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Tổ chức Giáo dục,
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Cộng hòa Xã hội Chủ nghĩa Việt Nam
Thành viên của Liên Hợp Quốc

Assessment and Preparedness Toolkit

For safe and sustainable schools prepared for natural hazards, climate change, biodiversity loss, safety threats and other risks

Preface

Because 25 per cent of the Vietnamese population comprises students and teachers, the Ministry of Education and Training (MOET) places a major emphasis on disaster risk reduction (DRR) assessment systems for overall school planning, management and reporting through a partnership with the United Nations in Viet Nam and various international and national development partners.

As part of this process, the Ministry of Education and Training and the United Nations Educational, Scientific and Cultural Organization (UNESCO) have produced an *Assessment and Preparedness Toolkit. The Toolkit is based on the implementation of the International Network for Education in Emergencies (INEE) Minimum Standards for Education: Preparedness, Response, Recovery* in Viet Nam which ensures compliance with international best practices and has been contextualized to Viet Nam's needs and regulations.

The Toolkit should be applied using a participatory methodology that involves parents, the local community, local authorities and other stakeholders in order to develop enabling environments for Education for Sustainable Development.

By utilizing this set of tools, schools and communities can identify and address challenges, providing a framework for school communities to reduce these vulnerabilities and risks by enhancing their capacities to develop both short- and long-term responses to natural hazards and climate change. The theme of Biodiversity Conservation has been mainstreamed throughout the tools, allowing schools to strengthen the environmental integrity of their communities, and enhance preparedness and risk mitigation in and around the school.

During the production of this Toolkit, MOET and UNESCO received extensive inputs from various national and international organizations and experts in addition to the schools that took part in the piloting of the tools.

MOET is implementing an online tool for school DRR information collection in order to directly contribute to the implementation of the Law on Natural Disaster Preparedness and Response (No. 33/2013/QH13), which entered into force on May 1, 2014 in schools nationwide. MOET's tool is comprised of online forms for: 1) pre-disaster preparedness, 2) emergency assessment and 3) post-disaster recovery. UNESCO supported the development of the questionnaire content for pre-disaster preparedness (Form 1), which covers general school information, the current state of DRR education and knowledge, school DRR management structure, safety assessment of school facilities, as well as a survey of local hazards in and around the school. UNICEF provided support to the post-emergency (Form 2) and school recovery (Form 3) survey.

This MOET and UNESCO Toolkit complements the online information tool by assisting in the collection of required information and providing a framework for the development, implementation and monitoring of actions to improve school disaster preparedness and resilience.

A relevant feature of the assessment and preparedness plan development is the participatory methodology which enhances ownership, builds networks to support the schools among parents, the community, the private sector and others and facilitates speedy and efficient implementation.

This toolkit will assist education authorities at the central, provincial and local level, school principals and teachers to ensure quality education in the face of climate change and hazard-related challenges and to enhance the capacities of the education sector, local communities and schools to prepare for, respond to and recover from environmental threats and disasters.

It is our hope that this Toolkit will be helpful for all schools, education managers and authorities at all levels and those interested in school safety

MINISTRY OF EDUCATION AND TRAINING (MOET)
Vice Minister

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List of Acronyms

BOET	Bureau of Education and Training
DOET	Department of Education and Training
DSTE	Department of Science, Technology and Environment
INEE	Inter-Agency Network for Education in Emergencies
MOET	Ministry of Education and Training
NGO	Non-governmental organization
SAT	School Assessment Tool
SPP	School Preparedness Plan
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

Introduction

This Assessment and Preparedness Toolkit has been designed to help you to identify hazards, risks and vulnerabilities that exist in and around your school. It will also help you develop a plan to improve your school's capacity to manage these factors while effectively coordinating and communicating with students, teachers, parents, the community and authorities.

The School Assessment and Preparedness Toolkit is organized as follows:

i) Chapter I: **School Assessment Tool** is an instrument which allows schools to identify and collect information, in a systematic way, on the hazards, vulnerabilities and capacities of their school-community.

ii) Chapter II: **School Preparedness Plan Guidelines** provides step-by-step instructions for analysing the data collected during the School Assessment in order to assess risks based on hazards, vulnerabilities and capacities. It also provides guidance on the development, implementation and monitoring of annual plans that contain actions to reduce risks.

iii) Chapter III: **Protocols** provides guidance on establishing specific, officially-approved procedures that are previously agreed upon and rehearsed, supporting school safety.

iv) Chapter IV: **Family Preparedness Led by Students** contains examples and exercises for school authorities and teachers to reinforce practical skills that students require for disaster preparedness and response.

The School Assessment Tool is a set of templates for the collection of the most relevant data required to help you assess your school's situation and capacity and the types of risks posed not only by hazards but also by the spectrum of other threats to school safety, including pollution, fire, road traffic, HIV prevalence and the impacts of biodiversity loss and climate change. The three steps of the School Assessment tool are: i) preparation, ii) data collection and iii) synthesis.

The School Preparedness Plan (SPP) Guidelines will guide you, your school and your community to analyse risks and needs in the school, based on information resulting from the School Assessment Tool. These guidelines will help you formulate a plan for which you will prioritize actions, allocate resources and determine timeframes for action. The Guidelines will also help you conduct the monitoring and evaluation of plan implementation. The four main steps for developing the School Preparedness Plan are: i) preparation, ii) designing the plan, iii) implementing the plan and iv) monitoring and evaluation.

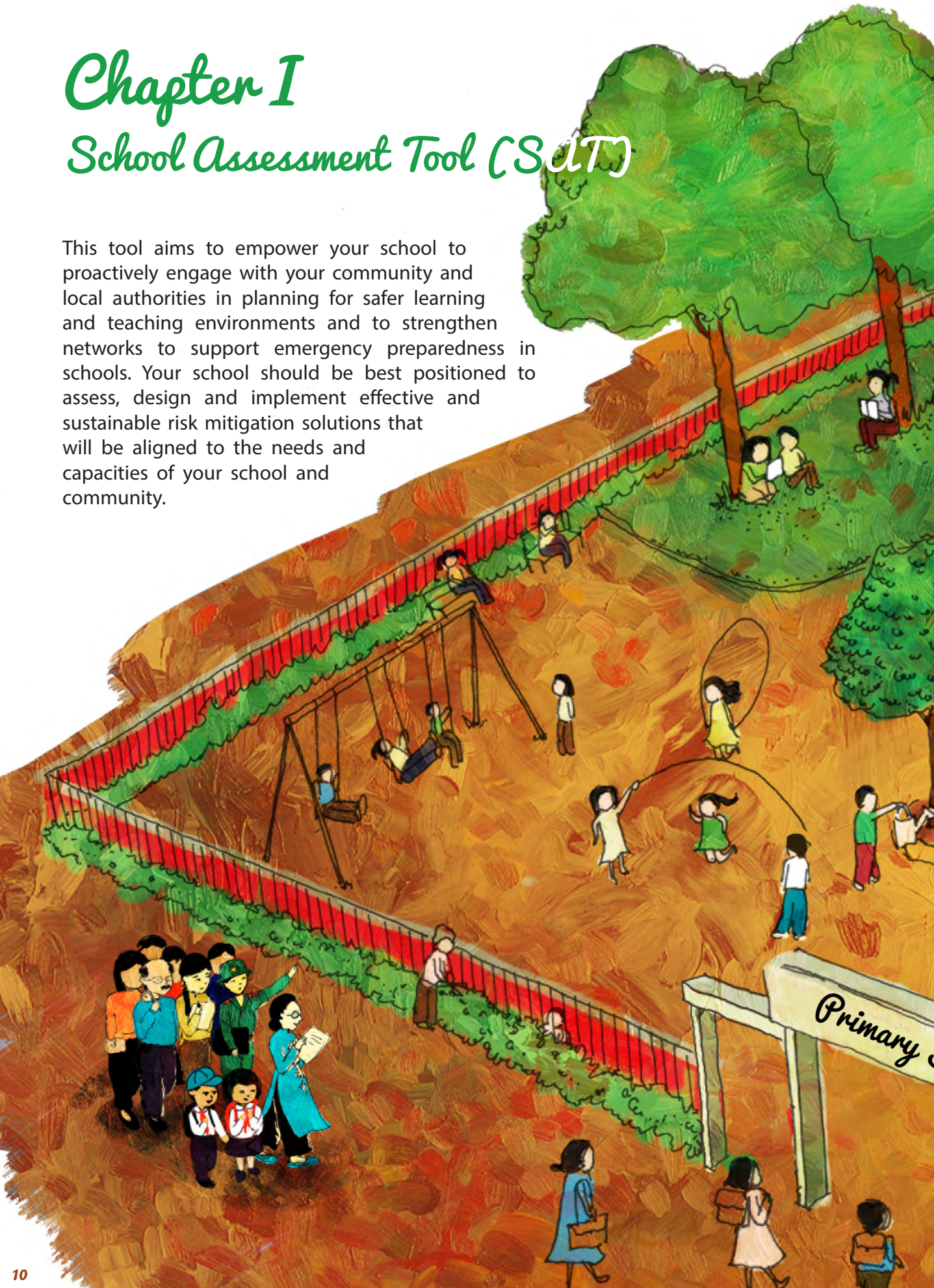
These first two chapters provide a complementary and holistic approach to identify, assess and mitigate the negative impacts of biodiversity loss, climate change and hazard and safety risks.

The chapter on **Protocols** provides discussion questions and guidance on the developing, writing, implementing, rehearsing and communicating of safety protocols in the school and the community. Once established, protocols allow the school and the wider community to act swiftly and decisively in response to hazards and other safety threats. Well-communicated protocols provide all actors with a framework for response, ensuring that every time a situation occurs, schools and communities have an automatic, coordinated and timely response.

The chapter on **Family Preparedness Led by Students** provides guidance and inputs for the development and reinforcement of classroom, school-wide and community activities that will communicate and strengthen the activities of the School Preparedness Plan and reinforce school-community preparedness.

Chapter I
School Assessment Tool (SAT)

This tool aims to empower your school to proactively engage with your community and local authorities in planning for safer learning and teaching environments and to strengthen networks to support emergency preparedness in schools. Your school should be best positioned to assess, design and implement effective and sustainable risk mitigation solutions that will be aligned to the needs and capacities of your school and community.




School

THIS SCHOOL ASSESSMENT TOOL IS COMPOSED OF THREE MAIN STEPS

Step I provides guidance and recommendations on preparing for the assessment process, including establishing an effective assessment team, the methodology and goals of the process, and ensuring broad participation from various school-community actors.

Step II provides step-by-step instructions on how to fill in the tools so you can achieve a more accurate identification and understanding of the hazards, risks, vulnerabilities and capacities of your school.

Step III contains instructions on how to prepare and synthesize the data and information gathered during the assessment process so that it can be utilized during the drafting of the School Preparedness Plan.

Please keep in mind the following while using this School Assessment Tool:

Flexibility - The assessment process should be carried out step-by-step, however, each school has the flexibility to tailor and adapt the assessment tool to its specific context and capacities, such as geographical location and the characteristics of the school's surroundings.

Timing - The assessment should preferably be initiated before the start of a school year and/or before the beginning of the season during which most disasters occur so that it may be well integrated within the school's general plan. The assessment should be updated on a regular basis, once a year or every six months, depending on the frequency or occurrence of hazards and disasters.

Review - The assessment results should be reviewed on a regularly scheduled basis according to the disaster risk context and the school's capacity, through a system of monitoring and evaluation described in the School Preparedness Plan Guidelines. The assessment tools can also be reviewed to be updated or adjusted to the emerging needs and conditions of the school and its surrounding community.

Networking - The school assessment process should be carried out with a variety of relevant stakeholders, including school teachers, staff and students, and a network of community actors, parents, relevant authorities and the media.

Participation - The assessment should not only be a highly participatory process, but also inclusive of affected and interested stakeholders, assuring gender balance and including those who may be most vulnerable to hazards and risks, including people with disabilities and ethnic minorities.

STEP 1. PREPARATION OF THE ASSESSMENT ACTIVITIES

In order to be well-prepared for carrying out the assessment process, we recommend that you begin with the following tasks:

- **Task 1**: Establishing the team leader and the team
- **Task 2**: Involving the local community and authorities
- **Task 3**: Defining the methodology for the assessment process
- **Task 4**: Understanding the key concepts with the team

Task 1 – Establishing the team leader and the team

The school principal or the vice-principal will take the lead in guiding the team to apply the assessment tool and prepare the plan. Some decisions will have to be made in terms of priorities, the allocation of funds, networking and involving other authorities and institutions. Therefore, the senior authority of the school should be knowledgeable of every step of the process and should be able to provide his or her input. The school principal or vice-principal can become the facilitator of the assessment process or can assign a lead teacher or other staff to do so. They will also have to designate a team member to keep records throughout the process and complete the templates.

The school principal should ensure that the views and needs of vulnerable groups – such as people with disabilities or ethnic minority populations – are considered through the participatory assessment process. This process must ensure that safe, effective and equitable outcomes impacting vulnerable and minority groups, as well as specific issues facing women and girls, will be reflected throughout the school assessment.

Task 2 – Involving the local community and authorities

The principal or the vice-principal has the responsibility to maintain a strong network of relationships between the school and the community and relevant local authorities and experts. This network will hold the key to successfully building a more resilient and safe school learning environment. In addition to students, teachers and school staff, this network includes the local community, local authorities and government, local society organizations, religious groups, the private sector, mass media and other stakeholders. Building a highly participatory process will help to further reinforce the overall relationship between your school and the surrounding community. It should also provide opportunities for resource pooling and the mobilization of funds to successfully implement the assessment and preparedness plan.

The **local community** is a resource of historical knowledge and good practices on disaster preparedness and will be the first to respond in disaster situations. Schools play a central role in the community and form a mutual bond with the local community following disasters, in some cases serving as temporary emergency evacuation centres. Mobilizing resources and volunteerism from local community members, parents, local businesses and mass organizations for disaster preparedness action planning is an essential part of school preparedness. School disaster preparedness is a means to strengthen the bond between schools and local communities and engage its members to take responsibility for protecting children and supporting resilient schools. Mobilizing the support of the local community to the best possible extent can lead to a safer learning environment for students and teachers.

The **local authorities and government** play an essential role in helping all schools with preparedness and response through decisions, directions, trainings and guidelines. The military plays a key role in disaster risk management and search and rescue, through extensive organizational and coordination capacities and knowledge, to ensure public safety and security and maintain and protect public works infrastructure that help prevent and respond to disaster risks.

The **private sector**, including local businesses, has a stake in making schools and communities safer and more resilient. According to the United Nations International Strategy for Disaster Reduction (UNISDR), the private sector is increasingly committing to socially responsible actions. This includes employee volunteer days and providing funding and support when they are invited to invest in school risk reduction and education activities. For example, a hardware store could donate or provide materials to fix a roof or local businesses could provide aid through expertise in business processes.

Other organizations, including the Women's Union, Youth Union, Farmers' Union and others, also have an important role in school preparedness, safety and disaster response. They are a resource in data collection and can also volunteer their time and expertise.

The assessment team should be composed of students, teachers, school staff, parents and also school neighbours, local authorities and experts. Recommended participants for completing the school assessment tool are listed below.

Table 1 – Recommended participants of the school assessment exercise

From inside the school/BOET

School principal and/or vice-principal
School teachers and staff
Student representatives
Students
Representative(s) from the community surrounding the school
Officer from the District Bureau of Education and Training

From outside the school

Parents
Local Red Cross Society
Representative from the commune/ward People's Committee
A civil engineer or construction engineer from relevant local authority
Village/community leader
Women's Union representative
Farmers' Union representative
Local doctor/nurse
Representative from local Committee for Flood and Storm Control

For more on the involvement of a wide range of participants, see:

- *INEE Minimum Standards Community Participation standard 1: Community Participation, suggested actions 1, 2, 3 and 4;*
- *INEE Minimum Standards Community Participation standard 2: Resources, suggested action 3;*
- *INEE Minimum Standards Access and Learning Environment Standard 2: Protection and Well-being, suggested actions 1, 4, 6 and 7;*
- *INEE Minimum Standards Access and Learning Environment Standard 3: Facilities and Services, suggested action 6;*
- *INEE Minimum Standards Education Policy Standard 1: Law and Policy Formulation, suggested action 4.*

Task 3 – Defining the methodology for the assessment process

The school principal or vice-principal should ensure that the process is carried out in a participatory and inclusive way with relevant stakeholders in the school and community.

A participatory approach greatly enhances the efficacy of the assessment process. As the school is the centre of the community, it is necessary to incorporate the knowledge, skills, experience and expertise of a variety of actors (such as the local community, governmental and non-governmental organizations, the private sector, etc.), as previously discussed. This ensures that preparing for and mitigating school risks is done in a way that utilizes the capacity and mobilizes the resources of the entire community.

Key Message: A participatory approach is recommended in order to ensure that the assessment and planning process takes into consideration the actual needs, interests, resources, mandates and capacities of the various stakeholders.
Emphasize the importance you place on allowing all participants the equal opportunity to provide information and to participate freely in discussions. Remind participants, including students, that everyone should feel free to discuss and provide inputs and comments. Everyone has valuable perspectives to provide.

The principal or vice-principal will lead the assessment and be in charge of:

- Ensuring that all participants understand the expected results, content and timetable of the assessment exercise.
- Highlighting the importance of the involvement of the local community in this process, their role and the relationship between the school and local community.

Task 4 – Understanding the key concepts with the team

In order to analyse and address school preparedness challenges, it is important that all participants of the planning team understand the key concepts of hazard, vulnerability, capacity and risk. These four concepts and their relationship will help you to identify and synthesize the information to be collected during the assessment.

Please carefully read the following definitions and examples below.

Hazard

A hazard is a potentially damaging physical event, phenomenon or human activity that may cause loss of life or injury, property damage, social and economic disruption, or environmental degradation. Hazards can be natural or man-made. The risk posed by a hazard depends on how likely it is that the hazard occurs, how often and with what intensity.

Vulnerability

Vulnerabilities are the characteristics or circumstances of individuals or groups that make them more susceptible to the impact of hazards. They are characteristics that affect the ability of individuals, groups or communities to cope with hazards. Examples of vulnerability can include poverty, unaccompanied children and people with disabilities or other at-risk groups. Examples also include things like the poor design and construction of buildings, inadequate protection of assets, limited public information or awareness, or unsustainable environmental management.

Capacity

Capacity is the combination of strengths, attributes and resources of individuals or groups that can be used to mitigate, prepare for, or respond to hazards or other threats.

The capacity of individuals or communities can increase or decrease depending on their strengths and resources. For example, having experienced staff who can remove dangerous branches before the storm season increases the capacity of that school while simultaneously mitigating vulnerability. Similarly, developing clearly understood procedures and protocols to support people with disabilities during an emergency will also increase the capacity of the school, while reducing vulnerability.

It is important to recognize the role that all actors can have in contributing to the overall capacity of the school and community. Remember: the capacity of an entire community with varied experience, knowledge and expertise will always be significantly greater than that of any one individual. Therefore, you should strengthen your network and involve parents, community members and other partners, including the private sector.

Risk

Risk is the product of the threats presented by a hazard (such as high winds during a storm) and the vulnerabilities (such as unpruned trees), in relation to capacity (such as having a parent volunteer who is a gardener and able to prune the trees before the storm).

The lower the capacity to deal with the specific hazards and vulnerabilities is, the higher the risk. The higher the capacity to deal with the specific hazards and vulnerabilities is, the lower the risk. Therefore, it is extremely important to raise the capacity and to reduce vulnerability in order to reduce the risk.

STEP 2. CARRYING OUT THE ASSESSMENT

Tasks will be assigned and completed by the team using the guidance and various assessment tools provided for collecting information to assess the hazards, risks, vulnerabilities and capacities of your school and surrounding community.

The following is a list of recommended tasks:

- Task 1: Collecting basic school information
- Task 2: Completing the historical profile
- Task 3: Compiling a seasonal calendar
- Task 4: Developing a hazard risk map
- Task 5: Conducting the school walk exercise

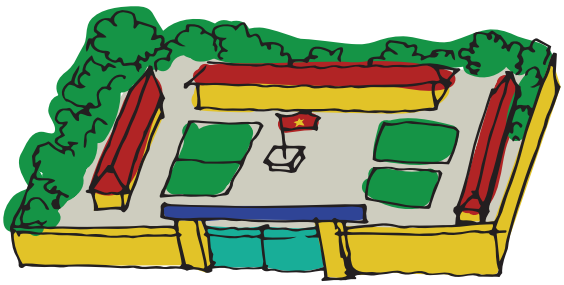
Task 1 – Collecting basic school information

Before carrying out the school assessment, participants should understand and record the school's basic information such as school location, number of students and teachers and other relevant details.

The facilitator will introduce the basic information of the school using Template 1, which may be filled in prior to or during the school assessment exercise.

Template 1. Basic School Information

1. General information of school	
Name of the school	
Level of education	
Telephone number	Fax number (if any):
Name of the School Principal	
Principal's telephone number	E-mail address of the Principal:
Total ground surface (m^2) of school buildings:	Total surface (m^2) of the school land:
Type of school	Public ☐ Private ☐ Joint public and private ☐ People founded ☐
For private schools, give the name of the responsible body:	

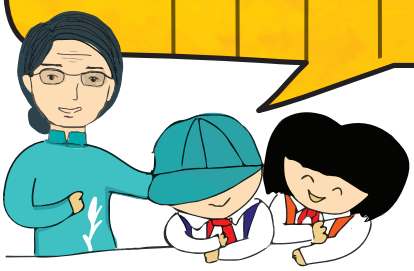


2. Statistical data on teachers and students

For how many students is the school designed?

How many students can be educated at the same time during a learning session within each classroom?

	Student statistical data						Teacher statistical data							
Grade (you will cover the grades for which your school is responsible)	Total number of students		Ethnic minority students		Students with special needs or disabilities		Total number of teachers		Ethnic minority teachers		Teachers with special needs or disabilities		Total Staff	
Kindergarten														
3 years														
4 years														
5 years														
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														



Task 2 – Completing the historical profile

The historical profile helps explore the changes taking place in a school and its community. The historical calendar records previous disaster events that have occurred. It helps to show weather patterns (e.g. storms), changes in seasonal activities (e.g. harvesting), social events (e.g. carnivals) and economic conditions (e.g. economic recession). The task of the group in this exercise is to gather relevant information to assess the current situation.

In order to guide the collection of information, ask team members to recall significant events with respect to hazards and environmental trends that occurred locally. The team may have to verify this information with official registrars. You can use the following questions to guide your discussions while completing the historical profile:

1. Which disasters have happened in your community or province?
2. When did these disasters happen? Is there a pattern? For example, do these disasters occur at the same time every year?
3. What environmental changes can be recorded and when (changes in land use, natural resources, etc.)?
4. What local areas were affected by that disaster/environmental change?
5. What damage was caused by those disasters (to people, infrastructure, environment, etc.)? What were the specific impacts?
6. Why did the damage happen at the level it did (infrastructure, locations, knowledge and experience, etc.)?
7. What did the school do to reduce impacts (before, during and after the disaster)?
8. Add any other information about the impact of hazards and disasters that relate to the school.

The three examples below illustrate the basic information required to complete the historical profile, as well as the range of issues or activities that it can contain.

Template 2. Sample historical profile

Month/Year	Hazard or environmental change	Description of the hazard/environmental change	Description and degree of school damage	Causes of damage	School activities to prevent, control or mitigate issue
09/2009	Flooding (following a storm)	• Water levels rise causing the schoolyard to become flooded as high as 1.5m and classrooms to be flooded as high as 1 m within one week. • Flooding lasts between 2-5 days as a result of being located in a low-lying area.	• Schoolyard and classrooms are flooded within a day. • Assets are swept away, including records and materials. • School doors are seriously damaged. • Waste and mud covered the schoolyard and first floor.	• The school is located in a low-lying area. • There is no drainage system or the drainage system is small and insufficient.	• There is a Flood Preparedness and Response Plan in place. • Assets are relocated to higher levels during and after flooding. • Students are allowed to stay at home in the event of flooding or powerful storms. • All important items, such as computers, are arranged on the second floor.
11/2013	Typhoon	• Flood water levels in the schoolyard rise to about 60-70cm and about 10-20cm in the classrooms.	• It takes at least one day to clean the schoolyard. • Waste and mud covered the schoolyard and first floor. • Trees fall down, creating hazards.	• All but one of the schools buildings are not solidly built (traditional one-floor building with tiled roof).	• The school is a temporary shelter for local residents in case of such disasters. • With prior notice, the school is able to relocate records, materials, and machines to the second floor.
1989 - 2013	Farmers use pesticides and chemical fertilisers only 50m away from the school.	• A large amount of pesticides and chemical fertilisers are used in close proximity to the school.	• Negative effects on water and air quality. • The pesticides drift into the school, making it hard for teachers and students to breathe, therefore impacting their health and teaching and learning capacity.	• Local residents and farmers use pesticides and chemical fertilisers.	• The school educates students on reducing the negative impacts of pesticides and chemical fertilizers • Students wear masks when going to school • The school raises awareness among farmers to reduce contamination • The school coordinates with authorities

Task 3 – Compiling a seasonal calendar

The seasonal calendar explores the changes taking place in a school and its community and records information on different types of hazards that may affect the school and community during different times of the year. It is used to show weather patterns (e.g. storms), seasonal activities (e.g. harvesting), social events (e.g. carnivals, school events). In this exercise, participants will conduct some data collection exercises that feed into the School Preparedness Plan.

Once filled in, the following template constitutes the seasonal calendar.

The first set of rows is for the activities of the school and community, to be marked in the corresponding months of the table. For example: school opening ceremony, International Women's Day and other relevant celebrations and events. Optionally, this information may be filled out by the school in advance.

The second set of rows is for seasonal activities that take place in the community, to be marked with the corresponding months. For example: planting season, harvesting season and lean season.

The third set of rows is for the types of hazards and risks based on the timing or season they have been occurring, marked in the corresponding months. During discussions of hazards, the group should share their observation of hazard trends (increase or decrease of hazard frequency; earlier or later timing of hazards seasons; or difficulty in predicting hazards seasons and the scale of hazard impacts).

Below is an example of a completed seasonal calendar detailing what factors and trends can have an influence on school preparedness or response throughout the year.

Template 3. Seasonal calendar

Activities	Month												Trends
	1	2	3	4	5	6	7	8	9	10	11	12	
School activities													
School opening ceremony									x				• Opening ceremony is post-poned. • Students are interrupted by school closure during storm events, and/or classrooms are used for evacuation.
Semester exams	x				x								Student health and exam results are affected.
Teachers' Day											x		Ceremony is postponed.
Youth Day			x										
Seasonal activities													
Planting					x	x	x	x	x				During rainy season.
Harvesting	x	x										x	
Hazards													
Storm						x	x	x	x	x	x		Happen early & difficult to predict.
Flood										x	x		Flooding is more frequent.
Whirlwinds										x	x		Whirlwinds are more frequent.
Hail													
Pollution from nearby factory				x	x	x	x						Increasing waste from the factory.

Task 4 – Developing a hazard risk map

The group will develop a hazard risk map that provides information on safe and unsafe areas of the school and its surrounding communities, in relation to hazards, risks, threats and environmental trends.

The hazard risk map also provides information relevant to planning solutions and strategies for preparedness and risk reduction, by indicating the areas of risks and hazards and also providing information about safe areas and evacuation routes in case of emergency. The hazard mapping should be carried out in an inclusive way with the community, parents and authorities and media.

In this exercise, the team will draw a map showing hazards and threats which negatively affect students and teachers. The team will then identify specific solutions for mitigating the impact of hazards within the school and its community. Also include nature's habitats and ecosystems, trees, ponds, lakes and lagoons, etc. Indicate when these may become a hazard to people: for example, a lake that may flood.

In order to create an accurate hazard risk map:

1. Create a basic map. Identify the direction of the map, indicating north, south, east and west and mark the location of the school as the starting point. Mark the location of the nearest village/commune and the distance from the school; draw the coastline, hills, rivers and lakes in the area surrounding the school and identify the distance between these landmarks and the school and draw the main roads from the school to the community (village/commune).

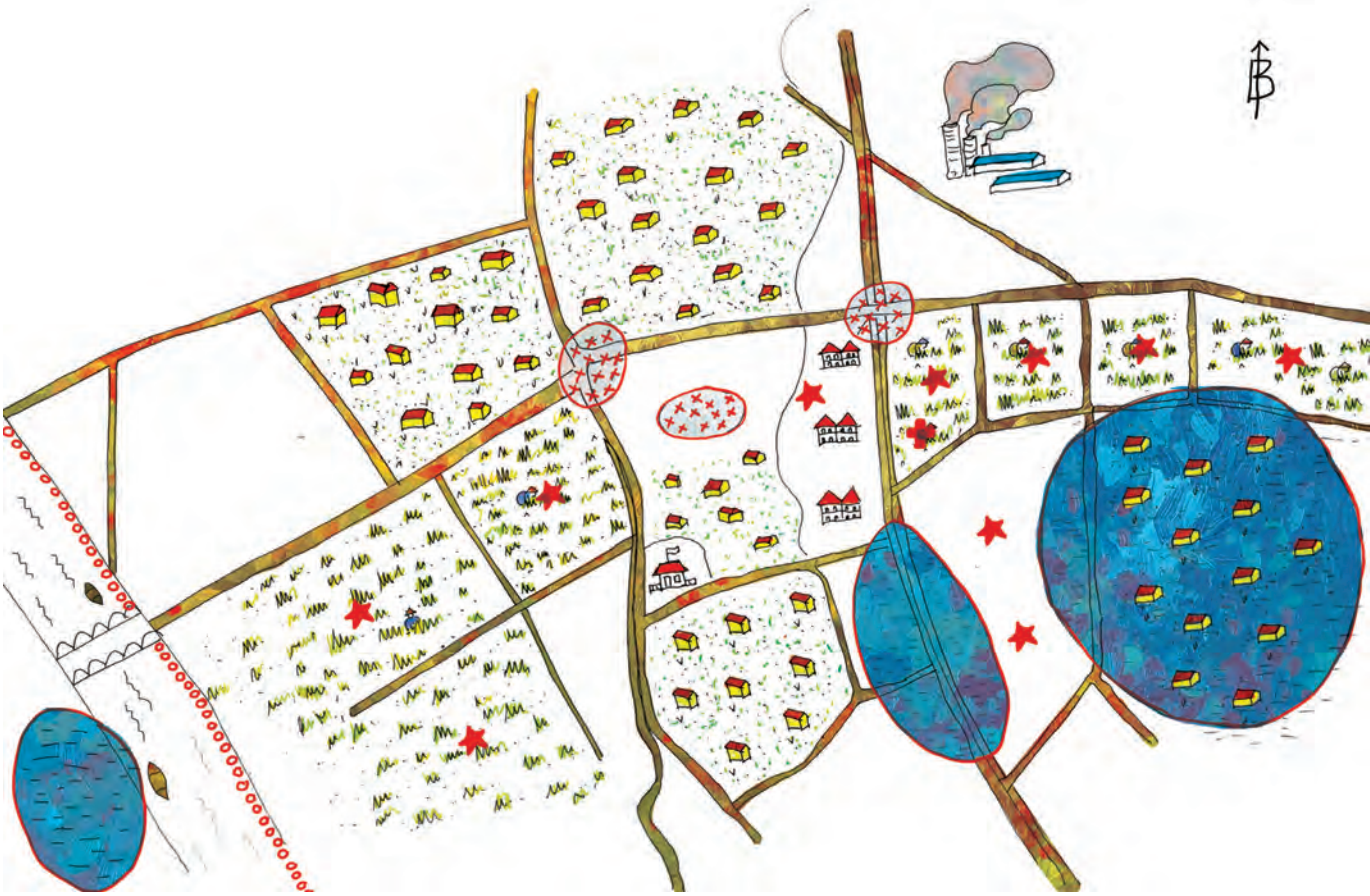
2. Create a key for the map. The key will identify different signs and symbols used to indicate things such as roads, public buildings, bridges, houses, rivers, lakes and the sea. You may indicate danger areas with a red-coloured minus sign, "–", safe points with a green plus sign, "+" and safe exits with a green arrow, "–>". You can also choose to use other symbols. Write this legend key on a corner of the map.

3. Identify safe and dangerous locations.
   - Through group discussions, the team will identify and explain locations that may be safe or dangerous. Use the signs you developed for the map key.
   - Identify the safest places where students can evacuate to and mark them on the map.
   - Identify dangerous places and mark them on the map.
   - Map the classrooms and an orderly plan for evacuating classrooms during emergencies and drills.
   - Mark any hazard that potentially endangers lives or property with a circle. For example: parts of the school prone to flooding or high winds, evacuation routes blocked by obstacles, railway areas without barriers and chemicals or other dangerous materials located in potential flood areas such as basements.
   - Highlight the commuting routes from home to school which may pose hazards, including to people with disabilities. Also, draw areas where schoolgirls may be at greater risk.

4. Identify exit and evacuation points. Raise examples of specific hazards (e.g. flood or fire) and ask participants about the safety of possible exits and evacuation points. Ask the group to also consider people with disabilities. Are "safe" locations easily accessible? Are there better alternatives?

5. Examine the map closely and invite participants to actively comment, ask questions and add information to complete the map.

Template 4. Hazard map



School

People's committee

Residential areas

Agricultural soil

Road Traffic

Water canal

Industrial areas

Flooding areas

Danger zones

Pesticide

Health care services

Landslide

Traffic accidents

Using satellite images such as Google Maps to enhance the accuracy of the hazard map

If your team has access to the Internet, you can greatly enhance the accuracy and utility of your hazard map by incorporating the use of Google Maps or another Geographical Information System (GIS) map.

To do this, download and save a map from Google Maps (see box below) and project it onto a sheet of A0-size paper attached to the wall or board, as shown below. Outline the contours of your school, the nearest village/commune and the distance between the school and the villages/communes. Draw the coastline, hills, rivers and lakes in the area surrounding the school. Identify the distance between these landmarks and the school and draw the main roads from the school to the community.

Guidance on how to download the school's location from Google Maps

To download the map, connect the computer to the Internet and complete the following steps:

- Open the website http://maps.google.com, type the phrase map + name of province/city where the school is located within parenthesis.
- Zoom in on the map to display the position of the commune or ward where the school is located. Then use the screen capture function: press PrtScr key for Windows, or Command+Shift+3 for Mac).
- Use Ctrl+V for Windows or Command+V for Mac to paste the map image into any word processing or image editing program.

Example Google satellite map projected onto an A0-size school hazard map

Task 5 – Conducting the school walk exercise

The school walk is a participatory exercise in which members of the school community walk around the school together to identify structural and non-structural risks, both within the school and in the surrounding areas.

The facilitator should explain that the purpose of the school walk exercise will be to identify hazards and risks in and around the school as well as preparedness gaps for disaster risks and other threats, including any impacts of biodiversity loss and climate change.

Depending on the size of the school and number of assessment volunteers, the facilitator will decide on the size, number and composition of assessment groups. If the school is not too large, one group is enough. But if the assessment will take too much time to complete by only one group, it is possible to constitute various groups each receiving a specific task or template. A designated teacher or school staff member is responsible for leading the group and reporting the findings by filling out the assigned template.

The templates to be used are as follows:

- **Template 5a.** Information about school management: To fill out this template, the team needs to ensure the participation of the school principal or vice-principal and school staff as informants.

- **Template 5b.** Disaster risk reduction education in schools: To fill out this template, the team needs to ensure the participation of lead teachers.
- **Template 5c.** Environment around the school: To fill out this template, the team needs to ensure the participation of local authorities or community members.
- **Template 5d.** Physical infrastructure of the school: To fill out this template, the team needs to ensure the participation of school administration and maintenance staff.

Make sure the assigned group(s) covers every area inside and outside of the school, in particular in places where there may be risks. Examples for particular attention include staircases, laboratories where chemicals are stored, the schoolyard, fences, canals, lakes, ponds, entrance gates, classroom windows, electricity supply systems, electric equipment, the library and computer rooms.

Each group undertakes the school walk and records information using the assigned template. It is important to take photographs while performing the school walk. Even minor issues should be observed and recorded if they could lead to accidents or cause injury to students, in the event of a disaster, or even during normal circumstances.

The photos in the box demonstrate examples of threats and risks which should not be overlooked.

The picture above demonstrates how parked motorbikes and chairs block the entrance to the staircase. The playground has a wide drainage trench which is likely to cause accidents and injuries, especially when there is flooding and the ground is covered by water and people cannot see where they step.

The picture above shows that a road in front of the school is not safe because there is a canal next to it without any protective bars or fence. In the event of flooding, there are no guide posts on the road to distinguish the river from the road itself.

Once all teams have finished their walk around their assigned area of the school, the assistant takes notes of the risks identified by each team. Such risks must be clearly identified in terms of location, level of risk and how they might affect students, teachers or school staff in a disaster or in a normal circumstance. The team leader reports the findings on behalf of the team before moving on to the final step of the assessment process.

Template 5a. Information about school management

Content	Yes	No	Note
School disaster management			
School Disaster Preparedness Committee (SDPC) is constituted.			
The SDPC includes teachers, parents, students and staff of the Red Cross Chapter and Division of Flood and Storm Control.			
School Preparedness Plan and its implementation			
There is a School Preparedness Plan.			
There is a specific Preparedness Plan for students and teachers with disabilities.			
A clear summary of the SPP is presented in a visible place such as on the school information board (and also shared with people with disabilities or special needs).			
Evacuation map is placed in each classroom wall with the classroom's position on map clearly highlighted and students and teachers, including people with disabilities, know the way to move to a safe place as guided in the map.			
School Preparedness Plan is updated and evaluated at least once a year.			
Teachers and students practice school drills at least once a year.			
Students and teachers with disabilities participate in school drills.			
The SDPC has sufficient parents' contact information in case of emergency.			
Students, including people with disabilities, know the emergency warning signals (for example: beating drums or sounding of sirens a certain number of times signifies moving to the safe place immediately).			
The school has a list of needs and specific assistance for students with disabilities in case of emergency.			

Template 5b. Disaster Risk Reduction Education in Schools

Contents	Yes	No	*Note*
School management board has knowledge and skills on disaster preparedness and response during disasters.			
Members of the SDPC receive training on how to implement the safe school plan.			
Teachers and school staff have knowledge and are trained on disaster preparedness and response. All teachers and school staff know the School Preparedness Plan.			
Teachers and school staff have received training on how to administer basic first aid.			
Selected teachers and school staff are trained on proper search and rescue activities.			
Selected teachers and administrative staff have been trained on how to use fire extinguishers and other fire control tools.			
Students have knowledge on disaster procedures and disaster preparedness, due to DRR knowledge being integrated into class subjects or extracurricular activities.			
Students know and practice the four rules in evacuation: No talking! No pushing! No running! No turning back!			
Support structures or alternative means, such as tents or other locations, exist to continue teaching and learning in after a disaster.			

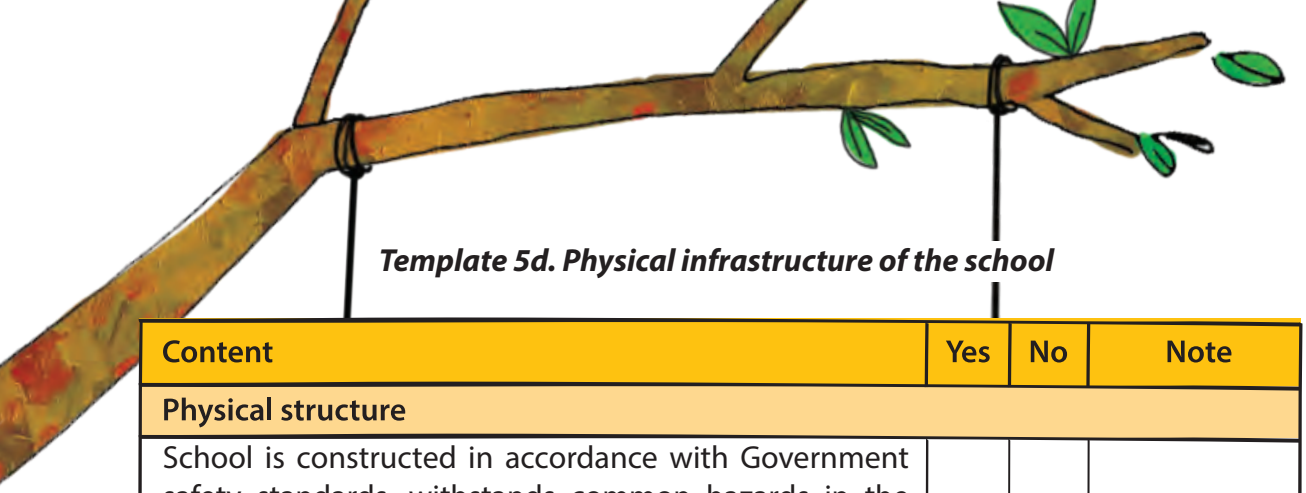
Template 5c. Environment around the school

1. Geographic location (mark with an X)		
Geographic region	Northwest ☐ Northeast ☐ South ☐ Red River Delta ☐ North Central ☐ South Central Coast ☐ Central Highlands ☐	
City/Province	..... District: .... Ward/Commune:	
School address		
Type of area where school is located	Urban ☐ Semi-urban ☐ Rural ☐ Remote ☐ Mountainous areas ☐ On coastline ☐ On an island ☐	Other (please explain): ....

2. Location of school			
The school is located near or is adjacent to	**Yes**	**No**	**Explain**
Deposit of garbage or other pollutants			
Fuel tanks or other flammable materials (coal deposit/ mining, gas pumps, gas distributors, paint, cotton, clothes, wood, agricultural waste burning and others).			
Hospital buildings			
Unstable, unfinished buildings or building sites			
Unstable slopes or mountain/hill sides			
Airport area, mining site, industrial area, trade village			
Stockbreeding/farming area/pesticide usage			
Graveyard			
Post-war un-cleared minefield			
Main roads/railroads			
Dam or dyke, water supply station			
Swampy area/marsh/habitat for animals and plants/ forest/high trees/garden			
Other (please describe using this space)			

3. Road access to the school			
Threats on the way to the school	**Yes**	**No**	**Explain**
Do children have to cross crowded roads on the way to school?			
Do children have to use a mountain road on the way to school?			
Are there any high- or low-voltage electrical wirings or power lines near the school?			
Are there trees, stones, unstable or unusable bridges, or any elements susceptible to suddenly fall?			
Are there overflowing rivers near the school?			
Do students have to use the ferry or other boat to get to school?			
If they use the ferry or other boat, do they use lifejackets?			
Is the way to school safe for people with disabilities or special needs?			
Other threats: List the number of road accidents and injuries that occured within the last year involving students and teachers _____ _____ _____			

4. Alternative space				
Mark with an X when applicable		**Yes**	**No**	**Explain**
Does the school have alternative and accessible space with basic services allocated for continuing classes in case of the need to evacuate the main school building?				
Are the basic services appropriate and sufficient to cover all students and teachers?				
Are there safe and accessible routes (including for people with disabilities) to all areas where the classes might take place?	Within the school?			
	Outside the school?			



Template 5d. Physical infrastructure of the school

Content	Yes	No	Note
Physical structure			
School is constructed in accordance with Government safety standards, withstands common hazards in the area (for example, when disasters previously occurred in the area, the school was not damaged, etc.).			
Roof of school is stable (for example: roof is made from tiles, reinforcement, etc.).			
School has a large enough exit for students to evacuate quickly in an emergency (including for people with disabilities).			
Evacuation maps have been posted and, in case of schools in ethnic minority areas, the information is avaiable in the local language.			
Exit routes have been clearly marked throughout the school.			
School has safe places for evacuation and the guiding board outlines the path to these places.			
School has capacity to be a safe place for a large number of community members when necessary.			
Stairs, Corridors			
Stairs have rails and are large enough to avoid congested and confused situations on the stairs during breaks or after school. Ramps or alternative ways for people with disabilities have been constructed and installed.			
Classroom, libraries, functional rooms, campus			
Tables, chairs and beds are robust and flat; with rounded corners. Furniture is sufficiently spaced to ensure safe distances.			
Shelves are fixed on the walls. Objects on top of shelves are secured.			
Picture frames are fixed firmly on the walls.			
Doors are wide enough and easy to open.			
Accessibility for disability: corridors and doors are wide enough and easy to open for people with disabilities.			

Content	Yes	No	Note
Kitchen, canteen, clean water construction			
Flammable areas are safe from fire.			
Tables, chairs and beds are robust and flat; with rounded corners. Furniture is sufficiently spaced to ensure safe distances.			
Water tanks are covered to keep water clean for school and emergency use and water is regularly changed and treated.			
Gas tanks used for cooking are kept in a safe location and are not accessible by students.			
Toilets			
Floors in the restrooms are not slippery.			
Notices on hazards during emergencies can be heard from the restroom.			
Toilets have enough clean water.			
Playgrounds			
Toys and other equipment (such as rails or swings) are fixed.			
Mobile toys and exercise equipment (for example, a net for football or basketball) are kept carefully and away from the school road.			
Parking area, school ground, school gate, fence and other places in school			
Parking area is fixed, large and has safe entrance.			
School grounds and roads (if any) are flat and not slippery.			
Large, tall and old trees in the school ground have their branches trimmed before storms and are fenced off. Students are prohibited from climbing trees during an emergency.			
Fences and gates are fixed and danger-free to students, especially during disasters.			
Water tanks, holes and wells in the school are covered.			
Ponds and lakes are fenced off.			
Electricity safety			
Regulations on fire safety to prevent electrical shocks and fires are observed.			
Electricity board is covered and positioned 1.6 m from the floor.			
Electricity system in the classrooms, library etc. is in accordance with the electricity and fire safety and prevention regulations.			
Electrical outlets are placed high enough on the wall to be out of reach of water during a flood.			

Content	Yes	No	Note
Tools			
Equipment for fire control, such as fire extinguishers, sand bags, water access and hoses, are in a noticeable place free from obstacles and frequently checked.			
There is an alarm system which functions without electricity (drum, loud speaker or whistle).			
First aid kits with basic medicine, including sanitary towels, are kept updated.			
Emergency kits, including water, food, blanket and other items, are readily available.			
TV/radio weather forecast is regularly observed during difficult seasons.			
Equipment to receive/deliver information (phones, walkie-talkies, etc.), including battery-powered tools such as radios and generators, are available.			
Other tools and equipment (based on geographic features and common local types of hazards):			
Life jackets are available in great enough quantities.			
Boat(s), where needed, are available and regularly maintained.			
Special devices to transport people with reduced mobility are available.			
Tools and equipment are stored safely and people know where they are.			
There is replacement equipment in case of emergency, such as: power generator (in case of electricity outages), satellite telephone (in case of telephone network loss), toilets (in case of sewage and water cut off), etc.			

STEP 3. SYNTHESIZING INFORMATION AND DATA FROM THE SCHOOL ASSESSMENT TOOL

Following the completion and reporting of the different templates, the assessment team will convene in order to consolidate and synthesize the data collected during the various tasks, extract the most relevant information gathered from each task of the assessment and prepare it for incorporation into the School Preparedness Plan, ensuring that the Plan developed is efficient, effective and evidence-based.

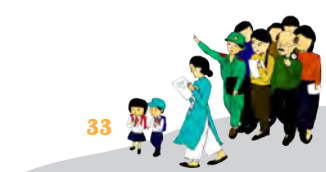
After collecting relevant data and information from the School Assessment Tool, it is necessary to synthesize the data clearly in order to identify specific capacities and vulnerabilities which affect your school the greatest, in order to be able to correctly prioritize issues to be dealt with during the planning process.

For this exercise, the team will work together to consolidate all information on the two

categories discussed during the preparation phase, capacities and vulnerabilities, as they relate to hazards identified by the team.

The information below contains general guidance on what types of data or information collected during each assessment activity might be the most relevant for the synthesis and provides questions to guide the team in developing the Vulnerability and Capacity Synthesis Matrix. Depending on your assessment or the situation of your school, some of these recommendations may not apply. Similarly, the list below is not exhaustive, so it is necessary to discuss with your team members to determine the most relevant data for analysis and incorporation into your Plan.

Activity	Useful information that can be extracted during the synthesis
Basic school information (Template 1)	<u>General information on the school</u> • Is the school located in a disaster prone area? • How many students and/or teachers have disabilities or special needs? • How many teachers and students (disaggregated by sex) does the school have?
Historical profile (Template 2)	<u>Information on natural conditions</u> • What was the predominant disaster causing damage to your school? (base your selection on the frequency, intensity and damage caused) • What is its trend, if any? (base your answer on any changes in frequency, size, or duration)
	<u>Information on physical vunerabilities</u> • Describe the location(s) in your school most damaged by disasters. • What additional location(s) may be at risk of damages in a disaster?
	<u>Information on school disaster management capacity in the past:</u> • Was your school effectively warned in advance about disasters? • Did your school perform school safety measures? • Did your school recover fully after the disaster? How long did it take for your school to return to normal conditions?



Activity	Useful information that can be extracted during the synthesis
Seasonal calendar (Template 3)	• When do the predominant type(s) of disasters usually occur? • Which school activities were severely affected by the disaster(s)? • What school activities and events occur during disaster season? • What effects do disasters have to these school activities and events?
Hazard map (Template 4)	<u>Information on the location of hazard risks in the school-community:</u> • Location(s) in the school and community that are are most likely to endure disasters. • Location(s) that can be used as evacuation shelters after disasters. • Location(s) surrounding school or in your community where emergency assistance or safe shelter can be found.
School walk exercise (Templates 5a, 5b, 5c, and 5d)	<u>Risk education in the school, using the following questions:</u> • Does your school provide training or education on disaster, threats and risks for teachers or students? • Does your school have activities that aim to raise teachers and students' awareness on disasters? • How does your school integrate disaster-related content into teaching and learning activities? • Does the school teach about biodiversity and climate change in your curriculum, and their interrelationship with disaster risk reduction? <u>The physical condition and infrastructure of the school by:</u> • List infrastructure, facilities or equipment (inside of the school, surrounding the school and within the community) that may be at risk or pose dangers in a disaster.

After identifying relevant data and information from the school assessment, it is necessary to synthesize the data clearly in order to identify specific capacities, vulnerabilities and risks which affect your school the greatest in order to be able to correctly prioritize the planning process.

Using the following Vulnerability Synthesis Matrix, the team will compile and sort all information on existing vulnerabilities in and around the school. They will group this information by hazard and by the activity/ template in which the information was attained. It is recommended to include a "General Hazards" category as some information will apply to more than one type of hazard.

Similarly, when completing the Capacity Synthesis Matrix, the team will compile and sort all information related to existing school capacity and categorize it by hazard and the tool that it was attained from.

The following pages contain examples of a completed Vulnerability and Capacity Synthesis Matrix.

Once you have completed this process, you will have a clearer and more complete illustration of the information and data that you collected during the School Assessment Tool exercises and will be able to clearly analyse this information in order to prioritize actions during the assessment and preparedness process.

Template 6a. Vulnerability Synthesis Matrix

Template 6a. Vulnerability Synthesis Matrix					
Hazard	Source: Template 1	Source: Template 2	Source: Template 3	Source: Template 4	Source: Template 5
General Hazards	• 5 mobility impaired/disabled students and 2 teachers enrolled this year. • 7 minority students who speak a different first language at home/illiterate in • Vietnamese. 10 children come from economically disadvantaged circumstances.	• School serves as a temporary emergency shelter therefore resumption of school can be delayed.	• Delay of school opening. Cancellation of school events.	• Classroom access and emergency exit routes difficult for disabled and mobility impaired students. • School entrance has high traffic and accident hazards. • Stairwell exit route often blocked by parked bikes and other obstacles.	• Training on first aid and emergency procedures not yet conducted for most teachers and staff. • There is only one evacuation map posted in the entire school.
Flooding		• Inadequate rain and flood water drainage. • Schoolyard and classrooms are flooded to high levels within a day of heavy rain, due to low-lying location. • Waste and mud cover the schoolyard and first floor. • Flood Preparedness and Response Plan in place.	• Storm and floods seasons affect school opening and school events and ceremonies.	• School grounds prone to flooding as well as high winds. • Uncovered drainage trench poses injury risks during emergency evacuation, or if concealed by floods water. • Nearby canal prone to flooding. No sign posts to distinguish access road from adjacent canal during heavy flood. • Hazardous chemicals located in basement and at risk of flooding	
Agricultural burning		• Poor ventilation from neighbouring pollutants and smoke. • Agricultural smoke and pesticides impact health and learning outcomes. • No official ordinance banning agricultural burning near the school. • Lack of effective communication channels between school and neighbouring farmers.	• Agricultural burning coincides with the school's midterm semester exam		

Template 6b. Capacity Synthesis Matrix

Template 6b. Capacity Synthesis Matrix					
Hazard	Source: Template 1	Source: Template 2	Source: Template 3	Source: Template 4	Sources: Template 5
General Hazards		• All valuable items are arranged on the second floor. • School serves as a temporary emergency shelter (with first aid kits and emergency water made available to the school by authorities). • Protocols on assisting people with disabilities in the event of an emergency.		• Safe evacuation and assembly points exist. • There is a solid two-storey community building located only 250 m from school.	• School Disaster Committee has been set up. • School Preparedness Plan integrated into the School • General Plan since 2014-2015. • School organizes an emergency evacuation drill every year. • Classrooms with minority language students receive specific instructions for emergency evacuation assistance • School teachers received a one-week training on disaster preparedness last Spring.
Flooding		• Flood Preparedness Response Plan in place. • Assets are relocated to higher levels during flooding. • Students are instructed to stay home in the event of flooding.			• Students are aware of protocols for flooding. • Basic flooding preparedness and response information is included in lesson plans.
Agricultural burning		• Students wear masks when they go to school.	• Fall exams not usually disrupted by natural hazards or pollution.	• The fire department is located within 200 m of the school	• Community awareness campaigns have disseminated information to the community on alternative uses for agricultural waste.


Chapter II:
School Preparedness
Plan Guidelines

These step-by-step Guidelines will assist schools in developing a School Preparedness Plan (SPP) to not only prepare for, but also better react to disasters and minimize recovery time and educational disruptions.

The guidelines are comprehensive in a way that integrates disaster preparedness with climate change adaptation and mitigation and looks towards long-term preparedness by including biodiversity conservation.

The SPP will be both an analysis and a planning tool for all schools, especially those facing potential disasters, threats and risks or longer-term ecological impacts and trends (e.g. rapid urbanization, sea level rise, increased use of agricultural pesticides, groundwater pollution and deforestation).

The Guidelines consist of two steps:

i) Step 1 explains what needs to be considered when preparing the team for the production of the plan and **ii) Step 2** provides instructions and examples to show you how to develop the plan and fill in the plan template.

The Guidelines will facilitate the use of a participatory approach to develop a School Preparedness Plan so it is widely understood by the school and local community. The Guidelines will also assist you in producing protocols or instructions for specific preparedness actions, depending on the needs of your school. Annex II contains a ready-to-use set of templates that, when completed, will form your School Preparedness Plan.

Ensuring safe learning environments is not only the concern of each school, but also of the community, parents, neighbours and authorities. These SPP Guidelines are designed to enhance the community's ability and commitment to support your school in risk preparation, mitigation and response. The SPP should also help your school to institutionalize and align with preparedness frameworks at the sub-national and national level and move towards regional and international agreements. Annex IV provides a description of relevant international, regional and national frameworks and initiatives which emphasize school assessment and preparedness in schools and communities.

The School Preparedness Plan (SPP) Guidelines will guide you, your school and your community to analyse risks and needs in the school, based on information resulting from the School Assessment Tool. These Guidelines help you to formulate a plan for which you will prioritize actions, allocate resources and determine timeframes for action. The Guidelines will also help you to conduct the monitoring and evaluation of plan implementation.

The Guidelines consist of a comprehensive set of templates and instructions to facilitate each step required to complete the templates for the preparation of the plan and the monitoring of its implementation.

Step 1. Preparation

In order to be well-prepared for the development of the SPP, we recommend that you begin with the following tasks:

- **Task 1**: Establishing the team leader and the team
- **Task 2**: Orienting team members for mutual understanding of expected results
- **Task 3**: Defining the methodology for preparedness planning
- **Task 4**: Reviewing the results of the assessment tool
- **Task 5:** Reviewing the key concepts with the team
- **Task 6**: Understanding the template for the plan

Task 1 – Establishing the team leader and the team

The school principal or the vice-principal will take the lead in guiding the team to apply the assessment tool and prepare the plan. Some decisions will have to be made in terms of priorities, funds allocation, networking and involving other authorities and institutions. Therefore, the senior authority of the school should be knowledgeable of every step of the process and should be able to provide his or her input.

Ideally, the team developing the SPP should be the same who participated in the process of the School Assessment. If it is not possible to have the same team, it is recommended to have as many of the same members as possible.

Teachers should be part of the planning team to provide their experience and knowledge of the children and their families. Teachers will have a key role in the implementation of the plan.

When developing the SPP, utilize all available expertise within your school and community network, such as from first responders, governmental organizations, parents and experts. You may also invite team members who have a specialized expertise and responsibilities in school safety procedures, for instance from government institutions, NGOs, or local universities.

As team members will have their usual daily workload and responsibilities in whatever position they normally occupy, you may want to consider establishing a core group of a minimum of five team members who will be able to participate during the whole process and involve other members as needed. For example, if you are going to develop the action plan to teach children how to swim, the core group should seek the contributions of experts in this area to develop this specific action plan.

Similarly, when establishing and convening the team, it is imperative to keep team members' responsibilities and livelihoods in mind to ensure that all team members are able to contribute equally and effectively. For example, to facilitate the inclusion of both men and women in the group, you may have to consider holding meetings at a time or in a place that does not conflict with familial or professional duties such as child care or work. If possible, make provisions such as having team or community members volunteer to supervise participants' children during the meetings.

Task 2 – Orienting team members for mutual understanding of expected results

While having a diverse and experienced team is essential for developing a successful and effective SPP, it is also vital that all team members are given an appropriate orientation before beginning the joint work. The leader should ensure that all participants have the same understanding of the overall objective of the process.

Rules and regulations for the participatory methodology should be established before the work begins. The leader should generate a discussion among the group to decide the rules. Some examples of rules that the team may want to use include: i) that every member of the team has equal rights in participating, ii) that both men and women should be a part of the working group, iii) that the work load will be divided in an equitable way, or iv) that members should commit to participate fully in the entire planning process. Using these examples, proceed to develop your own rules. Ideally, these rules should come from the team.

Begin by making sure that all team members understand the following:

Goal: The development of the preparedness plan aims to empower schools and their surrounding communities to work together to build a safe learning and teaching environment for students and teachers by addressing potential impacts from hazards, biodiversity loss, climate change and other risks.

Timing: The planning process should preferably be completed before the start of the school year so that the SPP can be integrated within the school general plan.

Feasibility: In order to facilitate immediate implementation, the SPP must be feasible in relation to the context of the school and the availability of resources. The SPP should be designed to be precise, realistic, measurable and set against defined timeframes, normally to be implementable within one school year, but may take into account activities beyond the year.

Sharing: The SPP should be shared and discussed widely with the school teachers, staff, students, parents, local authorities and the community as a whole, assuring gender balance and the participation of people with disabilities and other at-risk stakeholders.

Revision and update: Once completed, the SPP can be easily reviewed, revised and strengthened as required, giving you confidence to convert new ideas into actions each school year. Continuous monitoring and evaluation allows the school to adapt to new conditions and new threats and to further strengthen your school-community network.

Task 3 – Defining the methodology for preparedness planning

The preparedness plan process should be implemented and shared in a participatory and inclusive way. By using a participatory planning approach, you can generate ownership among team members, your school and community that increases the sustainability of the preparedness and action plans.

Participatory activities in which a diversity of ideas and opinions are presented may seem to be more complex to manage than a process in which the school principal or a small group of people develop the plan and then require

its implementation. Active involvement of a variety of participants allows more solutions to be presented and discussed and, more importantly, promotes a better understanding of and broader commitment to the implementation of the plan. More participation means that we invest a bit more time in the planning process but the implementation will be smoother and faster.

It is essential to take into account gender and ethnicity when you communicate and engage with different participants, so all group members are given a voice and the different needs and perspectives of all members, especially those of women and vulnerable groups, are discussed. Allowing people with disabilities or other considerations to provide inputs to the planning group will enrich your consideration of a broader range of threats and needs as well as more tailored solutions.

It also may seem that involving more people may lead to a slower planning process. But, in fact, broad participation and consultation will also accelerate its implementation. If, for example, parents and community members can be involved in the planning stage, the probability of their contribution to the implementation is increased. Therefore, we encourage you to adopt a flexible and participatory method.

Task 4 – Reviewing the results of the Assessment Tool

Because the plan will develop actions to address the identified needs of the school, it is important that the team members begin by informing themselves of the results that were obtained during the assessment process which provide a common basis for the team to establish priorities and define concrete actions.

Later, in the planning process, you will proceed to the analysis of the results of the school assessment. During the preparation, the team only needs to make sure the information from the school assessment (hazard map, school calendar and other results from the assessment) is available and in-hand and all team members know how it was obtained.

Task 5 – Reviewing the key concepts with the team

In order to analyse and address school preparedness challenges, it is important that the leader of the assessment process ensures that all participants of the planning team understand the key concepts of hazard, vulnerability, capacity and risk. These four concepts and their relationship will help you to identify the actions that you need to carry out in order to reduce vulnerability and increase capacity and, therefore, reduce risk. It helps you to prioritize actions.

As part of the synthesis step in the School Assessment Tool, the information gathered will have been summarized in templates classified in the following categories: i) hazards, ii) vulnerabilities, iii) capacities and iv) risks. During the analysis step you will use these same templates to compare the information in all of the categories and come to conclusions regarding actions and priorities.

For example, you may have identified that many students in your flood-prone school are unable to swim well. This is vulnerability, rather than a risk. The risk is of drowning during a flood. Continuing with this example, investing in swimming lessons is not enough to prevent flood-related drowning; it will also be necessary

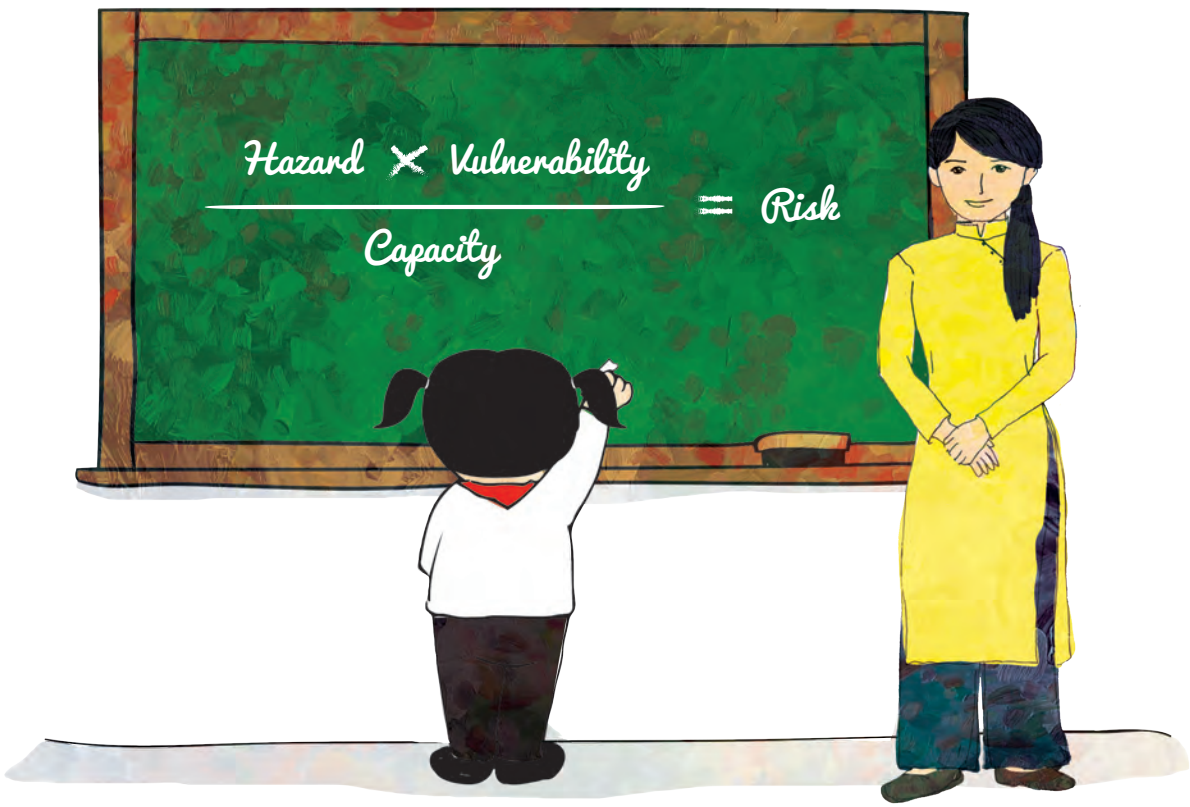
to identify additional solutions to fully address this risk, such as teaching students about flash floods and about how to avoid dangerous locations.

Now please recall the concepts discussed in the School Assessment Tool. Before going further, you may want to refresh your reading of the concepts: hazard, vulnerability, capacity and risk.

The relationship between hazards, vulnerability, capacity and risk

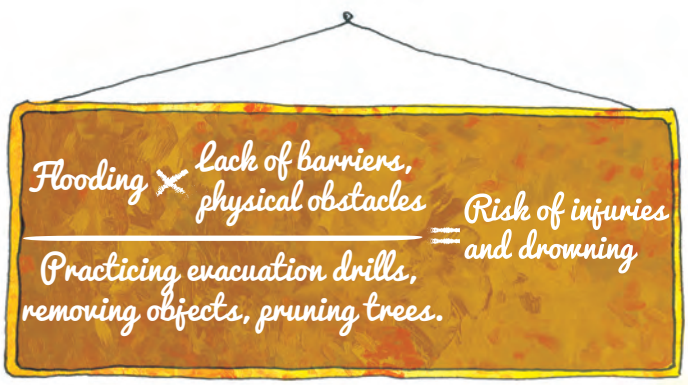
It is essential for the team to understand and illustrate the relationship between vulnerability, capacity and risk as they are mutually dependent. A change in one causes changes in the others.

The following equation illustrates the interconnectivity between these different elements:



Let us explore the following example:

A storm and resulting flooding is a major hazard. A school is more susceptible to the negative effects of this hazard if it has vulnerabilities, such as a lack of protective barriers, physical obstacles which make it difficult for students to evacuate during the disaster, or trees or objects in and around the school which could pose a threat in the event of high winds. These vulnerabilities greatly increase the possible danger and damage caused by the hazard. Therefore, the product of the hazard and vulnerability increases the overall risk associated with the storm. However, maximizing or enhancing the school's capacity to mitigate or address these vulnerabilities can diminish this risk. If the school, for example, increases its capacity by practicing evacuation drills or removing potentially dangerous objects or pruning unsafe tree branches, the overall risk presented by the hazard will be reduced as a result of enhanced capacity and reduced vulnerability.



Using the example above, it is clear to see how addressing vulnerability and capacity can have an exponential effect on the degree of risk. As you continue to develop the plan, you will be exposed to more examples of the key terms of hazard, vulnerability, capacity and risk. Keep this equation in mind and always consider how changes in one of these areas can affect the others.

Task 6 – Understanding the template for the plan

In order to proceed with the development of the plan, all team members need to thoroughly read these Guidelines, including a set of templates, as it explains with concrete examples how to complete each step. Ideally, every member of the team will have a copy of the Guidelines, preferably in electronic form to avoid over-printing and the core team will be responsible for filling in the templates throughout the process.

Step 2. Producing the School Preparedness Plan

When planning for school preparedness, the team should organize a planning session in which, in a collective manner and using the analysis tables, the following questions are answered:

- Which are the risks with the highest priority?
- What are the objectives that the school needs to achieve in order to reduce the identified risks?
- What are the expected results that the school wants to reach?
- What are the actions and activities that the school needs to carry out to achieve the expected results?
- Who will be responsible for each of the specific activities?
- By when will the school complete the activities?
- How much will it cost for the school to complete the activities, what are the resources needed and from where can they be mobilized?

The following section indicates how to develop your plan and fill in the format of the School Preparedness Plan. It is a step-by-step approach, illustrated with relevant examples, to support schools and their community to develop a useful plan.

The team will carry out a step-by-step procedure to fill in the different templates, as follows:

Task 1. School basic information, school map and contact list

1. Completing school basic information (Template 1a)
2. Completing a map of the school (Template 1b)
3. Identifying contact list (Template 1c)

Task 2. Analysis of assessment data

1. Completing the Analysis Matrix (Template 2a)
2. Desired situation of the school (Template 2b)
3. Objectives of the School Preparedness Plan (Template 2c)
4. Identifying solutions/actions to address risks (Template 2d)
5. Prioritizing risks/actions for the School Preparedness Plan (Template 2e)

Task 3. Developing the Activity Plan

1. Describing the activity (Template 3a)
2. Defining the expected results of the activity including performance indicators, benchmarks/targets and means of verification (Template 3b)
3. Establishing sub activities with a timeline and responsible persons (Template 3c)
4. Identifying required resources (Template 3d)
5. Producing the budget (Template 3e)

Task 4. Preparing the monitoring and reporting of your School Preparedness Plan

1. Preparing the monitoring chart for each activity (Template 4a)
2. Preparing the summary monitoring chart for the overall plan (Template 4b)
3. Producing the report on implementation and monitoring (Template 4c)

Task 1 – School basic information, school map and contact list

This template has been divided into three parts: Template 1a corresponds to school basic information, Template 1b corresponds to the school map and Template 1c is for the contacts list, which should be kept updated at all times.

1.1 Completing school basic information (Template 1a)

To fill in Template 1a, you will summarize the information obtained during the school assessment (use the completed template from Tool 1 from the School Assessment Tool). If you need more details, you can always go back to that tool.

Template 1a. School Basic Information

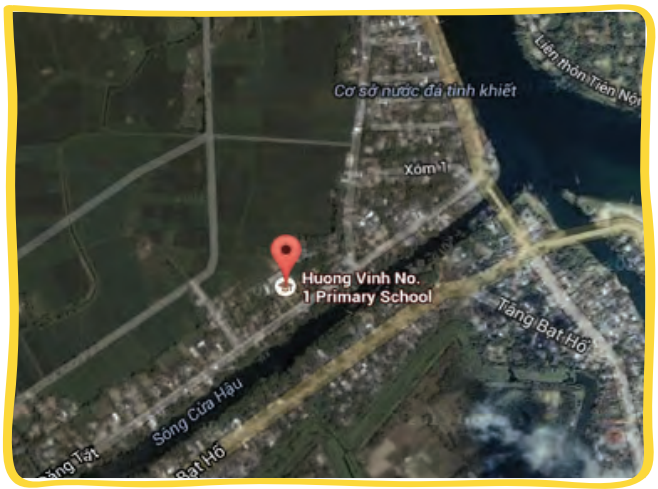
School name: ..... **School Year:**
Month ... **Year** ..... (date when plan was finalized)

1. Ward/Commune: /District: /Province:
2. Number of school buildings: .....
   Total number of classes: .....
3. School telephone: .....
4. School email: ..... /School Website: .....
5. Geographical Location: .....
6. School demographics: .....
   Number of students: ... Female: ... /Male: .....
   Number of teachers : ... Female: ... /Male: .....
   Number of ethnic minority students: .....
   Female: ... /Male: ...
   Number of teachers and students in a difficult situation (please specify): .....
   Number of people with physical disabilities: .....
   Number of people with cognitive disabilities: .....
   Number of children in low income or marginalized households: .....

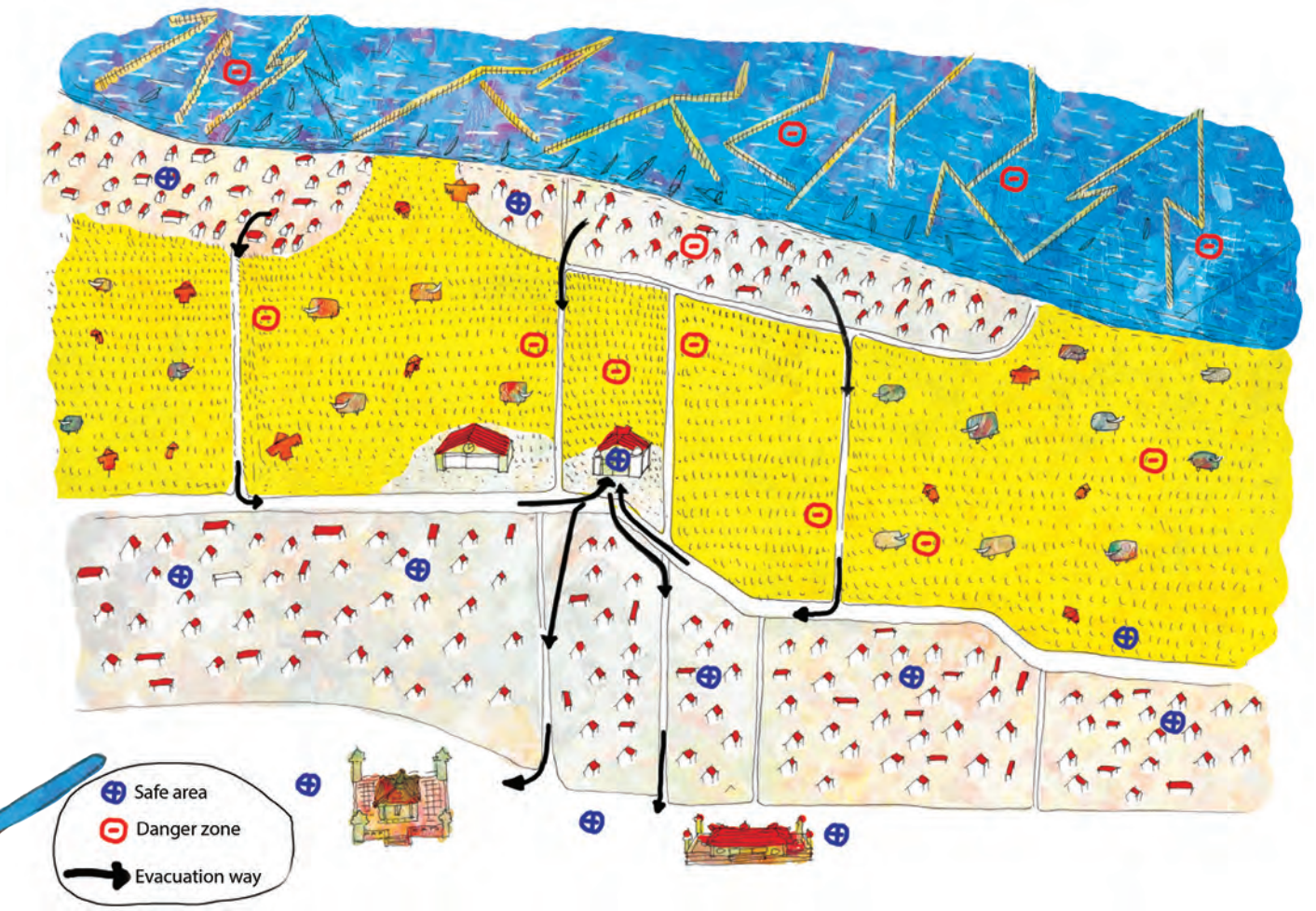
1.2. Completing a map of the school (Template 1b)

In Template 1b, you will simply include a GIS map or any available map which locates your school and the surroundings. You can include a map from Google Maps and the hazard map your school developed during the school assessment.

Template 1b. School Map
Maps and/or GIS maps of school:
Example: Google Map



Example: Hazard map



1.3 Drafting the contact list (Template 1c)

The School Preparedness Plan requires a list of individuals' or groups' contact information in case of an emergency. The following Template 1c includes examples of team members and relevant stakeholders which could be included in your list depending on the specific characteristics of your school and who is taking part in the development and implementation of the SPP.

No.	Position/ organization	Contact name	Phone number	E-mail address
1	Principal			
2	Vice-principal			
3	Teachers			
4	Focal point of the Parents' Association			
5	Focal point of the Commune People's Committee			
6	Focal point of the School Committee for Flood and Storm Control			
7	Focal point of the Department of Flood and Storm Control in commune			
8	Focal point of the Department of Education and Training in District			
9	Focal point of the Red Cross Chapter			
10	Focal point of medical station/ hospitals			
11	Focal point of the Department of Fire Prevention			
12	Police officers			
13	Military personnel			
14	Focal point of the meteorology station			

Template 1c. Contact list

Task 2 – Analysis of assessment data

Following the preparation (Step 1), data and information from the school assessment needs to be analysed in order to serve as the basis to develop the School Preparedness Plan.

The **aim** of the School Preparedness Plan is to reduce your school's overall risk by reducing vulnerability, maximizing existing capacity and enhancing or developing new capacities.

In order to successfully develop and carry out the analysis, your team must complete the following steps:

2.1. Completing the Analysis Matrix (Template 2a)

2.2. Identifying the desired situation of the school and comparing with the current situation (Template 2b)

2.3. Defining the objectives of the School Preparedness Plan (Template 2c)

2.4. Identifying and prioritizing solutions/ activities (Template 2d)

2.1 Completing the Analysis Matrix (Template 2a)

The Analysis Matrix uses data from the synthesis exercise at the end of the school assessment and is one of the primary steps in developing a School Preparedness Plan. The following charts are examples of completed entries in the Analysis Matrix. Keep in mind that every school and community's experience varies, even when responding to similar hazards or challenges, and that these examples may or may not be applicable to the situation and characteristics of your school.

To complete the matrix below, you will use the templates from the synthesis of the school assessment.

In order to fill in the column on hazards, refer to the Vulnerability Synthesis Matrix and the Capacity Synthesis Matrix that were developed during your school assessment process and extract the hazards that were identified in that exercise.

In order to fill in the column on vulnerability, you will utilize the Vulnerability Synthesis Matrix to copy all vulnerabilities that were identified and place them in the vulnerability column in the row that corresponds to the appropriate hazard. Some vulnerabilities may relate to various hazards or various vulnerabilities can be linked to one single hazard.

When identifying and understanding vulnerabilities, it is also important to reflect upon their underlying causes. For example, if your team identifies lack of swimming knowledge as a vulnerability, it would be important to discuss the possible root causes before formulating an action plan. Cultural or religious beliefs, inability to afford swimming lessons, lack of adults with the knowledge to teach students, or gender roles preventing young girls from swimming are all possible factors which could need to be addressed before implementing a successful intervention.

In order to fill in the column on capacity, you will copy all capacities identified by the team in the Capacity Synthesis Matrix and input them into the capacity column in the row that corresponds to the appropriate hazard.

The team should then analyse the vulnerabilities and capacities associated with each hazard to determine the risks, which will then be filled into the risks column.

Once you have completed the first four columns, you are ready to proceed with the analysis and arrive at conclusions. The analysis will be included in the last column. It will highlight the relationship between these components and the effects they have on the school.

Let us see the following examples:

Template 2a. Analysis Matrix */ Example 1*

Hazard	Vulnerability	Capacity	Risks	Analysis
Flooding Frequency: High Intensity: High	School in a low-lying area. Poor school design for evacuation. Children and teachers do not know how to swim.	Evacuation drills are practiced regularly and protocols are well-circulated among staff and other actors.	Drowning	Capacity has been increased through evacuation training and protocols, however, vulnerability is still present due to physical characteristics of the school that affect a rapid evacuation, and a lack of swimming knowledge of children and teachers; therefore the risk of drowning is still present. This requires a life-saving action. Since the frequency and intensity of flooding are high, this risk is classified as high and requires immediate action.

Template 2a. Analysis Matrix */ Example 2*

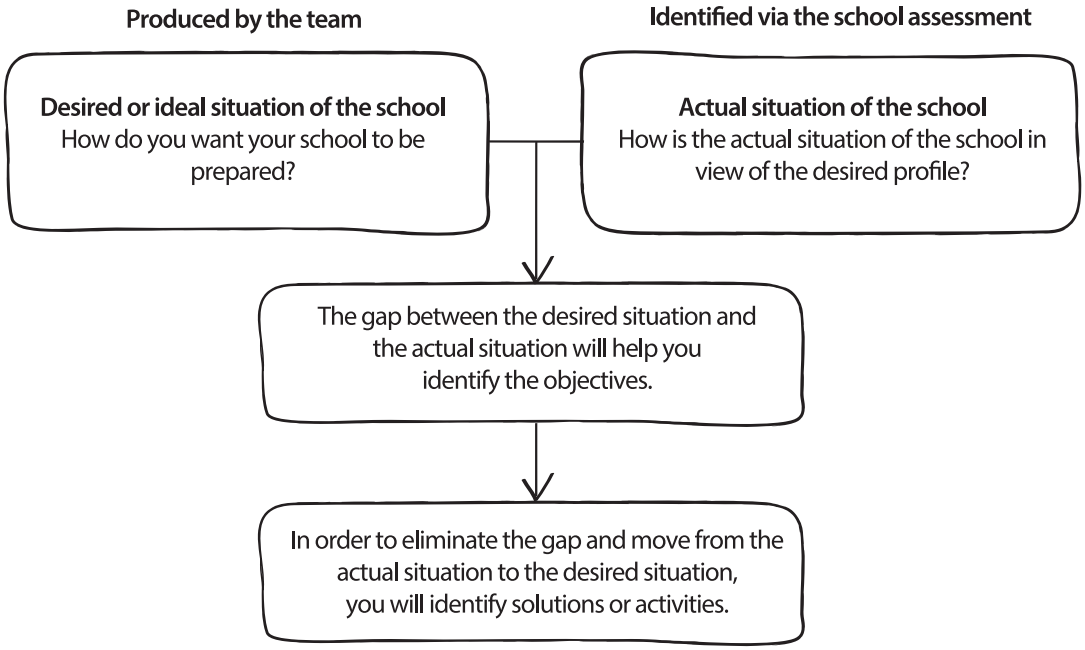
Hazard	Vulnerability	Capacity	Risks	Analysis
Burning of agricultural waste Frequency: High Intensity: High	Lack of awareness in community, especially farmers, on consequences of agricultural burning. Poor ventilation in classrooms affecting children's respiratory health.	School takes part in a public awareness campaign on agricultural burning within the community Local authorities have taken steps to improve the community's waste management system.	Health problems in children affecting learning capacities.	The overall risk has been reduced by raising awareness and increasing the capacity of the community in waste management thereby reducing one of the vulnerabilities. Still, due to the current frequency and intensity of this hazard, a continued control of the level of smoke will be necessary if the community relapses. In such a case, a contingency action or plan should be considered, such as reporting the situation to authorities or carrying out actions within the infrastructure of the school, like installing double-pane windows for the most vulnerable classrooms as an emergency procedure, thus reducing the second vulnerability.

2.2 Identifying the desired situation of the school and comparing with the current situation (Template 2b)

During this exercise, the team should define the desired situation or characteristics of their school, then compare it to the current situation of their school and develop actions required to move from the current situation to the desired situation. This process will help the team identify the gap between their current situation and the desired situation. These gaps are the areas in which the solutions/actions should focus on. The following graphic helps to better visualize this explanation.

The reason why we begin by defining the desired situation and then comparing it to the existing situation is that:

- This allows us to concentrate on the constructive and positive aspects first: what kind of safe school do we want?
- It helps to reduce the amount of time spent dwelling on what is wrong or what the school is lacking. Concentrating on the negative aspects is not recommended.
- It helps us focus on what really matters and therefore not delay the work with unfruitful discussions on many details that may not really be relevant to the plan.



Note: The final desired or ideal situation may require more than a year to be reached.

Below is an example of the comparison of the desired and current situation of a flood-prone school, resulting in the identification of gaps.

Template 2b. Comparison of desired and current situation of the school

Risk	The desired situation of the school	The current situation of the school	Gap between desired situation and current situation
Flooding in and around the school occurs frequently and children do not know how to swim	All teachers and students know how to swim All students know they should avoid dangerous locations, especially those with dangerous water	Teachers and students do not know how to swim	Children do not know how to swim
Health problems in children affecting learning capacities	The school is free of pollution from agricultural burning	Burning of agricultural waste is frequent and intense	The school is not free of pollution caused by the frequent burning of agricultural waste

2.3 Defining the goals of the School Preparedness Plan (Template 2c)

Defining long-term (within five years) and immediate (within one year) goals is key in the development of the preparedness plan: these goals will set the framework for the activities to be implemented under the SPP. The number of goals to be defined depends directly on the risks and needs identified in each school, but it is recommended to have a compact list of goals instead of too many.

For the purpose of these Guidelines, we will define a goal as the overall end result desired and expected to occur as a consequence of the intervention through activities. In other words, it is a statement of what needs to be accomplished over a determined period of time. The development of the SPP's goals should be based on the needs identified and the capacity assessment developed during the application of the School Assessment Tool.

Goals set the framework for activities that should be implemented to close the gap between the current and desired situation of the school. The goals should be developed in a way so that they lead to: (i) reducing vulnerabilities and (ii) enhancing capacities.

For this School Preparedness Plan, the long-term goal will correspond to the vision of a three to five year period that will require the implementation of various one-year Preparedness Plans. It expresses the desired, long-term situation. Short-term goals should be achieved within a one-year period and are more specific, leading to the identification of a group of activities or a specific activity.

The following examples of long- and short-term goals correspond to a school in a region prone to hazards, especially storms, located close to a river and with a history of being flooded every year during the storm season.

Below you can find examples of long-term and short term goals, defined based on the desired situation identified at the beginning of the planning process:

Template 2c. Goals of the School Preparedness Plan

Long-term goal (5 years):

Enhance capacities of teachers and students to reduce their vulnerability to natural and other hazards.

Short-term goal (1 year):

Ensure that all third and fourth grade students learn how to swim to avoid drowning during floods.

2.4 Identifying and prioritizing solutions/ activities (Template 2d)

Using the information from the desired situation and the goals, your team will list risks also identified as problems requiring solutions. As you develop these solutions, you will realize that some of these actions can be implemented wholly by the school and school-community while some actions and solutions require external assistance.

As you identify potential solutions/activities, consider the following areas that each one will address:

- **Human Resources:** including need for knowledge and skills; labour (individuals providing support); and technical expertise (experts providing support).
- **School infrastructure:** characteristics in the infrastructure that can negatively affect the school.
- **Location/geography:** physical characteristics in and around the school that can affect preparedness (for example, being located in a low-lying or flood-prone area).
- **Regulations:** lack of/need for regulations, enforced rules, protocols or practices.
- **Communication:** the degree to which the school is able to inform and engage with students, parents, teachers and the community.
- **Networks:** relationships or associations between the school, the community and other stakeholders that can support the preparedness of the school.

Once you have analysed the hazards, vulnerabilities, capacities and risks of your school and surrounding community and identified solutions or actions, you will prioritize the risks and the corresponding actions so that when you begin preparing the plan you will be able to define their urgency, relevance and feasibility.

- **Urgency:** refers to the degree to which the risk requires immediate action. The more urgent the risk is, the timelier the response should be.
- **Relevance:** refers to the degree to which the solution is related to the risk. The more relevant a solution is, the more it will directly affect the risk. Focus first on the most relevant solutions.
- **Feasibility:** refers to how practical and possible the implementation of the solution can be.

It is vital to assess risks and hazards based on their overall frequency and severity since most of the frequently occurring and severe hazards pose a more significant potential threat. We also need to consider how vulnerabilities affect the school's preparedness when facing hazards.

Prioritization should also consider the means at the team's disposal to reduce vulnerabilities and overall risk. The two main ways to reduce vulnerability and risk are by: i) maximizing existing capacities by utilizing existing resources already available to the school and community and ii) building school capacity by enhancing or developing existing and new capacities to address specific risks.

Priority should be placed on risks which pose the most significant threat to your school and community. It is important to keep vulnerable

or marginalised groups at the centre of the discussion, as the risk for vulnerable groups, especially women, or those with special needs can be far greater than for others.

Every school and community is unique in terms of physical, social and geographical characteristics as well as needs and limitations. Therefore, prioritizing will vary from school to school.

Keep in mind that more than one activity can have the same priority if the conditions are given. In the template below, you will be able to fill in the activities per gap, identifying those activities that are completely under the responsibility of the school and those activities for which the school needs the assistance of the BOET, DOET, People's Committee or other relevant authority. In the case of activities that are to be implemented by the authorities, such as construction or other large-scale projects going beyond the capacity of the school with the support of parents and the community, the planning team needs to consider including activities that the school will complete such as preparing the request to the authorities and following up on this request.

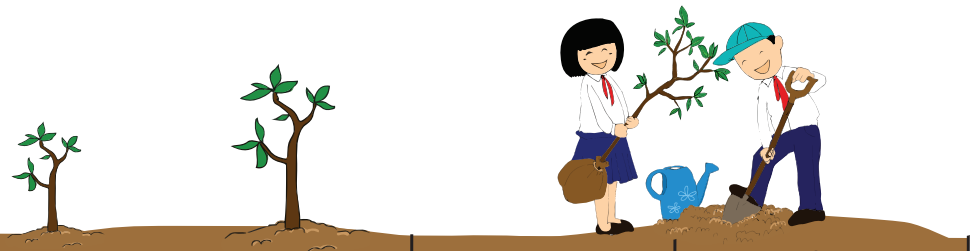
Giving an activity a lower priority does not mean that it is less important. It may mean that it is less urgent, for example.

Template 2d. Identifying and prioritizing solutions/activities

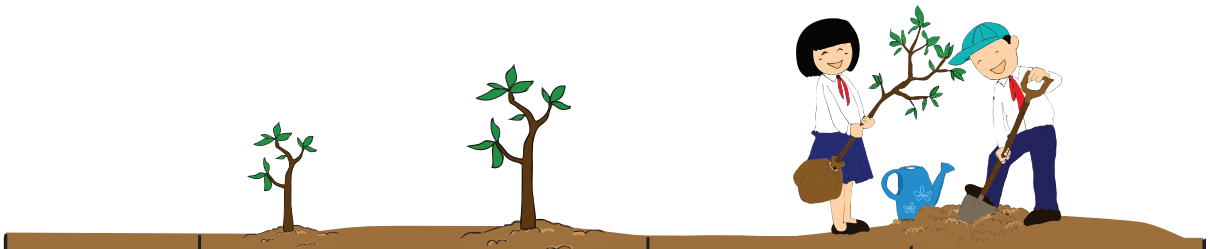
Gap between desired situation and current situation	Solutions/activities			
	Implemented by the school	Priority	External assistance required	Priority
Children do not know how to swim	Provide swimming lessons to students	1	Improve the drainage system that is causing flooding in and around the school	2
	Regularly conduct evacuation drills	2		
The school is not free of pollution caused by the frequent burning of agricultural waste	Carry out awareness raising activities in the community on the dangers of agricultural burning	2	Upgrade the school's ventilation system	1
	Prepare a proposal to request that the local education authorities upgrade the school's ventilation system	1		

The following checklists provide some examples of activities that may come in handy when identifying and prioritizing activities for your plan.

Activities for hazards



	Prior	During	After
Infrastructure and facilities solutions	• Construct and/or upgrade school facilities in safe locations as well as facilities surrounding the school in a way to ensure safety. • Prepare safety equipment (first aid kit, life jacket, fire, helmet, communications, sign boards, etc.) and equipment for search and rescue during an emergency. • Plant trees for protection against wind, storms, heat and landslides. Make sure to plant the appropriate trees. • Prepare necessary equipment to fix schools after an emergency. • Prepare radios and flashlights with batteries to keep in a safe, accessible location. • Have the necessary equipment or resources for students with special health requirements, such as asthma. • Identify places of possible fires and minimize the risk.	• Relocate school property to a safer place (in cooperation with local authorities). • Provide safe shelter for communities during an emergency, if appropriate. • Ensure food security and water quality for children. • Make toilets work if damaged or Identify safe sanitation options (set up temporary sanitation facilities). • Ensure property protection. • Support children with disabilities and children in high risk districts.	• Clean the school. • Fix/repair school facilities as well as facilities surrounding the school to ensure safety. • If the school is severely damaged, relocate to another location where students can be together with their teachers and other students. • Check all rooms and areas for possible missing persons • Provide the search and rescue team with maps of the school and electrical system. • Determine if threats such as broken glass remain. • Organise waste disposal.
Non-infra-structural solutions (teaching, learning and management activities)	• Develop an evacuation plan in cooperation with local authority. • Provide training/capacity building for education managers and teachers on disaster risk reduction. • Integrate disaster risk reduction into formal and extracurricular educational activities. • Conduct awareness-raising activities in schools and communities. • Implement school risk assessment and planning.	• Make sure to account for all students and report any missing students. • Check up on students' families and their homes and distribute supplies.	• Assessment of disaster consequences. • Develop plans for recovery based on damage assessment; have a team trained and readily available for this. • Re-open school if there is temporary closure.



	Prior	During	After
	• Establish a procedure to receive and distribute supplies and other assistance. • Organize safety skill training for teachers and students on swimming, first aid, fire, electricity and road safety including walking safely to school, etc • Organize test drills on various emergency situations and evacuations in school. • Motivate parents and community members to identify potential risks in their homes so they can take the necessary measures to ensure safety of the children and their families. • Keep equipment for extinguishing fires. • Encourage students to develop a plan for their homes. • Unify terminology among all teachers, staff and students. • If the school is in an area prone to lightning storms, install a lightning conductor. • Share a list of school disaster team contact information and responsibilities and have an alternative plan in case someone is not at the school during an emergency. • Have a village/community evacuation plan at hand.	• Organize a volunteer assignment sheet and prepare to receive volunteers if needed. • Calm everyone to not generate stress / anxiety. • Identify message runners in case all other means of communication do not work.	• Give proper care to teachers and students (psychological distress). • Coordinate with communities to conduct necessary recovery methods. • Review and update teaching and learning activities on disaster risk reduction for teachers and students. Review and update cooperation with parents and communities.

Activities for Climate Change and Biodiversity

Theme	Solutions
 Energy	• Conduct an energy audit by keeping energy saving diaries at home, school and offices (lighting, cooking, air conditioning, etc.). Keep a monthly comparison of electricity bills • Organize energy saving competitions between classes, schools and households • Promote the use of low-emission vehicles such as bicycles • Raise awareness and promote energy saving at home, school and offices
 Water	• Conduct water saving diaries and water use audits at home, school and offices • Survey and protect water sources by conducting field surveys and designing actions to address any vulnerabilities observed • Raise awareness and run campaigns on water saving at home, in schools and in communities
 Waste management	• Collect garbage and implement waste management plans at home, in schools and in communities. Implement all safety measures when working with garbage • Raise awareness and run campaigns on waste such as book/clothes/toys exchanges, organise 'reduce, reuse, recycle' or no plastic days, etc. • Apply composting, 'reduce, reuse,recycle', food waste management, etc. at home, schools, communities
 Biodiversity	• Plant and maintain local and adaptive plants and trees in and around schools • Take advantage of outdoor teaching and learning opportunities • Raise awareness and run campaigns on biodiversity and nature conservation in and around the school
 Others	• Control pollution (noise, water, chemical and waste pollution from local producers, households, schools etc.) in and around schools and communities • Promote the consumption of locally-sourced products over products that have a larger ecological footprint • Promote less chemical use • Promote ecologically-friendly packaging • Record and promote traditional wisdom in environment protection

Task 3 – Developing the Activity Plan

For each activity or group of related activities identified by the planning team, a corresponding action plan for the activity will be developed, using Template 3. Template 3 will be repeated as many times as needed, depending on the number of activities you will implement as part of your Preparedness Plan.

3.1 Describing the activity (Template 3a)

First, you need to clearly describe the activity that you want to implement according to the analysis of the situation, as illustrated in the following example.

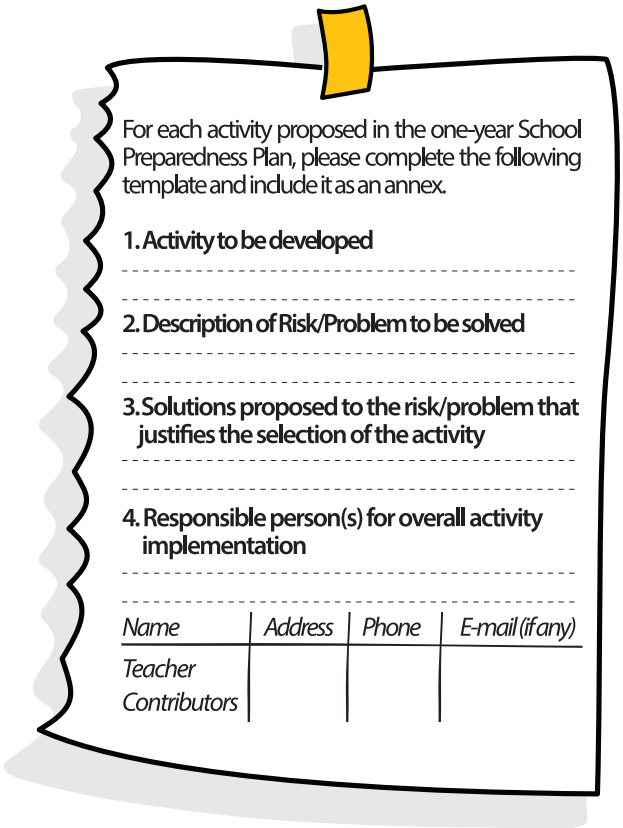
You need to clearly describe the risk identified and the solution you propose. You also need to identify the people who will be responsible for the implementation of the activity. For example, in case you are developing swimming lessons, the school principal or vice-principal could be in charge together with the physical education teacher.

The following need to be identified in order to develop the activity plan:

1. Activity to be developed (Template 3a)
2. Description of the risk/problem to be solved (Template 3a)
3. Solutions proposed to the risk/problem justifying the selection of the activity (Template 3a)
4. Responsible person(s) for overall activity implementation (Template 3a)
5. Expected results (Template 3b)
6. Timeline of the activity (Template 3c)

For each activity proposed in the one-year School Preparedness Plan, please complete the following template and include it as an annex, as shown in the example below.

Template 3a. Description of the activity



For each activity proposed in the one-year School Preparedness Plan, please complete the following template and include it as an annex.

1. Activity to be developed

2. Description of Risk/Problem to be solved

3. Solutions proposed to the risk/problem that justifies the selection of the activity

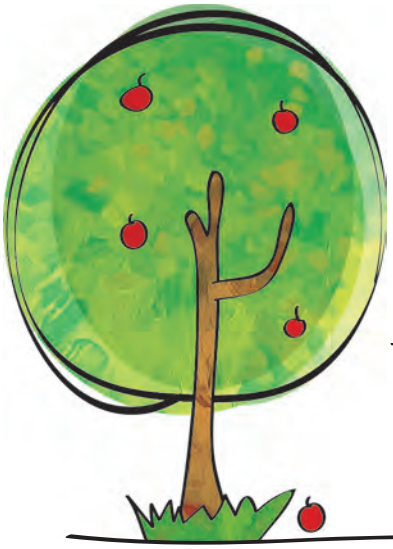
4. Responsible person(s) for overall activity implementation

Name	*Address*	*Phone*	*E-mail (if any)*
Teacher Contributors			

3.2 Defining the expected results of the activity including performance indicators, targets and means of verification

Next, you will enter the expected results of each activity, including performance indicators, target and means of verification, in Template 3b. It is recommended to have no more than three expected results per activity. Please see the example below.

Template 3b. Expected results, performance indicators, target and means of verification



5. Expected Results

Expected results 1: By [MONTH] [YEAR], students from Grades 3 and 4 know how to swim and understand the importance of knowing how to swim, following the implementation of the specific training.

Performance indicator(s)	Target	Means of verification
Percentage of participating students awarded certificates of completion for a basic swimming skills class.	80 per cent of participating students (100 students of Grades 3 and 4) are awarded certificates of completion of swimming practices.	List of participants receiving certificates with photos of the event.

An **expected result** describes a concrete, visible and measurable change, as an effect of the implementation of the activity. In other words, it indicates how a specific situation is expected to be different from the current situation. For this reason, it should articulate what will be different rather than what will be done.

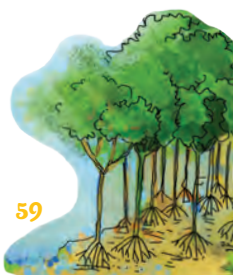
The definition of expected results is based on the short-term objectives that have been defined in the previous section. For each activity, you can have one or more expected results, but it is not recommended to have too many.

To help with the formulation of your expected result, you can use the acronym "**SMART**". You will check that the expected results are written in a way in which they are:

- **Specific**: the expected result has to be exact, distinct and clearly stated. It should express the nature of expected changes, who are the beneficiaries, the scale of the intervention (for example the whole school or selected grades) and others.
- **Measurable**: It has to be qualitatively and/or quantitatively measurable.
- **Achievable**: It has to be achievable given the human and financial resources available in the school and the community, or made available to the school. In other words, it needs to be realistic.
- **Relevant**: It has to contribute to achieving the overall objective and respond to specific and recognized needs or challenges identified by the school.
- **Time-bound**: It has to be achievable in a stated time-frame or implementing period.

Results are the benefits or effects of completed activities or projects. Remember, when formulating expected results, to focus on the changes expected rather than on the activities to be carried out.

Results are often formulated in the past tense, as they describe the end situation expected after the intervention has taken place. Completed activities or projects are not results. When writing an expected result, use "change language" instead of "action language". See the examples in the table below.



Action language (not recommended)	Change language (recommended)
"To organize swimming lessons for students" Why does this example need to be improved? • It expresses results from the provider's perspective. • It focuses on the completion of an activity. • It does not follow the SMART criteria: it is not specific, relevant, or time-bound.	*"By August 2016, students from Grades 3 and 4 learned how to swim following the implementation of specific trainings"* • It describes changes in the conditions of beneficiaries (the students). • It sets precise criteria for success. • It focuses on results, leaving options on how to achieve them (how this will be achieved will be clarified in the implementation strategy). • It is written in the past tense, meaning it describes what the situation will be after the result has been achieved.

For each expected result, performance indicators and associated targets and means of verification need to be identified, specifying exactly what is to be measured and along what scale or dimension.

Performance indicators are the unit of measurement that specifies what is to be measured along with a scale or dimension. Deciding on a performance indicator will allow you to track the progress and assess the effectiveness of the interventions and identify if the intended results were attained. The performance indicator needs to be easy to monitor, which means that finding, recording and presenting the data should be feasible.

Indicators help determine trends: is the situation improving, staying the same or getting worse?

Examples of a performance indicators include the number of students trained, the percentage of girls trained, the number of broken windows repaired and so on.

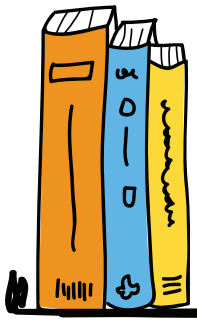
Quantitative indicators are statistical measures; measurements are numeric (percentage of, number of), for example: number of students trained, of which 50 per cent are female.

Qualitative indicators require narrative description of their status. Qualitative indicators can be useful for analysing features that are not easy to measure, such as perceptions or quality. For example: quality of the training for students.

Qualitative indicators can often be subjective or difficult to verify, but provide a measurement of progress capturing the essence of the achievement. Therefore, the planning team (including students as beneficiaries, when possible) needs to agree on the criteria to monitor the quality of the indicators as they define the expected results.

Ideally, when defining indicators, both quantitative and qualitative features should be included. This is known as a **mixed indicator**. An example of a mixed indicator is: the number of children who are trained for swimming and can swim alone for 10 meters and float unassisted for 5 minutes, as a result of swimming lessons.

Sometimes it is not enough just to consider numbers when developing a plan. You may be able to train 500 teachers but if you are not sure about the quality of the training received and about what they are capable of doing with such training, you cannot be sure of the overall success.



Quantitative Indicator	Number of students taking swimming lessons.
Qualitative Indicator	Quality of the training for students.
Mixed Indicator	Number of children trained for swimming who can swim alone for 10 meters.

A target specifies a particular value or number for an indicator to be accomplished by a specific date in the future. An example of a target for the above-mentioned indicator would be that 25 students, including 12 girls, were trained.

The means of verification is a specific source(s) from which the status of performance indicators can be determined. Keeping record of the evidence and documenting the "before" and "after" is an important step towards reporting achievements. For example, if the school had broken windows that were replaced as part of the implementation of the Plan, the report should include photos of the broken windows and of the same windows where the glass has been replaced.

3.3 Establishing sub-activities with a timeline and responsible persons

After defining the main activity, expected results and accompanying indicators and targets, it is essential to have a timeline for the activities and sub-activities. The team will develop the sub-activities needed to achieve the expected results.

Defining the timeline allows you to plan the implementation of sub-activities. The timeframe for each of the activities should be decided based on different variables such as the availability of internal resources, the time that the school needs to mobilize support from external resources, the school calendar and so on. It is recommended to work on a 12-month timeframe, however, it can be changed depending on the actual situation.

The timeline also includes the person or persons responsible for the implementation of each activity. This person is in charge of coordinating the use of the different resources and ensuring the monitoring of the results.

The team should consider the different roles of men and women, while not perpetuating gender stereotypes in terms of the duties that are assigned to the different individuals and at the same time make sure that people with disabilities and from ethnic minority groups are attributed responsibilities according to their capacities, knowledge and expertise.

Template 3c. Timeline of Activities

6. Timeline of activities													
Example of sub-activities for the activity: teaching students to swim	**Timeline (months – mark with x)**												**Person responsible for overall coordination of each sub-activity**
	1	2	3	4	5	6	7	8	9	10	11	12	
1. Establish a swimming teaching team with at least one (1) physical education teacher and/or swimming teacher, and four (4) teachers, ideally two (2) males and two (2) females and one staff from the Commune People's Committee. Note: This team will be designated by or invited to participate by the school principal or vice-principal. It is necessary to make sure there is quality expertise.		x											School vice-principal in coordination with representative of Commune People's Committee (CPC)
2. Hold **meeting** between the swimming teacher, vice principal and Commune People's Committee (CPC) staff to develop the content of the training sessions.		x											School vice principal, CPC
3. Identify a swimming location.				x									Swimming teacher
4.Request permits for the organization of the swimming lessons.		x											School vice principal, CPC
5.Provide training on swim methods and techniques for swimming teaching team (at least four teachers) for them to support the swimming teacher.			x	x									Swimming teacher, school vice principal, CPC
6. Prepare necessary equipment and supplies for swimming practice to ensure safety (for example, through protective cage for children if they learn to swim in a river).				x	x								Accountant and responsible for school facilities, CPC staff, parents
7. Develop and share guidelines on swimming safety and basic first aid skills to inform on the activity and its importance.					x	x							Swimming teacher, school director, CPC
8. Implement swimming lessons ideally with support of a trained lifeguard.						x	x	x					Swimming teacher
9. Test students and assess results of the overall activity and to determine quality.						x	x	x	x				Swimming teacher, school principal, CPC
10. Draft brief report as evidence of the experience.									x	x			School vice principal, CPC

3.4 Identifying required resources for the activity (Template 3d)

To facilitate the implementation of activities, it is crucial to define which resources are required. This task involves assignment of available resources in an effective way and the search for resources externally to the school (with Commune People's Committee, BOET and others) if these are needed. The identification of available resources is based on the analysis of capacities from the data obtained through the school assessment.

For each activity, the team will determine which resources are necessary for implementation. For example, a mesh or cage-like structure may be needed to ensure the safety of children who learn to swim in a river, glass must be purchased to substitute broken windows panes or an electrician may be required to check the electrical system's safety.

Once the team has identified the resources, which will also include human resources, a revision of the resources available within the school, taking into account those included in the analysis of the capacities, will help to determine the resources that need to be found elsewhere. There are good examples of schools being able to mobilize support, such as an electrician like in the example above, from parents or community volunteers. It may be that if the school has an open, participatory policy, parents and community members may have already volunteered resources and are noted in the capacity list.

Remember that during the assessment, the capacities have been categorized in the following way: human resources, infrastructure, network availability, location/geography/ topography and others.

Some types of resources which should be considered are as follows:

- Labour can refer to staff in a school or any other acquired labour on a paid or voluntary basis. In this way, labour can be seen not only as the use of professional labour services, but also as parents or community members who volunteer to help the school, for example, with planting trees, fixing a damaged wall, or completing other tasks. It is important to maximize the resources present in your community.
- Technical expertise refers to support given by experts who provide specialized assistance for the activity, for example, technical support by students of the College of Agriculture and Forestry or from an expert swimming coach.
- Equipment refers to physical goods such as fire extinguishers, hoes or shovels that the school may own or that can be mobilized from the private sector or local community.
- Supplies refer to items such as paper, gloves, seeds and trees, among others. They can be purchased or provided by the local community, authorities, donors or the school itself.
- Permits refer to the official approval given for activities to take place and are essential for the implementation of the majority of activities.

After deciding upon the required resources, the next step is to consider the quantity of resources, the time when the resources should be used and the sources from where the school can mobilize funds or engage in other cost-saving means to acquire the resources, such as donations, support from other persons or institutions and other means. The identification of a person(s) who will be responsible for resource management for the implementation of the School Preparedness Plan is a key component for effective implementation.

When determining resource requirements, the team should provide the following information for each of the resource categories mentioned above:

- **Quantity**: the estimated amount of a resource required for the school to complete the activity.

- **Time when resource is required**: the date from when the school will need the resource to carry out the activity as well as the duration of use of the resource.
- **Source(s)**: the origin of the resource, where schools can take or mobilize the resource from.
- **Person(s) responsible for resource management**: the person(s) who will be in charge of managing the resource, including monitoring the efficiency and effectiveness of resource use and drafting reports on resource utilization.

Following is an example of a completed matrix showing how to organize the required resources with examples of each of the resource categories:

Template 3d. Resources required for the activity

7. Resources required for the activity					
Required resource	**Description of resource required**	**Quantity (estimate)**	**Time when resource is required**	**Source (who will provide the resource)**	**Person responsible for resource management**
Labour (for example: students, teachers, Parent Association, community members, Youth Union, Women's Union, the private sector, others)	Physical education teacher from the school, supporting teachers, Youth Union representatives, Parents Supporting teachers/instructors (school teachers or Youth Union)	7-8 persons	Feb – Sept 2014	School, Youth Union, PTA	School Principal/ Vice-principal
Technical expertise (for example: technical support by students of College of Agricultural and Forestry, expert in swimming lessons)	Swimming teacher Lifeguard	3 persons	Jun – Aug 2014	Red Cross Youth Union	Vice-principal
Equipment (for example: fire extinguisher, hoes, shovels)	Life jackets, surrounding nets or safety cage, bamboo poles, ropes, swimming goggles, towels, horns, first aid kit	10 life jackets, 25 m2 surrounding nets or safety cage, 10 long bamboo poles, 20m ropes, 15 swimming goggles, towel, 1 horn, 1 first aid kit.	May 2014	Contribution from parents, Mobilization from donors	School Principal/ Vice-principal, CPC
Supplies (for example: paper, gloves, seeds, trees)	Swimming lesson materials	N/A	May 2014	School budget	Swimming teacher
Permits (for example: permit from Peoples' Committee or from District Department of Education or other)	Request for permits from CPC to organize swimming teaching in the location near the school	N/A	Start from Jan 2014	CPC, District Division of education and training	School Principal

Note: for those cells that are not relevant to the activity please indicate "N/A" (not applicable).

3.5 Producing the budget (Template 3e)

Required costs may be categorized in the areas described above when drafting your budget. Below are some examples corresponding to each category:

- **Labour**: hiring of teacher for five full days.
- **Equipment**: fire extinguishers, hoes or shovels, to be purchased.
- **Technical expertise**: technical support by students of a College of Agricultural and Forestry, who will need transportation expenses.
- **Supplies**: paper, gloves, seeds, trees, etc.
- **Permits**: permit from Peoples' Committee or from District Department of Education and Training or other authorities.

The budget allows us to know how much funding is needed so that we can adjust it according to the following:

- Funds available from the school or Parent Association.
- Funds that can be raised with authorities.
- Funds that can be raised with donors, including neighbours, private sector companies and others.

The following table provides an example of a budget chart used for the organization and calculation of costs using the example of the three budget categories: labour, equipment and technical expertise. The budget is for the example activity of providing swimming lessons to students at a flood-prone school. This is just a sample budget for your reference. Unit costs are not necessarily accurate to your reality.

Template 3e.Budget of the activity

8. Budget of the activity			
Item	Units/ Quantity	Unit cost	Total
Labour			
School teachers (for support)	4	0	0
Parents (for support)	4	0	0
Subtotal			0
Equipment			
Swimming suits	10	80,000	800,000
Lifejackets	10	150,000	1,500,000
Safety net	1	1,200,000	1,200,000
Subtotal			3,500,000
Technical expertise			
Expert swim coach	2	750,000	1,500,000
Lifeguard	1	250,000	250,000
Subtotal			1,750,000
Others			
Bus (transportation to swimming site)	1	1,750,000	1,750,000
Snacks and drinks	1	250,000	250,000
Subtotal			2,000,000
Total			7,250,000 VND

Task 4 – Preparing the monitoring and reporting of the implementation of your School Preparedness Plan

4.1. Preparing the monitoring

Monitoring is an ongoing process that regularly measures progress towards expected results. It should be carried out without slowing or impeding implementation. Monitoring allows for schools to make changes to ensure that they stay on track and adjust to changing needs.

Regular monitoring will allow the school to check that all information in the preparedness plan remains relevant and actions are responsive to an evolving context.

Let us check the following example. A school planned to train teachers and students to swim in a nearby river. New information has been received indicating that the river has been severely polluted after a truck carrying chemicals fell into the water. The school needs to immediately change the location of the swimming lessons.

Establishing a monitoring framework also allows schools to identify possibilities for improvements or adjustments and to continuously support a culture of safety and preparedness in the school.

The school should bring together stakeholders to review the SPP's implementation progress. Monitoring meetings can be organized quarterly or whenever needed (such as after a significant disaster incident) to ensure that activities are implemented effectively and according to the plan. For each activity, an assigned person will be responsible for the monitoring. An overall monitoring focal point should be assigned to ensure close follow-up on monitoring of expected results.

Monitoring activities should happen naturally. They should not be a burden on those assigned to monitor. A positive attitude is required when monitoring. This means that when we monitor, we try to identify areas which need to be changed or made better. There is no need to adopt a "police" attitude and try to point out who made every little mistake or wrongdoing. Those issues should be dealt with through dialogue in order to be solved and not repeated. This is about lessons learned. It is about team work and finding joint solutions.

The following is a template that will be completed for the monitoring of each activity. It will be filled in during the period of implementation, for example, throughout the school year.

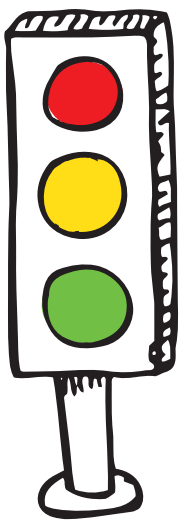
Activity 1

Expected Results	Indicators	Targets	Deadlines	Status	Comments
1					
2					

Template 4a. Monitoring Chart for each activity

Expected results, their indicators and targets are copied from the plan into the chart. Deadlines are taken from the plan timeline. This should be done at the very beginning of the plan implementation, right after the plan is approved. Status and comments are filled in during the monitoring.

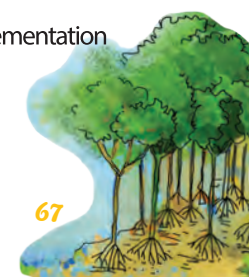
As a suggestion, a red, yellow and green light system can be used to provide a quick and sound idea of the status of implementation of each expected result. Each colour should be used as follows:



RED
Low or non-implementation
(less than 25 per cent)

YELLOW
Partial implementation
(25 to 95 per cent)

GREEN
Full or nearly full implementation
(95 to 100 per cent)



Template 4a will be completed for each of the activities in the plan. The information contained in the activities' chart, will be used to complete the summary monitoring chart for the overall plan implementation. The information contained in the individual monitoring of each activity will be integrally copied into the format ones.

The template below allows the team to consolidate all activities and to assign responsibilities to record the work done during the monitoring.

The example below presents a completed monitoring summary chart with different statuses and comments for each expected result of an activity. A careful review of the example allows schools to understand the relationship between indicators, targets, deadlines and the reported status. Comments made by monitors will give a clear and concise explanation of the reasons for not achieving a result, of difficulties encountered in the process, or of recommendations to redirect the work.

Template 4b. Summary monitoring chart for the overall plan (all activities)

Activity: Management of the School Preparedness Plan Implementation					
Expected Results	**Indicators**	**Targets**	**Deadlines**	**Status**	**Comments**
1. The SPP will be updated at least once a year, and whenever necessary such as after each significant incident, or if the proposed activity is no longer relevant	Frequency of revision	At least once a year, and upon the completion of partial results	12 months		Revised after Typhoon Haiyan
2. School Protocols endorsed by local Committees for Flood and Storm Control, and published and communicated to all stakeholders	Number of protocols drafted	At least five protocols developed	Within 3-6 months		Protocols drafted and reviewed for floods, storms, fire safety.
	Number of protocols officially approved	At least five approved	Within 8 months		Three protocols submitted for review
	Number of stakeholders informed	600 students, school staff, parents, and community network members	Within 1 year		Shared for comments but awaiting official endorsement
3. Emergency drills and rehearsals implemented and drill procedures conveyed to all stakeholders	Number of drills implemented Number of stakeholders informed	At least two per year. 600 students, school staff, parents, and community network members	Yearly		Emergency drills for fire scheduled next month

Once the information is entered into the table above (first three columns), the Monitoring Focal Point will need to produce a monitoring matrix or chart to closely follow the implementation of each activity and expected results from the preparedness plan.

- Indicating whether the expected results have been achieved (yes, partially, no). If partially or no are indicated, provide a very brief explanation for this. For example, if official endorsement of the protocols is still pending due to administrative delays, explain when they will be endorsed.

4.2 Preparing the final report

As a result of the monitoring process and the implementation of the preparedness plan, the team, with the monitoring focal point, will need to conduct an analysis and draft a brief report which will include the key findings, lessons learned and recommendations which should be shared in a form understandable to all stakeholders in the school network and community. These will serve as the basis for future efforts to implement and revise the SPP.

Some recommendations for the reporting on the implementation of the School Preparedness Plan are:

- Be concise and brief. Long reports imply a lot of work and are not always fully read because people are busy with other priorities. Begin the report with an overall picture of the situation found through the school assessment.
- Then, include the final activity monitoring charts and the summary monitoring chart. This will be updated and will show the status of achievements at the time the report is being prepared.

In addition, we recommend you include the following items:

- Challenges are defined on the basis of an assessment of obstacles and critical difficulties encountered in implementation and performance. Propose, when feasible, corrective actions and measures to overcome these challenges and to provide input for future SPPs.
- Lessons learned are an assessment of success and failure factors from which we learn to enhance our planning capacity and to avoid the same problems or mistakes in future SPP design and implementation.

The brief report will give a clear picture of the overall plan implementation.

As an example, a plan including the expected results like the three described in the monitoring chart above (plan development and update; protocols developed, endorsed and disseminated; and, drills implemented informing the community), may include the following in the report:

- **Challenges**: needing more time for protocol endorsement by School Committee for Flood and Storm Control.
- **Lessons learned**: the team in charge of monitoring should follow the implementation of the plan closely in order to have a clear overview of the whole process.

Template 4c. Producing the report on implementation and monitoring of the SPP

Cover page: Basic information
- Copy here Template 1a. School Basic Information

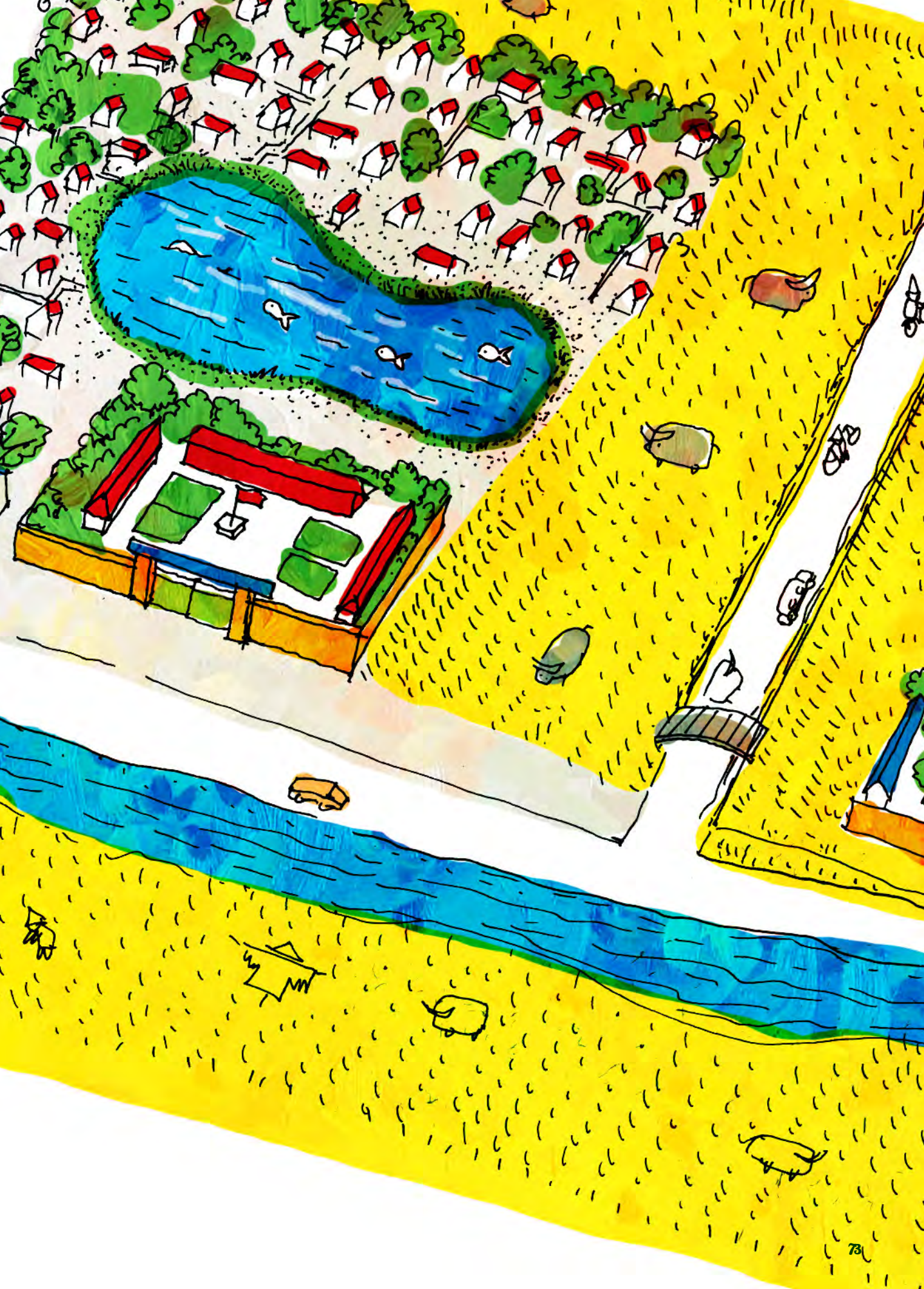
First section: Summary of situation found in the analysis
- Copy here Template 2a. Analysis Matrix

Second section: Comparison between desired situation and current situation
- Copy here Template 2b. Comparison of desired and current situation of the school

Third section: Results achieved per expected results
- Copy here Template 4b. Summary monitoring chart for the overall plan (all activities)

Fourth section: Conclusions
- Challenges
- Lessons learned
- Recommendations for revision, improvements or next SSP planning cycle

Chapter III
Protocols



Protocols are written and agreed upon procedures, roles and responsibilities that are to be followed by individuals, the school and the community within and around the school in preparation for or in response to hazards and risks. They are codified procedures or sets of rules that directly address or reduce the impact of vulnerability. Protocols also ensure that certain instructions that are agreed upon verbally are put in writing and made official and visible to all. When widely shared and clearly understood by all stakeholders, protocols will help ensure understanding, coordination and implementation among actors in the school-community.

Protocols can be created as a result of a hazard, where an event exposes a direct and immediate vulnerability that can be effectively addressed through the establishment of a protocol. Protocols can also result from the analysis of information collected during school assessments. For example, if it is found that medical records, transcripts and other important school documents are at risk of being damaged during floods, there may be a need for a protocol stating that all such documents must always be stored in a secure location in an upper level of the school. The protocol will also indicate how the documents should be stored, who has access to them and so forth.

1. DEVELOPING PROTOCOLS

Protocols can originate in the following ways:

- Education authorities, as part of functional safety committees (such as Committees for Flood and Storm Control or Committees for Fire Safety and Prevention), can develop general protocols which will be validated by the members of the committees. Following their validation, the protocols can be shared with schools which are then able to adapt them to suit the specific needs and vulnerabilities of their school, without changing official or technical instructions.
- lternatively, protocols can be proposed or developed by schools, given their particular circumstances and vulnerabilities and then presented for consideration and validation by authorities as detailed in the process in the following section.

A majority of protocols will be generated by the DOET. The DOET will then validate these protocols with functional safety committees to ensure that the content is relevant and aligned with existing national regulations and legal frameworks and existing early warning systems. The DOET will then share these protocols with the schools to be adapted to the specific risk profile and individual elements of schools, such as school building type, surrounding topography and other unique characteristics. Schools will be responsible for rehearsing and implementing the protocols. Schools can also make recommendations to the DOET to improve the efficacy and relevance of general protocols after further testing, sharing and rehearsing.

Protocols, whether generated by the school or education authorities, should ideally be developed at the beginning of the school year or in response to a disaster and reinforced during campaigns and annual events organized by education authorities and functional safety

committees at the national and subnational level, such as Natural Disaster Mitigation Day (22 May) or Fire Safety and Prevention Day (4 October).

1.1 Drafting the protocols

Protocols reflect the steps or actions that need to be taken in writing in a clear and concise way. The foremost goal of the drafting group should be to define protocols that are easy to implement, be remembered and are relevant to all students and teachers.

Protocols should take into account all aspects of a situation and consider scenarios with complications. For example, when drafting a protocol on evacuation during a disaster, it is important to keep in mind the possibility of flooded or obstructed evacuation routes in the community or city.

When writing protocols, it is necessary to review legislation, regulations and official guidance that has been established for actions to be taken in relation to different types of hazards or situations.

When drafting protocols, it is important to keep these characteristics in mind:

- **Clarity**: Protocols need to be written in a language that can be understood by everybody including teachers, parents and students, even those who have not been a part of the planning team or are unfamiliar with the risk itself.
- **Brevity**: Messages need to be concise.
- **Feasibility**: Protocols should focus on steps or actions which are realistic and possible to do in light of the circumstances.
- **Duration**: It is important that protocols identify actions or steps that can be completed quickly and effectively. Protocols should be read, understood and acted upon in a very short amount of time.

In the Section 2 of this chapter, questions and additional guidance is included to guide the development and drafting of protocols and their content.

1.2 Validating the protocols

Protocols are most valid and effective when drafted in consultation with experts, local authorities and specialized intuitions. As protocols are being written, or directly following their completion, it is beneficial to share the protocols with stakeholders and authorities in the community whose expertise could increase their efficacy. For example, when drafting protocols on fire or flood safety or response, obtaining guidance from Committees for Flood and Storm Control or Fire Safety and Prevention would greatly enhance the usefulness and relevance of the protocols.

1.3 Testing the protocols

After developing your school's protocols, your team should test them in a small group that is unfamiliar with the protocol to assess the feasibility and applicability of the protocols. This is an important step in ensuring that protocols are written and communicated in a way that they are easily understandable with no additional explanation or guidance. Testing the protocols also provides an opportunity to refine and make changes to any protocols that may require further exceptions or clarifications.

Collaborating with one or more schools in the same district or similarly-affected areas to develop and pilot protocols can be very useful, especially if done in direct coordination with education authorities, the local Committee for Flood and Storm Control, or experts in a field related to the protocol. This coordination can enhance the effectiveness of developed protocols in addition to further expanding your school's network and resources.

After testing the protocols, it may be necessary to re-submit the protocols for consultation or validation with authorities, functional safety committees or experts. Similarly, if substantial changes are made, protocols may need to be tested again before implementation and sharing.

1.4 Disseminating the protocols

The approved protocols should next be shared with schools and community stakeholders in your district, such as through orientation sessions at Community Learning Centres or other communication tools (posters, flyers, website, social networks and others). In this way, your community will be informed and stand ready to mobilize for school safety in the event of a disaster.

1.5 Rehearsing the protocols

Once the protocols have been drafted, tested, validated and shared, your school should regularly rehearse the protocols through tests and drills in order to ensure that they remain effective and in place. Rehearsing protocols not only gives your school and community an opportunity to improve the speed and accuracy in responding to school risks, but also provides a way in which you and your team can continually monitor, evaluate and, when necessary, refine protocols to maintain their efficacy.

1.6 Updating the protocols

Once developed and implemented, protocols will need to be continually monitored and may require updating or revision, depending on the changing circumstances of the school or in response to a event, such as a natural hazard. Additionally, local or grassroots committees at the commune level should follow-up with schools in their commune to support the implementation and review protocols as needed.

2. GUIDANCE AND SUGGESTIONS FOR THE DEVELOPMENT OF PROTOCOLS

The following section contains questions that can guide you to decide the type of protocols needed and their content. Samples are also included as examples or references for your school to develop your own protocols.

These questions are only examples and may not all be relevant to your school. The planning team can ask additional or different questions based on what they have learned through the school assessment process and based upon the solutions/actions the team has developed to meet the short- and long-term plan objectives.

2.1 General school evacuation protocol

The success of this School Emergency Evacuation Protocol will depend on regular drills and wide communication of roles and responsibilities.

When developing a general school protocol, you may use the following questions to guide your discussion:

- Are all designated exit routes posted in each classroom and hallway with the current location on the map clearly highlighted?
- Are stairways, doors, windows and exit paths in working condition and free of obstruction?
- Has parental and guardian emergency contact information been collected before the first day of the school year, including multiple contact sources (home, relatives, office, cellular, e-mail and others), as well as contact information of each authorized adult in charge of the children (guardians, family members, or friends)?
- Have you assigned teachers and staff for specific tasks to supervise the evacuation of their students to the designated assembly points?
- Have you identified alternative evacuation routes and assembly points in case the designated one is unusable?
- Does your evacuation plan cover all students and staff with disabilities, defining accessible evacuation paths and designating escorts to assist them?
- Do you have a school emergency response team, with staff members designated to perform roles and responsibilities during emergency situations?
- Do you have a tested method in place, such as SMS, for transmitting school emergency information and other instructions to parents, teachers and staff?

2.2 Protocol for student pick-up and release from school

In Viet Nam, the school takes responsibility for protecting the students during an emergency while they are at school. Normally parents or guardians are not recommended to pick children up at school during an emergency, as this can disrupt coordination, communication and rapid access for first responders. A school protocol for student pick-up and release can address the following:

- Making all parents aware of the main responsibility of the school to assure each student's safety while remaining at school;

- Encouraging parents to not jam access roads or telecommunication lines during the emergency;
- Establishing an orderly and reliable method for communicating information and updating parents;
- Establishing an orderly method for pickup or release of students, by authorized parents or guardians, once the situation is determined to be safe.

For example, although mobile phone technologies have been shown to play a potentially lifesaving role in disaster risk reduction, parents need to be made aware that even the most robust mobile phone networks have failed to handle the sudden spike of cellular phone call volume in many emergencies and disasters worldwide. School and public safety officials should advise parents to avoid voice calls and to use, instead, text messaging and to refrain from non-emergency use of mobile phones during a disaster. This will not only save the telephone's battery during the often-long recovery phase, but also keep bandwidth available for first responders and in-school coordination, which may save lives.

The following questions could help you develop your school safety protocol for student pick-up and release in an emergency situation:

- Do you have a school plan for the early release of students in the event of an emergency or unforeseen event (such as major storm forecast)?
- Do you have a school plan to cover a delay in the dismissal of students during unexpected extreme weather situations such as heavy lightning storm?
- Do you have a clear communication plan in place to notify, update and reassure parents or guardians about the status of students in the event of an emergency or early/late school dismissal (such as designated public bulletin boards, an automated telephone message system, e-mail/SMS message, or a school web page)?
- Do you have a tested method in place, such as SMS, for transmitting school emergency information and other instructions to parents, teachers and staff?
- Do you have a parent-child reunification procedure for emergencies in your school plan?

- Do you have a consent form for parents to sign at the start of the school year, authorizing if a student can commute to school and home alone and through what means of transportation (such as only on foot with a friend, motor scooter, school bus, etc.)?
- Are students released only to known parents or guardians who have completed mandatory emergency contact forms?
- Does the school provide all parents or guardians with family pickup identification cards to prevent unauthorized pickup of students?
- Are emergency contact forms for students submitted at the beginning of each school year?
- Are parents reminded to provide updated contact information to the school during the year?
- Are parents notified about how and when students will be trained on emergency drill procedures, where to assemble and what to expect in an emergency situation?

2.3 Fire preparedness and safety protocol

Fire safety should stand among the highest priorities for a school administrator. Fire poses deadly risks and is a potential consequence of other hazard types, such as earthquakes, droughts or lightning storms, compounding the damages and loss. Updating and maximizing the effectiveness of your safety protocols - accompanied by regular drills, training and review - assures the best chance for reducing fire risk and preventing a fire-related tragedy at school.

The following questions extracted from common practices for fire safety can guide your discussion in order to develop your protocol:

On administrative issues:

- Are school-wide evacuation drills in the event of fire scheduled at least once per year, with an after-drill review of effectiveness and needed improvements?
- Are evacuation drills conducted at least once per year in coordination with the local fire department or first responders?
- Are key school staff made aware of the location of portable fire-fighting equipment and do they receive instruction in its use?
- Do you schedule an orientation training session at the start of year and for new staff/ teachers hired during the school year?
- Is your fire equipment in working condition?

On general fire safety:

- Are regular inspections a part of the responsibility of school maintenance or security staff?
- Are exit paths and doors ever obstructed blocked in such a way that they prevent orderly evacuation?
- Are flammable or combustible materials stored near exits or impeding evacuation routes?
- Is paper or cardboard stored under stairways or other places where they might catch fire?
- Are stored materials located near light fixtures, space heaters, furnace ducts and flues, posing risks of electrical fire?
- Do school furnishings and window dressings use flame-resistant fabric?
- Are school doors inspected to be tight fitting and self-closing?
- Has your school checked the security around gas uses for cooking school lunches? Could this situation eventually be the cause of a fire?
- Has the school electrical system wiring been reviewed lately?
- Does your school have smoke detectors installed in key areas?
- Do you have a fire hydrant at your school?
- How far from your school are the local firemen? Do you have their updated contact information?
- Is staff aware that during an evacuation the last person out of the room needs to verify that the room is empty and close (but not lock) the door?
- Do you have a school emergency response team, with staff members designated to perform roles and responsibilities during emergency situations?

2.4 Protocols for typhoons and tropical depressions

Typhoons and tropical storms pose major risks to schools, causing damage from high winds, flooding, tidal surges and saltwater inundation.

Because typhoons and tropical storms are generally seasonal and are tracked nationally through satellite and hydro-metrological forecasting, a school safety protocol is a wise initiative to assure readiness to mobilize people, staff and students following storm early warnings. Your protocols can be prepared, endorsed and shared well in advance of the typhoon season and allow you to fully align your emergency drills to reinforce more precise instructions that you will receive from relevant meteorological and education authorities in these events.

Popularizing basic safety messages can save lives during a storm. For instance, many people die because they seek shelter where they may be hit by falling glass or swirling debris, such as along the sides of buildings where windows and roofing materials pose risks. Unlike during other disasters, seeking shelter on the upper floors of a building or school during a tsunami may not provide protection against the force of violent winds.

The following questions can guide your discussion to prepare a draft protocol best suited for your school:

- Have you established a Flood and Storm Control Board at the school level with roles and responsibilities assigned to each member?
- Do you have a tested method in place, such as SMS, for transmitting school emergency information and other instructions to parents, teachers and staff? Are you in contact with the experts or authorities who can update you on the situation during typhoons?
- Do you have a backup communication plan - such as motorcycle loudspeakers or community bulletin boards - in the event that cellular and landline networks are down during or after a disaster?
- Do you have drills and procedures for very large typhoons? For instance, have you identified pre-planned routes to move students in an orderly way from the school to designated shelters in more solid building structures in the event of a major disaster?
- Following a storm forecast warning, is there designated staff responsible for securing outdoor objects such as bicycles, tools and outdoor furniture, which may pose threats and cause damages if carried by high winds or floods?

2.5 Protocols for floods and flash floods

Although often a direct consequence of weather events that are forecast in advance such as monsoon rains or tropical storms, a flood can often strike suddenly and powerfully, without any warning or bad weather in the vicinity at the moment it strikes. Children often lack judgement on the extremely high risks of flood water and the health risks of flood-contaminated water.

The following questions may guide you and your team to complete a flood protocol best suited for your school:

- Are students instructed to keep away from water?
- Are children aware about the extremely high risk of flood water and the health risks of contaminated water?
- Have you instructed your school-community members to avoid rapid flood water no matter how low it is?
- Does staff know that fast moving water anywhere above the ankles is enough to sweep an adult off their feet? Is staff aware that flowing water of just half a meter in depth can move a large vehicle?
- When faced with a flooded road, are school commuters and school vehicles instructed to turn around and seek an alternate route?
- During the monsoon season, are all students instructed to avoid bathing or swimming in irrigation channels, storm drains or inland rivers in mountainous regions?

- Are students informed that flash floods can be deadly and will strike without warning, even in locations where there is no rain falling at the time?

2.6 Tsunami safety protocols

Tsunamis have had devastating impacts on coastal populations in the Pacific region. They are able to reach coastal areas that are not even considered seismically volatile and prone to earthquakes. In the 2004 Indian Ocean tsunami, more than one-third of the 230,000 recorded deaths were children. More than 1,000 schools were destroyed and thousands of teachers died.

Tsunamis can arrive without local warning, or with only a few minutes' warning.

- Is your school located in a low-lying coastal community where you should include tsunami warning drills in your annual School Plan and disaster protocols?
- Is your school aware that sudden, rapidly receding sea water from the coastline means a tsunami may be approaching? Is your school prepared and drilled to evacuate immediately to a pre-designated higher ground for safety?
- If you can feel the ground shake (earthquake) and your school is in a coastal area, is your school ready to evacuate immediately to a designated higher ground for safety?
- Does your school encourage the participation of parents in tsunami drills, thereby helping to raise awareness at home?

We hope you find these questions useful to guide your discussions. You can also invite experts to meet with the planning team and raise questions that may be even more contextualized to your local circumstances.

Remember, protocols can be updated as needed. They can also be eliminated when no longer necessary. Additionally, new protocols may be required as new issues or alerts arise.

2.7 Protocols for landslides

The following questions can guide your discussion to prepare a protocol best suited for your school, especially if you are located in an area prone to landslides:

- Are teachers and staff trained on your area's landslide risk?
- Do you observe potentially dangerous patterns of storm water drainage near your school, especially where runoff water converges together on slopes?
- Are you informed about local emergency response and evacuation plans in your community in case of landslides?
- Have you developed and shared with staff a map with clearly-marked evacuation paths?
- Did you know that flash floods may follow after a landslide or debris flow?

2.8 Protocols in the event of drought

Drought may be a relatively slow onset emergency, but it can lead to devastating consequences for schools. Drought is a hazard that has clear linkages to climate change adaptation and biodiversity loss (e.g. deforestation) and is compounded by other threats like elevated fire risk, especially when

everything is dry and there is a lack of water.

The questions below can support the preparation of a protocol for drought:

- Does your school regularly check and maintain water pipes to ensure the water supply system in your school is free of leaks?
- Do you integrate climate change and water and biodiversity conservation into school lessons, student and parent guidance and teacher training?
- Do you encourage teachers and students to implement school environmental campaigns to raise awareness of drought in the community?
- Do you replace school equipment whenever possible with more energy and water efficient appliances?
- Do you pay special attention to students who live in areas that often experience water shortage and offer special attention if possible (such as providing extra water, monitoring and support) if their situation affects their academic performance?

2.9 Lightning safety protocols

Lightning bolts are an incredibly powerful phenomenon causing injuries, damages and even death every year in Viet Nam. Here are some questions to consider when developing school protocols for lightning storms.

Outdoor lightning safety

- Lightning can strike up to 30 minutes after the last sound of thunder was heard. Even with blue skies above, do you wait 30 minutes after the last sign of thunder or lightning before resuming outdoor activities?
- Lightning can strike up to a 16 kilometres distance from the current location of a thunder storm. Does your school enforce a rule to move indoors as soon as the sound of thunder can be heard?
- Can you identify which outdoor areas and situations around your school may be dangerous during a lightning storm?
- Do you avoid wet areas around your school such as irrigation areas, ponds, lakes, rivers and swimming pools as soon as thunder is heard?
- If your school region is prone to lightning, do you develop and post warning signs around water zones, especially swimming areas?
- Do you find opportunities or plan short lessons to educate children about outdoor lightning safety?
- Do your students know that standing under trees poses a particular danger during lightning storms? Do students know to never seek shelter under a tall tree during a lightning storm, no matter how heavy the rainfall?
- Are students instructed to move away from the most elevated outdoor areas such as hills, roofs and balconies during lightning storms?
- Are students instructed to always seek shelter in school buildings, not small shelters, canopies or covered parking areas during a lightning storm? Is the school staff aware that small structures often lack infrastructure that help ground lightning currents safely into the earth, such as phone lines, metal drainage pipes and electrical wiring systems?
- Do you teach students to address the safety of domestic animals that may be in their care? For example, a dog tied by metal chain to a tree, wall, or gate will be at risk during a lightning storm.
- Did you know that a single bolt of lightning can strike a group of people at once, resulting in a larger scale emergency situation? Does your school have any of staff members that are trained in cardiopulmonary resuscitation (CPR)?

Indoor lightning safety:

- Lightning strikes can conduct through electrical equipment including phone lines and computers. Does your school have instructions to temporarily turn off or unplug valuable equipment such as computers during a major lightning storm?
- Lightning strikes can happen around plumbing, including sinks, baths and faucets. Do you instruct students to avoid these areas during a lightning storm and to inform their own families not to bathe during a lightning storm?
- Are students aware not to lie down or lean against concrete flooring or walls during a lightning storm? Concrete floors or walls often contain metal wiring and reinforcement bars, which can conduct dangerous electrical currents.

3. ADAPTING PROTOCOLS FOR SCHOOL POSTERS AND OTHER INFORMATION TOOLS

The following section provides examples of basic safety messages, such as school evacuation or flood safety procedures, which help propagate essential knowledge about protocols and the school safety plan. These can fit on classroom posters next to clearly marked evacuation maps, be integrated into art, natural and social sciences and other student lesson plans, or be designed and sent out by your school in text messages or circular bulletins for parents and students.

Basic safety messages should contain information from protocols in the clearest and most essential wording that is easy to understand, remember and pass along from person to person (such as from a student to parents).

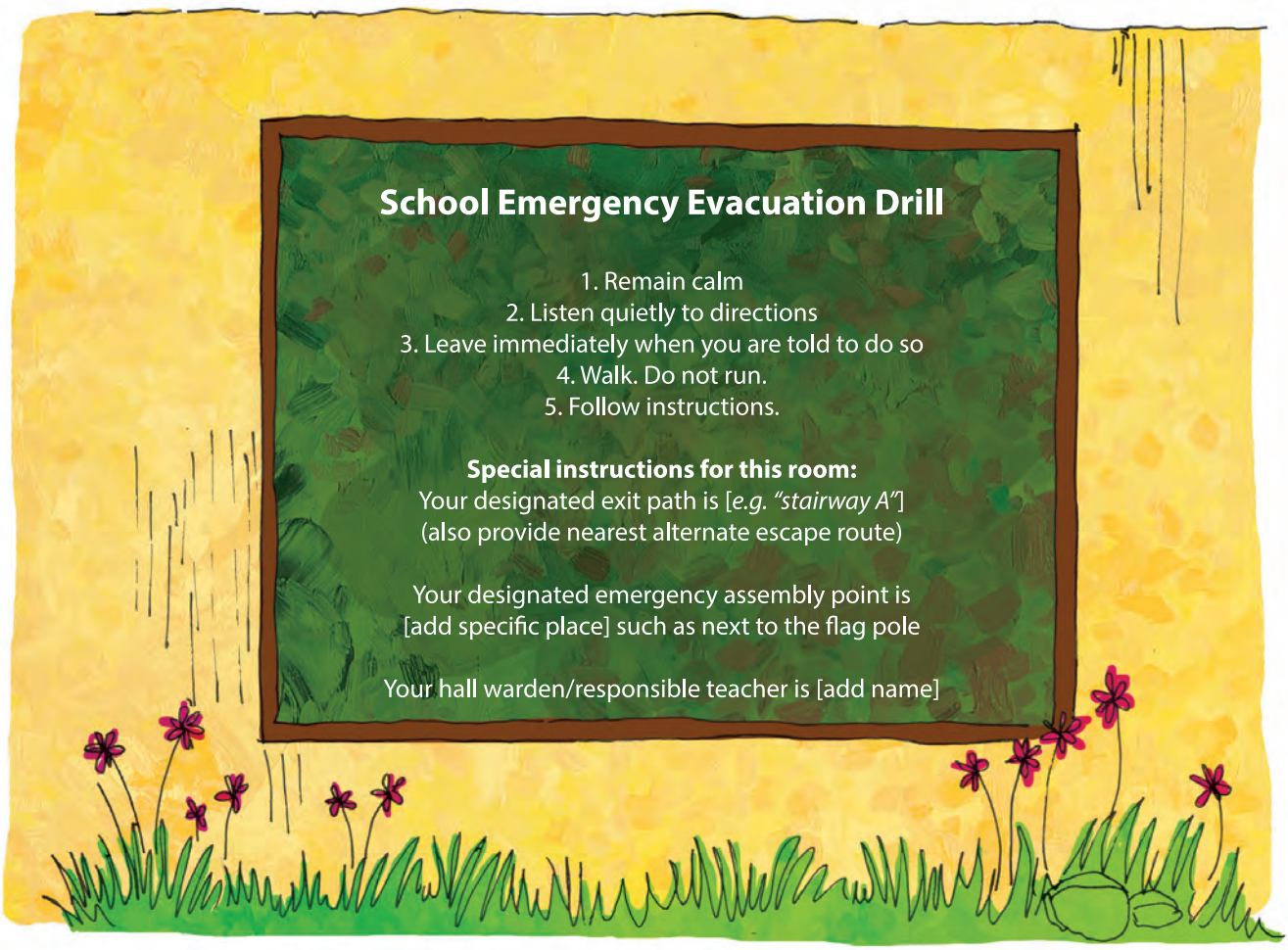
Safety information should always be widely shared within your school and community network. This can be achieved through the use of safety instruction posters, circular letters, email, websites, social networks, cellular texts and your local Community Learning Centre.

Sample classroom evacuation poster

A school evacuation map should accompany each wall poster. Your classroom location in relation to the evacuation path should be clearly marked on this map.

For a classroom evacuation poster, additional space may be added to include specific instructions for each classroom and assigned role. These may be handwritten.

Sample Wall Poster



The "special instructions" section should include room-specific information so that each wall poster designates the most direct and safest evacuation route given the individual characteristics of each location. For example:

LUNCH AND RECESS AREAS:

- Students walk to the assigned area in the yard such as the usual morning assembly area.
- Students wait in orderly lines for their teacher or other supervising adult.

OUTDOOR PHYSICAL EDUCATION/GYMNASIUM AREA:

- Supervising adult will stop play and organize students in silent and orderly lines.
- Students should follow the supervising adult to a designated assembly point.
- Although the poster information should be kept succinct and easy to follow, the hall warden/responsible teacher should be aware of each alternate assembly area and every other specific procedure in the general emergency evaluation protocol.

Based on the protocol contents your school chooses to develop, you can also determine the essential messages you will need to convey to the widest possible audience.

Below you can find examples of messages that can be adapted for posters, flyers, SMS texts, or bulletin board messages:

Sample Classroom Messages

Basic Safety Immediately After Storms/Floods

- Avoid drinking or preparing food with tap water, until notified by officials when it is safe to use. Follow official guidance to boil or treat water in your area.
- Do not use floodwater to wash dishes, hands, teeth, or prepare food.
- Cut power supply and unplug electric appliances, until you are informed that you can use power.
- Check food for spoilage even if refrigerated. If in doubt, do not eat.
- Discard food and plastic utensils that may have come in contact with floodwater.
- Stay away from loose power lines and immediately report them to authorities.
- Battery or windup radios can provide you with life-saving information such as food and water distribution points.

Sample Emergency Messages

Parent-student reunification procedure during emergencies

Following an emergency event:

- Do not rush to the school by vehicle. Driving to the school may block access for emergency vehicles and first responders.
- Do not telephone. In emergency situations, always use SMS text rather than voice calls to connect with your family members. Phone volume spikes can crash the telecommunications network needed for lifesaving, emergency coordination.
- Please consult the [school website address/your e-mail/cell phone/bulletin board] for latest information and parental guidance throughout this emergency.
- Follow the school emergency procedure for the orderly release of students, according to prior practice drills.
- If the parent/guardian is not available to pick up the child and has not authorized anyone in writing, the student shall remain at the school or designated emergency assembly site under the supervision of school personnel.
- [Optional] Remember that your parent/guardian identification card will be mandatory for all unforeseen situations requiring pickup of students in an emergency situation.


Food
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Chapter IV: Family Preparedness led by Students

In this chapter, we will work together to develop activities that reinforce disaster preparedness knowledge, skills and attitudes among students. These activities will also motivate students to promote family disaster preparedness at home and to complete home safety plans together with their families and even with their neighbours.

Learning about disaster risk reduction and preparedness provides many opportunities for young learners, schools and communities to build values of solidarity, resilience, compassion towards others and respect for safety rules.

Knowledge, skills and attitudes for disaster preparedness

The Ministry of Education and Training's *Framework on Knowledge, Skills and Attitudes for Education on Climate Change Response and Natural Disaster Preparedness in Early Childhood, General and Continuing Education Institutions,* contains three specific objectives for schools:

- To identify basic knowledge of common types of disasters, natural hazards and impacts of climate change, signs, causes, consequences and response to climate change and disaster prevention and response.
- To identify necessary skills to collect, process and disseminate information to think and make decisions in response to climate change and disaster preparedness.
- To identify attitudes that students need to have towards the surrounding environment and actions for climate change response and disaster preparedness; to help students learn about the necessity, concern, roles and responsibilities of students and the community for climate change response and disaster preparedness.:

The Framework also contains guidance on the minimum knowledge, skills and attitudes required in disaster risk reduction. The following are the Framework requirements for primary education students:

Knowledge:

- Provide some basic concepts, signs to identify natural hazards and impacts of climate change commonly occurring in their locality.
- List basic causes and consequences of climate change and hazards in their living and learning environment.
- Provide some specific actions to ensure their safety and the safety of their family and school, such as:
  - Signs of an early warning system;
  - Some characteristics of school infrastructure and school regulations in response to natural hazards;
  - Parents' names, necessary telephone numbers and residential address;
  - Adults' instructions.
- State the values of the natural environment and the relationship between people, the community and surrounding environment.

Skills:

- Be able to identify and distinguish types of natural hazard risks and the level of danger in their locality.
- Be able to do some specific things such as: pay attention to early warning systems, ask for necessary information and remember parents' names and necessary telephone numbers in order to ensure the safety of themselves, their family and community.
- Have some first aid and evacuation skills and support others when disasters occur.
- Take first steps to collaborate with peers and others for climate change response and disaster preparedness.
- Take steps to share with and show sympathy towards people vulnerable to climate change and natural hazards.

Attitudes:

- Be aware of regulations and protocols to ensure safety when disasters occur.
- Listen to adults' instructions to respond to climate change and natural hazards.
- Have a spirit of solidarity, sympathy, sharing and compassion towards friends, family members and to those affected or threatened by natural hazards.
- Be economical: minimize the use of and recycle materials to contribute to environmental protection and mitigation of climate change impacts.
- Feel the beauty of nature and its vulnerability and be aware of the development and preservation of natural environment.

In addition to the guidance provided by MOET, we would like to share outcomes and objectives for primary school students in relation to DRR knowledge, skills and attitudes that UNESCO and UNICEF have developed for use at a global level. Highlighted in the table below are those that address primary school students:

DRR Learning Outcomes

Source: adopted from UNESCO and UNICEF 2014 "Towards a Learning Culture on Safety and Resilience: Technical Guidance for Integrating DRR into the School Curriculum" pages 66-70, and from "Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries" pages 46-51 Selby, D. & Kagawa, F. UNESCO and UNICEF 2012.

DRR Knowledge:

Knowledge of self and others

- Learners understand personal roles and responsibilities in times of hazard and disaster

Knowledge of hazards and disasters

- Learners know of past local disasters
- Learners know of the seasonality of particular hazards
- Learners know the causes and effects of various hazards and disasters
- Learners know of local areas and populations that are vulnerable to disasters

Understanding key disaster risk reduction concepts and practices

- Learners understand the idea of a 'culture of safety' and how it applies to everyday personal and community life

Knowledge of basic safety measures

- Learners know of precautionary, safety and self-protection measures to be taken before, during and after a disaster by their family, at the community level and at school
- Learners know of warning systems in place to alert people to impending hazards
- Learners are aware of basic first aid procedures

DRR Skills:

Skills of information management

- Learners have the basic ability to receive, express and present information on disaster risk reduction

Skills of discernment and critical thinking

- Learners have the ability to discern and interpret signs and signals of impending hazards
- Learners have the ability to make ethical judgments about present and looming disaster situations

Skills of coping, self-protection and self-management

- Learners are introduced to first aid and other health-related skills

Skills of communication and interpersonal interaction in emergencies

- Learners have the ability to communicate what they have learned about hazards and disasters to families and members of the school and local community
- Learners can receive and understand DRR messages through careful, active listening
- Learners have the ability to work cooperatively with others towards reaching disaster risk reduction goals
- Learners have the ability to communicate disaster risk reduction messages using appropriate and creative modes of communication (e.g. posters, arts, music, song, theatre and poems)

Social/emotional skills

- Learners have the ability to listen to, receive and empathize with the emotions felt and expressed by others
- Learners have the ability to empathize with those threatened by hazards and harmed by disaster

Skills of action

- Learners gain basic skills to help implement safety measures against hazards in school and at home
- Learners have the skills to participate effectively in early warning and evacuation drills
- Learners gain survival capacities for DRR (swimming, emergency evacuation and creating an emergency bag)

Systemic skills

- Learners can perceive the interrelationship between nature and human society, between eco-system wellbeing and community wellbeing and development.

DRR Attitudes:

Altruism and valuing

- Learners recognize the intrinsic value of nature and other living beings
- Learners show a willingness to be involved in voluntary community activity
- Learners value the global community of humankind and planet Earth

Compassion, care and empathy

- Learners feel compassion for those threatened or affected by disaster
- Learners commit to an ethic of mutual help in times of hazard and disaster

Confidence and caution

- Learners appreciate the need to obey safety rules and procedures on any occasion
- Learners apply risk awareness in their daily decision making and behaviours

Responsibility

- Learners embrace a sense of responsibility to help protect themselves, their peers, their family and community from hazard and disaster

Commitment to fairness, justice and solidarity

- Learners commit to a stance of solidarity with those who are affected by natural disasters in their own and other societies

Harmony with the environment

- Learners acknowledge the specialness, beauty and fragility of nature and embrace an ethic of environmental protection and conservation

In addition and in line with MOET's Framework, it is important to pay attention to people with disabilities or special needs. We need to create the conditions for them to be safe and assist them when there is an emergency. Developing attitudes of compassion and understanding of their situation, especially when it comes to an emergency evacuation, is very important.

It is also important to understand that boys and girls may have different needs that require the attention of school staff and teachers.

Safety at home and in the neighbourhood

Following are some activities which the school may want to carry out with the students to reinforce relevant knowledge, skills and attitudes which should be reflected in their behaviour.

While all of these activities can be carried out in the classroom, some can be conducted during recess, as they are fun and relaxing while at the same time educational and informative.

Activity 1: Carrying out a home safety assessment and developing a preparedness plan

In this activity, teachers will provide students with guidance to complete a basic Home Safety Assessment and preparedness checklist assignment with the support of their families.

The lesson should contain age-appropriate content for primary students to reinforce disaster risk reduction and preparedness knowledge while developing skills and attitudes that contribute towards achieving the following learning objectives:

- Learners are aware of basic facts and skills to reduce risks and survive hazards in their home.
- Learners become aware of their responsibility to care for each other and family members by reducing hazards.
- Learners are confident to follow safety rules and procedures on any occasion, whether at school or at home.
- Learners develop abilities to communicate disaster risk reduction messages by engaging with family members to build a safer home.

Below are steps to guide students in completing this exercise in the classroom or at home. During the previous three chapters of this toolkit, you have developed the necessary knowledge and skills to guide students to develop simple disaster risk reduction assessment questions to ask at home. You can adjust the language and methods to the age and level of your students. Some questions for this home assessment checklist the teacher can share with students may include:

- Are there any objects or furniture that could cause injury or block exit paths during a disaster? Let us make a list of them and, together with your family, make sure we remove them.
- Have you discussed a safe meeting place for your family in the event of a disaster? You should discuss this with your family and make sure everyone knows which way to go. You will record the location of the meeting point.
- Can you memorize important phone numbers, including those of your own family members and those of emergency, fire, police and health services? Be sure to test each other regularly; you can do this during mealtime as a game or through a song. You should also be able to recite the numbers out loud if quizzed in class!
- Are there fire risks such as loose or damaged electrical wiring in your home? Does your family all know how to immediately shut off gas and electrical power supplies?
- Can you make a map drawing of your home, including all rooms, floors and all exits? Your parents will need this map to define evacuation drills and instructions for your family. A safe room to sleep in has at least two exits. It can be a window and a door. Make sure you discuss who is responsible for helping family members who need assistance and how to help them evacuate as well as designate someone to back up these efforts in case the person is away or unable to perform their duty.

Preparedness starts at home

Family preparedness involves all members of your household. Even those who only spend a couple of hours per day at your house, or those who only come back home on the weekends, must be included because we never know at which time of the day/week a hazard will strike.

Every member of the household should be encouraged to take part in family preparedness efforts, regardless of age and health. In particular, young children, seniors and members of your household with disabilities should be involved. Ask your children to take the lead in some of the preparedness activities. They learn about preparedness at school and it is important to provide them with the opportunity to practice their skills and knowledge at home.

Getting your family and home prepared will take some of your time and some effort. Nevertheless, it is something that you and your family can easily do and it does not necessarily cost any money. It can be a fun family project and a great way to spend some quality time together. Once you have come up with a basic family preparedness plan, it does not require much effort to keep it updated.

Next, students should record and express the main activities discussed with their families to prepare and plan for emergencies. You may guide them with the following examples:

1. Can someone in your family remove, relocate, or safely secure all household objects that could fall and hurt someone or block safe exits? Make a list of these actions and check if they have been completed. You may need to find help outside of your home if objects are heavy or too high up. Pictures hanging on walls also need to be checked.

2. Did you practice a home evacuation drill? Give "extra credit" if your students remembered to practice more than one exit path drill which is essential depending on the type and location of a hazard.

3. How fire safe is your home? Make a list of all fire risk objects that need to be removed, fixed or relocated such as flammable objects along main exit paths as well as loose, damp, or live wires. Parents or guardians can hire or find a friend or volunteer to inspect and repair electrical systems that put your house or neighbourhood at risk of fire.

4. Do you know how to prepare an emergency kit? How many students' families keep an emergency kit at home? In the following activities, you will learn more about the emergency kits.

5. Teachers and school administrators can provide the most appropriate lesson guidance for activities around homes and the school. The most important thing is that it is something that each student can successfully complete. Remember that this exercise will be tailored to be age appropriate for building lasting disaster risk awareness, directly linked to a sense of responsibility, empathy and compassion towards family and community safety.

Some tips:

- Agree on two meeting points:
  - One right outside your house in case of a sudden emergency, such as a fire.
  - One outside your neighbourhood, in case you cannot return home or are asked to evacuate.

- Practice evacuating from your home and neighbourhood twice a year (both on foot and in a vehicle).

- Include your neighbours in your emergency planning. Maybe you can help each other in case of an emergency.

- Agree on a relative or friend in a different village or town that you and your family can contact in case you lose each other.

Activity 2: Make a family contact sheet in case of a disaster

Disasters and emergencies can occur at any time. It is important to have a family and community contact sheet so that everyone can keep in touch and effectively coordinate their responses with each other in case of a disaster.

Important information

Complete the following boxes and keep them in a visible and accessible place. Try to memorize as much of the information as possible. All family members should save the numbers in their cell phones and write them on paper as well.

A person who your family can contact (relative, close friend…)
Name:.....
Address:.....
Phone number:.....

The meeting ground of local people (E.g Local people's quarter, cultural house …)
Address:.....
Phone no: .....
Name of contact person:.....
(e.g. the leader of the local people's quarter)

Parents' contact information
Workplace: .....
Address: .....
Phone no: .....
Place of evacuation: .....
.....

School's contact information
School name:.....
Address:.....
Phone number:.....
Place of evacuation:.....

Important phone numbers

Try to memorize the most important phone numbers such as the mobile number of your parents, siblings and emergency numbers for fire, police and medical services; note that in case of emergency, send a message instead of calling, as calling can cause congestion in the mobile network. As stated above, all family members should save the numbers in their cell phones and write them on paper as well.

Home phone: .....

Father's phone no.: Work: ..... Mobile: .....

Mother's phone no.: Work: ..... Mobile: .....

Brother's/sister's phone no.: .....

Neighbour1's phone no.: .....

Neighbour2's phone no.: .....

Police phone no.

Fire brigade phone no.

Medical emergency phone no.

Establishing an evacuation meeting place

Discuss with your parents and pretend that an emergency or disaster occurred. If each of the family members were in different places and were not able to communicate during the emergency, where would you meet? (e.g. your school or a relative's house in another suburb) and how to get there (e.g. walking, travelling by car or bus, etc.).

Keep calm in every situation.

No matter what happens, keep calm. Do not panic, as it can exert more pressure on yourself or other people and exacerbate the situation. Only when you keep calm can you be wise enough to remember the instructions you have received and to think clearly about what to do next.

Activity 3: Preparing emergency kits for family and pets

The family of each student will be invited to help their child build an emergency bag. The teacher can guide the students to give the following instructions to their family.

Instructions: Choose a spare backpack or portable bag that will be called an "emergency bag". In some families, each member of the family (even pets and other animals!) can have their own bag. As hazard seasons change, these can be filled in with different emergency items. For example, in winter you will need blankets.

What are the most essential and basic supplies for an emergency bag? Here is a tentative list that each family can adapt to their specific needs:

- Water supply, for at least 3 days for evacuation. It is suggested that you should have up to 4 litres of water per family member, per day for drinking and personal use
- Food (non-perishable and easy to prepare)
- Basic first aid kit (including bandages, antibacterial ointment, antiseptic, prescription medications, etc.)
- Food and water for pets and other animals
- Radio (ideally hand-powered or solar) with batteries
- Multi-purpose tool
- Personal documents and medical information (students will ask parents to help make a list)
- Recent photos of each family member
- Sanitation and personal hygiene items, including feminine products
- Lighters, matches and flashlights with extra batteries
- Emergency contact information
- Soap and disinfectants
- Waterproof bag, pouch, or other container to store some items (documents, prescription medications, or photos)

In order to facilitate the activity with your students, be sure to guide the discussion with the following instructions:

- What other items do you think are essential? Discuss it with your parents.
- Pack these items inside your emergency bag. Do not take unnecessary items. You should not have a bag that is too large and heavy. Each family member can take a small bag. It is better to prepare the emergency bag far in advance!
- How many pupils will keep an emergency bag at home? Raise your hands!

Preparing an emergency bag for pets and livestock in your care

Animals are just as vulnerable as humans are to the risks of lightning (if chained outdoors), hail storms, floods and other hazards in Viet Nam. Bring them indoors to keep them away from harm.

Primary school children are particularly open to the values of empathy and human support to animal partners that share their living environment. Empathy toward other living beings is a value that can be instilled and nurtured in the classroom. This can be done through various activities including the following home lesson plan for children to explore with their families.

Remember that some pets and livestock will be happy to carry their own emergency bag, or even assist in carrying yours!

Prior to the main activity, ask students the question: "If you have a pet _____ (fill in the blank with "dog", "cat", "horse", "water buffalo"), what would you want someone to put inside your emergency bag?" Allow students to

answer and discuss their responses in groups or with the whole class. Be sure to encourage responses and pose questions regarding specific disaster situations or circumstances, depending on the grade and level of your students.

Following this warm-up exercise, your students will develop an emergency bag for pets. Present the following suggested list of essential items for pets in both urban and rural settings:

For animals in an urban setting	For animals in a rural setting
• 3-day supply of your cat's/dog's food • 3-day supply of water for each pet (around 20-25 litres for a dog and 8 litres for a cat) • Food and water dishes • Leash and extra collar/harness • Litter box and litter for cats • Portable dog carrier with towel or blanket for bedding • Photocopies of veterinary records • 1-week supply of any medicines your dog/cat requires • Current photo of you and your dog/cat • A favourite toy to help keep them distracted and reduce stress	• 3-day supply of food and water • A bucket (or buckets) to carry and hold feed and water • Ropes to help control animals (you may wish to tie them at your safe evacuation point). Take into account, for example, when tying a dog, make sure it can sit or lie down and have access to water. • Tarpaulin or plastic sheets to protect animals from the rain and/or sun. Consider for example that dogs, cats, and birds should not be tied in places where they are exposed to rain or excessive sun. • Tools (such as a saw, hammer and nails) to help erect a temporary shelter for them • First aid kit for animals and animal identification and/or health documents

Once students have an idea of items that pets and livestock require in emergency situations, you can encourage them to develop their personalized emergency bag for their own pets and livestock by completing the following activity.

Filling up the emergency bags

The activity includes items that are present in both urban and rural environments as well as items that should not be taken in times of emergencies. Students will identify the items that are tailored to their home and community environment, selecting only essential items. During the activity, students can be prompted to discuss what is necessary to bring and why certain items should or should not be included.

The next two pages should be used to guide students to carry out this activity.

- The first page contains a chart with illustrations from which students will select essential items to pack in case of an emergency. These will be cut out and distributed in the emergency bags found on the following page.
- There are two emergency bags: one for the students and their family and another for their pets and livestock. Students will attach (using glue or tape) the items they selected from among the illustrations on each of the bags.

WHAT SHOULD I TAKE IN THE EMERGENCY BAG?

Cut out the items that are essential to pack in an emergency and paste them in the human and pet emergency bags. Note that not all of the items shown are essential. The selection of items will depend on the needs of the family. The blank boxes are provided for students to draw and include other items which may be essential to each student's family.

HUMAN EMERGENCY BAG

Attach here the items you selected and cut out in the previous activity.

PET AND LIVESTOCK EMERGENCY BAG

Attach here the items you selected and cut out in the previous activity.

Name: _____ Class: _____

Home preparedness review

The following quiz can be used with students to test their comprehension of family disaster preparation planning or provide a starting point for classroom or home discussions. Ask students:

1. What should your family do to prepare for a disaster?

- Discuss with family members how to respond to the disaster when it comes
- Make a common family plan for preparation
- Make an emergency family contact sheet
- Prepare an emergency bag for evacuation
- All of the above

2. Which information is essential to include on your family contact sheet?

- Habits of each family member
- Height and weight of each family member
- Name, address and phone number of contacts in case of emergency

3. Which items should not be included in the emergency kit?

- Drinking water and dried food
- Flashlight, new batteries, lighter and a portable radio
- First aid kit and prescription medicines
- Television and entertainment stuff (e.g. magazines, books etc.)

Activity 4: Understanding the safety situation in your school and nearby community

Students should be involved in the school assessment. They can learn to participate by becoming aware of and reporting any potential dangers to their teachers or school principal. Parents and teachers need to ensure that students learn to observe and pay attention so they can also avoid dangerous places and be safe. One way to do this is for the teacher to work with the students to develop a list of questions which they can answer by walking around the schoolyard and on the way to their home. The complexity of the questions will depend on the grade and level of the students.

Using these questions for orientation, teachers or school authorities can design specific exercises aligned with the grade and level of their students. Students will be motivated to discuss and prepare their responses and to jointly identify potential dangers or concerns. Students can then be invited to write letters to school authorities providing a brief report on their findings. These activities will help enhance students' analytical, writing and discussion skills as well as their risk awareness.

Suggested exercises:

1. Students work individually to answer the following questions:
   - What types of hazards occur most often in our community?
   - Where can you hear announcements or warnings about hazards or disasters?
2. Students work in small groups, each group chooses (randomly) one type of hazard to work on. Groups discuss the following questions:
   - What happens in the school when there is flooding, fire, typhoons etc. (choose the most relevant example for your school)?
   - Where do students and teachers evacuate to when there is an emergency?
   - What are the most important rules students need to follow while evacuating?

3. Tell students that from today until the next lesson, on the way to and from school, they will observe this daily route and neighbouring areas where they are living in order to answer this question:
   - Do you see any dangerous places around or on the way to school/home, such as holes with water, a nearby river, dangerous plants or heavy traffic?
   - Students will write down or make a simple drawing/sketch marking dangerous

places/possible risks on the way to/from school and near their homes or schools. In the next session, each student will report in their group first and then group leaders make a summary to the class. Students whose houses are near each other can form a group and make a group report.

4. Students can be invited to discuss responses to questions such as: "In order to cope with hazards or risks more effectively, what do you think students, parents and schools need to do? They can also discuss in groups some solutions and actions they can take to deal with dangers they found on their way to school.

5. Teachers can also organize a display of all students' reports or drawings in the classroom, inviting them to make comments or adjustments they think are necessary. Students with good reports/presentations could be invited to present to the whole school.

Activity 5: Developing your neighbourhood or community hazard map

The teacher can give the following instructions to students. Instructions can be adjusted according to the age and level of the students.

What you need:

- A large piece of paper or an empty blackboard, whiteboard, or wall
- Pens (you might want to use different colours)
- Some tape or glue to hang your hazard map

What to do:

1. Draw a map of your neighbourhood or commune. Include the places where you spend the most time: your home and your school.

2. Include natural landmarks, such as rivers and canals, mountains, steep hills, or coastlines, as well as major infrastructure (roads, bridges and tunnels) and important public buildings (fire stations, train stations, hospitals, schools, police stations and electrical plants). You should also include potentially hazardous buildings like chemical and electrical plants.

3. Once you have drawn your map, it is time to become a disaster risk detective! Find out which hazards your community is facing. Split up into teams and interview people in your community – everyone from local journalists and disaster management officials to your family, teachers and friends. The Internet and your library are great sources of information, too. Find out the answers to the following questions:
   - Which hazards is your neighbourhood or commune exposed to (earthquakes, floods, landslides and others)? Which areas will be most affected if a certain hazard occurs?
   - Which disasters have happened in the past in your area? Which areas were most affected and why?
   - Does your community already have risk maps for various hazards? If so, how were they made? Were people in your community consulted? Does the map include changes in risk due to climate change?

4. Next, mark areas and buildings that are at risk from a certain hazard. Different groups of students can work on different hazard scenarios (like a small flood versus a large flood).
   - Are you frequently in those areas that are at risk?
   - Is your school in an area that is at risk?

5. Next, discuss vulnerabilities.
   - What makes certain people in your neighbourhood more vulnerable than others?
   - What makes certain areas, buildings or infrastructure in your area more vulnerable than others?
   - What activities happen in your neighbourhood that increase vulnerabilities?

6. Mark buildings and areas where a large number of people might need help when a disaster strikes, such as schools, Community Learning Centres, People's Committee premises, homes for the elderly and hospitals and local healthcare stations.

7. Next, think of capacities. Mark buildings and infrastructures that are important for disaster response, such as evacuation routes, safe zones, hospitals, fire houses and others. Discuss how much at risk those facilities are from hazards and how accessible they would be when a disaster strikes.

8. Your risk map is ready! There are so many things you can do with it: present it to your teachers, your family and emergency workers like fire fighters. Find out if you can display it in the community somewhere. From here you will want to start talking with your classmates, friends, or parents about how your community can begin to reduce disaster risks and be more prepared. Think of ways to identify people who would be vulnerable during and after a disaster and how they can be helped to safety. What can children/youth do to help?

Some tips

- If your community is too big to fit into one risk map, you can form groups of students, each responsible for mapping a specific area within the community. You could even work with other schools in your community.

- Hazards might be different in different seasons. If so, different groups can make risk maps for different seasons. You can also do a separate risk map for each hazard, instead of combining all hazards in one map.

- Risk maps are always based on probability and sometimes very improbable things can happen. This means that even if your house and school are located in areas that are relatively safe, it makes sense to be prepared for disasters.

Activity 6: Become prepared! Where? When? How?

This activity will help teachers guide students to develop a disaster preparedness agenda so that they are ready wherever and whenever a hazard strikes.

Following are the instructions teachers can share with students. These should also be adjusted to the age and level of the students. Parents should be motivated by the teacher and the students to participate.

What you need:

- Your hazard map, if you have already made one
- A large piece of paper or several smaller pieces of paper, if you have not made a hazard map
- Pens or pencils (ideally of different colours)

What to do:

1. List all the places you go to throughout the week. Indicate what time of day you are at each place.

2. Locate and mark those places in your hazard map. If you do not have a hazard map yet, draw a map of your community, which includes all the places on your list.

3. Discuss, with colleagues and friends in your neighbourhood, the hazards in your community and where you would be most at risk from those hazards. You might have done this when you prepared your hazard map. If not, go back to the section on hazard maps to see the kinds of information you will want to look into.

4. Write down the hazards you have identified and associate them with the locations you mapped out in Step 1. Ask your parents, neighbours, or teachers from where a hazard may come from and the secondary hazards that might harm you when evacuating or prevent you from evacuating (such as large trees and/or electrical lines that could fall, trenches and rivers that could flood, bridges that could be impassable, buildings that could collapse and more).

5. Add a column where you can write down the kinds of warnings you would get for each hazard at each place. Discuss your list with your teachers and parents.

6. Write down what you would do and where you would go if you get a warning for a certain hazard at a certain location.

7. Put in your evacuation/safety routes for each location and each hazard into your hazard map. Ideally, you should have two separate routes planned from each location in your hazard map, including the various rooms in your home.

8. Here is an example of what your plan could look like:

MONDAY				
Place	**Time**	**Hazard**	**Warning**	**Action**
School	8 am – 2 pm	Earthquake	• Most likely no warning	• Duck, cover and hold • When the shaking is over, calmly and cautiously leave the school building • Meet up with my classmates at designated evacuation point
Home	2 pm – 4 pm	Tsunami	• Tsunami warning sirens, radio, TV, text message	• Evacuate to hill closest to my house
Sports ground	4 pm – 6 pm	Floods	• Sirens, word of mouth, text message	• Sơ tán tới các vị trí cao hơn theo hướng tây nam của sân thể thao.
Grandparent's house	6 pm – 8 pm	Landslide	• Neighbours, fire fighters; monitor hill next to grandma's house in case of very heavy rain	• Evacuate through the back door of grandma's house as soon as I spot warning signs of a landslide • Warn neighbours and call the fire department • Grab grandma's and my preparedness bag, if ready • Help grandparents evacuate

Some tips

- Discuss your list with your family members — they might want to make such a list.
- Discuss where you would meet and how you would communicate with each other if any of these hazards happened.
- Discuss in class and with authorities on how warnings could be improved at different places in your neighbourhood or commune.

Activity 7: Initiating and supporting risk reduction activities

You can initiate and support risk reduction activities in your community. You can easily organize a community clean-up, plant trees or mangroves, collect rain water and more.

What you need:

- This depends very much on the activity.
- For clean up, you need bags or baskets to move the garbage to the designated waste disposal area. Working or household gloves might come in handy. Having a small cart, wheelbarrow or bicycle will allow you to remove larger items more easily.
- To plant trees or mangroves, you need seedlings, shovels to dig holes and buckets to water the new plants.

What to do:

1. Start by looking at your risk map. Discuss with your teacher, classmates, or family which human activities make certain areas more risky. These may include clogging of rivers and canals with garbage, cutting down of vegetation around landslide-prone hills, or harvesting stones and gravel from rivers.

2. Make a list of what could and should be done to minimize risks in your community. Here are some examples:

Hazard	What makes it more likely?	What could be done?
River flooding	Cutting down trees near the river Throwing garbage in and near the river or canals	Plant trees near the river Organize a garbage clean-up
Tsunami	Cutting down barrier forests and mangroves	Revitalize mangrove forest on coastline
Landslide	Soil erosion because of cutting down of vegetation	Plant bushes and trees Make sure plants and trees are native to the location

3. Again, visit the people you consulted with when you made your risk map, like neighbourhood associations, women's groups, local government and NGOs, if any. Ask whether there are activities in your neighbourhood or commune that aim to mitigate hazard risks. If such activities exist, obtain your parents' permission to go and help! With everything you have learned, you will make the activities even more effective.

4. If there are no such activities, you can initiate some with your friends. Do not forget to consult with adults around you when you organize it!

Some tips

- You can use these activities to raise awareness about behaviours that harm your environment and increase disaster risks in your community.
- These activities can go well together with creating posters, murals and signs to inform community members of dangerous and hazardous practices and on how they could do things more risk-smart.
- Some of these activities might need you to raise some money or ask for donations. With your parents' and teachers' support, you can talk to local business owners and ask if they are willing to support such projects. You must do this with the permission and guidance of the school principal.

Activity 8: Help is here! Things you can do in your neighbourhood

Motivate parents to coordinate with neighbours in order to be better prepared in case of a disaster. A group of neighbours can sit together and draft a preparedness plan. This can include preparing the family plan first.

The following activity can be led by the school principal with the support of teachers and the participation of students. The instructions are as follows:

1. Families can compare plans and recommend actions to be taken by the group of neighbours and how they can help each other.

2. The group of neighbours can make hazard warning signs and mark evacuation routes, which you will learn to do in the next activity. Clear warnings help everyone from the neighbourhood avoid hazardous places. Safe areas and emergency shelters will be marked so that everyone, even a visitor to the neighbourhood, knows where to go.

3. Ask your parents or neighbours to organize a neighbourhood evacuation drill or disaster simulation. The local Flood and Storm Control Committee can provide guidance and assistance. You can consult them as well about the warning signs before putting them up. Involve everybody, including elders, people with disabilities, children and pregnant women in the drill.

4. The neighbourhood can organize a preventative community clean-up. Clean the waterways, drains and gutters to minimize flood risks.

5. Green your neighbourhood. Plant some trees, bushes or mangroves to make your neighbourhood greener and to reduce your disaster risk at the same time.

6. Protect the environment in your neighbourhood: discuss how you can protect the environment in your community, for example, by not burning plastic garbage or using more renewable energy.

Activity 9: Making hazard warning signs

By making signs you can help inform people about hazards, hazardous spots and evacuation routes in your area.

What to do:

1. Think about which warnings you want to convey. This is best done by discussing

which hazards your community is facing and by identifying high risk areas in your community. Again, a risk map comes in handy.

2. Think about the purpose of the warning signs:
   - **Historical markers**: Do some research and learn about past disasters in your community. Was there ever a tsunami or a flood in your neighbourhood or commune? If yes, how high did the water go? By marking these areas, you can remind your community of which areas were affected in the past.
   - **Warning signs**: Look around for hazardous spots and behaviours. You can mark hills and slopes that are prone to landslides when the rainy season comes or make a sign for people to not cross the bridge once the river has risen above a certain mark.
   - **Marking evacuation routes**: If the authorities have not done so, you, together with your friends and parents, can mark the main evacuation routes from your neighbourhood or commune. This can be combined with marking safe zones or meeting points where people can gather after an evacuation. Obtain assistance from the local Committee for Flood and Storm Control to ensure you use official information.

3. Warning signs can take on different forms and shapes. You can paint them and hang them on walls or trees (you need formal permission to do so and need to be accompanied by an adult to use the right kinds of paints and brushes or multi-coloured spray cans). You can make signs out of cardboard, using coloured pencils or markers and cover them with plastic to make them more weather resistant. You can even discuss with your teacher and parents about making signs out of metal.

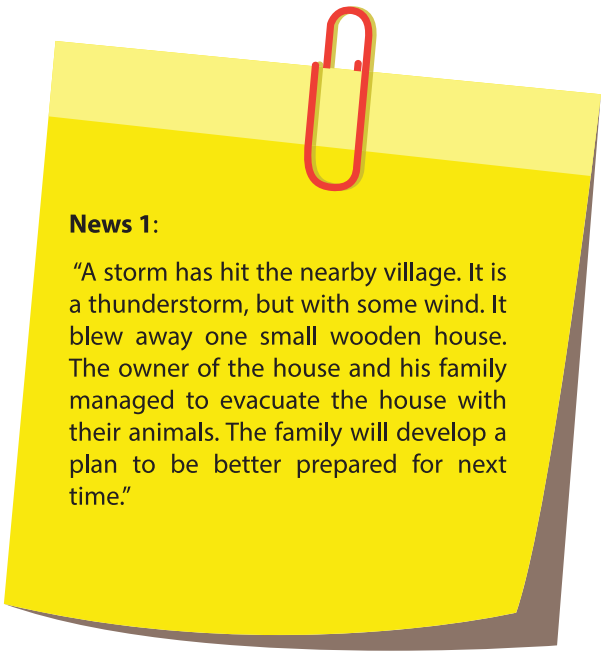
Remember that in a disaster situation people are under stress. Make sure that the signs are clearly visible, so that people do not miss them, even in a hectic situation. They should also be able to withstand the forces of nature such as sunlight, rain and strong wind.

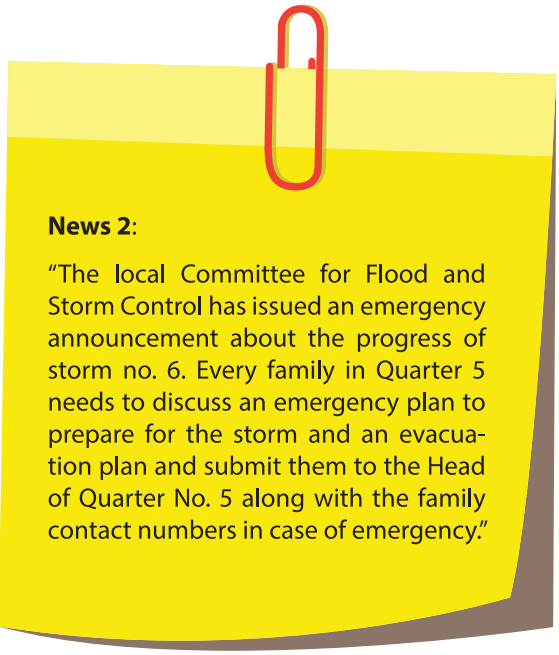
Developing communication skills for Disaster Risk Reduction

One of the most relevant skills students need to develop for emergencies is listening and paying attention to make sure they give and receive the correct information. Following are four activities that can be used to reinforce knowledge, skills and attitudes of students. You can use these instructions to adapt lessons to the age and level of students.

Activity 10: News dispatch game: "Three copies, seven versions!"

- Students are divided into groups, standing in two lines an arm apart from each other so that members of one group cannot be heard by the other. Each group elects one leader, who stands in front of each line (If the class is crowded, divide the class into 3-4 groups and prepare 3-4 pieces of news).
- Prepare and print/write down on paper two pieces of news about the progress of a storm, for example:





- The rules for this exercise are as follows: The leader of each group will receive one piece of news that is different from the others. The leader will read the news to themselves (not aloud) two or three times to remember it. Each of the group leaders then dispatches the news by whispering into the ear of the next person and this person does the same to the next one, until the news reaches the last person in the line. The rule is that if a group member is not clear about the news, he/she can ask the person who gave them the news to repeat. They cannot ask anything else and cannot ask the group leader or other people. Everything is whispered so only the two people communicating directly can hear each other.
- The last person in the line will go to the board and write down the news she/he heard. The teacher will read the original news aloud, or write it on a large piece of

paper to put it on the board, so the whole class can see both versions together: the original and the one received by the last student in line.

- Ask students if they learned something from this activity. Why is the original news distorted when it reaches the last person in the line? What should they do next time to make sure the message in the original version is the same as the last message received?
- Some suggestions for the teacher to conclude:
  - We need to ensure discipline in communicating news. It is important to keep communications precise and clear.
  - If the news is not heard from the original source, it could be distorted or skewed if it has been passed through other people. You may receive information from neighbours or friends but it is important to check for official news.
  - In case of emergency or disaster, pay attention to the directions and guidelines of the leader to agree upon actions to avoid confusing or chaotic situations.
  - We all need to learn to listen carefully, to not speak when instructions are being given and to take the situation seriously. For example, students should not be talking or playing when practicing drills.

Activity 11: Making murals and exhibitions

Murals and exhibitions are interesting and a fun way to communicate messages to many people. You can invite parents and community members to come to your school to see them.

While preparing the mural or exhibition, you learn about a hazard-related topic in a fun

way. You get to be creative, while offering something useful to other students, families and the community.

What you need:

It all depends on what you want to present and what is available to you, because exhibition pieces can be any shape and size you want. You could use:

- Medium - or large-size papers to make collages
- Coloured pens, crayons, or watercolour or oil paint (for murals)
- Scissors, rulers and glue
- Newspapers and magazines (to cut out articles of interest, characters, or photos)
- Printouts from the internet
- Old pieces of fabric and cloth, threads, or wool
- An exhibition space or a wall to draw your mural onto

What to do:

1. Brainstorm with your teacher and classmates what topic the mural or exhibition will address and who you want to present it to. For example, you could paint a mural by the riverside to remind people to reduce the risk of flooding by not throwing garbage into the river or you could put together an exhibition on the hazards faced by your community.

2. Do some research on your topic so that you can illustrate it in a way that will help people understand what you are trying to show.

3. Once you have enough information, think about how your mural or piece will look, what materials you will need to make it and what information you are going to focus on.

4. Discuss with your teacher or school principal where to put the mural or exhibition. It should be somewhere clearly visible and accessible to your intended audiences. Make sure you get permission to paint your mural or hold your exhibition there.

5. Get creative in painting your mural or making your exhibition piece and do not forget to ask for help!

6. Get people involved! Send out invitations and put up posters to get people to go see your mural or exhibition. Organize an opening ceremony for your mural or exhibition and get as many people as possible to attend this event – everyone from your family to community leaders. Try to get local radio stations to spread the word about your work.

7. Prepare the exhibition space so you can present your pieces. Display or hang them so they are clearly visible. Having some text explaining your piece (what it is about, by whom it is made) will make it easier for people to appreciate your work. You and your friends could also become exhibition guides, so there is always someone to answer visitors' questions. Think about a good day/time to open your exhibition. A special occasion such as the International Day of Disaster Risk Reduction (October 13) or Viet Nam's Flood and Storm Control and Disaster Mitigation Day (April 29) might be it.

Activity 12: Putting on a theatre or puppet show

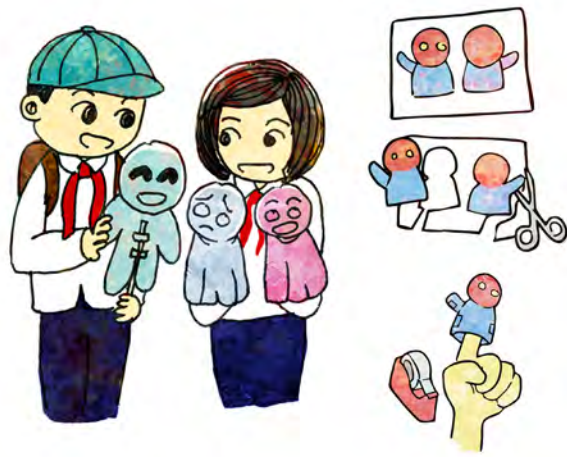
What you need:

- Puppets or costumes, which you can design using different things you find at home or in school. Ask parents, grandparents or friends to help.
- Scraps of fabric
- Paper

- Scissors and glue
- Coloured pens

What to do:

1. Discuss what topics you want to present at the show and think of who your audience will be.
   - If you want to talk about preparedness for example, your play could show how people should or should not behave when a disaster happens.
   - After a disaster, if you have to live in an evacuation shelter for a while, you can make shows that teach people how to stay clean and healthy.
   - You can also make shows to talk about your feelings after a disaster happens.
2. Like movies, puppet and theatre shows need a script. Come up with an interesting story to capture people's attention. Since preparedness and resilience are serious topics, put in some jokes that will lighten your audience's heart and make them remember your messages better. Involving your audience in the play is often a good way to make them enjoy your performance. Make sure you have a good conclusion so the message is clear and others learn from it.
3. Distribute roles: who will be the director, who will be responsible for costumes or making puppets, who will be the actors or puppet players?
4. Develop costumes, props or puppets for the show. Be creative! If you are putting on a puppet show, you can use the following instructions to create your own puppets:
   - Draw the shape and outline of the puppets on a piece of paper. If you are making a finger puppet, make the body as long as about half your finger and draw the head on top of it.
   - Cut out the shape of the puppet.
   - Colour and decorate your puppet. You can use scraps of fabric to make clothes for your puppet and use wool threads for its hair.
   - Glue parts of your puppet together.
   - Prepare a frame for your puppet show. You can cut it out of carton, decorate the outside of the frame and colour it. You can have several frames for different scenes.



5. Rehearse, rehearse, rehearse!
6. Find a stage where you will perform your theatre play or puppet show and invite people to attend.

Activity 13: Sharing personal experiences

When you experience a disaster, you feel a lot of things. Sometimes it is difficult to talk about them with grown-ups. In such situations, you can try to put down your feelings and thoughts on a postcard, a letter or a picture. Exchange them with other children who have been affected by disasters, either in your region or in a different region.

Another way to share your experiences is through writing down stories or composing songs. You can either come up with entirely new stories and songs, adapt existing stories,

or create new song lyrics for an existing song. They can help you to share how you feel and what you have gone through during a disaster, or tell the story of how you managed to, or tried to, get back to normal. They can also convey messages on what you learned from the disaster and how to be better prepared if another one should occur.

You can also ask for permission to interview a person or persons in your community that have lived through a disaster. Share their story with others.

Through your stories and drawings you may be able to better share your emotions with your teachers and parents.

Hazard-specific activities

Following is some information and various activities that help develop and reinforce knowledge, skills and attitudes in students in relation to the following hazards or emergency situations: typhoons and tropical depressions, thunderstorms, floods and flash floods, landslides, drought, tsunamis and fire.

In the following section, we will provide basic concepts and dos and don'ts for before, during and after disasters, so that teachers can utilize this information to develop various learning activities for students, such as quizzes, research-based activities, group discussions and others. The information is presented in an easy-to-understand format which the teacher can expand or adjust to the grade level and conditions of their class. Teachers can also invite different experts to come to the school to share their further knowledge and expertise with students.


SƠ CỨU

Activity 14: Preparing for typhoons and tropical depressions

In this activity, the teacher can share with students the concepts and dos and don'ts on typhoons and tropical depressions.

Concepts and facts

Typhoons and tropical depressions are large whirlwinds with a diameter that may cover an area hundreds of kilometres wide. Often, storms are accompanied by sea level surges, heavy long rain, high winds and floods. As many as 80-90 per cent of the Vietnamese population are affected by typhoons and tropical depressions, with an average of more than 60 per decade over the past 6 decades since 1954: 31 per cent in Bắc Bộ in the Northern part of the country, 36 per cent affecting the Northern and Central parts of Central Viet Nam and 33 per cent striking the Southern part of Central Viet Nam and the South.

Dos and Don'ts

Before a storm

- Pay attention to weather bulletins on the television, radio and other media or sources. If a typhoon is coming, unplug all other electrical appliances.
- Make first aid supplies, food and safe water easily available.
- Have matches or lighters, candles and flashlights in case of power failure.
- Protect glass windows and metal doors using wooden panels or other solutions.
- Reinforce tin roofs with sandbags weighing 20 kilograms or more.
- If instructed to evacuate or if you observe major storms and/or flooding, evacuate immediately to a safe place or higher terrain.

During a storm

- When staying indoors, keep away from windows and doors. Stay at least 1 m away from wet places such as bathroom, water tanks or water taps. If the weather conditions are extreme, shut off all electrical power to prevent electrocution and electrical fire risk.
- Landline telephones should not be used unless it is absolutely necessary because no other options are available.
- If outdoors, you should not seek shelter from the rain under a tree if there is thunder or lightning in the area. Avoid staying at a place higher than the surrounding area, or near metal objects such as motorcycles or iron fences.

After a storm

- Don't drink non-boiled or unhygienic water.
- If it is safe, collect rain water to boil for drinking and cooking.
- Water from rivers, streams, ponds, lakes and canals must be neutralized of waterborne bacteria before use.
- Don't eat uncooked vegetables, shrimp paste, oysters, shellfish or mussels, raw fish, or raw seafood.
- Cover cooked food to ensure that it is not contaminated by flies, rain, wind or dust.
- Food preparation hygiene is very important. Avoid cooking with flood water, as it is very dirty.
- All utensils, bowls and chopsticks must be washed clean and kept dry. Do not consume food or use utensils that have been in contact with flood water.
- Adults should organize a comprehensive clean-up of debris and waste in and around the school, home and immediate surroundings and village roads and hamlet alleys. Wash and clean water tanks and water jugs. Students can be instructed on how to safely participate in this important chore.
- Wash clothes, blankets, mosquito nets and bed covers that have been affected by the storm and dry them together with mattresses by sunlight.
- Clean out sewers. Fill and level holes to prevent stagnant puddles of water from forming.
- Follow official guidance for proper disposal of waste, debris and carcasses.
- Follow official guidance for manure and waste management in accordance with hygienic requirements.

You can use the following exercise to reinforce and communicate the information you have learned and shared on typhoons and tropical depressions.

Suggested exercise: Role-play

Discuss with students how to handle the three situations presented below. Provide students with the opportunity to express and explain

their own ideas. Share some dos and don'ts and support students in elaborating the elements of a very simple and correct plan.

Motivate students to imagine themselves in the three following situations: i) at home, ii) on the way between home and school and iii) at school. You may have all students discuss all three situations or divide them into groups for each situation.

Situation 1. At Home

In the evening, you and your family learn from an emergency weather report that an upcoming storm is about to make landfall in the area you live in. What do you do?

Situation 2. On the Road

After a storm, you are walking on the road and suddenly see a live, fallen electricity cable lying across the road. What do you do?

Situation 3. At School

While outside on a break at school, a strong wind picks up, making trees, plants and dust fly everywhere. What do you do?

ANSWER KEY

Situation 1

- Stay indoors and keep away from windows.
- Listen attentively to information and instructions from the village- and commune-based radio or loudspeaker systems or other reliable sources of emergency information and news.
- Prepare yourself, together with your parents, with the necessary items and resources to quickly evacuate to a safe area, if necessary.
- Discuss with your parents about establishing a safe place for the family to evacuate to, if necessary.

Situation 2

- Go back the way you came. Keep far away from the broken cable.
- Keep away from creeks and any running water crossing your path.
- Inform an adult or authority about the broken cable.

Situation 3

- Cover your nose and mouth with your hand.
- Quickly return to the classroom.
- Find and remain in a wind-tight place that is away from windows.
- Follow the teachers' instructions.

Activity 15: Preparing for thunderstorms

In this activity, the teacher can share with students the concepts and dos and don'ts on thunderstorms.

Concepts and facts

Thunderstorms are a weather phenomenon characterized by the presence of thunder, lightning, rain and sometimes strong winds or hail.

Lightning is a powerful electrical discharge from clouds. Lightning will often strike high points such as tall trees, electrical poles and mountain tops. Lightning also often strikes wet areas or metal objects, which are both conductors of electricity. This danger includes home plumbing, electrical wiring and metal supports within concrete walls and floors. Lightning can strike twice or more at the same place.

Hail is precipitation in the form of pellets or lumps of ice of different shapes and sizes. Hail often causes serious consequences, such as destroying buildings and plants, breaking glass and even threatening human life.

Dos and Don'ts

Before a thunderstorm

- Study signs of a coming thunderstorm such as dark clouds, cool air and wind, as well as the first signs of lightning and thunder.

- If you are aware about an imminent thunderstorm, head indoors and stay at home.

During a thunderstorm

If you are indoors:

- Do not go outside.
- Stay away from windows, doors, electric appliances and wet places such as bathrooms, water tanks and taps.
- Stay away from telephone or electricity lines.
- Refrain from using the telephone, except in case of emergency or when in critical need.
- Unplug electrical devices and antenna from television sets.

If you are outdoors:

- Immediately move indoors.
- Never seek refuge under a tree. Avoid tall structures, electricity lines and metal objects.
- Avoid small shelters, such as parking areas and sheds, as they lack infrastructure found in larger shelters, such as electrical wiring and metal plumbing, which effectively grounds electrical shocks.
- If you are in or around water, get out immediately and find a dry area.

After a thunderstorm

- Remain indoors for at least 30 minutes after the last sign of thunder or lightning. Lightning has been known to strike as far as 15 kilometres away from the actual location of the storm.

- Additionally, if hail is present during a thunderstorm:
- Never play outside in the hail.
- Don't pick up pellets/cubes of ice to play.
- If you suddenly find yourself in a hailstorm, use hard, thick objects to cover your head and immediately find a place to hide.
- Next, you will find two short activities that may help you when working with students to build preparedness capacity.

Suggested exercise 1: Multiple choice on seeking shelter

Imagine that you are tending a buffalo and your father is embanking fields with a hoe when you suddenly notice an imminent thunderstorm. What would you do?

A. Immediately seek shelter, leaving the hoe and buffalo behind.
B. You and your father straddle the buffalo with the hoe on shoulders and seek shelter.
C. You and your father lead or straddle the buffalo to seek for shelter, leaving the hoe behind.
D. All are correct.

Answer: Option C is correct because during a thunderstorm, it is necessary to protect the lives of both people and livestock and avoid taking metal tools to prevent lightning from hitting you.

Suggested exercise 2: Creating a lightning timer

Make your own lightning timer! Draw a clock on a piece of paper. Choose two different crayons or coloured markers. When the last flash or bang happens, draw arrows on the clock to show what time it is. Then add 30 minutes to that time. Draw another set of arrows using the other colour. You will know how long to wait until you go outside.

Activity 16: Preparing for floods and flash floods

In this activity, the teacher can share with students the concepts and dos and don'ts on floods and flash floods.

Concepts and facts

A flood is a situation in which the level and flow speed of a body of water exceeds the normal state, rapidly creating a massive volume of water in an area. Floods occur when water overflows a riverbank, stream, lake, reservoir or dyke into low-lying areas, inundating houses, trees and fields for a period of time.

In Viet Nam, the three major types of floods are flash floods, riverine floods and coastal floods.

- **Flash floods** are a risk in highly sloping or mountainous areas. Flash floods often arrive without warning, occurring shortly after the onset of rain.
- **Riverine floods** occur when water levels rise above the banks of rivers and the flow speed is faster than normal.
- **Coastal flooding** occurs when storm winds blow from the sea, causing sea swells and inland saltwater inundations.

How dangerous is a flood? Floods can result in severe consequences, such as:

- Inundating or sweeping away houses, property, crops, livestock, food, aquatic life and other agricultural products.
- Contaminating sources of clean water.
- Eroding or depositing soil.
- Causing damage to roads, destroying public works.
- Destroying public property and water sources.
- Disrupting transportation, adversely affecting the work and study of local people.
- Causing outbreaks of diseases due to contaminated water sources.
- Causing injury or death.

Did you know?

A majority of flood-related deaths occur when people try to cross a flooded area, failing to judge the right depth and strength of the flow. Just a cubic metre of rapid flash flood water could pull down one person. Water just half a metre deep could sweep away a big car, even a bus.

Source: Handbook of preventing and reducing consequences of flood and storms for community. CARE Việt Nam, 2008.

Did you know?

The human body has a far lower concentration of salt than sea water. This is why seawater causes dehydration and even deadly effects. Seawater intrusion in ground or surface water supplies also may raise the amount of dangerous arsenic and mercury.

Sources: Synthesized and adapted from publications and documents of Central Committee for Flood and Storm Control, www.ccfsc.gov.vn.

Dos and Don'ts

Before a flood

- Follow the latest weather forecast and official instructions.
- Don't let children play near areas that are prone to flooding.
- Prepare a family emergency bag in case of evacuation.
- Switch off the electricity and gas system in case of evacuation.
- Prepare food supplies, clean water and other household supplies.
- Cover tanks and wells to prevent contaminated water from infiltrating clean water sources.
- Prepare some bags of sand to prevent water from inundating the house.

During a flood

- Don't go to school if the path to school is flooded.
- Don't swim, play or wade across flood waters, or near water exit flow points.
- Don't eat food that has come into contact with flood water or has been spoiled.
- Don't use electric appliances.
- Keep essential items, important documents, dry clothes and a fresh water supply in flood safe areas or waterproof containers.
- Collect rain water, if possible, for drinking and cooking.

Do's and don'ts for seawater intrusion:

- Don't drink sea or salt-contaminated water. It is harmful and can make you ill.
- Do not drink pumped groundwater until you are sure it is not contaminated by sea water.

Sources: Synthesized and adapted from publications and documents of the Central Committee for Flood and Storm Control, www.ccfsc.gov.vn.

Suggested exercise: Across the river

The following activity can increase students' teamwork, critical thinking and problem-solving capabilities, especially in times of emergency. The activity can also strengthen their communication skills in addition to reinforcing their knowledge on floods and flash floods.

What you need:

- Paper
- Balloons (or any other items that could represent necessary supplies or equipment, such as coloured balls, balls of paper, or even books).

What to do:

1. Divide students into small groups, depending on class size.

2. Give each group a number of pieces of paper large enough to represent stones that they can use to cross a flooded river. The imaginary river will be defined and the teacher will mark it with paper, tape, or other means representing where the river ends. Each group should have two stones less than the number of group members (for example, a group of eight would receive six stones).

3. Provide students with the following instructions:

   - Their task is to cross the flooded river by placing the stones in the river in front of them, ensuring that all group members make it safely across without falling from the stones.

   - The first group to reach the other side, with all of its members, is the winner.

   - Only one student is allowed on a stone at a time.

   - If a student steps off a stone, the student has to restart the activity of crossing the river, delaying the whole group. Therefore, the group has to help each individual and make sure all students cross safely.

   - Each group will have access to balloons that represent water, food and other basic necessities. The group must carry these supplies across the river, taking care not to drop them.

   - If a student drops the supplies, the student will restart the activity and the food or water will be lost.

4. When all students have crossed the imaginary river safely, the teacher can generate a discussion with them. Ask students to explain how they were able to cross. (Note for the teacher: normally, the first student lays the stone down, each member crosses and the last member picks up the stones behind him/her and passes it forward to the first member to continue crossing).

5. Discuss with students if they considered members of the group that had special needs and needed to be supported in order to cross quickly and safely. Support can include having other members carry their water and food, holding their hand, or getting them across first, before other group members.

6. Ask students how they would improve their performance through preparation and communication.

7. Comment that the carrying of the balloons is an aspect of the exercise to illustrate the importance of carrying only the basic supplies needed during an emergency, instead of trying to carry too many supplies.

Activity 17: Preparing for landslides

In this activity, the teacher can share with students the concepts and dos and don'ts of landslides.

Concepts and facts

Landslides can be rock, earth or other debris that slides down a slope from a higher elevation. Landslides and erosion along rivers are also common in parts of Viet Nam. Landslides may also result from manmade causes, especially deforestation on hills and mountains and from earth excavations.

Landslides can have a variety of causes, including:

- Mountainside landslides may be caused by natural vibrations of the earth
- Torrential rain or flood causes rock and earth to flow
- People excavate earth on the mountain slope and cut down trees that cover mountains and hills.
- Riverside land erodes due to weak ground.

Landslides can have drastic consequences for the people and property affected by the hazards, resulting in:

- Injury or death of people and animals, who may even be buried under debris.
- Property damage.
- Disruptions in transportation.
- Land becoming uncultivable due to debris coverage.

(Source: Guide to teaching and learning disaster risk management and response to climate change–Save the Children; Live & Learn)

Dos and Don'ts

Before landslides

- Guide students to become aware of any past incidents and locations of landslides around their homes, school or community.
- Avoid any area where landslides or flash floods have occurred in the past, as landslides often occur in the same place more than once.
- Children should report to their teacher and parents any signs of landslide on mountains or hills around their homes or on the way to school, such as newly tilted trees, cracks in walls, or high levels of mud and debris drifting in rivers.
- Pay attention to unusual sounds caused by earth movement, such as crashing trees or vibrations in the earth's surface. Make sure you are in a safe location.
- In case of prolonged rainfall, keep listening to weather forecasts on radio or television to facilitate a timely evacuation, if necessary.
- Follow the direction of local authorities to evacuate immediately. Don't delay! Remember: protect your own life and the life of your family members and animals, not your belongings.
- If separated, call out to and locate family members and remain together to support each other.
- Be aware of people who require special assistance, such as younger siblings, the elderly and people with disabilities or special needs.
- Stay calm and follow the instructions of the school and local authorities.

During landslides

- If caught in a landslide, prioritize your life and the life of your family members over your belongings. If possible, help others who need assistance.
- Quickly move out of the path of a landslide if you can. If escape is not possible, curl into a tight ball and protect your head with your hands or a helmet, if one is within reach.
- Watch for flooding which may occur after a landslide, as flooding often follows the same path as landslide debris flows.

After landslides

- Stay away from landslide areas, as there may be a danger of additional slides.
- Do not enter any house within landslide areas, even to recover belongings. Wait for help to arrive.
- If possible, you may carefully assist adults, under their supervision, in cleaning areas covered in debris.
- Follow all instructions of the school and local authority.
- Replant trees and vegetation on damaged ground. Loss of ground cover can lead to future flash flooding.

Following is a simple activity you can use or adapt, utilizing the information on landslides.

Suggested exercise: Knowing your Dos and Don'ts

Ask students questions related to the dos and don'ts above. For example, ask students the following: Is this statement true or false? "In order to help prevent landslides, we should replant trees on bare hills and along rivers and coastal areas." Please give reasons for your answer.

The answer is correct. Trees and plants increase the earth's capacity to store water and stabilize

ground erosion. Tree roots enhance the earth's structural stability. They can also act as a buffer against landslides, preventing greater damage.

Ask students, in groups or individually, to give examples of some actions they can take to reduce the risk of landslides. Each group is given paper to write down examples of dos and don'ts to minimize risks of landslides. They can then have a discussion to identify when landslides might occur in their community.

Activity 18: Preparing for droughts

In this activity, the teacher can share with students the concepts and dos and don'ts on droughts.

Concepts and facts

Drought is a weather event defined by a period of prolonged lack of rain or lower than average precipitation level, lasting as long as several years. This makes it impossible to replenish water lost through evaporation and human consumption. Human activities such as deforestation make the earth less able to store water. The unsustainable consumption, poor management and pollution of water resources contribute to the effects of drought.

During droughts, humans suffer from shortages of running water. Trees, crops, livestock and fish may die. Other consequences include reduced income for farmers, increased food costs, nutritional deficiency for the poor and increased diseases, especially among children and the elderly, due to the lack of clean water and sanitation.

Dos and Don'ts

Prior to a drought

- Pay attention to weather forecasts for warnings of droughts.
- Use water in more efficient ways. For example, you can reuse bath water to flush the toilet.
- Tell an adult if you see any leaks in faucets or pipes so they can be repaired immediately.
- Maximize water storage, such as collecting and storing rainwater during the rainy season. While it is not advisable to drink untreated rainwater, you can use collected

water for flushing toilets or for pets and livestock. You can also treat the water for drinking.

- Always cover and seal any stored rainwater so it does not become a breeding ground for mosquitos.
- During a drought
- Stay up-to-date on weather forecasts, news and official recommendations for instructions on what to do during a drought.
- After a drought
- Maximize water-saving: use potable water for only the most essential uses.
- Use water wisely: for example, do not let the tap run while brushing your teeth or check for leaks that waste water.

Following are two activities to reinforce the information students learned regarding droughts and the importance of water during disasters.

Suggested exercise 1: "Relay" Game

For this activity, students will imagine that they are living in an area suffering from a prolonged drought and they need to help their parents collect water. Explain that the water supply is far away and, therefore, they have to support each other in carrying the water. Because of the lack of water, students have to be extremely careful and work together to not waste any during collection. The activity will help students understand that water is a rare and precious resource, especially during times of drought.

What to do:

1. Students are divided into two or more equal groups, depending on class size and available resources.

2. Each group of students form a line. In each line, the first person takes a cup or small container, fills it with water and passes it to the second one. The second person passes the cup to the next one and so on, until the last person receives the cup and pours the water into a bucket or larger container. This has to be done at high speed.

3. Count aloud the number of cups as they are poured into the bucket.

4. The goal is for students to fill the bucket completely using the least amount of cups to fill the bucket and therefore spilling the least amount of water during transportation.

5. The level of water in the buckets is measured to determine which group managed to spill the least amount of water.

6. Following the activity, the water is not wasted, but instead returned to a water tank, or if not potable, used to water plants and trees around the school.

Suggested exercise 2: Become resilient – Purifying water

Following is an activity which can be adapted to the age and level of students, as necessary.

It is extremely important to make sure that the water you drink is not polluted by certain bacteria and contaminants, especially in a disaster when access to care may not be easy. You should therefore learn how to purify water.

1. Remember that you should always have some clean water stored in your emergency bag and at home for use in case of a disaster.

2. If you do not have any clean water or have very little left, you can purify some. Carefully select your water source. Do not use water that has floating material in it, water that has any odour, or water that has a dark colour. These are all indications that the water is significantly contaminated and may be dangerous no matter what you do to filter it or to kill the bacteria. On the other hand, a little dirt in the water can be easily cleaned out.

3. Clear the water from dirt. You can do this by giving it time (12–24 hours) to settle until the dirt sets at the bottom of the container. Then, move the water above the dirt into another clean container. If letting it settle takes too long, you can filter the water through a clean cloth, tissue, or a coffee filter.

4. The safest way to purify your water is by boiling it. Bring the water to boil until you see large bubbles forming. Boil it for another 5–10 minutes. If you are afraid to lose too much water to evaporation, use a lid. Remember that boiled water might not taste as good because it has lost oxygen. Move the water from one container to another to add oxygen and improve the taste.

5. Another way to disinfect filtered and settled water is to use chlorine tablets, which can be purchased at pharmacies and department stores. This is something you might want to try with your teacher's instruction at school before doing it at home with your parents.

6. Older students can also recommend that parents purify water with household chlorine-based bleach. It does not kill bacteria as effectively as boiling does, but it will get rid of most of them, especially when you do not have the necessary conditions to boil water: for example, during an evacuation from a storm. Ask your science or chemistry teacher how to purify water with bleach.

7. If none of the above methods are available to you, one method that only requires a few clear plastic bottles and sunlight. This method utilizes the ultraviolet rays of the sun. Be aware that it will not kill all bacteria, although it will give you water that is safer to drink than the one you had before. Here is how it works:
   - After you have filtered the water, you just need one clear plastic bottle with cap.
   - Fill the bottle up until it is 75 per cent full, close it and then shake it for 30 seconds to move oxygen into the water.
   - Next, place the bottle horizontally on a flat surface, like a rock or a rooftop, where it is in direct sunlight. Ideally, the surface on which the bottle lays should be dark or reflective.
   - Leave it there for a minimum of six hours. If the sunlight is indirect or it is cloudy, leave the bottle for up to 24 hours.

Some tips for students:

- Try these methods at school with your science or chemistry teacher, so you know how to do them and know what is safe, particularly when it comes to using bleach.

- Discuss the issue of clean water with your family when you make your family preparedness plan. Discuss how much water you want to have in your storage and who is responsible for checking on the stock. Think about how large of an issue clean water might be in your community and which of the methods offers a solution that works for your family, both practically and economically.

Activity 19: Preparing for tsunamis

In this activity, the teacher can share with students the concepts and dos and don'ts on tsunamis.

Concepts and facts

A tsunami consists of a series of sea waves up to tens of metres high. Tsunamis are capable of sweeping away everything, including vehicles, structures and the natural landscape, to sea.

Tsunamis, when striking the seashore, can wash boats ashore and submerge hundreds of coastal villages and sweep them all back to the sea, causing considerable damage to the lives and property of people in the region.

Dos and Don'ts

Prior to a tsunami

- Watch and listen to weather forecasts for warnings and information on earthquakes and tsunamis.
- Study locations near homes and schools that can be used as shelter in the event of a tsunami.
- Be aware and able to identify tsunami warning signs, such as strong earthquakes near the coast or a rapid rise or fall of coastal waters.
- Participate in tsunami evacuation drills.
- Follow the evacuation instructions of the responsible authority to safe places.

During a tsunami

- Keep calm and move quickly to higher ground. Tsunamis move quickly so do not stop for any reason.
- Move to the highest ground possible. Remember that the following wave may be larger than the previous one.
- If you cannot run away from the coast, get to the top floor of a building or climb up a tree and cling firmly to it. Remember that this is only the last resort.

After a tsunami

- Beware of other hazards such as fires, gas leaks, downed electrical wires or spills of toxic chemicals that can happen during or after a tsunami.
- Continue to watch and listen to media for further instructions.

Suggested exercise 1: Helping each other to reach secure locations

This activity will help teachers guide students to understand and refine coordination and non-verbal communication skills, particularly in emergency situations, such as tsunamis, when people may be separated or need to react quickly in order to maintain control of the situation.

What you need:

Coloured stickers (one for each student in the class)

What to do:

1. Request students to stand in a large circular formation, facing outwards. Ask students to remain silent throughout the activity.

2. Place a coloured sticker on the forehead of each student. Depending on the number of students in your class, you may have four or five different colours. Make sure that students are not able to tell which colour sticker they receive.

3. Provide students with the following instructions. Do not provide any additional hints or information.
   - Tell students that they each belong to a certain group. (Note for the teacher: the exercise implies that students will have to identify which group they belong to without the teacher's help and without speaking to each other).
   - Each group has to join all of its members and go to a safe location within the room. The teacher will point out a location in the room for each group, for example, Group 1, Group 2, etc. (Note for the teacher: students will only know which group they belong to at the end of the activity).
   - Explain to students that the goal of the activity is for each student to find and gather their own group of classmates and to reach the safe location assigned to them.
   - The first group to reach an assigned location with all its members is the winner.

4. When all students have gathered in their appropriate groups, invite students back to the circle and guide a discussion using the following questions:
   - How could you communicate when you could not talk or see your own sticker?
   - How well did you communicate? What did you do to communicate?
   - Did you choose to help others in the same group come together? Did others help you?
   - Was it difficult to complete the activity not knowing which group/colour you belonged to from the beginning?
   - What did you learn from this exercise about communication in difficult or impaired situations?

5. During disasters, even though people have adequate instructions, communication can become difficult and people can miscommunicate integral information. This activity demonstrates the importance of remembering key information (such as the

location of a safe place) and being able to communicate with others accurately and efficiently in times of emergency.

Suggested exercise 2: Focusing on the lighthouse

The following activity can help students enhance their skills for communication which can greatly improve their preparedness and response to hazards.

What you need:

Bandanas, scarves, or other materials to use as a blindfold

Books or other classroom items to serve as obstacles

What to do:

1. Divide students into small groups, depending on class size.
2. Elect one student from each group who will play the role of their lighthouse, standing on the other side of the room where the rest of the group members will attempt to travel to. In this activity, the lighthouse represents a safe place in case of disasters, such as a tsunami.
3. Inform the remaining group members that they are ships that will navigate through fog to their lighthouse while blindfolded. They are not allowed to speak during the activity.
4. Blindfold all students who will play the role of ships. Make sure students cannot see.
5. Place some books or other small classroom items to represent rocks and other obstacles. Make sure none of these items can pose a danger to students participating in the activity, as students will be unable to see where these items are located.
6. Tell students that, when instructed, they should navigate their way to their group's lighthouse by listening to the guidance from their group's lighthouse, who is allowed to speak but not to yell. They will need to avoid the obstacles around the classroom.
7. If any member of the group steps on an obstacle, the whole group has to take five steps back.
8. The winner of the activity is the first group to reach the lighthouse with all of its members.
9. After all students make it to their group's lighthouse, the activity will end.You can finally have a discussion with your students about what they learned from the activity and how they think they could have improved their communication and performance during the exercise to guarantee all group members make it to the lighthouse safely.
10. You can also discuss how important it is to stay focused on the lighthouse, which represents the safe location you should go to during an emergency and avoid being distracted by obstacles along the way. These obstacles can result from a storm, flood, fire or other hazard.

Activity 20: Preparing for fires

In this activity, the teacher can share with students the concepts and dos and don'ts on fires.

Concepts and facts

Flames can grow very rapidly into a fire, causing extensive risks to people and properties and long-term damage to the environment. Fires can occur naturally, such as from electrical discharges from lightning, but are mainly caused by human carelessness. There are many preventable causes of deadly fires, such as electrical short circuits, electrical overload, old wiring as well as unattended flames, candles and cigarettes that were not adequately extinguished and dangerous placement of flammable objects. Fires can also be caused by fireworks that do not work properly or are managed in an unsafe way or by children playing with matches.

Dos and Don'ts

Prior to a fire

- Warn adults if you see electrical wire that is loose or not securely covered with electrical tape in or around your home or school.
- Matches, lighters, irons and unattended candles can start deadly fires. These should be handled by responsible adults, not children.
- Do not put paper, cloth, long hair, oils or gasoline near any open flame.
- Smoke alarms save lives. If your family is able to install an alarm, remember to replace the batteries once a year, such as every year on your birthday.
- Fire extinguishers save lives and property. Ask an adult to check that they have been adequately maintained and are working well. You should also check who is trained to use them.
- Practice more than one fire escape path with your parents.

During a fire

- If you see a fire affecting property, alert any nearby adult to call 114. You should not assume that someone else has already alerted the fire department.
- Never attempt to extinguish an oil or electrical fire with water.
- Always choose the safest exit path that is farthest away from the fire or smoke.

- Never open a closed door until you feel it with the back of your hand. If it feels cool, you can open it. If it feels hot, keep it closed and choose a known and safe exit path in a different direction.
- Closed doors prevent fires from spreading faster, but do not lock any doors behind you.
- Fire needs oxygen to breathe. If something is on fire, an adult can smother it with a blanket, roll it on the ground or smother it with sand.
- During a fire, you must stay low and below any smoke, even crawling on your hands and knees if necessary. Never breathe in smoke.

After a fire

- Once outside, stay outside. Don't go back inside for any reason, until authorities say it is safe to do so.
- The two following activities can be transmitted to students and their families to reinforce practical fire safety assessment and response skills.

Did you know?

Smoke and toxic gases are much more dangerous than the fire itself. However, these gases will rise higher to the ceiling. If in a situation with a lot of smoke, stay as low as possible and cover your mouth and nose with a towel, blanket, or even a shirt soaked in water, if one is in reach, in order to help filter the toxic air.

Suggested exercise 1: Home fire safety assessment

- Together with family members, make a list of items in the house that are likely to cause fires and check their safety based on the following table. Some examples are inserted for you to use to motivate students to carry out the exercise.

Name of items	Assessment of safety	
	Usable/ working	Needs to be replaced
Gas tank for cooking		
Electrical cables		
Fire extinguisher		
Doors		
Windows		

Suggested exercise 2: Practicing fire drills at home and at school

- Teachers, students and families should practice fire drills each year. Teach students to follow instructions quietly and move calmly and in an orderly way using the designated route or routes to safe places.
- Ideally, a member of the family and at least two school staff should be trained on how to extinguish a fire.

Unless otherwise noted, the activities in this chapter were adapted from World Animal Protection's Animal Welfare Education Course: Teacher Activity Book 2 Primary Schools, UNESCO's Stay safe and be prepared: a teacher's guide to disaster risk reduction and UNESCO's Stay safe and be prepared: a student's guide to disaster risk reduction.

Annexes:

Annex I: School Assessment Tool Templates

Annex II: School Preparedness Plan Templates

Annex III: Glossary of Terms

Annex IV: Frameworks for Preparedness and Risk Reduction

Annex I: School Assessment Tool Templates

Template 1. Basic School Information

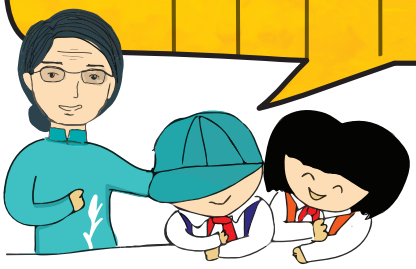
1. General information of school	
Name of the school	
Level of education	
Telephone number	Fax number (if any):
Name of the School Principal	
Principal's telephone number	E-mail address of the Principal:
Total ground surface (m2) of school buildings:	Total surface (m2) of the school land:
Type of school	Public ☐ Private ☐ Joint public and private ☐ People-founded ☐
For private schools, give the name of the responsible body:	

2. Statistical data on Teachers and Students

For how many students is the school designed?

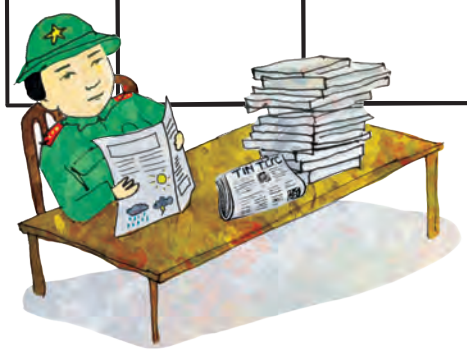
How many students can be educated at the same time during a learning session within each classroom?

Grade (you will cover the grades for which your school is responsible)	Student statistical data						Teacher statistical data							
	Total number of students		Ethnic minority students		Students with special needs or disabilities		Total number of teachers		Ethnic minority teachers		Teachers with special needs or disabilities		Total Staff	
Kindergarten														
3 years														
4 years														
5 years														
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														



Template 2. Sample historical profile

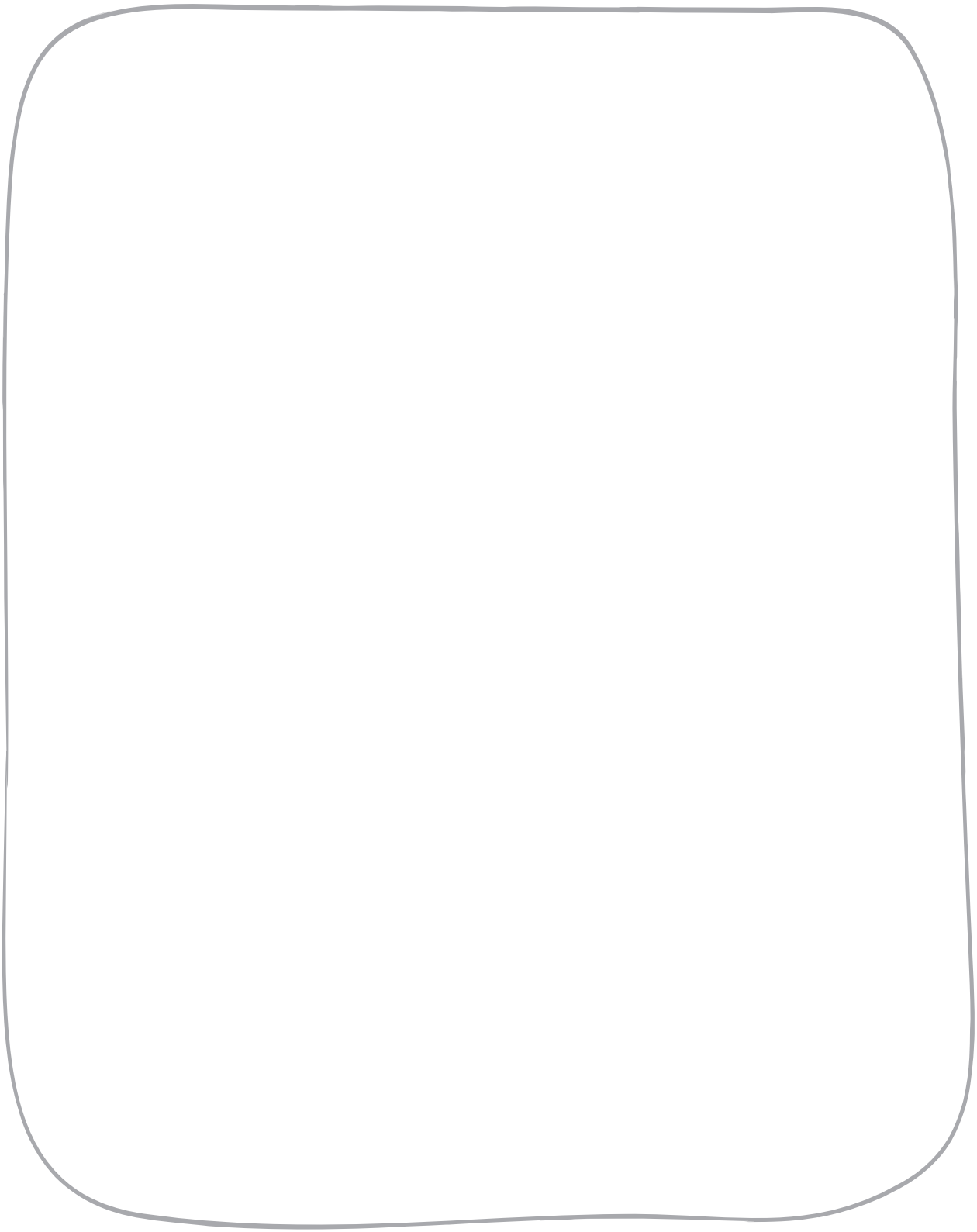
Month/ Year	Disaster or environmental change	Description of the disaster/ environmental change	Description and degree of school damage	Causes of damage	School activities to prevent, control or mitigate issue



Template 3. Seasonal Calendar

Activities	Month												Trends
	1	2	3	4	5	6	7	8	9	10	11	12	
School activities													
School opening ceremony													
Semester exams													
Teachers' Day													
Youth Day													
Seasonal activities													
Planting													
Harvesting													
Hazards													
Storm													
Flood													
Whirlwind													
Hail													
Pollution from nearby factory													
Other													

Template 4. Hazard map



Template 5a. Information about school management

Content	Yes	No	Note
School disaster management			
School Disaster Preparedness Committee (SDPC) is constituted.			
The SDPC includes teachers, parents, students and staff of the Red Cross Chapter and Division of Flood and Storm Control.			
School Preparedness Plan and its implementation			
There is a School Preparedness Plan.			
There is a specific Preparedness Plan for students and teachers with disabilities.			
A clear summary of the SPP is presented in a visible place such as on the school information board (and also shared with people with disabilities or special needs).			
Evacuation map is placed in each classroom wall with the classroom's position on map clearly highlighted and students and teachers, including people with disabilities, know the way to move to a safe place as guided in the map.			
School Preparedness Plan is updated and evaluated at least once a year.			
Teachers and students practice school drills at least once a year.			
Students and teachers with disabilities participate in school drills.			
The SDPC has sufficient parents' contact information in case of emergency.			
Students, including people with disabilities, know the emergency warning signals (for example: beating drums or sounding of sirens a certain number of times signifies moving to the safe place immediately).			
The school has a list of needs and specific assistance for students with disabilities in case of emergency.			

Template 5b. Disaster Risk Reduction Education in Schools

Contents	Yes	No	*Note*
School management board has knowledge and skills on disaster preparedness and response during disasters.			
Members of the SDPC receive training on how to implement the safe school plan.			
Teachers and school staff have knowledge and are trained on disaster preparedness and response. All teachers and school staff know the School Preparedness Plan.			
Teachers and school staff have received training on how to administer basic first aid.			
Selected teachers and school staff are trained on proper search and rescue activities.			
Selected teachers and administrative staff have been trained on how to use fire extinguishers and other fire control tools.			
Students have knowledge on disaster procedures and disaster preparedness, due to DRR knowledge being integrated into class subjects or extracurricular activities.			
Students know and practice the four rules in evacuation: No talking! No pushing! No running! No turning back!			
Support structures or alternative means, such as tents or other locations, exist to continue teaching and learning in after a disaster.			

Template 5c. Environment around the school

1. Geographic location (mark with an X)		
Geographic region	Northwest ☐ Northeast ☐ South ☐ Red River Delta ☐ North Central ☐ South Central Coast ☐ Central Highlands ☐	
City/Province	..... District: .... Ward/Commune:	
School address		
Type of area where school is located	Urban ☐ Semi-urban ☐ Rural ☐ Remote ☐ Mountainous areas ☐ On coastline ☐ On an island ☐	Other (please explain): ....

2. Location of school			
The school is located near or is adjacent to	**Yes**	**No**	**Explain**
Deposit of garbage or other pollutants			
Fuel tanks or other flammable materials (coal deposit/ mining, gas pumps, gas distributors, paint, cotton, clothes, wood, agricultural waste burning and others).			
Hospital buildings			
Unstable, unfinished buildings or building sites			
Unstable slopes or mountain/hill sides			
Airport area, mining site, industrial area, trade village			
Stockbreeding/farming area/pesticide usage			
Graveyard			
Post-war un-cleared minefield			
Main roads/railroads			
Dam or dyke, water supply station			
Swampy area/marsh/habitat for animals and plants/ forest/high trees/garden			
Other (please describe using this space)			

3. Road access to the school			
Threats on the way to the school	**Yes**	**No**	**Explain**
Do children have to cross crowded roads on the way to school?			
Do children have to use a mountain road on the way to school?			
Are there any high- or low-voltage electrical wirings or power lines near the school?			
Are there trees, stones, unstable or unusable bridges, or any elements susceptible to suddenly fall?			
Are there overflowing rivers near the school?			
Do students have to use the ferry or other boat to get to school?			
If they use the ferry or other boat, do they use lifejackets?			
Is the way to school safe for people with disabilities or special needs?			
Other threats: List the number of road accidents and injuries that occured within the last year involving students and teachers _____ _____ _____			

4. Alternative space				
Mark with an X when applicable		**Yes**	**No**	**Explain**
Does the school have alternative and accessible space with basic services allocated for continuing classes in case of the need to evacuate the main school building?				
Are the basic services appropriate and sufficient to cover all students and teachers?				
Are there safe and accessible routes (including for people with disabilities) to all areas where the classes might take place?	Within the school?			
	Outside the school?			

Template 5d. Physical infrastructure of the school

Content	Yes	No	Note
Physical structure			
School is constructed in accordance with Government safety standards, withstands common hazards in the area (for example, when disasters previously occurred in the area, the school was not damaged, etc.).			
Roof of school is stable (for example: roof is made from tiles, reinforcement, etc.).			
School has a large enough exit for students to evacuate quickly in an emergency (including for people with disabilities).			
Evacuation maps have been posted and, in case of schools in ethnic minority areas, the information is avaiable in the local language.			
Exit routes have been clearly marked throughout the school.			
School has safe places for evacuation and the guiding board outlines the path to these places.			
School has capacity to be a safe place for a large number of community members when necessary.			
Stairs, Corridors			
Stairs have rails and are large enough to avoid congested and confused situations on the stairs during breaks or after school. Ramps or alternative ways for people with disabilities have been constructed and installed.			
Classroom, libraries, functional rooms, campus			
Tables, chairs and beds are robust and flat; with rounded corners. Furniture is sufficiently spaced to ensure safe distances.			
Shelves are fixed on the walls. Objects on top of shelves are secured.			
Picture frames are fixed firmly on the walls.			
Doors are wide enough and easy to open.			
Accessibility for disability: corridors and doors are wide enough and easy to open for people with disabilities.			

Content	Yes	No	Note
Kitchen, canteen, clean water construction			
Flammable areas are safe from fire.			
Tables, chairs and beds are robust and flat; with rounded corners. Furniture is sufficiently spaced to ensure safe distances.			
Water tanks are covered to keep water clean for school and emergency use and water is regularly changed and treated.			
Gas tanks used for cooking are kept in a safe location and are not accessible by students.			
Toilets			
Floors in the restrooms are not slippery.			
Notices on hazards during emergencies can be heard from the restroom.			
Toilets have enough clean water.			
Playgrounds			
Toys and other equipment (such as rails or swings) are fixed.			
Mobile toys and exercise equipment (for example, a net for football or basketball) are kept carefully and away from the school road.			
Parking area, school ground, school gate, fence and other places in school			
Parking area is fixed, large and has safe entrance.			
School grounds and roads (if any) are flat and not slippery.			
Large, tall and old trees in the school ground have their branches trimmed before storms and are fenced off. Students are prohibited from climbing trees during an emergency.			
Fences and gates are fixed and danger-free to students, especially during disasters.			
Water tanks, holes and wells in the school are covered.			
Ponds and lakes are fenced off.			
Electricity safety			
Regulations on fire safety to prevent electrical shocks and fires are observed.			
Electricity board is covered and positioned 1.6 m from the floor.			
Electricity system in the classrooms, library etc. is in accordance with the electricity and fire safety and prevention regulations.			
Electrical outlets are placed high enough on the wall to be out of reach of water during a flood.			

Content	Yes	No	Note
Tools			
Equipment for fire control, such as fire extinguishers, sand bags, water access and hoses, are in a noticeable place free from obstacles and frequently checked.			
There is an alarm system which functions without electricity (drum, loud speaker or whistle).			
First aid kits with basic medicine, including sanitary towels, are kept updated.			
Emergency kits, including water, food, blanket and other items, are readily available.			
TV/radio weather forecast is regularly observed during difficult seasons.			
Equipment to receive/deliver information (phones, walkie-talkies, etc.), including battery-powered tools such as radios and generators, are available.			
Other tools and equipment (based on geographic features and common local types of hazards):			
Life jackets are available in great enough quantities.			
Boat(s), where needed, are available and regularly maintained.			
Special devices to transport people with reduced mobility are available.			
Tools and equipment are stored safely and people know where they are.			
There is replacement equipment in case of emergency, such as: power generator (in case of electricity outages), satellite telephone (in case of telephone network loss), toilets (in case of sewage and water cut off), etc.			

Template 6a. Vulnerability Synthesis Matrix

Vulnerability Synthesis Matrix					
Hazard	Source: Template 1	Source: Template 2	Source: Template 3	Source: Template 4	Source: Template 5

Template 6b. Capacity Synthesis Matrix

Capacity Synthesis Matrix					
Hazard	Source: Template 1	Source: Template 2	Source: Template 3	Source: Template 4	Source: Template 5

Annex II: School Preparedness Plan Templates

SCHOOL PREPAREDNESS PLAN TEMPLATE

1. School basic information, school map and contact list

Template 1a. School Basic Information

School name: _____ **School Year:** _____
Month ___ **Year** _____ (date when plan was finalized)

1. Ward/Commune: _____ District: _____ Province: _____
2. Number of school buildings: _____ Total number of classes: _____
3. School telephone: _____
4. School email: _____ School Website: _____
5. Geographical Location: _____
6. School demographics: _____
   - Number of students: Female: ____ Male: _____
   - Number of teachers : Female: ____ Male: _____
   - Number of ethnic minority students: Female: ____ Male: _____
   - Number of teachers and students in a difficult situation (please specify): _____
   - Number of people with physical disabilities: _____
   - Number of people with cognitive disabilities: _____
   - Number of children in low income or marginalized households: _____

Template 1b: School Map

Insert school hazard and, if possible Google or GIS maps of school:

In the following template, enter the contact information of members of the planning team.

Template 1c: Contact List

No.	Position/ organization	 Contact name	 Phone number	 E-mail address
1	Principal			
2	Vice Principal			
3	Teacher 1			
4	Teacher 2			
5				
6				
7				
8				

2. Analysis of assessment data

Complete the first three columns (hazard, vulnerability and capacity) based on the results of the assessment. Complete the column for risk applying the formula explained in the SPP Guidelines. In the last column, you will include the analysis that highlights the relationship between the four previous components and the effects they have on the school.

Template 2a. Analysis Matrix

Hazard	Vulnerability	Capacity	Risks	Analysis

In Template 2b, record the risk identified by the team during the analysis as well as the desired situation (how you would like your school to be prepared) and current situation (how the school is prepared/unprepared now) in relation to that risk. In the final column, identify the difference between the desired and actual situation of the school.

Template 2b. Desired situation of the school

Risk	The desired situation of the school	The current situation of the school	Gap between desired situation and current situation

In Template 2c, you will insert the long-term and short-term goals. The long-term goal will correspond to the vision of a three to five year period that will require the implementation of various one-year Preparedness Plans. It expresses the desired, long-term situation. Short-term goals should be achieved within a one-year period and are more specific, leading to the identification of a group of activities or a specific activity.

Template 2c. Goals of the School Preparedness Plan

Long-term goal (5 years):
Short-term goal 1 (1 year):
Short-term goal 2 (1 year):

In Template 2d, insert the gap identified in Template 2b and then identify and prioritize activities that are completely under the responsibility of the school with the support of parents and the community and those activities for which the school needs the assistance of the BOET, DOET, People's Committee, or other relevant authority.

Template 2d. Identifying and prioritizing solutions/activities

Gap between desired situation and current situation	Solutions/ activities			
	Implemented by the school	Priority	External assistance required	Priority

3. Activity Plan

For each activity proposed in the one-year School Preparedness Plan, please complete the following template and include it as an annex.

Template 3a. Description of the activity

For each activity proposed in the one-year School Preparedness Plan, please complete the following template and include it as an annex.			
5. Activity to be developed:			
6. Description of Risk/Problem to be solved:			
7. Solutions proposed to the risk/problem that justifies the selection of the activity:			
8. Responsible person(s) for overall activity implementation:			
Name	**Address**	**Phone**	**E-mail (if any)**
Teacher			
Contributors			

Next, you will enter the expected results of each activity, including performance indicators, target and means of verification, in Template 3b. For each activity, you can have one or more expected results, it is recommended to have no more than three expected results per activity.

Template 3b. Expected results, performance indicators, target and means of verification

Expected Results:		
Expected results 1:		
Performance indicator(s)	Target	Means of verification
Expected results 2:		
Performance indicator(s)	Target	Means of verification

Template 3c. Timeline of the Activity

6. Timeline of the activity:													
Sub-activities	**Timeline (months – mark with x)**												**Person responsible for overall coordination of each sub-activity**
	1	2	3	4	5	6	7	8	9	10	11	12	
1													
2													
3													
4													
5													

For each activity, the team will determine which resources are necessary for implementation. For example, a mesh or cage-like structure is needed to ensure the safety of children who learn to swim in a river.

Once the team has identified the resources – which will also include human resources – a revision of the resources available within the school, taking into account those included in the analysis of the capacities, will help to determine the resources that need to be found elsewhere.

Template 3d. Resources required for the activity

7. Resources required for the activity					
Required resource	Description of resource required	Quantity (estimate)	Time when resource is required	Source (who will provide the resource)	Person responsible for resource management
Labour (for example: students, teachers, Parent Association, community members, Youth Union, Women's Union, the private sector, others)					
Technical expertise (for example: technical support by students of College of Agricultural and Forestry, expert in swimming lessons)					
Equipment (for example: fire extinguisher, hoes, shovels)					
Supplies (for example: paper, gloves, seeds, trees)					
Permits (for example: permit from Peoples' Committee or from District Department of Education or other)					
Others					

Note: *for those cells that are not relevant to the activity please indicate "N/A" (not applicable).*

Template 3e.Budget of the activity

8. Budget of the activity:			
Item	Units/quantity	Unit cost	Total
Labour			
Subtotal			
Equipment			
Subtotal			
Technical expertise			
Subtotal			
Others			
Subtotal			
TOTAL			

4. Monitoring and Reporting

Template 4a. Monitoring Chart for each activity

Activity: Management of the School Preparedness Plan Implementation					
Expected Results	Indicators	Targets	Deadlines	Status	Comments
1.					
2.					

The table below allows the team to consolidate all activities and assign responsibilities of coordination to record the work done during your monitoring. The first three columns (activities, monitoring coordinator and members of the monitoring team) can be easily filled as you design each activity. The columns of actual achievements/actual results and comments, should be updated as the activities make progress.

Template 4b. Summary Monitoring Chart for the overall Plan (all activities)

Activity: Management of the School Preparedness Plan Implementation					
Expected Results	Indicators	Targets	Deadlines	Status	Comments
1.					
2.					

Once the information is entered into the Template 5b (first three columns), the Monitoring Focal Point will need to produce a monitoring matrix or chart to closely follow the implementation of each activity and expected results from the preparedness plan.

Template 4c. Producing the report on implementation and monitoring of the SPP

Cover page: Basic information
- Copy here Template 1a. School Basic Information

First section: Summary of situation found in the analysis
- Copy here Template 2a. Analysis Matrix

Second section: Comparison between desired situation and current situation
- Copy here Template 2b. Comparison of desired and current situation of the school

Third section: Results achieved per expected results
- Copy here Template 4b. Summary monitoring chart for the overall plan (all activities)

Fourth section: Conclusions
- Challenges
- Lessons learned
- Recommendations for revision, improvements or next SSP planning cycle

Annex III: Glossary of Terms

Capacity building: the strengthening of knowledge, abilities, skills and behaviours to help people and organizations achieve their goals.

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

Capacity: a combination of the strengths, attributes and resources available within a community, society, or organization that can be used to achieve goals.

Deforestation: the direct human-induced conversion of forested land into non-forested land.

Disaster Risk Reduction (DRR): the practice of reducing risks through systematic efforts to analyse and manage the causal factors of disasters by reducing exposure to hazards, reducing vulnerability of people and property, engaging in wise environmental and resource management and improving preparedness for disasters.

Disaster: a serious disruption of the functioning of a community or a society involving widespread human, material, economic, or environmental losses and impacts which exceeds the ability of the affected community or society to cope using its own resources.

Education authorities: governments with their associated ministries, departments, institutions and agencies who are responsible for ensuring the right to education and exercising authority over education provisions at the national, district and local levels.

Emergency management: the organization and management of resources and responsibilities for addressing all aspects of emergencies, in particular preparedness, response and initial recovery steps.

Emergency: a situation where a community has been disrupted and has yet to return to stability.

Hazard: a potentially damaging man-made or natural physical event, phenomenon, or human activity that may cause loss of life or injury, property damage, social and economic disruption or environmental degradation.

Natural hazard: a natural process or phenomenon that may cause loss of life, injury, or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Participatory learning: an active, learner-centred teaching and learning approach which encourages learning through practical

activities and experiences using small groups, open questioning and peer learning.

Preparedness: the knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent, or current hazard events or conditions.

Protocol: written, agreed upon and rehearsed procedures, roles and responsibilities that are to be followed by individuals, the school and the community that set standards for responding to specific circumstances, such as disasters.

Public awareness: the extent of common knowledge about disaster risks, the factors that lead to disasters and the actions that can be taken individually and collectively to reduce exposure and vulnerability to hazards.

Resilience: the ability of a system, community, or society exposed to hazards to resist, absorb, accommodate and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

Response: the provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected.

Risk: the product of the consequences of and vulnerabilities to a hazard in relation to capacity.

Risk assessment: a methodology to determine the nature and extent of risk by analysing potential hazards and evaluating existing vulnerability and capacity to determine the potential consequences faced by people, property, services, livelihoods and the environment.

Risk management: the systematic approach and practice of managing uncertainty and risk to minimize potential harm and loss.

Vulnerable group: a group of people who, due to their characteristics and circumstances, are likely to suffer more adverse impacts from disasters than other groups in the community. Vulnerable groups include children, elderly people, people with disabilities and women, among others.

Vulnerability: the characteristics or circumstances of individuals or groups that make them more susceptible to the impact of hazards. They are characteristics that affect the ability of individuals, groups, or communities to cope with hazards.

Annex IV: Frameworks for Preparedness and Risk Reduction

School and community risk preparedness and planning has been emphasized and reinforced in several international and national strategies and plans. These frameworks establish priorities and areas for enhancing the overall preparedness of schools and communities in mitigating and responding to risks and threats. Additionally, the components in these frameworks are in line with the activities carried out throughout the school assessment and preparedness plan development processes and directly contribute to Viet Nam's compliance to these international, regional and national legally-binding standards.

Hyogo Framework for Action 2000-2015

At the international level, the Hyogo Framework for Action 2000-2015: Building the Resilience of Nations and Communities to Disasters and the upcoming post-2015 framework are relevant:

- Enumerate strategic goals for the Education Sector on integrating risk reduction into education sector policies and practices, strengthening institutions and capacities for resilience to threats and mainstreaming risk preparedness into the Education Sector;
- Encourage the assessment of risk and provide a framework for establishing preparedness activities, exercises and protocols;
- Identify additional key priorities such as: assessing and monitoring risks and threats to schools, reducing underlying risk factors, strengthening preparedness in learning environments and using knowledge, innovation and education to build a culture of safety and resilience through curricular and extracurricular activities.

INEE Minimum Standards for Education: Preparedness, Response, Recovery

The Inter-Agency Network for Education in Emergencies (INEE) is a network of agencies and experts worldwide. It was created to improve the standard of education provided in emergency situations throughout the world. The INEE Minimum Standards for Education: Preparedness, Response, Recovery (referred to as the "INEE Minimum Standards"), were developed over several years and include ideas taken from the experience of more than 3,500 people from over 80 countries.

The INEE Minimum Standards can be considered as the international standard of objectives that should be met by the education sector of any country in order to ensure quality education in the face of climate change and hazard-related challenges and to enhance the capacities of the education sector, local communities and schools to prepare for, respond to and recover from environmental threats and disasters.

The Ministry of Education and Training (MOET) and UNESCO with support from various national and international organizations, translated and contextualized the INEE Minimum Standards for Education for education managers and teachers at all levels, schools and local communities in Viet Nam, to guide actions in preparedness, response and recovery that are based on international standards derived from the principle that people affected by disaster have the right to life with dignity and access to safe, quality and relevant education. The School Assessment and School Preparedness Plan apply the standards directly within the schools and provide a framework to facilitate the inclusion of these international standards in the schools throughout the country.

ASEAN Agreement on Disaster Management and Emergency Response Work Programme

At the regional level, all members of the Association of Southeast Asian Nations (ASEAN) ratified and are in the process of implementing the ASEAN Agreement on Disaster Management and Emergency Response Work Programme for 2010-2015 (AADMER), the first legally-binding, Hyogo Framework-related instrument. AADMER is composed of four strategic components including: i) risk assessment; ii) prevention and mitigation (which, in turn, incorporates mainstreaming disaster risk reduction into school curricula and enhancing community-based disaster risk reduction activities); iii) preparedness; and iv) recovery.

Action Plan on Implementing the National Strategy on Disaster Preparedness, Response and Mitigation

At the national level, school and community preparedness has been emphasized in Viet Nam's National Strategy for Natural Disaster Preparedness, Response and Mitigation up to 2020. In 2011, the Ministry of Education and Training (MOET) developed an Action Plan on Implementing the National Strategy on Disaster Preparedness, Response and Mitigation (2011-2015), which calls for the development of School Preparedness Plans to ensure school safety against disasters[2].

The process of conducting the School Assessment and developing the School Preparedness Plan is a response to these national and international frameworks towards strengthening education sector preparedness and resilience to natural hazards and other risks. These tools not only provide schools and communities with a means to enhance their capacity in responding to local risks, but also support the Government of Viet Nam in systematizing and institutionalizing the frameworks for disaster risk reduction and preparedness.


Reduce - Reuse - Recycle

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Department of Teachers and Educational Administrators
Primary Education Department
Continuing Education Department
Department of Education and Training of Thua Thien – Hue Province
Five piloting schools in Thua Thien – Hue Province: Thanh Toan Primary School, Huong Vinh Primary School, Phu Mau Primary School, Quang Loi Primary School, Huong Long Primary School

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Live and Learn Viet Nam
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World Animal Protection

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INOVAE PUBLISHER, software developed at graceful disposal by the French company INOVAE SAS
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Assessment and Preparedness Toolkit

For safe and sustainable schools prepared for natural hazards, climate change, biodiversity loss, safety threats and other risks

Bộ Giáo dục và Đào tạo
Nước CHXHCN Việt Nam
Ministry of Education and Training
S.R. Viet Nam

United Nations
Educational, Scientific and
Cultural Organization

Tổ chức Giáo dục,
Khoa học và Văn hóa
của Liên Hợp Quốc

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Office of the Representative to
the Socialist Republic of Viet Nam
Member of United Nations Team

Văn phòng Hà Nội
Văn phòng Đại diện tại nước
Cộng hòa Xã hội Chủ nghĩa Việt Nam
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