The International Federation of Red Cross and Red Crescent Societies promotes humanitarian activities in the National Societies in favour of the most vulnerable.

Through the coordination of international relief in times of disaster and the promotion of development assistance, the Federation aims to prevent and alleviate human suffering.

The Federation, the National Societies and the International Committee of the Red Cross together make up the International Red Cross and Red Crescent Movement.

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Introduction

The “Better be Prepared” series is made up of 14 modules which have been drawn up in the Regional Centre of Reference in Community-Based Education for the Prevention of Disasters with the support of the International Federation of Red Cross and Red Crescent Societies through the Regional Representation for Mexico, Central America and the Caribbean and its Regional Risk Reduction Programme, together with the National Societies in the region.

These guides in community work arise from the need to implement risk reduction programmes of improved quality which facilitate sustainable development processes in the most vulnerable communities in the region. A methodology with simple, practical, standardized tools was required which could be used by each National Society without losing its socio-cultural identity, enabling its application and adaptation to different contexts.

The modules are aimed at the permanent and voluntary staff of the Red Cross, members of other organizations which work in disaster risk reduction and the community in general.

The modules are revised and updated versions of material originally drawn up by the International Federation of Red Cross and Red Crescent Societies in 1994; from that time to the present date, there has been support from international organizations which include: the Provention Consortium; UNICEF, PAHO/WHO, UDSMA/OAS and universities.

Some modules have a note-book for field work called a “Work Book”, in these cases, the module can be used as material for consultation for the facilitator and for the participant, and the work book is exclusively for the participant to carry out assignments and field work.

Each module can be used independently in accordance with its objectives, or be used as part of the series, in this case module 1 “Education, Organization and Community Preparedness for Risk Reduction” provides the basis for work with the VCA tools, and the others go into more detail on specific subjects such as: school plans, family plans, floods and so forth.

Psychological First Aid and the Community Manual for the Mitigation of Disasters in Rural Aqueducts are materials which deal with subjects which require the direct assistance of technical experts in the area.
Module 4, the Protected School, facilitates the drawing up of a school security plan which includes the participation of administrative personnel, teachers, students, neighbours of the Educational Centre, as well as ensuring coordination with other institutions involved in risk management.

The Protected School process allows Educational Centres to share experiences or “good practices” concerning the application of the module, which enables the constant building of new knowledge and improvement of the process through a practical approach in the institutions.

The module looks at 4 stages; in the first the Educational Centre and the community are approached to promote the interest of the participants and the future implementation of the programme; the participation of other organizations and institutions is important in this stage.

The second stage involves the learning of key concepts in the theme of disaster prevention and the search for solutions to the major hazards; in this section, emphasis is made on the practical application of definitions and how this can facilitate the implementation of an action plan with concrete transformation actions.

The third stage analyzes the basic organization which the Educational Centre should have in order to implement a school security plan, including brigades and procedures for carrying out simulations.

Lastly, a school security plan is drawn up which facilitates the strengthening of the capacities of the Educational Centre and eliminates or reduces the vulnerabilities of the people at risk.
Objectives of the Module

1. Identify the hazards, vulnerabilities and risks of the Educational Centre.

2. Identify the capacities and resources available in the educational community.

3. Drawn up and organize the school emergency plan.

4. Reduce risks through participation and collective learning.
UNIT I

Components of the School Security Plan

The school security plan consists of a series of actions for prevention, mitigation, preparation and school organization which are carried out to avoid the occurrence of disasters.

The main actions to achieve this are:

1) Identify the hazards or dangers which could affect the educational centre and its surroundings.

2) Identify places susceptible to being affected in the area surrounding the school.

3) Recognize the existence of and develop our capacities or strengths.

4) Recognize the risk or probability of the occurrence of a disaster.

5) Take actions to prevent or reduce existing risk.

6) The creation and implementation of the emergency plan.

7) Assess the organization of the school population and the on-going practice of the tasks included in the emergency plan.
Outline of the steps to take to design the School Security Plan

Step 1
- Definitions
  - Hazards
  - Vulnerability
  - Risk
    - Capacities
    - Emergency
    - Disaster

Step 2
- Promote interest

Step 3
- Organization

Step 4
- Identification
  - Hazards
  - Vulnerability
  - Risk
  - Capacities

Simulations
Mitigation, Response or Prevention Measures.
Methodological Guide to implement the Security Plan in the Educational Centre

1. Reflect on the **concepts** of disaster, emergency, hazards, vulnerability, capacities and risk.

2. Promote **interest** in the educational community with regard to the benefits of the Emergency Plan.

3. **Organize** the population of the educational centre into the following brigades which make up the School Committee for Prevention and Disaster Preparedness.

4. **Identify** the hazards, vulnerabilities, capacities and risks of the Educational Centre and its surroundings.

5. **Activities** aimed to ensure:
   - Mapping of risks in the school and its surroundings
   - Necessary prevention, mitigation and response measures
   - Evacuation and assistance in a temporary shelter
   - Basic resources
   - Simulations
   - Training of the school population
   - The School Emergency Plan
   - Coordination with institutions, organizations, the government, neighbours and the community in general.
Think about the Concepts

The concepts of Hazard, Vulnerability, Capacities and Risk may seem complicated to us, however, we can think about several cases in our daily life. Let’s look at an example:

“My neighbour’s dog is called Poncho. He barks and frightens all the children in the area. The fence which separates our porches is damaged and Poncho comes in and scares the chickens and he almost bit my little sister. My Dad is a carpenter and he encouraged me to mend the fence with him. From that day on, my little sister, my friends and I feel safe when we are out playing”.

<table>
<thead>
<tr>
<th>The neighbour’s bad tempered dog</th>
<th>Hazard is the potential occurrence of a man-made or natural event which has negative consequences when it impacts on people, possessions and the environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The damaged fence or enclosure</td>
<td>Vulnerability is the internal condition of the likelihood of a person, family or community being affected by a destructive event.</td>
</tr>
<tr>
<td>Knowledge of carpentry</td>
<td>Capacities are the strengths and abilities of people and communities to ensure their own development and to resist and recover from a destructive event.</td>
</tr>
<tr>
<td>Possibility of being bitten</td>
<td>Risk is the possibility of an event occurring within a specific period of time and in a determined area</td>
</tr>
</tbody>
</table>

Hazard x Vulnerability/Capacity = Risk

Although Hazards (H) are present, we can transform Vulnerability (V) and increase our Capacity (C) to reduce risk (R). Let’s share another example:

Our capacity can be to build dykes or walls, to plant trees which facilitate drainage of the soil, to have an alarm system for floods, to have an emergency plan etc.
Training of the School Population

Training is a dynamic process of the conveying of relevant information and of ensuring learning. Continuous, standardized educational processes regarding prevention, mitigation and disaster preparedness help to transmit knowledge learned at school to children’s homes.

Training for disaster prevention gives us the opportunity to reduce risk: in the educational centre, know what to do before, during and after an emergency or disaster and identify actions which make the educational centre a more resistant and safe place.

Example:

Xavier and Ana are students taking part in the activities to design the Risk Sketch of the School, they learned about how to act in the event of earthquakes, hurricanes and floods. They receive training from the Red Cross to provide First Aid. They feel happy about their training and are keen to share their knowledge. At home, they explain to their parents and help to make a Family Plan. They also talk to their friends, their neighbours and members of their family. They help to spread knowledge.
Step 1
Understanding some concepts

Disaster and Emergency:

When the impact which occurs as a result of a man-made or natural phenomenon, the normal functioning of the educational centre is interrupted and there are unfortunate consequences such as: wounded people, destruction, loss of life etc. and we do not have the capacity to deal with the situation. This is called a disaster.

For example: an industrial accident in the vicinity of educational centres, major hurricanes, earthquakes, floods which affect the population can sometimes cause disasters.

At other times, when specific situations cause lesser impact and the consequences are less significant and can be controlled, we are in a situation of an emergency.

For example: a fire in an area where garbage is collected which we were able to control for a certain time.

The difference between a disaster and an emergency is in the impact of the event and in the existing response capacity.
Step 2
Promoting interest in the educational community

In this module, the educational community refers to: students, teachers, mothers and fathers and neighbours of the educational centre.

The objective of this step is to become familiarized with the objectives and benefits of an Emergency Plan in the educational centre.

To encourage the participation of supervisors and/or coordinators from the Ministry of Education in the activities which take place in the educational centres.

Action 1:
- Organize an official visit to the educational centre and present the “Protected School” programme and the objectives which it sets out.
- Promote and formalize a presentation at a meeting of teachers, administrative staff and the student committee, where there is one.

Action 2:
- Coordinate the organization of the first meeting of induction to the “Protected School” programme which includes the presence of:
  - Teaching staff interested in the programme.
  - Selected students with an interest in taking part in the programme.
  - Mothers and fathers interested in the programme.
  - Neighbours of the Educational Centre interested in the programme.
- Finalize the meeting with a work plan which includes:
  - The next meeting of the committee at a date no later than in two weeks.
  - Identification of the personnel for each brigade.
  - Training courses.
  - Work calendar for the development of the programme.
**Action 3:**

- Share the process with other educational centres. Invite them to simulations or specific activities in the programme.
- Stay in permanent contact with the Ministry or Directorate of Education so that they are familiar with the development of the programme.
- Invite neighbours, mothers and fathers to get to know the results of the process.

**Step 3**

**Organization of the Educational Centre**

Luis and Alexandra like to play football. The coach teaches them their position and responsibility in the game, what they should and should not do, encourages them to play as a team, support each other, prepare for the game and practise to obtain good results. This same example applies when we organize activities in the area of education.

Each educational centre can have different types of organization according to its characteristics and size; however, there are common aspects which result from the interest in making an organizational plan which are as follows:

1. **Create an Emergency Committee**

This should preferably be made up of teachers, educators, administrative personnel, mothers and fathers and, if possible, neighbours.

What should its role be?

- Assess the vulnerabilities of the educational centre and its surroundings.
- Share the results of the assessment and the suggestions for actions to be taken.
- Encourage the participation of teachers, parents, students etc.
- Promote coordination meetings with educational authorities or response organizations, the Red Cross, the fire brigade, the police.
- Include school security activities in the annual work plan.
- Assign work brigades, ensure their training and that they are provided with equipment.
- Provide information on the Emergency Plan of the Educational Centre.
- Activate the Evacuation Plan.
2. Organize the Work Brigades

This organization will be carried out in accordance with the characteristics and arrangements of each educational centre.

Let’s choose a person to take charge of each brigade.

**REMEMBER NOT TO ASSIGN STUDENTS WITH ACTIONS WHICH INVOLVE RISK**

**Common actions and identification:**
- Assessment of the hazards and vulnerabilities of the educational centre.
- Propose measures to reduce risk.

**Early Warning**
Collect information on real risks which can affect us and make people aware of these.

**Alarm**
Design, disseminate and practise the use of the alarm system.

When we design the system, we must take into account the disabled population so that if need be, they do not have difficulties in activating the system. Make sure that there are one or more triggers in case one of them fails.

**Warning System: in the event of an emergency**

- Advise those in charge of the brigades.
- Advise the students’ families.
- Advise relevant institutions (education, health, fire brigade, Red Cross, emergency commission etc.).

Periodical checking of the system is the responsibility of a group of people. Therefore, when the Committee decides to carry out emergency simulations for different situations of danger, alarm and warning systems would be included.
**ROLES OF THE BRIGADES**

**The Evacuation and Temporary Shelter Brigade:**
- Designate a person in charge from each classroom
- Indicate the evacuation routes
- Be able to count on the cooperation of the full list of members of the student community
- Support evacuation and check that everyone reaches the meeting point.

If an evacuation is carried out, children and young people will be handed over only and exclusively to mothers and fathers; they cannot be entrusted to friends and relatives.

**Fire Prevention Brigade:**
- Make sure fire extinguishers are in place:
  - which are appropriate – type and functions
  - which are conveniently located
  - in good technical condition
  - check the date of expiry.
- Coordinate the necessary training with the fire brigade
- Provide education on the prevention of fires (talks and posters).
- Disconnect gas and electricity systems in the event of the alarm going off.
- Design a contingency plan for fire which includes possible evacuation routes and advising relevant institutions so that they can provide support.

**External Security Brigade (road safety and anti-violence):**
- Assess the risk of car crashes, acts of violence or delinquency in the area surrounding the educational centre.
- Organize turns and coordinate traffic control with the police at the times when students arrive or leave.
- Ensure the organization of traffic in the event of evacuation. Make posters visible which show halt or stop signs.
- Provide education for the prevention of road accidents (talks, posters).
- Assess the risk of abuse, acts of violence within the educational centre.
- Organize turns and coordinate with teachers, parents and/or students which days and situations need to be assessed.
- Promote regular meetings with teaching staff, administrative personnel and parents on the issues which are of concern regarding the safety of the students.
• Promote talks on topics related to security, respect, fundamental values and so on.
• Take part in the disciplinary committee of the educational centre and ensure appropriate application of rights and duties.

**First Aid Brigade**

• Ensure training in first aid with the support of the Red Cross
• Make sure that the school first aid kit is available
• Have a list of the nearest health centres
• Assess the causes of accidents in the educational centre and the surrounding area
• Provide First Aid services.

**Psychosocial Support Brigade**

• The brigade must be trained by medical personnel with experience in the area
• Deal with nervous disorders
• Carry out recreational activities.

• *The brigade does not aim to replace the work of professional staff in the field*

**LET’S GET TO WORK**

Work on exercise no. 8 “Emergency and Brigades Committee”

To do this activity, you need to take the following steps:

1. Identify the people who will make up the emergency committee in the educational centre. The committee must be made up of no more than 7 members, including teaching staff, administrative personnel, students and parents.

2. Identify the people responsible for managing each brigade (it is recommended that the person chosen is a teacher or a member of the administrative staff or a parent).

3. Determine the dates for the joint meetings of the committee and the work brigades in accordance with the calendar of the educational centre.

After having thought about the above points, make up the brigades and identify the actions of each one of them. (Go to the work book, Exercise # 1).
### Step 4
**Vulnerability and Capacity Assessment of the Educational Centre**

Hazards can be caused by nature or provoked by the actions of human beings, causing:

- Damage to the educational centre
- Suspension of classes and activities
- Wounds, deaths and other injuries

Hazards can be divided into:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Earthquakes</td>
<td>• Fires</td>
<td>• Landslides</td>
</tr>
<tr>
<td>• Floods</td>
<td>• Chemical accidents</td>
<td>• Drought caused by deforestation</td>
</tr>
<tr>
<td>• Hurricanes</td>
<td>• Explosions</td>
<td></td>
</tr>
<tr>
<td>• Tidal waves</td>
<td>• Collapse of buildings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Water pollution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Others</td>
<td></td>
</tr>
</tbody>
</table>
Let’s understand Vulnerability Better
Vulnerability refers to exposure and fragility, in this case both of the educational centre and the people who frequent it.

### Types of Vulnerability

<table>
<thead>
<tr>
<th>Vulnerability of People</th>
<th>Boys, girls and young people without education, displaced by war or violence, people with special needs, people whose health has been affected or who suffer from malnutrition etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Vulnerability</td>
<td>Blocked drains, lack of sewerage systems, deficient electrical systems etc. Badly constructed buildings or in poor condition.</td>
</tr>
<tr>
<td>Economic Vulnerability</td>
<td>Lack of ability to earn an income, of prioritization, lack of funds for investment, competitive market.</td>
</tr>
<tr>
<td>Social Vulnerability</td>
<td>Lack of an organizational level, violence, beliefs and customs.</td>
</tr>
</tbody>
</table>

Yes, indeed, it can be reduced with the following actions
Let’s remember:

**Prevention:** Activities designed to provide permanent protection and avoid harm to people as well as damage to possessions and the environment.

**Mitigation:** Measures taken in anticipation of a disaster with the aim to reduce or eliminate its impact on society and the environment. It includes engineering and other measures of physical protection, as well as legislative measures to control the use of land and urban settlements.

**Preparation:** Actions which are carried out before emergencies or disasters occur, with the aim of strengthening community response capacity.

Another example is:

Pedro and Claudia are playing in a park which is dirty and has pieces of broken glass. Claudia is hurt and her friend helps her and takes her to the First Aid Centre. She is taken good care of there.

What did we learn?

That Pedro is prepared to deal with Claudia’s wound.
That there is a First Aid Centre which is well known.
BUT, if we clean the park, children will not be hurt. As a result:

**Prevention is as important as response!**
It’s time to identify the hazards that put the Educational Centre and those who frequent it in danger.

1. Earthquake
2. Floods
3. Landslides
4. Volcanic Eruption
5. Hurricane
6. Fires
7. Forest Fires
8. Leakage of Toxic Substances
9. Polluted water
10. Dangerous roads
11. Unhygienic areas
12. Explosions

Let’s Get To Work
Work on identifying the hazards and vulnerabilities of your educational centre. (See the work book, Exercises 1 and 2).
To calculate the vulnerability in the educational centre, let’s bear in mind that: with the largest number of answers “yes”, we will have greater vulnerability and increased risk.

Our challenge is!

To transform **VULNERABILITY** into **CAPACITY**

Each of us proposes an action to reduce vulnerability! Let’s look at an example:
Now identify the actions which enable us to transform vulnerabilities into capacities.

Let’s look at the following example:

<table>
<thead>
<tr>
<th>Identified Vulnerabilities</th>
<th>Actions to transform vulnerabilities into capacities</th>
</tr>
</thead>
</table>
| Narrow doors with a faulty lock which open inwards             | 1. Change the direction of the doors so that they open outwards  
                                                                 | 2. Enlarge the frame and the width of the doors  
                                                                 | 3. Repair the door                                    |
| Shelves and blackboards which are not fastened down securely    | 1. Fasten securely shelves and blackboards to the walls.  
                                                                 | 2. Change shelves and blackboards which are in poor condition  
                                                                 | 3. Remove those shelves and blackboards which cannot be repaired etc. |

LET’S GET TO WORK

Work to identify the actions to transform vulnerabilities into capacities (see the work book, Exercise # 4).
Some of these measures can be carried out immediately, for example: clean the rubbish from the terrace, place elsewhere the plants which are blocking the corridors, put the keys of all the doors in one place etc. Others need funds, resources or technical personnel, so we will place them in a list of proposals.

Let’s look at an example:

**Matrix #2**

**Solutions and Alternatives**

<table>
<thead>
<tr>
<th>Vulnerability</th>
<th>Actions</th>
<th>Can be resolved immediately</th>
<th>Require funding</th>
<th>Technical personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrow doors with a faulty lock which open inwards</td>
<td>1. Change the direction of the doors so that they open outwards</td>
<td>1. No</td>
<td>1. Yes</td>
<td>1. No</td>
</tr>
<tr>
<td></td>
<td>2. Enlarge the frame and the width of the doors</td>
<td>2. No</td>
<td>2. Yes</td>
<td>2. No</td>
</tr>
<tr>
<td>Shelves and blackboards which are not fastened down securely</td>
<td>1. Fasten securely shelves and blackboards to the walls.</td>
<td>1. Yes</td>
<td>1. No</td>
<td>1. No</td>
</tr>
<tr>
<td></td>
<td>2. Change shelves and blackboards which are in poor condition.</td>
<td>2. Yes</td>
<td>2. Yes</td>
<td>2. No</td>
</tr>
<tr>
<td></td>
<td>3. Remove those shelves and blackboards which cannot be repaired etc.</td>
<td>3. Yes</td>
<td>3. No</td>
<td>3. No</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td>1. No</td>
<td>1. No</td>
<td>1. No</td>
</tr>
</tbody>
</table>

**LET’S GET TO WORK**

Work on solutions and alternatives for the vulnerabilities detected in the educational centre. (See the work book, Exercise #5).
Once possible actions which can be carried out immediately have been defined, **do not waste more time**, decide when you will begin the work and how it will be carried out. Remember that team work and the participation of all concerned is more productive than working alone. Involve the people who are concerned with the classrooms. Everyone can provide support!

Let’s look at an example:

**Matrix #3**

**Actions that can be carried out**

<table>
<thead>
<tr>
<th>Actions that can be carried out immediately</th>
<th>Who will do this?</th>
<th>When will this be done?</th>
<th>How will it be done?</th>
<th>What will be needed?</th>
</tr>
</thead>
</table>
| Repair the door                             | The carpenter with the corner shop who is the father of one of the students | Saturday, 15 April | 1. The teacher will help to remove the classroom door  
2. Students will help during the week prior to the work to sandpaper the door  
3. Look for support from a hardware store to provide some of the material needed. | 1. Acceptance of the students and authorization of parents.  
2. Sandpaper, cloths, basic tools, protective gloves.  
3. Support from the school authorities to make the improvements. |
| Fasten down shelves and blackboards securely | Teachers  
Students | Saturday, 15 April | 1. The tasks to be carried out will be organized as well as the security measures  
2. Interested parents will be invited to provide support | 1. Acceptance of the students and authorization of parents  
2. Some basic tools |

**LET’S GET TO WORK**

Work on exercise #4 on the actions which can be taken to resolve the vulnerabilities of the educational centre.
In addition, it is still necessary to find “simple” solutions to solve those issues which need funds and/or a specialized person to solve the problem. To find solutions, we suggest observing the following example:

Matrix #4  
Actions which require funding

<table>
<thead>
<tr>
<th>Actions which require funding or technical personnel</th>
<th>How much will it cost?</th>
<th>How to find the money?</th>
<th>Who will be responsible for this?</th>
<th>When will this be done?</th>
</tr>
</thead>
</table>
| Change the direction of the doors so that they open outwards | Ask a technician (if possible a parent, neighbour, friend, teacher) who knows about the issue to make a quotation and specify the time it would take to carry out the work as well as the materials needed. | 1. Ask for help from companies, businesses from which the Educational Centre normally makes purchases.  
2. Organize a raffle and ask the neighbours for their support. Request donations for the prizes | 1. Head teacher  
2. A small group of parents.  
3. A small group of students | 10 July |

LET’S GET TO WORK

Identify the actions which need funding with a view to reducing vulnerabilities in the educational centre. (see the work book, Exercise #7).
Let’s understand capacity better.

Our capacities or strengths are related to:

<table>
<thead>
<tr>
<th>The knowledge we have about disasters and emergencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The resources available</td>
</tr>
<tr>
<td>The organization of the educational community (emergency committee, plans etc.)</td>
</tr>
<tr>
<td>The capacity to respond and recover easily</td>
</tr>
</tbody>
</table>
## RESOURCES

The resources necessary in the event of emergencies will depend on the characteristics of the institution. The most important are:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic first aid kit</td>
<td>scissors, gauze, bandages, plasters, sticking plaster, tweezers, latex gloves, alcohol, thermometer, soap, panadol, saline solution, torch or candles, matches, a first aid manual</td>
</tr>
<tr>
<td>Fire extinguisher</td>
<td></td>
</tr>
<tr>
<td>Alarm system</td>
<td></td>
</tr>
<tr>
<td>Battery-operated radio</td>
<td></td>
</tr>
<tr>
<td>Torch or emergency lamps</td>
<td></td>
</tr>
<tr>
<td>Reserve of drinking water</td>
<td></td>
</tr>
<tr>
<td>Fire hydrant or tap for a hose</td>
<td></td>
</tr>
<tr>
<td>Telephone book of emergency organizations and nearby health centres</td>
<td></td>
</tr>
<tr>
<td>List with names, addresses and telephone numbers of the parents of each pupil</td>
<td></td>
</tr>
</tbody>
</table>
Resources should be reviewed periodically ensuring that they are up-dated and are functioning.

**BUT** it is also important to see existing resources and capacities around the health centre, for example, there might be a water tank or a hydrant for the fire brigade nearby, or public telephones or vehicles belonging to the neighbours of the area etc.

**And where shall we put them?**

The Educational Centre’s resources should be put in a safe place which is easily accessed. Those from the surrounding area .. we can only help to make sure that resources which are public services are in good condition.

**LET’S GET TO WORK**

It is time for us to identify the capacities and resources of the educational centre (see the work book, Exercise #8).

**Do you have an alarm system?**
Once you have identified capacities and resources, no doubt some things need to be created or strengthened; it is not sufficient only to identify them, it is necessary to be sure that we can use them for our benefit. For example, it is necessary to have a telephone as an important resource, but it is also equally important to ensure that there is easy access to it, as well as emergency numbers to hand close to the telephone, and an alternative telephone in another place, or prior agreements with one or various neighbours so that in case of emergency they can facilitate access to a telephone.

### Matrix #4

<table>
<thead>
<tr>
<th>Strengthening capacities and resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School security plan</strong></td>
</tr>
<tr>
<td>Check if there is one</td>
</tr>
<tr>
<td>• Review the plan each six months with the committee</td>
</tr>
<tr>
<td>• Carry out a new vulnerability assessment</td>
</tr>
<tr>
<td>• Disseminate the plan on a monthly basis.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Prepared Brigades</th>
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</thead>
<tbody>
<tr>
<td>• Specific courses per brigade each three months</td>
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<tr>
<td>• Simulations</td>
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<tr>
<td>• Training of new members etc.</td>
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</tbody>
</table>

**LET’S GET TO WORK**

We invite you to work on actions which enable us to strengthen capacities and resources in the educational centre. (see the work book, Exercise #9).
 UNIT III  
Sketch of the educational centre

- The sketch is a very useful tool so that people at the educational centre are more aware of their relationship with the surroundings and plan measures to prevent or reduce existing risks.

- Consider the series of hazards which are present in the community and in the educational centre, taking into account the conditions of vulnerability which will be determining factors in the level of danger of the hazards.

**Types of sketch**

A) Spatial sketch of the educational centre and of the immediate surroundings

B) Sketch of hazards/vulnerabilities and risk of the educational centre and its surroundings

C) Sketch of capacities and resources of the educational centre and the surroundings.

**Sketch A**
Sketch C

Protected School

32

Local Emergency Committee

Dining room

Classroom

Classroom

Classroom

Classroom

Classroom

Classroom

Response plan

Emergency Plan

Head teacher’s office

Development Association

Hospital

Football club

STOP

N

Town

Entrance

Terrance

Meeting point
Take note that, based on the same spatial sketch, the other sketches are made.

Now let’s draw a sketch of the educational centre and its surroundings in which we place the following with symbols.

a. **Hazards (red)**

b. **Vulnerabilities or risks (orange)**

c. **Resources (green)**

d. **Arrows indicating the evacuation route and the meeting point or shelter (blue).**

**LET’S GET TO WORK**

To carry out this activity, the following steps should be followed:

1. Four working groups will be formed, as far as possible with the same number of men as of women and they will be given the task of making a round of the educational centre, pointing out hazards, vulnerabilities, capacities and resources.
   
   In a second stage, a sketch of the surroundings of the educational centre will be made with the same purpose.

2. A central point will be defined from which each group will start to produce its sketch.

3. From the central point each group will cover a quadrant to carry out the analysis of the mapping.

4. All the groups need to identify: Vulnerabilities and Risks and also capacities and resources during their round.

5. Agree with the members of the group the time at which they will meet again.

6. When carrying out the activity outside of the educational centre, ensure the support of key people who live in the community or who know its history.
   
   Identify: houses, buildings in general, avenues, open spaces and sports grounds, health, water and electricity services etc.
7. Have ready a basic guide with supporting questions

8. First make the spatial sketch and once this sketch is finished, make two similar sketches: one for hazards/vulnerabilities and risk and another for capacities and resources. And include the information as appropriate.

9. Assemble the quadrants to obtain a single map.

10. Analyze the three sketches and identify the most vulnerable zone which is most exposed to disaster risk and/or emergencies both in the educational centre and in its surroundings.

Work on exercises #7-A,7-B and 7-C.
UNIT IV
School Response Strategy

Evacuation
We need to take the following aspects into consideration for evacuation:

• Check the existing danger before starting to evacuate. Or wait for the order from the competent institution.

• The timing: it can be before or after the occurrence of a dangerous situation. Thanks to the early warning system, we can carry out evacuations before the incident or afterwards if it is an explosion or a fire.

• Evacuation routes: define and check on the two safest, widest, shortest and appropriate routes for the evacuation of your personnel. These must be well identified.

• The evacuation team must support the carrying out of the plan; for this the organization and orders to be followed must be clear, as well as the support available for people with disabilities.
The time has arrived to fill out the following boxes with all the information that is necessary so that for each of the hazards identified there are clear, established procedures. Take into account that depending on the location of the classroom, office or point in which you are at the time, one of the following steps could vary.

**Responsibility**

Evacuation is signaled by the emergency committee, either on its own initiative or as a result of an order by the relevant authorities. Teachers must stay with their pupils at all times: during the process of evacuation, in the security zone and once the return to classrooms has been announced or the time when children are collected by their families. They will be the LAST TO LEAVE, taking care that no pupil remains behind. In the case of pre-school children, they will accompany the smaller children. Any incident (wounds, lost children) will be immediately communicated to the Coordinating Committee.

**LET’S GET TO WORK**

Work identifying in the educational centre and its surroundings the meeting points, safe areas for evacuation, evacuation routes and appropriate places for shelters. (see the work book, Exercises from #14 to #17).
Evacuation procedures according to the type of hazard

IN THE EVENT OF AN EARTHQUAKE:

• In the event of a real earthquake, the priority is to protect yourself. You should move under a desk or a table, away from the windows or objects that could fall. If you are in a closed corridor or on the stairs, sit down and lean against the wall, protecting your head with both hands.

• The pupil who is closest to the door should open it immediately and stays under the door frame, preventing it from becoming jammed.

• In a clear area, sit or kneel down, away from electrical cables, trees, walls, buildings or any other structure which may fall.

• After the earthquake: the first priority for the teacher is the check how s/he is and how are his/her pupils, then see if there is broken glass, if there are fallen objects, blocked corridors or stairways and so forth.

If the decision is taken to evacuate...

• Evacuation will take place with a quick, firm step in an orderly line.

• If there are steps, you should go down them holding onto the handrail, if there is no handrail, stay close to the wall, remaining in an orderly line.

• The pupils who are in the classrooms closest to the stairs or to the evacuation routes will come out first.

• In the event that the emergency occurs during the recreation, pupils and teachers should proceed calmly and in an orderly manner to the closest safe areas which have been previously designated and marked accordingly.

• Once evacuation has begun, you should not for any reason return to look for forgotten belongings.

• Pupils must remain in the safe area, in an orderly way, until they receive further instructions from the coordinating committee.
• In the event of returning to the classrooms, the same rules of order and discipline must be followed.

**IN THE EVENT OF FIRE**

• Take into account the general points on evacuation.

• Before opening a door, touch the door with the reverse side of your hand to see if it is warm; if this is the case, do not open the door and look for an alternative exit.

• In the event that there is smoke, go out on your knees, crouching down or crawling along the floor, and if possible, covering your mouth and nose with a handkerchief.

• In the event that your clothes catch fire, you should throw yourself onto the floor and roll backwards and forwards. This is a good action for personal protection.

**IN THE EVENT OF FLOODS**

If there are heavy or prolonged rains, keep up to date with the news and in the event of having to evacuate the educational centre, teachers and pupils should:

1. Proceed quickly and in an orderly manner to previously identified safe, high areas where there is no risk of flooding and only take with you emergency material.

2. Do not walk close to the riverbank or cross rivers, gullies or irrigation ditches which are swollen.

3. Stay away from sewerage systems, ditches or ravines to avoid being swept away by the current.
The temporary shelter and security zone

This must be a previously-identified safe area.

• Which is secure and protects against hazards.
• Which is sufficiently large, well ventilated and well lit with appropriate sanitation.
• Which has a wide access area without vehicular traffic; in addition, there should be no kind of risk.
• Which has special spaces for people with disabilities.
• Beforehand, everyone must be aware of the place to go in the event of an evacuation.
• Distance: this depends on the kind of hazard. Either in a high area or in an area where there are no buildings.

In addition, it is recommended:

• To have alternative safe areas.
• To have permission to use this property.
• Ensure the possibility of transporting the necessary resources in the event of an emergency.

ALARM

Is the warning or signal which is given when an event is imminent or is occurring, the instructions should be followed which make up part of the family and community plans.

ALERT

This state is declared with a view to carrying out specific actions given the probable, close or real occurrence of an event which can cause damage and losses, both of human life as well as of goods.
Simulations

These consist in recreating reality. It is recommendable to do this starting from a straightforward approach and progressing to the more complex issues: that is by stages until the entire centre is covered, at different times and with varying degrees of seriousness. It is important to assess progress in order to achieve the greatest degree of success possible in this exercise.

In a simulation we are able to manoeuvre free from accidents, without complex or risky actions. Remember that it is a question of proving the capacity of the school community and not of the local response organizations.

Let’s go through the components of the School Security Plan

- List of the mitigation or prevention measures agreed on by the school community including the list of proposals
- Evacuation plan
- List of resources
- Planning of simulations
- Coordination with institutions
- Spatial, vulnerability/risk, capacities/resources maps
- Inter sectoral rehabilitation actions
- Define when academic activities will resume
- Agree on and carry out improved recovery actions.

To rehabilitate an educational centre and its class dynamics after an emergency is of particular importance to support the prompt recovery of the school sector and also provide a space for the emotional and psychological recovery of the students who also may have been affected in their family setting by situations causing different sensations and reactions.

As a result of this, recovery solely of the physical structure and of academic normalcy are only part of the process of overall reorganization.
Following various gradual exercises, we can carry out an evacuation simulation of the educational centre which involves parents, neighbours and the community in general.

The simulation we will carry out seeks to assess our response capacity in the face of an emergency. To do so, we have planned it as simply as possible. It will take place on day xxx of the month of xxx, and involves a fire, there will be three people with burns, the seventh and eighth grade will participate and the responders will be in charge of the following actions: care of those wounded and safeguard of goods.

Nominate assessors per area or per floor within the educational centre’s facilities who are responsible for taking note of the following aspects:

- Time of activation of the simulation (alarm).
- Response time of each group per area.
- Actions carried out by the people assigned.
- Actions carried out by the response groups.
- Mistakes made by the school community overall.
- People or sectors that are not taking part in the exercise.
- Conclusions and suggestions.

Activate the planned alarm at a strategic time: the only unified way to activate an internal evacuation or emergency plan is to clearly define the alarm signal to be used and the activation mechanism; this must be implemented by the teaching staff using simple methods such as whistles or bells with a special or different sound from that used at the end of classes.

Assess with the entire educational community the results of the simulation: ensure that the planned actions take place and assess the successes and failures to be corrected with the participants, highlight any aspects entailing risk and if you consider it necessary, repeat part of the exercise under more strict supervision to reinforce learning.
Participative Exercise

Let’s propose to the students that they explain in their homes what they learned in the school centre. Let’s encourage them to make a Family Plan following the same steps or using the Prepared Family module.

They can draw a small map and bring it to the centre to share it and exchange ideas with their fellow students. In addition, these can be shown in a mural in the classroom.

To follow up this multiplying effect, let’s promote the idea that each student also carries out the process with their closest neighbours and friends, receiving a star or a prize decided on by the school.
Annexes
Your security plan must contain
• A front page
• A presentation
• An index
• An introduction

1 - General Aspects
1.1 - Official name
1.2 - Administrative codes
1.3 - Telephone number
1.4 - Name of the Director
1.5 - Type of Administration
1.6 - Teaching staff (by gender and shift)
1.7 - Administrative staff (by gender and shift)
1.8 - Student population (by gender and shift)
1.9 - Shifts supervised
1.10 - Address
1.11 - Description of Infrastructure
1.12 Objectives of the plan
1.13 - Mission of the Plan

2 - Organization
2.1 - Organization of the School Security Committee

3 - Vulnerability and Capacity Assessment
3.1 - Previous disasters
3.2 - Identification of hazards
3.3 - Previous record of Vulnerabilities
3.4 - Transformation of Vulnerabilities into Capacities
3.5 - Solutions and Alternatives
3.6 - Actions that can be carried out
3.7 - Actions that require funding
3.8 - Capacities and Resources

4. School Response

4.2 - Identification of safe zones
4.3 - Evacuation mechanisms in the School Centre
4.4 - Brigades and actions to be carried out

Annexes

- Maps
  I - Spatial map
  U - Map showing hazards, vulnerability and risk
  IU - Map of capacities and resources
- Emergency record
- List of people making up the School Security Brigades Committee
- List of contacts in the event of emergencies
Glossary

**Activation:** Call to attention, related to alert and alarm

**Alarm:** Is the advisory or signal that is given when an event is imminent or is occurring; the instructions which make up the family and community plans must be followed.

**Alert:** State declared with the aim of carrying out specific actions given the probable, close or real occurrence of an event which can cause damage to the environment and losses both of human life and of material possessions.

**Temporary shelter:** Is the place where shelter is provided on a temporary basis, together with food, clothing and health care for vulnerable people before and during the occurrence of a destructive phenomenon or following the occurrence of such an event.

**Hazard:** Physical event, potential prejudicial, phenomenon and/or human activity which can cause death or injury, material damage, the interruption of social and economic activity or environmental degradation.

**Brigade:** Organized and trained team in one or more operational area which facilitates response to an emergency situation.

**Household First Aid Kit:** is a box of resistant material acquired by a family to store first aid materials and medicines.

**Seasonal Calendar:** Visualization of the months in which events occur (hurricanes, floods etc), experiences (accidents), activities (harvests, carnivals etc) and conditions (social, economic etc) during the year.

**Capacity (C):** Combination of all strengths and resources available within a community, society or organization which can reduce the level of risk or the effects of an event or disaster.

**Disaster:** Serious interruption of the functioning of a community or society which causes loss of human life and/or significant material, economic or environmental losses; which exceed the capacity of the community or the society affected to deal with the situation using their own resources.
**Emergencies:** Adverse event which causes alteration in people, material things and the environment as a result of a natural or man-made occurrence, in which the community has response capacity.

**Hurricane:** Changes in atmospheric pressure and winds which reach over 120 km/hr, changing categories according to the winds.

**Mitigation:** Measures taken in anticipation of a disaster with the aim to reduce or eliminate its impact on society and the environment. It includes engineering and other measures of physical protection, as well as legislative measures to control the use of land and urban settlements.

**Preparation:** Actions which are carried out before emergencies or disasters occur, with the aim of strengthening community response capacity.

**Prevention:** Activities designed to provide permanent protection and avoid damage to people, possessions and the environment.

**Risk Reduction:** Conceptual framework made up of elements which work to minimize vulnerabilities and risks in a society, to avoid (prevention) or limit (mitigation and preparation) the adverse impact of hazards within the wider context of sustainable development.

**Response:** Action to alleviate suffering or save human lives.

**Risk:** Probability of harmful consequences or expected losses (deaths, injuries, property, livelihoods, interruption of economic activity or environmental deterioration) as a result of interactions between natural or anthropological disasters and conditions of vulnerability.

**Earthquake:** Movement of the earth’s crust which generates intense deformation of the rocks in the earth’s interior, accumulating energy which is suddenly released in the form of waves which shake the surface of the earth.
Bibliography consulted

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• Community Guide on Disasters and Emergencies, Cuban Red Cross, 2003

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• Let’s learn to Prevent Disasters, International Strategy for Disaster Reduction, Regional Unit for Latin America and the Caribbean

• Programme for the Strengthening of the School Sector. Colombian Red Cross, 2000

• Preparation for Disasters. Learn and Win. Cuban Red Cross, 2002

• Better Be Prepared Series ... Community Education for the Prevention of Disasters, Brochure 1, International Federation of Red Cross and Red Crescent Societies, San José, Costa Rica, 1997

• School Guide, Salvadoran Red Cross Society

• Better Be Prepared Series ... Family Emergency Plan. International Federation of Red Cross and Red Crescent Societies, San José, Costa Rica, 2003

• Lesson Guide on the Vulnerability and Capacity Assessment (VCA) course 2004. International Federation of Red Cross and Red Crescent Societies.


• Controlled Vocabulary on Disasters. Regional Disaster Information Centre, 1992
1. Medicines should not be within the reach of children. This could be dangerous.

2. Let’s prepare a box or home first aid kit with:
   - Scissors
   - Gauze
   - Bandages
   - Plasters
   - Sticking plaster
   - Tweezers
   - Latex gloves
   - Alcohol
   - Thermometer
   - Soap
   - Paracetamol
   - Saline solution
   - Torch or candles
   - Matches
   - A first aid manual

3. We need to check the expiry date of the medicines that we have at home to avoid poisoning.

   Never treat yourself. Consult a doctor
Emergency Information

Home Address ____________________________________________________________
________________________________________________________________________
________________________________________________________________________

Telephone __________________________ Telephone Numbers ________________________
Red Cross: __________________________ Nearest Clinic or Hospital ______________________
Fire Brigade _________________________ Emergencies ______________________________
Police ______________________________ Taxi (24 hours) _____________________________

Name  Telephone Number

Family Members  ____________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Neighbours ______________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Family doctor _____________________________________________________________
________________________________________________________________________

Information or special precautions (if you need medicine on a regular basis or occasionally, please write down the name of the medicine and the dose required).