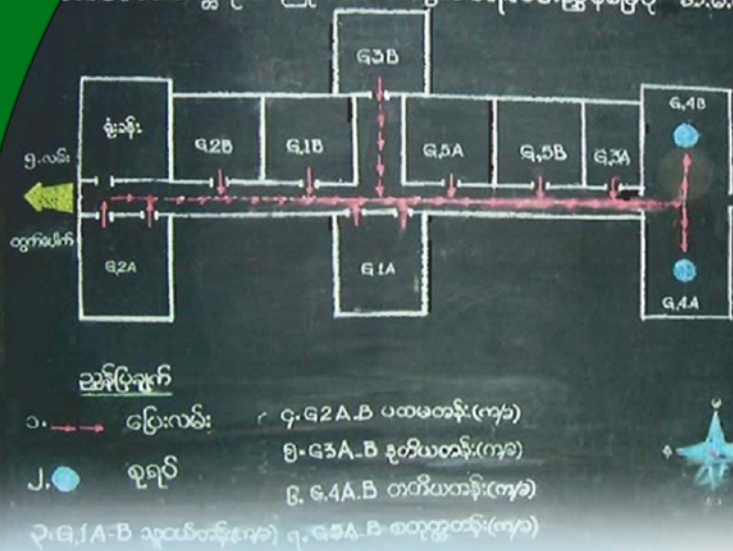




# School Safety MANUAL

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## **Scope of this Manual**

This manual is intended to be used by the School Principal, Teachers, Students, Parents and Teachers Association (PTA) and other concerned authority for safe school.



## FOREWORD

The Cyclone Nargis of 2008 has been by far the most natural disaster in the history of Myanmar. It has brought into focus the extremely high vulnerabilities of the communities to natural hazards. This has also highlighted the need of a concerted effort towards disaster risk reduction especially at the community level focusing not only on the preparedness and response but also on prevention and mitigation measures.

Historically Myanmar is prone to multi hazards-cyclone, flood, drought, tsunami and seasonal fire. The cyclone Nargis has given an opportunity to focus on a comprehensive disaster risk reduction programme in the delta and up scaling it to other hazard prone locations of the country.

In any disaster situations the community is the first responder and the first few hours it is the community who responds to any eventualities through their existing coping mechanisms. Thus it is important that the Community Based Disaster Preparedness (CBDP) is the core and key of any Disaster Risk Reduction initiatives taken up at any level by any organizations or individuals. As the community is well informed and acquainted about the local geo-physical locations, safe evacuation routes, existing strengths and weaknesses within itself, thus the entire initiatives of Disaster Risk Reduction revolves around effective community response and preparedness measures. It can only be possible through full participation and contribution of the community in the decision-making process and leading in this initiative to achieve the real objective of the community based preparedness and effective response.

Thus there is a strong need to build the community resilience to various disasters and build their capacities and provide them technical know how in order to effectively respond to any disaster in a more scientific and organized manner. This can only be achieved through community based risk assessments, resource mapping and development of disaster preparedness and response plans through consultative process and identifying the key strengths and resources within the community.

I am pleased to mention that this manual is being developed through a consultative process including field testing and incorporating the inputs from the community members to make it more contextual to the ground. I am thankful to various UN Agencies, INGOs and Local NGOs and whole range of Disaster Risk Reduction working group members for contributing to this manual looking into the criticality of need of strengthening the community preparedness and making the response more organized and building on the coping mechanisms already present in the community. This manual will enable the community to come under one platform and plan to minimize the gaps and weaknesses and build on the strengths and strive for a better and effective community based preparedness measure in order to save the valuable lives and livelihoods of the vulnerable communities. This will also guide the communities for imbibing the skills and techniques of disaster preparedness.

I hope this manual will help and guide various DRR practitioners, communities and various other DRR stakeholders for building a disaster resilient community and strive for a disaster free tomorrow.



**Bishow Parajuli**

UN Resident/Humanitarian Coordinator  
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## Chapter 1

### Introduction to School Safety



#### 1.1 Introduction

Myanmar is prone to several natural hazards including cyclone, earthquake, flood, storm surge, drought, tsunami and fire. These disasters lead to extensive destruction of infrastructure and loss of livelihood, apart from loss of precious lives. Cyclone Nargis of 2008 claimed 84,537 lives, 53,836 persons missing and loss of property of approximately 4.1 billion USD. Education sector was badly impacted by the Cyclone Nargis, as approximately 4,000 schools were damaged or destroyed, which is approximately 60% of the total number of schools in the Cyclone Nargis affected areas.



It is important to create disaster free environment in school for safety of students, teachers and other supporting staff and also for creating learning environment.

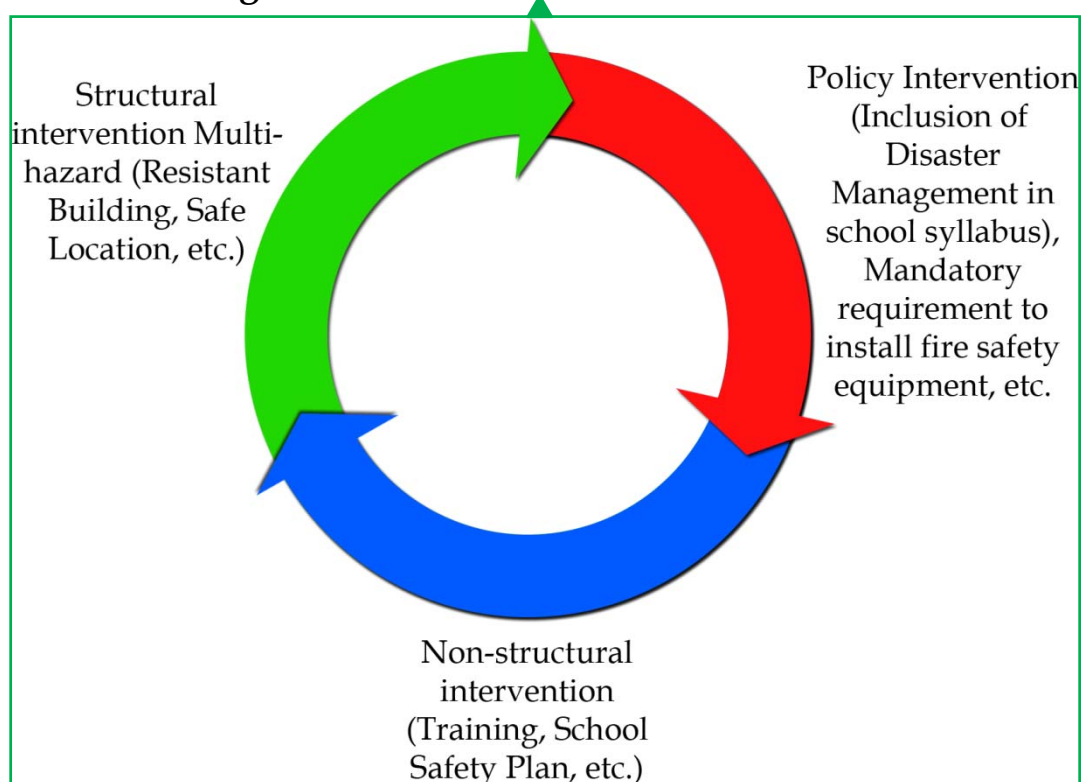


#### 1.2 What is 'Safe School'

'Safe School' is a process which attempts to ensure physical and psychological safety of students, teachers and supporting staff in the

event of any disaster. It includes policy level interventions, multi-hazard resistant school infrastructure, continuous disaster preparedness, mitigation and prevention initiatives by students, teachers and other stakeholders. The framework for 'Safe School' is at Figure 1.

**Figure 1 Framework for 'Safe School'**



### 1.3 'Safe School' : How

The 'Safe School' requires three pronged approach which include policy measures, structural and non-structural measures.

*Policy measures* – It covers national or local level rules, regulations, policies, etc such as inclusion of disaster risk reduction in syllabus, legal requirement to install fire fighting equipments in schools and statutory requirement to make funding provision for school safety. It is useful in terms of wide coverage, statutory requirement and setting up enabling environment for structural as well as non-structural interventions.





*Structural measures* include strengthening or constructing multi-hazard resistant school building, provision of open space in school campus, installation of fire safety equipment in building and construction of ramp for the physically challenged.



*Non-structural measures* include preparation of school disaster management plan, training and capacity building of teachers and students on disaster management, awareness generation on Do's and Don'ts of various disasters, organising mock drills to check preparedness and identify areas of improvement.



### **Eight steps of school safety are as follows:**

*Step 1 :* Orientation of teachers, students and others on disaster management and mass awareness in school.



*Step 2 :* Constitution of the School Disaster Management Committee.



*Step 3 :* Vulnerability and capacity assessment of the school.



*Step 4 :* Preparation of the School Disaster Management Plan (SDMP)



*Step 5 :* Formation and training of Disaster Management Teams.



*Step 6 :* Dissemination of the School Disaster Management Plan.



*Step 7 : Conducting regular mock drills to check preparedness and identify areas of improvement.*



*Step 8 : Evaluating and updating of the SDMP based on mock drill findings or past disasters.*

## 1.4 Why School Safety



Safe School is important for any society and required due to following:

- (a) *Vulnerable Group*: Children are among the most vulnerable groups during disasters. Also, they are future of any society, hence their safety is paramount.
- (b) *Change Agent*: Children are the most suitable 'Change Agent' and they can help in bringing disaster preparedness, mitigation and prevention in the society at large.
- (c) *Three-Generation Impact*: It is often said 'Educating a child leads to educating three generations' as, an educated child shares the knowledge with his parents at home and also with his kids when he becomes parent.
- (d) *Centre of community*: Schools especially in rural areas are nucleus of community and a number of community activities including livelihood revolve around the school.
- (e) *Relief/ Safe shelter*: Traditionally, in many countries including Myanmar, small school buildings act as a relief or safe shelter during a disaster. Damage to school building complicates the relief activities or evacuation activities.
- (f) *Loss of academic calendar*: Damage to education sector is linked to the loss of academic calendar/ session.
- (g) *Psycho-social support*: Children are among the worst affected during a disaster and need psycho-social support. Quick reopening of school after disaster has been proved to be an important psycho-social support as children get engaged in education and with their classmates.



## 1.5 Stakeholders of 'Safe School'

In order to achieve 'Safe School', involvement of a number of stakeholders is important. Following are the key stakeholders of 'Safe School':

- School principal
- Teachers
- Supporting Staff
- Parents
- Basic Education Department
- Community leaders
- Students
- Fire Services Department/ Auxiliary Fire Brigade
- Myanmar Police Force
- Myanmar Red Cross Society (MRCS)
- Engineers
- Doctors
- Local NGOs
- Monks



## 1.6 Scope and Limitations of the Manual

This 'School Safety Manual' covers non-structural measures for disaster preparedness, mitigation and prevention. It will help teachers, students and other stakeholders such as Government, local authorities, UN Agencies and NGOs to plan and implement disaster risk reduction measures in school for 'Safe School'.

This manual should be used in conjunction with the 'Community First Aid' and the 'Community Search and rescue' manuals. The Disaster Preparedness and Response Education (DPRE) Resource Pack and the 'Manual on School Safety' complement each other for 'Safe School'.

Policy and structural measures related to 'Safe School' are beyond the scope of this manual.





## 1.7 Introduction to the 'Manual on School Safety'

The manual has eight chapters and annexure.

*Chapter 1 'Introduction to School Safety'* covers need and basic concept of school safety.

*Chapter 2 'Step I : Orientation of Teachers, Students and Others on Disaster Management and Mass Awareness in school '* includes steps for orientation of teachers and students on disaster management and awareness in school.

*Chapter 3 'Step II : Constitution of the School Disaster Management Committee'* includes composition and roles and responsibilities of the School Disaster Management Committee.

*Chapter 4 'Step III : Vulnerability and Capacity Assessment of the School'* includes guidelines for assessing vulnerability and capacity of a school in context of disaster.

*Chapter 5 'Step IV : School Disaster Management Plan'* includes the objectives, and contents of the School Disaster Management Plan.

*Chapter 6 'Step V : Constitution of Disaster Management Teams and Capacity Building'* includes suggestive list of teams to be constituted under School Disaster Management Committee. It also includes roles and responsibilities of the teams.

*Chapter 7 'Step VI : Dissemination of the School Disaster Management Plan'* includes the importance and the ways of School Disaster Management Plan dissemination.

*Chapter 8 'Step VII : Mock Drill'* includes steps involved in conducting a mock drill.

*Chapter 9 'Step VIII : Evaluate and Update the Plan'* includes steps involved in updating of the School Disaster Management Plan.



## Chapter 1

### At a Glance:

- **What is 'Safe School'**
- **How to make School safe**
- **Why 'Safe School'**
- **Stakeholders of 'Safe School'**
- **Scope and Limitations of the Manual**
- **Overview of the 'School Safety Manual'.**

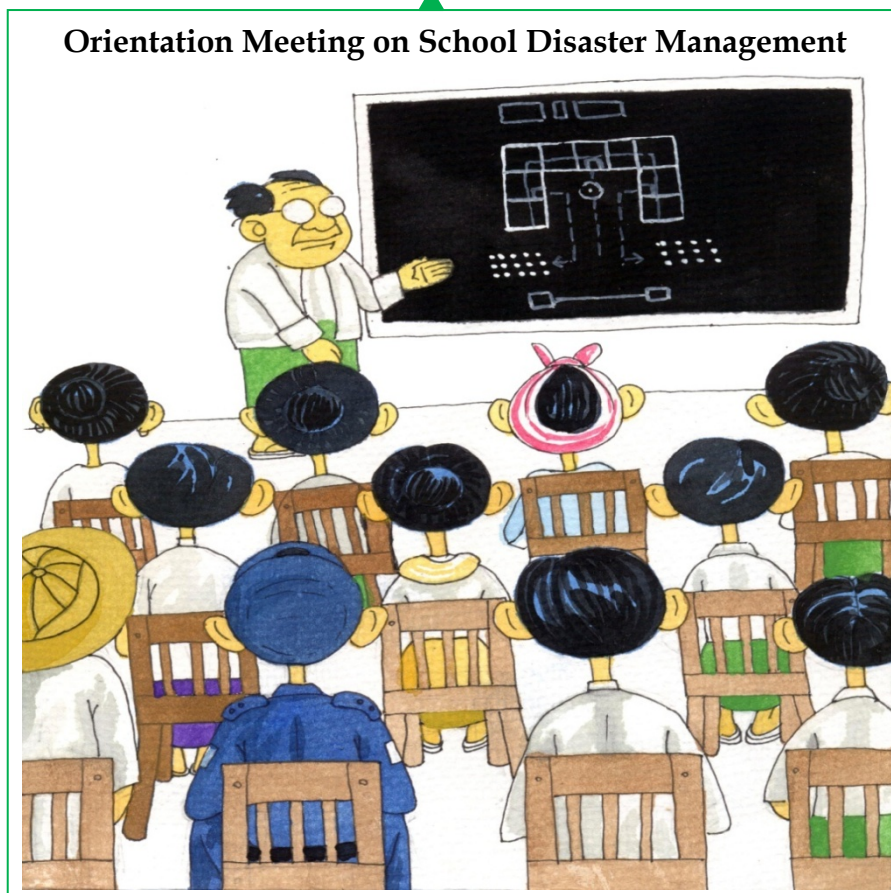
## Chapter 2

### Step I: Orientation of Teachers, Students and Others on Disaster Management and Mass Awareness in School

#### 2.1 Orientation meeting on School Disaster Management



As a first step towards 'Safe School', an orientation meeting on disaster management in school should be organised. The objective is to create understanding for the need of the School Disaster Management Plan by creating awareness among school members.



The following issues can be discussed in the meeting:

- What are the probable hazards in and around the school?
- Likely impact of disasters on the school.
- Steps required to mitigate impact of disasters.
- Advantages of disaster preparedness and mitigation measures.
- Resources required.



- Potential individuals and organisations to support disaster preparedness measures in the school.
- Awareness generation on Do's and Don'ts of various disasters.

Principal, teachers, selected students from senior classes, local NGOs, MRCS, monks, elderly people from the community, local Fire Services Department/ Auxiliary Fire Brigade and local Basic Education Department representatives should participate in the meeting. Representation of female teachers as well as students should be encouraged in the meeting.

The orientation meeting will help all stakeholders to come at one platform and create ambience for the need of school disaster management.

In case of schools having limited number of students and teachers, but closely located, the orientation meeting can be organised jointly. The local NGOs or individuals having disaster management expertise can facilitate these meetings.

## 2.2 Awareness Generation



In order to create environment for disaster management, awareness generation on Do's and Don'ts of disasters is important. Awareness generation can be done by using various medium based on local conditions and available resources. A few examples are as follows:

### (a) *Poster Competition on*

*Disaster Management theme* can be organised and selected posters can be displayed on the school notice board.

### (b) *Essay, Debate*

#### Poster Competition on Disaster Management Theme, Ayeyarwady Division



and Quiz are effective tools to create disaster awareness.

**Essay Competition on Disaster Management Theme, Kyauk Tan, Yangon**



- (c) *“International Day for Disaster Reduction”* is observed on 2<sup>nd</sup> Wednesday of October. Some awareness activities can be undertaken to commemorate this day and even disaster safety week or month can be observed to mark this day.
- (d) *Street play, Drama or Song* can be developed which has Do’s and Don’ts of disasters.



- (e) *Pledge ceremony* can be organised in which students and teachers can take a pledge to contribute to disaster risk reduction in school and society.
- (f) *Photo exhibition or display of newspaper clipping* on disaster management can be organised. These can be on disaster management in general or on specific disaster.
- (g) *Experience sharing session or talks* can be organised in school where disaster management expert or teacher or student can share experience on past disasters, preparedness etc.
- (h) *Disaster Management Club* on the lines of Nature's club or Eco-club can be constituted to create interest and awareness among the children.
- (i) *Exposure visit* of the students to nearby Fire Services Department, MRCS or NGO working on disaster management can be done to create interest on disaster management among the students.
- (j) *Pamphlets, wall painting, live demonstration, photo collection, etc* on disaster management theme are some other means to create awareness among the students.



## Chapter 2

### At a Glance:

- **Orientation of teachers and students on need of the School Disaster Management Plan**
- **Management Tools for awareness generation on Disaster Management.**



## Chapter 3

### Step II : Constitution of the School Disaster Management Committee

#### 3.1 Composition of the School Disaster Management Committee (SDMC)

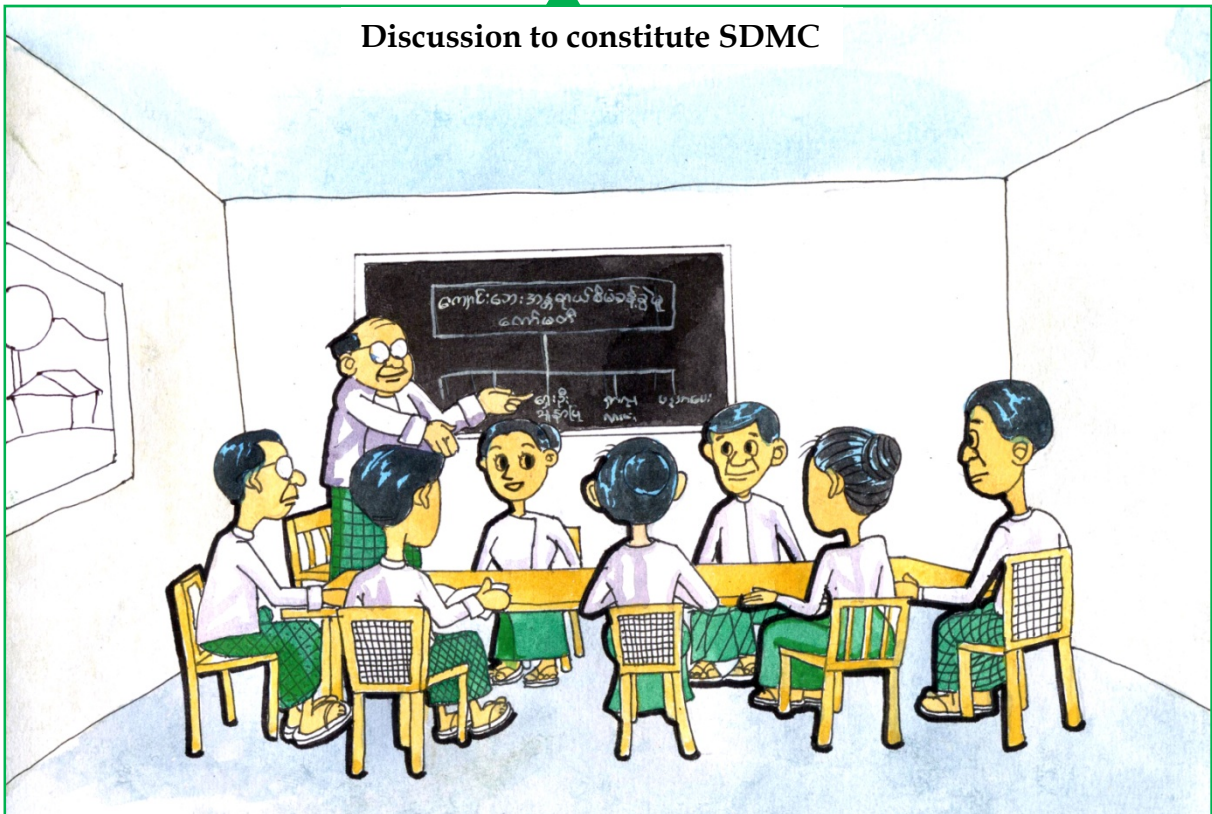


Disaster management is a long-term and regular activity which requires involvement of various stakeholders. Hence, a School Disaster Management Committee (SDMC) should be constituted. The Committee should be headed by the Principal or the Head Teacher.

The suggestive members are as follows:

- Teachers
- Selected parents
- Senior grade students (two to four)
- Myanmar Red Cross Society volunteers
- Local NGO representatives

Discussion to constitute SDMC



The committee may also include experts from the community, either as committee member or as a resource person. A few suggestive members are as follows:

- Local Fire Services Department/ Auxiliary Fire Brigade
- Engineers, architects, etc.
- Geologists
- Doctors, paramedics, nurses, etc.
- Persons trained in Disaster Management
- Local Staff of Department of Meteorology and Hydrology, Basic Education Department, Department of Health, etc.



### 3.2 Roles and Responsibilities of the SDMC

The SDMC will be the overall in-charge for disaster management in school. It will perform the following duties:

- Preparation of the School Disaster Management Plan (SDMP).
- Implementation of the plan with the support of other stakeholders.
- Organise mock drills in consultation with experts to check disaster preparedness in school and identify gaps.
- Update SDMP at regular interval.
- Serve as an extended arm of the Basic Education Department for disaster management in context of school.
- Constitute Disaster Management Teams on various themes of disaster management and delegate identified responsibilities.
- Dissemination of the SDMP to all stakeholders of the school.

The committee should periodically hold meetings to review the progress of the School Disaster Management Plan implementation and chalk out future course of action for disaster preparedness and mitigation.



## Chapter 3

### At a Glance:

- **Suggestive composition of the School Disaster Management Committee (SDMC)**
- **Roles and responsibilities of the SDMC.**

## Chapter 4

### Step III : Vulnerability and Capacity Assessment of the School



#### 4.1 Vulnerability Assessment of the School

The objective of this step is to identify risks faced by the school due to hazards and assess the existing capacities to cope with disasters.

It can be started with profiling of the past disasters and its impact on school and its surrounding. The historical timeline can be prepared by the SDMC through discussion among the committee and consultation with local staff of Department of Meteorology and Hydrology (DMH), Relief and Resettlement Department (RRD), Basic Education Department, MRCS and other NGOs. Disaster reports, government department (especially DMH, RRD and Basic Education Department) reports, etc. are useful. The timeline can be captured in the format at Table 1.

**Table 1** Disaster Timeline; school and its surroundings

| Month & Year | Type of Disaster | Impact   | Impact on school          | Any other information             |
|--------------|------------------|--|---------------------------|-----------------------------------|
| May 2008     | Cyclone Nargis   | - Several thousand people died<br>- Several houses got destroyed | School building destroyed | Storm surge led to several deaths |
|              |                  |  |                           |                                   |
|              |                  |  |                           |                                   |
|              |                  |  |                           |                                   |

Also, other disasters which have not hit in the past but there is possibility of its occurrence should be identified. These can be tsunami, earthquake, etc. as return period of these disasters are relatively long.

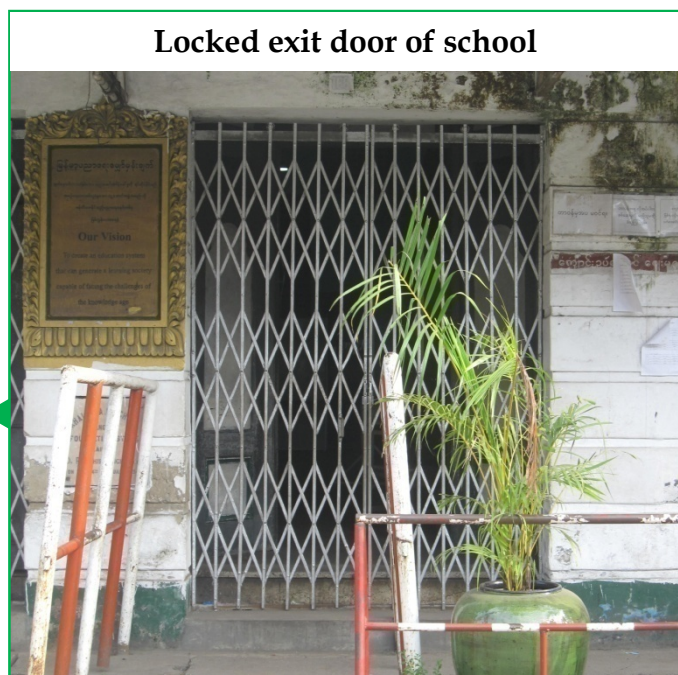
After identifying the hazards, it is important to prepare the Hazard Calendar or Seasonality of Hazards as it helps in preparedness planning according to season specific disasters. For example, severe cyclones have occurred in the months April to May and October to December in Myanmar in the past.

**Table 2 Hazard Calendar (Seasonality of Hazards)**

| Hazard    | Month |     |     |     |     |     |     |     |     |     |     |     |
|-----------|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|           | Jan   | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| Floods    |       |     |     |     |     |     |     |     |     |     |     |     |
| Landslide |       |     |     |     |     |     |     |     |     |     |     |     |
| Cyclone   |       |     |     |     |     |     |     |     |     |     |     |     |
| Drought   |       |     |     |     |     |     |     |     |     |     |     |     |
| Fire      |       |     |     |     |     |     |     |     |     |     |     |     |
| Tsunami   |       |     |     |     |     |     |     |     |     |     |     |     |
| Others    |       |     |     |     |     |     |     |     |     |     |     |     |

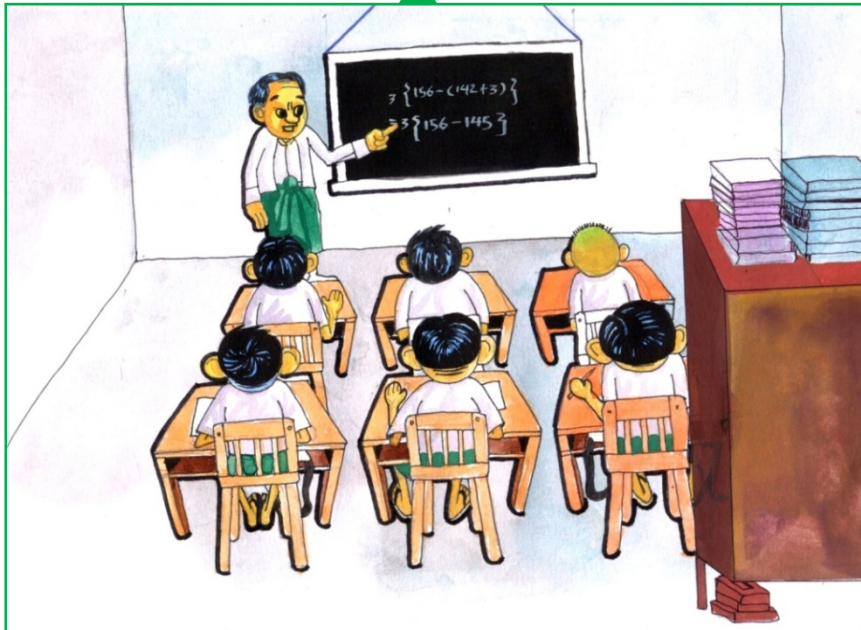
Potential hazards, within school premises, which are localised are as follows:

- Narrow stairs or stairs without railings
- Stampede during break or otherwise
- Unmanned swimming pool
- Unsecured playground
- Exit doors and windows locked during school hours
- Live electrical wires on the ground





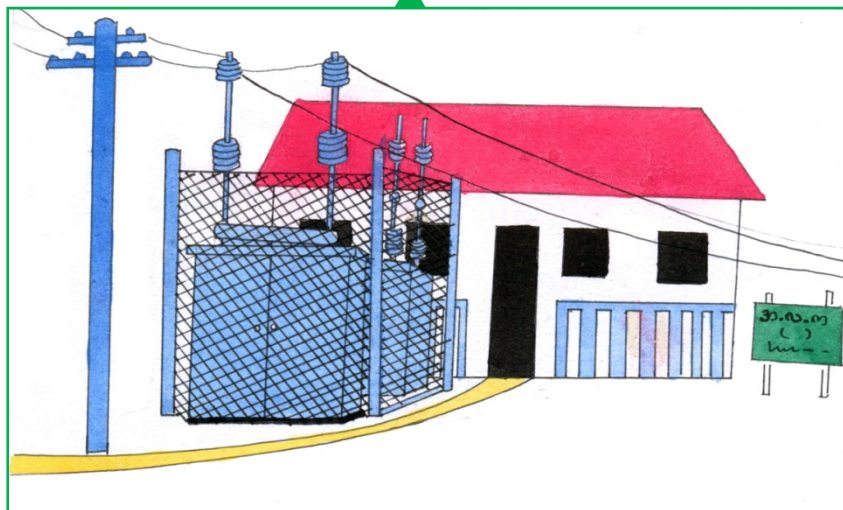
- Tall bookcases or cabinets not bolted to the wall



- Accidents from sports equipment
- Area where inflammable liquids are stored and not secured

Potential hazards in the vicinity of schools which can affect students, teachers, etc are as follows:

- Power cable and electricity transformer



- Big trees and branches
- Highway or railway track
- River, dam, fishing ponds, lakes, etc
- Industrial factories, chemical factories
- Unprotected wells, pits

The structural safety of school building is very important and a certified engineer or architect can help in assessment of the structural safety.

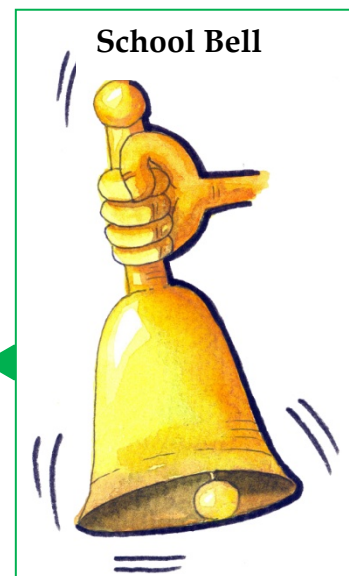


## 4.2 Capacity Assessment of the School

After risk analysis, capacity assessment of the school should be done.

The capacity can be as follows:

- Sand bags, fire extinguishers, fire spatula, etc to extinguish fire
- Availability of telephone in school for communication
- 1<sup>st</sup> floor of school can be used as safe shelter from storm surge or flood
- Radio can be used to receive early warning
- A few students or teachers are trained as first aider
- Open space in school premise or vicinity which can be used for evacuation
- School bell for warning or alert
- Nearby pagoda can be used for safe shelter
- A few students and teachers may be good swimmers who can help in water rescue
- The existing capacities within the school and even nearby locations should be listed. It can be boats, ropes, life jackets, life buoys, etc. available with the nearby community.



### Chapter 4

At a Glance:

- **Disaster Timeline: school and its surroundings**
- **Hazard Calendar**
- **Capacity assessment of the school**

## Chapter 5

### Step IV : School Disaster Management Plan



#### 5.1 Content of the School Disaster Management Plan

The objective of the School Disaster Management Plan (SDMP) is to jointly assess the vulnerability and capacity of schools and identify disaster preparedness and mitigation measures. It helps in bringing the stakeholders of safe school at one page and avoids confusion or duplication of effort. The SDMP is prepared by the SDMC with the support of others.

The School Disaster Management Plan should be simple and easily understandable. Vulnerability and capacity assessment of the school in terms of disaster management will be based for the SDMP. The plan should include the following:

- Introduction about the school
- Vulnerability and capacity assessment of the school
- List of members of the School Disaster Management Committee and the Teams and contact details
- Roles and responsibilities of the Committee and the Teams
- Plan for the School Disaster Management Teams' training
- Mock drills and updating of the plan
- Do's and Don'ts of various disasters
- Contact details of the local authority, MRCS, NGOs, doctors, hospitals, etc
- School and community maps.

The above mentioned elements are indicative, and addition, deletion or change of sequence can be done to meet the needs of the school.



#### 5.2 School Map

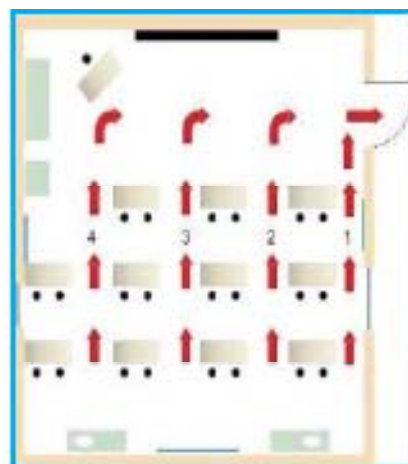
The school map is an essential part of the plan and requires a detailed situation analysis of the school. This exercise can be carried out by the

teachers and later be shared with the students. The map shall show the following components:

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



Map 1



Map 2

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

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



Myanmar Red Cross Society, Pagoda/ Temple/ Church, Mosque, etc.)



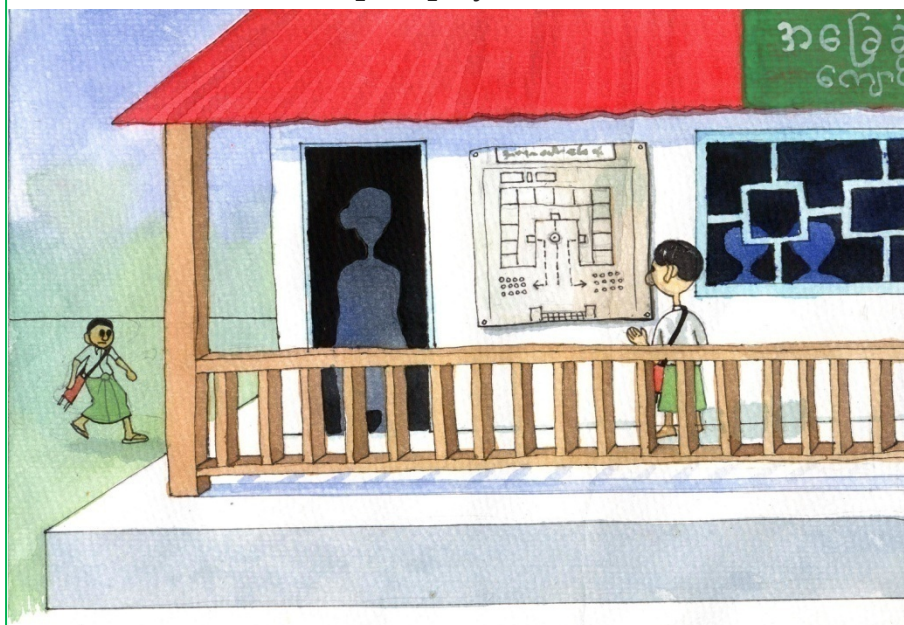
Map 3



Map 4

The school map should be displayed at various points including school notice board in the school. This will help to show the nearest exit and evacuation route to anyone who looks at the map. The safe evacuation paths should be clearly marked with arrows which should be preferably in red colour. Alternative access routes to the school along with the nearest key infrastructures should also be included. Evacuation routes and emergency exits in the school can be indicated with arrow signs.

**School evacuation map displayed at a class room entrance**







## Chapter 5

At a Glance:

- **Content of the School Disaster Management Plan**
- **School Map**

## Chapter 6

### Step V : Constitution of the School Disaster Management Teams and Capacity Building



#### 6.1 School Disaster Management Teams

The School Disaster Management Committee (SDMC) is overall in-charge to implement the School Disaster Management Plan for Safe School. It can take help from others such as authority, NGOs, MRCS, etc in appropriate manner.

The SDMC should constitute School Disaster Management Teams on various themes of disaster management for effective implementation of the SDMP. All School Disaster Management Teams are coordinated by the SDMC.

The suggestive teams are as follows:

- i. Early warning dissemination team
- ii. Evacuation team
- iii. Search and rescue team
- iv. First aid team
- v. Site security team
- vi. Awareness generation team

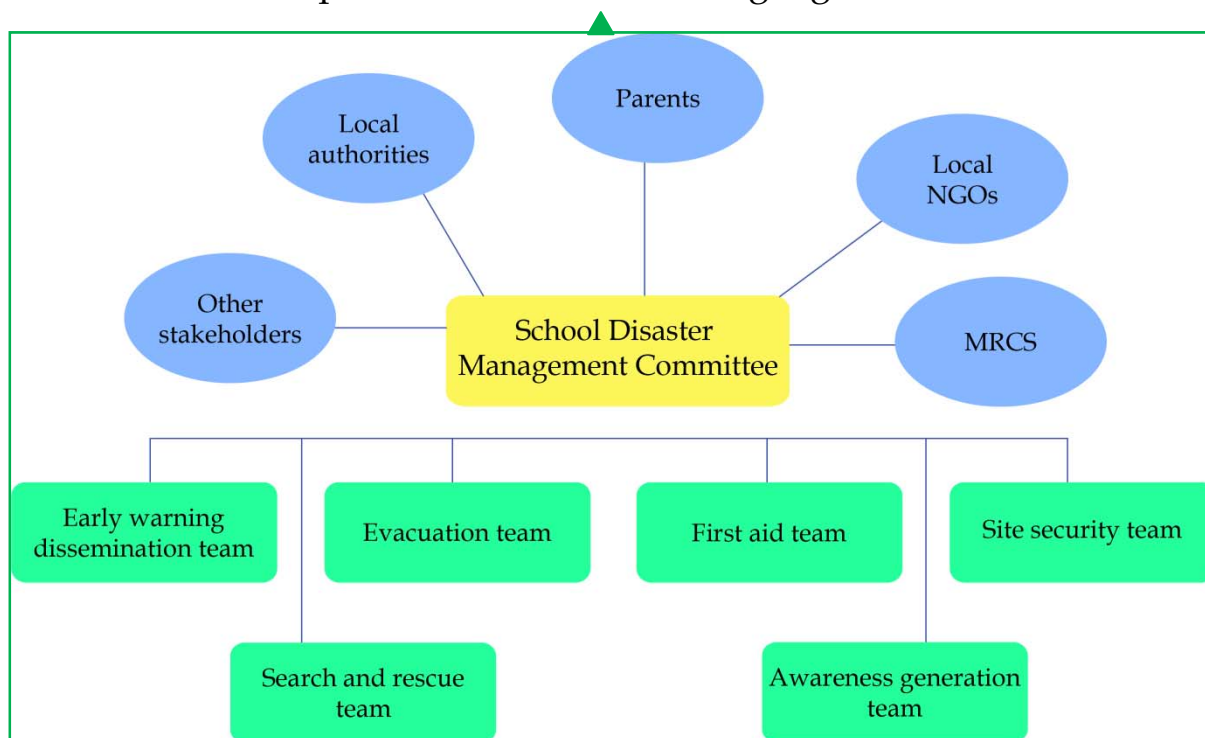
#### Key Considerations

- The team composition and the number of its members should be flexible according to the school's capacity and specific requirements.
- The team should include teachers and students, if possible each team should be led by a teacher.
- Each team can have 4 to 7 members.
- In case of limited number of teachers and students, some of the teams can be merged.



## 6.2 Disaster Management Set up in school

The School Disaster Management Teams will work under the guidance of SDMC. The setup is shown in the following Figure.



### Committee and Teams Meeting




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



## 6.3 Roles and responsibilities of the Teams




The roles and responsibilities of each team are as follows:

**I. Early warning dissemination team**

| Phase   | Roles and responsibilities  |
|---|---|
| <b>Before</b><br>  | <ul style="list-style-type: none"> <li>- To listen weather news on radio or television or read weather section of the newspaper</li> <li>- To educate the students regarding type of warning (ringing style of the bell, etc) in case of a disaster</li> <li>- To ensure warning devices ( School bell, Megaphones, etc) , preferably manual</li> <li>- To ensure that at least two members of the team are always available to give warning signals, whenever required</li> <li>- Notice boards may also be used to give information regarding early warning sign</li> <li>- To keep contact details of the local offices of Department of Meteorology and Hydrology, Fire Services Department, Hospital, etc</li> </ul> |
| <b>During</b><br> | <ul style="list-style-type: none"> <li>- To raise alarm in pre-decided manner</li> <li>- To use school bell, Megaphones (if any), to pass information</li> <li>- To inform security personnel to open all exit routes, if not open</li> <li>- To switch off power supply, if required</li> </ul>  |
| <b>After</b><br> | <ul style="list-style-type: none"> <li>- To check, if any student is still in need of help</li> <li>- To assist the school authority in informing the parents of affected students</li> <li>- To ask everyone to be alert, if there is possibility of the disaster striking again</li> </ul>  |

**Student giving the alarm sign**


## II. Evacuation Team



| Phase   | Roles and responsibilities  |
|---|---|
| <b>Before</b><br>  | <ul style="list-style-type: none"> <li>- To be aware of the warning signal</li> <li>- To ensure that evacuation routes are clearly indicated</li> <li>- Exit doors are open and free of obstruction</li> <li>- To take headcount of students in each class</li> <li>- To ensure that students do not get panic, if a disaster strikes</li> <li>- To prepare a team to meet such eventualities in best possible manner</li> <li>- To organise and practice mock drills in consultation with other teams and SDMC</li> </ul>  |
| <b>During</b><br> | <ul style="list-style-type: none"> <li>- To ensure that the students come out in single file in case of evacuation</li> <li>- To check that all students are out of classrooms in case of evacuation</li> <li>- To identify students who will assist the physically challenged students in evacuation</li> <li>- To see that students maintain discipline during evacuation</li> <li>- To act fast if the situation call for that</li> <li>- Depending on the type of disaster, to ask the students to stand in places, where there is less danger like corners, underneath tables, away from electric points, etc</li> </ul> |
| <b>After</b><br> | <ul style="list-style-type: none"> <li>- To check if anybody is still in need of help of being evacuated</li> <li>- To take the help of Search and Rescue Team, if needed</li> <li>- To allow re-entry to students after all clear signal is given</li> </ul>   |





### III. Search and Rescue Team

| Phase  | Roles and responsibilities  |
|--|---|
| <b>Before</b><br> | <ul style="list-style-type: none"> <li>- To train members of the team in basic search and rescue</li> <li>- To prepare a detailed map of the school with different exits, stairs, doors and windows clearly marked.</li> <li>- To see whether school bus or any other vehicle can be available in the school during school or around hours</li> <li>- To ensure availability of sand bags in the school, preferable classrooms.</li> <li>- To ensure fire system is functional, if available</li> <li>- To ensure emergency windows in every class, if possible</li> <li>- To ensure fire hooks, sand bags, ropes, etc. are in the school</li> <li>- To keep a flag/any cloth hoisted for everyone to know wind direction, which may be of help in case of fire or gas leakage</li> </ul> |

|  |  |
|--|--|
| <p><b>During</b></p>  | <ul style="list-style-type: none"> <li>- To duck cover and hold at first sign of earthquake</li> <li>- If outside, move away from the buildings, trees, electric polls, etc</li> <li>- To assist the physically challenged students in case of need</li> <li>- Assist the Evacuation Team</li> </ul> |
| <p><b>After</b></p>   | <ul style="list-style-type: none"> <li>- To check every room/ class in the building</li> <li>- To report location of the injured persons to First Aid Team</li> <li>- To report location of other problems to SDMC.</li> <li>- To report any damages to the SDMC</li> </ul>                          |

The 'Community Search and Rescue' Manual should be used by the team.






Fire Extinguisher

Fire Spatula




Sand buckets

Emergency equipment at school

## IV. First Aid Team

| Phase  | Roles and responsibilities  |
|--|---|
| <b>Before</b><br>   | <ul style="list-style-type: none"> <li>- To keep First Aid kit in a convenient and easily accessible place with proper labeling</li> <li>- To check the First Aid kit periodically and ensure its contents</li> <li>- To be trained on how to give first aid, use bandages and what to do in case of an emergency</li> <li>- To seek the help of doctors, paramedical staff, MRCS, Fire Brigade, other NGOs to generate awareness among students about First Aid in case of emergency like electric shock, lightning, food poisoning, snake bite, inhaling of poisonous gas, earthquake, etc</li> <li>- To get trained on giving artificial respiration (CPR) to victims in emergencies</li> <li>- To disseminate information on health, hygiene, different ailment, etc. among the students</li> </ul> |
| <b>During</b><br> | <ul style="list-style-type: none"> <li>- To arrange for the immediate assembly of team members available and pass instruction quickly</li> <li>- To provide First Aid to the injured students</li> <li>- To provide drinking water, glucose, etc. as required by the victims</li> <li>- In case of excessive bleeding, use bandage and send victims to nearby hospital with the help of other team members and SDMC</li> <li>- To avoid giving medicines if one is not having enough knowledge</li> </ul>   |
| <b>After</b><br>  | <ul style="list-style-type: none"> <li>- To assist in shifting affected students to the hospital</li> <li>- To give psycho-social care, if possible</li> <li>- To seek the help of local doctor and other authority to deal with the emergency depending on its type and intensity</li> <li>- To assist SDMC in informing parents of affected students</li> </ul>   |

The team should ensure training and refresh training for all members. The 'Community First Aid Manual' can be referred by the team.



| V. Site Security Team  |   |
|--|---|
| Phase  | Roles and responsibilities  |
| <b>Before</b><br>   | <ul style="list-style-type: none"> <li>- To identify assembly point in case of evacuation based on type of disaster, for example, in case of fire open space, while in case of floods or tsunami 1<sup>st</sup> floor, depending on the situation</li> <li>- To ensure that proper exit routes are available and functional in the buildings</li> <li>- To ensure stairs and corridors are free of any obstruction</li> <li>- To ensure that all students and teachers are aware of the assembly point</li> </ul> |
| <b>During</b><br> | <ul style="list-style-type: none"> <li>- To guide the students to vacate and assemble at the pre-determined site through the pre-planned route</li> <li>- To take care that no stampede or chaos is created during evacuation.</li> <li>- To assist the Evacuation Team</li> </ul>  |
| <b>After</b><br>  | <ul style="list-style-type: none"> <li>- To undertake headcount at the assembly point to ensure that all have been evacuated</li> <li>- To assist the First Aid and Search and Rescue Teams</li> </ul>  |



### Headcount by site security team after class evacuation



## VI. Awareness Generation Team

| Phase  | Roles and responsibilities  |
|--|---|
| <b>Before</b><br> | <ul style="list-style-type: none"> <li>- To organise awareness activities with the SDMC</li> <li>- To organize debate, poster competition, quiz and other extra-curricular activities on disaster management theme</li> <li>- To paste do's and don'ts of disasters on notice board and other visible locations</li> <li>- To form disaster management club on the lines of Nature's club or Science club</li> <li>- To invite Fire Services Department, DMH, MRCS, other NGOs for talks on disaster preparedness with the help for SDMC</li> <li>- To put up newspaper clippings or articles on disaster management on notice board</li> <li>- To observe "International Day for Disaster Reduction" on 2<sup>nd</sup> Wednesday of October</li> </ul> |
| <b>During</b><br> | <ul style="list-style-type: none"> <li>- To assist other Disaster Management Teams and SDMC</li> </ul>  |

**After**

- To assist other Disaster Management Teams and SDMC
- To draw lessons from past disasters and identify measures for improvement in school disaster preparedness and response

### Training of the Committee and the Teams

The Disaster Management Teams should be trained for their responsibilities such as evacuation, first aid, security, early warning and search and rescue. They should meet regularly for practical exercises to maintain their acquired skills. Mock drills are essential to keep the School Disaster Management Plan alive.

The training components should be discussed in the Plan and the necessary resources should be identified, like materials and trainers. Organizations that can help to provide training are: Fire Services Department, Department of Health, Basic Education Department, Relief and Resettlement Department, Department of Meteorology and Hydrology, MRCS and other NGOs.



#### Chapter 6

##### At a Glance:

- **School Disaster Management Teams**
- **Disaster Management Set up in School**
- **Roles and Responsibilities of the Teams**

## Chapter 7

### Step VI : Dissemination of the School Disaster Management Plan

Dissemination of the School Disaster Management Plan (SDMP) to all teachers, students and supporting staff is important. The School Disaster Management Plan can be read in the school assembly. It can be read out and discussed even in each class. A copy of the SDMP should be displayed on school notice board. Dissemination can be done in other manner depending on the local context.

The familiarisation of SDMP should be done at least at the start of a new academic session so that new students are acquainted with the evacuation procedures and other contents of the school disaster management plan.





## Chapter 7

### At a Glance:

- **Importance of School Disaster Management Plan dissemination**
- **Ways to disseminate School Disaster Management Plan**

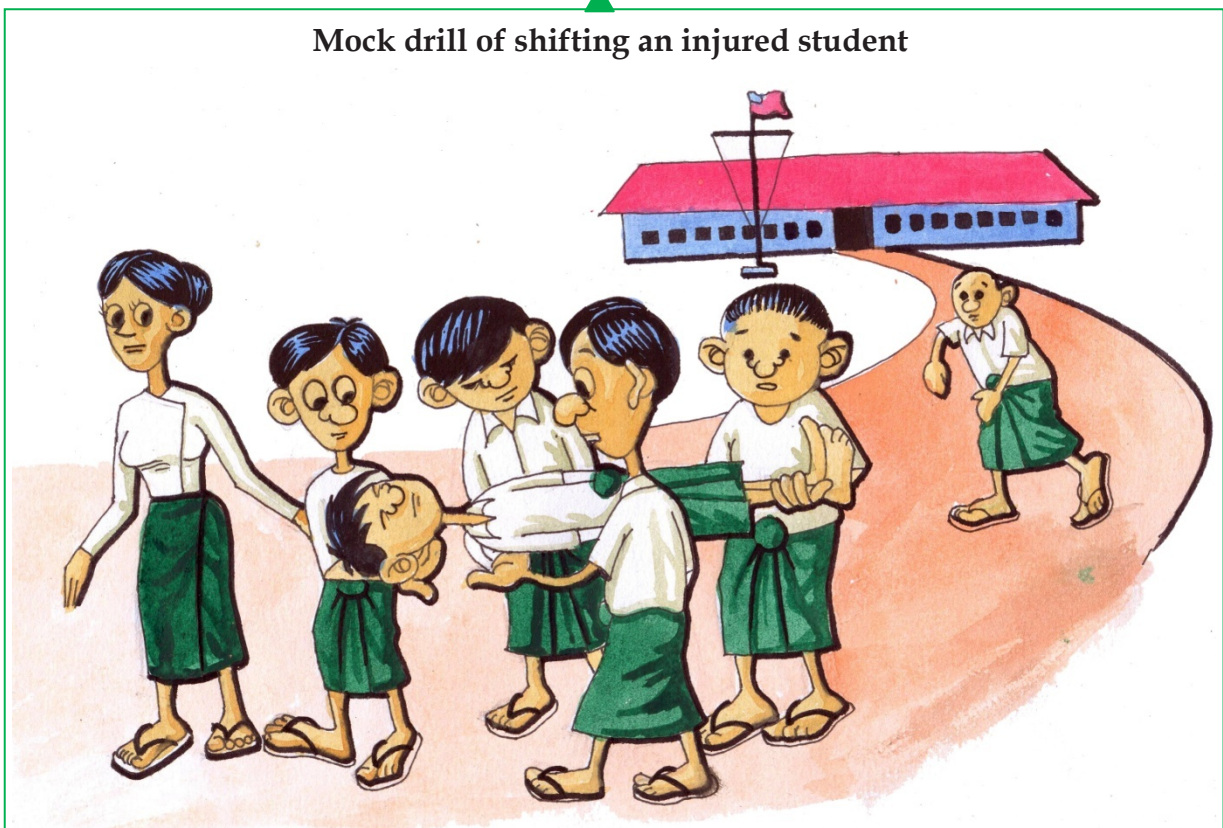


## Chapter 8

### Step VII : Mock Drill

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

Mock drill of shifting an injured student



The preparation of the mock drill includes:

- Display maps of classrooms, school and surroundings, pictures or site plans with evacuation routes. The school evacuation map should be displayed in each classroom and in other common places where it can be seen easily.
- The School Disaster Management Committee and Teams should study the School Disaster Management Plan carefully and make sure that they understand all aspects of the plan.
- The Early Warning Dissemination Team must decide on the mode of alarm and educate all persons to know the form of the alarm (Bell, Megaphone, etc.)
- The Evacuation Team must designate the assembly point and evacuation routes according to the type of disaster, i.e. when fire occurs inside the school, then outside is safe.
- All the staff and students must know what they have to do once they hear the alarm.
- Parents must be made aware of the process so they do not interfere in the safe evacuation.
- The outside agencies such as Myanmar Police Force, local administration, Auxiliary Fire Brigade, etc. must be informed of the mock drill and sometimes asked to be present during the drill.



### Key Considerations

- Ensure that the total number of students leave the room after the headcount of the class.
- In the classroom all persons must line up, form a queue, and must gather at the outside assembly area or safe area. No one will run, turn back or shout. This is important to prevent panic and stampede.
- If there are injured students who are unable to leave on their own, the teacher should ask for help from others to take them out of the classroom.
- The class teacher must be the last to leave the room, and will walk together with the students.
- At the safe area, there will be a headcount. If any person is missing then the information must be given to the school administration, and Search and Rescue Team.
- The last to leave the premises should be the principal and senior staff. They can lock the valuables before leaving.
- If there is a need to evacuate outside the school premises, then they must get the help of traffic police, especially at junctions, to enable safe crossing of roads by the children.
- Take feedback from all participants for required amendments to the School Disaster Management Plan.

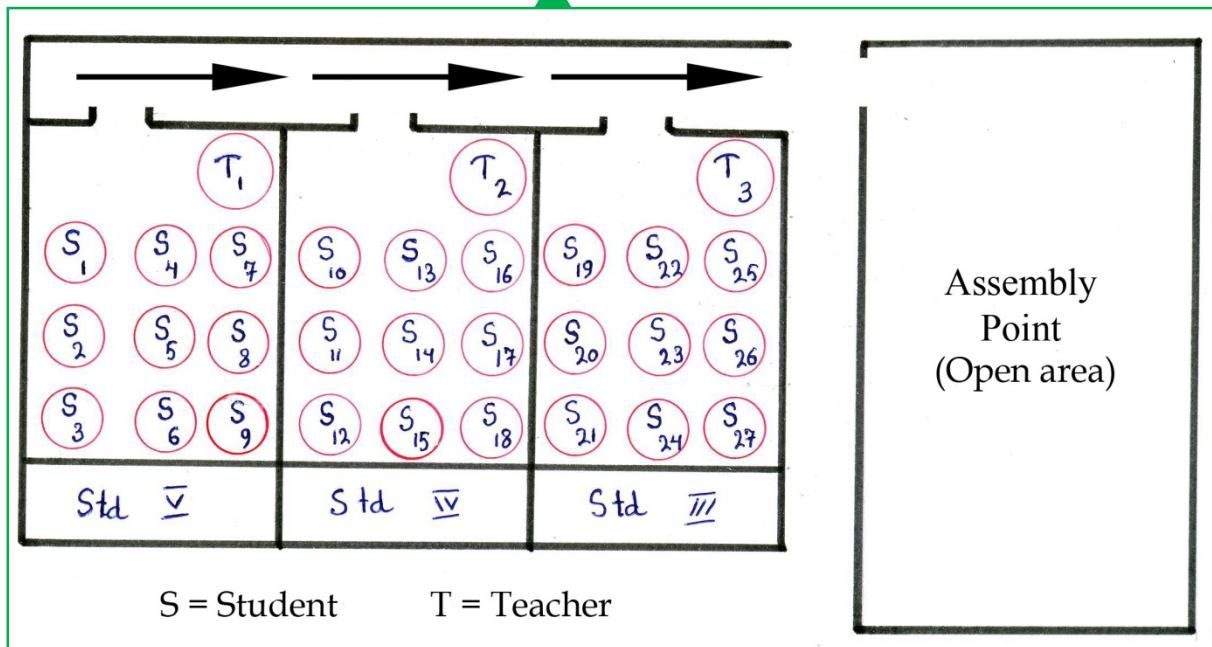
In case of an emergency the following are the essential steps that should be practiced during the mock drills:

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



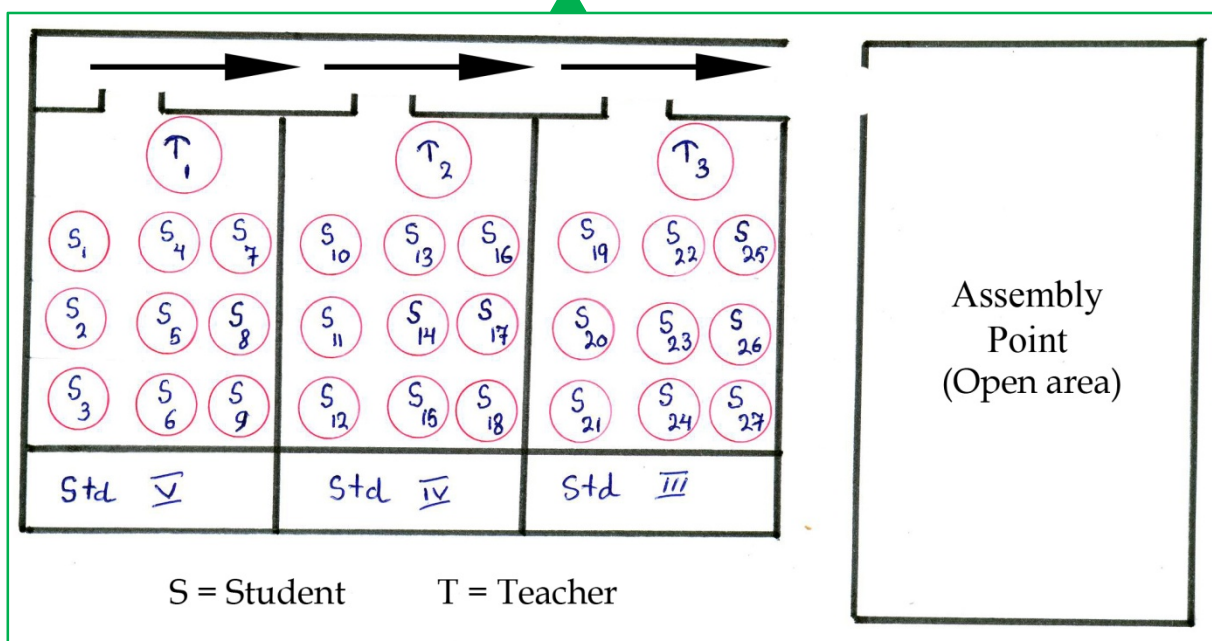
## General Steps in evacuation

Classroom is in normal situation. T indicates Teacher and S indicates Student.



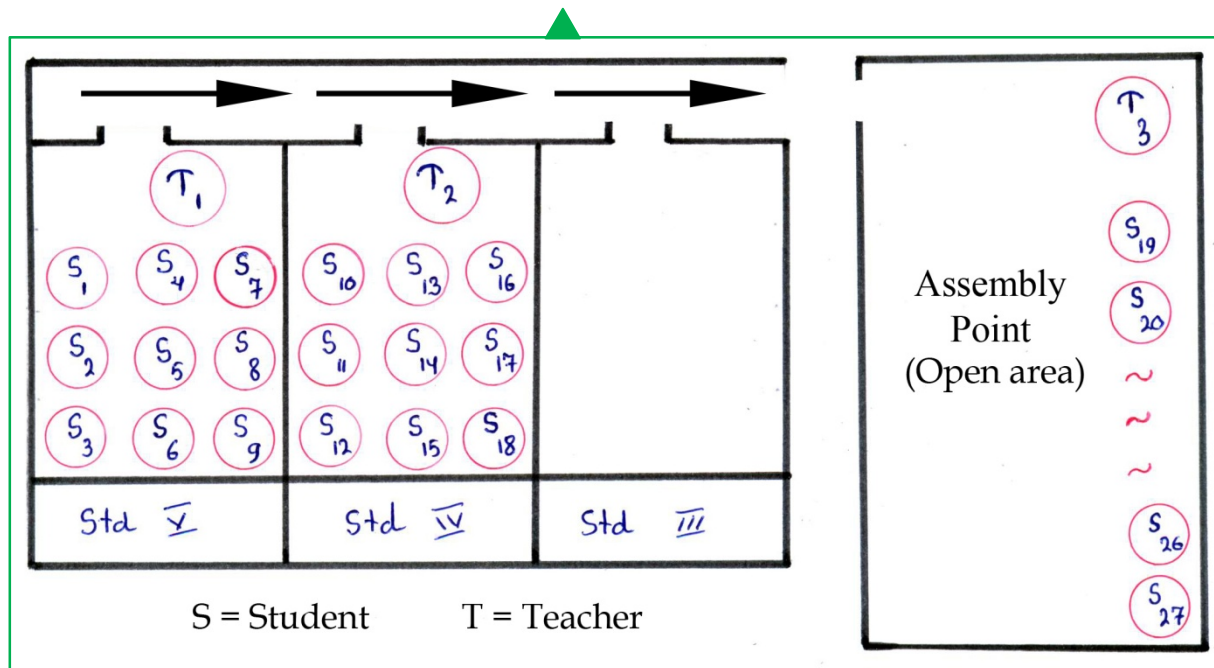
### Step I

On hearing alarm bell, Teacher or Class Monitor should move near the door of the class.



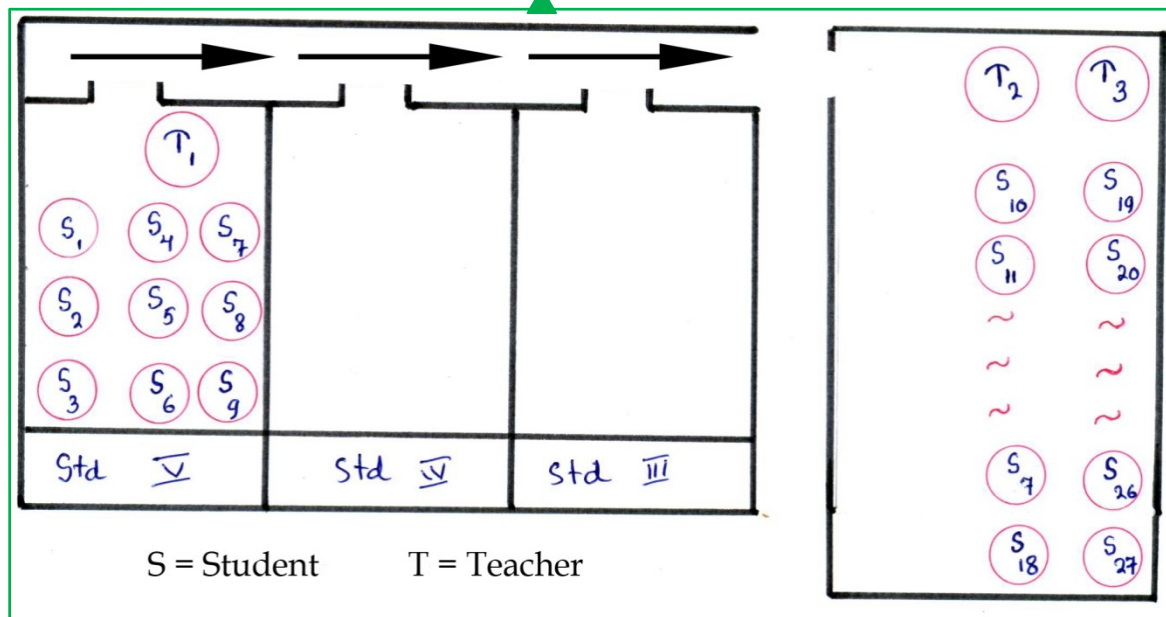
## Step II

- i. Students should be evacuated first.
- ii. Class near to exit should move first.
- iii. Column near the exit door of the class should move first. In this case, S19, S20, S21 will move first, followed by S22, S23, S24, S25, S26, S27 and assemble at pre-defined Assembly Point.
- iv. Teacher (T3) will be the last to leave the class that is after student (S27).



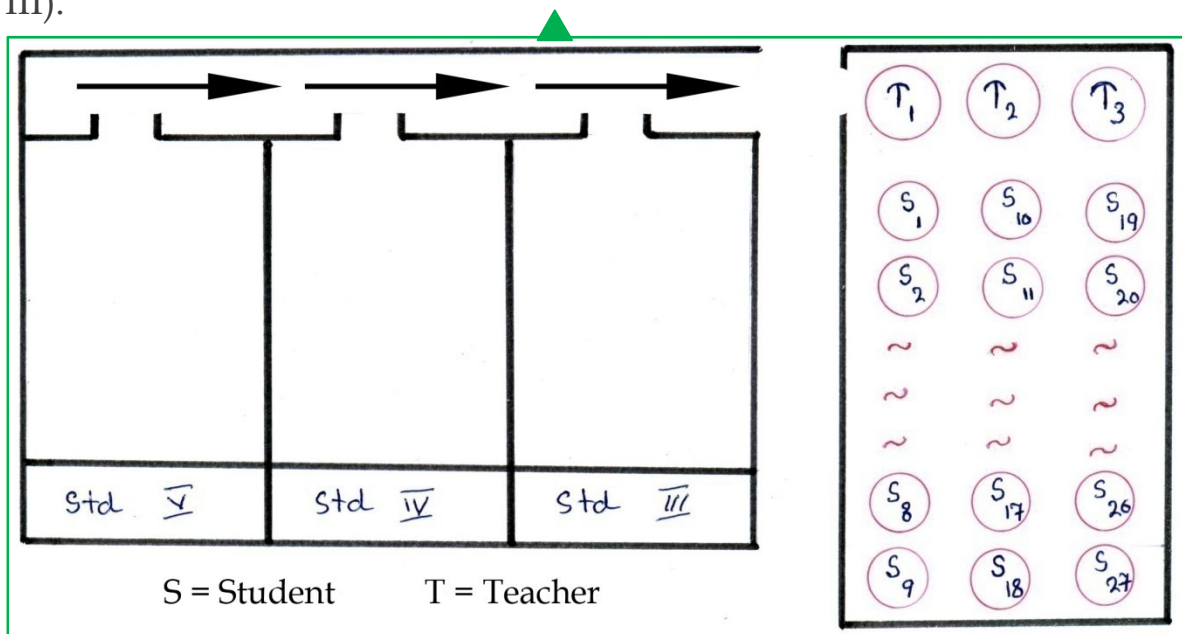
### Step III

Next class that is Standard IV will be evacuated after Standard III. It will follow the same process which Standard III followed (refer Step II).



### Step IV

After evacuation of Standard IV, Standard V will move out and assemble at pre-defined Assembly Point. It will also follow the same process which Standard III and Standard IV followed. (refer Step II and III).



### Step V

The headcount should be done to ensure that all have been evacuated.



## Chapter 8

*At a Glance:*

- **Preparation for Mock Drill**
- **Key Considerations for Mock Drill**
- **General Steps in Evacuation**



## Chapter 9

### Step VIII : Evaluate and Update the Plan

School Disaster Management Plan should be evaluated and updated periodically. The school should fix a time in each year (i.e. June or July), to evaluate and update the plan in order to ensure usefulness. This should then be disseminated again amongst the school community through drills, discussion and display at notice board.

The responsibilities of plan updating remain with the School Disaster Management Committee.

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

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



## Chapter 9

*At a Glance:*

- **Evaluation and Updating of the School Disaster Management Plan**
- **Checklist for the School Disaster Management Plan**

## Annexure I

### Do's and Don'ts of Selected Disasters

#### Fire

##### Preparedness

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

##### Safety Tips

- Raise the alarm to warn the others.
- In case of a small fire, try to extinguish it. Do not go towards a big fire.
- Evacuate your students accordingly to the School Disaster Management Plan.
- Leave the building going in single files and by the stairs.
- Keep calm and avoid running and pushing. Support the physically challenged students.
- Assembly your class at the safe area and make the headcount.

- Send out the Search and Rescue Team to look for missing students or teachers.
- Provide First Aid to injured persons.
- Call the emergency fire service number and tell them where your school is and what happened. It is important that you listen and do what they tell you.



## Lightning & thunderstorm

### Preparedness

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

Give instructions to the students how to behave during thunder and lightning.

### Emergency

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

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

### Safety Tips

- Avoid touching objects of metal and electrical instruments.
- Avoid travel in uncovered vehicles such as motor cycles, bicycles and tractors.
- If lightning is about to strike, squat on your toes and curl in a ball.

## Cyclones and Floods

### Preparedness

If your area is prone to storm surge or floods, contact your Village/Village Tract Disaster Management Committee or local authorities. A safe area will be located for evacuation in case of an emergency.

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

### Early warning

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

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

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

### Safety Tips

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

**Psycho-social Aspects**

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

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

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

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

## Tsunami

### Preparedness

If your area is prone to tsunami, contact your Village /Village Tract Disaster Management Committee. Prepare a School Disaster Management Plan in cooperation with the Committee. Identify the safe area closest to the school and the evacuation paths to get there. Do regular evacuation mock drills for tsunami in the school and minimize drawbacks.

### Early Warning

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

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

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

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

### Safety Tips

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



## Earthquakes

### Preparedness

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

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

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

### Safety Tips

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

- **Drop, cover and hold:** Get down low. Cover your head and neck with your arms or school bag. Hold on to something stable so that you do not go sliding.
- If no sturdy cover is nearby, kneel or sit on the floor next to a structurally sound interior wall.



- Place your hands on the floor for balance.
- Move away from windows, bookcases and other unsecured heavy objects.
- Do not run outside while shaking if you are inside.
- If you are outside, try to go to an open area while keeping away from falling debris, electric wires and trees. Stay there until the shaking stops.

Here are a few things to keep in mind:

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

## Annexure II

### Quick Reference for School Safety Indicators

- ✓ School prepared its School Disaster Management Plan.
- ✓ School Disaster Management Committee has been constituted.
- ✓ School Disaster Management Teams have been constituted.
- ✓ Mock drills are conducted at regular interval.
- ✓ School Disaster Management Plan is updated at periodic interval.
- ✓ School Disaster Management Plan is shared with all.
- ✓ Evacuation route cleared and exit gates are free of obstruction.
- ✓ Awareness on Do's and Don'ts of disasters takes place regularly.
- ✓ The School Disaster Management Team members have been trained.
- ✓ Basic safety equipments like First Aid kit, sand buckets, etc. are in school.
- ✓ List of updated important contact details is available.
- ✓ Disaster management has been included in the school curriculum.
- ✓ Building and its surrounding have been assessed by the technical experts for safety.

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# School Safety Manual

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