User Guide

School Safety Self Assessment Digital Toolset

RiskRApps & Save the Children

(1st draft)

Comprehensive School Safety (CSS) Assessment Suite 3

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Comprehensive School Safety (CSS) Assessment Suite

The Comprehensive School Safety Framework (CSS), is the foundation for the collective work of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES), and the common approach of the Worldwide Initiative for School Safety (WISS).

CSS Framework aims to support the prevention of death and injury in schools, the assurance of educational continuity, the prevention of loss of education sector investments, and the development of a culture of safety. At the heart of a holistic approach is multi-hazard, child-centered assessment for both awareness and education, as well as for planning and decision-making. The enabling framework emphasizes alignment between education sector and disaster management policies and plans, and the work is organized around three overlapping pillars: Safer School Facilities, School Disaster Management, and Risk Reduction and Resilience Education.

GADRRRES has developed a template of targets and indicators to monitor and encourage progress towards school safety.

In order to monitor and encourage progress towards school safety, GADRRRES Partners have developed three tools, to be used flexibly and localized as appropriate to support the implementation of Comprehensive School Safety. The tools are designed for:

• Salience (relevant to comprehensive school safety)
• Scalability (designed for universal application)
• Sustainability (with local capacity)
• Effectiveness (outputs usable for action-planning)
• Efficiency (and affordability)
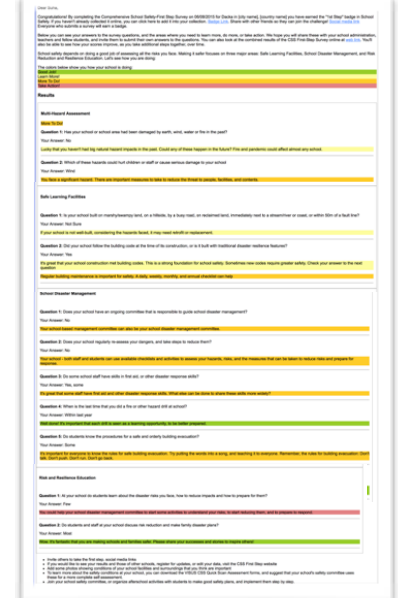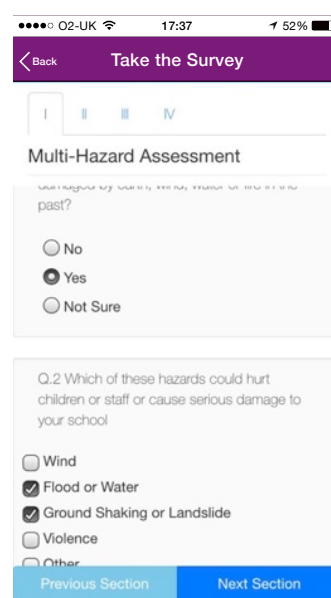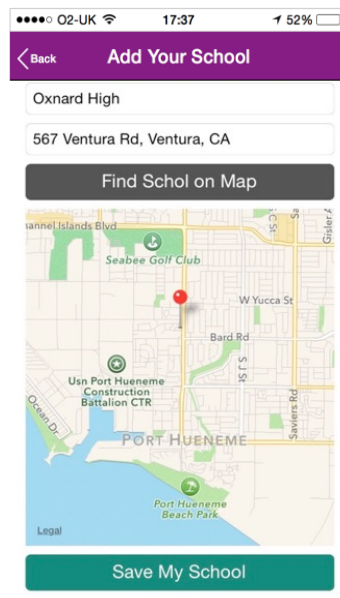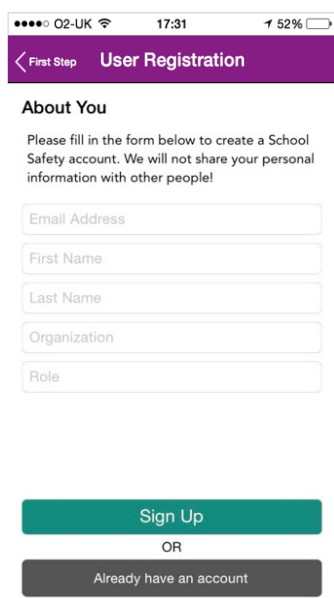• Empowerment (rather than extractive)

I. Approach

The tools use a triaged assessment approach with three main tools all of which can be pre-populated with existing school location data, and linked to Education Management Information Systems data as needed. Web-based portal permissions are intended to be managed by education authorities after initial pilot.

II. CSS First Step

CSS First Step is an Android and IOS smart-phone App for crowd-sourcing available data to support local interest and advocacy from students and community-members.

- Users may download the app from Google Play or the Apple App Store. After downloading, the user registers and identifies the school to be assessed and answers about 15 survey questions covering: hazards exposure, learning facilities, school disaster management, and risk reduction and resilience education.

- Users can add photos of hazards, damage, and activities for risk reduction and response-preparedness.

- When there is Internet connection and the data is posted to the portal managed by the sponsor, the user receives immediate feedback, and an e-mail with presentation of the his/her survey results along with recommendations for further inquiry and safety steps. Survey data can be shared automatically with education authorities.

- Administrator can provide permissions to access to the Web-based portal where data may be examined and queried for programming, planning and response.

First Step App

First Step Response Email
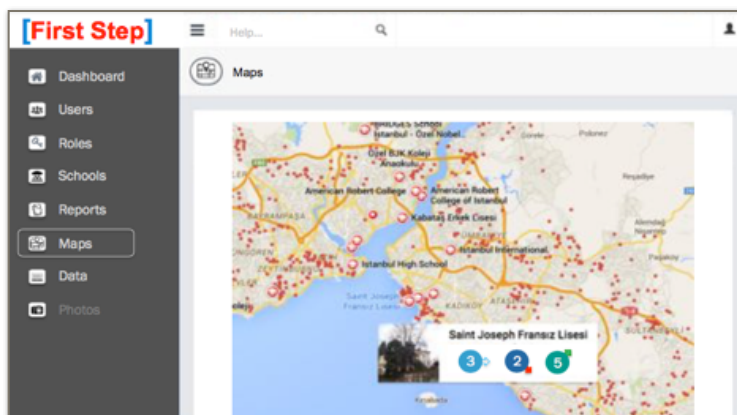
First Step Portal

III.   School Safety Self Assessment (SSA) Survey

This is a tablet-based Android and iOS App for use by the school management committee. Where few tablets are available, it may be used via the web portal or a visiting school advisor or monitor. A paper-based tool can be used in advance for preparation.

- Users may download the App from Google Play or the Apple App Store.

- The user selects their language of preference and works with team to conducting the onsite assessment reporting on: School Demographics; Hazards and Risks Profile; Safe School Facilities and Access; School Disaster Management; and Risk Reduction and Resilience Education.

- Users are guided to provide photos of hazards, damage, and activities for risk reduction and response-preparedness.

- When there is Internet connection, data is posted to the Web portal. Algorithms are applied to determine safety ratings and recommendations.

- Users may also receive an e-mail with summary of their responses, preliminary safety ratings, and a summary of recommended for action.

- Authorized users may download School Reports as well as aggregated reports summarizing results by District or Province. Users with advance permissions may also access and query the raw school safety data for in-depth analysis and decision support.

SSA App

School Safety Report
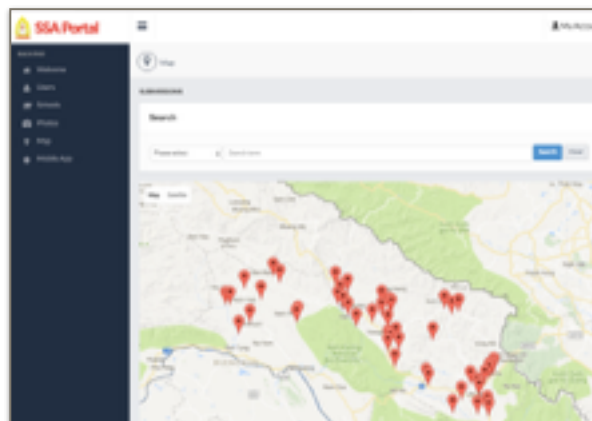
School Safety Self-Assessment Portal

IV. VISUS CSS Pro or VISUS CSS Lite

This is a tablet-based app for implementation of light technical visual assessment of school facilities by trained construction trades enumerators.

- Users may download the interactive PDF forms set, provided by the developer.

- The user works with on-site team to conducting the onsite assessment of: hazards exposure; location in relation to hazards; school grounds; buildings – external; buildings – internal; and functionality.

- Users are guided to provide photos of hazards and risks identified in this process.

- When there is Internet connection, data is posted to the Web portal. Algorithms are applied to characterize safety concerns and make recommendations for repair, or in-depth technical assessment for retrofit or replacement, and cost-estimates for intervention.

- Users receive School Report automatically, by e-mail, including safety ratings and a summary of recommended actions.

- Authorized users may download School Reports as well as aggregated reports summarizing results by District or Province. Users with advance permissions, may also access and query the raw school safety data for in-depth analysis and decision support.

School Reports

Summary Report

School Safety Self Assessment (SSA) Digital Toolset

This User Guide covers the School Safety Self Assessment (SSA) Digital Toolset, namely the SSA App, the SSA Portal and the School Safety Report.

I.   SSA App

The SSA App is designed for an Android or an iOS tablet for use by the school management committee. Where few tablets are available, it may be used via the web portal or by a visiting school advisor or monitor with his/her tablet. A paper-based form can be used in advance for preparation.

The following sections describe the features of the App and the user interface based on the Android version of the App. Those familiar with the iOS platforms should be able to easily substitute the iOS equivalents for the guidance provided.

A.   Downloading and Launching the App

Users may download the App from Google Play or the Apple App Store. Alternatively, the Survey Administrator can distribute the App via email or on a USB memory stick. Another method is to download and install the App from Dropbox or Google Drive, or using any other cloud-based storage facility the Survey Administrator may prefer to use.

When installing the App for the first time, the Android operating system may warn the user against the possibility of a security breach because the App is not downloaded from Google Play. In that case, you are guided to the Security Settings page where you authorize the system to install the App.

Uninstall the SSA Survey App following the procedure to uninstall any other Android App.

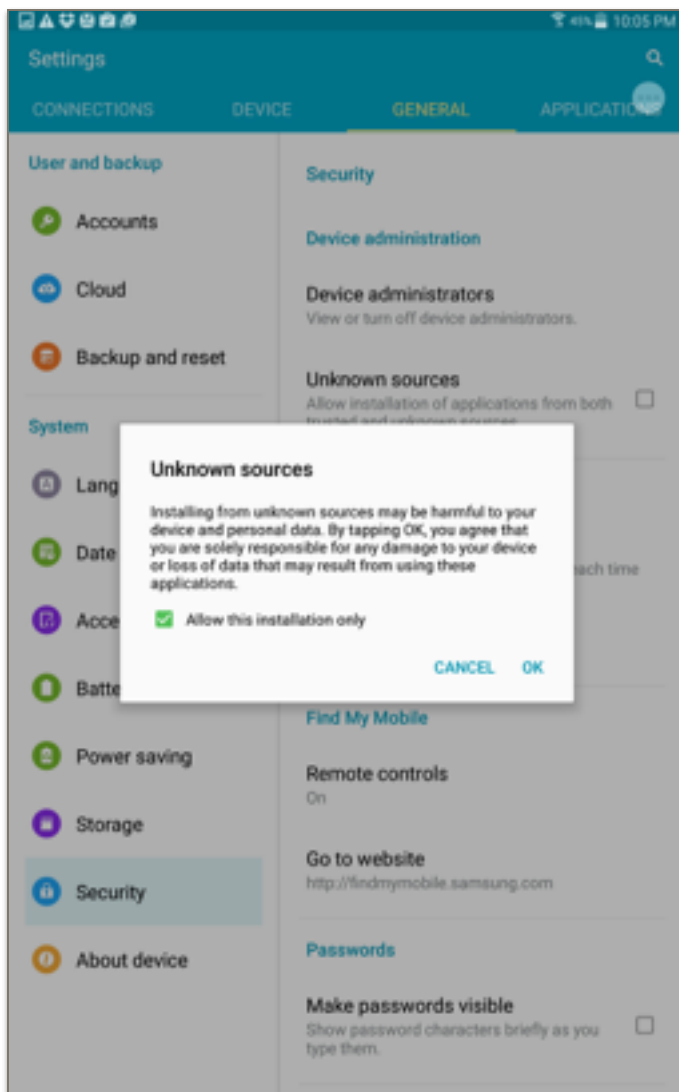The following images depict a typical download and launch sequence.
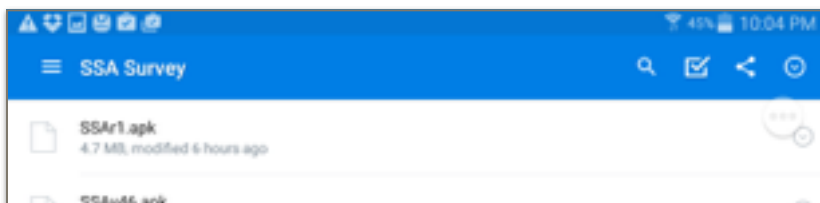
The App (with the .apk extension on Dropbox)
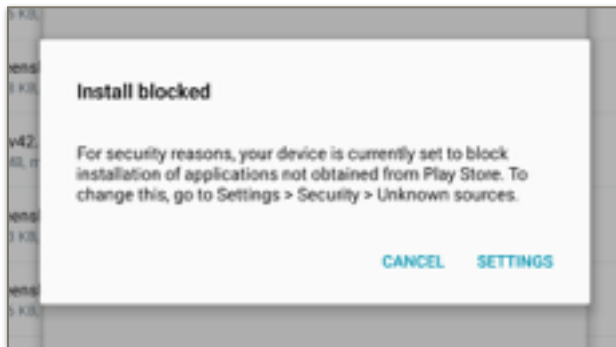
Warning Message

The source is "unrecognized". The user is guided to the "Settings" preferences for the Android tablet in use.
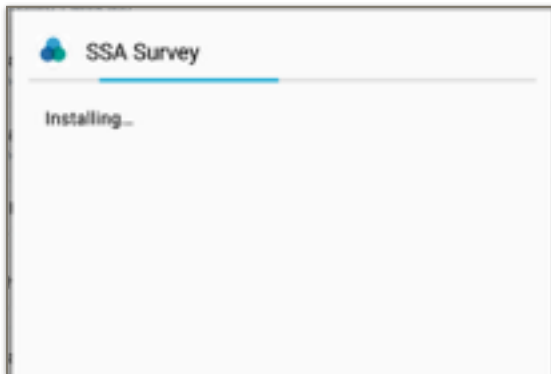

Security Settings

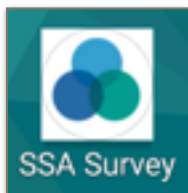The user is asked permission to install the "unrecognized" App.

Access authorization

The information page identifying the privileges requested by the SSA App.

In Progress

The dialog depicting the progress of the installation process.

The SSA Survey Icon

Like any other App, double-clicking on the SSA Survey icon launches it.

Landing Page

Clicking on the LAO or ENG button will launch the application in that language.
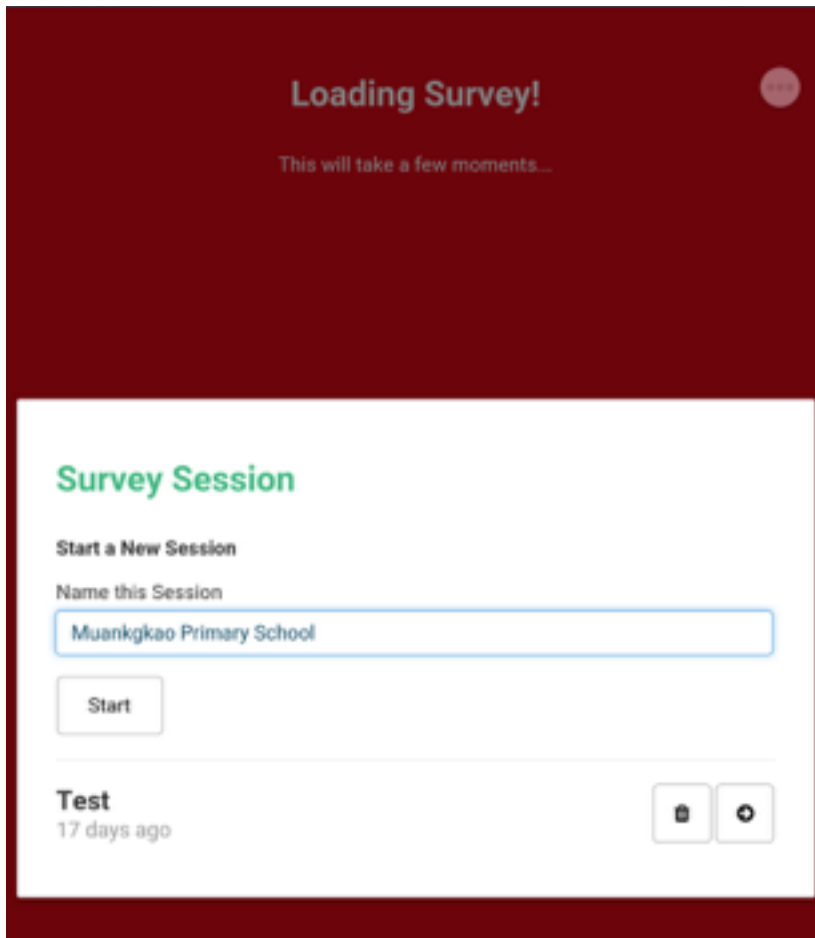
(This User Guide proceeds with the assumption that ENG is selected)
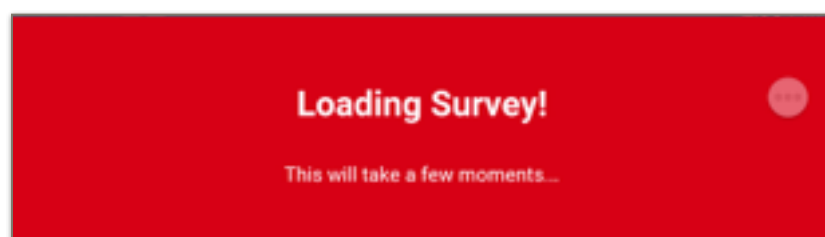
Progress indicator

It'll take a few seconds for the (blank) questionnaire form to load

C.   Starting a Survey Session
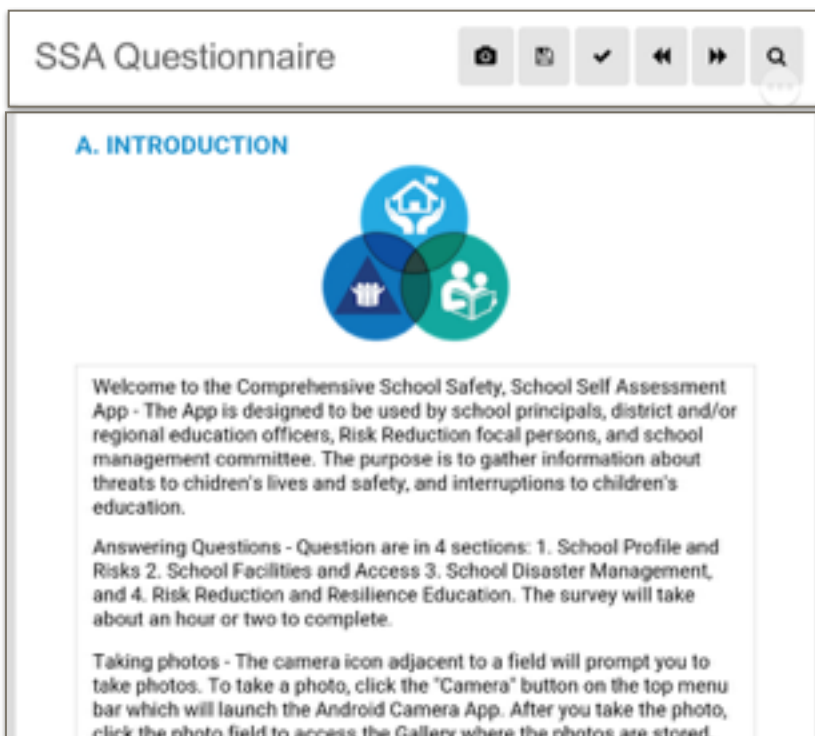
Selecting a Survey Session

The user of the SSA Survey App namew each survey session s/he initiates. This is because the user has the option to fill a survey form anew or continue answering questions for a school where a previous survey session were initiated, some questions were answered, and the data saved on the tablet but not validated and queued for upload.

Clicking on the *Start* button will open the first page of the SSA survey session named by the user. Clicking on the right arrow button will return to that session.

Clicking on the trash can icon will delete the existing session.

1st page of the SSA App

There are six sections of the School Safety Assessment survey form. They are:

A. INTRODUCTION

B. PROFILE AND RISKS

C. PILLAR I: SAFE SCHOOL FACILITIES & ACCESS

D. PILLAR II: SCHOOL DISASTER MANAGEMENT

E. PILLAR III: RISK REDUCTION AND RESILENECE EDUCATION

F. REVIEW

D. Navigation Buttons

[camera icon] The *Camera* button brings up the default Camera App on the tablet.

[save icon] The SSA Survey App automatically saves the data entered every 15 seconds. In addition, the *Save* button gives the user the option to save the data any time.

[checkmark icon] The *Validate* button moves the user to the next page with an unanswered required question after a search which may take a few seconds to complete.

[rewind icon] The *First* button navigates the user to the first page of the App (see above).

[fast-forward icon] The *Last* button takes the user to the last page of the App where s/he has the option to validate and submit the survey if all the required questions are answered.

[search icon] The *Search* button puts up an interactive list of all the questions of the App for the user to easily navigate around by clicking on an entry with the plus (+) sign which expands the list in a hierarchal fashion to locate the question being searched.
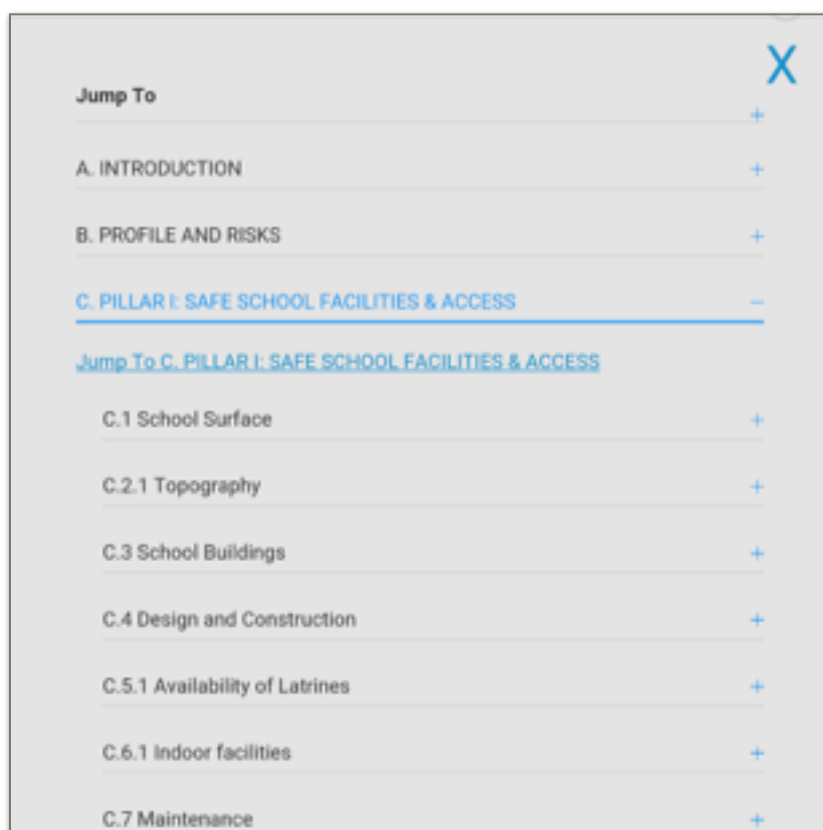
Search dialog box

E.   Question Types

The SSA questionnaire consists of 6 types of questions:
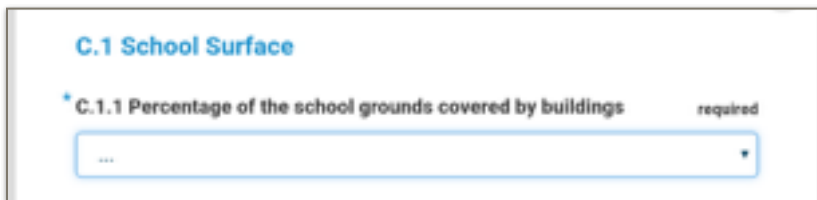
1. Single Select
2. Multiple Select
3. Text
4. Integer
5. Location (GPS coordinates)
6. Image

1. Single Select

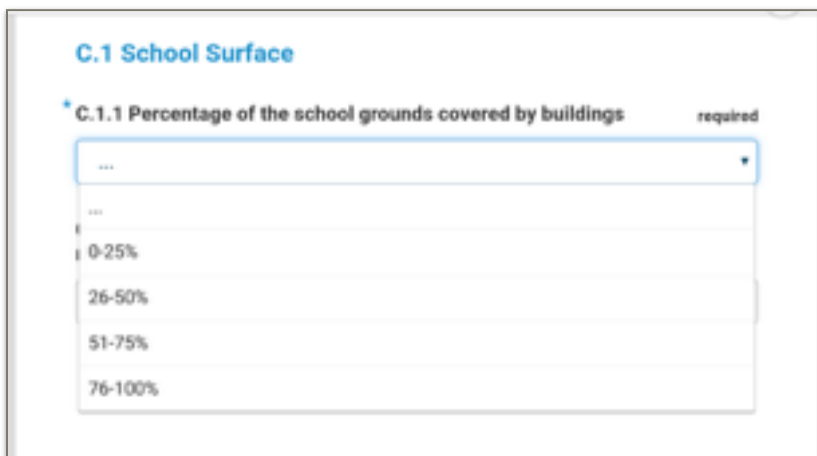There are two types of Single Select questions:

a) Pull-down and

b) Button

a) Single Select (pull-down)

This question type has three dots in the pull-down button associated with it.

When pressed, the button brings up a list of choices for the user to choose from.

C.1 School Surface

*C.1.1 Percentage of the school grounds covered by buildings

51-75%

C.1.2 The remaining surface of the school grounds is covered by these

When the selection is made, the button is labeled with the chosen value.

b) Single Select (button)

C.2.3 Potential hazards nearby

*C.2.3.1 Stockbreeding/farming

| Yes | No | Unknown |

*C.2.3.2 Swampy area/marsh

| Yes | No | Unknown |

*C.2.3.3 River   required

| Yes | No | Unknown |

Some Single Select questions with three option or less are displayed as buttons. The button selected is highlighted in light blue.

2. Multiple Select

The Multiple Select question allows the user to select more than one option provided either as:

a) a pull-down menu which puts up a dialog box with checkboxes or

b) a set of buttons for the user to click on.

a) Multiple Select (selection dialog)

C.1 School Surface

*C.1.1 Percentage of the school grounds covered by buildings

51-75%

C.1.2 The remaining surface of the school grounds is covered by these materials

0 selected

Prior to any selection made, the Multiple Select question button reads "0 selected".

Once clicked, the selection dialog box presents a set of choices with checkboxes to their right. By checking off the boxes and clicking "OK", the user commits the options selected.

Underneath the selection button, which now indicates the number of options selected, the codes of the selected options are listed.

b) Multiple Select (buttons)

Multiple Select questions with buttons allow the user to select multiple options by clicking on the buttons displayed underneath the question text.

Clicking on the buttons highlights them in light blue.

Clicking on highlighted buttons deselects them and removes the light blue highlight.

3. Text

Questions which require text to be entered activate the soft keyboard which allows the user to enter the information request.

4. Integer

Questions which require a number to be entered activate the soft number keyboard which allows the user to enter the information request. Clicking on the Next button on the soft keyboard takes the user to the next question.

5. Location

B.3 School Location

B.3.1 Location

GPS coordinates can only be collected when outside.

⊙

latitude (x.y °)

34.153736

longitude (x.y °)

-119.182081

altitude (m)

accuracy (m)

23.53700065612793

🗑

Question B.3.1 requests the user to record the GPS coordinates (i.e. latitude and longitude in decimal degrees) of the school, preferably at the entrance to the school grounds.

Clicking on the button with the cross-hairs in the center will begin the data acquisition process.

Even at a location with a clear view of the sky, it may take a few minutes for the GPS receiver to compute and fill in the location information.

6. Image

B.4.P School Photos

B.4.P.1 Photo 1: Full school site from a high view point

P1-3 BB01. picture of the school complex 3-14_55_36.jpg

Most pages with a photo "question" are indicated by a black camera icon.

The typical sequence of actions to take a photo with the tablet and embedding it into the SSA Survey questionnaire is as follows.

i.The user clicks on the Camera button on the top menu bar to launch the Camera App to take the photo requested.

ii. After the photo is taken, the user returns to the SSA Survey App.

iii. Clicking on photo field launches the Gallery App where the user selects the photo taken. The selected photo is now displayed on the page.

If the user wants to replace the photo with another one, clicking on the photo will relaunch the Gallery where the user may chose another photo and return to the SSA App. To delete the photo, click on the photo, go to the Gallery and return to the App without choosing a photo.

F.   Answering Questions

A red horizontal line above the buttons at the top of the screen indicates the progress of the user in conducting the survey. When all the questions are finished, the red line is the full width of the screen.

The user is advised to pay special attention to some of the question because of a number of reasons. There are required answers, special formatting requirements and allowed response values. Missing or invalid answers, entries that don't follow the formatting requirements (e.g. phone numbers, email addresses, negative values) are flagged as invalid for the user to correct.

1. Required Answers

Questions which must be answered to complete the School Safety survey have a star ("*") at the left margin of the question and are labeled as "required" on the right margin.

If the user skips to the next page without answering required questions, on his/her return to the same page, those questions will be highlighted in a light red box with a statement in red underneath reading "This field is required".

Once the question is answered, the field is filled and the box containing the question is no longer highlighted.

Note that none of the photos are required. However, users are encouraged to take as many photos as requested.

2. Conditional Questions

The survey has questions which appear based on the response to a previous question. For instance, if the answer to a question is "Yes", the App inserts a "follow up" question for the user to provide additional information which is required in most instances.

An example (C.3.2.11 - 13) is provided in the following sequence of figures.

Before C.3.2.11 is marked, C.3.2.12 does not show.

When C.3.2.11 is "Yes", C.3.2.12 is displayed requesting the user to *check all that apply*.

The user checks off three options.

C.3.2.10 Damage and Hazards in building

* C.3.2.11 Does building have any damage?

| ☐ Yes | ☐ No |

* C.3.2.12 Damages observed in building
check all that apply

required

| 3 selected | ▾ |

b, e, g

* C.3.2.13 Condition of building

| ☐ Good/strong | ☐ Acceptable/normal |

The codes of the three selected option are displayed underneath the multiple select pull-down menu button.

3. Scrolling Windows

D.3 Risk Reduction Activities at School

» D.3.3 Infrastructural measures (A=All hazards W=water D=wind E=earth F=fire B=biological T=technological S=social O=other)

* D.3.3.1 Participate in local early warning systems (WDE)   required

| ... | ▾ |

* D.3.3.2 Repair pump or hand washing (O)

| ... | ▾ |

* D.3.3.3 Repair latrines (B)

| ... | ▾ |

* D.3.3.4 Rainfall/water-level monitoring (W)

| ... | ▾ |

* D.3.3.5 Water-supply protection (W)

| ... | ▾ |

* D.3.3.6 Create/clear/maintain evacuation path (EWD)

| ... | ▾ |

* D.3.3.7 Evacuation route & danger signage (EWD)

| ... | ▾ |

* D.3.3.8 Fire break clearance (F)

| ... | ▾ |

* D.3.3.9 Strengthen/widen embankments (WD)

| Back | Next |

Some questions grouped under a main title are listed consecutively past the bottom of a page (e.g. D. 3.3.1-17). In such cases the user is advised to scroll down the screen until the end of the list is reached. Otherwise, questions at the bottom of the list will be missed.

4. Taking Multiple Photos

C.4.9.P Photos of damages, dangers or hazards that can be seen

[camera icon]

3

C.4.9.P.1 Damage, danger or hazard photo
Take up to 5 photos of any damage, dangers or hazards that can be seen (include access entrance, if applicable)

Clicking on "-" will erase your photo. Clicking on "+" allows you to take an additional photo.

[+] [−]

Some questions request that the user take multiple photos to better document the conditions observed. In such cases the user clicks on the "+" button on the lower left of the question to create another "instance" of the question.

Additional instances are numbered sequentially on the right margin of the question text.

To delete an instance of a photo question, click on the "-" button. Be careful, the delete action cannot be reversed.
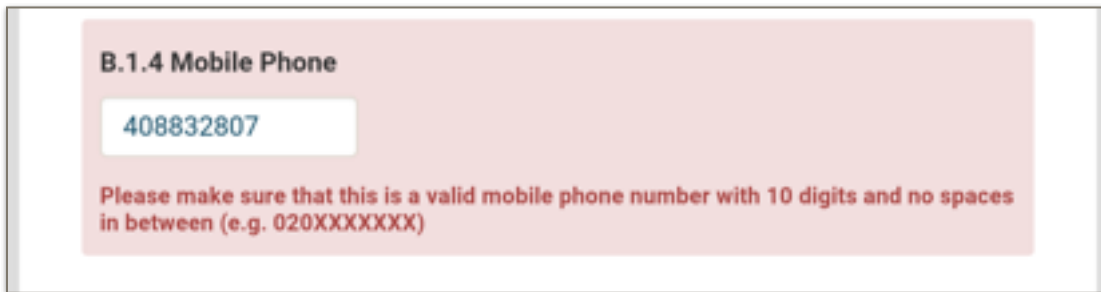
5. Repeating a Group of Questions

C.4.4.3 Roof Securely attached to walls of building

[ ] Yes   [ ] No   [ ] Don't know

C.3.4.4.P Photo of roof to wall connection of building

[camera icon]

NOTE
If there is another building to describe, then click the "+" symbol. If you have described all your buildings, click "Next" to proceed. Be careful, if you click the "-" symbol, you will erase all the information you entered for this building and will need to enter it again.

[+] [−]

Back   Next

The SSA questionnaire has a group of questions for each building on the school grounds (question group *C.3.2. Building*). The user is expected to answer each of these questions moving from one building to the other.

When one group of questions is answered for a particular building, the user clicks on the "+" button on the lower left of the question group to create another instance of the question group.

6. Format Verification

Phone number and email address fields are check for formatting. Mobile phone numbers must be 10 digits. Landline phone numbers must be 9 digits. You do not need to enter the country code when entering phone numbers.

Email addresses must have a "@" to be syntactically correct. Double check to make sure that email accounts provided are active.
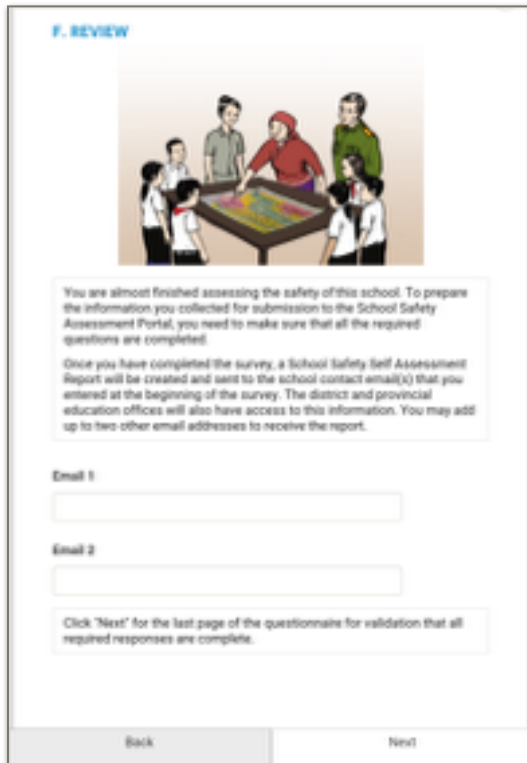
7. Exiting the SSA App
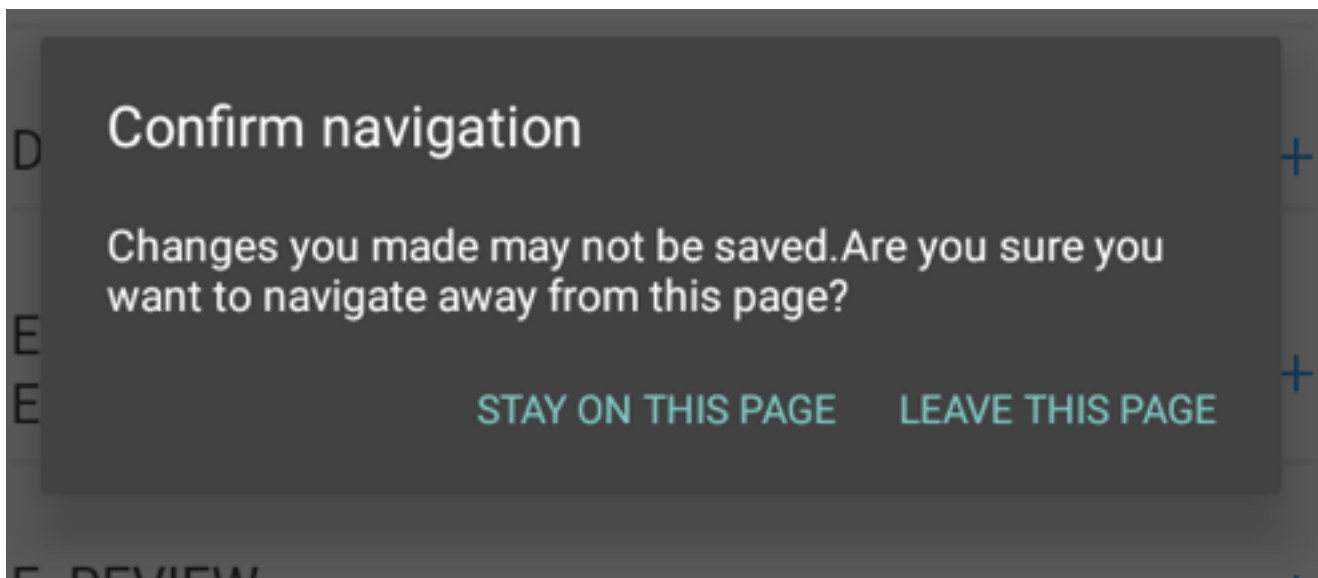
When the tablet's "return/exit" button is pressed, unless all answers are verified and saved, the App puts up a confirmation dialog asking the user what s/he wants to do. LEAVE THIS PAGE will take the user to the landing page of the App with the language and upload buttons. In most instances the App will have automatically saved the session data every 10-15 seconds. To be sure, chose STAY ON THIS PAGE and click the Save 💾 button on the top icon bar before exiting the session.

G.   Validation and Submission of the Survey Session

In the Review (F) section at the end of the survey the user prepares the information collected for submission to the School Safety Assessment Portal. Preparation involves making sure that all the required questions are completed and the answers provided are valid.

Once the survey is completed, a School Safety Self Assessment Report is created and sent to the school contact email(s) that are provided at the beginning of the survey. The district and provincial education offices will also have access to this information.

Before the validation sequence starts, the user may enter up to two additional email addresses to receive the report.

To review and provide any missing information, the user presses the "Validate & Submit" button on the last page of the survey form. The App will navigate to the first unanswered question. After the answer is provided, the user may continue to scroll through the survey or click on the ✔ (validate) button in the top menu to go to the next missing response (if any).

When all questions are complete, the user clicks on the (last) button in the top menu to come back to this page to click "Validate & Submit" button for a final time. The App will then exit to the start page to queue the completed questionnaire for UPLOAD to the SSA Portal.

H. Uploading Survey Sessions to the SSA Portal

Clicking on the UPLOAD button on the first page of the App brings up the *Pending Data Submissions* screen. When Internet becomes available the user can submit the completed survey sessions queued for upload to the School Safety Self Assessment Portal by pressing the red upload button to the left of the completed questionnaire survey. If there are more than one queued questionnaire, clicking the blue "Upload All" button will do a batch upload.
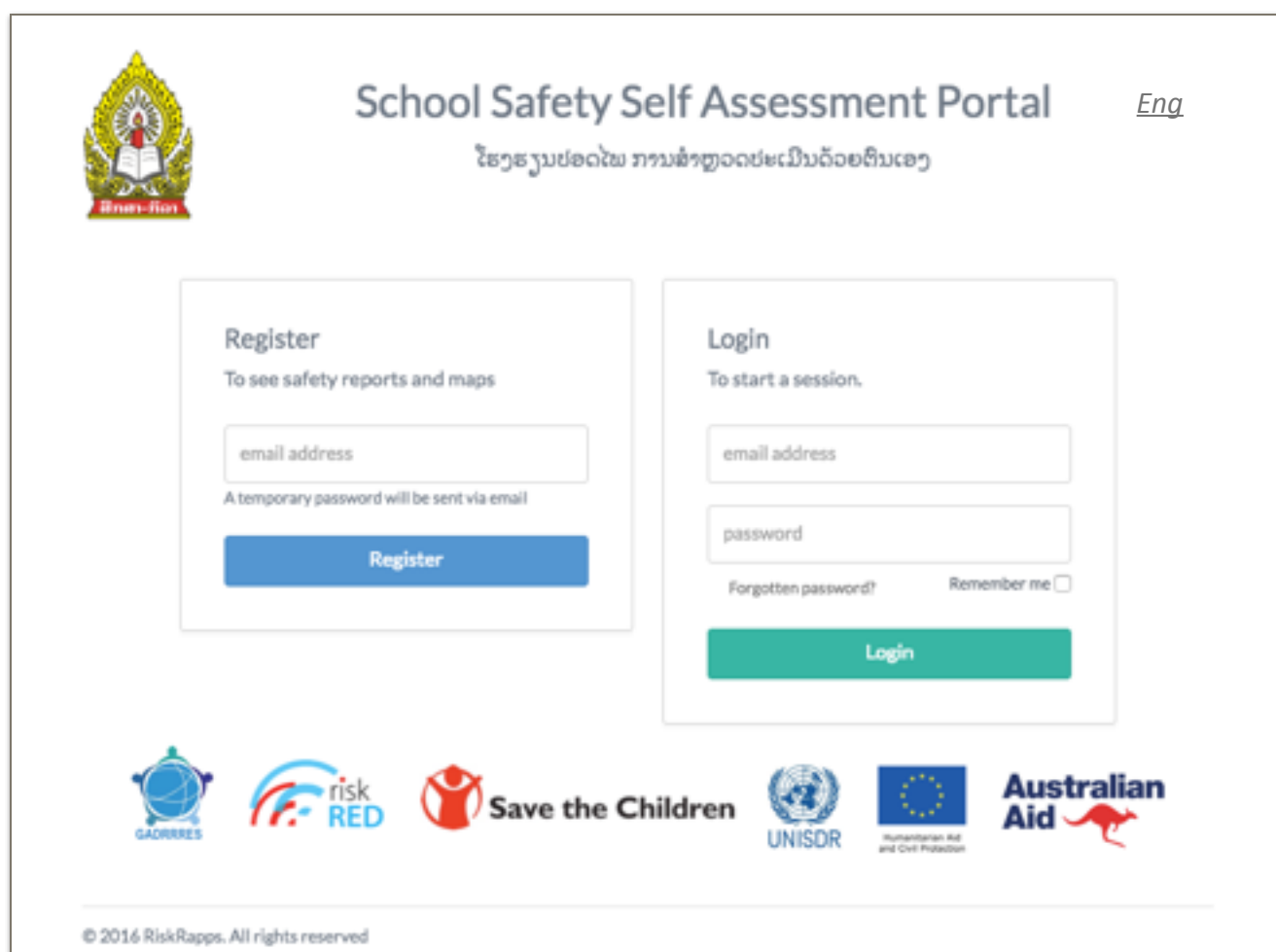
II.   School Safety Self Assessment Portal

The SSA Portal is the Web-based application developed to provide access to the School Safety Self Assessment data collected and summary school, district and province School Safety Reports. In addition to the Survey Administrator who is likely to be the most frequent user of the Portal, administrators at all levels, i.e. school, district, province and national, as well as guests and data analysts are given specific permissions to access various Portal features and content.

The Portal is architected to provide extensibility and flexibility to meet the evolving requirements of the sponsor of the School Safety Self Assessment.

A.   Registration and Login

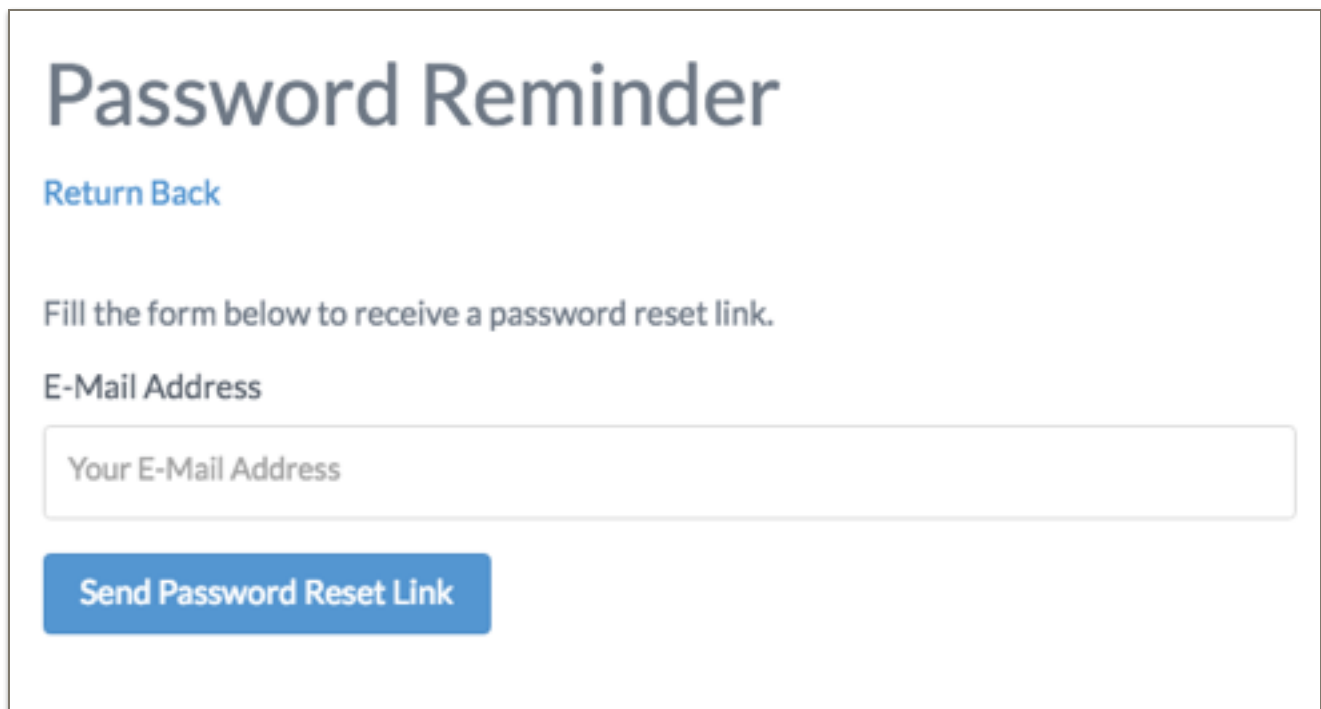The Web address of the School Safety Self Assessment Portal for the Lao People's Democratic Republic is: http://laos.riskrapps.net

First time users must register to receive a temporary password sent to the email address they provide. Return users will login using their email and password.

The default "role" of new registrants is *Guests* with privileges set by the *Survey Administrator*. Customarily, Guests can download the SSA mobile App, search for a school report, browse the photos and interact with the map.

If a registered user has forgotten his/her password, clicking on the *Forgotten password?* link will bring up the *Password Reminder* dialog where the user is asked to provide his/her email address for a password reset link to be sent to the address.

Password Reminder

Return Back

Fill the form below to receive a password reset link.

E-Mail Address

Your E-Mail Address

Send Password Reset Link

### Choosing Portal Language

Eng   The language toggle on the upper right corner of the SSA Portal landing page switches the Web site language between English (*Eng*) and Lao (*Lao*).

B.   Welcome Page

In this User Guide, all SSA Portal screens presented are for the role of *Survey Administrator* (SurveyAdmin) who has access to all the features of the Portal. This is done for the purpose of showcasing the full functionality of the SSA Portal.
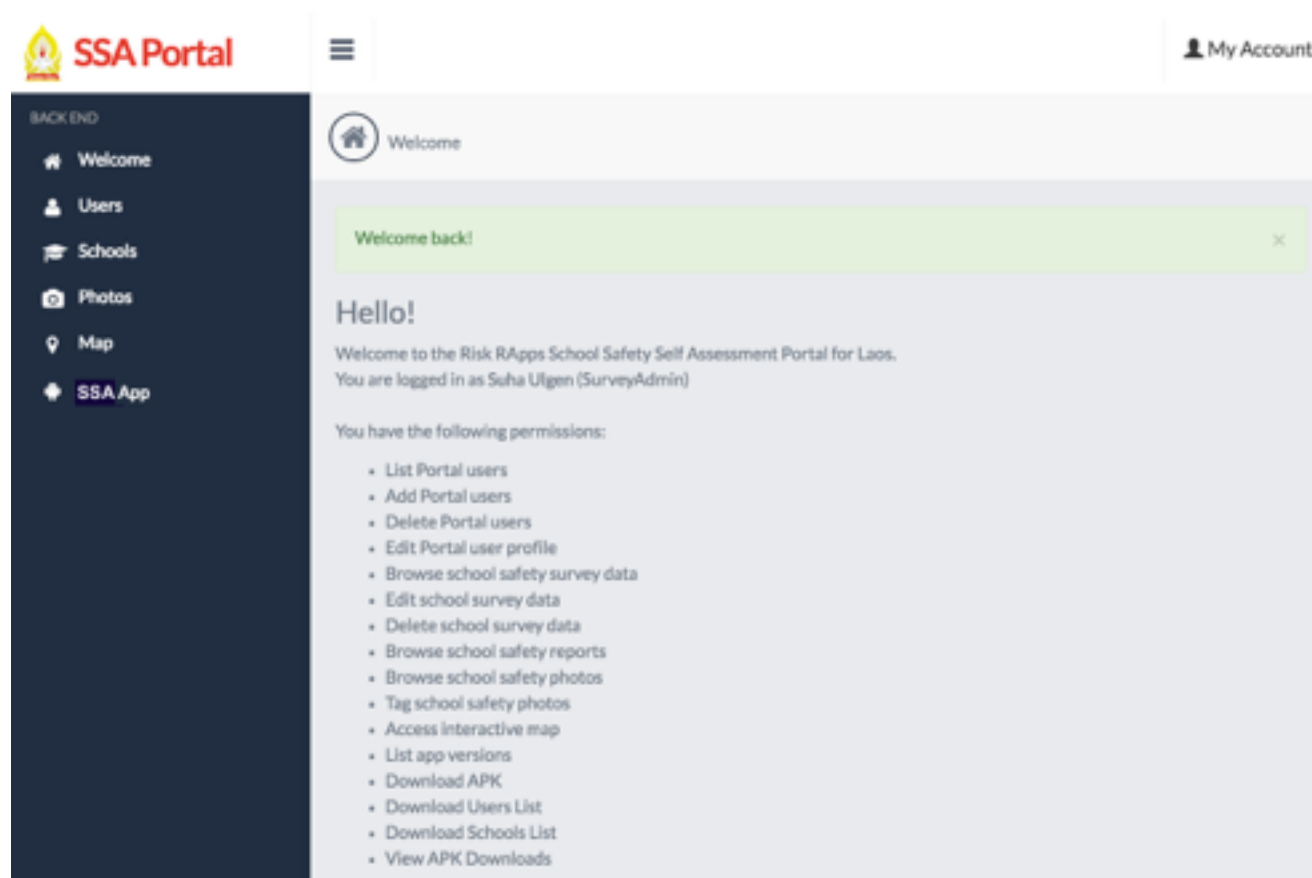
1. Navigation menu

Welcome

Portal pages are dynamically configured based on the permissions of the user. On login, the Welcome screen greets the user listing his/her permissions set by the Survey Administrator.

Users

The list of Portal users is available for browsing, editing and deleting from this page, depending on the permissions of the user.

Roles

The Survey Administrator has the option to combine privileges to define different roles. These roles are then assigned to user of the Portal.

Schools

This page lists the schools surveyed. Clicking on the school name brings up its School Safety Report.

Photos

All school safety photos are available for viewing from this page.
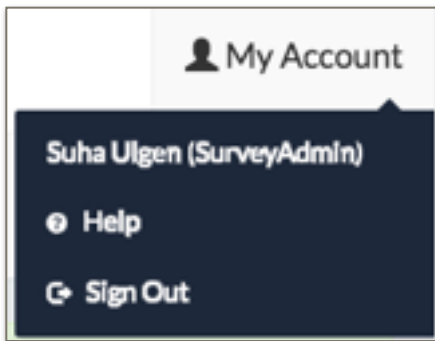
Map

The Map menu option takes the user to the window which displays all the schools surveyed on an interactive map.

SSA App

This page is where the user can download the latest version of the SSA App.
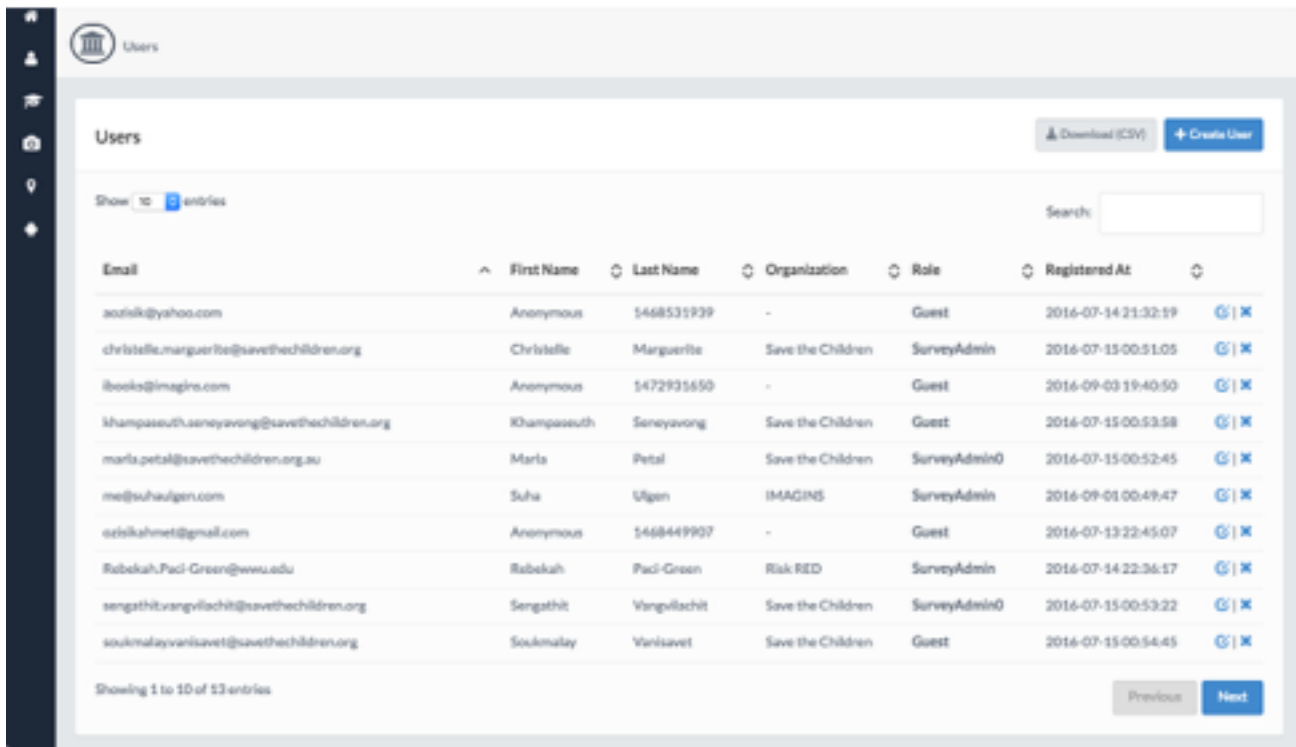
2. My Account

The pull-down menu on the upper right corner of the *Welcome Page* displays the User's Name and Role, the link to the Help Page and the Portal Sign Out.

When clicked, the User Name brings up the Profile Update dialog box.

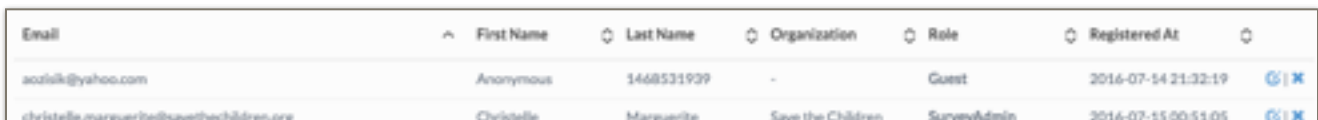## C. Users Page

1. Number of Entries per Page

The user has the option to chose the number of users listed on each page of the table. The *Previous* and *Next* buttons at the bottom of the screen allows the user to move around the pages of the table.

2. Table Headings

Table heading are fixed by the System Administrator and can be changed if requested by the Survey Administrator.

3. Sorting Order

The up and down arrows by the table headings change the listing based on the sorting order of the entries in that specific column (i.e. A - Z vs. Z - A; Highest - Lowest vs. Lowest - Highest, Oldest - Newest vs. Newest - Oldest).

4. Editing and Deleting Users

The Survey Administrator has the permission to edit the user information or to delete the user account.

5. Create User Button

The Survey Administrator has the permission to create a new user account by filling pressing the blue + Create User button and filling and saving in the User Form displayed.

6. Download Button
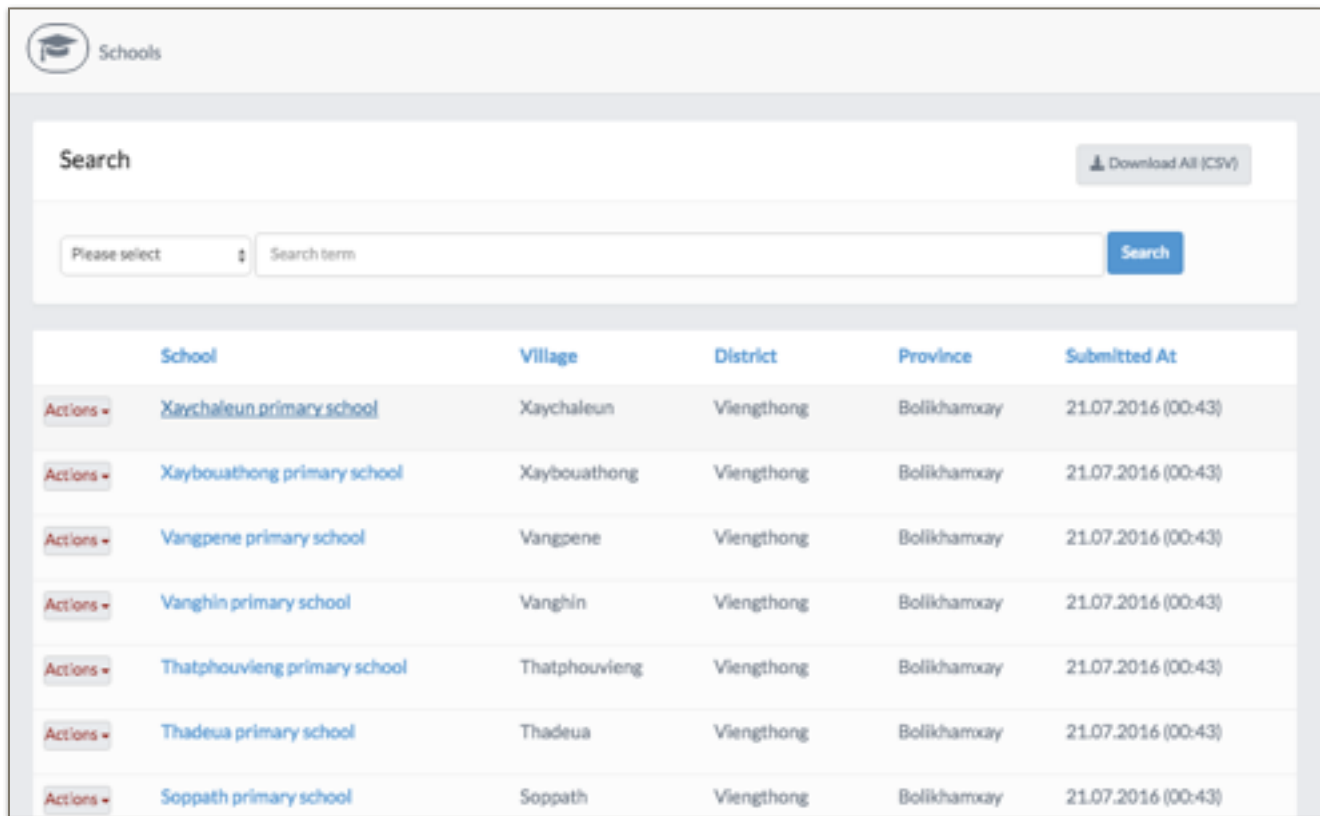
The *Download (CSV)* button downloads a comma-separated-values text file containing all the Portal user information.

7. Search Field

The text string entered in the Search field finds the string anywhere in the Users table, including the email addresses column.

D. Schools Page

1. Table headings

Table heading are fixed by the System Administrator and can be changed if requested by the Survey Administrator.

2. Searching

The user must select the column in which the search term is to be found. The columns list is provided as a pull-down menu.

3. Actions
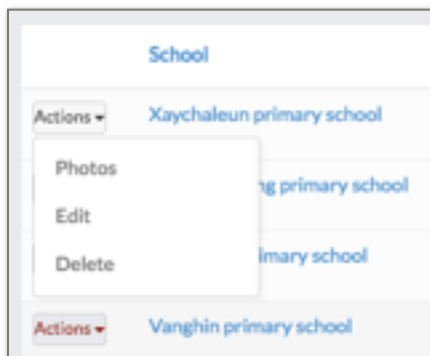
The Actions pull-down menu by each school name allows the user to access the Photos associated with the school, edit the school data or delete the school record.
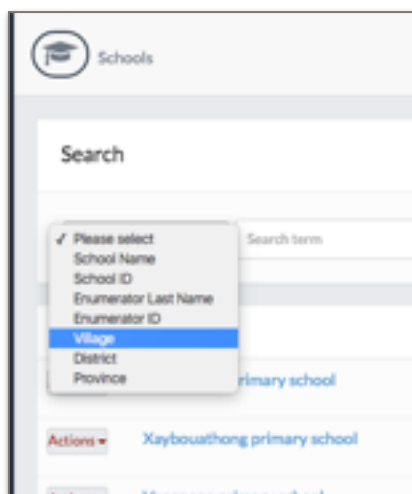
4. Editing and Deleting School Safety Data

The Edit option on the *Actions* pull-down brings up the Web version of the SSA App for the authorized user to edit the answers to questions.

The interface is identical to the SSA App, except that the Camera and Save icons do not exist.
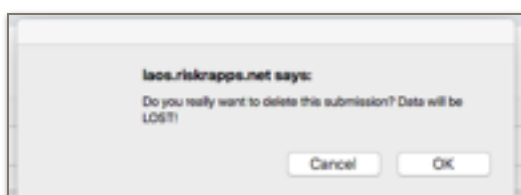
The Delete option on the *Actions* pull-down asks the user to confirm the delete action before the record is permanently lost.

The Photos option on the *Actions* pull-down, takes the user to the Photos Page where only the photos for that school are displayed.

5 Viewing and Printing School Safety Reports

Each school name in the Schools table is a hot link to the associated School Safety Report. When clicked, a new window will display the report pages. The Print button on the window will generate an Adobe PDF file and download it to the user's computer.

6. Downloading the School Safety Data

To download all the original school safety data, click the *Download All (CSV)* button on the upper right corner of the Schools Page. The link to the *Data Dictionary* on the *My Accounts - Help Page* will come handy for data analysis.

E.   Photos Page
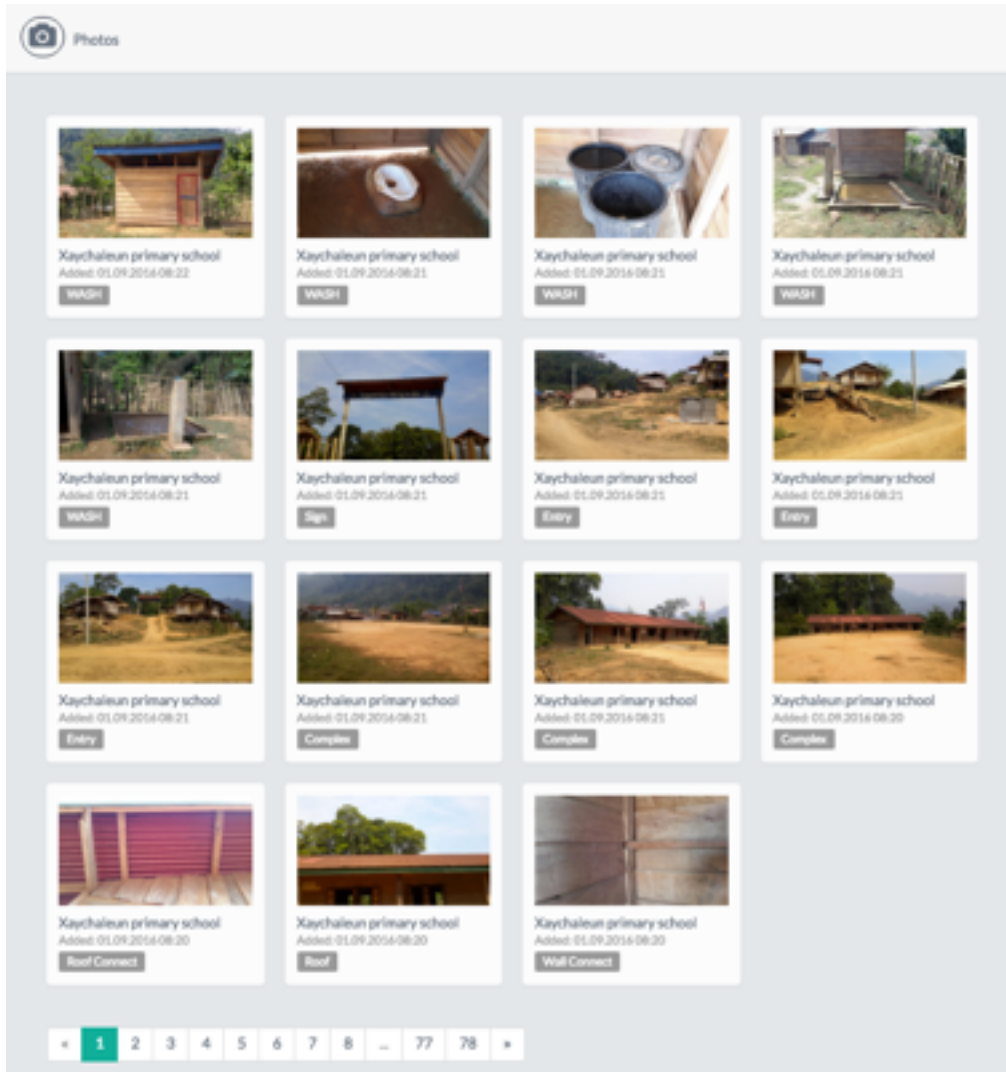
The Photos Page displays 15 photos at one time. The page number bar at the bottom allows the user to view any page by clicking on its page number. The double arrow button on each side of the page number bar progresses one page at a time in the direction of the pressed double arrow button.

1. Tagging photos
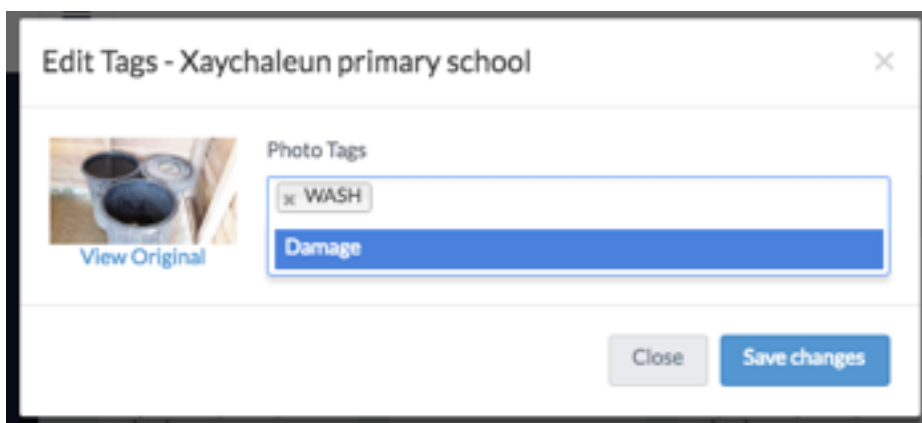
Based on the permissions granted by the Survey Administrator, a user can add or delete tags associated with individual photos by clicking on the image and entering the

changes to the *Edit Tags* dialog box.

When the Photo Tags field is clicked, all existing tags are listed in a pull-down menu. Selecting an item on the list adds that as another photo tag. Alternatively, the user can enter a new tag by typing it in the field and pressing the the blue *Save changes* button.

The *View Original* hyperlink will open a new window displaying the photo in full resolution.

F.   Map Page
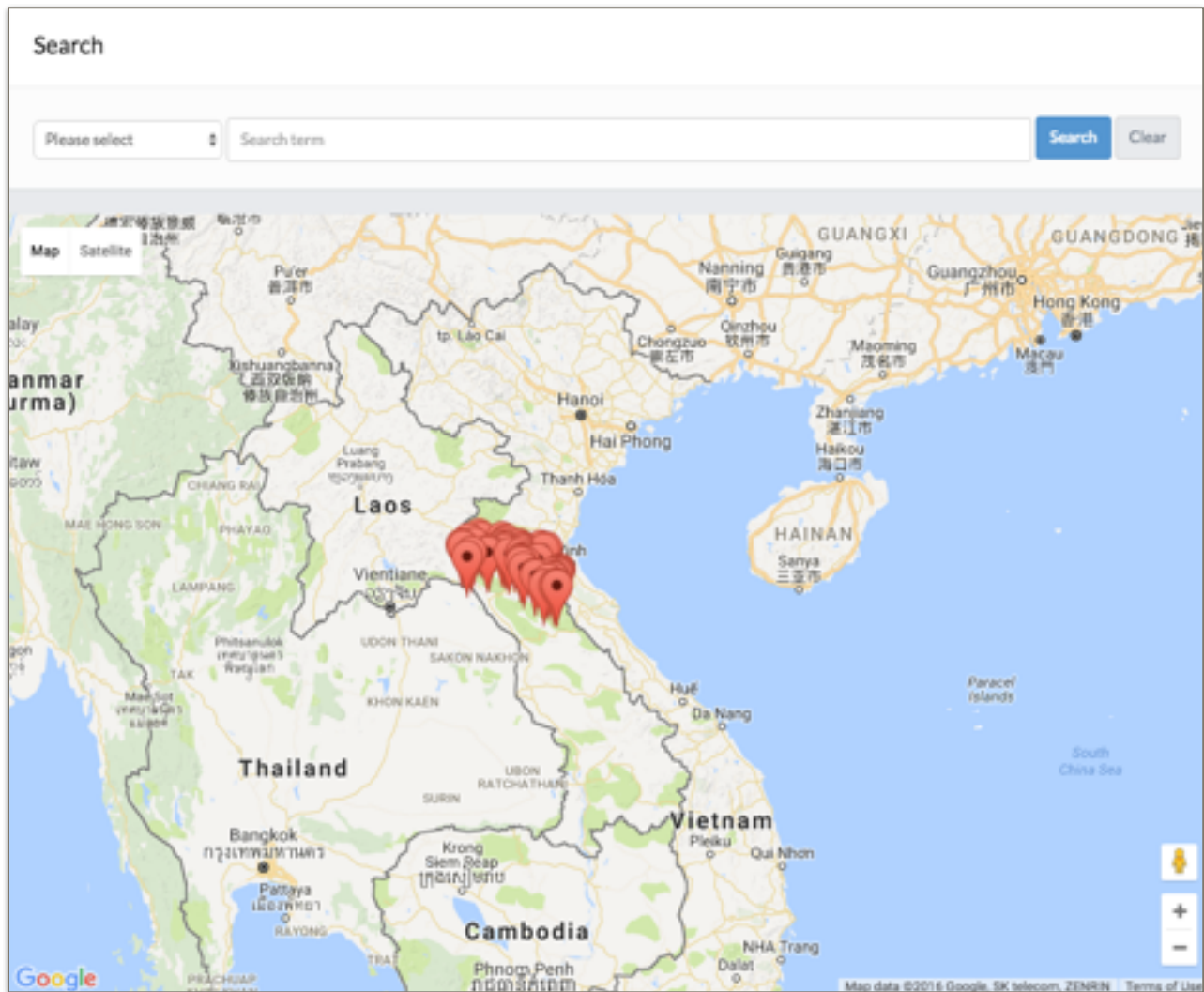
1. Map/Satellite view

The default map settings is *Map* without *Terrain* turned on. To turn Terrain on, click on *Map* and check off the *Terrain* box.

To display the satellite background, click on Satellite and check off the Labels box for labels to display on top of the satellite image.

2. Zooming In and Out

The plus (+) and minus (-) buttons on the lower right of the map display will zoom in or out, respectively.

3. School makers
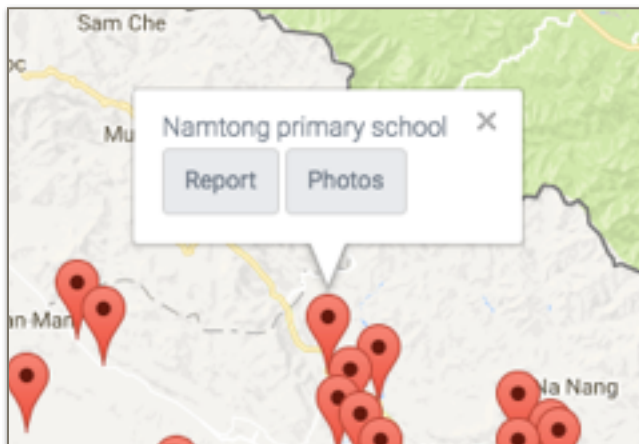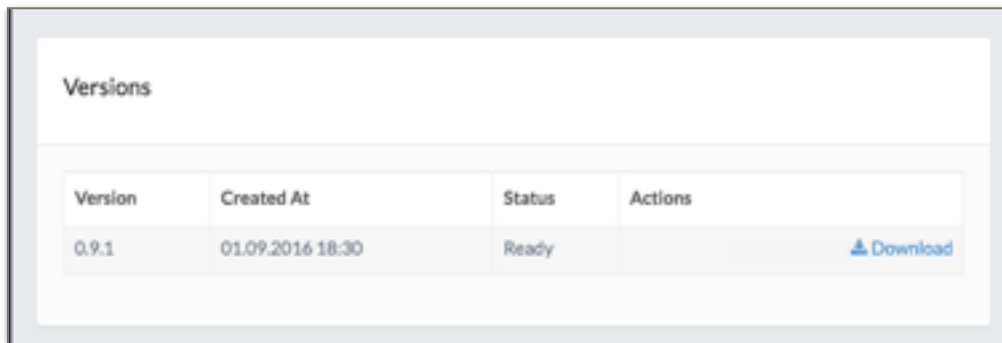
Clicking on a school marker will bring up a dialog box with *Report* and *Photos* buttons.

Report will take the user to the School Safety Report for that school. *Photos* will open the Photo Page with only the photos for that school.

G.   SSA App Page

Versions

Version	Created At	Status	Actions
0.9.1	01.09.2016 18:30	Ready	⬇ Download

The Mobile App Page will list the most current version of the SSA App.

The *Download* hyperlink will initiate the download process and place the file with the .apk extension on the default download folder on the user's system.

If the Portal is access using an Android tablet, the Android operating system will recognize the .apk extension and ask the user if s/he wants to install the SSA App. To proceed with the installation, see the SSA App section at the beginning of this User Guide.
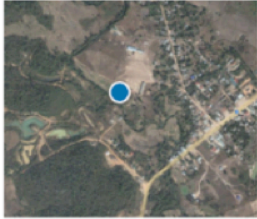
III. School Safety Report

Page 1 – Hazards

1. Site

Schools are identified as *urban, semi-urban, rural* or *remote* (mutually-exclusive).

School sites are identified as *unstable* if they have of these site conditions exist: being *on* or *below a slope, marshy, near a fault line* or *coast, on a landfill, floodplain,* or on *un-compacted soil.*

Access is identified as unsafe if: 1) children have to walk on busy roads or where traffic accidents occur 2) due to flooding, unstable slopes or bridges, 3) if children are at risk of being attacked or 4) if students with physical disabilities are not able to access the school.

2. People

Disaggregated enrollment numbers for *boys, girls* and *students with disabilities* is provided. The percentage of *students with disabilities* is also calculated. When this percentage falls below 5%, **outreach to enroll students with disabilities** is recommended.

3. Level/Type

Levels of education taught are listed. These may be: pre-primary, primary, lower secondary, upper secondary, or vocational.

Schools are identified as *day, quasi-residential,* or *residential schools*.

Schools are identified as *public, private,* or *religious*.

4. Hazards

Symbols are dark red (**high hazard**) if all the hazards in the category have a high potential of impacting the school. The symbol is light red (**medium hazard**) if at least one hazard in the category has a high potential of impacting the school. The symbol is gray (**low or no hazard**) if all hazards in the category have low or no potential of impacting the school.

The *fire* category includes *school fire* and *wild fires*.

The *water* category includes *flood* and *dam break*.

The wind category includes *cyclones* and *high wind* events.

The *earthquake* symbol includes only *earthquakes*.

The *landslide* category includes *landslides and mud* or *debris flows*.

The health category includes pandemics, illnesses, malaria/dengue, food poisoning and food shortages.

The technological category includes a range of technological hazards, including hazardous materials releases, nuclear accidents, power shortages, transportation and road accidents.

The social category includes issues such as unexploded ordinances, armed attack, armed intruders, student fights, bullying, sexual violence and corporal punishment.

The *drought* category includes *drought* and *water shortages*.

5. Hazards Impacts Table

The table documents the year and type of the last three most recent disasters.

School damage is reported as *none*, *minor* (did not interrupt school use), *moderate* (interrupted school use) or *severe* (at least one building damaged beyond repair).

At the top of the page, the *total number of buildings* (including storage and toilet/hand-washing facilities), and the *total number of classrooms* are recorded.

1. Building Details Table

Information on larger structures includes: *number of classrooms, number of floors,* and predominant *wall* and *roof materials.*

The condition of each school building is reported as *Good, OK,* or *Poor* with smiling, neutral, or frowning faces.

Fire risk assesses both fire hazard and the flammability of the building material**.** If fire risk is moderate or high and the materials of wall or roof are flammable — wood, straw, or bamboo — the *fire risk* is assessed as *high*. When *fire risk* is *high* and *no firebreaks* have been created, the school is prompted to **take all possible fire safety precautions and seek help from the local police unit**.

When *earthquake* or *wind hazard* is *high* and the school was *not built using safe building codes* or *the school was not upgraded to be life-safe,* an action item prompts schools to contact the District Education to arrange initial technical assessment of school facilities

When *flood hazard is high* and *no precautions have been taken* (such as siting the school outside the hazard zone, raising the school site or building plinth above flood levels) or when *the school has high landslide hazard, but is not outside the hazard zone,* an action item prompts school to **consider relocation, evacuation planning, or mitigation actions to keep people safe**.

NB: In those cases above where the site itself may be unsafe, or the buildings not constructed according to building codes or not upgraded for life-safety, the school is "flagged" for initial on-site technical assessment for structural safety, by trained construction professionals. The action item prompts schools to **contact the District Education Office to arrange initial technical assessment of the school facilities.**

2. School Maintenance

If school maintenance is *daily* or *weekly*, it is considered *frequent*. When less frequently, it is infrequent and *not* planned is also noted. When *less frequently than every month*, an action item prompts schools to do regular building maintenance to ensure small problems do not grow. It also suggests use of a daily, weekly, and monthly maintenance checklist.

3. Photos of Damage, Dangers or Hazards

Up to five photos of school damages, dangers or hazards are included if taken.

Page 3 – Pillar 2: School Disaster Management

1. Services

Service symbols are colored **black** if the service is *available*. The symbols are dark gray if the service is *limited* and the symbol is light gray if the service is *not available*.

The *accessibility* symbol assesses whether school site, classrooms, and latrines, are accessible for students with physical disabilities. If the site is accessible, and at least some classrooms and latrines are accessible, the symbol is black. If only some of these characteristics are true, then the symbol is dark gray. If none are accessible, the symbol is light gray.

The first aid icon assesses whether the school has first aid supplies and whether at least one adult is trained in first aid. If both are true, the symbol is black. If only one is true, the symbol is dark gray.

The fire protection symbol assesses whether the school has fire suppression equipment and that it is checked at least annually. If both are true, the symbol is black. If only one is true, the symbol is dark gray.

PILLAR 2: SCHOOL DISASTER MANAGEMENT

SERVICES

Early warning	Fire Supression	Access	Playground	Electricity	Indoor Lighting	Internet	First Aid	■ Available ■ Limited ☐ Unavailable

WATER AND SANITATION

👤 Boys Toilets [1]   👤 Girls Toilets [1]   Drinking Water ☹   Hand-washing 😐

ACTIVITIES FOR ALL HAZARDS

Activity	Rating	△ Recommended Actions
School Disaster Management	😐	A committee, supported by administration, should lead school disaster management and ensure plans are reviewed annually.
Risk Assessment and Planning	😐	Identify hazards and capacities, then prioritize actions and plan for evacuation and educational continuity.
Risk Reduction and Physical Protection	☹	Your school - both staff and students can use available checklists and activities to assess your hazards, risks, and the measures that can be taken to reduce risks and prepare for response.
Emergency Response Skills and Provisionsy	☹	Organize and train staff for emergency response. Be sure adequate supplies are available.
Policies and Procedures for Emergencies and Disasters	☹	Adopt and regularly practice procedures for safe evacuation, assembly, shelter-in-place, evacuation to safe haven, and family reunification. Plan for educational continuity.

HAZARD-SPECIFIC RISK REDUCTION ACTIVITIES

Risk	Potential Impact	Possible measures	Mesures taken	△ Recommended Actions
All Hazards		9	2	Hazard-resistant construction or retrofitting and using renewable energy reduces impacts from many hazards. Identifying safe shelter is also important for school disaster management.
Fire	△	1	1	Ensure fire break clearances are maintained around school site.
Wind	△	8	5	Ensure roofs are effectively fastened to buildings. Where high winds also cause flooding, risk reduction activities for water risk are also important.
Water	▲	19	12	Monitoring, early warning, and well-marked evacuation routes can reduce deaths and injuries. Elevating supplies can reduce damage. Vegetation, embankments, and good debris management can reduce flooding.
Earthquake/ Landslide	▲	11	8	Fastening building contents reduces impacts of earthquakes. Slope stabilization and retaining walls can reduce the likelihood of some landslide hazards; good warning and evacuation procedures are needed for others.
Heat/ Drought	△	11	2	Vaccination, hand washing, and good solid waste management prevent disease spread. Food storage and gardens reduces famine and drought impacts.
Technological	△	4	1	Ensure communities understand and review nearby technological hazards.
Conflict	▲	2	2	Safety bunkers/trenches and travelling in groups can reduce social harm. Where resources are limited, conservation can reduce community tension.

The early warning symbol assesses whether early warning is available for fire, flood, cyclone, landslide/ debris flow, dam break and drought. When the school has effective early warning or does not need it for >80% of these hazards, the symbol is black. When early warning is available, or not needed for 50-80% of the hazards, then the symbol is dark gray. The symbol is light gray if the school needs, but does not have, early warning for less than 50% of these hazards.

2. Water, Sanitation and Hygiene Table

The number of toilets for girls and boys is recorded. Next to that, the quality of these is rated. The toilet facilities are rated as *Good* if they are in good condition and cleaned daily; *OK* if not in good condition and/or not cleaned daily; and *poor* if they are not functional or there is open defecation.

Drinking water and hand washing facilities are also rated as *Good*, *OK* or *Poor* with smiling, neutral, or frowning faces.

3. School Disaster Management Activities

Several activities are included in the assessment for each row. If all activities have been done, a smiling face and "Keep up the good work!" message are shown in the second column. If half or more items have been done, then a neutral face is displayed with the message "Still

more to do!". If less than half the activities have been done, a sad face is shown with the message "Urgent action needed." Uncompleted action items are recommended.

School Disaster Management considers whether the school has designated a focal point and school disaster management committee, whether the school has incorporated risk reduction and response measures into school development and improvement plans, and whether the school disaster and emergency management plan is reviewed and updated at least annually.

Risk Assessment and Planning considers whether dangers are known and assessed, risk reduction is planned, building evacuation and safe assembly is identified, family reunification procedures are in place, as needed, and education continuity plans are in place for recurring and high impact hazards.

Physical Protection Measures considers measures for maintenance and repair of school buildings and grounds; fire suppression; protection of school equipment and supplies from water damage; protection of people from falling objects during earthquakes; provision of clean water and food security; management of solid waste; flood and erosion prevention; development of safe havens and shelters for school access routes (as needed); and the prevention of crime, vandalism, and bullying.

Emergency Response Skills and Provisions considers whether school personnel are prepared to respond; school personnel have training; schools maintain fire suppression and first aid supplies; and school maintain emergency water, nutrition and shelter supplies for a minimum of three days.

Policies and Procedures for Emergencies and Disasters considers whether students and school personnel know safe building evacuation, safe assembly, evacuation to safe haven, and shelter-in-place procedures; school personnel have and practice safe reunification procedures; and school drills are held at least twice a year, with at least one being a full scenario drill, to practice and improve preparedness skills and plans.

4. Hazard-Specific Risk Reduction Activities

For each hazard, schools assess whether impacts include *deaths, serious injuries, damage to buildings, disruption of access routes, health, nutrition, school closure, school attendance, and family income or livelihood*. The impact of the hazard is considered high if death, serious injury, or all other impacts are expected. The hazard is considered medium if building damage or four or five or more of the other impacts are expected. The impact is low if fewer than four other lesser impacts are identified.

The total number of risk reduction activities is listed in column three and the number the school has completed, or does not need to take, is listed in the fourth column. Major risk reduction activities are noted in the action needed column when potential impact exists.

PILLAR 3: RISK REDUCTION & RESILIENCE EDUCATION

AWARENESS AND ACTION

Actions Taken	Students	Teachers
Aware of hazards	🙂	🙂
Understanding of DRR & Response Procedures	☹️	🙂
Participation in Risk Reduction & Response Preparedness	☹️	☹️
Inclusive of young children, boys and girls, and children with disabilities	😐	

Procedure Familiarity		Actions Needed
Safe Evacuation	😐	• Find out what students, staff, and parents know about evacuation, shelter, and reunification procedures.
Evacuation to Safe Haven		• Correct misunderstandings by explaining procedures to all. • Regularly drill standard procedures for emergencies and disasters and be sure to include students, staff, and parents in these drills.
Shelter-in-Place	☹️	• Especially consider the needs and safety of young children, girls and boys, and with different functional and communication needs (disabilities) in your plans.
Safe Family Reunification	☹️	

RISK REDUCTION AND RESILIENCE EDUCATION

Learning Settings	
Regular curriculum	✓
Regular curriculumt	✓
After-school clubs	✗
School Assemblies	✗

Teaching & Learning Material		Actions Needed
Natural and man-made hazards and risk awareness	✓	• Disaster risk reduction and resilience should be integrated into formal curriculum, informal education, and community outreach. Teach hazard awareness and the skills for reducing risk at all ages and for all hazards affecting your community.
Risk reduction knowledge, skills and competencies	✓	• Disaster risk reduction and resilience should be integrated into formal curriculum, informal education, and community outreach. Teach hazard awareness and the skills for reducing risk at all ages and for all hazards affecting your community.
Response preparedness skills	✗	
Learning to live together	✗	• Students learn best when they are presented with a consistent message through multiple types of materials and experiential activities.
Hygiene promotion	✓	• Find additional information from your Provincial Office of Natural Resources and Environment.

PHOTOS OF MITIGATION AND RISK REDUCTION AND RESILIENCE EDUCATION ACTIVITIES

1. Awareness and Action

The first table shows the level of students and teachers *awareness of hazards, understanding off risk reduction and response procedures,* and *participation in risk reduction and response* action. When *most* have been reached, understand, or participate, then a smiling face is shown; when only *some*, a neutral face; and when *few*, a sad face is displayed.

The second table addresses both student and family familiarity with emergency *procedures.* These include *safe evacuation, evacuation to a safe haven, shelter-in-place,* and *safe family reunification.* Smiling, neutral and sad faces indicate level of familiarity.

2. Risk Reduction and Resilience Education

The tables document where and how students learn about hazards and risk reduction.

The possible settings are indicated by a check mark: regular curriculum, after-school clubs, teacher initiatives, and school assemblies.

The availability of teaching and learning materials is appraised. Schools report on whether curriculum content, lesson plans or activities, books for children, posters, flip-chart, videos, or other electronic materials are available at their school, for teaching natural and man-made hazards and risk awareness, risk reduction knowledge skills and competencies, response preparedness skills, learning to live together, and hygiene. If three or more of these are available, a smiling face is indicated, if 1 or 2 a neutral face, and if none a frowning face is shown.

3. Risk Reduction and Resilience Education Activity Photos

Up to five photos of risk reduction and resilience education activities or products are provided, if any.