



EMERGENCY PREPAREDNESS AND RESPONSE PLAN COX'S BAZAR EDUCATION SECTOR- 2020

01 June, 2020



Revised and edited by the Education Sector 2020 Disaster Risk Management Working Group: Norwegian Refugee Council, Plan International, BRAC, Save the Children International (on the 2018-version basis)
With input from: UNHCR, UNICEF, SAG member
Additional resources by: Save the Children International, Plan International, CODEC, ISCG

Background

The influx of over 650,000 Rohingya since September 2017, coupled with extreme hazards in monsoon season and overcrowding, has created many challenges for the Education Sector responding to the crisis in Cox's Bazar, Bangladesh. Educational activities have grown difficult to implement due to the complex challenges of physical space, protection concerns, and a changing environment with continuous relocation.

Besides, after the breakdown of COVID19 consequences the Bangladesh Government has decided to close all the educational institution for the safety of children's which is why the Refugee Relief and Repatriation Commissioner (RRRC), Cox's Bazar released a statement defining all the essential and emergency activities, restricted access for INGO, NGO & UN staff in Rohingya Camp. Considering the monsoon and COVID 19 pandemic situation the Education Sector has put together an Emergency Preparedness and Response Plan. The purpose of the plan is to address issues of preparedness ahead of monsoon season and quickly respond to the needs of the population. This plan will be practical and based on a set of overarching objectives established by the Sector. It will be a key tool of the Sector and partners to take practical action at organizational and Sectoral level, while also providing strategies to respond to emergencies at Learning Facilities, including learning centers and home-based learning.

Overarching Objective

The Education Sector will continue to provide education during emergencies when and as soon as it is safe and appropriate to do so.

Individual Strategic Objectives:

1. Identify Standard Operating Procedures and/or guidelines for the closure, continuation and reestablishment of education services
2. Ensure all Learning Facilities have necessary hard and soft components for preparedness and response
3. Promote awareness raising and preparedness within the community utilizing existing education and community-based structures (see Disaster Preparedness manual which includes activities for children and youth to be implemented in learning facilities).

Overall Activities

- 1) **Preparedness activities** – prior to monsoon and disaster seasons, follow up during per need
 - a) Apply minimum construction Standards for LCs (2.1 annex 4)
 - b) Annual/seasonal /hazard assessment of LCs
 - c) Conduct Improvement/reinforcement of LCs (2.1 annex 5)
 - d) Permanent closure of LFs (1.1)
 - e) Emergency and prepositioning supply (2.2)
 - f) Establishing/strengthening emergency communication (2.3)
 - g) Preparedness at LF level:
 - i) Training and DRM materials (2.4.)
 - ii) Community disaster management structures (3.1)
 - iii) Preparedness Plan for LFs (2.5)

2) Response activities – during emergency

- a. Distinction between cyclone and monsoon response
- b. Temporary closure of LFs
- c. Continuing education (1.2)
 - i. Alternative modalities
- d. Reopening LFs (1.3)
- e. Using learning facilities as temporary shelters (1.4)
- f. Response according to level of emergency
 - i. Particularly scenario for partial to extensive impact on education sector (LFs damaged or completely unusable) – how long will education be stopped, when to resume education and how to initiate alternative modalities
 - ii. Distinction between cyclone and monsoon response.

3) Promote awareness raising and preparedness within the community utilizing existing education and community-based structures

- a. Key messages from Sector
 - b. Child-centered communication/awareness raising and preparedness
-

Strategic Objective 1

Identify Standard Operating Procedures and/or guidelines for the closure, continuation and re-establishment of education services

1.1 SOPs for closing Learning Facilities, including Learning centers and home-based learning

The final list of at-risk facilities has yet to be finalized. However, Partners operating these Learning Facilities are encouraged to do a rapid assessment to decide if Learning Facilities can integrate mitigation activities to ensure safety of children, or if spaces must close. Partners should consult the SOPs in [Annex 1](#) and [Annex 2](#) regarding Permanent and Temporary Learning Facility Closure; granting agencies and communities should be closely consulted in closure discussions.

If closure is necessary after Learning Facilities located in high-risk landslide zones and floodplains are assessed, partners should attempt closure to ensure the safety of students. Alternative education solutions should be provided to children in closed Learning Facilities where possible. Not all Learning Facilities need to close permanently; partners should follow the guidance of the Sector as well as institutional policies regarding Learning Facility closure to ensure that children and facilitators are safe. In a temporary closure of Learning Facilities, partners are also encouraged to follow basic protocol on securing assets in the SOPs in order to ensure educational materials are not lost.

1.2 Recommendations for continuing education if Learning Facilities are closed

Alternative learning should only be initiated when it is safe and appropriate to do so. It is an option when Learning Facilities are not accessible, when they are being used for disaster response, or when they have been destroyed or permanently closed. Standards are not prescribed for Alternative Learning. However, a number of options are outlined in [Annex 3](#) and should be built on by individual agencies.

1.3 SOPs for reopening Learning Facilities

Currently, there are no SOPs for re-opening Learning Facilities. Individual agencies are encouraged to begin planning with their teams and donors while considering the main themes from Learning Facilities closure. This includes timeline for reopening and conditions necessary to do so, community messaging, reinstating assets, and considerations for the first day of classes. Agencies will be requested to feed into a Sector SOP later.

1.4 Using Learning Facilities as temporary shelters

IOM and UNHCR have determined that some Learning Facilities and other community structures will be utilized as temporary shelters in the case of inclement weather or displacement for no more than 72 hours. In order to ensure this disruption of education services is kept to a minimum, partners are encouraged to keep strong communication with CiC and adhere to the SOPs set out in [Annex 11](#).

Strategic Objective 2

Ensure all Learning Facilities have necessary hard and soft components for preparedness and response

2.1 Minimum construction standards for schools

All Learning Facilities should meet the minimum standards for safety as established by the Education Sector in cooperation with the Shelter Sector. The model TLC design, with the most resilient features in extreme weather can be found in [Annex 4](#). Sector partners should also adhere to the outlined minimum standards to ensure the safety and security of children and facilitators; the Sector strongly encourages that partners to upgrade to the semi-permanent design best suited in an emergency (55 Temporary Learning Facilities in the camp as of April 2019). However, at a minimum, remedial upgrades should be put in place as outlined in [Annex 5](#).

2.2 DRM kits

As per Sector guidelines, every learning space should have a DRM kit with a facilitator trained on the kit and its contents, which can be found in [Annex 7](#). The purpose of the kit is to serve as a resource in a disaster situation, with a focus on safe and timely Learning Facility evacuations.

2.3 Emergency communication

Sector partners are encouraged to create emergency communication trees to quickly filter information to staff (including facilitators), particularly regarding impending hazards and the potential impact on schools. A sample communication tree, along with Sector emergency contacts (pending update) can be seen in [Annex 8](#). Communication trees should be the way that information is also sent from the bottom-up, not only top down. Therefore, it is important for Sector partners to engage in constant communication with facilitators to be able to address any critical issues that arise in learning facilities. Additionally, it is important to plan alternative methods of contact in the case that someone cannot be reached, such as utilizing in-person messaging by community leaders and focal points. Sector coordinators will circulate critical messages from the ISCG or the CWC working group.

2.4 Trainings and DRM materials

In order to be prepared for the monsoon and cyclone seasons, the Education Sector has developed a rapid training for partner organizations to enable implementing partners to have the knowledge and skills to

support facilitators and staff in realizing the Education Sector Preparedness and Response Plan. Nonetheless, more thorough training should be prioritized to ensure organizations, facilitators, communities and children are prepared and can respond and recover. [Annex 9](#) outlines a list of trainings and materials (IEC) that could support in this regard.

2.5 Learning space preparedness plan for facilitators and communities

The Sector will provide an overarching preparedness template that facilitators should fill out in order to have a concrete plan established for each learning space. Community structures such as learning facility management committees which function as a disaster preparedness committee during the monsoon and cyclone season will be heavily involved in reinforcing of key messages and support with coping. Preparedness plans should be addressed using a multi-hazard approach (including flood, fire, cyclone, and landslide) and should be protection focused. Facilitators should be able to properly execute the plan when an emergency arises, knowing how to evacuate the learning space and what to do if children are lost during the evacuation processes. The standardized Learning Space Preparedness Plan can be found in [Annex 12](#). It is critical this plan is developed in writing and not limited to verbal agreement. Edu Sector will undergo training with field level staff and education managers to reinforce this (as laid out in Disaster Preparedness training manual to be implemented for Edu Sector partners).

Strategic Objective 3

Promote awareness raising and preparedness within the community utilizing existing education and community-based structures

3.1 Community training on Disaster Risk Management

Using the existing education community-based structure, a learning center level Disaster Preparedness Management Committee (DPMC) will be formed to establish a parental focal point system. Five potential members from five different Learning Facilities or alternative education centers will comprise the members of a DPMC; responsibilities are outlined in [Annex 10](#). An orientation training should be held to promote awareness among the community. Based on 2018 practice, many Learning facility management committees served as the DPMCs during the monsoon and cyclone period which is encouraged to avoid additional development of committees and coordination structures at the camp level.

3.2 Utilizing key messaging from the Sector (Included in the Education Sector Disaster Preparedness Training Manual)

Key messaging regarding cyclone and monsoon season has been provided by the ISCG and can be found in the [Sector Google Drive](#). Education Sector partners should reference these key messages when speaking with communities. Please note IEC materials and activities to reinforce child-friendly Disaster Preparedness messaging is included in the Education Sector's Disaster Preparedness training manual. Additional Education-specific key messaging has been developed by the Sector (found in), in cooperation with partners, to respond to some of the following questions:

- Is it safe to go to school during the monsoons?
- How will we know if the Learning Facility is closing? What do I do if my Learning Facility closes?
- How can I re-access a Learning Facility if I move shelter locations?
- How will I know when it is safe to return to school?
- Is the Learning Facility a safe space to occupy during a storm?

- Annex 1: Standard Operating Procedures for Permanent Learning Facility Closure
- Annex 2: Standard Operating Procedures for Temporary Closure of Learning Facility
- Annex 3: Alternative Learning
- Annex 4: Sector Endorsed Learning Facility Design
- Annex 5: Minimum Standards for Learning Facility Construction and Strengthening
- Annex 6: Mapping of High-Risk Learning Facilities (Pending)
- Annex 7: Standardized Disaster Preparedness Kit Contents
- Annex 8: Sample Phone Tree & Emergency Contacts
- Annex 9: Facilitator & Student Training Modules and Resources
- Annex 10: Responsibilities of a DPMC
- Annex 11: Using Learning Facilities as Temporary Shelters
- Annex 12: Individual Learning Facility Preparedness Plans
- Google Drive: [Additional Resources by SCI, Plan, NRC, CODEC, and the ISCG, and Others relevant documents](#)

Annex1: Standard Operating Procedures for Permanent Learning Facility Closure

1. Confirmation of Learning Facility Vulnerability

Once a Learning Facility has been labeled by the Sector as a high-risk location, due to its location on landslide prone slopes or a flood plain, the organization should immediately follow-up. In cooperating with their granting agency, the organization should go to each location labeled high risk with an engineer to see if any mitigation efforts (structural or community capacity building) could be put in place to reduce the risk.

Measures to mitigate risk or close a Learning Facility should be taken; granting agencies, CiC, and the Sector should be held in close collaboration. While the Sector recommends dismantling any high-risk Learning Facility to ensure it is not used for alternative purposes once the Learning Facility closes, thus putting any “squatters” at risk, it is up to the implementing partner and their granting agency to take this decision. The Sector should report the overall number of Learning Facilities closing to site management (per camp).

- Organizations check individual Learning Facilities according to Sector list
- Organizations decide if Learning Facility could function with mitigation efforts, if they should relocate or if closure is the best option
- Organizations report back to the Sector on their findings
- Organizations should report information of Learning Facility closure to Site Management and the Camp in Charge

2. Community Messaging

If the risk cannot be mitigated, organizations should hold a meeting with the Learning Facility Education Committees to decide when the Learning Facility will close and how to ensure education continuity for children (either through relocation of the Learning Facility or development of a mobile learning modality). This message needs to be clearly given to the community.

- Ensure that the community understands Learning Facilities are NOT safe locations
- Put together a plan for the education continuity of students following Learning Facility closure, options can be:
 - Mobile learning (in alternative safe locations, dependent on size of location might need to do several groups)
 - Absorption of children into Learning Facilities near deemed ‘safe’ (coordinate with other Education actors in the zone)
- If there is no option for a learning modality or to relocate the Learning Facility, then facilitators should be assigned to another Learning Facility to support during the temporary closure of their Learning Facility where possible
- Call a meeting with the Community Education Committee, parents, facilitators, other relevant community members and other Education actors in the area to explain the situation and discuss the best ways to communicate the messages with the community through a very basic information dissemination plan
- Need to collect information from CiC, Site management for safe shelter as education partner movement is restricted to the camp due to COVID19 situation.
- Need to disseminate the health, hygienic & protection message to ensure that communities and children understand social distancing in the case of COVID 19.

3. Securing Assets

Organizations should decide in advance where material assets should be taken when Learning Facility closure occurs. All organizations should procure basic waterproof/plastic sealed bins to hold educational materials.

The organizations should ensure all boxes are marked with the location, name and code of the Learning Facility. Organizations should choose various locations where assets can be stored, such as CiC office,

warehouse, Learning Facility in safe location, facilitator houses, partner offices, etc.

- On the final day of classes, material assets within the Learning Facility should be stored in waterproof, sealed containers and properly labelled
- Organizations should do a stock-take; any party storing the materials should also count the material and both parties should sign the inventory
- Materials will be moved to safe location and kept until a solution is found in the case of each individual Learning Facility
- Organizations can use their discretion to decide which items should be stowed away and which items can be given to children or the community
- DRM teaching kit or travelling bag can be provided to facilitators and could include: a storybook, small chalkboard, papers, and pencils, health and protection ; [COVID-19 awareness message/poster](#) given that full school kits will likely be stored,
- Organizations should maintain a list of assets within each safe structure

Due to the COVID19 breakdown and instruction from the government all partners closed all LC immediately which why some partners may not have much time to secure their assists or learning materials properly. So, all the partners need to ensure securing all the learning materials.

4. Final Day of Classes

The week before the final day of Learning Facility closure, facilitators should continually remind children that the Learning Facility will be closing and provide them with information regarding other educational opportunities (if available). It is recommended that a managerial level staff member from the organization is present at the Learning Facility on the day of closure to ensure all necessary preparations have been made. Communication should be given to Site Management and CiC of the exact day of closure to reduce any potential for misunderstanding.

- Facilitators remind children of closure information daily and put in preparations (if possible) for other educational opportunities
- Organization's managerial staff supervise closure
- Site Management and CiC is aware of exact day of closure (Education Sector Focal Points can support in notifying CiCs if number of facilities will be closing)
- Assets are moved at the end of the day
- With Shelter/Site Management colleagues, and the community, it is decided what to do with

structural elements of the learning center: while the Sector recommends that high risk structures be taken down or have as many structural elements as possible removed to ensure communities do not falsely identify closed Learning Facilities as safe spaces, the ultimate decision and associated risk/responsibility lies with the implementing organization and their granting agency

Annex 2: Standard Operating Procedures for Temporary Closure of Learning Facility

1. Emergency Messaging

In the event of an oncoming cyclone or severe storm, the Sector will notify implementing partners and recommend temporary Learning Facility closure via the emergency communication tree. In unpredictable emergency situations, facilitators will feed up information on Learning Facility closure from the field level, through the emergency communication tree, and up to the Sector.

- Emergency messaging on temporary Learning Facility closure provided by Sector (in unique circumstances, fed up from field level)
- All focal points from field level to Sector level are notified of the decision and reasoning to temporarily close a Learning Facility
- [COVI9 Awareness message – 5 key -note message](#)

2. Community Messaging

Before closure of a Learning Facility takes place, information must be given to the community. The organization needs to decide when the Learning Facility will close and what educational services the children will be offered. During a predictable emergency, children should be given emergency (lifesaving) preparedness messages.

- Review key messages that should be disseminated to the community, including lifesaving preparedness messages
- Call together a meeting of the parents committee with facilitators and other relevant community members to explain the situation and discuss the best ways to communicate the messages with the community through a very basic information dissemination plan
- If closure is sudden, parent committees should have delegated roles for quick closure
- Disseminate the messages according to the plan
- As camp movement is restricted and must maintain the social distance so all the awareness message can be disseminated through the mobile phone, use of hand making or other modality

3. Securing Assets

Organizations should decide in advance where material assets should be taken when Learning Facility closure occurs. All organizations should procure basic waterproof/plastic sealed bins to hold educational materials. The organizations should ensure all boxes are marked with the proper location of the Learning Facility and the facilitators assigned to that Learning Facility.

- On the day of closure, material assets within the Learning Facility should be stored in waterproof, sealed container and properly labeled
- Materials will be moved to safe location and kept until the Learning Facility can be reopened
- Organizations can use their discretion to decide which items should be stowed away and which items can be given to children or the community
- Organizations should maintain a list of assets within each safe structure

4. Final Day of Classes

Communicate with Site Management and CiC of the exact day of closure to reduce any potential for misunderstanding. Children should be notified of closure ASAP when there is a warning out.

- Facilitators remind children of closure information on a daily basis before the hazard event
- Site Management/CiC is informed of exact day of closure
- Assets are moved at the end of the day
- If Learning Facility is identified as a potential temporary communal shelter (see [Annex 11](#)), then along with Shelter/Site Management colleagues and the community, it is decided what to do with structural elements of the learning center; facilitators should ensure everything in the Learning Facility is secured as much as possible before closure

Annex 3: Alternative Learning

Establish alternative learning spaces at the community level:

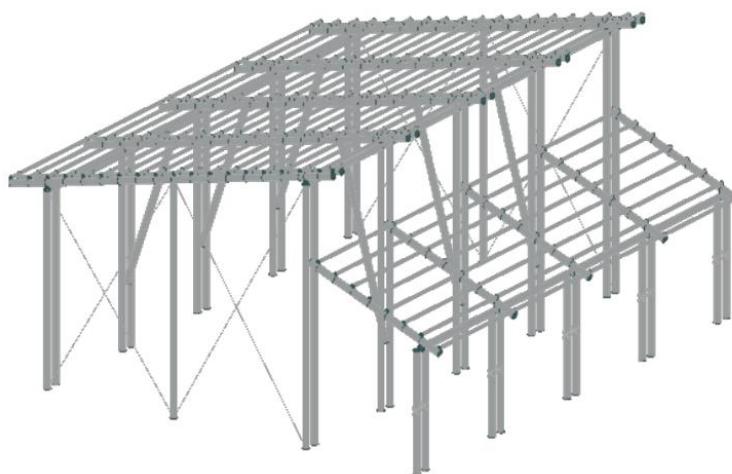
- Pre-identify appropriate spaces in homes and community that are safe and conducive for small groups of children to continue their education
- Pre-identify community members who in the event of a disaster are willing and capable to support children in their learning
- Consider Learning Facility facilitators in the form of a “**mobile learning team**”- at this point Technical task team (TTT) can be a good opportunity; can be use Tele learning and Tele counseling method to engage our learner into the study

- Update facility mapping to clearly identify learning facilities that are not at risk and share with Learning Facility parents/management committee

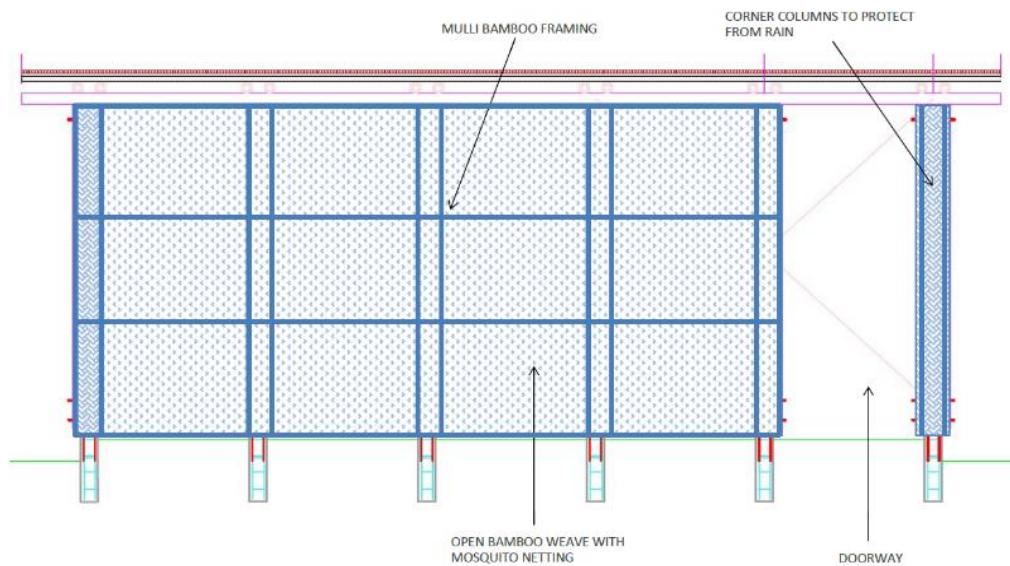
Ensure community members are competent to support continued education:

- Partner agencies provide staff provide basic training to community facilitators to ensure basic principles in teaching, learning and protection are understood
- Partner agencies and staff should always monitor alternative learning spaces when in action
- Maintain social distance
- Care giver led education guideline can support children to continue their study at home

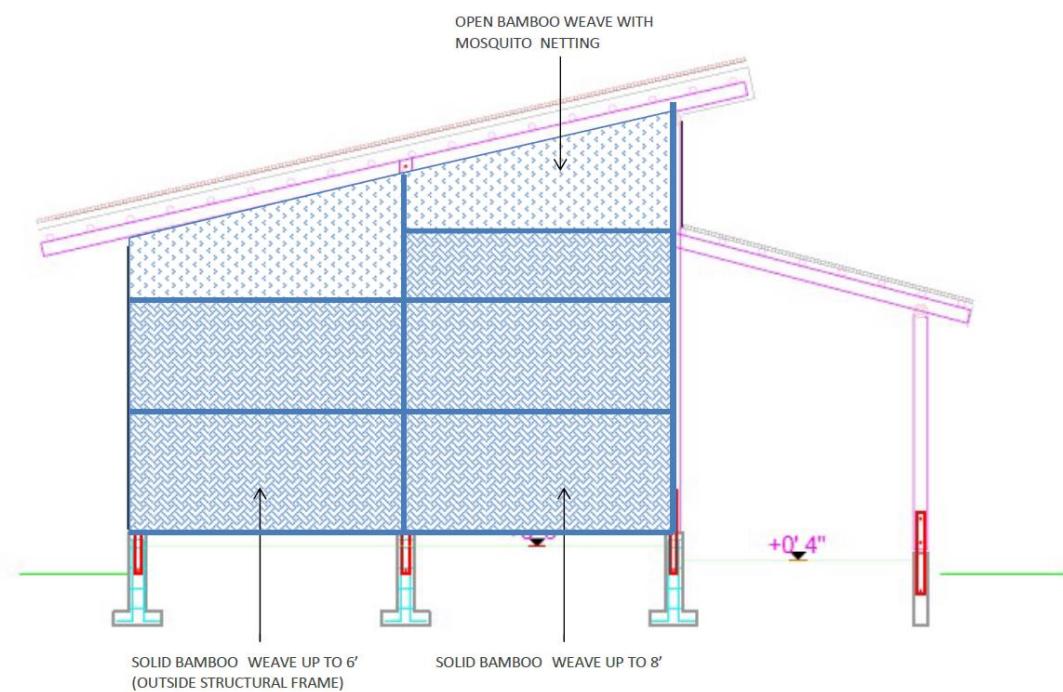
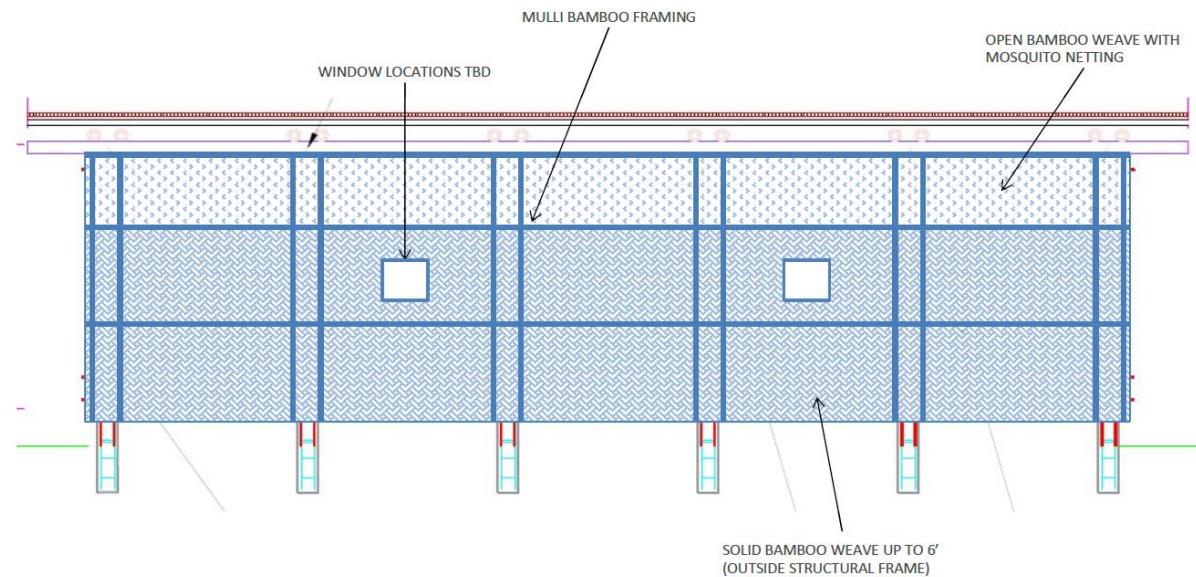
Annex 4: Sector Endorsed Learning Centre Design¹

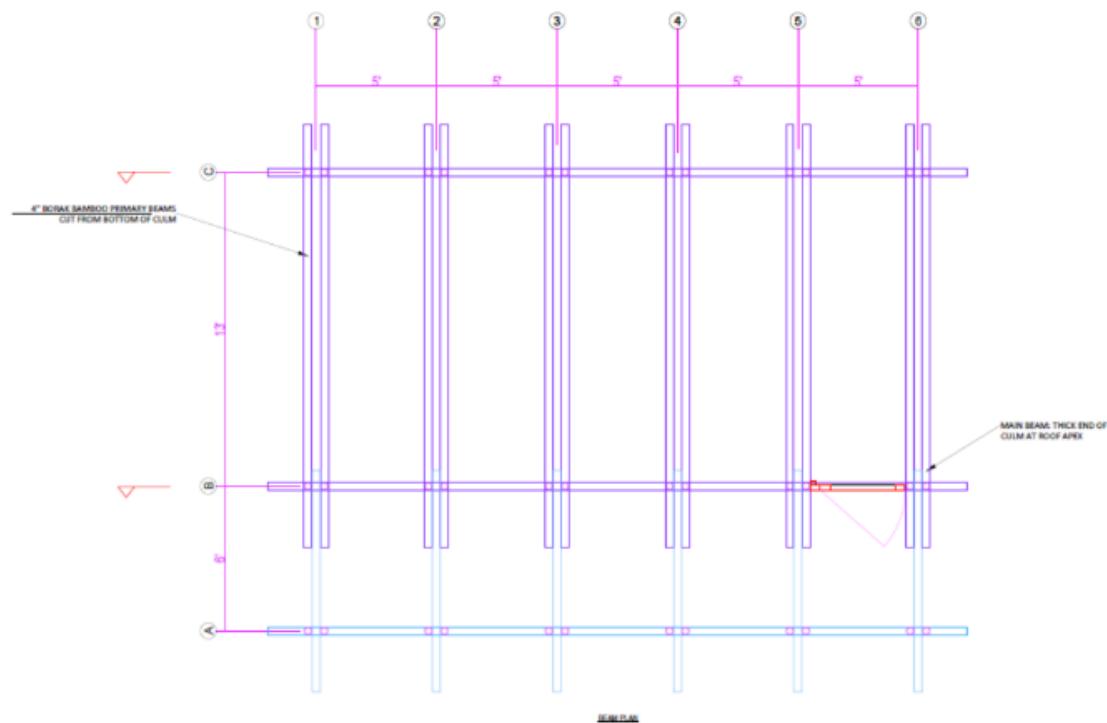
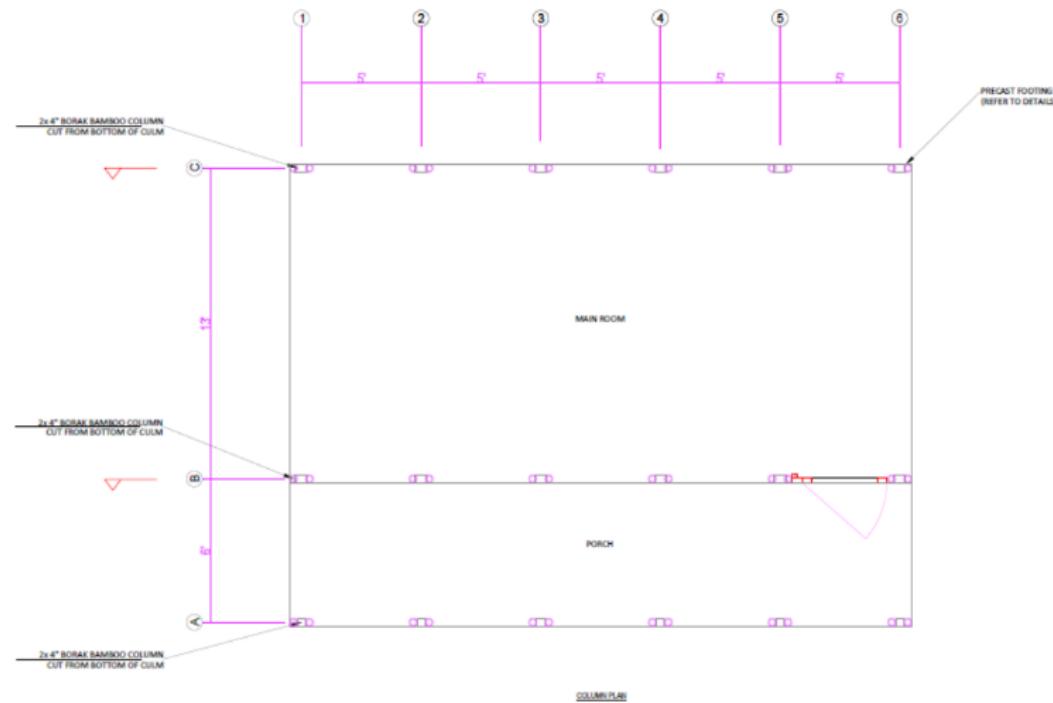


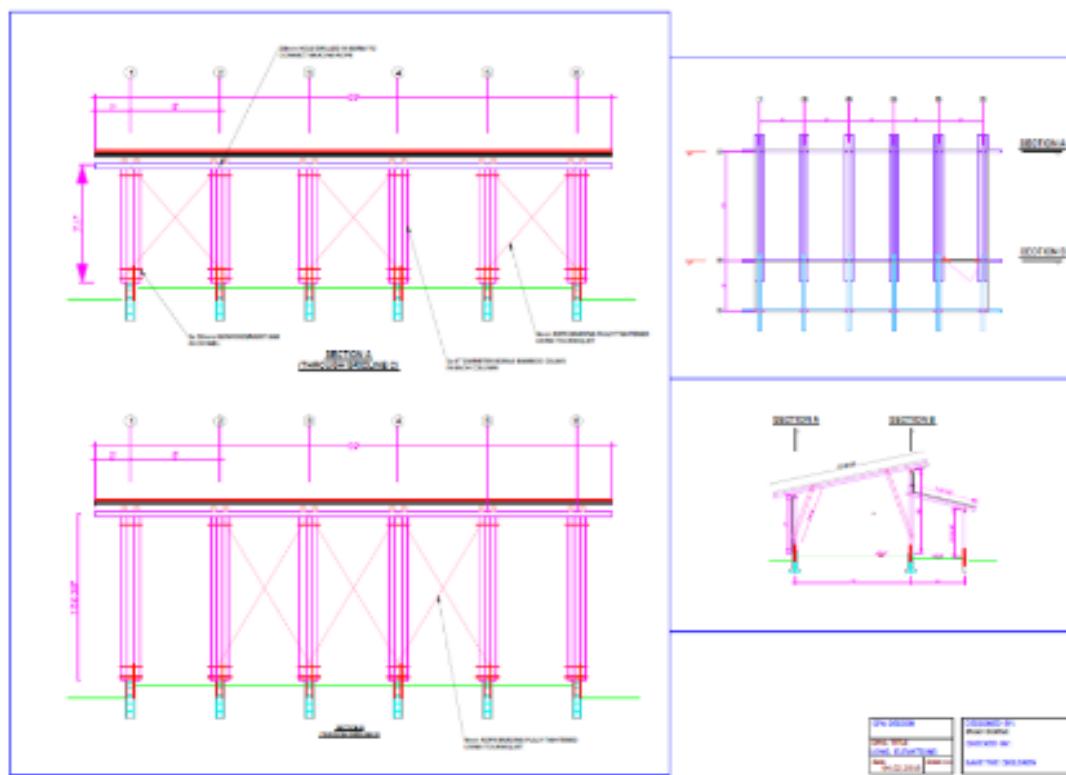
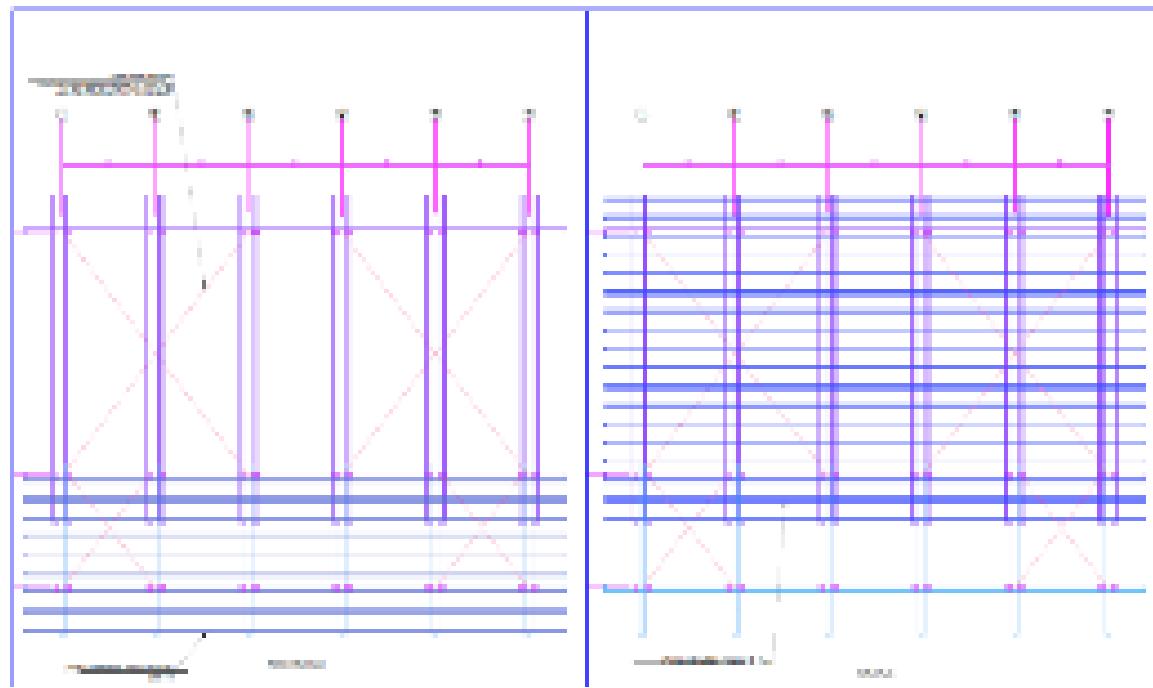
Recommended TLC design and BOQ by Save the Children can be [downloaded here](#). Special thanks to CODEC for providing the original TLC design.

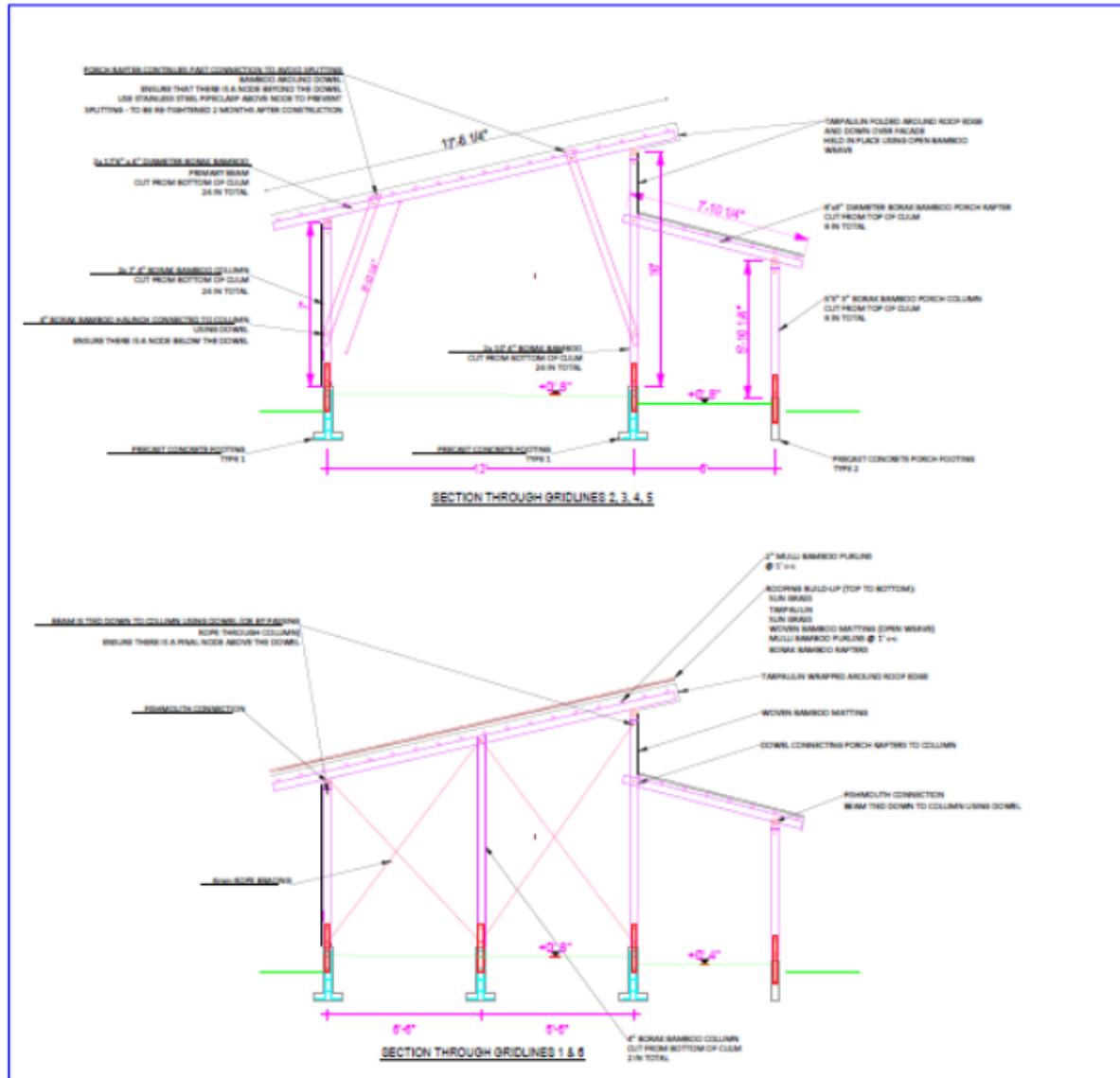


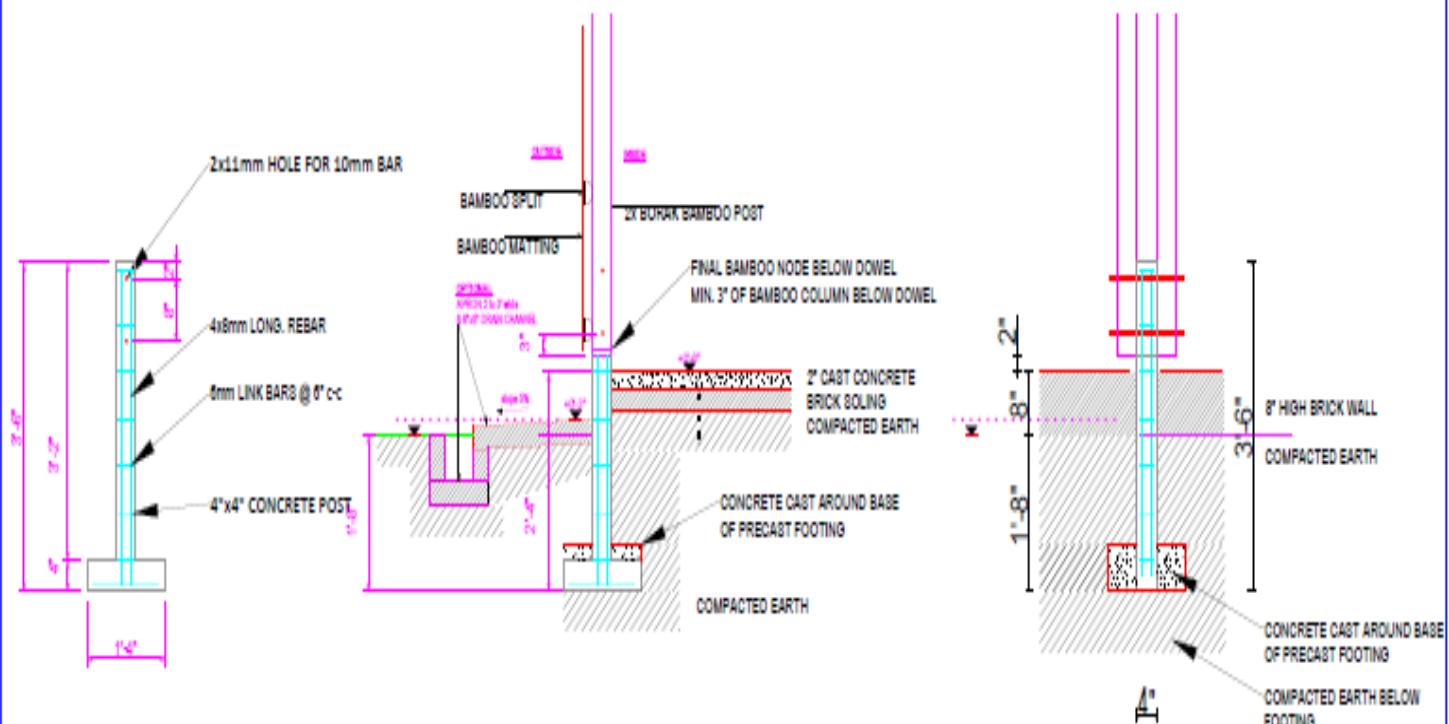
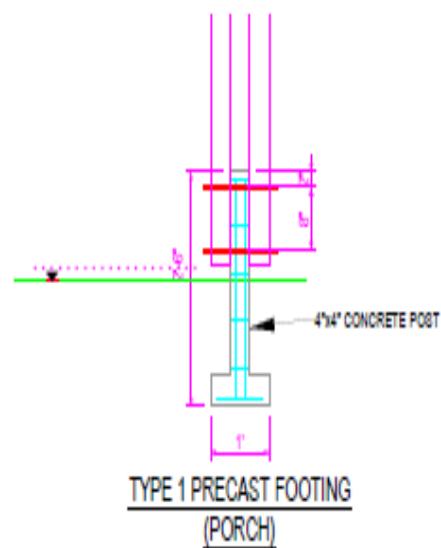
¹ From September 2018 to March 2019, the Education Sector has facilitated a Technical Working Group, composed by ES members and supported by Shelter and Site Management Site Development Sectors, to develop the [Learning centers Phase-3's designs](#), which include low, medium and high-risk hazards –cyclone resistant. The designs have been submitted to and are yet to be endorsed by RRRC. Current designs will be modified accordingly.











Annex 5: Minimum Standards for Learning Facility Construction and Strengthening²

Handbook guidance and Learning Facility designs provided by Save the Children International, CODEC and the Shelter Sector contain full recommendations (Sections 1-3) for designing, building and strengthening community structures. The below guidance (Section 3 only) is specific to strengthening existing Learning Facilities to increase their likelihood of surviving the upcoming monsoon and cyclone seasons. These designs do NOT make Learning Facilities cyclone-proof, and the Sector emphasizes that Learning Facilities should NOT be used as a refuge during severe weather.

Guidance on safe de-commissioning of facilities developed by the Shelter/NFI Sector, can be found [here](#).

Guidance on strengthening of facilities for disaster preparedness, also developed by the Shelter/NFI Sector, can be found [here](#).

Below is guidance specific to strengthening of Learning Centers and Child-Friendly Spaces

Recommendation: All the partners should follow this guideline to build up cyclone proof or disaster resistance Learning center

PURPOSE OF THIS GUIDE

THIS GUIDE IS:

This is a guide to designing, building and strengthening simple community structures.

Section 1: Designing new buildings

Section 2: Strengthening existing building

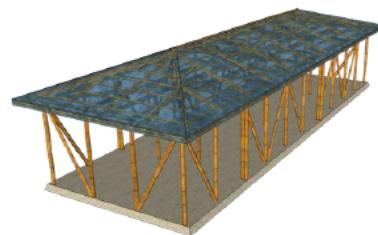
Section 3: Strengthening CPA/TLCs & CFSs

Using this guide will increase the likelihood that buildings will survive the upcoming monsoon and cyclone season. However, it is not a guarantee that the buildings will be 'cyclone-proof' and these buildings should not be used as cyclone refuges.

THIS GUIDE IS NOT:

This is **not** a guide for building cyclone refuges. It is very unlikely that any bamboo community structure will survive a cyclone.

Community structures in the camp should not be designated as cyclone refuges, even after strengthening, unless specifically designed as such.



Community Structures - Design & Strengthening Guide. v1 | 05.04.2018

Page 2

**Shelter & Site Improvements
Technical Working Group**

**SHELTER/NFI
SECTOR
COX'S BAZAR**

**SITE MANAGEMENT
SECTOR
COX'S BAZAR**

IOM • OIM

UNHCR

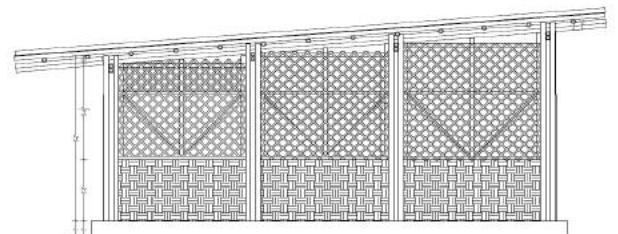
**Save the
Children**

² Education Sector partners have been invited to attend the Shelter Sector's training on *Strengthening Community facilities*.

SECTION 3: STRENGTHENING CPA/TLCs & CFSs

This is a guide to strengthening the standard TLC/CPAs and CFSs in the camp, characterised by the following features:

- Monopitch/flat roofs
- Bundled 4-culm columns
- Bundled 2-culm beams/rafters



The design used in this section was developed by CODEC. Design was modified prior to construction.

Community Structures - Design & Strengthening Guide. v1 | 05.04.2018

Page 24

Shelter & Site Improvements
Technical Working Group

SHELTER/NFI
SECTOR
COX'S BAZAR

SITE MANAGEMENT
SECTOR
COX'S BAZAR

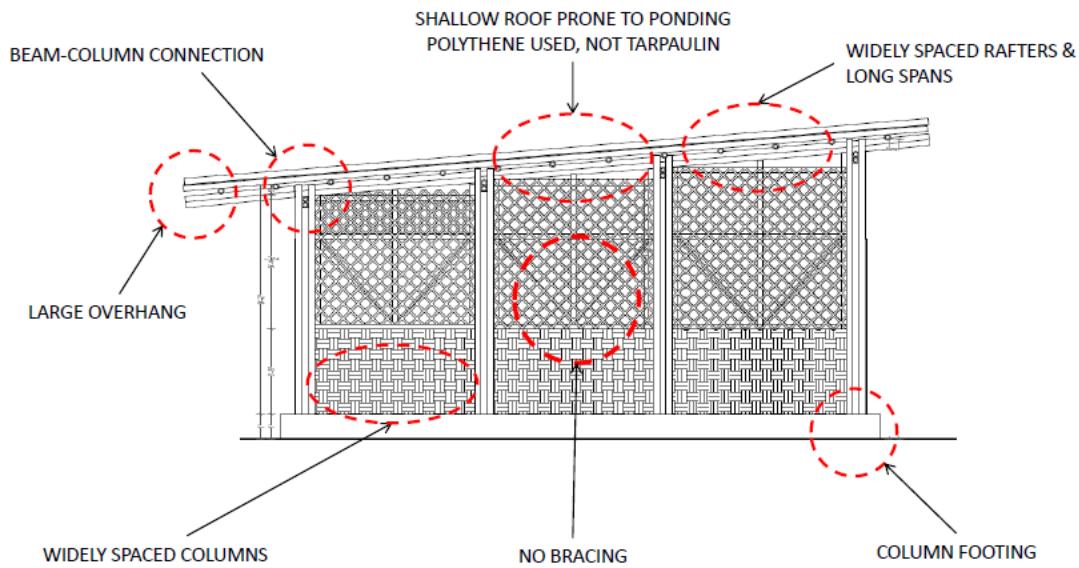


IOM • OIM
UNHCR

Save the
Children



KEY ELEMENTS REQUIRING STRENGTHENING



Community Structures - Design & Strengthening Guide. v1 | 05.04.2018

Page 25

Shelter & Site Improvements
Technical Working Group

SHELTER/NFI
SECTOR
COX'S BAZAR

SITE MANAGEMENT
SECTOR
COX'S BAZAR



IOM • OIM
UNHCR

Save the
Children



BEAM-COLUMN CONNECTION



✗ Nothing to stop roof pulling off column



✗ No fishmouth connection
→ Beam can slip sideways off column

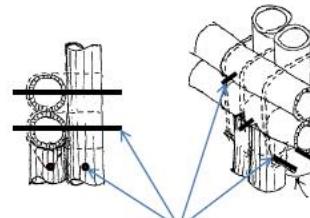


✗ Beam has fallen off column



✗ Beam not securely fixed on column

REMEDIAL ACTION:



✓ CONNECT BEAM TO COLUMN WITH DOWELS & TIE DOWN
(DOWEL MUST BE BELOW BAMBOO NODE)

Community Structures - Design & Strengthening Guide. v1 | 05.04.2018

Page 26

**Shelter & Site Improvements
Technical Working Group**

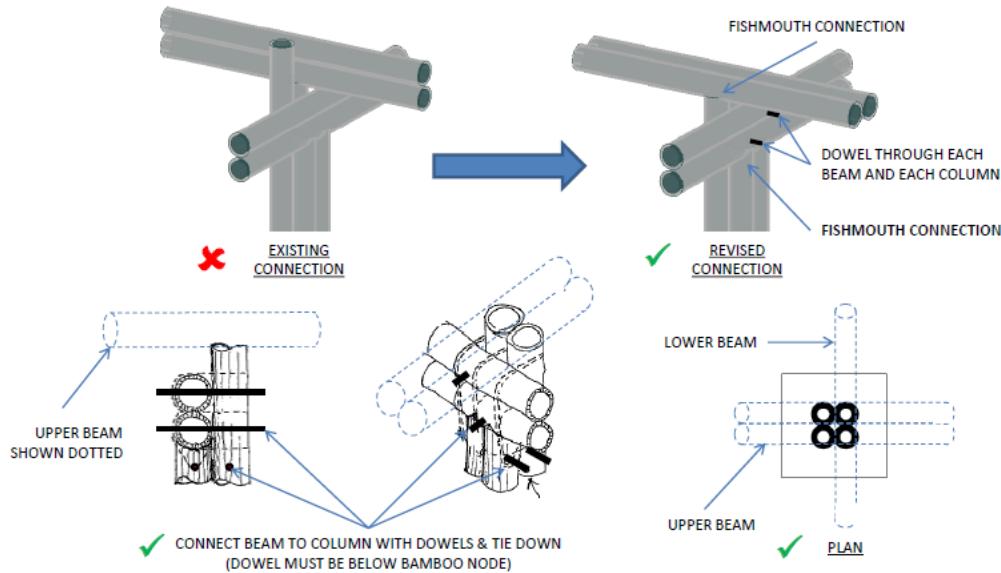
**SHELTER/NFI
SECTOR
COX'S BAZAR**

**SITE MANAGEMENT
SECTOR
COX'S BAZAR**



BEAM-COLUMN CONNECTION cont.

If it is possible to rebuild the roof, it is recommended that the beam-column connection is redesigned so that the double beams sit side-by-side instead of being stacked vertically – see section on Beam-Column Connection



Community Structures - Design & Strengthening Guide. v1 | 05.04.2018

Page 27

**Shelter & Site Improvements
Technical Working Group**

**SHELTER/NFI
SECTOR
COX'S BAZAR**

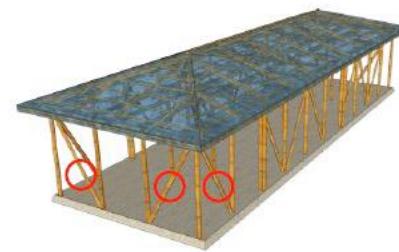
**SITE MANAGEMENT
SECTOR
COX'S BAZAR**



BRACING

KEY POINTS:

1. Add bracing in ALL 4 walls
2. Minimum **two panels each wall**
3. 3-4" Borak Bamboo
4. **Stiff connection at both ends using dowels**



✓ BORAK BAMBOO BRACING NODE-TO-NODE



✓ STIFF CONNECTIONS USING DOWELS



✓ BRACING CONNECTS RIGHT INTO COLUMN-BEAM CONNECTION

Community Structures - Design & Strengthening Guide. v1 | 05.04.2018

Page 28

Shelter & Site Improvements
Technical Working Group

SHELTER/NFI
SECTOR
COX'S BAZAR

SITE MANAGEMENT
SECTOR
COX'S BAZAR

IOM • OIM

UNHCR

Save the
Children

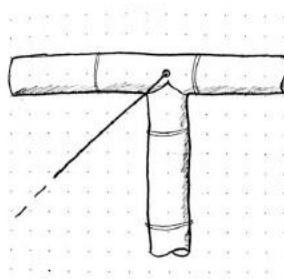
সেন্টার পরিষদ
সেন্টার পরিষদ

ADDITIONAL ROPE BRACING

KEY POINTS:

1. Additional rope bracing can be installed quickly & easily in walls
2. Add rope bracing to roof
3. 6mm rope doubled up & tightened by twisting

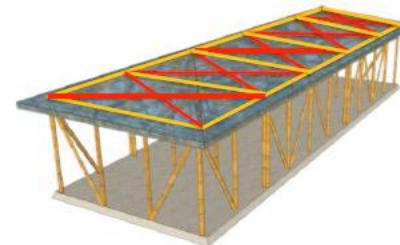
Note: Primary wall bracing must be borak bamboo.
Rope to be used as *additional* bracing only.



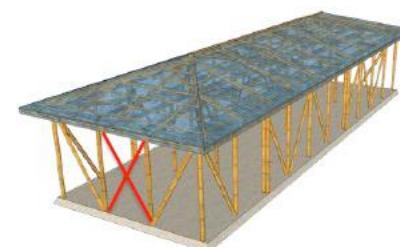
ROPE TIED THROUGH HOLE IN BEAM



FULLY TIGHTENED USING TOURNIQUET



ROPE BRACING IN ROOF



ROPE BRACING IN WALLS IN ADDITION TO
BAMBOO BRACING

Community Structures - Design & Strengthening Guide. v1 | 05.04.2018

Page 29

Shelter & Site Improvements
Technical Working Group

SHELTER/NFI
SECTOR
COX'S BAZAR

SITE MANAGEMENT
SECTOR
COX'S BAZAR

IOM • OIM

UNHCR

Save the
Children

সেন্টার পরিষদ
সেন্টার পরিষদ

STRENGTHENING THE ROOF

There is a range of possible ways in which the roof may require strengthening. The table below indicates which action to take in each circumstance:

RISK	MITIGATION	IMPORTANCE	DIFFICULTY	# DAYS LABOUR
Rafters are too widely spaced Spacing > 5'	Add extra rafters between existing	HIGH	MODERATE	1-2
	Or: Take down & rebuild roof		DIFFICULT	3
Purlins are too widely spaced Spacing > 1.5'	Add extra purlins between existing	HIGH	MODERATE	1-2
	Or: Take down & rebuild roof		DIFFICULT	3
Roof is too flat → Pounding	Take down roof → Trim columns → Rebuild roof	HIGH	DIFFICULT	3
Low quality polythene used	Remove grass → Add tarpaulin over polythene → Replace grass	Moderate	MODERATE	1
Large overhang → Large uplift force from wind	Cut back roof overhang &/or: Add tie-down blocks	Moderate	EASY	1

*If the roof is rebuilt, it is recommended that the beam-column connection is redesigned so that the double beams sit side-by-side instead of being stacked vertically – see section on Beam-Column Connection

Community Structures - Design & Strengthening Guide. v1 | 05.04.2018

Page 30

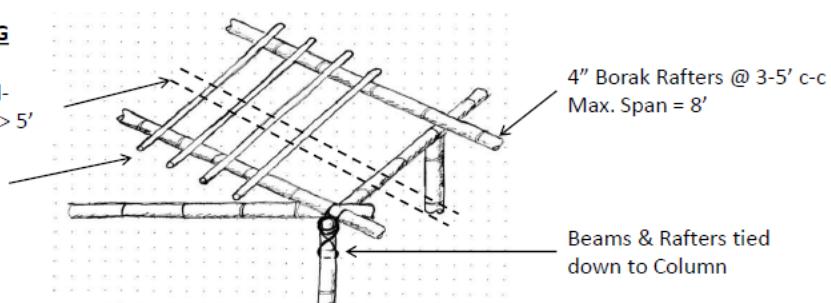


STRENGTHENING THE ROOF cont.

RAFTER & PURLIN SPACING

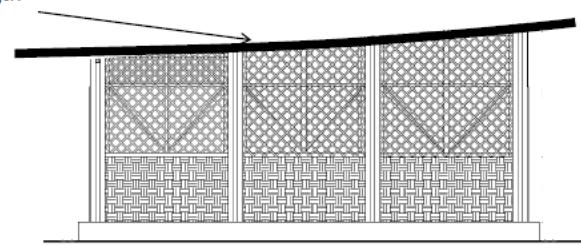
Add Borak rafter at mid-span if column spacing > 5'

Mulli purlins @ 1' c-c
Max. Span = 5'



PONDING ON ROOF

Water will pond on flat roof → roof collapse
Min slope = 1' rise / 5' length



Community Structures - Design & Strengthening Guide. v1 | 05.04.2018

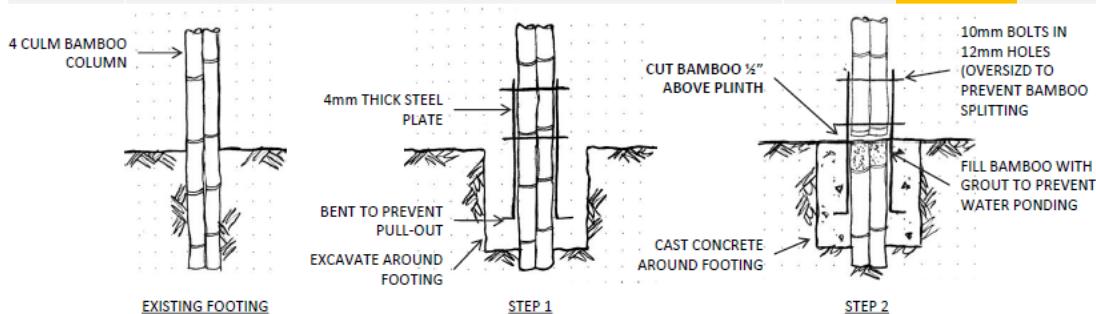
Page 31



COLUMN FOOTING

Bamboo embedded in the ground or in concrete will rot within 6 months, leading to collapse
 → Install concrete footings with steel plate to elevate bamboo above plinth

SCENARIO	ACTION	URGENCY	DIFFICULTY	# DAYS
Columns embedded in earth	Install concrete footing → Prop building & excavate around footing → Install steel plates & pour concrete → Cut column 1" above plinth level once concrete has set	HIGH	MODERATE	2
Columns embedded in concrete	Post-fix steel plates to concrete footing → Use expansion bolts or by drill into concrete and then grout → Cut column ½" above plinth level to prevent water soaking into column	HIGH	EASY BUT EXPENSIVE	1



Community Structures - Design & Strengthening Guide. v1 | 05.04.2018

Page 32

Shelter & Site Improvements Technical Working Group

SHELTER/NFI SECTOR COX'S BAZAR

SITE MANAGEMENT SECTOR COX'S BAZAR

IOM • OIM

UNHCR

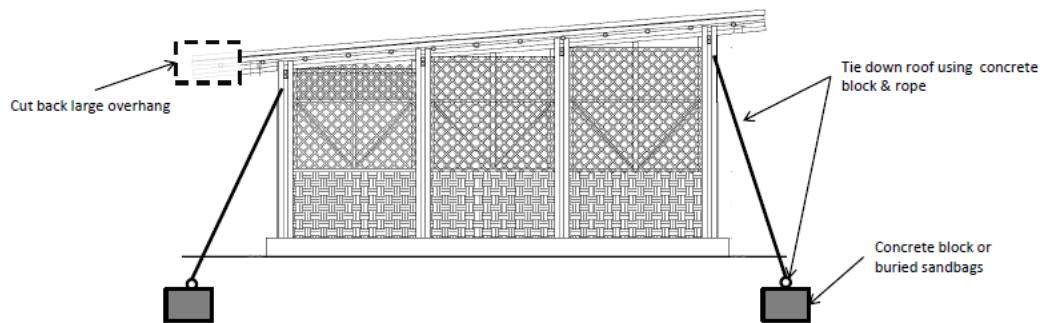
Save the Children

Caritas Bangladesh

ROOF OVERHANG & UPLIFT LOADS

Large roof overhangs will experience large uplift loads in the event of a cyclone

SCENARIO	ACTION	DIFFICULTY	# DAYS
Roof overhang > 2'	Cut back overhang to 2' Cast concrete tie-down blocks around building and connect to roof structure with rope	EASY MODERATE	1/2 1



Community Structures - Design & Strengthening Guide. v1 | 05.04.2018

Page 33

Shelter & Site Improvements Technical Working Group

SHELTER/NFI SECTOR COX'S BAZAR

SITE MANAGEMENT SECTOR COX'S BAZAR

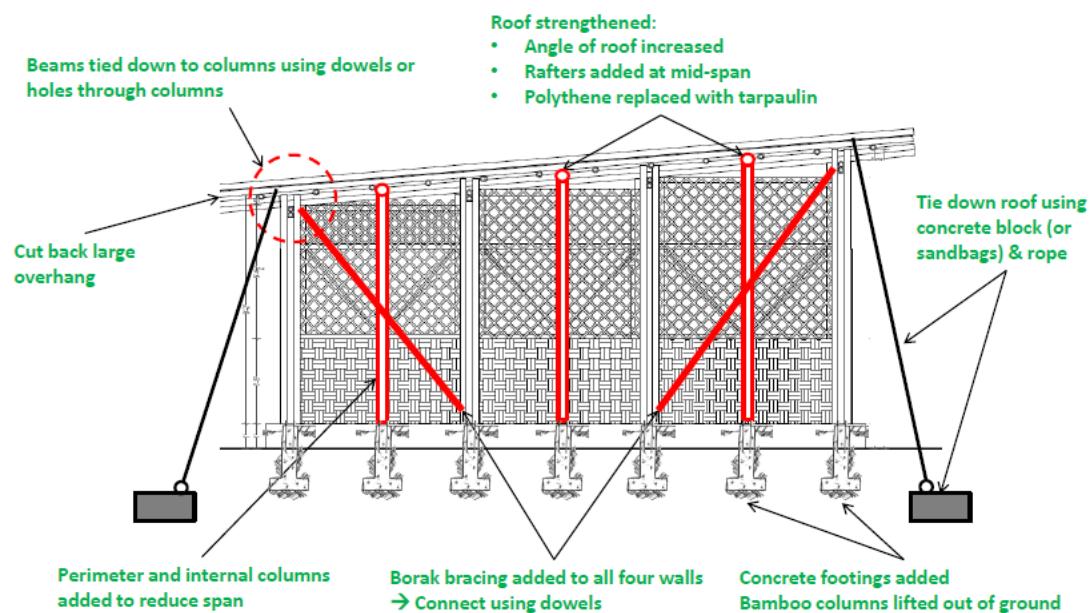
IOM • OIM

UNHCR

Save the Children

Caritas Bangladesh

SUMMARY: STRENGTHENED BUILDING

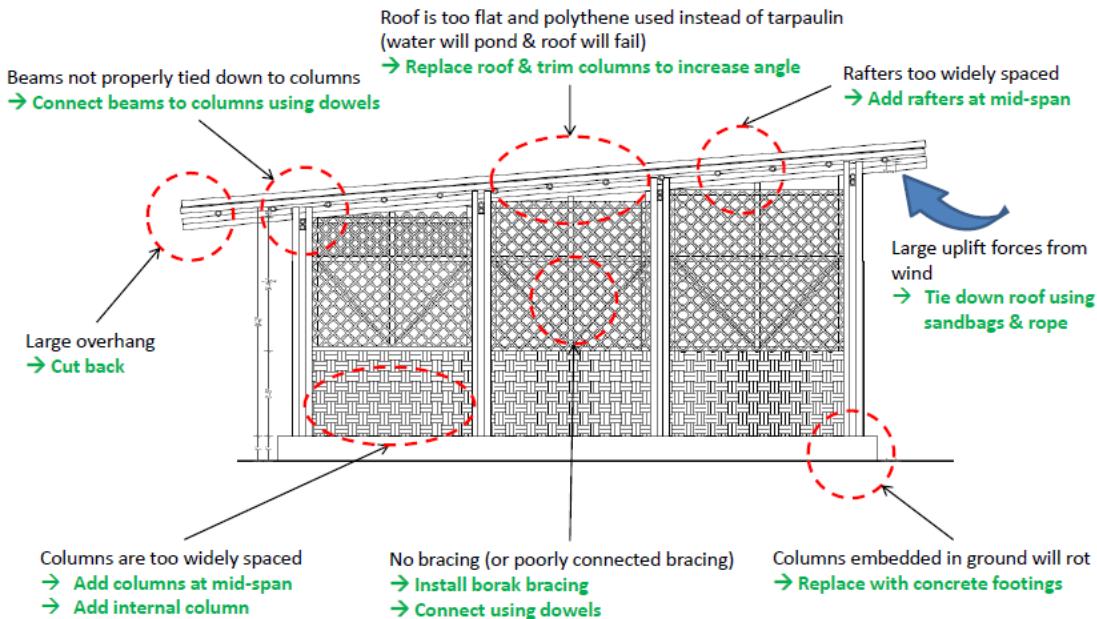


Community Structures - Design & Strengthening Guide. v1 | 05.04.2018

Page 34



SUMMARY: RISKS & MITIGATION



Community Structures - Design & Strengthening Guide. v1 | 05.04.2018

Page 35



SUMMARY: RISKS & MITIGATION

RISK	MITIGATION	IMPORTANCE	DIFFICULTY
Bamboo columns embedded in ground/concrete will rot	Install concrete footings and lift bamboo out of ground	HIGH	Moderate
No Bracing (or bracing is poorly connected)	Add borak bracing connected w. dowels	HIGH	Easy
Rafters span too far	Add columns at mid-span Or: Add haunches	HIGH	Moderate
Rafters are too widely spaced	Add columns at mid-span	HIGH	Moderate
Beam-Column connection is poor	Tie beams down to columns using dowels or holes drilled through columns	HIGH	Easy
Flat roof → Ponding	Prop roof → trim columns → lower roof and reconnect	Moderate	Difficult
Low quality polythene used	Replace roofing material	Moderate	Difficult
Large overhang Large uplift force from wind	Cut back Add tie-down blocks	Moderate	Easy

RECOMMENDATION – BEST CASE

- Add borak bracing / improve connection
- Add haunches to support rafters
- Take down roof and rebuild
- Insert concrete footings and lift bamboo out of ground

RECOMMENDATION - MINIMUM

- Add columns at mid-span
- Add borak bracing / improve connection
- Add extra rafters within existing roof structure
- Improve beam-column connection

Community Structures - Design & Strengthening Guide. v1 | 05.04.2018

Page 36



Annex 6: Locations of High-Risk Learning Facilities

Mapping of at-risk facilities is ongoing by ISCG. Provided mapping by ISCG will be modified by the Education Sector to include GPS coordinates of facilities for identification and action.

After 2018 there is no formal risk map to identify the High-Risk Learning Facilities. Need to collect that information from the shelter and site management.

Annex 7: Standardized DRM Kit Contents

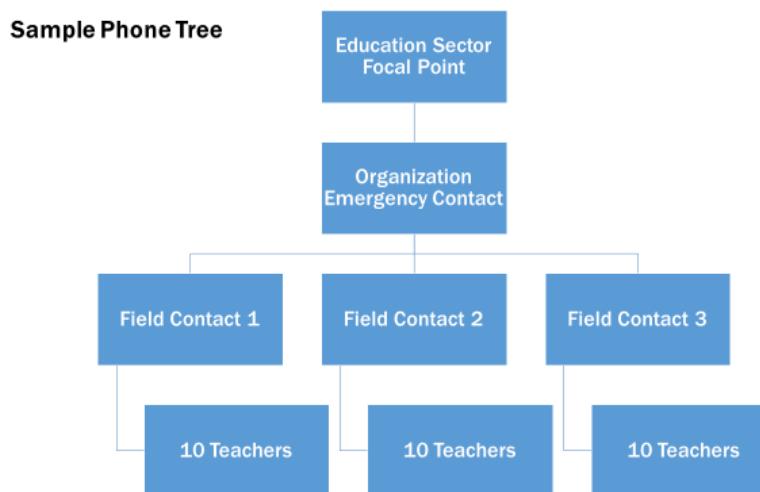
Items Needed for DRM Kits				
Name	Specification	Qty	Cost	Total
First Aid Kit	scissors, gauze, bandages, plasters, sticking plaster, tweezers, latex gloves, alcohol, thermometer, soap, Panadol, saline solution, a first aid manual	1	1500	1500
Radio	solar with flashlight	1	1000	1000
Reserve drinking water	10 liters	1	220	220
Clipboard	one per shift with student names and emergency contact info	3	100	300
List of emergency contacts	organizational	0	0	0
Referral pathway contacts	per block	1	0	0

Safety vest	bright yellow, adult size	1	800	800
List of children per shift	organizational	1	0	0
Whistle		2	1500	3000
Pens or Pencils		5	10	50
Red and Green Cards	laminated with 'all present' and 'missing'	2	100	200
Sand Buckets (Fire)		1	350	350
Total per kit				7420
Fire extinguisher				
DRM Kit- Based on COVID19 Personal safety security equipment (for facilitators)				
Health and hygienic kit	Heavy duty Hand gloves, face mask, hand sanitizer, soap,	As per need		
Basic Medicine support	as per needed, this support should be available based on their health condition			
Raincoat, Gumboot	If needed (considering the monsoon season)			
Waterproof Carrying bag	based on the materials (poster, book, pencil, learning materials etc.)			
Reusable personal water bottle	1 bottle per person			

Note: To ensure the health safety of all BLI/facilitators/caregiver as all the LC's are closed due to the COVID19 situation and they are visiting home to home to disseminated the awareness message and give instruction to the parents to continue their children study at home; so need consider their personal safety security

Please note training on the correct use of a Disaster Preparedness kit is included in the [training manual](#) to be used for all Education Sector partners.

Annex 8: Sample Phone Tree and Emergency Contacts



Updated Education Sector emergency contact list can be found [here](#).

Annex 9: Facilitator & Student Training Modules and Resources

Rapid Education Sector Preparedness and Response Topics

- Shutting down a Learning Facility ahead of an emergency
- Alternatives for education during the shut-down of a Learning Facility
- Safeguarding Learning Facility or learning space materials
- Preparedness for various hazards (flood, cyclone, fire, landslides, medical emergencies)
- Child Safeguarding Protocol
- Child safeguard messaging to consider the COVID-19
- Evacuations and evacuation drills
- Community Mobilization for preparedness and response
- Key messages, COVID19 awareness messages
- Emergency contact lists for children and emergency forms
- Emergency contact phone trees within organizations
- Using a DRM kit, COVID19 Personal safety security equipment kit

Additional Training for Facilitators

- Health and hygiene in emergencies- consider the COVID19 situation
- PSS in emergencies
- Reopening Learning Facilities
- Child friendly hazard mapping

IEC Materials Suggested

- Flood Preparedness Posters
- Cyclone Preparedness Posters
- Fire Preparedness Posters
- Separation & Reunification Posters
- Road Safety Posters
- Landslide Preparedness Posters
- School Safety Checklists
- Health and Hygiene Promotion Materials
- Evacuation Point Maps for Learning Spaces
- Preparedness Classroom Games
- Health hazard related poster- COVID19 preparedness poster

Facilitator Resources Needed

- Key Messages (by hazard) Manual for Facilitators
- COVID-19 key message
- Learning Space Emergency Preparedness & Response Plan Template for Facilitators
- Checklist for Learning Facility or learning space closure
- Checklist for Learning Facility or learning space opening
- Instructions for safeguarding learning materials
- Emergency forms for children (including emergency contacts and medical permission and waiver forms)
- Organization communication trees
- Other Useful Resources- COVID19 Personal safety security equipment
- Emergency contact lists by camp
- Referral pathways by camp

Annex 10: Responsibilities of a Disaster Preparedness & Management Committee

DPMC training content:

- Natural Hazard analysis (landslide, cyclone, flood and earthquake); 5 years history, syndrome, prediction, effect in the community on lives and resources
- Warning signal system in Bangladesh
- Communication trees during disaster
- Pre-preparedness during monsoon
- Preparedness during disaster
- Post-preparedness
- Contingency planning
- IEC materials and key messaging with technology when appropriate
- Health Hazard analysis- Consider the COVID19 situation; follow the instruction from authorized authority, ensure the health safety and security, need assessment to identify most vulnerable age group/area, preparedness or mitigation plan.

Composition of a DPMC:

- Ideally 5 members composed of the existing parent committees attached to each learning center Selected at the learning management committee meeting or volunteers from that group
- Each Learning Facility should have a DPMC selected but Learning facility management committee could also serve as the DPMC during the monsoon season.

Note: Based on COVID19 DPMC can be a useful resource to disseminate awareness and preparedness messages

Responsibilities of DPMC:

- Will meet minimum once in a week during disaster warning period
- Due to COVID19 situation it's not possible to conduct a meeting but during the disaster warning period committee member can communicate through mobile phone, or arrange a small discussion meeting after two weeks or once in month to maintain proper hygienic and social distance
- Co-facilitate awareness sessions in monthly parent's meeting/forum- Co-facilitate can contact parents through mobile phone or home to home visit to give awareness message
- Liaise with higher authority in order to inform the situation and obtain feedback (with CiC, implementing organizations etc.)
- Ensure effective dissemination of warning signals among the community especially among facilitators, parents and students
- Ensure safety of all the students and protection of all TLM

Annex 11: Using Learning Facilities as Temporary Shelters

Before any learning facility is used for any other purpose which it was not intended for, the community need to make aware of the developments, the duration of the intended use and who and how it can be accessed.

Broadly, learning facilities can be used under three (3) categories which are:

1. **As safe havens**
2. **As temporary shelter after a disaster such as storms or monsoon winds**
3. **COVID 19 Isolation/quarantine or treatment centers**

1. Safe Havens (Identified and coordinated by CIC and SMS of various camps)

It should be noted that this was an initiative that CIC and SMS have taken to identify facilities within the camp that can be used as safe havens.

- The learning facility should have undergone structural assessment from Shelter and Site Management to ensure that the structures are strong enough to withstand any adverse weather conditions.
- A clear time period in which the learning facility will be used as a safe haven should be stipulated and conditions of returning the LF back to the organization agreed
- Each of the facilities should be assigned to designated persons who is available at the camps for 24X7 (in most of the places we have Guards/Night Guards). The list of these designated persons should be annexed with the list of the facilities and share with concerned stakeholders. These persons will work as guided by the camp level sector focal points.
- Each of the facility will have a copy of SoP along with contact details of SC focal persons, CiC, Site Management Focal Person, Army/Police etc. handy to smooth the process.
- Site Management will try to avoid family separation as much as possible. The facilities will be sub-divided into family areas where and when possible [or by gender] – to do this, Agency needs to preposition materials (tarpaulin) at each of these facilities.
- The LC should be equipped with appropriate equipment which makes it a safe place and should have things such as evacuation routes, fire extinguishers, emergency contacts etc
- In case that the LF houses both male and female, gender disaggregated WASH facilities should be available.
- Hibernation kit – in some of the facilities, the hibernation kit is available. If available, this will be given to the occupants for use during their stay at the facility.

2. As temporary shelter after a disaster such as storms or monsoon winds

The following guidance is recommended should a Learning Facility be used as a temporary communal shelter:

- The field coordination team/sector focal will coordinate with the Site Management Agency and CiC to relocate the families within **72 hrs.** in order to resume Education services in the concerned facility
- Once a Learning Facility is identified for use as a temporary shelter, the Learning Facility focal point should be communicated to, and actions for communicating to the community should be followed as per the SOPs in Annex 2 regarding temporary Learning Facility closure. If a Learning Facility is used, it should be filled before other adjacent Learning Facilities are identified for use.
- A list of shelter residences should be compiled and updated daily to keep track of anyone who was residing within the Learning Facility; this list can be provided to distribution points in the future to help clarify those in need of Shelter repair kits
- Community people should have awareness about the facilities which will be available to use as Shelter during emergency
- Each of the facilities should be assigned to designated persons who is available at the camps for 24X7 (in most of the places we have Guards/Night Guards). The list of these designated persons should be annexed with the list of the facilities and share with concerned stakeholders. These persons will work as guided by the camp level sector focal points.
- Each of the facility will have a copy of SoP along with contact details of agency focal persons, CiC, Site Management Focal Person, Army/Police etc. handy to smooth the process.
- There will be preparedness messaging around family preparedness especially if the family members are separated or they are put in different shelters. Female adults and children from same family will be accommodated at the same facility.

- CiC and/or Site Management Agency will be supporting to run the centre when the learning centre is handed over to them. Education personnel will communicate with CiC if any support needed to them.
- The guard/focal person will open the facility only when s/he is communicated to do so. In absence of mobile phones with Rohingya volunteers, if the request come to a Rohingya volunteer, the volunteer can call the agency focal point/manager through the Site Management Agency focal (who came to him with the request). In case of the facilities which has host community volunteers / facilitator / guard, they can directly coordinate with agency.
- Site Management will try to avoid family separation as much as possible. The facilities will be sub-divided into family areas where and when possible [or by gender] – to do this, Agency needs to preposition materials (tarpaulin) at each of these facilities. In absence of adequate resources (facility and sub-division materials), facilities could be used only by children (boys – below 10 years of age) and females. In this case, male members will take shelter at other community structures (at the mosques, culturally, females are not allowed to be there at the mosque together with males).
- The guard will strictly monitor the facility and will allow only women and children to take shelter. Visitors, CiC, media and other organization representative needs to follow the CSG code of conduct during visiting the Shelter of learning center which are used as family shelter.
- Hibernation kit – in some of the facilities, the hibernation kit is available. If available, this will be given to the occupants for use during their stay at the facility.

3. COVID 19 Isolation/quarantine or treatment centers

- For a learning facility to be used as COVID 19 Isolation/treatment centers, it must follow the WHO guidelines which should be implemented with supervision from the Health sector
- For a LF to be used, an agreement with the NGO who own or are responsible for the LF should be reached
- The LF should be disinfected before occupation by COVID19 patients and should be given back at least 2 weeks before it can be used for learning and thorough disinfection of the LF should be done continuously for those 2 weeks.
- Health inspection and certification should be done before the learning facility can be used again to learning.
- Facilities should be completely disinfected after use for COVID-19 patients and prior to handing over to agencies.
- Site Management should ensure that the LF is maintained and returned back to the organization within the stipulated time or any extension should be communicated in writing and agreed with the organization

General guidelines that apply to all 3 categories

- Under no circumstances should NFI or shelter repair kits be distributed at Learning Facilities
- Token distribution for NFIs must take place at a separate distribution point
- If tokens are being distributed at a Learning Facility, it should be conducted against the residence list, and only when all residence of the Learning Facility are leaving or being relocated
- If a Learning Facility gradually becomes less occupied, every effort should be made to consolidate individuals into other communal shelters
- When Learning Facilities are being cleared, a single communal shelter should be identified for EVIs, where they can be relocated to continue to receive support

- Learning Facility focal points should be alerted the day before a Learning Facility is being emptied to ensure they can assess any repairs that are required, and ensure cleaners are available to prepare the space to resume classes immediately
- Activities should resume, if safe, the following day to avoid the space remaining vacant
- Focal points should prepare an assessment of any damages to the building to provide to partner representatives and site management.
- The occupants will use the existing WASH facilities at the structures they are accommodated in. WASH team will take immediate action to repair any damage to the WASH facilities in these structures.
- Copy of this SoP
- Emergency Contact numbers
- First Aid Kit – the kit available in the facility could be used in need. It is suggested to provide an additional kit.
- The facilitator, guard will be oriented / trained on use of the first aid kit. Dignity/Menstrual Hygiene kit

Annex 12: Individual Learning Facility Preparedness Plan

This guide is intended to assist learning center facilitators to put together a basic preparedness plan for their Learning Facilities. The Education Sector recommends that learning center facilitators have a basic understanding and plan in place for *each individual Learning Facility*, including what should happen during the possibility of an evacuation.

In order to write a preparedness plan for your Learning Facility properly, you first need to consider the hazards, risks, vulnerabilities, and capacity around a learning center. Once you have identified these you will know where the strengths and weaknesses are, and how to plan to ensure you address them.

Hazards and Risks

A hazard is a situation that has the potential to cause disruption or damage to people, property, services, or the environment. Assessing hazards should be an interactive and child friendly activity facilitators can do with children in the classroom. Facilitators are encouraged to work with children to produce a hazard map of the learning center and the area around the learning center.

For this activity, you will need a large flipchart and a pack of crayons for each group of children. Child friendly hazard maps can be made following these steps:

1. Divide children into groups of 5 and pass out 1 piece of flip chart paper per group
2. Demonstrate for the classroom how to draw a basic map of the Learning Facility, including the main infrastructure and features around the Learning Facility like roads, trees, rivers, and communal structures-
3. Ask children to draw or circle all the things around the school that are dangerous, such as fire or landslides, as well as day-to-day dangers like road traffic accidents or kidnappings
4. Once children have circled or labeled all the potentially dangerous things (hazards) around the school, ask them to make a list
5. Compile a master list of all the dangerous things (hazards) around the school from the children's Drawings

Note: For the activities 1-5; Here facilitators can use student worksheet to give proper instruction how to prepare during the monsoon period on COVID19 Situation At this stage facilitators can use the COVID19 awareness posters or do some best practices (how wash hand properly, how use face mask, how to avoid social gathering, use elbow or tissue when sneezing and other health and hygienic issues

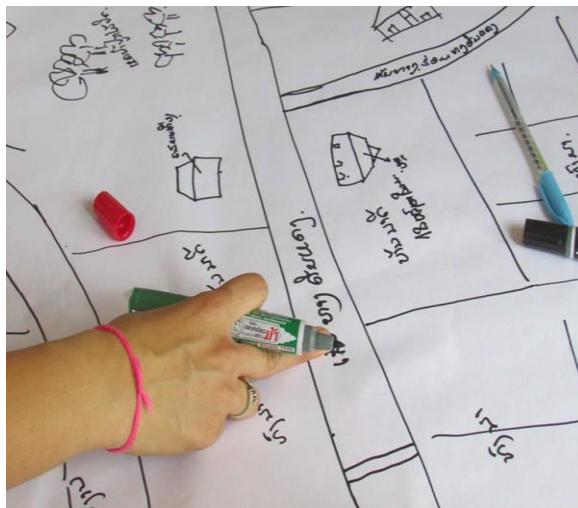


Photo examples of child friendly hazard maps in Lao by Rebecca Zorn

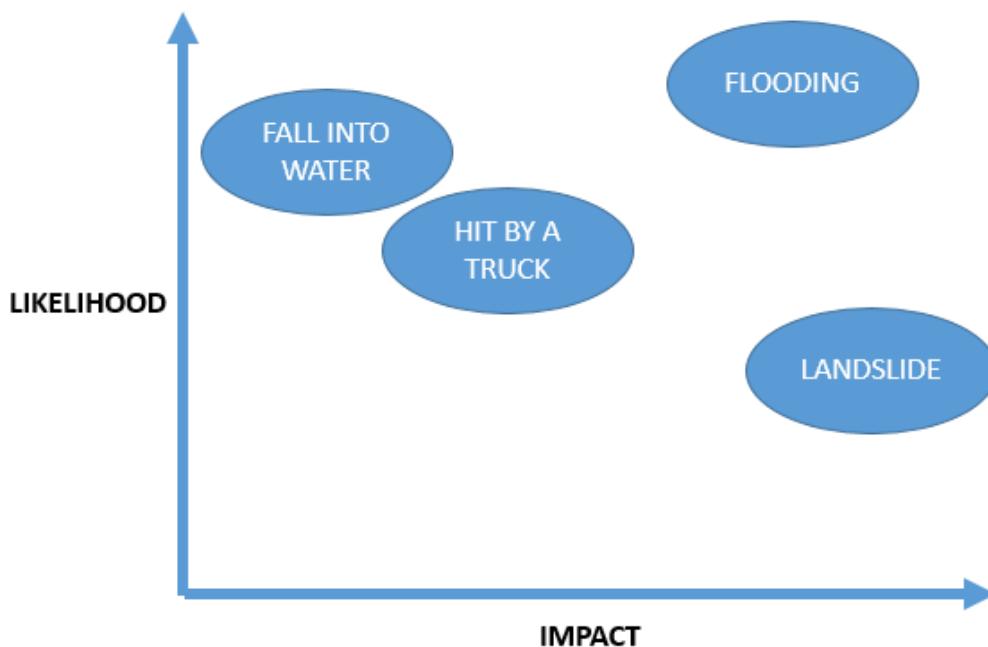


Example: Master List of Hazards

Landslides	Getting hit by a truck
Falling into dirty water	Falling down a hill
Flooding	Kidnapping
Hit in the head by bamboo	Hit in the head by bamboo

Once the master list is compiled, facilitators should then assess the risk each hazard poses. Risk is the probability of harmful consequences or expected losses (deaths, injuries, property damage, environmental damage) that might result from each hazard. Facilitators should create a risk map by graphing the *likelihood* (probability) of the hazard versus the *impact* (effect) it will have on the entire learning center (not just individual children) to determine how much of a risk each hazard may pose.

Example: Risk Map



As you can see from the risks map above, children may experience road accidents, or they may fall into dirty water while walking to the Learning Facility. This is very likely because of the hazard's children experience walking to school every day, but the impact is less because it will only affect a small group of children at a time instead of the entire Learning Facility. However, a landslide may not be as likely, but it would have a very large impact and could even shut down the whole Learning Facility, affecting all the children. Once you have analyzed the risk each hazard poses, you will know what you should prioritize in your planning process.

Vulnerabilities

A vulnerability is a condition determined by physical, social, economic and environmental factors that increases the potential risk of a given hazard. Facilitators should consider the vulnerability of children in their classroom and of the Learning Facility structure itself. Facilitators should then make a list of what makes both students and the structure vulnerable, for example:

Vulnerabilities of children/facilitators	Structural vulnerabilities of learning facility
Challenging for children in classroom with disabilities (lack of mobility, blind, deaf) to evacuate	Learning Facility is in a landslide or flood risk zone
Children do not know their way around the camps and may get lost finding their shelter in an emergency	Materials in Learning Facility are not stored in safe location
Children are hungry or malnourished and may not be able to react in an emergency	Nothing in the Learning Facility is waterproof
Children don't know how to contact their parents in an Emergency	Learning Facility is made of poor materials
Facilitators aren't sure what to do in different kinds of emergencies in the Learning Facility	Learning Facility roof is weak
Facilitators must travel very far to reach Learning Facility and may be stranded in the case of flooding	NGOs may not be able to access the Learning Facility in the event of an emergency
Facilitators don't understand how to refer children when they are sick or experiencing social or emotional issues	Learning Facility may be used as a temporary shelter for those displaced by floods or extreme weather

Capacity

A capacity is a positive condition or skill that increases the ability of a person or community to respond to potential hazards. Facilitators should make a list of all the capacities that are available within the Learning Facility and the community around the Learning Facility. These can be resources, knowledge, skills or attitudes held by the facilitators or the community. Facilitators should also begin to consider what could be done to increase local capacities to ensure the safety and security of their Learning Facility.

Learning Facility and Community Capacities- Example
Parent Disaster Preparedness Group cares about children in the Learning Facility and the structure, and are happy to help in an emergency
Learning Facility has a disaster risk management kit and the facilitators are trained on usage
Facilitators are trained on first aid and emergency preparedness
The community has experienced flooding and cyclones in the past and understands the hazards
NGO staff are trying to assist facilitators to be better prepared for emergencies
NGO staff have attended a DRM training and are creating emergency preparedness

Analyzing hazard, vulnerability, and capacity assessments

Once you have listed out all your hazards and their associated risks, vulnerabilities, and capacities, you should consider the hazards and vulnerabilities that are the biggest problems for your learning center. Every listed hazard and vulnerability should have at minimum one capacity that can correct the issue. For example, if the hazard is that children often are hit by cars on the way to the Learning Facility, a capacity could be to do a 'Traffic Safety' week inside your Learning Facility to teach children about the basics of road safety. If a vulnerability is that there is a blind child in the classroom, a capacity could

be assigning them a ‘classroom buddy’ who is responsible to assist them in emergency situations and ensure they get to and from school safely.

You may not have all the capacities needed to mitigate your hazards and vulnerabilities - THAT IS OK! The goal of this preparedness plan is to come up with solutions to make your Learning Facility a safer place for both you and the children attending the learning space.

Below is an EXAMPLE table you can use to analyze your hazards, vulnerabilities, and capacities and to develop a plan to reduce the overall level of risk inside your Learning Facility.

Hazard or vulnerability	Capacity available	Capacity to be developed	By when
Blind child in class	Buddy system for child		
Landslides		Classroom preparedness plan for landslides, teaching children about landslide preparedness, make note of an evacuation location to bring children if there is a landslide	
Getting hit by a truck		Road Safety Week, understand where to bring children when there is a medical emergency in the camp	
Learning Facility is made of poor materials		Request Learning Facility upgrading from granting agency or NGO partner	

This chart will be the start of your classroom preparedness plan. It tells you what is already available to you and what needs to be developed for your plan. The formatted plan on the following pages should help you put together a full plan for each of your learning spaces.

Learning center preparedness plan

Basic Information

Date of Plan:

Learning Center Name:

Learning Center Code:

NGO Affiliation:

Camp Name:

Block:

Names of Facilitators:

Name of NGO Field Officer

Student Information (One per Shift)

Name of child	Name of primary Caregiver	Contact Information of Caregiver	Special needs?

Identified Hazards, Vulnerabilities, and Capacities

Hazard or vulnerability	Capacity available	Capacity to be developed	By when

Hazard Planning Instructions

The goal of hazard planning is to first safeguard LIVES. Second, we safeguard assets in the Learning Facility.

Based on the preparedness plan above, answer the following questions:

- What do children and facilitators do before, during and after an emergency?
- Do children evacuate or shelter in place?
- Where is the evacuation point?
- What necessary protocols should facilitators follow in an evacuation?
- How do we account for children with specific vulnerabilities?
- What do we do if children are missing?
- When can we leave the evacuation point?
- What happens if we are stuck at the Learning Facility and cannot get home?
- During what situations should facilitators safeguard assets versus evacuate immediately?
- What assets (materials and structures) should facilitators safeguard *if there is time*?

EXAMPLE Hazard Plan for Flooding

Before a flood, facilitators should:

- Identify an evacuation location, show children where it is, practice an evacuation, and post the evacuation point map in the classroom
- Teach children the key messages related to flooding
- Understand what to do when a flood happens while a learning facility is closed

Before a flood, students should:

- Understand key messages related to floods
- Know exactly where the evacuation point is and how to safely evacuate
- Understand that the learning facility is not a safe place to go during a flood

During a flood, facilitators should:

- Take their grab bag and swiftly move children to evacuation point
- Do an attendance roll-call once evacuation point is reached
- Stay with children until their parents have come, or until the child has safely found a way back home

During a flood, students should:

- Follow instructions of their facilitator to move to the evacuation point
- Stay silent and calm, listen to their facilitator and respond ‘here’ and put their hand up when facilitator does roll-call
- Not stray from facilitator and run off to their home until they are fully accounted for

General Preparedness Checklist for Facilitators

- Learning Facility emergency evacuation route map is posted in your room
- Practice emergency evacuation once a month or as needed
- Emergency go-bag, emergency notebook/clipboard checklists
- All supplies are in place and are easily transportable for evacuation
- Check that you know the location of your fire extinguisher
- Ensure that you have emergency contact information for every child in your classroom
- Understand key messages per hazard and do weekly trainings on these with children
- Display emergency preparedness [IEC materials around the classroom](#)
- Understand what to do if a child becomes lost during an evacuation
- Understand camp referral pathways, including how to get children access to things like medical treatment, psychosocial support, therapeutic feeding, or any other issues
- Understand standard operating procedures (SOPs) for shutting down Learning Facilities and asset safeguarding