
- ▶ Always keep toilets clean.
- ▶ Store used baby diapers and sanitary pads in a plastic bag and ask the evacuation centre manager for the disposal procedure. Do not throw them on the ground.
- ▶ When available, use toilet paper, not paper or leaves.
- ▶ Do not burn rubbish anywhere near buildings.
- ▶ Pick up after yourself and keep your belongings tidy.
- ▶ Keep walkways and emergency exits clear.
- ▶ Clean up spills or notify the centre manager.
- ▶ Make sure everyone has eaten before you return for a second helping.
- ▶ Dispose of rubbish in the bins provided.
- ▶ Report any unsafe areas to the centre manager.
- ▶ If you need help, ask!

## Things to remember to shelter together safely and comfortably:

- > Everyone here is trying to manage their own stress.
- > Everyone copes with stress in their own way.
- > Misunderstandings happen now and again, but they can be resolved.
- > Think about what might be happening for other people instead of arguing with them.
- > Be patient and forgiving of other people's differences.
- > Take time to care for yourself physically, emotionally and spiritually.
- > Talk to the centre manager if you think a misunderstanding has happened and you are unable to resolve it.

# Section C: Annexes



## Annex A: Consultations and informant interviews

### The consultations

Over June 2017, Save the Children conducted consultations in Vanuatu, Fiji and the Solomon Islands to understand what policies and practices on schools as shelters already exists, and what guidance is needed to successfully put into practice the principles of the limited use of schools as temporary shelters.

#### Vanuatu

##### *National workshop*

On 5 June 2017, Save the Children conducted a workshop with 3 school principals, 2 Facility Unit staff from Ministry of Education and Training (MOET) and a representative from UN Women.

- ▶ Ms. Elina J. Gilu, Principal Vila North Schools
- ▶ Ms. Winnoe Timatua, Principal Anamburu Schools
- ▶ Mr. Godfrey Gardeo, Principal Centre Ville School
- ▶ Mr. Gordon Craig, MOET Facility Unit
- ▶ Mr. John Tokatzake, MOET Facility Unit
- ▶ Ms. Betty Zinner-Toa, UN Country Programme Coordinator, UN Women

##### *Key informant interviews*

Interviews were conducted with:

- ▶ Ms. Alice Iarem Sanga, Senior Disaster Risk Reduction (DRR)/CCA Officer, National Disaster Management Office /International Organisation for Migration
- ▶ Mr. Shadrack Welegtabit, Director, National Disaster Management Office
- ▶ Mr. Roy Obed, Director of Education Services, MOET
- ▶ Ms. Virana Lini, Education in Emergencies (EiE) Officer, MOET

#### Fiji

##### *International Workshop*

##### **Vanuatu MOET representatives:**

- ▶ Melvin Boesel, School Mapping
- ▶ James Melteres, Curriculum Coordinator
- ▶ Virana Lini, EiE Officer
- ▶ Marie Jonah, Inclusive Education Officer

##### **Tonga Ministry of Education (MoE) representative:**

- ▶ Isikeli Oko, Deputy Director

##### **Fiji MoE representatives:**

- ▶ Udre Serupepeli, Director Assets Monitoring Unit (AMU)
- ▶ Raikoso Inoke, AMU/EiE
- ▶ Sani Nabogikolo, AMU/EiE
- ▶ Rapuama Corerega, AMU/EiE
- ▶ Manoa Senikarawa, Director National Substance Abuse Advisory Council

##### **Save the Children representatives:**

- ▶ Shantony Moli, DRR officer
- ▶ Isireli Roganivatu, DRR officer
- ▶ Sian Long
- ▶ Kirsi Peltola

##### **UNICEF representative:**

- ▶ Iosefo Volau, Education Specialist and Education Coordinator Pacific

#### Solomon Islands

##### *Key informant interviews*

- ▶ Mr. Brian Tom, Principal Program Officer, National Disaster Management Office (NDMO)

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