REPUBLIC OF TÜRKİYE
GOVERNERSHIP OF ISTANBUL

AFAD

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Disaster and Emergency Management Planning Guide for Educational Institutions

Istanbul Seismic Risk Mitigation and Emergency Preparedness Project (ISMEP)

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Disaster and Emergency Management Planning Guide for Educational Institutions

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In 2007, “Disaster Preparedness Training Materials for Society” were prepared by Istanbul Project Coordination Unit (IPKB), Governorship of Istanbul, under the component A of “Istanbul Seismic Risk Mitigation and Emergency Preparedness Project (ISMEP)”.

In 2020, “Disaster Preparedness Training Materials for Society” were rewritten under the heading of “Society Training Modules” in line with the advancing technologies, new lines of learning, having regard to the changing conditions, regulations and laws, theories and experiences worldwide.

We wish to thank all organizations and persons, especially Ministry of Interior, Republic of Turkiye, and AFAD Presidency who did not withhold their precious contributions from us and all owners of the publications listed under “References” for their contributions as well as the project team for their careful and devoted efforts throughout the project, which is actually a product of a long an labour-intensive study which came into being thanks to a vast knowledge and experience of many organizations and persons.

CONTENTS

Abbreviations

AADYM	Disaster and Emergency Management Centre
AFAD	Disaster and Emergency Management Presidency
AKB	Search and Rescue Unit
AKOM	Disaster Coordination Centre
ARY	Disaster Risk Management
ASHB	Ministry of Family and Social Services
ASHIM	Provincial Directorate of Family and Social Services
ATE	Disaster Victim Evacuation Team
BAADYM	Disaster and Emergency Management Centres of the Ministries
DOF	Corrective Preventive Activities
IAADKK	Provincial Disaster and Emergency Coordination Board
IAADM	Provincial Disaster and Emergency Directorate
IAADYM	Provincial Disaster and Emergency Management Centre
IBB	Istanbul Metropolitian Municipality
IETT	Istanbul Electricity, Tramway and Tunnel
ISG	Occupational Health and Safety
CBRN	Chemical, Biological, Radiological, Nuclear
KYM	District Governorship
MAFOM	Marmara Regional Disaster Management Directorate
MEB	Ministry of National Education
MEBBIS	Information Systems of Ministry of National Education
MEM	National Education Directorate
PIY	Psychological First Aid
NGO	Non-Governmental Organization
TAMP	Turkish Disaster Response Plan
UDSEP	National Earthquake Strategy and Action Plan
YORA	Reduction of Non-Structural Risks

How to Use This Guide?

The *Disaster and Emergency Management Planning Guide for Educational Institutions* is divided into six chapters:

1. General Information about Disaster Management System
This chapter gives basic definitions and concepts by using the *Descriptive Dictionary for Disaster Management Terms* of AFAD in order to make it easier to understand the matter of disaster and emergency planning and achieve association of language. Prior to preparing a disaster and emergency plan, these basic concepts should be acquainted with. Again, in this chapter, in addition to the basic definitions and concepts, you will find detailed information about the Disaster Management System in Turkiye.

2. Primary Principles of Disaster and Emergency Management Planning for Educational Institutions
This chapter deals with all details concerning phases of the disaster management cycle, which are Mitigation and Preparedeness before the incident, Response during the incident and Recovery after the incident, and all of them should be included in the disaster and emergency management plans that have to be prepared for schools in connection with the disaster management cycle. The subheadings concern Primary Targets of Disaster and Emergency Planning for Schools, Disaster and Emergency Management Planning Principles for Schools, Issues to Consider When Preparing a Disaster and Emergency Management Plan and Use of Budget and Other Resources.

3. 4 Steps of Disaster and Emergency Management Planning for Educational Institutions
This chapter shows how the School Disaster and Emergency Management Plans should be prepared, accompanied by the proposed 4 steps, in accordance with the format headings provided in pp. 65-69. The proposed 4 steps are consisting of: (1) Set Up Your Board and Create Working Groups, (2) Prepare Your Plan According to the Disaster Management Cycle, (3) Prepare Annual Operations and Assess the Plan and (4) Update the Plan. After you get information about the planning phases, you may easily prepare your plan basing on the information given in the next chapter.

4. How to Prepare a Disaster and Emergency Management Plan for Educational Institutions?
Things which are required to be done in accordance with the format of School Disaster and Emergency Management Plan are given detailed in this chapter:

- Disaster and Emergency Management Plan Format for Schools
- Setting up Disaster and Emergency Management Board at Schools
- Mitigation Phase
- Identification of Current Condition and Faciliteis of the School
- Reduction of Structural and Non-Structural Risks
- Identification of All Hazards and Risks at and around the School
- Preparedeness Phase
- Introduction and Announcement of the Plan
- Prepairing Training Materials
- Evacuation
- Drill
- Being Informed About Emergency Phone Numbers
- Response Phase
- Recovery Phase
- Annual Plan for Disaster and Emergency Management
- Maps to Be Included in the Plan

5. Standard Operational Procedures at Schools
This chapter describes ways and methods to be followed in case of disaster and emergency. The matters of Shelter in Place Procedure, Lockdown/Isolation Procedure, Evacuation Procedure to a Safe Place and Student Handover Procedure in Disaster and Emergency are dealt with under the subheading of Earthquake or Fire Building Evacuation and Assembling Procedures.

6. Disaster Prepardeness at Schools – Summary
This chapter summarizes the content of the guide through examples of earthquake and fire at schools and the general approach concerning the subject matter.

Appendixes
The following subheadings are dealt under the main heading of **DRILL** in **Appendix A:**

- Earthquake Drill Scenario
- Disaster and Emergency Preparedness Checklist for Teaching Staff and Personnel
- Disaster and Emergency Instructions for Transportation Personnel
- Disaster and Emergency Supplies Checklists
- Administrative Office – Evacuation Parcel Checklist
- Infirmary – Evacuation Parcel Checklist
- Incident Management System – Response Teams Notebook Checklist
- School Disaster and Emergency Supplies Checklist
- School First Aid Supplies Checklist
- Classroom Disaster and Emergency Supplies Checklist
- Student/Personnel Privat Kit Checklist
- Student/Personnel Disaster and Emergency Attendance Form
- Student-Family Handover Form
- Incident Management System – Responsibility Matrix

Subheadings to be discussed under the main heading of **Basic Applicable Procedures** in **Appendix B:**

- Earthquake
- Fire and Explosions
- Flood and Heavy Rain
- Landslide
- Hurricane, Storm and Whirlwind
- Adverse Weather Conditions
- Chemical and Hazardous Substance Accidents
- Medical Emergency, Food Poisoning
- Emergency Procedure on Board of School Vehicles
- Security
- Violence Threats
- Bomb Threat
- Closure of School
- Suspicious Person Alert

Appendix C includes **Sample Scenario for Multi-Event Earthquake Evacuation Drill at School** and **Appendix D** handels about **Info Cards.**

Introduction

Schools are most likely the places where children and young people, our hope for future, spend most of their time and are also institutions that parents trust most. Hence being prepared for any kind of disaster and emergency and giving the most accurate and quick response when they are occurring is as important as the quality of education and training itself.

In addition to natural disasters such as earthquake, flood, landslide, rock fall and avalanche, mud flow, hurricane and storm, Turkiye also encounters with human-made disasters such as fire, accident, food poisoning, epidemics, violence and terrorism very frequently. Those organizations and institutions, which do not take protective and preventive measures against natural, technological or human-made hazards and threats in whatever extent, have no change in responding quickly and effectively to different types of disasters and emergencies and coping with them with minimum loss and damage. Although natural disasters rank in priority in our country, the scope of danger and threats related to climate change is increasing day by day.

In Turkiye, there are each day about 18 million 250 thousands students at primary and secondary education level under the responsibility of the schools. In order that the students, teachers and other school personnel, who are spending a significant part of their time at school have great possibility of encountering a disaster and emergency, will be not affected at all or affected to a limited extent by such a possible disaster and emergency, each school should definitely have a Disaster and Emergency Management Plan and that plan should be applied effectively.

This Guide is intended as a contribution to the target of setting up a Disaster and Emergency Management Board and preparation and effective implementation/use of disaster and emergency management plans at schools. Furthermore, short information is given about national and local plans as well as plans prepared on provincial and district basis, emphasizing importance of preparing the school plans in compliance with these plans. In the context of this Guide, efforts have been made to contribute and provide assistance for preparing the plan in accordance with the principles of integrated disaster management, completing preparedeness operations, taking necessary measures, enhancing the capacity of educational institutions to cope with disaster and emergency, and maintaining the education uninterruptedly under all conditions.

Why is Disaster and Emergency Management Planning Important for Educational Institutions?

Turkiye encounters many natural, technologycal and human-made disasters, particularly earthquake occurring more frequently. Subject to very high earthquake-risk, Turkey has lost more than one hundred thousand people accompanied by heavy damaged houses of about seven hundred thousand due to 285 earthquakes which occurred in the period of 1900-2019. Considering just this risk, clearly shows how most likely it is for the educational institutions to experience a disaster and its serious results.

When educational institutions which do not take protective and preventive actions previously against such disasters, whether caused by nature or human or technology, it is certain that they will have no change to give quick and effective response and overcome with minimum loss and damage when they experience such a disaster.

Basic objective of Disaster and Emergency Management Planning;

- ***Before Disaster:*** Determination of any hazards and risks that may arise as a result of disaster and, if possible, prevention of them or reduction of their possible effects and getting prepared against disasters.
- ***During Disaster:*** Implementation essentials of rescue, first aid and evacuation without fail by taking advantage of right behaviour patterns which have been gained through trainings and drills.
- ***After Disaster:*** Response to the incident timely, quickly and effectively, maintenance of loss at minimum level and determination and implementation of necessary operations to resume normal curriculum of the educational institutions.

Current Status

It is a well-known fact that a great number of students and teachers lost their lives in earthquakes that occurred in our country in the period of 2003-2020 and school buildings got heavily damaged and education had to be suspended temporarily. All these experiences show that our educational institutions are not prepared or could not be prepared properly for disasters.

Educational institutions in Turkiye should, like many countries worldwide, definitely prepare disaster and emergency plans, implement them effectively and take all measures against disasters and emergencies in order to minimize the risks of disaster and emergency. Although operations to this effect are not at sufficient level in Turkiye, legal regulations in this respect have increased in recent years.

Looking at the administrative structure of the Ministry of National Education, we notice that operations related to occupational health and safety, civil defence, disaster and emergency are performed under responsibility of the Workplace Health and Safety Unit Department of the Support Services General Directorate and in the provinces under the Civil Defence Services of the Provincial Directorate of National Education. Considering the functions and practices of these units, it is observed that they perform operations mostly concerning with occupational health and safety and civil defence, but they are not directly commissioned with disaster and emergency management/planning for educational institutions.

What is the Major Obstacle Related to Emergency Preparedness at Schools Today?

The major obstacle to disaster and emergency preparedness is the fact that people do not appreciate the importance and necessity of planning and do not comprehend the requirement for training in this respect. The most important components of the disaster and emergency preparedness are training and risk reduction, therefore the schools should allocate their safety budgets mainly to personnel training and risk reduction.

Legal Framework and Legislation

Published in the *Official Gazette* of 18th December 2013, the Regulation on Disaster and Emergency Response Services appoints the Ministry of National Education to arrange the preparedeness of disaster and emergency plans at all schools prior to disaster. In the current situation, disaster management plans for schools are based on the *"School Disaster and Emergency Management Plan Preparedeness Guide",* which was prepared in November 2013 by the Disaster and Emergency Management Presidency (AFAD) in the scope of *"Disaster Prepared Turkiye-Disaster Prepared School Project"*. The following regulations and protocols make it mandatory to prepare a School Disaster and Emergency Management Plan at schools:

- "Regulation on Disaster and Emergency Response Services", entered into effect through publication in the *Official Gazette* No. 28855 of 18th December 2013.
- "Turkish Disaster Response Plan" (TAMP), entered into effect through publication in the *Official Gazette* No. 28871 of 3rd January 2014;
- "Disaster Prepared School Cooperation Protocol" of 18th December 2013, signed between Disaster and Emergency Management Presidency and Ministry of National Education,
- Article No. 42275415- 770/10390 of 22nd May 2014 by Disaster and Emergency Management Presidency,
- Article No. 53909240/770/2249903 of 3rd June 2014 by General Directorate of Support Services of the Ministry of National Education.

Other laws and regulations regarding the duty of educational institutions to prepare disaster and emergency management plans are listed below:

- Presidential Decree No. 4: Section Two-Disaster and Emergency Management Presidency *(Official Gazette* No. 30479 of 18th July 2018),
- Public Procurement Law No. 4734,
- Law on Organization and Functions of Disaster and Emergency Management Presidency No. 5902,
- "Emergency Plan" in accordance with "Occupational Health and Safety Law and Emergencies at Workplaces Regulation", No. 6331,
- Civil Defence Law No. 7126,
- Law No. 7269 concerning Measures to Be Taken and Aids to Be Done Due to Disasters Affecting Public Life,
- Civil Defense-Related Personal Liability, Evacuation and Sparse, Planning and Other Services Bylaw,
- Bylaw on Organization and Measures Related to Civil Defence,
- Civil Defense Affairs Guideline for Departments and Institutions, National Earthquake Strategy and Action Plan 2012-2023.

General Information on Disaster Management System

Basic Definitions and Concepts

As the disaster management has a multi-stakeholder and multidisciplinary structure, sometimes some difficulties may arise in forming an associated language and understanding. Recognizing this problem, the Disaster and Emergency Management Presidency (AFAD) prepared the dictionary called *Açıklamalı Afet Yönetimi Terimleri Sözlüğü* (Descriptive Dictionary of Disaster Management Terms). This dictionary, essentially prepared to give general information both to disaster executives and t those who will work on disaster and also forming an associated language among them, was distributed to all related units. Furthermore, it is possible for anybody to have access to and easily use the dictionary online, presenting options such as downloading and word searching.

You can easily reach the meanings of the word you are searching in the dictionary *Açıklamalı Afet Yönetimi Terimleri Sözlüğü* by scanning the link *www.afad.gov.tr/aciklamali-afet-yonetimi-terimleri-sozlugu.*

You may also download this dictionary from the link www.afad.gov.tr/kurumlar/afad.gov.tr/3495/xfiles/sozluk.pdf.

Regarding the reasons we listed above, the basic definitions and concepts are described by using the dictionary Açıklamalı Afet Yönetimi Terimler Sözlüğü in order to contribute the language unity on disaster management. Due care is given to this matter throughout each chapter of this Guide. Prior to preparing a disaster and emergency management plan, you should be acquainted with these concepts.

First of all, we should mention about difference between the concepts of Disaster and Emergency, which are the most frequently used and confusing ones:

Disaster

It is defined as a natural-, human- and technological-induced incident which causes physical, economic and social losses for all or certain parts of the society and disrupts or suspends normal life and human activities and with which the affected people have not sufficient capacity to cope. Disaster is not an incident itself, but the result it creates.

Emergency

It is defined as any situations and conditions which require urgent action and, though great in extent, can be coped with by using local facilities.
Emergencies may be deal with in or beyond the scope of disaster.

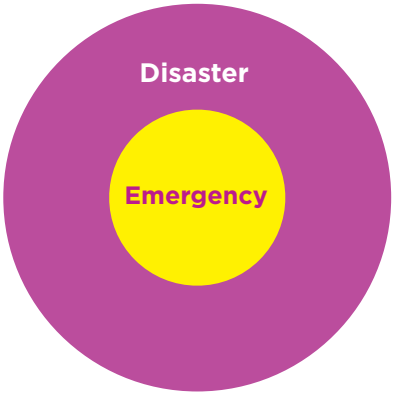


Figure 1. Emergency and Disaster.

As the definitions and figure show, disaster and emergency are differentiated from each other depending on the results, dimensions and

whether the victims are capable of coping with the incident. Although emergency may be destructive and damaging, its dimension is more limited compared to disaster and it is a condition which can be overcome by means of local facilities.

Upon this short information about the concepts of emergency and disaster, we have to deal with some terms which you will frequently encounter when preparing your Disaster and Emergency Management Plan and researching studies on this matter. In order to make you comprehend them and understand this Guide better, we express some basic concepts below by using the dictionary *Açıklamalı Afet Yönetimi Terimler Sözlüğü,* prepared by the Disaster and Emergency Management Presidency of the Ministry of Internal Affairs.

Incident: It is a local incident with very limited effects. Such incidents do not affect the working capacity of settlement units, organizations and institutions. And the incident is generally taken under control easily by the first responders.

Emergency Planning: All activities that require planning before the incidents occur and implementing them in a timely, fast and effective manner during the event, in order to avoid the consequences of extraordinary incidents with the least loss and damage, for the life and property of people and other activities..

Emergency Management: A management process starting just after occurrence of the emergency that aims meeting of all requirements of the affected communities timely, quickly and effectively. It is a type of management which is not permanent, starting upon occurrence of an incident considered emergency and ending upon disappearance of the reasons that qualify the emergency.

Disaster Planning: It means all planning work which should be prepared before disaster generally under the categories of mitigation, preparedeness, response and recovery plans.

Disaster and Emergency Response Plan: It is a plan which is constantly revised and developed through trainings and drills for responding to the disaster timely, quickly, effectively and in a coordinated way, and meeting first aid needs of the affected communities timely, quickly and effectively.

Turkish Disaster Response Plan: It is a national-scaled plan adaptable to all kinds and scales of disasters, having a flexible and modular structure and describing how the response operations will be conducted at national and local scale. Plans at local scale are called Provincial Disaster Response Plans.

Disaster and Emergency Management: It means management of all organizations, institutions and resources of the society in direction of the common target of planning, orientation, support and implementation of the operations required to be performed before, during and after a disaster incident for prevention and mitigation of disasters.

Secondary Disaster: It means further disasters such as fire, landslide, destruction, explosion, tsunami, epidemics, nuclear and industrial accidents which are caused or triggered by a disaster, e.g. earthquake.

Emergency Aid: It means all kinds of operations such as search-rescue, medical first aid, treatment, burial, prevention of epidemics, supply of food-beverage-clothes, emergency accommodation, heating, lighting, transportation, debris removal, maintenance of functionality of infrastructure at minimum level, provision of emergency

services and needs like fuel oil in case of disaster and emergency and all kinds of operations such as transactions, allocations, lease, purchase, grant and expropriation in connection with them.

Disaster Scenario: Scientific study, which is obtained as a result of the studies of determining the disaster risk and which is used to estimate all the damages and losses that may occur upon relization of hazards of different sizes and locations.

Hazard: It shows all incidents which are caused by nature, technology or human and may lead to physical, economic and social loss.

Hazard Analysis: It means identification of physical characteristics of the hazard such as its magnitude, frequency of occurrence, duration of recurrence, area of influence and possibility of occurrence. Disaster and emergency plans should be prepared by taking into consideration all possible hazards.

Risk: It is defined as possibility of loss of values/ assets such as life, property, economi and environment that may be caused by an incident in certain conditions and environments.

Drill: It is an application to test suitability, adequacy and timeliness of actions to be performed during the planned response process in case of a disaster or emergency under conditions near to the reality and basing on a scenario.

Disaster Manager: Administrator who is involved in disaster-related activities of institutions, especially in mitigation and prepardeness.

Disaster and Emergency Management Centre: A centre, working 7/24 and equipped with uninterrupted and reliable data processing and communication systems, where response is coordinated in case of disaster and emergency.

Disaster and Emergency Search and Rescue Unit Directorate: Disaster and Emergency Search and Rescue Unit Directorate established under the Provincial Disaster and Emergency Directorate in the provinces to be determined by the Disaster and Emergency Management Presidency (AFAD).

Disaster Management:

In order to establish a disaster and emergency management system and to be able to carry out studies on disaster and emergency management planning at schools, you should first of all know the phases that disaster and emergency should go through. These phases are schematically shown under the **Disaster Management Cycle** in page 22.

As the activities carried out are intertwined, have to follow each other, and the work done in the previous stage largely affects the success of the work to be done in the next stage and therefore shows continuity, the said graphic is called Disaster Management Cycle. The arrows indicate that disaster and emergency planning is a process and the system should be continuously improved through training, exercises and experiences gained from incidents.

Defined with different adjectives such as modern, integrated or comprehensive, the disaster management systems have some basic principles. A proper disaster management system should contain eight basic principles explained below (FEMA, 2007):

1. Comprehensive: It should include all hazards of disaster nature and all stages of the disaster process. It should include all stakeholders such as central and local governments, the private sector and the public; it should take into account all the factors that will be affected, such as people, buildings, economy and infrastructure.

2. Progressive: All preparedenesss should be made and all measures should be taken by anticipating possible future disasters to build disaster-prepared and disaster-resilient communities.

3. Risk-based: Risk management principles such as hazard identification, risk and impact analyses, early warning and estimation should be used.

4. Integrated: All relevant institutions at central and local level as well as all social units such as private sector, individuals and non-governmental organizations (NGOs) should be incorporated.

5. Collaborative: It should be of such quality to promote trust,create team spirit, etablish consensus, facilitate communication and build powerful and sincere relationship among individuals and institutions.

6. Coordinated: It should effectively synchronize activities of all stakeholders who come together to achieve a common purpose.

7. Flexible: It should be open to innovative and creative approaches for solution of disaster-related problems.

8. Professional: It should give importance to science and scientific approaches, education, ethical values and continous development.

Mitigation and preparedeness phases of the disaster management are called **Risk Management;** response and recovery phases as **Crisis Management.**

Struggling against disasters is above of all a total struggle, which requires to be acquainted with the existing hazards in nature and use the most reasonable ways and methods to reduce any risks that such hazards may create. First of all, it is necessary to believe that disaster risks can be reduced by legal, administrative and technical measures to be taken before disasters occur, and to organize the Disaster Management System to be implemented accordingly.

The basic principle in disaster planning and management; is to identify hazards, risks, facilities and resources accurately and comprehensively, take necessary measures, determine all works required to be performed at all stages and ensure active engagement of all stakeholders in all activities before, during and after disaster.

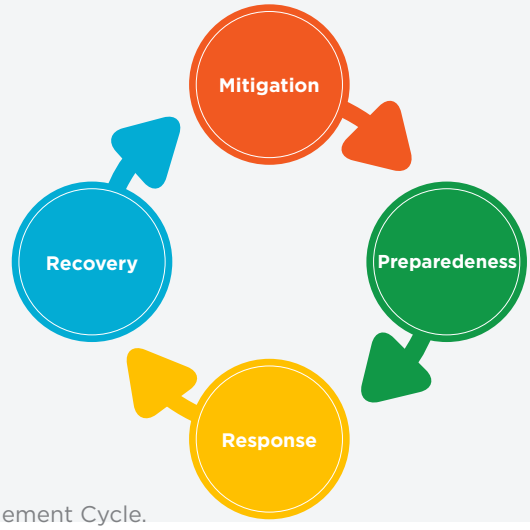


Figure 2. Disaster Management Cycle.

This is the primary task of the school disaster management and it must be taken into consideration when establishing the institutional structure.

Here we give definitions and differences among Crisis, Crisis Management, Emergency Management and Disaster Management that confuse many people including those working for disaster management:

Crisis: It is defined as occurrence of physical, social, economic and politic incidents, which disturb regular flow of things in daily life and are likely to create adverse results for the society.

Crisis Management: It is defined as a temporary management which is applied under crisis conditions for bringing back things to their normal situation.

Emergency Management: A management process starting just after occurrence of the emergency that aims meeting all requirements of the affected communities timely, quickly and effectively.

Disaster Management: It is defined as a process of total struggle that should be carried out by the society for preventing disasters and reducing their damages, giving response to the incident leading to disaster timely, quickly and effectively and creating a new, safer and advanced living environment for communities affected by the disaster.

The most important difference of Disaster Management from crisis and emergency management is that it is continuous. Crisis Management and Emergency Management are not continuous, but limited to a certain time and they end when the incident and circumstances which require emergency or crisis management come to an end.

DISASTER MANAGEMENT

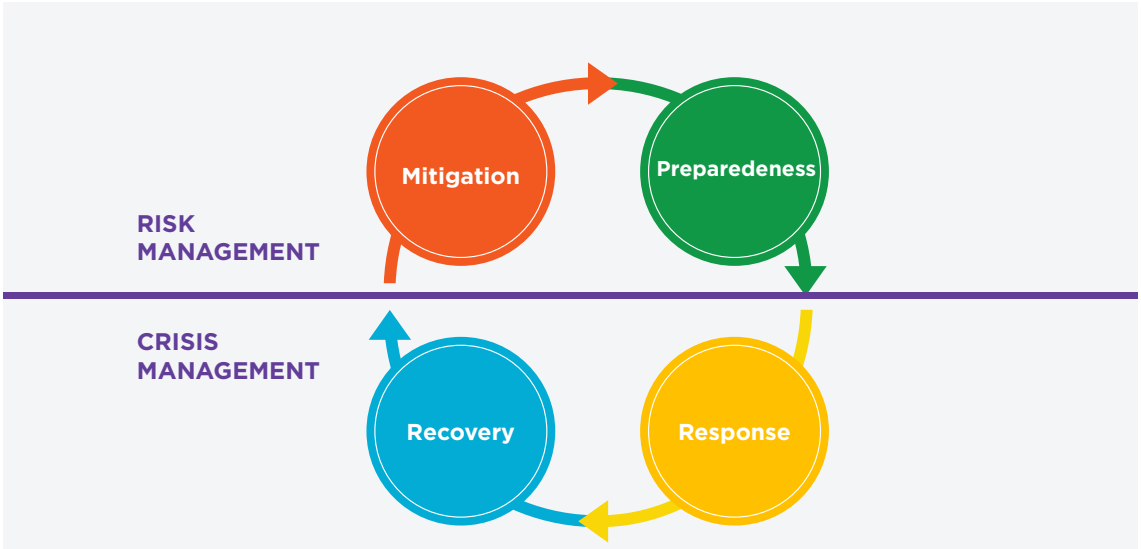


Figure 3. Risk and Crisis Management Phases of Disaster Management.

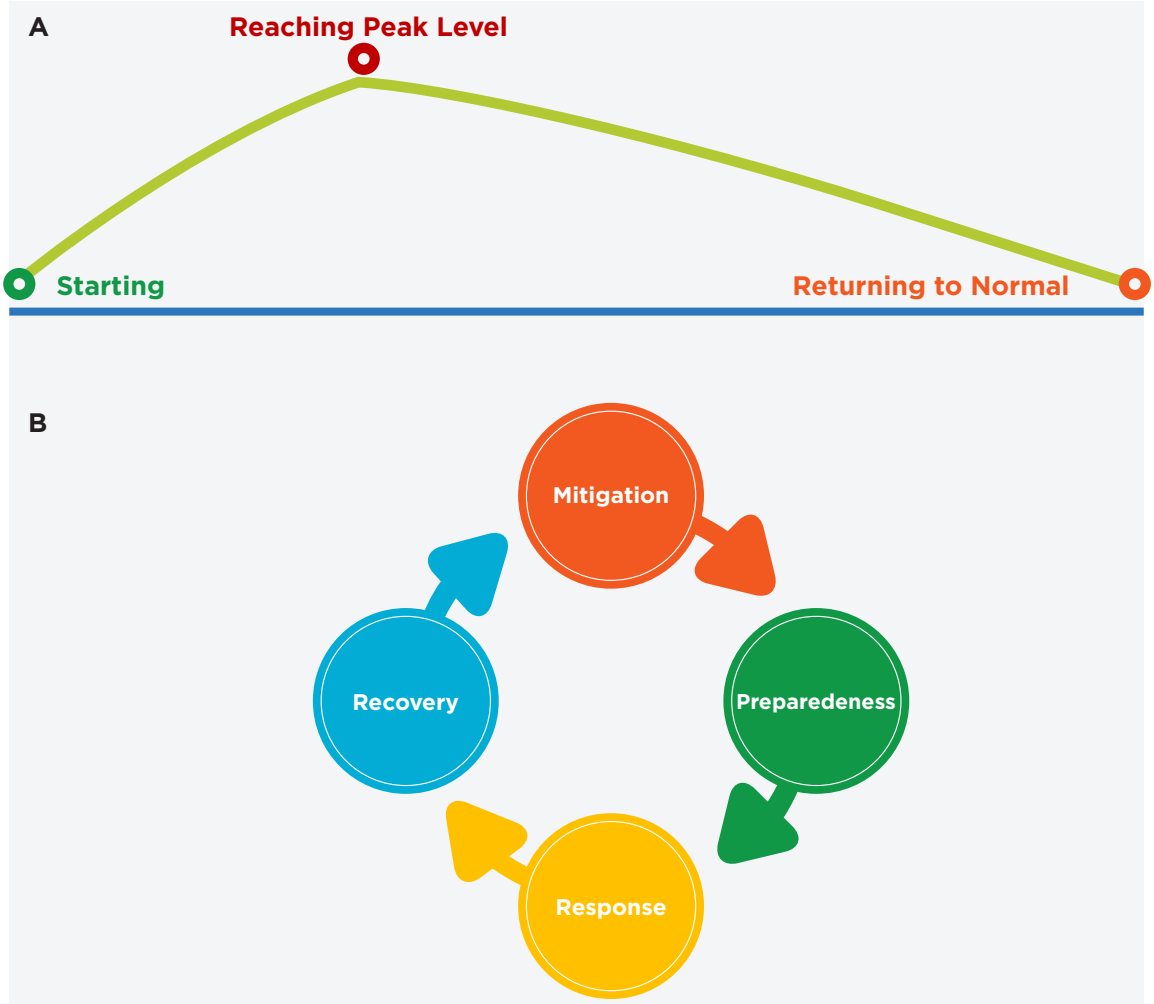


Figure 4. (**A**) Emergency, Crisis and **(B)** Disaster Management (Özmen, 2017).

Disaster Management System in Turkiye

In order to design a disaster and emergency plan of whatever level/scale in a right way and to understand where you are in a system or the whole, you should know the disaster management system of Turkiye and how it works both on central and local basis as well as the responsibilities of public institutions and organizations about disasters.

"Law on Organization and Functions of Disaster and Emergency Management Presidency" No. 5902 of 29.05.2009 was adopted by the Grand National Assembly of Turkiye (TBMM) and entered into force upon its publication in the *Official Gazette* No. 27261 of 17.06.2009. Pursuant to this Law, *"Disaster and Emergency Management Presidency (AFAD)",* attached to the Prime Ministry, was established to perform services concerning disasters and emergencies and civil defence.

This law is about taking, prior to the

incident, measures necessary for performance of services concerning disaster and emergency and civil defence effectively throughout the country and to ensure the coordination among institutions and organizations that carry out operations of mitigation and preparedness before, response during and recovery after the incident and the realization and implementation of policies in this respect.

Afterwards, it was renamed as "Law on Some Regulations Concerning Disaster and Emergency Management Presidency" as per Statutory Decree No. 703, published in the *Official Gazette* No. 5902 of 09.07.2018 and also some modifications were made in the law. And with the Presidential Decree No. 4, published in the *Official Gazette* of 15.07.2018, AFAD was subordinated to the Ministry of Internal Affairs and the duties of the precedancy were rearranged.

It is expected that with this new structure: (1) Necessary measures will be taken effectively for services related to disasters and emergencies and civil defence throughout the country; (2) Coordination will be assured among the institutions and organizations, which carry out operations of mitigation and preparedeness before occurrence of disaster, response during disaster and recovery after disaster.

Operations which are or have to be performed concerning mitigation, preparedeness, response and recovery phases of disaster management in Turkiye are under responsibility of the central government and of civil administration and local administrations on local basis. Some tasks have been assigned to the private sector and Turkish Red Crescent, a non-governmental organization. The central government strives to fulfill its functions related to all phases of disaster management effectively with the support of the related ministries, particularly with the Ministry of Internal Affairs and the Disaster and Emergency Management Presidency, and also with the private sector, non-governmental organizations, universities and professional chambers.

In the disaster management, essential corporate stakeholders at national (central) basis are followings:

- **President or Vice President**
- **Minister for Internal Affairs**
- **Disaster and Emergency Management Presidency of the Ministry of Internal Affairs**
  - Disaster and Emergency Management Centre
  - Disaster and Emergency Board
- **Related Ministries**
  - Ministerial Disaster and Emergency Management Centres
- **Turkish Red Crescent**

In addition the private sector, universities, non-governmental organizations, professional chambers, media and international organizations are providing or should provide support to these primary organizations.

Disaster Management Systems are organizations basing on the principle to previously identify different disaster hazards, whether caused by natural processes or human actions, and conduct risk reduction and preparedeness operations before occurrence of the incidents and get over with the emergencies with least damage. Formation and effective function of such organizations require a comprehensive planning where all parts of the society such as central organizations, local administrations, private sector, non-governmental organizations,

professional chambers and media should be involved as well as an effective coordination of such structure.

All institutions and organizations in our country have undertaken certain tasks in the disaster management by taking into consideration all disasters, especially earthquake. It is observed that some central organizations have very important power and responsibility in operations of disaster management and some others have relatively less power and responsibility pursuant to the laws governing their formation. Following institutions have prominent functions in the disaster management:

- **Ministry of Internal Affairs**
  - Disaster and Emergency Management Presidency (AFAD)
  - Directorate General of Migration Management
  - Security and Emergency Coordination Centre (GAMER)
- **Ministry of Environment, Provincial Planning and Climate Change**
- **Ministry of Transportation and Infrastructure**
  - General Directorate of Highways
- **Ministry of Health**
- **Ministry of Agriculture and Forestry**
- **Ministry of Energy and Natural Resources**
  - General Directorate of Mineral Research and Exploration
- **Ministry of Treasury and Finance**
- **Ministry of Family and Social Services**
- **Ministry of Labour and Social Security**
- **Ministry of National Education**
- **Ministry of External Affairs**
- **Ministry of National Defence**
- **Ministry of Industry and Technology**

Position, tasks and responsibilities of the Disaster and Emergency Management Presidency (AFAD) of the Ministry of Internal Affairs, a central organization with respect to disasters and emergencies, are given below:

Disaster and Emergency Search and Rescue Unit Directorates, as another provincial organi-

Tasks and Administrative Structure of the Disaster and Emergency Management Presidency (AFAD)

Established to conduct services in connection with disasters, emergencies and civil defence, AFAD Presidency has functions of taking measures necessary for effective provision of the services, which it will perform at national level; coordination of those institutions and organizations that conduct operations of mitigation and preparedeness before occurrence of the incident, response during the incident and recovery after the incident; realization and coordination of human aid operations at home and abroad and development and implementation of policy recommendations regarding these matters.

AFAD Presidency is authorized to provide cooperation and coordination with the Turkish Red Crescent and other related non-governmental organizations, private sector and international organizations and make arrangements with respect to the matters in its jurisdiction.

AFAD Presidency consists of central and provincial organizations. Provincial Disaster and Emergency Directorates affiliated to the governor have been etsablished as provincial organizations of the Presidency (AFAD), including all elements of the integrated disaster and emergency management in the provinces. The governor is responsible for administration of the directorate and for management of the disaster and emergency operations in the provinces.

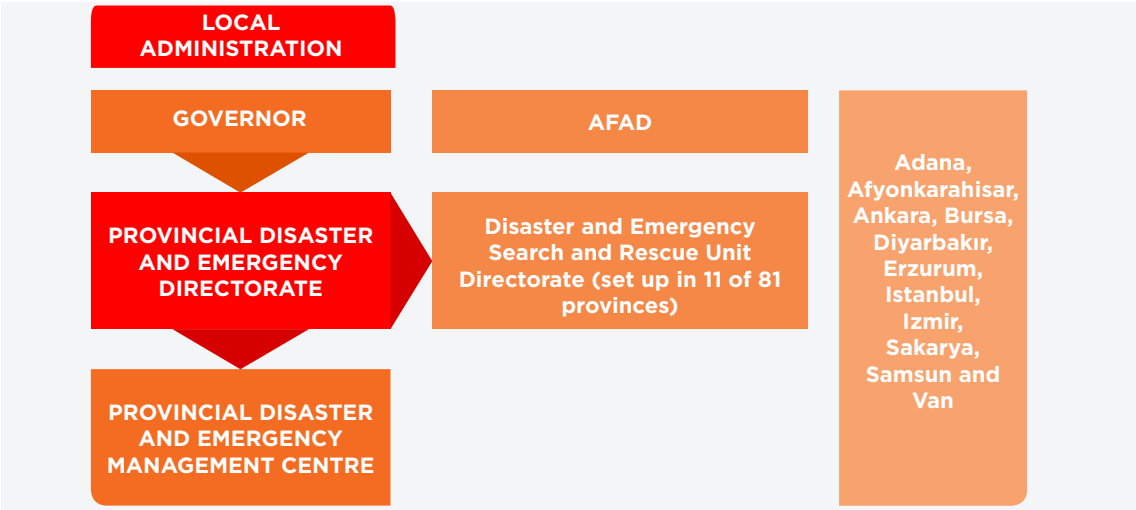


Figure 5. Provincial AFAD Organization Chart.

zation, can be established within the provincial disaster and emergency directorate in the provinces to be designated by the Disaster and Emergency Management Presidency. These directorates perform their functions under order of the Provincial Disaster and Emergency Directorate and the directorates to be set up may not exceed twenty in number. As shown in the Figure 5, Disaster and Emergency Search and Rescue Unit Directorates have been set up in 11 provincies as per July 2020, i.e. Adana, Afyonkarahisar, Ankara, Bursa, Diyarbakır, Erzurum, İstanbul, İzmir, Sakarya, Samsun and Van.

Institutional Structuring during Disaster

In our country, disaster response operations at any stage are coordinated and managed by

Disaster and Emergency Management Centres:

- AFAD Disaster and Emergency Management Centre
- Disaster and Emergency Management Cen tres of Ministries
- Provincial Disaster and Emergency Management Centre
- District Disaster and Emergency Management Centre, in if deemed necessary by the Governorship.

Basing on the initial and complementary information it receives from the Provincial Disaster and Emergency Management Centres (İAADYM), the Disaster and Emergency Management Presidency (AFAD) of the Ministry of Internal Affairs considers requests for aids according to type and scale of the incident and determines level of the disaster as specified in the Turkish Disaster Response Plan (TAMP) and, in turn, determines level of the coordination and organization according to the specified level of the incident.

It would be useful to watch the introductory video about the Turkish Disaster Reponse Plan:

Levels of response are divided into three groups regarding the level of impact. Support at response levels according to the degree of impact are

Figure 6. Coordination of Disaster and Emergency Management Centres during Disaster Response (TAMP, 2014).

LEVEL	IMPACT	TYPE OF EVENT AND SUPPORT STATUS ACCORDING TO SCALE
L1	Local facilities are sufficient.	Provincial Disaster and Emergency Management Centre (IAADYM)
L2	Reinforcement of supportive provinces is required.	Provincial Disaster and Emergency Management Centre (IAADYM) + Search Rescue Unit (AKB) and 1st Group of Supportive Provinces
L3	National support is required	1st and 2nd Groups of Supportive Provinces + National Capacity
L4	International support is required.	1st and 2nd Groups of Supportive Provinces + National Capacity + International Support

Table 1. Level and Degree of Impact According to the Turkish Disaster Response Plan.

shown in Table 1.

• When the incident level **"L1"** is assigned, the related IAADYM starts to operate. Disaster and Emergency Management Centre of AFAD (AADYM) follows up and evaluates developments. Incident level is determined, but not announced. If required, AFAD leads the capacity of the ministry, institutions and organizations as primary solution partners of the required working group and the Red Crescent.

• When the incident level **"L2"** is assigned, only the concerned parties are informed about it. According to the type and scale of the incident, IAADYM, 1st Group of Supportive Provinces (see Turkish Disaster Response Plan o/TAMP, where the provinces to provide support to the provinces of such incident are written) and related Search Rescue Unit (AKB) will be directed to the disaster area without waiting for any instruction. If required, AFAD leads the capacity of the primary solution partners of the required working group and the Red Crescent.

• When the incident level **"L3"** or **"L4"** is assigned, the incident level is announced. AFAD invites representatives of the ministries,

institutions and organizations which are primary solution partners of the working group and the Red Crescent to the Disaster and Emergency Management Centre of AFAD. According to the type and level of the incident, 1st and 2nd Groups of Supporting Provinces and related Search Rescue Unit (AKB) move to the disaster area without waiting for instructions and, if required, 2nd Group Provinces take over management.

• When the incident level **"L4"** is assigned, the entire national capacity is involved in the response and international help is called for, when needed.

Depending on which province the incident occurs, it has been specified in the Turkish Disaster Response Plan which provinces will be 1st Group Supportive Provinces, which provinces will be 2nd Group Supportive Provinces and which Search Rescue Unit (AKB) will provide support on provincial basis.

Objective of the Disaster Response Plan for Turkiye (TAMP), which includes ministries, institutions and organizations,, private organizations, NGOs and real persons that will take place in the disasters and emergencies of any type and scale is to specify tasks and responsibilities of the working groups and coordination units to participate in the response operations for disasters and emergencies and determine basic principles of the response planning before, during and after disaster.

Response operations for **Level 1** and **Level 2** at local (provincial) level are conducted by the governor or the deputy governor responsible for the IAADYM (Provincial Disaster and Emergency Management Center) on behalf of the governor. Deputy governors perform as service coordinators in the established services.

Response operations of **Level 3** and **Level 4** are conducted by the governor at local (provincial) level. For Level 3 and 4: Supportive provincial groups, AFAD field support personnel, field support teams of national level working groups, Red Crescent, Disaster and Rehabilitation Volunteers under the Ministry of Youth and Sports, workers provided by the Turkish Employment Agency and NGOs, take immediately their place in the disaster area and support the operations in accordance with the specified plans and disaster preparedness protocols. NOGs which desire to participate in the operations in the disaster area are coordinated by their respective working group at national level or service coordinator of the working group at local level.

Ministry of National Education (MEB) is one of the supportive solution partners of the "Evacuation and Relocation Planning Working Group", "Accomodation Working Group", "Psychosocial Support Working Group", "Non-Monetary Donation Warehouse Management and Distribution Working Group" and "Loss Determination Working Group" out of the working groups listed in Figure 7.

Furthermore, in the scope of the Turkish Disaster Response Plan, the Ministry of National Education is responsible to:

• Ensure each school to make its own disaster and emergency plan before disaster;

• Evacuate students in all dormitories they are responsible for and also the students in the schools during disaster and ensure that needs (health, food, sheltering, etc.) of such evacuated students are met by other working groups;

• Maintain continuity of educational and training services urgently after disaster.

(The schools in Istanbul are designated as temporary sheltering areas for the disaster victims within the framework of the TAMP Istanbul Plan.)

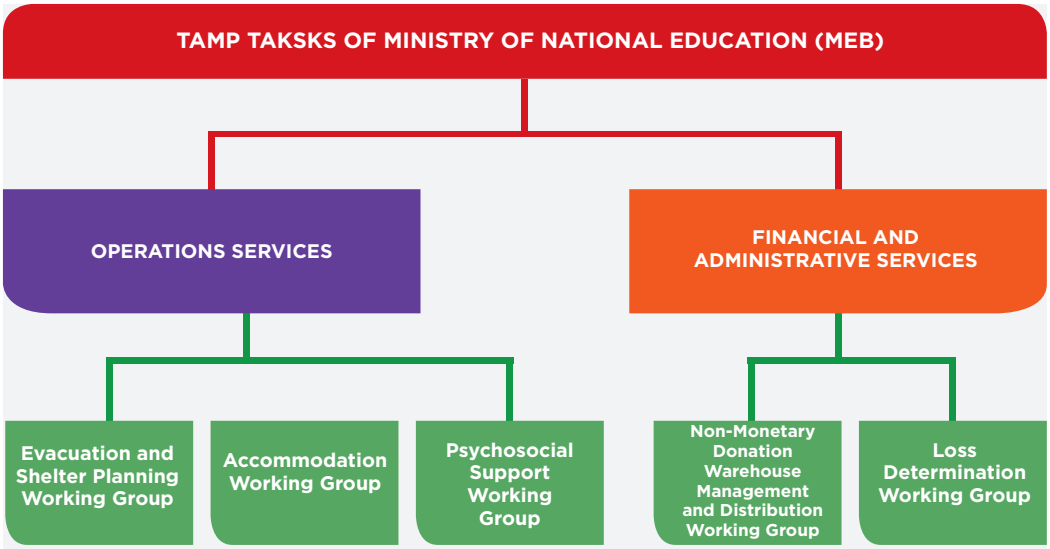


Figure 7. TAMP Tasks of Ministry of National Education (MEB).

Disaster Management System at Local Level

The most important actors of the disaster safety process in the settlements are the administrations of these settlements. Modern disaster and emergency management models show that integrated approaches effectively participated by the local administrators and local units become successful.

Tasks and Institutional Structuring for Disaster Management at Local Level

The most recent legal arrangements concerning local administrations in Turkiye in line with the targets of decentralization are: "Provincial Special Administration Law" No. 5302, "Municipal Law" No. 5393 and "Metropolitan Municipality Law" No. 5216. These laws assign the local administrations as well the tasks of making necessary disaster and emergency plans and prepare teams and equipment to this end, taking into consideration the specific characteristics of such disaster area in order to provide protection against or reduce damages of fire, industrial accidents, earthquake and other natural disasters

For disaster management at provincial level, the task of organization and coordination is performed under supervision of the civil administration (governorship). Institutional stakeholders at local (provincial) level for disaster management are essentially as follows:

- **Governor or Deputy Governor**
- **Provincial Disaster and Emergency Coordination Board**
- **Provincial Disaster and Emergency Directorates**
  - Provincial Disaster and Emergency Management Centres
  - Search and Rescue Unit Directorates (set up in 11 provinces
- **Provincial Organizations of Relevant Ministries**
  - Disaster and Emergency Management Centres of Ministry
- **Metropolitan Municipality and Municipalities**
- **Turkish Red Crescent**

These primary organizations are supported or require to be supported by private sector, universities, non-governmental organizations, professional chambers and media.

The Provincial Disaster and Emergency Coordination Board was established for management and coordination of all operations to be performed after disaster and emergency, including disaster decisions in the body of Disaster and Emergency Management Presidency of the Ministry of Internal Affairs, at national (central) level and implementation and reflection of such decisions at local level.

The Provincial Disaster and Emergency Coordination Board consists of following representatives:

- **Presidency of Governor/Deputy Governor**
- **Provincial Disaster and Emergency Director**
- **Garrison Commander**
- **Mayor**
- **Secretary General of Provincial Special Administration**
- **Provincial Managers Responsible for TAMP Working Groups**
- **Other Required Provincial Managers**

Tasks and responsibilities of the Board are to:

1. Ensure that the provincial disaster response plan is reviewed and, if deemed appropriate, submitted to the approval of the Presidency (AFAD) together with the decision of the board;
2. Arrange that operational plans of the provincial working group are prepared and approve them;
3. Integrate the working group plans with the provincial disaster response plan;
4. Prepare or ensure preparedeness for disaster and emergency and determine the measures to be taken;
5. Decide and prepare or ensure preparing an incident plan type at local level ;
6. Perform or ensure to perform operations for prevention of risks posed by critical facilities;
7. Organize trainings and consider applicability of the plans by means of drills;
8. Consider the information in case of disaster and emergency, specify measures to be taken and ensure application of the provincial disaster response plan;
9. Meet at least two times a year under chairmanship of the governor;
10. Assembly at the Provincial Disaster and Emergency Management Centre in case of disaster and emergency without waiting for any instructions to this effect.

The most important tasks related to local disaster management have been given to the Provincial Disaster and Emergency Directorates with the article "Law on Certain Arrangements Related to the Disaster and Emergency Management Presidency" in Decree No. 703. Established in the provinces in such a way that they include all elements of the integrated disaster and emergency management, these directorates perform their tasks under the provincial organization of AFAD and the governor. The governor is primarily responsible for the administration of the directorate and the management of disaster and emergency activities in the province.

Institutional Structuring during Disaster Response at Local Level

Disaster and Emergency Management Centres at local level are set up in the provinces and, if deemed necessary by the governors, also in the districts. In case of disaster and emergency, all operations of response, rescue and aid

in connection with the incident are performed in these centres and coordination is provided among theteams and organizations. Furthermore, all management and information gathering activities related to disaster or emergency are also handled at these centres.

The Provincial Disaster and Emergency Management Centre operates in the provinces on 24/7 basis and under the chairmanship of the governor or authorized deputy governor. Its Secretariat is conducted by the Provincial Disaster and Emergency Directorate. The four basic services specified in the organization diagram at local level are coordinated by the deputy governors. It is the centre where in disaster and emergcy operations at provincial level are performed and it is located in the provincial administration building.

The District Disaster and Emergency Management Centre is the centre which takes office in the disaster and emergency and where operations at district level are managed, and generally refers to the center located in the district governor's office and becomes operational when needed.

Disaster and Emergency Search and Rescue Unit (AKB) Directorates are set up in the body of Provincial Disaster and Emergency Directorates in the provinces to be designated by the Disaster and Emergency Management Presidency. These directorates work under the Provincial Disaster and Emergency Directorate. Directorates to be set up in this manner may not exceed twenty in number. There are Disaster and Emergency Search and Rescue Unit Directorates in 11 cities, i.e. Adana, Afyon, Ankara, Bursa, Diyarbakır, Erzurum, İstanbul, İzmir, Sakarya, Samsun and Van as of August 2021.

Tasks and responsibilities of the departments of operations, information and planning, logistics and maintenance, , financial and administrative services, primary working groups and coordination units to take office in the response activities concerning the disaster and emergency at local level are specified according to the Turkish Disaster Response Plan (TAMP) as shown in the Figure 8.

School Disaster and Emergency Management Plans, which are obligatory to be prepared by schools, should be prepared by making use of the plans prepared at the provincial/district scale and in compliance with them.

It is useful to ensure coordination with the institutions and centers described here during a possible disaster and emergency, and to know that requests for assistance should be made there when necessary.

As disaster and emergency management requires the use of all possibilities and resources of the society for common purposes in both prevention and risk reduction as well as response and recovery stages, effective directing, coordinating and carrying out every activity to be done in cooperation constitute the basis of the system. Without such a healthy cooperation and effective coordination, any actions to be taken will cause a waste of resource and time before disaster and a sheer chaos in early days after disaster and a considerable waste of resources and time afterwards. These conditions also apply for disaster and emergency managements at schools. In order that the schools can apply their disaster and emergency management plans effectively, it is inevitable for them to work in close cooperation with the public institutions and organizations, and local organizations as well as private sector and voluntary organizations in their locations. Furthermore, plans prepared for disaster management at provincial and/or scale completing each other, will increase the change of such plans to be successful.

NATIONAL DISASTER RESPONSE ORGANIZATION

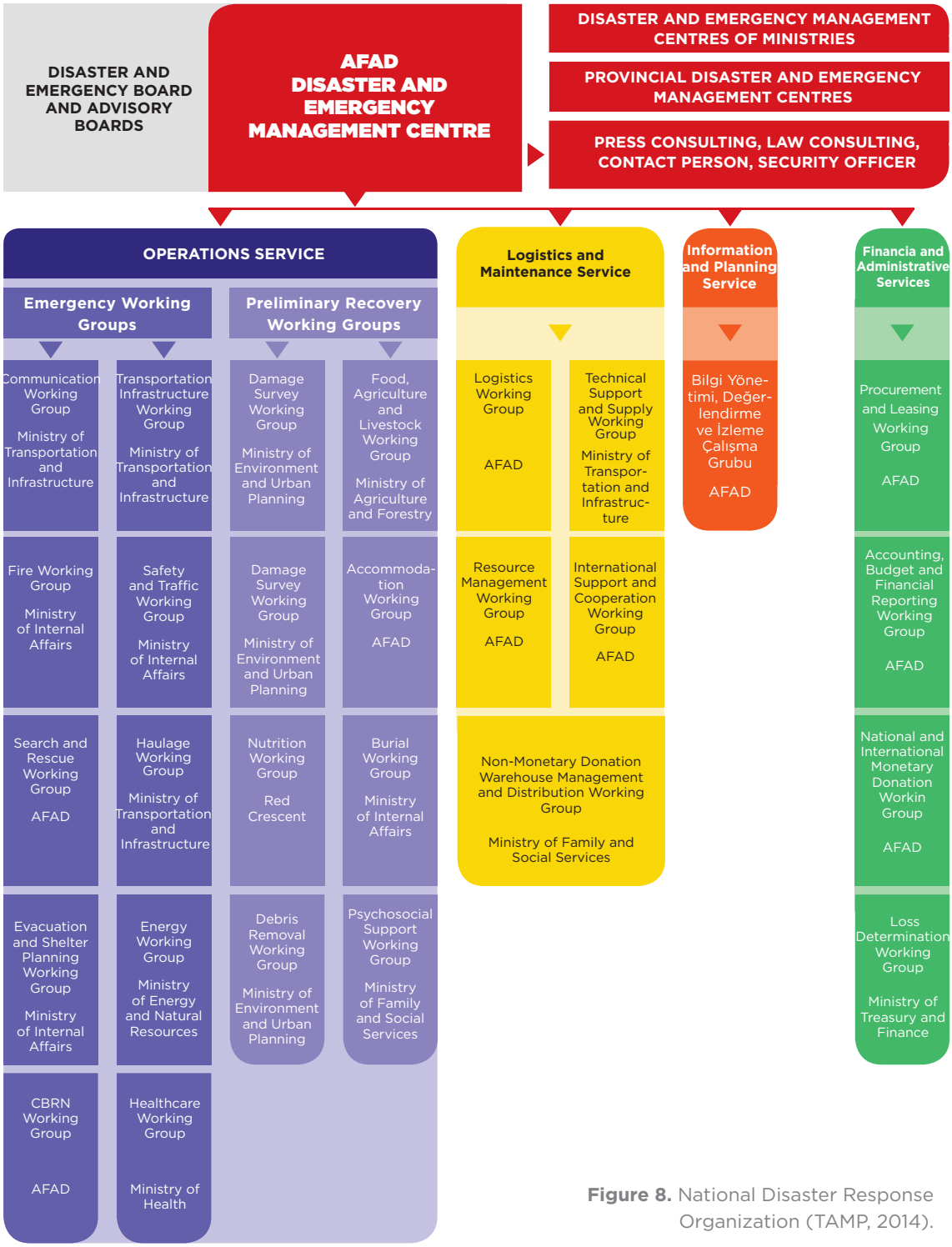


Figure 8. National Disaster Response Organization (TAMP, 2014).

LOCAL DISASTER RESPONSE ORGANIZATION

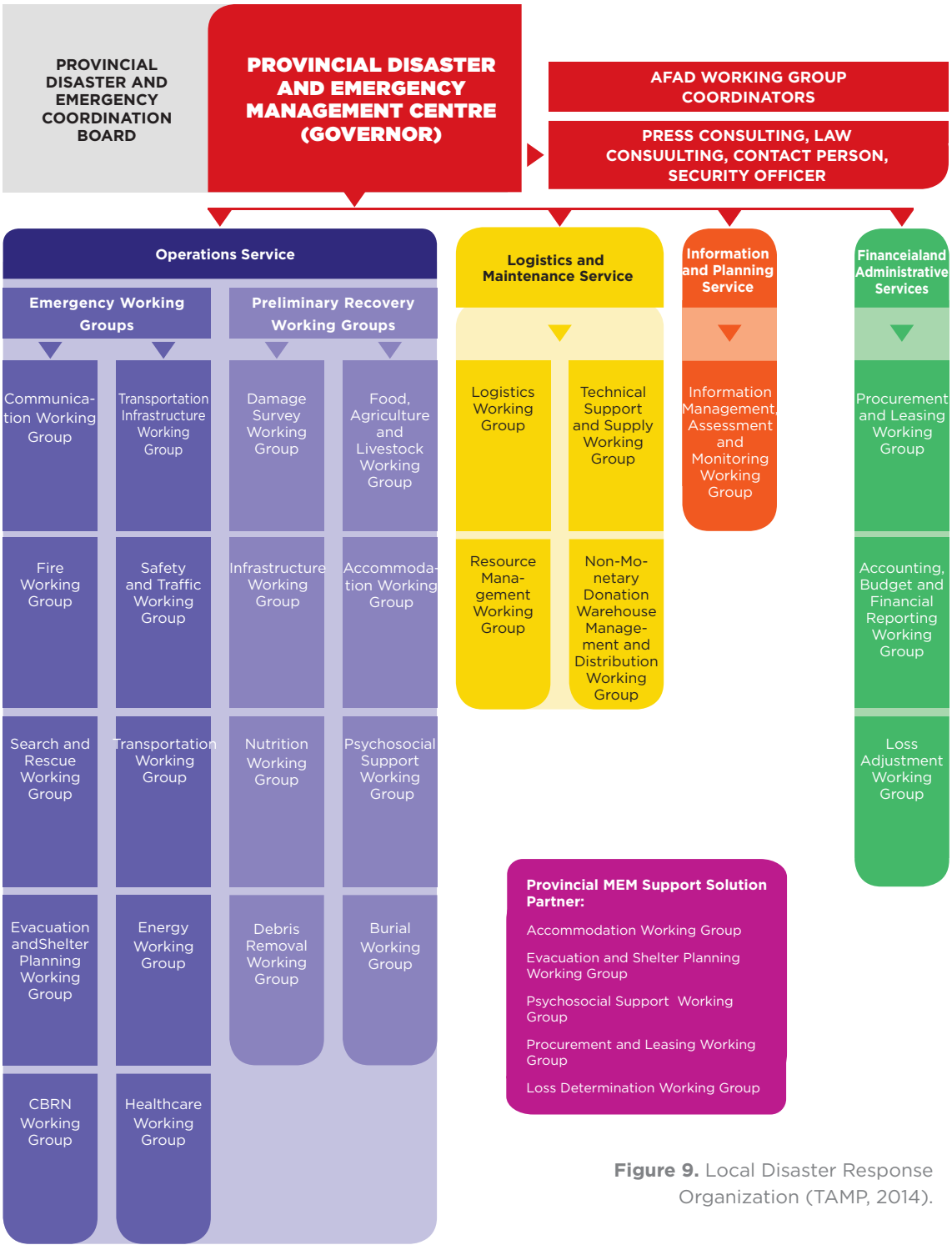


Figure 9. Local Disaster Response Organization (TAMP, 2014).

Tables 2 and 3 show tasks and management forms of the schools to be used as temporary sheltering centre during disaster and emergency in Turkiye as per TAMP Istanbul Plan at local level.

TAMP ISTANBUL PLAN
SCHOOL MANAGEMENT TEAM OF TEMPORARY ACCOMMODATION CENTRE

Name of the School:

	Service	First Name, Last Name	Turkish ID	Telephone	Address	E-mail	Number: In 3 Shifts
	Director						1 x 3 = 3
1	Director						
	Director						
	Adminis-trative Services Director						1 x 3 = 3
2	Adminis-trative Services Director						
	Adminis-trative Services Director						
3	Logistics Director						1 x 1 = 1
4	Officer						1 x 1 = 1
	TOTAL						8 Personnel

Table 2. School Management Team of Temporary Accommodation Centre, TAMP Istanbul Plan.

TAMP ISTANBUL PLAN
TENT AND CONTAINER CITY MANAGEMENT TEAM OF DESIGNED ACCOMMODATION CENTRE

Name of the School:

	Service	First Name, Last Name	Turkish ID	Telephone	Address	E-mail	Number: In 3 Shifts
1	Director						1 x 3 = 3
	Director						
	Director						
2	Administrative Services Director						1 x 3 = 3
	Administrative Services Director						
	Administrative Services Director						
3	Logistics Director						1 x 1 = 1
4	Officer						1 x 1 = 1
	TOTAL						8 Personnel

Table 3. Tent and Container City Management Team of Designed Accommodation Centre.

Checklist

LEVEL	IMPACT	YES	NO
1	I have learnedlearned objective, important and necessity of disaster and emergency management.		
2	I have learned School Disaster and Emergency Management Plan and related legal regulations.		
3	I have learned significant definitions such as disaster, emergency, hazard and risk.		
4	I have learned cycle and meaning of disaster management.		
5	I have gained general information about disaster management system of Turkiye to look at the incident in an integrated way and assure an effective coordination with the related units.		
6	I have learned of which phases or stages the disaster or emergency process should consist in order to established disaster and emergency management system at schools and carry out disaster planning and disaster-related operations.		
7	I have learned position of the schools in the disaster management system of Turkiye and that they should be in compliance with the plans prepared at provincial or district level.		

Primary Principles of Disaster and Emergency Management Planning for Educational Institutions

Disaster and emergency plans to be prepared for schools should include all stages taking place in the disaster management cycle and all details concerning mitigation and preparedeness phases before occurrence of the disaster, response during the disaster and recovery after the disaster.

Essential approach concerning planning and management activities for disaster; should involve determination of possible hazards and risks, identification of the existing facilities and resources accurately and completely, adoption of necessary measures and engagement of the school personnel and parents. In addition, please remember that the planning operations are not restricted to the things to be performed at the disaster time, but planning is also required for things to be done before, during and after the incident.

Primary Targets of Disaster and Emergency Management Planning for Schools

Disaster and emergency planning to be prepared for schools includes operations for the determination of activities to be conducted/implemented in an integrated way during the phases of mitigation, preparedeness, response and recovery in the disaster management cycle. The main objective of the plan is to ensure the safety of schools as well as the continuity of welfare and education in a fast, coordinated and effective way. Secondary targets may be listed as follows:

- Identification of hazards and risks that may cause disaster and, if possible, prevention of them and reduction of their possible impacts;
- Enhancement of awareness and skills through training and drills;
- Exhibition of gained, correct behavior patterns during the disaster;
- Realization of quick quick evacuation;
- Hızlı tahliyenin gerçekleştirilebilmesi;
- Ensuring the institutional structuring necessary fot the school to return to its normal activities as soon as possible.

Disaster and Emergency Management Planning Principles for Schools

In order to manage disasters and emergencies an integrated planning is required, which covers the phases of disaster management and includes mitigation, preparedness, response and recovery activities. While each phase of disaster management actually requires a planning, it also requires integration with other phases. Disaster and emergency management plans to be made for schools should be prepared and implemented in accordance with these principles as well.

Planning means determination of what you want to do, how you can do it and which facilities and resources you have to use. Disaster and emergency management plans to be made for schools should also contain all activities basing on this principle. Answers to be given to the following questions constitute essentials of such planning:

- What are the priority problems and needs?
- What are the facilities, opportunities and resources?
- What can be done with the existing facilities and resources?
- What possible ways of actions are available to apply?
- What should be the manpower, supply resources and organizations for achievement of the objective?
- Under what conditions will new regulations be made?

- How will the new regulations be made?
- How will the actions be monitored and rear reanged when necessary by setting measur able indicators?

Consisting of a comprehensive planning, the school disaster and emergency management plan should be made in such a way that it will contain all phases of the disaster management.

1. Mitigation Phase

Operations to be made in this phase are a whole of works which aim eliminating and, if it is not possible, reducing loss of life and property that may occur under hazardous conditions as much as possible. Operations in the phase of mitigation should not be restricted only with the efforts for prevention of disasters. In fact, the mitigation approach considers that hazards, particularly arising from nature, are inevitable and that possible adverse effects arising from occurrence of such hazards should be overcome with minimum loss. As its name signifies, this phase should contain operations to be done prior to disaster and particularly include following things:

- Identification and analysis of possible hazards in and around the school;
- Inventory of school population, structures, infrastructures and human activities;
- Determination of physical, social, economic and environmental vulnerabilities (degree of impact);
- Identification of secondary hazards and risks that possible hazards may cause;
- Estimation of life loss, number of injured people and damage;
- Identification of physical risks (risks related to structure, infrastructure, power, mechanical assemblies and school equipment) of the school;
- Identification of environmental hazards and risks;
- Determination of the current condition of the school (determination of strengths and weaknesses as well as opportunities and threats);
- Determination of risk reduction strategies and actions and conduct of cost analysis;
- Determination of legal, institutional and financial, resources and facilities;
- Determination of ways of cooperation with the related institutions and organizations ;
- Preparation of disaster scenarios.

As the explanation above shows, things to be done during the phase of mitigation and preparedeness constitute foundation of the disaster emergency management system and they provide major inputs necessary for planning of things to be done both in the phases of response and recovery realistically. We may not mention about functionality and achievement of any planning efforts where possible hazard analysis is not conducted and risks are not identified, precautions not taken and response and recovery actions are not performed in accordance with a certain scenario. As it is, all hazards and possible risks that may cause loss of life and property and disturb education and training should be identified during the mitigation activities to be performed at schools and the mitigation operations should be started accordingly. Necessary workflow for these operations contains following stages:

- Determination of the current condition;
- Conduct of possible hazard and risk analyzes;
- Performance of mitigation activities in accordance with the information obtained.

Structural and non-structural hazards: Structural hazards (bearing system of the building) and non-structural hazards (all parts of the building except the bearing ones) of the building should be considered separately and mitigation activties should be performed in accordance with a plan. Non-structural elements are all parts of a building except the ones of the bearing system and they are elements inside the building. In other words, they are all elements except than columns, beams, bearing walls, roof and foundation.

According to a study by AHEP (Disaster Preparedness Training Program) made in 2005, 50% of injuries and 3% of deaths in the 1999 earthquake in İzmit arose from non-structural elements. It is mostly possible to eliminate these risks by taking simple measures.

They include lighting fixtures, windows, office equipment, furniture and those articles stored on shelves or hanged on walls.

Hazard hunt: When determining structural and non-structural hazards and risks, a method known as hazard hunt may be used. Hazard hunt is carried out to become aware of and to assess and develop measures for the prevention of any disaster hazards and risks in the environment where we live or study. It is effectively applied especially for previous identification of any articles that may pose hazard in our living spaces at a possible disaster time and for determination of measures for prevention of damages they may cause (for details, see page 54).

In order that disaster hazard and risk is prevented or does not cause great loss, all structural and non-structural measures and activities should be taken and performed in, this stage. As mentioned above determination and implementation of risk reduction actions for hazards, threats and risks that may cause loss and damage, measures of these risks and reduction of their adverse effects are primary things required to be done in this phase.

2. Prepardeness Phase

Despite all kinds of precautions and mitigation efforts to be taken, it is not possible to prevent natural hazards such as earthquakes, floods, storms and tornadoes and to eliminate their risks completely. For this reason, modern approach of disaster management is based on the fact that mitigation activities to be performed in the process prior to disaster are not sufficiently by themselves and that preparedeness actions should also be taken in addition to those activities as well.

Preparedeness activities require keeping updated and applicable all necessary actions against emergencies such as fire, accident, fights, poisoning, suicide, bomb threat, spillage of chemical substances and violant acts, which may occur in addition to natural hazards. Especially because of high probability of being exposed to such emergencies in schools, preparedeness activities to be carried out within the scope of the disaster and emergency management plan is of particular importance,

Main target of the preparedeness operations is, to take precautions against the negative consequences of hazards on communities and living spaces, as well as to ensure that all necessary preparations for an effective and quick response are completed.

Preparedeness operations are rehearsals for all operations necessary for disaster or emergency response.
In the framework of preparedeness operations to be conducted at schools, operations for protection of life, property and national assets of students, teachers and personnel against destructive effects of the disasters are performed together with mitigation operations.

For a quick and effective response, there is a correct information flow and quick assessment process needed. And therefore it requires discipline.
In order to assess any needs arising during the disaster quickly, operations should be performed previously with the personnel trained during preparedeness operations before to the disaster with respect to how response will be given to the incident.

Major activities required to be carried out in the preparedeness phase include:

- Training and drills for application of the most accurate behaviour pattern in case of any disaster and emergency;
- Introduction of the plan and cooperation and coordination with other plans;
- Establishment of internal communication systems in the school;
- Identification and elimination of any deficiencies;
- Positioning the trained personnel and the supplied materials in the right areas.

3. Response Phase

It is the phase, which follows occurrence of a disaster and includes all operations to be performed in a period of several days or more, just starting after occurrence of the disaster and depending on extent of loss and damage caused by the disaster. The first target of the response process is to save life of many people as soon as as possible. This is followed by hospitalization of the injured people, sheltering and provision of vital needs.

In our country, response operations are mostly known as emergency planning. Task of the designated response team in any emergency, such as fire that may occur at schools, is to prevent spread of the fire until the professional support teams arrive and provide support to such teams when they arrive. Response operations performed on institutional basis are very important for keeping the emergencies under control. Specifying clearly in the plan by whom and when and by using of which resources the response operations are to be conducted, will assure quick and effective response as well as reduction of loss of life, injury and any possible secondary risks that may occur at schools in case of disaster or emergency, making it possible for the school to resume its normal activities.

It is significant that the operations in the response phase which are part of the school disaster and emergency management plans should be conducted on security basis. Steps neccessary to creat of a safe environment are as follows:

- Restricting access to critical areas such as boiler room;
- Providing safety at all critical areas;
- Monitoring entrances-exits and visitors of the building;

- Identification of hazardous areas close to the school and establishment of correct behavior patterns for emergencies that may arise from these areas;
- Preparedeness of the personnel for big-scale disasters and emergencies;
- Regular meetings of school administrators, response teams and personnel responsible for planning, in order to update the response plans;
- Establishing a communication mechanism for emergency response. Making spare communication means available if primary communication means such as cell phones are not available.

Another significant point that should be considered in the plans for response operations is evacuation of the students with special requirements, who are physically disabled or suffer from autism spectrum disorder or asthma or diabetes as well as access of them to the required medical drugs. Response phases and methods in connection with them should definitely take place in the plan (for detailed information, see *Disaster and Emergency Planning Guide for People with Disabilities).*

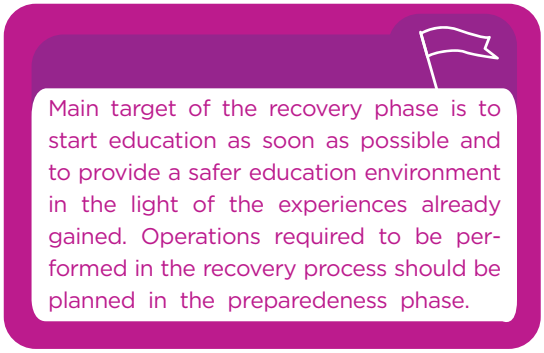
Main targets of actions to be taken in this phase are as follows:

- Saving life of many people as soon as possible and provide first aid;
- Prevention of additional risks such as fire, explosion, power and gas leakage;
- Evacuation of the building in a safe way;
- Contacting with the families of the students and, if possible, handover the students to them;
- Meeting vital needs of the victims such as sheltering, protection, heating, food and clothing as soon as possible and by appropriate means.

For an effective response, a management centre having all kind of communication equipment should be set up as headed by deputy principal of the school. Response activities should be conducted by taking into account type, duration, size, impact area, damage and losses caused by the disaster or incident.

4. Recovery Phase

Activities of the recovery process contain all operations starting just after the response process. Recovery operations are occasionally conducted simultaneously with the response operations. Things required to be performed for schools in the recovery phase include implementation of the operations specified in the plan in order that the school may resume its normal functionality prior to the disaster or emergency. Recovery operations mostly continue after start of education as well. After the experience of a disaster in question, the physical, educational and managerial recover activities together with the elimination of the deficiencies of school and plan form basis of the mitigation operations for the next disaster. Therefore each recovery operation may



also be considered as a mitigation operation and contains following operations to determine:

- How any physical, educational, managerial, psychological, social and environmental loss and damage caused by disaster or emergency will be eliminated and which facilities and resources will be used;
- How the disaster may be turned into an opportunity to make the school and its environment safer and more secured;
- How the school may resume its normal activities as soon as possible and how the education quality may be enhanced.

In general, the recovery operations start just after search-rescue and first aid operations. For effective performance of these operations, they should be planned during the preparedeness phase. The recovery operations are long-term and they also continue after start of education at the school. They are roughly conducted in four different areas as listed below:

1. Physical (Structural) Recovery Operations
2. Managerial Recovery Operations
3. Operations for Improvement of Educational Environment
4. Psychosocial Support Operations

Considering the basic characteristics of the disaster and emergency management system as defined above, it becomes clear that it is not possible to cope with the disasters and emergencies without establishing effective, continuous and sustainable institutional structures.

Issues to Consider When Preaparing a Disaster and Emergency Management Plan

Disaster and emergency management plans should not be documents, as mostly observed in practice, which are forgotten once they are prepared. Planning for disaster and emergency involves documents which should be continuously developed and updated by taking into consideration any deficiencies observed during trainings and drills as well as lessons learned from the real incidents, rather than a one-time study made for generation of a plan. A disaster and emergency management plan should contain following characteristics:

- It should be realistic and applicable.
- It should be prepared on basis of realistic disaster scenarios.
- It should establish the most appropriate conditions of collaboration, cooperation and coordination among different groups and organizations.
- Tasks, powers and responsibilities should be defined clearly; any uncertainties, task overlaps and duplication of tasks should be avoided.
- Management, command and control mechanisms and flow of information should be clearly shown and no confusion should be allowed in management.
- Rather than being documents that signify need for new resources and new

Disaster planning is not an action, but a process. It is a planning which should be updated continuously by taking into account changes observed in disaster types, sizes and frequencies ower time, new developments in science and technology, measures that are taken and increase in facilities and resources.

School administrators, teachers, students, parents, school personnel and school bus drivers can be defined as the main stakeholders of school disaster and emergency management personel.

organizations, it should shown what can be done with the existing facilities and resources and how and from where additional facilities and resources can be met realistically.

Use of Budget and Other Resources

Schools have hardly any fund reserved for actions of disaster and emergency management planning and for reduction of structural and non-structural hazards. As it is, the most important thing required to be done by the disaster and emergency management boards of the schools is to ask the concerned authorities for funds they need for implementation of mitigation, preparedeness, response and recovery plans, which are well-prepared and having priorities clearly specified. In addition to this method, which is generally not efficient, attempts should be made to ask for support from local administrations such as provincial special administrations and municipalities and request contributions of the affluent parents through the parent-teacher associations and protection societies.

The most important point that you should remember is, that risk identification and mitigation operations generally do not require big budgets, except structural measures such as repair and reinforcement. It should not be forgotten that plans which are implemented according to correctly determined priorities as much as facilities and resources allow, have much higher chance to be successful.

Cooperation and Coordination

Disaster and emergency management is very different from the management of individual incidents we encounter each day, which are carried out regularly by the designated institutions of the society such as security, traffic, health and fire departments.

As disaster and emergency management requires use of all facilities and resources of the society for common purposes during the phases of mitigation and preparedeness as well as response and recovery, the effectively directing, coordinating and conducting of each required activity in cooperation forms the basis of this system. Any operations to be done without a healthy cooperation and effective coordination will cause waste of resource and time before disaster, a complete chaos in the early days after the disaster and a considerable waste of resources and time afterwards. This fact also applies for school disaster and emergency managements. In order that the schools can apply disaster and emergency management effectively, they should make close cooperation with the public institutions and organizations in their locations as well as with local organizations, private sector and voluntary organizations.

Depending on type and size of the incident in disaster and emergency, following list of public institutions and organizations can be corporated or asked for help:

- Governorship and/or District Governorship
- Provincial Disaster and Emergency Directorate
- Provincial National Education Directorate

and/or District National Education Directorate
- Provincial Health Directorate and/or District Health Directorate
- Provincial Police Headqarter and/or District Police Headquarter*
- Municipality (Metropolitan Municipality, Provincial Municipality, Metropolitan District Municipality, District Municipality, Town Municipality)
- Fire Department*
- Turkish Red Crescent and/or its branches/ representations
- Mukthar's Office
- Hospitals and Clinics, Family Physicians
- Coast Guard Command*
- Directorates of Disaster and Emergency Search and Rescue Unit*
- Gendarmerie General Command, Provincial Gendarmerie Commands*
- National Poison Information Centre (114)
- General Directorate of Forestry, Regional Directorate of Forestry, Forestry Operation Directorate or Sub-District Directorate*
- Accredited Non-Governmental Organizations engaging with disasters

*You should call **112** for access to and help from these organizations.

Cooperation with Public Institutions and Organizations

School disaster and emergency managements should ask for help from public institutions and organizations at each phase of the disaster management system and in each case which goes beyond their capacities. The schools must clearly specify in their own disaster and emergency plans for what type of incident, at what level and from which public institutions and organizations they will ask help.

Cooperation with Private Sector and Voluntary Organizations

As mentioned above, in order to get financial and manpower support they need concerning mitigation and preparedeness plans, the schools should first enter into close contact and cooperation with the private sector organizations and voluntary organizations in their location and secure support of these organizations. It should not forgotten that the intended operations are ensuring the safety of their own children's life and property as well.

After the disaster, it should be concentrated on signing protocols and making cooperation with accredited non-governmental organizations which may provide support for local search-rescue, medical or psychological first aid.

Checking Disaster Preparedness of the School

Mitigation and preparedeness activities are not static ones, which are performed and implemented one time and fall off from the agenda afterwards. As the schools are places open to change and development, the hazards, threats and risks they may encounter can change continuously and new problems may arise. Therefore mitigation and preparedeness operations should be constantly monitored by the related officers and new measures should be taken against new emerging hazards and threats. All these operations should be deemed as operations that should not be neglected and should be controlled in regular intervals.

Daily preparedenesss and controls: It is among the basic tasks of the school

management to provide safety and security of the school and providing an appropriate working environment, even if they are not directly related to the disasters and emergencies. In addition, not allowing changes that may create new dangers and threats in entrance-exit security, evacuation routes, classrooms, corridors, boiler room, gymnasium, canteen and laboratories, are under the most important daily preparedness and checking activities.

Periodical safety checks: For preventing or minimizing any problems that may be caused by any disaster and emergency, periodical checks and possible rectification operations should be done previously. These checks and operations involve the following structural elements:

- Main electrical transformer
- System room
- Boiler room
- Hydrant system
- Fire cabinets
- Fire alarm system
- Fire alarm smoke detector
- Fire alarm siren

Periodical inspection and maintenance of specified structural elements should be performed in accordance with related technical specifications. (Pay attention to the 6-months or 1-year periods indicated in the specifications.)

Checklist

No.	SUBJECT	YES	NO
1	I have learned targets of the disaster and emergency management planning for school.		
2	I have learned that disaster and emergency management plan should be preapared in a way that it contains all phases of the disaster management.		
3	I have learned what points the phases of mitigation, preparedeness, response and recovery should contain.		
4	I have learned to what matters I should pay attention when preparing plan.		
5	I have learned that cooperation and coordination are very important.		
6	I have learned that the plans are not documents that are prepared once and than left, but must be continuously monitored and checked.		

4 Steps of Disaster and Emergency Management Planning for Educational Institutions

Although School Disaster and Emergency Management Plans seem to be a complicated work/task and difficult to prepare, it simply consists of learning primary principles and noting down the following 4 steps in accordance with the heading formats attached hereto. The recommended 4 steps have been designed to provide uniformity in all schools.

First Step: Set Up Your Board and Create Working Groups

Activities related to disasters and emergencies require teamwork. All personnel should therefore adopt importance on phases of the planning and have good command of the plan. In line with the understanding of teamwork, the **School Disaster and Emergency Management Board** and working groups should be set up. The board is responsible for activities to be performed before, during and after the disaster and for preparedeness of the plans according to the disaster and related regulations and management of the possible disasters and emergencies. The School Disaster and Emergency Management Board should be determined by taking into account type, size and frequency of hazards and risks that the school may face, as well as variables such as the size of school and density of people. The institutional structuring model in this respect is shown in Figure 16.

Second Step: Prepare Your Plan According to the Disaster Management Cycle

In order to establish a disaster and emergency management system and conduct operations concerning disaster planning at schools, you should first consider phases of the process to be treated as disaster or emergency. Remember that disaster and emergency management has a cyclic structure due to reasons such as intertwining of activities, the necessity of following each other, and the fact that previous operations affect the success of those to be performed in the next phase to a considerable extent and show continuity. In the planning process, all operations pertaining to **(a) Mitigation, (b) Preparedeness, (c) Response** and **(d) Recovery** should be carefully planned and applied.

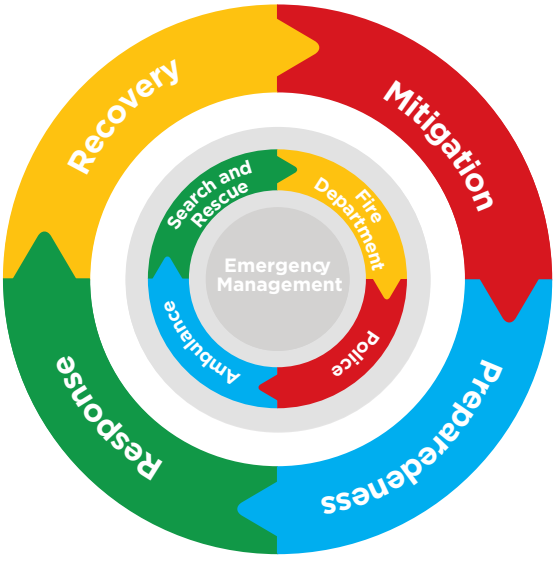


Figure 10. Disaster Management Cycle.

a) Plan the Operations to Be Performed in the Phase of Mitigation

Before starting the operations, you should collect some realistic information about the school, including number of students, physical characteristics of the school building and its aouthouses, use and condition of dangerous substances and materials as well as current condition of the school. Things to be done in this stage start with identification of hazards that the school may encounter. The subsequent steps concern identification of risks and vulnerability. In line with the information and data obtained from these studies, planning priorities for mitigation reduction should be determined and deficiencies should be eliminated, dangers and risks should be prevented or minimized in line with existing opportunities and resources.

b) Plan the Operations to Be Performed in the Preparedeness Phase

In the phase of preparedeness, operations should be performed for elimination of the deficiencies, including introduction and spread of the plan, training and information of the officers, preapparing necessary training materials, improvement of information and skills concerning the drills.

c) Plan the Operations to be Performed in the Response Phase

It follows and starts just upon occurrence of a disaster and contains all operations to be performed in a period of 1-2 months depending on magnitude of the disaster. The response phase involves operations such as exhibition of right behavior patterns and satisfaction of urgent needs according to identification of the magnitude of the incident, operations of the response teams, and type and impact of the incident.

d) Plan the Operations to Be Performed in the Recovery Phase

Main target is to start education as soon as possible and, in the light of lessons learned from the incident, create a safer and more secured school and educational environment. Activities to be conducted in the recovery process include restoration of the buildings and facilities, identification and elimination of managerial problems, educational and psychological enhancement and resumption of education at school.

Figure 11. Operations Required to Be Performed in the Mitigation Phase.

Figure 12. Operations Required to Be Performed in the Preparedeness Phase.

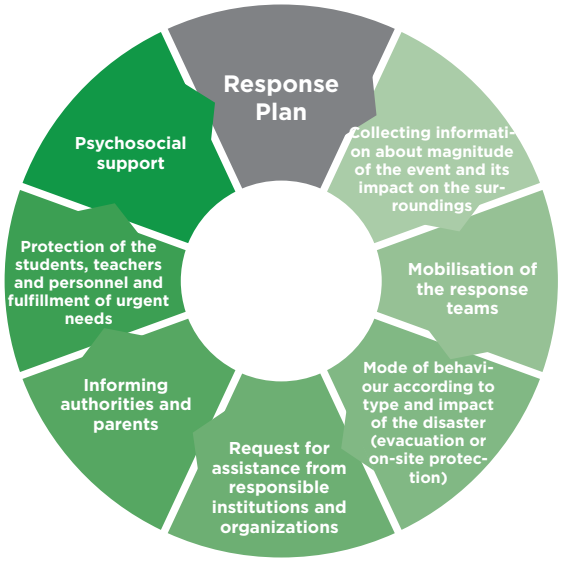


Figure 13. Operations Required to Be Performed in the Response Phase.

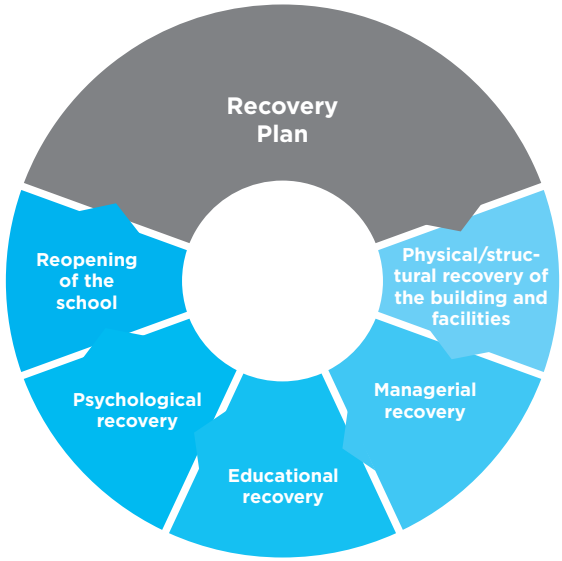


Figure 14. Operations Required to Be Performed in the Recovery Phase.

Third Step: Prepare Annual Operations and Assess the Plan

Disaster and emergency management plans are living and active plans. In other words, these plans are not for one time, they are documents which should be developed and updated by taking into consideration any deficiencies observed through experiences gained from actual incidents, trainings and drills. For improvement of the plan and operations, they should be definitely considered after each action and by the end of each year.

Fourth Step: Update the Plan

Remember that the plans are documents, which should be constantly renewed on basis of experience gained, applications made, conditions changed and measures taken.

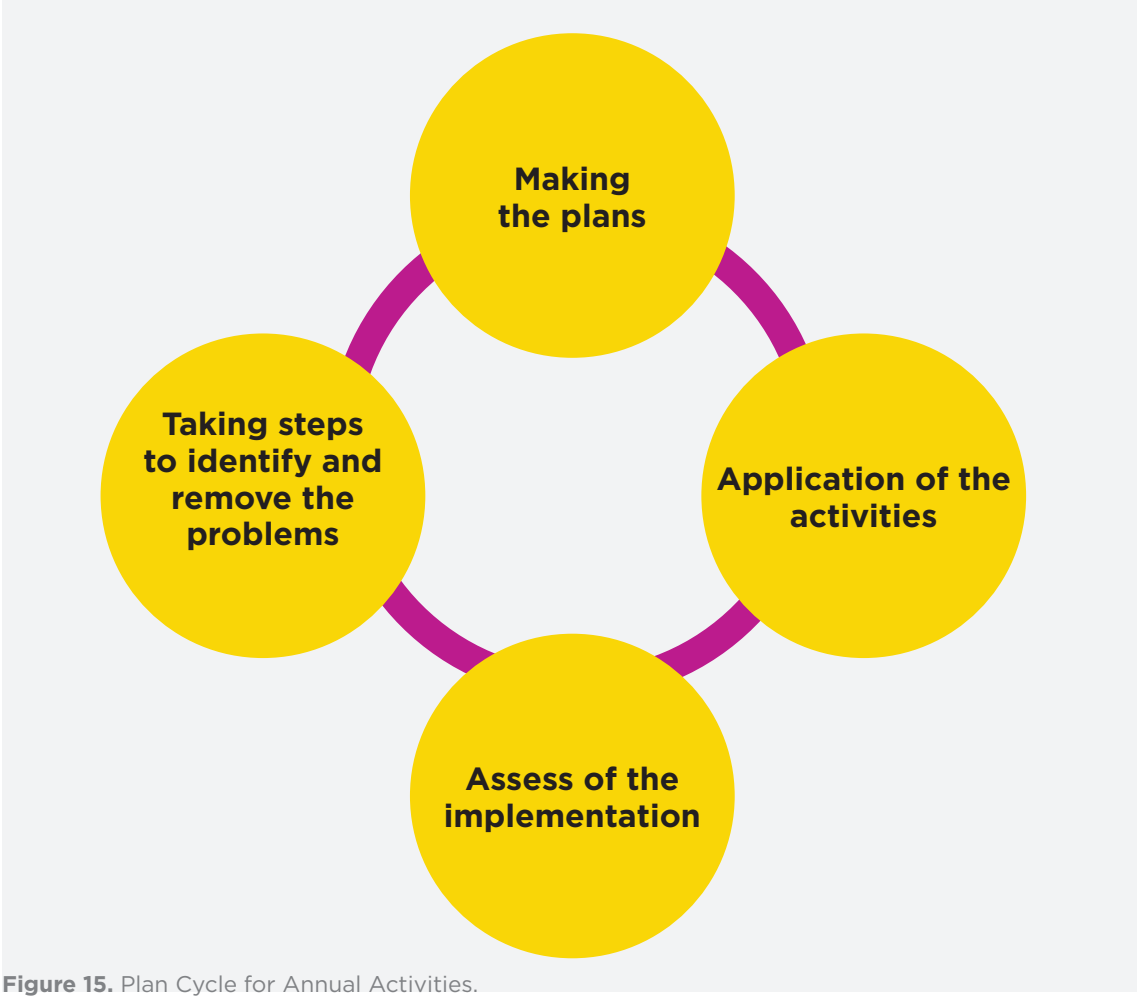


Figure 15. Plan Cycle for Annual Activities.

Checklist

No.	SUBJECT	YES	NO
1	I have learned that making plan is actually not very difficult and it can be done in 4 Steps.		
2	I have learned that the first step is to set up a board and create working groups.		
3	I have learned I should prepare the plan according to the disaster management cycle in the second step.		
4	I have learned that I have to plan and implement annual activities in the third step.		
5	I have learned that the plan should be updated according to the lessons learned, changing conditions and measures taken in the fourth step.		

How to Prepare a Disaster and Emergency Management Plan for Educational Institutions?

Disaster and Emergency Management Plan Format for Schools

The school disaster and emergency management plans should be prepared according to the following format which was designed by the Disaster and Emergency Management Presidency (AFAD) in the framework of "Disaster Prepared Turkiye - Disaster Prepared School Project" in cooperation with and approval of the Ministry of National Education. The School Disaster and Emergency Management Plan Format was developed to achieve uniformity at all schools and accommodate all operations in the plan completely. The organizations may make appropriate revisions according to their own functionalities by staying loyal to this format. You may find an example of it in the Guide *"Eğitim Kurumları çin Afet ve Acil Durum Yönetimi Planlama Örneği"* (Disaster and Emergency Management Planning Sample for Educational Institutions) which was issued according to the procedure of the Ministry of National Education (MEB).

Please find below the most updated version of the format:

1. Introduction

- 1.1 Objective and Scope
- 1.2 Targets

2. Information about the School

3. School Disaster and Emergency Management Board

- 3.1 Tasks, Authorities and Responsibilities of the Board
- 3.2 Tasks, Authorities and Responsibilities of the Planning and Preparedeness Group
- 3.3 Tasks, Authorities and Responsibilities of the Risk Management Group
- 3.4 Taska, Authorities and Responsibilities of the Response Group and Sub-Teams
- 3.5 Tasks, Authorities and Responsibilities of Resource Supply and Logistics Support Group

4. School Disaster and Emergency Management Plan

- 4.1 Mitigation Operations
  - 4.1.1 Determination of The Existing Facilities and Resources
  - 4.1.2 Determination of The Hazards
  - 4.1.3 Determination of The Vulnerabilities
  - 4.1.4 Determination of The Risks
  - 4.1.5 Determination of The Priorities
  - 4.1.6 Operations Required to Be Done to Eliminate Deficiencies
  - 4.1.7 Operations Required to Be Done to Prevent or Mitigate Hazards and Risks
- 4.2 Preparedeness Operations
  - 4.2.1 Introduction of the School Disaster and Emergency Management Plan
  - 4.2.2 Preparation of Training Materials, Officer's Training, Information and Awareness Raising
  - 4.2.3 Evacuation
    - 4.2.3.1 Evacuation of People with Disabilities

Setting up Disaster and Emergency Management Board at Schools

In fact, operations concerning school disaster and emergency management are responsibility of everybody involved with the school. However, a board should be set up to lead such operations. The School Disaster and Emergency Management Board should be set up in a modular way by taking into account a number of factors such as type, magnitude, frequency of hazards and risks that the school is face to face, the chain effects they may cause, number of students and physical features of the school building.

In this structuring, flexible organizations that can be changed depending on requirements should be taken as basis, instead of predefined rigid and unchangeable templates. It is important that the board should have strong leader (school principal) and includes representatives of all related groups. In this respect, a sample of institutional structuring model is given below. As the figure shows, the main framework of the disaster and emergency management board at schools consists of four basic groups, i.e. Planning and Preparedeness, Risk Management, Response, Supply of Resources and Logistics Support. The Response Group may consist of sub-working groups such as Search-Rescue-Fire-First Aid, Evacuation-Safety-Family Relations and Survey-Repair-Recovery which should give response to the incident quickly and effectively when it occurs.

Formation of the School Disaster and Emergency Management Board depends on the

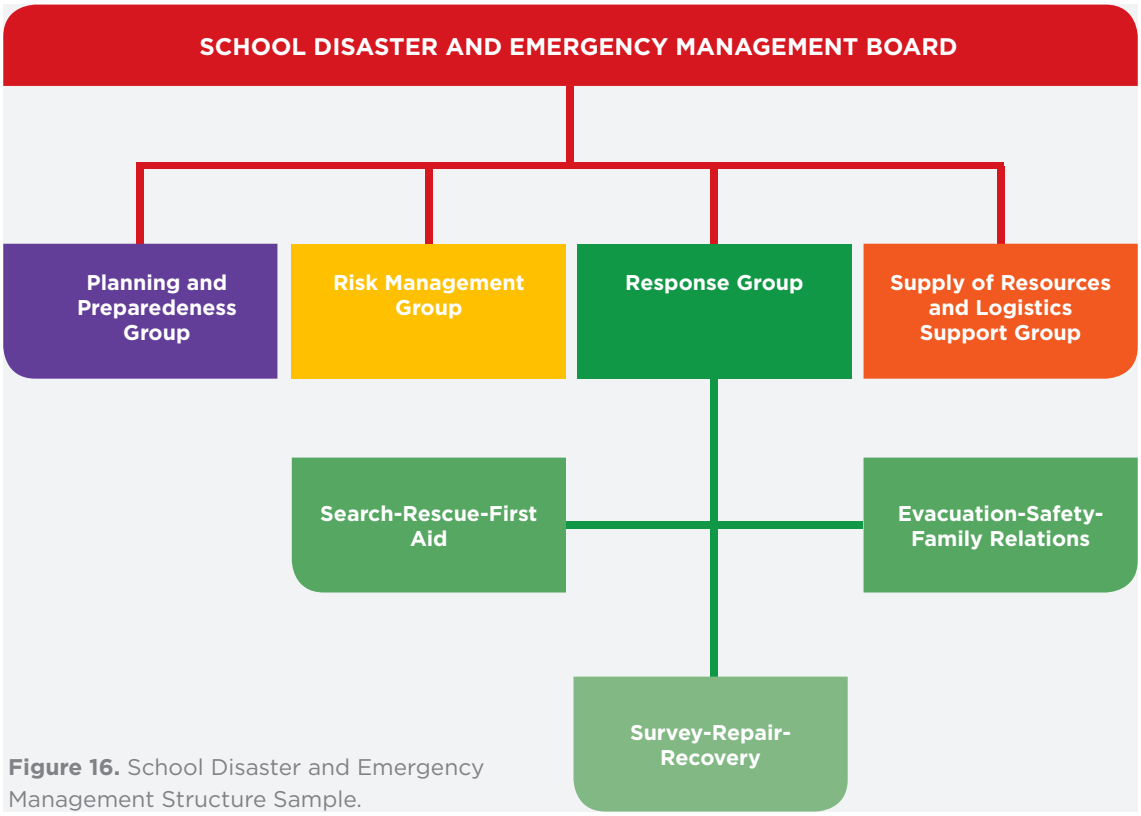


Figure 16. School Disaster and Emergency Management Structure Sample.

following variables:

- Type, size and frequency of hazards and risks that may affect the school;
- Number of students, facilities and resources of the school;
- Physical characteristics and environmental conditions of school buildings and outbuildings;
- Relations of school, family and local administration.

Based on these variables, it was thought that it would be a more correct approach to give problem and solution approaches, so that each school creates the most accurate board based on its own hazards and risks, as well as its facilities, resources and priorities, instead of suggesting a standard board example in this Guide.

The School Disaster and Emergency Mangement Board may be consisted of the following persons:

- **Chairman: School Principal**
- **Vice Chairman: Related Deputy Principal**
- **Members:**
  - Minimum 3 persons to be elected from the teachers,
  - Chairmen of School Teacher-Parent Association and School Protection Associations or 2 persons they appoint,
  - Representative of the civil defence branch or scout branch,
  - Administrative officer of the school,
  - Student representatives (if any).

That the school principle should head this board is considered necessary for success of the disaster and emergency management planning and for effective response operations during disaster.

Task Descriptions:

Main Tasks of the School Disaster and Emergency Board:

- Determining the operations required to be done before disaster, making the related plan and ensuring the safety of the school;
- Determining the task groups to take place in the plan as well as the tasks, authoritiesand responsibilities of these groups;
- Determining the persons who will undertake tasks in the groups and the working principles of the groups (considering their knowledge and experience, the teacher board members may also be assigned as group or sub-group officer);
- Determining and ensuring implementation of education programs about disaster management for teachers, personnel, and parents;
- Organizing desktop and field drills;
- Updating the plans under the light of lessons learned from drills, daily incidents, operations and encountered disasters;
- Providing equipment, supplies, publication and manpower support as required by the task groups;
- Being in close cooperation with the universities, public institutions and organizations, local administrations and voluntary organisations with respect to disaster and emergency planning and management, and providing

logistics support;

- Ensuring timely, quick and effective response of the groups to the incident by having access to correct information as soon as possible during and after the disaster and, if necessary, making decision on evacuation or shelter in place if required and managing the incident;
- Asking for help from the institutions and organizations such as fire department, security department, ambulance, search-rescue teams when required, and informing the authorities about the incident;
- Establishing continuous connection with the Provincial Disaster and Emergency Directorate;
- Reviewing and updating the plan.

Main Tasks of Teachers in the Disaster and Emergency Management System before, during and after Disaster:

a) Before Disaster:

• Having information about the school disaster and emergency management plan and informing the students and raising their awareness about the rules of behavior against different types of disasters with the help of this plan.

• Determining non-structural hazards and risks in the classrooms by using the method of hazard hunt; taking measures for prevention of them or mitigation of their effects or giving information to the School Disaster and Emergency Management Board.

• Conducting practical trainings on disaster regularly to build a resilience and safety culture for the students.

• Holding meetings with parents and students about disasters on special days and weeks and conducting operations to give information and raise awareness related to matters important for the school, family and society such as disaster

SCHOOL DISASTER AND EMERGENCY MANAGEMENT BOARD ADMINISTRATOR AND PERSONNEL SCHEDULE				
FIRST NAME, LAST NAME	TITLE	TELEPHONE	DATE OF BIRTH	E-MAIL
	School Principal			
	Deputy Principal			
	Deputy Principal			
	Deputy Principal			
	Teacher			
	Teacher			
	Teacher			
	Teacher			
	Head of Parent-Teacher Association			

Table 4. School Disaster and Emergency Management Board, Administrator and Personnel Schedule.

preparedness and reduction of disaster risks.

b) During Disaster:

- Ensuring that correct behavior rules are applied in the face of different types of disasters, which are learned through training and drills. During earthquake:
  DROP-COVER-HOLD ON
  During fire:
  STOP-DROP-ROLL
  During evacuation:
  DO NOT RUN-SPEAK-PUSH-TURN BACK
- Giving first aid to the injured students, if any, and informing the management urgently;
- Calming the students who are scared and get into panic and giving information to them about the incident;
- Mobilizing the students according to the evacuation plan, after it is decided by the school disaster management to evacuate or shelter in place and taking them to a safe assembly place;
- Keeping the list of the students and contact lists of parents with themselves;
- Not abandoning the students until they are handed over to the parents or authorities.

c) When School Opens Again after Disaster:

- Approaching the students in an understanding way, listening to them, observing them and trying to understand any psychological problems that may suffer after disaster;
- Providing professional support for the students considered to be problematic;
- Instilling a sense of trust in the students; for example, assuring them that their schools have been inspected by the authorized technical councils; that there is no need to get into panic and fear in case of possible aftershocks; that fear and panic is actually much more dangerous for safety of their life; that the most accurate act will be to repeat the the move of **DROP-COVER-HOLD ON** as it had been practiced in the trainings and drills;
- Informing the students whenever possible about reasons of the earthquakes, earthquake hazard in our country and how they should behave in case of earthquake in the classroom, during break time, on the road, at home and in the market;
- Giving information to the students about places and behaviours that may be hazardous in the classroom, corridors, during break time, in the garden, laboratory, gymnasium, canteen and WCs and perform practices of hazard hunt in this respect;
- Informing the students about any rumours, talks and media statements not certified by the authorities;
- Instilling a sense of trust in the students towards teachers, school executive, local administrators and state administrators;
- Teaching the students that assistance to the disaster victims and solidarity in the community after disaster are acts of virtue and devotion and organizing painting and composition competitions about these topics;
- Explaing the students that it is possible to prevent all disasters, particularly earthquake, mitigate their effects and eliminate their results quickly by giving examples and thus create a sense of confidence and coping.

Main Tasks of Planning and Preparedeness Group:

- Preparing mitigation, preparedeness, response

and recovery plans;

- Preparing and applying training and drill programs for persons to take place in the plans (teachers, student, personnel and parents);
- Developing in-school communication, information and data sharing systems;
- Determaining the unit responsible for him/her and ensuring the coordination and supervision of these units;
- Deploying the personnel to be designated in disaster according to the order of priority;
- Controlling and registering the personnel that arrive during disaster;
- Calling the personnel for duty;
- Making the personnel rest and arranging change of guard,
- Coordinating, supervising and making plans for the foreign volunteers;
- Providing the documentation of the disaster performance of the related units;
- Evaluating whether the disaster and emergency management plan has been successful or not;
- Determining the measures to be taken and operations to be performed in all phases of the disaster and emergency management systems, i.e. phases of Mitigation, Preparedeness, Response and Recovery;
- Sharing and supervising the plan regularly with the teachers, personnel, parents, students and, if any, with the voluntary organizations and other authorities;
- Determining any deficiencies and priorities with respect to facilities and resources;
- Checking the disaster preparedness of the school;

- Introducing and spreading the disaster and emergency management plan;
- Providing training, information and awareness of officers taking place in the plan;
- Ensuring organization of training programs for students, parents and all other personnel not assigned for any task, and preparation and development of training materials;
- Checking whether the plan complies with the mukhtar, municipality, district or provincial disaster and emergency plans and ensuring cooperation and coordination with the related organizations.

Main Tasks of Risk Management Group:

- Identifying all hazards and risks in and around the school;
- Anticipating hazards and threats, their magnitude and frequency, probability of occurrence and possible loss and damage they may cause;
- Setting up fire alarm and early alarm devices;
- Creating loss and damage scenarios by taking into consideration all data, information and results concerning naturale, technologycal and human-made hazards and threats that the school may encounter;
- Making daily preparations and checks;
- Conducting periodical checks for safety;
- Checking the equipment such as fire extinguishers, fire cabinets, fire hydrants, fire detector, alarm ring and electric equipment;
- Ensuring and maintaining a first aid cabinet available in each classroom and on each floor of the school;
- Preparing and applying the prevention and mitigation strategy and action plan;
- Preparing sub-plans of early warning, evacuation, shelter arrangement, protection, rescue and first aid.

Main Tasks of Response Group:

- Assuring access to the correct information, if required, for the School Disaster and Emergency Management as soon as possible during and after disaster and responding to the incident timely, quickly and effectively and, if required, giving decision on evacuation or shelter in placr and managing the incident;
- Determining authorized officers of the subunits attached to it, coordinating and supervising the units;
- Setting up a response centre close to the command centre;
- Meeting with the team under its responsibility frequently and organizing operations trainings and plans for disasters and emergencies;
- Designating personnel and materials necessary for the response services and arranging supply of them;
- Deciding how many persons (including volunteers) have to be mobilized for response operations;
- Arranging rest and change of response teams in regular intervals;
- Responding to all incidents that occur in the building or garden of the school;
- Saving life of students, teachers and personnel as soon as possible;
- Fulfilling their vital needs by means of the most appropriate methods as soon as possible.

The Response Group of the School Disaster and Emergency Management Board may be divided into subgroups of (1) Search-Rescue, Fire, First Aid, (2) Evacuation, Safety and Family Relations,

(3) Survey, Repair Recovery and (4) Supply of Resources and Logistics Support.

Main Tasks of the Search and Rescue, Fire, First Aid Subgroup:

- Bringing the fires under control and extinguishing them;
- Rescuing trapped victims,
- Controlling measures and arrangements for prevention of fire and ensuring that they are applied;
- Extinguishing small fires;
- Providing first aid to injured people;
- Arranging injured peoples transportation to the nearest hospital together with the evacuation team;
- Informing the Response Team and Disaster and Emergency Management Board if there is a possibility of death for the victim;
- Reporting any observed injury and trauma immediately.

Main Tasks of Evacuation, Safety and Family Relations Subgroup:

- Following standard safety rules;
- Monitoring responsibilities of students and class teachers;
- Complying with the warnings of the School Disaster and Emergency Management Board for tasks to be performed;
- Ensuring safety of all personnel and students in school, except medical response and and if it is required;
- Providing safety of the teams during rescue operations and under dangerous conditions;
- Providing safety of the entrances and the building;
- Organizing visitors entries;
- Preventing unauthorized entry into the building and garden of the school;
- Placing signs to prevent entry to the unsafe areas;
- Informing the Survey, Repair and Recovery Officer and School Disaster and Emergency Management Board about any hazardous and unsafe stations;
- Getting into contact with the fire and security departments when required;
- Protecting food, water and medical materials;
- Ensuring that police/gendarmerie and building/campus security units work together during the disaster when required;
- Ensuring that any vehicles parked at the lots designated to ambulance are removed;
- Guiding the personnel for evacuation and preventing panic;
- Installing and operating necessary evacuation and communication systems and arranging evacuation of the classrooms in the fastest way without allowing any panic;
- Ensuring the use of request/handover doors (or desks) when students come together with their parents;
- Reporting location of the classroom for attendance check;
- Accompaning the students along the evacuation process or communicating the written information to the School Disaster and Emergency Management Board;
- Helping to establish both places where the students will be handed over to their parents and other response places;
- Giving assistance for entertainments and similar events/activities for the students.

Main Tasks of Survey, Repair and Recovery Subgroup:

- Collecting information about magnitude and effects of the incident;
- Determining authorized officers of the sub-units attached to it and coordinating and supervising the units;
- Deciding whether the building is safe or not;
- Identifying damaged parts of the school building and reporting to the School Disaster and Emergency Management Board whether evacuation is required or not;
- Giving help to the rescue operations and removal of debris;
- Repairing small damages that occurred in the school building.

Main Tasks of Supply of Resources and Logistic Support Subgroup:

- Determining and supplying necessary resources such as personnel, vehicles and equipment and identifying the departments in need of them;
- Identifying priority areas and arranging distribution of resources;
- Identifying existing and required supplys;
- Make necessary organizations for sheltering, food and health services of the persons who are required to be present in the building;
- Making a accurate inventory of the resources that may be used in emergency (human, equipment, supply, monetary resource, etc.) and ensuring elimination of any deficiency quickly according to the order of priority;
- Collabrating on calls for voluntary work;
- Arranging that mutual cooperation and collaboration agreements enter into effect;
- Being responsible for condition of the resources, collection, evaluation, storage and use of the information;
- Making continuous assessment about conditions and resources;
- Being responsible for transportation and provision of supplys, equipment and articles for providing support in case of disaster and emergency;
- Documentingand arrangingof the costs related to disaster and emergency;
- Documenting materials used and supplied externally in case of disaster and emergency and recording names of people involved in response actions as well as their working times;
- Preparing report indicating personnel resource and financial data about different expenditures in every 12 hours and forward the same to the related units;
- Making preparations for donations from public and cooperating with the planning unit ;
- Supplying tools, equipment, materials and personnel requirements depending on the incident;
- Providingthe response team with the required manpower, equipment and materials when responding to the disaster and emergency.

It would be useful to set a communication subgroup under this group:

Main Tasks of Communication Subgroup:

- Forward one copy of all communication to the communication officer; documenting all decisions and actions;
- Keeping the families of the personnel informed;
- Establisihing, directing and coordinating written and verbal communication-correspondance in the school disaster area and school district;

- If it is not possible to establish connection with the other organizations in the region of the school, providing communication through other organizations outside the region;
- Giving information and news to the media and public regularly within knowledge of the Disaster and Emergency Management Board;
- Being in close cooperation with the School Disaster and Emergency Management Board;
- Designating the areas into which the media personnel on duty may enter or not and cooperate with the security chief in this respect;
- Delivering the list containing phone numbers and addresses of the other personnel in the School Disaster and Emergency Management Plan to the emergency personnel who are not currently on duty or are not present at the school in cases of disaster and emergency;
- If communication by phone is disrupted in the school during disaster and emergency, communicating with the emergency personnel directly by sending a person or through cell phone/wireless or media;
- Ensuring correct information flow, coordination and contact with the Provincial Disaster and Emergency Management Centres;
- Providing communication with the representatives of the charities and organizations outside the school.

Mitigation Phase

Identification of Current Condition and Facilities of the School

Under this heading, all information about the school should be collected completely and accurately and the current condition analysis should be conducted to determine the internal resources to be used by and requirements of the

School Name:		Date:
CONTACT INFO		
Address:		
Phone and Fax No.:		
Website and e-mail:		
Building / Block Name:		
Type of Structure:		
Construction Year:		
Number of Floors:		

Floor:	Number of Corridors:	Number of Rooms	Number of Classrooms	Number of Laboratory	Electric Distribution Panel (Room) [ ] Yes [ ] No
	Number of Searchlight: [ ] No				
	Number of Emergency/Fire Exit: [ ] No				

Fire Extinguisher: [ ] Yes [ ] No Number and Location:	Fire House: [ ] Yes [ ] No Number and Location:
Other Remarks:	

Name or Number of Room-Classroom-Laboratory	First Aid Box Instruction Board	Door Opening Direction	Save First (Important Document)	Evacuation Obstacle (Furniture, etc.)	Valve/ Switch	Hazardous Substance (Name)	Flammable Material (Wood, etc.)	Smoke Detector/ Portable Extinguisher	Disaster and Emergency Aid Material

Table 5. School General Information Form 1.

School [.....]	Total population at daytime	Total Population at nighttime
	Daytime Building Superintendent's Name	Floor, Room and Phone No.
	Nighttime Building Superintendent's Name	Floor, Room and Phone No.
Working Days in the Building		
Working Hours		
Number of Students		
Boys	Girls	Total
Number of Teachers		
Male	Female	Total
Number of Officers/Cleaning Stuff		
Male	Female	Total

Table 6. School General Information Form 2.

INFORMATION ABOUT THE SCHOOL PERSONNEL AND STUDENTS				
TITLE		MALE	FEMALE	TOTAL
1	Principal			
2	Deputy Principal			
3	Branch Teacher			
4	Classroom Teacher			
5	Advisory Teacher			
6	Officer			
7	Cleaning Staff			
8	Worker			
9	Turkish Employment Agency Personnel			
10	Number of Students			

Table 7. Information About Personnel and Students of the School.

schools during and after the disaster and emergency. While checklists or standard forms may be used for determination of the current condition of the school, simple forms may also be prepared by a person to be appointed by the school principal according to the characteristics of the school. In these forms, information such as the number of school buildings/structures, number of floors, as well as number and location of corridors, classrooms, laboratories, electrical panels, emergency exits, fire extinguishers and fire hoses on each floor of the school will provide clues that will facilitate the determination of the current situation. Furthermore, standard "fact finding detail forms" which are prepared for determination of information about each room, classroom and laboratory may also be used and, if required, new forms may also be generated by related persons.

It is recommended to enter the general information about school completely according to the opposite form. Especially for the schools consisting of more than one block, this form should be completed for each block individually. It is very important that the general information form about the school is filled out completely. The information under the other explanations section must be filled in completely and accurately by the members of the School Disaster and Emergency Management Board and/or the persons they have assigned.Similarly, information about personnel and students should be completed according to the form given above. Furthermore, information about personnel attached to the plan (First Name, Last Name; Cell Phone and Home Phone; Residential Address and e-mail, etc.) should be given in tabular form.

Reduction of Structural and Non-Structural Risks

Risks regarding the structural elements are divided into "First Type Risks" and "Second Type Risks" as described in the following page.

Primary reasons of low safety level of the buildings for earthquake are:

- Lack of correct and sufficient amount of wrapping reinforcement (stirrup) in column-beam parts;

First Type Risks

These are risks that may occur when the non-bearing structural elements are got damaged. Risks arising from collapse, fall and destruction of the partition walls, fall of plasters, break of window panes and similar damages fall into this category.

Second Type Risks

These are risks that may occur when bearing structural elements are got damaged.
Upon occurrence of this type of risks, the resulting loss will be much higher. Bearing system elements of a structure are column, beam, shear wall, foundation and flooring.
The higher the earthquake safety level of them, the lower the risk.

- Very low concrete strength or burnt concrete;
- Columns with very small cross-sections;
- Soft storey in the building (no infill walls on the first floor or less of it compared to the upper floor).

Reduction of Structural Risks

In general, it is expected that the schools built in accordance with the "Regulation on Buildings to be Constructed in Earthquake Zones", which was published after 1975, are sufficient to ensure life safety and not to collapse during an earthquake. Although it requires expertise to determine whether your school is structurally resistant to earthquake or not, you may find out it without need of an expert engineer by doing the following studies by yourself:

- Learning the seismic hazard parameters of your school by looking at the official earthquake hazard map (2019).
- Finding out if a "Geological-Geotechnical Survey Report Based on the Zoning Plan" is prepared for the location of your school and whether a settlement suitability assessment has been made. (You can get information from the Provincial Disaster and Emergency Directorate and/or Provincial Environment, Urbanization and Climate Change Directorates.)Do the school building and/or buildings have soil survey reports? Get information about soil structure of the site where your school is located. (You may get this information from your municipality and/or Provincial/District National Education Directorate.)
- Learning the construction date of the school building and its status according to the official map of seismic zones effective in the construction year of it and the earthquake regulation on basis of which it was constructed.
- Learning whether the building was intended for use as school or it was subsequently used as school.
- Learning whether there is building permit and occupancy permit.

It is not possible to understand whether the school building is safe for earthquake by observation alone.
It requires more detailed survey and laboratory test by sampling materials. These investigations can only be made by authorized and expert engineers from the Chamber of Civil Engineers, Civil Engineering Departments of the universities, Earthquake Engineering Application and Research Centres and the Provincial Directorates of Environment, Urban Planning and Climate Change..

- Making sure whether the school building was repaired because of earthquakes; whether any changes were made for different use of the building and whether any intervention was made particularly to the bearing system (column, beam, etc.)
- Learning whether ready-mixed concrete was used for the structure and from which company it was purchased. You can find companies producing ready-mixed-concrete as per the standard from the "Ready-Mixed Concrete Association".
- Checking whether there are black stains and white molds arising from damp in the basement. Such conditions demonstrate that the structure has no proper water insulation and there may be corrosion in the concrete reinforcement. This is a factor that directly affects earthquake resistance of the building.
- Consulting an experienced geological engineer to learn whether there are any hazards in the location of the school building and its land that may turn into another disaster such as landslide, flood avalanche and rock fall and whether the ground will be subject to local ground effects such as liquefaction, differential settlement and lateral expansion during earthquake. You may get assistance and support about this matter from the related professional chambers and universities.
- Contacting the technical impelementation officer (engineer of record) of your school building or the building inspection organization that inspects the building and ask whether the architectural project and static calculations of the building comply with the current earthquake regulations and asking a written certificate from them in this respect. If such persons are not available, have the structure inspected by an experienced engineer (assistance can be request from the Chamber of Civil Engineers and universities in this regard).

Whether the school buildings are safe for earthquake is found out by determining whether they comply with the specified conditions in the Building Earthquake Regulation. **Earthquake Safety Investigation of Reinforced Concrete Buildings** contains following steps:

1. Current project of the school building is examined by the engineers. The compliance of the project with the earthquake regulations is checked. If the project is not available, measurements are

made and buildings surveys are issued to indicate the current condition of the bearing system of the building.

2. Engineers visit the building and control whether the building was constructed in accordance with the project. To this end, dimensions of the structural elements and type, corrosion condition, size and deployments of the concrete reinforcement used in the bearing system are inspected. Concrete, plaster and concrete cover on bearing elements are removed and controlled. After these investigations, the areas from which the concrete cover was removed should be covered properly by using chemical repair mortar.

3. For measuring the existing concrete quality of the structure, concrete samples are taken by coring at different points considered appropriate in a way that it does not correspond to the reinforcement of the bearing elements and they are sent for test purpose. Afterwards, the cavities formed for taking samples on the bearing elements are filled accurately with chemical mortar of high resistance and less shrinkage. Sample of concrete should be taken at different points to understand its distribution in the building. If sample cannot be taken by coring at each point deemed appropriate in the building, then concrete sample can be taken from the appropriate points and the plaster of the bearing elements at other points are removed and then hammer reading may be performed; but the method of hammer reading alone is not sufficient to determine the concrete strength.

4. Basing on all these information, the building is analysed on computer by taking into consideration the structural characteristics of the building and features of the ground on which it was constructed and the bearing capacities of the structural elements are checked within the framework of the regulation.

Reduction of Non-Structural Risks (YORA)

Hazards and risks that may occur after disaster may be reduced by means of several steps to be taken or technical support to be obtained from an expert. It has been demonstrated that damages arising from non-structural elements can be reduced with minor preparedeness made before disaster.

Reduction of hazards and risks arising from non-structural elements is called "Reduction of Non-Structural Risks" (YORA). In order to do this, it is neccessary to determine how the risk sources may cause damage and to improve any possible damage before earthquake.

In order to prevent non-structural elements from getting damaged during a possible earthquake, in other words to minimise the risks, it has to be known how such type of articles overturn, slide, fall and break during earthquake and make improvement accordingly.

Non-structural elements are all parts and contents of a building, except the bearing system of the building (column, beam, floor, bearing wall, roof and foundation).

For example, any article with its height being 1.5 times the width or depth of it and any article with its upper part heavier than the lower part can easily turn over. And the articles with wheels under them can be displaced easily. Books standing outside and products on the shelves can easily fall down. Pictures fixed by use of common nail or screw can easily fall down.

TYPE	ELEMENTS
Mechanical System	Central heating boilers, water tanks, heat pump, ventilation/cooling elements
Electrical System	Electrical installation, uninterrupted power supplies, backup generators
Architectural Facade Elements	Masonry chimneys, gable walls, exterior siding, parapets, cornices, windows
Architectural Interior Elements	Doors, ceiling cladding, ventilation system, lighting system, toilets, canteen, buffet, kitchen cooking systems
Furniture, Tools – Instruments	Laboratory materials, bookcases, steel cabinets, suspended panels, computer systems, electronic and other electric equipment, domestic appliances, suspended articles, cabinets, decorative furniture, articles on shelves, glass articles, gas cylinders , lighting fixtures, signs, air-conditioners

Table 8. Table of Non-Structural Elements in Buildings.

It is possible to increase examples of risk origins mentioned above. The important thing here is to be well acquainted with the cause of damage given by the risk source and create solution according to it. The most effective way to reduce risks arising from non-structural articles is to fix such articles in a proper way technically. And there are also some appropriate solutions free of charge such as changing place of some articles; using thick curtain; changing position of the bulky articles; which are rarely used in daily school life; using articles not used at all outside the school.

Earthquake School Hazard Hunt

Earthquake Hazard Hunt is carried out by observation of all parts of the school on site such as each class, office, canteen, gymnasium, laboratory, conference hall, boiler room and schoolyard. It is recommended that hazard hunt is carried out under supervision of persons of the school disaster and emergency management and/or board and by participation of teachers and students. During HAZAR HUNT, all you need is imagination and good sense.

It is preferable that you have received training on this subject matter and/or read related books.

You should imagine what may occur, what articles may fall and slide and give you harm during disaster and emergency.

During such operations, firstly, you should fix those objects which may give vital damage, cause loss of life or injury or block escape routes. Secondly, you should fix and secure those articles that may have social and cultural value.

Things required to be done during hazard hunt at school:

- Heavy objects are placed below the head level;

- High and heavy furniture are securely fasten to the wall, floor and ceiling;
- Cabinet doors are secured by sliding or latch keys;
- Heaters and heat sources are secured;
- Fire extinguishers and other gas cylinders are made fixed;
- Arrangements are made to forprovide protection against fragile glass articles;
- Heavy and valuable electronic devices are fasten on the table or floor by using strips with plastic clips, narrow and wide woven belts and/or velcro taps;
- Lighting fixtures are securely fasten to the ceiling;
- Pictures and maps etc. on the wall are fasten by using hook screws with closed end;
- Hazardous (poisonous, flammable-combustible) substances are limited, isolated, removed or kept separate.

Our school or home may have been constructed resistant to earthquake, but still it may not be sufficient. Articles in our school and home should also be arranged appropriately for disasters. As we have mentioned above, we should carry out HAZARD HUNT in all other parts of the school, particularly classrooms and corridors to identify and protect against risks in our school and home. In scope of the disaster and emergency management plan, we should definitely do hazard hunt in the classrooms and all parts of the school, identify the risks and then reduce these risks in order of priority. In Turkiye, minimum 50% of the injuries occurred during earthquake and minimum 3% of the deaths are caused by non-structural risks, e.g. sliding, falling and/or overturning articles. All of them are risks arising from use of goods. It is possible to reduce these risks by means of simple measures to be taken in our living spaces.

What Are the Hazards in Our Classroom and School?

Seek answers of questions such as “What may give me harm here if an earthquake occurs?”, “Can the cabinet next to my desk fall over me?” and “Can the bookcase give me harm if it turns over?” and apply the method of **IDENTIFY-DETERMINE RISKS-DISPLACE-FASTEN.**

Identify: Identify which articles in your classroom may give you any harm by sliding, falling, overturning or opening of their doors.

Determine Risks: Determine how they may give harm to you and your school if the hazard realizes.

Displace: If there is a chance of displacing the articles, you should first try this solution.

Fasten: If there is no change of preventing the risk by changing place of the articles, fasten the articles that may create risk. Prior to fastening, first determine what objects, to where and by which fastening method you will fasten.

When you look at your school from this point of view, you may identify very different risks:

• During a hazard hunt, you should also determine the places where you may apply **DROP-COVER-HOLD ON** during disaster.

• You should also determine the safest places in the classroom, corridor and schoolyard in case of earthquake.

• If there are heavy and high articles, move them to areas where they will not give you any harm.

• Put heavy articles on lower shelves and light articles on upper shelves of the furniture.

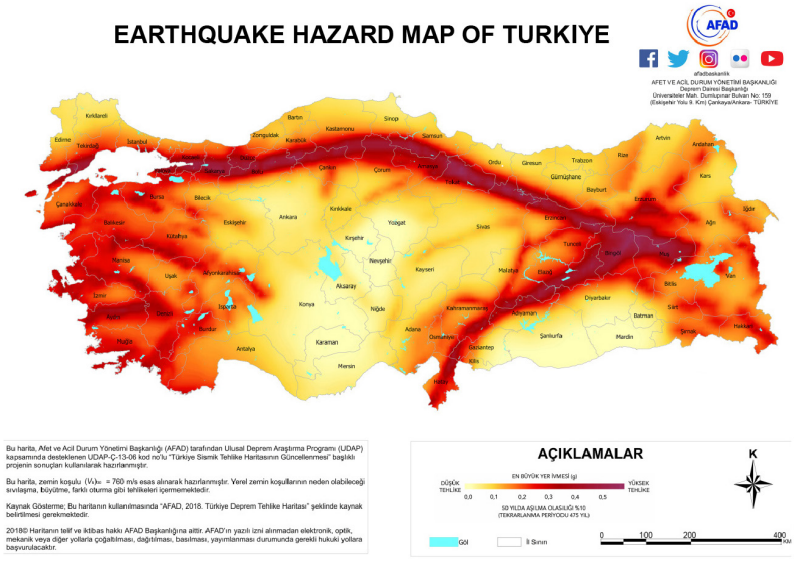
• Assure that the doors of the school and classrooms are opening outward. A door opening inward may pose risk for the students and actually for all people, when they hastily run out of the place in emergency. In such cases people crowd together at the door and are crushed.

Identification of All Hazards and Risks in and around the School

The essential thing to be done after formation of the School Disaster and Emergency Management Board is to identify all hazards and threats in and around the school and predict size and frequency of the hazards and threats as well as possible risks, that is, loss and damage such hazards and threads may cause. If there is no large-scale hazard and risk map drawn by the official authorities, you may look at the "Earthquake Hazard Map of Turkiye" (2019), drawn by the Disaster and Emergency Management Presidency and entered into effect by decree of the Council of Ministers, for seismic hazard of the area where your school is located.

Information about flood, deluge, landslide and other disasters can be achieved from the Disaster and Emergency Directorates of the respective province. After getting general information about the area where the school is located, hazards and loss an damage, namely the risks they may cause are determined by using method of hazard hunt for any hazards and threats in the immediate environment of the school, in the school buildings and schoolyard.

In order to conduct a risk analysis, it is necessary to identify the school where the analysis will be conducted, the different places within the school, and all kinds of hazards that may affect students, teachers and other personnel. Detailed operations should be done for determination of the effects of a possible disaster and emergency on space, environment and people. In line with the most realistic probabilities, possible hazards caused by nature, technology and humans and significance levels of these hazards and priorities depending on these significance levels should be determined. In order that any incident caused by nature, technology or humans does not turn into a disaster or result in minimum loss, possible hazards should be predicted and necessary measures taken and risks mitigated.



Earthquake Hazard Map of Turkiye (AFAD, 2019)

Hazards vary depending on their types, location, time and manner of occurrence, effects, magnitudes and many other similar criteria. While some hazards may give prior signs, some occur suddenly. It is very difficult, even not possible, to make an estimation of exact location and time, for a natural disaster, particularly earthquake. Hence the existing condition should be analysed very well in order that such hazards which occur suddenly do not turn into disaster. Furthermore, local facilities of the school should also be determined during such analysis. These internal resources are important for taking measures before, during and after disaster or emergency, making an effective response and returning to normal school education

In hazard analyses to be conducted for schools, possible hazards should be identified and frequency of occurrence for each hazard along with its effects on the space, academic personnel, students and education continuity should be ranked. Furthermore, hazard magnitude, geographical and regional conditions and, additionally, effects of the incidents that may occur in the near vicinity should also be considered. **Damage suffered by the personnel and students in a school, the school building and goods and training materials in the building and interruption of the education because of the effects of a hazard demonstrate the vulnerability level of that school.**

In the risk analyses, types of hazards and qualities of these hazards are considered. With their specific degree of impact, frequency of occurrence, number of spaces and communities they affect and related measures, each hazard differs from others. When determining the hazard profile and given answers to those questions that are categorized under the headings such as space-building, human-personnel-student and education continuity, the following details should be taken into account:

Space and Building:

It is the area that hazard or risk will affect. Whether there are areas to be affected in different degrees is as important as the matter of how much of the space will be affected.

Human (Teacher/Student/Other Personnel):

It is about estimation of number of people that may be affected and subject to damage if hazard occurs.

Education Continuity:

It concerns about to what extent education will be affected and whether there will be any interruption in the education if hazard affects the building or people.

When conducting risk analyses, you should refer to scientific data and publication of the related public institutions and organizations or request assistance directly from them for determining degree of impact and frequency/probability of occurrence, particularly for hazards caused by nature.. In order to determine to what extent the identified hazards will affect space, people and continuity of education, the “Hazard Assessment Form” in Table 9, “Vulnerability Assessment Form” in Table 10 and “Manageability Assessment Form” in Table 11 should be completed.

In the Hazard Assessment Form (Table 9), it is decided on name/type of the hazard, in how many years it occurs, severity of the hazard and its damage potential, duration of impact, moment/season of occurrence and predictability and then

HAZARD ASSESSMENT FORM

Hazard Name / Earthquake	In how many years do you expect the hazard to occur?			How serious is the hazard? To what extent may it potentially create damage?			How long may the effect of hazard may?			When may the hazard occur?		Is the hazard predictable?		Total	Total / 5	Geographical Location *
	10	5	1	10	5	1	10	5	1	10	5	10	1			
Hazard Location	5 Years	10 Years	20 Years	High	Medium	Little	>1 Week	1 Week	Day	At any moment	Seasonal	No	Yes			
Central School Building	1			1				1		1		1		45	9	
Gymnasium	1				1		1			1		1		40	8	
Workshop	1			1			1			1		1		50	10	
Outbuilding	1				1			1		1		1		31	6,2	

NOTE: Give only a single answer for each column of question. Include your answers by entering number 1 (one) in the related box.

NOTE: It is sufficient to write information about "Hazard Name" and "Hazard Location" only in the "Hazard Assessment Form".
***Geographical Location: Geographical coordinates of the institution will be entered.**

Tablo 9. Hazard Assessment Form.

scoring is made on 10 or 5 points or 1 point. The number one (1) is entered in the box of the column corresponding to each part of the building. Talking about the boxes marked with one (1) for the hazard of "Earthquake" for the "Central School Building" in the example given here, the "Total" hazard point is calculated as 10 + 10 + 5 + 10 +10= 45. When this total point is divided by the number of the marked boxes, i.e. five (5), you obtain average hazard level of "9". The same method applies also for the Gymnasium, Workshop and Outbuilding.

Degree of effect depending on Hazard Location:

• In how many years the hazard may occur: 5 years (10 point), 10 years (5 points) 20 years (1 point).

• Severity of the hazard, damage potentiality: High (10 points), Medium (5 points), Little (1 point).

• Impact duration of the hazard: >1 Week (10 points), 1 Week (5 points), Day (1 point).

• Time of occurrence: At any moment (10 points), Seasonal (5 points).

• Predictability of the hazard: No (10 points), Yes (1 point).

When completing the Hazard Assessment Form, you should pay attention to the following points:

• **Frequency of Occurrence, Severity and Damage Potential, Impact, Time/Season of Occurrence, Predictability:** It is completed by using the information given in the table.

• **Areas or Spaces Predicted to Be Affected Most (building, place, department, room, etc.):** It is written in this row what spaces will be affected to

Which degree at the moment when the possible hazard occurs. This is generally determined with the help of Disaster Scenario and Hazard Hunt studies. Will the entire school building be affected when the hazard occurs? Or will any part of the school such as floor, room, department, laboratory and gymnasium be affected? All of them should be described separately.

• **Estimated Number of Persons to Be Affected:** Estimated Number of Persons to Be Affected: Total number of persons such as students, teachers, personnel and visitors, which will be affected when possible hazard occurs should be determined. If it is assumed that only certain parts of the school will be affected, then the number of persons to be affected should also be determined accordingly. In general, such estimations are made by using disaster scenarios and according to the worst possible scenario.

• **Estimated Duration and Period of Impact:** It is written in this fieldwhen the hazard will occur and how long it will last. Earthquake, for example, may develope suddenly and last maximum one minute and may occur in any period. Flood however occurs in rainy periods most of the time. And disasters such as forest fire occur in summer and in the period of drought and may last for days depending on size of the fire.

• **Early Warning System or Method, if any:** If there is early warning system in your school or location, you should indicate it. While disasters such as earthquake occur without giving any early warning, meteorological disasters can generally be foreseen and early warning can be given. Disasters may not be foreseen by means of early warning systems or methods; however, when disaster occurs utilities such as natural gas, power and water are cut off immediately.

• **Estimated Duration of Evacuation:** Average standards should be determined for durations obtained from drills. Quick and regular drills should be ensured by adhering to the principles of DON'T RUN-DON'T TALK-DON'T PUSH-DON'T TURN BACK. Depending on the size of the school, different evacuation durations may be possible; each school should determine its own quickest standard.

• **Preparedeness and Measures:** Personnel should prepare their disaster and emergency kits and know emergency phone number by heart for giving first aid. Furthermore, they should also know where main power transformer, natural gas units, system room, boiler room, hydrant system, fire cabinets, fire alarm system, fire smoke detector and fire alarm sirens are located and how to use them. They should receive trainings, make preparations and take measures in this respect.

In the Vulnerability Assessment Form (Table 10), it is decided on name/type of the hazard, its effect on the centre and environment as well as its economic effect and then scoring is made on 10 points or 5 points or 1 point. The number one (1) is entered in the column corresponding to each part of the building. Talking about the boxes marked with one (1) for the hazard of "Earthquake" for the "Central School Building" in the example given here, the "Total" hazard point is calculated as 10 + 10 + 5 + 5 + 5 + 5 + 5 + 5 = "50". When this total point is divided by the number of the marked boxes, i.e. eight (8), you obtain average hazard level of "6,25". Same method also applies for Gymnasium, Workshop and Outbuilding. The same method applies also for the Gymnasium, Workshop and Outbuilding.

VULNERABILITY ASSESSMENT FORM

Hazard Name	Effect on Human						Effect on Space and Environment												Effect on Economy						Total	Total / 8
Earthquake	Effect on Student/ Teacher/ Disabled Person			Effect on Manage-ment/ Parents			Effect on District/ Neighbo-urhood			Effect on Critical Facilities			Effect on Infrastruc-ture			Effect on Environ-ment			Effect on Produc-tion and/ or Service			Effect on Macro Economy				
Earthquake Hazard Location	10	5	1	10	5	1	10	5	1	10	5	1	10	5	1	10	5	1	10	5	1	10	5	1		
	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L		
Central School Building	1			1				1			1			1			1			1			1		50	6,25
Gymnasium	1			1				1			1			1				1			1			1	38	4,45
Workshop	1			1			1			1			1			1				1			1		70	8,75
Outbuilding	1			1					1		1			1			1				1			1	33	4,125

NOTE: Give only a single answer for each column of question. Include your answers by entering number 1 (one) in the related box.. [H:High] [M:Medium] [L:Low]
Affectable Parts of the Society: Elderly s, People with Disability, Women, Children
Critical Facilities: Utilities (Power, Natural Gas, Water, Fire Utility, Hydrant System, Alarm System, Boiler Room)
Special Facilities: Workshops

Table 10. Vulnerability Assessment Form.

Degree of effects depending on Hazard Location:

• Its Effect on Students/Teachers/People with Disability: H (High) 10 points, M (Medium) 5 points, L (Low) 1 point.

• Effect on Management/Parents: H (High) 10 points, M (Medium) 5 points, L (Low) 1 point.

• Effect on District/Neighbourhood: H (High) 10 points, M (Medium) 5 points, L (Low) 1 point.

• Effect on Critical Facilities: H (High) 10 points, M (Medium) 5 points, L (Low) 1 point.

• Effect on Infrastructure: H (High) 10 points, M (Medium) 5 points, L (Low) 1 point

• Effect on Environment: H (High) 10 points, M (Medium) 5 points, L (Low) 1 point.

• Effect on Production and/or Service: H (High) 10 points, M (Medium) 5 points, L (Low) 1 point.

• Effect on Macro Economy: H (High) 10 points, M (Medium) 5 points, L (Low) 1 point.

• Makro-Ekonomi Üzerine Etkisi: Y (Yüksek) 10 puan, O (Orta) 5 puan, D (Düşük) 1 puan.

In the **Manageability Assessment Form** (Table 11), name/type of hazard, level of the existing institutional disaster and emergency management plans or business continuity management plans, level of institutional human resources, level of disaster and emergency equipment and material resource, level of trainings received on disaster and emergency management, disaster and emergency awareness level of the institution and the disaster and emergency awareness level in its jurisdiction are considered and they are scored on basis of 10 points or 5 points or 1 point.

MANAGEABILITY ASSESSMENT FORM

Hazard Name / Earthquake	What is the level of current Institutional Disaster and Emergency Management Plans or Business Continuity Plans?			What is the level of the Standards of current Institutional Disaster and Emergency Management Plans or Business Continuity Plans?			Is the applicable Legislation regarding Disaster and Emergency adequate?			What is the level of Institutional Human Resource?			What is the level of Equipment and Materials Resource for Disaster and Emergency?			What is the level of Trainings received on Disaster and Emergency			What is the level of Disaster and Emergency Awareness of the Organization ?			What Is the level of Public Consciousness and Awareness in its juridiction?			Total	Total /8
Hazard Location	10	5	1	10	5	1	10	5	1	10	5	1	10	5	1	10	5	1	10	5	1	10	5	1		
	*G	*M	*L	G	M	L	Good	M	L	G	M	L	G	MF	Low	G	M	L	G	Mr	L	G	M	L		
Central School Building	*1*					*1*		*1*			*1*			*1*			*1*			*1*			*1*		*41*	*5,125*
Gymnasium		*1*			*1*			*1*			*1*			*1*				*1*		*1*			*1*		*36*	*4,5*
Workshop					*1*		*1*				*1*			*1*			*1*			*1*			*1*		*45*	*5,625*
Outbuilding		*1*							*1*		*1*			*1*	*1*		*1*			*1*				*1*	*28*	*3,5*

Note: Give only a single answer for each column of question. Include your answers by entering number 1 (one) in the related box.
***G: Good, *M: Medium, *L: Low**

Table 11. Manageability Assessment Form.

Number one (1) is written in the column box applicable to each building section.. Basing on the boxes market with one (1) for the hazard of "Earthquake" with respect to the "Central School Building" given in the example, the "Total" hazard score is calculated as 10 + 1 + 5 + 5 + 5 + 5 + 5 + 5 = "41". This total score is divided into the number of marked boxes, that is, by eight (8) and the average hazard level is obtained as "%5.125". The same method applies also for the Gymnasium, Workshop and Outbuilding.

Degrees of effect depending on the Hazard Location:

• Level of current institutional disaster and emergency management plans or business continuity plans: Good (10 Points), Medium (5 points), Low (1 point).

• Level of the standards of current institutional disaster and emergency management plans or business continuity Plans: Good (10 Points), Medium (5 points), Low (1 point).

• Level of institutional human resource: Good (10 Points), Medium (5 points), Low (1 point).

• Level of equipment and materials resource for disaster and emergency: Good (10 Points), Medium (5 points), Low (1 point).

• Level of trainings received on disaster and emergency management: Good (10 Points), Medium (5 points), Low (1 point).

• Level of organization disaster and emergency awareness: Good (10 Points), Medium (5 points), Low (1 point).

• Level of public consciousness and awareness in its juridiction: Good (10 Points), Medium (5 points), Low (1 point).

In order to make a rating according to the risk level, the numerical equivalents of the hazard, vulnerability and manageability levels obtained

in Tables 9, 10 and 11 are transferred to Table 12, which is the Risk Analysis Table. Hazard Point (H), Vulnerability Point (V) and Manageability Point (M) for the Central School Building in the example given above for earthquake are entered in the corresponding row. And then the rate of Risk R is calculated by using the formula "(HxV) / M" and, similarly, it is also done for the fields of Gymnasium, Workshop and Outbuilding, etc. given in the example. As workshops (chemical productions, etc.) in vocational high schools can be classified more hazardous, risk analyses of them should be conducted more carefully. "Priority Level" which should be calculated for each hazard is found on basis of Table 13 and Table 14.

Rating according to risk level is determined basing on the "Probability" and "Degree of Effect" in Table 13; when the highest Probability 4 and the highest Degree of Effect 4 rows are overlapped, 16 is obtained. Here, the level of Priority in Plan is determined according to the Result and Risk degrees obtained (Table 14).

According to the values obtained in the Risk Analysis Table, we decide that earthquake hazard risk is high and one of the most priority hazards in the plan. The risk analysis given in the example has been conducted basing on earthquake hazard; other hazards which require risk analysis include asymmetric threat, deluge, industrial accident and meteorology/climate change.

According to the resulting values of the risk analysis, "Current Status Assessment Form" (Table 15), "Solution Proposals for Mitigation Form" (Table 16) and "Mitigation Strategy Assessment Form" (Table 17) are completed in the framework of mitigation studies.

RISK ANALYSIS TABLE				
Hazard Name	**RISK (Each Threat is Studied Separately)**			
Earthquake Asymmetric Threat Deluge Industrial Accident Meteorology/Climate Change				
Hazard Location	**Hazard Point [H]**	**Vulnerability Point [V]**	**Manageability Point [M]**	**Risk R= (HxV) / M**
CENTRAL BUILDING SCHOOL	***9***	***6,25***	***5,125***	***10,98***
GYMNASIUM	***8***	***4,45***	***4,5***	***7,92***
WORKSHOP	***10***	***8,75***	***5,625***	***15,6***
OUTBUILDING	***6,2***	***4,125***	***3,5***	***7,31***
	0	***0***	***0***	

Table 12. Risk Analysis Report.

		DEGREE OF EFFECT			
Probability		Catastrophic 4	Critical 3	Limited 2	Insignificant 1
	High 4	HIGH 16	HIGH 12	MEDIUM 8	LITTLE 4
	Sometimes 3	HIGH 12	HIGH 9	MEDIUM 6	LITTLE 3
	Rarely 2	MEDIUM 8	MEDIUM 6	LITTLE 4	VERY LITTLE 2
	None 1	LITTLE 4	LITTLE 3	VERY LITTLE 2	VERY LITTLE 1

Table 13. Table of Assessment by Risk Level

Unacceptable Risk **Considerable Risk** **Acceptable Risk**

RESULT	RISK	PRIORITY IN THE PLAN
16, 12, 9	**High**	**1st level (most priority plan)**
8, 6	**Medium**	**2nd level (priority plan)**
4, 3	**Little**	**3rd level (plan)**
2, 1	**Very Little**	**4th level (plan may not be made)**

Table 14. Level of Priority in the Plan.

In the **Current Status Assessment Form** (Table 15), particularly what has been done and what is available and what has remained missing and could not be done for whatever reasons are written down on the form. Hazards faced by the school and its strengths and weaknesses accordingto internal factors and opportunities, and threats by external factors are identified and written in the relevant box. And according to the resulting assessment, it is decided about the worst scenario. A sample of completed form is given in the **Plan Format** attached.

In the **Proposed Mitigation Solutions Form** (Table 16), SHORTterm (up to 6 months) and LONGterm (6 months to 1 year) solution proposals are developed for elimination of the existing risks in the scope of mitigation related studies. And these solution proposals are developed by taking into account the obstacles according to SSEÇTİK (Siy-Political, Sos-Social, E-Economic, Ç-Environmental, T-Technical, İ-Administrative, K-Legal) factors, together with the estimated cost.

The Political criterion of SSEÇTİK covers asymmetric threats, that is, obstacles in connection with terrorist activities, sabotage, social incidents, armed attacks, assassinations, plundering and chaos and the Administrative criterion covers bureaucratic obstacles.

NAME OF INSTITUTION	: ..... SCHOOL MANAGEMENT
HAZARD	:
RISK DEGREE	:
Building/Facility/Jurisdiction/Region	:

CURRENT STATUS ASSESSMENT FORM

1. WHAT HAS BEEN DONE AND WHAT IS AVAILABLE?				
• • • ...				
2. WHAT HAS NOT BEEN DONE, WHAT IS MISSING? WHY COLD IT NOT BE DONE? WHAT ARE THE ENCOUNTERED PROBLEMS AND OBSTACLES?				
A. B. C. ...				
HAZARD	**INTERNAL FACTORS**		**EXTERNAL FACTORS**	
	Strengths	**Weaknesses**	**Opportunities**	**Threats**
Earthquake				
Asymmetric Threat				
Fire				
THE WORST SCENARIO ACCORDING TO THE CURRENT ASSESSMENT:				
Remark:				

Table 15. Current Status Assessment Form.

NAME OF INSTITUTION	: ..... SCHOOL MANAGEMENT
HAZARD	:
RISK DEGREE	:
Building/Facility/Jurisdiction/Region	:

PROPOSED MİTİGATİON SOLUTİONS FORM

1. WHAT CAN BE DONE IN SHORT TERM?	1. WHAT CAN BE DONE IN LONG TERM?
PROPOSED SOLUTIONS:	ROPOSED SOLUTIONS:
1.	1.
2.	2.
3.	3.

Short term solutions: (In compliance with the criteria of SSEÇTİK)

Proposed solution for mitigation	Siy	Sos	E	Ç	T	İ	K	Estimated Cost

Long term solutions: (In compliance with the criteria of SSEÇTİK)

Proposed solution for mitigation	Siy	Sos	E	Ç	T	İ	K	Estimated Cost

SSEÇTİK:	Siy-Political, Sos-Social, E-Economic, Ç-Environmental, T-Technical, İ-Administrative, K-Legal

Table 16. Proposed Mitigation Solutions Form.

NAME OF INSTITUTION	**: ..... SCHOOL MANAGEMENT**
HAZARD	**:**
RISK DEGREE	**:**
Building/Facility/Jurisdiction/Region	**:**

MITIGATION STRATEGY ASSESSMENT FORM

WORST SCENARIO FOR ..... HAZARD	
OBJECTIVE:	
TARGET 1	

ACTIONS (Proposed Mitigation Solutions	Geographical Location	ST/LT Short Term/ Long Term	Responsible Organization	Supportive Organization	Period of Realization (Month/ Year)	Approximate Cost	Siy	Sos	E	Ç	T	İ	K	Order of Priority *
1														
2														
3														
4														
5														
SSEÇTİK:			Siy-Political, Sos-Social, E-Economic, Ç-Environmental, T-Technical , K-Legal											

Table 17. Mitigation Strategy Assessment Form.

* **Responsible Organization:** School to realize the mitigation operations.
* **Supportive Organizations:** Ministry of National Education (MEB)
* **Term of Realization:** Short term 6 months, long term 6 months to 1 year.
* **Approximate Cost:** The approximate cost is calculated on basis of the approximate material cost lists published annually by help of the relevant technical personnel of the Construction Branch Directorate of the Provincial National Education Directorate.
* **Level of Priority:** As a result of the risk analysis and assessment of the institution, it is ordered from the solution proposal for the most damaging danger/threat to the least one.

Those of the SSEÇTİK criteria, who constitute obstacles will be left blank; those obstacles in connection with the proposed solution which are overcome or inapplicable will be marked. Marking of many SSEÇTİK boxes will show that the proposed solution is realistic and easy to apply. And the blank boxes will direct you to identify obstacles for the proposed solution and, if they are great in number, possibly to find alternative solutions.

In the **Mitigation Strategy Assessment Form** (Table 17), the proposed solutions for mitigation are considered on basis of responsible organization, supportive organizations, realization period, approximate cost and order of priority. For performance of mitigation operations and assurance of sustainability, complete these information at intervals you specify. On the date of application, write down the operations performed or not completed in the related field, together with related explanations. Write down the situations occurred during the application process and the operations not realized by the date of application, together with the date info.

In summary: The risks with the highest scores as result of the Risk Analysis and Assessment are first specified in the Current Status Assessment Form (Table 15) in detail. Then SHORT and LONG proposed solutions are planned and entered in the Proposed Mitigation Solutions Form (Table 16) by taking into consideration the SSEÇTİK criteria (Siy-Political, Sos-Social, E-Economic, Ç-Environmental, T-Technical, İ-Administrative, K-Legal obstacles). These proposed solutions, together with order of priority and approximate cost, are transferred to the Mitigation Strategy Assessment Form (Table 17) and thus made ready for processing in theIRAP (PROVİNCİAL DISASTER MITIGATION PLAN) Module.

NOTE: The IRAP Module data forms, which are used in the studies of hazard and risk analysis are prepared by Istanbul Technical University through the initiative of AFAD. Choosing this method will create multiplier effect in identifying the risks for preparing data records in a healthy way and for acceleration of information flow and for acquisition of new skills by the schools.

Preparedeness Phase

Introduction and Announcement of the Plan

After preparing, the plan should be introduced to all stakeholders and explained to all responsible parties. This meeting should be made at least once in a year to update, develop and apply the plan at regular intervals and specify, and decide and schedule similar studies. The plan should be introduced to all stakeholders such as students, teachers, administrative personnel, parents and school bus drivers. It is also recommended that the Provincial Disaster and Emergency Directorate, the Provincial/District National Education Directorate and local administrations are, if possible, informed and engaged in the event and studies are conducted in cooperation with them
.

Prepairing the Training Materials

While students, teachers and other personnel are trained for prevention of disasters and emergencies and reduction of risks by means of continuous and sustainable training programs organized by the schools, on the one hand, the first step is taken to create a mitigation and safety culture in the society. And, thus, when training materials are prepared or the materials already available are used, you should particularly be careful that they should be definitely prepared or recommended by the related public institutaions and organizations.

Each school should perform their training studies in compliance with their own hazards and risks, their own specific conditions and in a way to help solve the problems. In the plan, it should be described that trainings on this matter may be given by external support, if required, and these trainings will be renewed by annual revision, change of personnel and at regular intervals. For determination of the trainings to be given, a survey should be conducted by developing a questionnaire form and, accordingly, priority trainings should be determined according to the results to be obtained from the survey.

Training-Information-Awareness

DROP-COVER-HOLD ON: It means DROPPING on your knees to minimize the area you cover as much as possible; COVERING your head, neck and face to protect them; make a HOLDING movement to move together with the articles.

When the earthquake strikes, the first thing we should avoid is panic. During earthquake, people get into panic and petrified or run here and there unconsciously. In order not to panic and to show the most accurate behavior, we should do general drills and especially the **DROP-COVER-HOLD ON** drills very often.drill .

> Remember that any materials not prepared in compliance with the standards may be harmful, rather than useful!

If we are in the classroom when we feel the earthquake, we should not stand. And we should be aware that running here and there, going to the corridor and stairways, taking elevator and jumping from window and balcony will give us harm.

During earthquake: DROP and go under a strong object, table or desk. If it is not possible to get under it, stay next to it. COVER your head and neck to protect them, especially with your back turned to the windows to protect from falling objects.

HOLD up to move together with the shaking object until the earthquake is over. Meanwhile, put your face on your other arm to protect your eyes and face from the objects that fly around. Remain in the same position until the danger is over.

If you are in the corridor during earthquake: Drop just by the internal walls and cover your head and neck with your arms for protection. Stay where you are and be careful not to sway. And if there are any objects that may give you harm by falling or sliding in the place where you **DROP-COVER-HOLD ON,** stay away from them definitely.

If you are in the stairway during earthquake: Sit in the place where you are and hold up the railing with one of your hands. Put your

face on the arm, which is holding the railing to protect your face and eyes. And, with your other arm, try to protect your head and neck. If you are at either end of the stairway, move away from it to the nearest and safest place and make the movements of **DROP-COVER-HOLD ON.**

If you are in the schoolyard during earthquake: Stay away from the school building, power lines, wall of the schoolyard, basket hoop or trees and anything that may give you harm by falling and turning over. Drop and cover; cover your head and neck with your arms. Try to remain in the same position until the hazard is over.

If you are a person having disability or special needs: If you are in a wheelchair, do not throw yourself off it. Engage the wheel brake and try to prevent the wheelchair from moving and hold up. Try to protect your head. If you are sitting, stay where you are and, if possible, protect your head.

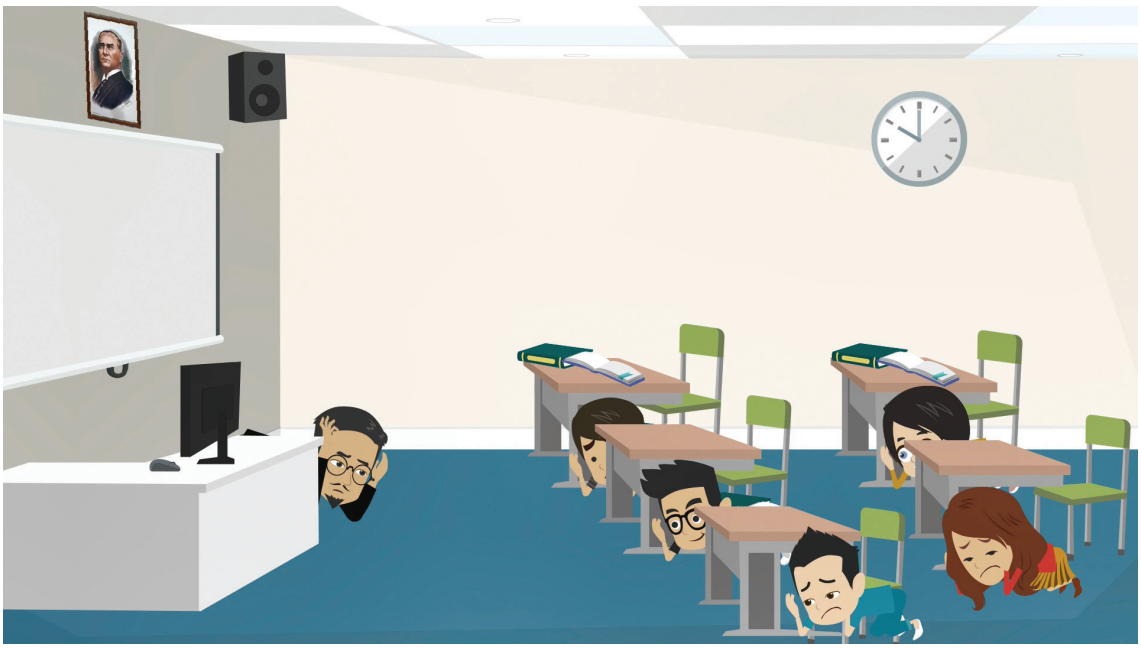
If you are standing, then sit down and support your body to prevent falling (for detailed information, see Disaster and Emergency Planning Guide for People with Disabilities).

Evacuation

If you know how to protect yourself or behave in any disaster and emergency, it will mitigate loss of life or injury. The better we learn and the more we practice these behavior patterns, the higher will be the probability of making the most accurate behaviour in emergency.

General Information about Evacuation:

- Evacuation means abandoning your current location and temporary relocation of people who are or may be affected by a disaster or emergency to a safer place for protection..



- The method of evacuation is generally used in case of fire, earthquake and after explosion, before and during flood, landslide or chemical accidents as well as terrorist and bomb threats.
- Evacuation may either be to outside the building or to other parts of the building depending on disaster and emergency. And the authorities may perform partial evacuation of the people in danger and may also evacuate an area collectively.
- Evacuation order is generally given by the Chairman of Disaster and Emergency Management Board or persons designated by him/her. For a correct and safe evacuation, the school should definitely have a properly prepared evacuation plan and the teachers, students and personnel should be made well acquainted with this plan by means of widespread information activities, trainings and drills.

People should definitely comply with the instructions to be given by the teachers or authorized persons during evacuation, should not raise difficulties and we should act calmly, but swiftly and should avoid of hastily or divertingly. Try to act in accordance with the evacuation plan which has been developed previously and tried in the drills. However, considering the fact that everything will not be as expected or planned, we must evacuate in a single line in accordance with the rule of **DON'T RUN-DON'T TALK-DON'T PUSH-DON'T TURN BACK,** by staying calm and protecting our heads with something, keeping safe during the evacuation. How and by whom the people with disabilities will be evacuated should definitely be planned previously, necessary measures should be taken and they should always be applied during an evacuation *(for detailed information, see Disaster and Emergency Planning Guide for People with Disabilities).*

KOŞMA

KONUŞMA

İTME

GERİ DÖNME

In order to evacuate your school in a more safe and quick way when required, you should make some preparedenessin advance. For a successful evacuation:

- First remove the goods on the escape routes which may obstacle evacuation.
- Make an evacuation plan as a classroom and school. In this plan, show the escape route, the outdoor assembly area and the articles to be saved first. Remember to hang this plan at a prominent place.
- Deploy refractive (phosphorous) signs for direction along the escape routes noticeably.
- Switch of all utilities, such as power, water and gas in your classroom if you have time during evacuation. When you make your Classroom Disaster Plan, talk about them previously and learn location of all utilities.
- Perform an evacuation drill in each six months. Regular drills will ensure speed and safety during evacuation and increase change of the evacuation to be successful. Sometimes uninformed drills may also be useful.
- When evacuation is carried out and people arrive at the assembly areas, all personnel, particularly students, should be counted and missing persons should be identified and reported. In case of any missing person, never go back for search; you should immediately inform the security officer or units.
- You should never go inside the building for any reason until the "Hazard is over!" announcement is made.
- If it is safer to be inside the building than being outside the building under conditions such as flood, storm, hurricane and severe rain, **Reverse Evacuation** is applied. Students are kept collectively in a safe place designated previously in the disaster and emergency management plans or in the classrooms, corridors and places away from the windows collectively. Reverse evacuation also applies for cases when students are at break or in open areas.

Things Required to Be Done During Evacuation

Things you should pay attention as **Individual/ Student/Teacher** during evacuation:

- Give priority to order and safety during evacuation.
- Close the doors and windows without locking them to reduce air draft.
- Help or provide help for the victims without putting yourself in danger.
- Abandon the place where you are without getting into panic.
- Remember to take with you (without putting yourself in danger) your significant personal protective materials and equipment and, if required, your first response tools and equipment.
- Go to the nearest exit silently and unhurriedly and avoid of acting impetuosity.
- Avoid unneccessary talks and take care that the line moves continuously.
- Use the stairs in good order and do not allow congestion and confusion.
- If there is smoke, drop to the floor and crouch to the nearest exit by following the nearest wall.
- When you encounter closed doors, control with back of your hand whether the door is hot or not. If the door is cold, open the door carefully and, if it is safe, walk on.
- After you evacuate the building, go to the predefined assembly-place.
- Do not allow anybody to go back without authorization to the places abandoned after the evacuation.

Things you should consider during evacuation as a **Manager:**

- You should control quickly whether any students need help.
- Unless otherwise instructed, use the predefined evacuation routes which are used normally. Assume that everything may not occur as planned and be prepared to follow another route.
- One of the teachers should control in advance whether the evacuation route is free.
- There should be a designated teacher to ensure evacuation of the students silently, quietly and orderly. And one teacher and one student should follow the group behind to make sure everybody walk together.
- When going out of the building, control whether there is any object that fall or may fall from upper floors or roof.
- When you go out of the building, you should immediately go to the predefined assembly area without disturbing the order.

Evacuation Plan

For safe evacuation of the building, the evacuation routes to be followed by the persons in each classroom, room, laboratory, gymnasium and similar places in the school building and the location of the emergency exits and fire doors, disaster and emergency supplys, disaster and emergency kits, first aid kits and the accessible evacuation routes for the people with disabilities, if any, should be marked in the floor plans. Although it varies from one school to another, the following information should take place in the floor evacuation plan in general:

- The point where you are
- Fire alarm and emergency buttons
- Fire smoke detectors
- Fire extinguishers, hoses and cabinets
- Fire doors
- Fire stairs

- Primary and secondary evacuation routes
- Accessible evacuation routes for people with disabilities
- Disaster and emergency kits, supplies and first aid kits
- Location of power, gas and water valves

(For detailed information about evacuation pla ning, see page 107)

Drill

Drill means practices which are performed under real conditions as far as possible to control appropriateness, adequacy and actuality of the actions to take place in the planned process of response to be given in case of a disaster and emergency by following a scenario (AFAD, 2014).

Drills may be carried out at different levels, such as **Desktop Drill**, **Practical Drill** (functional drill) or **General Drill** (full-scaled drill).

For application, assessment and updating of a disaster and emergency plan, it should be definitely tried by means of drills. It is very important that each school should, throughout the year, plan and put into practice drills such as DROP-COVER-HOLD ON, EVACUATON and FIRE for disasters and emergencies which the school may most likely encounter. For example, schools which are highly exposed to the risk of earthquake should exercise drills for earthquake; schools exposed to risk of flood should do drills for flood; schools exposed to risk of landslide should do drills for landslide; schools exposed to hazards of storm/heavy rain etc. should do drills for storm/heavy rain prior tothese disasters and emergencies.

In addition to informed drills, uninformed drills are also very useful. And we should make sure that the students should experience drills concerning different hazards and subjects until they graduate from their schools.

Objective of the drill is to be prepared for unexpected incidents, find out our deficiencies and gain experience.

Desktop Drill

It is a kind of drill where the plan is considered together with the disaster and emergency officers designated in the plan and it is simulated basing on the scenarios.

Disaster and Emergency Drill

It is a practice of vital importance for a person to know how to act in emergency. Drills are very important to protect ourselves and not to get into panic in disaster and emergency. Answers to the questions of "Where would we be safe?", "From where can we go out from the building?" or "How can we protect ourselves?" become clear by means of emergency drills.

Drills which are carried out to be prepared in advance for many disasters and emergencies that may occur during your school life should be repeated at certain intervals in accordance with the applicable regulations and scientific facts. Drills can be performed in the classroom or school collectively and they can also be done individually depending on nature of the emergency.

If we rehearse together with the classroom, school, family or friends what we should do upon occurrence of a disaster and emergency, our reflexes will automatically direct us to do the correct behaviours in disaster and emergency.

Phases of Disaster Drill: Before you experience adverse and unexpected incidents, a drill plan should be prepared in advance to try and apply practices to be done during the incident. A good drill plan should definitely include following features:

Determination of the drill subject: You should determine drills for possible disasters and emergencies that your school may encounter, especially including fire and earthquake, flood, adverse weather conditions, terrorist attack etc.

Determination of drill place and time: Place and time of the drill in the school should be determined in such a way that it will not disturb study times and schedule.

Similarly, the date, time, place, subject and objective of the drill to be performed as informed and necessary documents should be provided to the teachers and personnel. Furthermore, the teachers should also notify the students (for details, see **APPENDIX A – DRILL** section.) Some examples for drill scenarios are presented on pages 94-96 as developed from the actual news appeared in the media (Tezgider, 2012):

Preparation of the drill scenario: A scenario must definitely be prepared for completion of the drills without problem and in compliance with its objective. Start from a theather analogy, beginning of the drills, how they will continue, what will be done and when they will end should be planned in written.

Designation of the people to participate in the drill: In order to keep participation in the drill at a high level, it should be determined who will participate according to the purpose and type of the drill.

Preparation of the drill report: In order to eliminate the deficiencies after the drill and to ensure that the next drill will be more successful, a report should be prepared in which the drill scenario is given in detail and contains all the information about the drill.

If the drill will be carried out by prior notice, it should be notified to the parents by a letter or message. Such letter should give information especially such as, objective, place, subject matter, time and benefit of the drill. A sample text is shared below (IPKB, 2015):

LETTER OF DISASTER AND EMERGENCY ADDRESSED TO THE PARENTS

Dear Parents,

Welfare and safety of our students and personnel constitute the greatest priority for us. In order to allow the schools to implement disaster and emergency response procedures, the Provincial/ District National Education Directorate requests all students and personnel to participate in the drill for disaster and emergency preparedness to be carried out on the date of ..... at at provincial level.

Please be kindly informed that the students will leave the school at usual time on that date.

The objective of the training drill is improvement of our skills to protect the students, save life, reduce injuries and maintenance continuity of the education. And it will also allow us to assess the disaster and emergency operations plan and enhance our capability of response. In a part of the drill, the students together with the school personnel will contribute us in putting into practice the School Disaster and Emergency Management Plan of our school.

In order to protect students when there is a real disaster or emergency, students will only be handed over to the parents specified in their Emergency Contact Form or to the adults specified by their parents. Please check your data in the form to make sure they are updated and correct. The list given in the form should contain names of more than one person. It is preferable that one or two of these persons are within a walking distance to the school.

Assuming that it will not be possible to establish a telephone connection in the incident of a real disaster or emergency, you should agree in advance where you or your family will meet with the people listed on your child's Emergency Contact Form.

In case a disaster and emergency occurs actually, an authorized emergency contact person should fulfill the procedure to identify himself/herself and come to the Application Door to pick up the student in question. While location of the student in the school is detected, the adults who arrive at the school to pick up their own children are directed to the Hand Over Door and pick up their children by signing a statement. This procedure has been developed to protect your child and make you relief.

Please talk with your students before the drill about preparedness of your family. If you have not done it yet, please make use of the Family Disaster Plan and Earthquake Hazard Hunt. You may get these documents from the administration of our school.

If you have any problem on information, please do not hesitate to contact us.

Yours truly,

(NAME)

Principal

Scenario 1:

EARTHQUAKE AT SCHOOL

Incident:

• In winter, an earthquake of medium magnitude strikes about early hours of the evening. Some students run here and there, fall and get injured in the school building, canteen, toilets and schoolyard. Cabinets turn over in some classrooms.

Condition:

• There is preparedeness regarding earthquake in the school disaster and emergency plan. However, some teachers cannot keep calm in practice.

• Among the teachers, there are some who are experienced in practice of basic first aid.

• The school corridors are relatively dark and there is no searchlight for emergency.

• There are some glasses broken. Some doors cannot be opened.

• Power failure makes it impossible to have access to computer files regarding personal data of the students such as blood group, address, etc.

• The audio system of the school does not operate. There is a megaphone with siren in the school.

• Parents arrive in panic at school and want to pick up their children.

Scenario 2:

FIRE AT SCHOOL

Incident:

• During the lesson, a fire breaks out in the attic of the school where unused materials, computers and similar articles are kept. After the fire has completely engulfed the roof, the smoke and smell are noticed by a school servant. Some students upstairs are affected from the smoke and cannot move without support.

Condition:

• There is preparedeness regarding fire in the school disaster and emergency plan, but ordinary drill has not been made yet. And newly assigned teachers are lack of knowledge about evacuation of the school.

• Maintenance of the fire extinguishers in the school has not been completed.

• The weather is clear and windy.

• The audio system of the school is damaged; there is power failure.

• Parents arrive in panic at school and want to pick up their children.

Scenario 3:

STORM AT SCHOOL

Incident:
• At about noon, a tree in the schoolyard falls down in a strong storm. The roof tiles and chimney on the roof of the school are swept away by the wind. It damages the school building, with the glasses of laboratory broken and test materials scattered around. There are students injured by the broken glass. Some students in the schoolyard fall down, strike around and get injured when running away in panic.

Condition:
• There is no preparedenessregarding storm in the school disaster and emergency plan.
• Among the teachers, there are some who are experienced in practice of basic first aid. The school audio system does not operate due to power failure.
• There is no megaphone with siren in the school.
• There is a shelter in the basement of the school, but full with unused articles.
• Parents arrive in panic at school and want to pick up their children.

Scenario 4:

ACCIDENT ON THE WAY TO SCHOOL

Incident:
• In winter, just before the first lesson, the school service bus has an accident near the school. 20 students and a school servants are injured, some of them severe.

Condition:
• There is no preparedenessregarding school accidents in the school disaster and emergency plan.

• Data are available in the school computer about blood groups, addresses, etc. of the students.

• Parents arrive in panic at school and search their children.

(Scenario 4 can also be repeated for school accidents that occur frequently in schools, such as food poisoning in the canteen, the fall of a flagpole or basketball hoop in the schoolyard, the collapse of a garden or retaining wall.)

Scenario 5:

CHEMICAL HAZARD AT SCHOOL

Incident:

• During the lesson, a fire breaks out in a ceramic factory near the school. With spread of the fire to the chlorine tanks in the factory, a poisonous gas emits into the air. 30 students in the gymnasium class are affected by the gas immediately. And gas continues to spread.

Condition:

• No professional aid has arrived at the school yet.
• There is no preparedeness regarding chemical hazard in the school disaster and emergency plan.
• It is spring and there is a light breeze.
• School windows are open; windows and doors have poor insulation.
• The audio system of the school operates.
• There is a shelter in the school against storm and similar air conditions; however, this shelter is unprotected against chemical accidents, has no insulation and is located in the basement.

Scenario 6:

FLOOD AT SCHOOL

Incident:

• At break time, the brook close to the school overflows, spreading the schoolyard as well as the canteen-lunch room, archive and boiler room of the school with water and mud. It is not possible to go out of the building. There are students stuck in the canteen and around the school.

Condition:

• Professional aid will arrive late because the affected area is considerably large.
• There is no preapredeness regarding flood in the school disaster and emergency plan.
• It is windy and it rains continuously.
• The audio system of the school is damaged; there is power failure.
• Drinking water and food articles in the canteen and lunchroom are not usable.
• Parentsarrive in panic at school and want to pick up their children.

Being Informed about Emergency Phone Numbers

Another preparedeness you should make for disasters and emergencies is to know the disaster and emergency phone numbers you may need and how to call these numbers. It is of vital

As long as there is no emergency, do not call Emergency Numbers unnecessarily!

Teach your students that they do not call the emergency phone number needlessly. Keeping these numbers busy without any reason prevents/delays assistance to be given to some people who are desperately in need of it.

Furthermore, if 3 false notices are made via same number, that number is put in the blacklist and any subsequent request for help is not answered.

importance that we teach our students these disaster and emergency numbers and how to use them.

When you call the emergency numbers, keep calm and if there is 112 Emergency Call Centre in your location, call there and if it is not available, then call a respective call centre according to the type of incident.

The conversation you will make with the emergency call centre focuses on 5 questions:

1. Where Did the Incident Occur?

Give exact details of the place and address (location, street, building number, etc.). In this way, you ensure the fire and police officers to arrive us as soon as possible.

2. What Happened?

Report it briefly: So the emergency call centre will take additional measures.

3. How Many People Were Injured?

Description of the eIncident: Notification of the number of injured persons is important for organization of the life-saving equipment.

4. What Kind of Injuries Are There?

You should particularly describe the

112 Emergency Call Centre

• 112 Emergency Call Centres were set up and provide service in many cities ofTurkiye. Thanks to these services, the authorities of municipality, healthcare, fire, gendarmerie, security and coast guard departments are one call away for our citizens to ask for help in emergency.
• Find out whether 112 Emergency Call Centre has started to provide service in the province of your school and inform the students accordingly.
• In the framework of EU Harmonization Laws, all emergency numbers are collected under the roof of 112 emergency call number, e.g. 155 Police, 156 Gendarmerie, 122 AFAD, 112 Ambulance, 110 Fire, 177 Forest and 158 Coust Guard have combined together. Up to now, 112 Emergency Call Centres have started to operate in 45 provinces (by July 2020).
• According to the information obtained from the address www.112.gov.tr/cagri-merkezleri, 112 Emergency Call Centre service has started to provide service in the province of Istanbul. You may find out from this website whether this service is provided in your province.

life-threatening injuries so that a specialist physician accompanies the emergency healthcare personnel.

5. What Instructions Are Given?

Listen to the officer on the phone carefully:
Do the actions he/she instructs. Do not hang up the phone before the emergency officer.

Response Phase

Response contains operations such as saving life of the students, teachers and personnel and giving first aid to the injured people as soon as possible; meeting vital needs such as water, food, clothing, heating, sheltering, protection and psychological support as soon as possible and by the most appropriate methods; preventing additional hazards and risks that may arise from disasters causing new disasters and including efforts to bring school activities to normal as soon as possible. This phase starts just after occurrence of the disaster and may last for a couple of months depending on magnitude of the loss it has caused. The operations of response contain the following 6 steps:

1. Collecting Information about Magnitude and Effects of the Incident

The school principal or his/her designated deputy principal is the responsible incident manager when a disaster or emergency occurs. This person collects information about the incident as much as possible and shares such information with persons who take part in the response, making them informed about the incident. It is very important to collect the information accurately and in detail for application of correct methods (evacuation, isolation, etc.), mobilising the response teams for task and asking help from the authorities.

2. Calling for Duty and/or Mobilisation of the Response Teams

In order to decide on the most appropriate action to be taken by predicting location and magnitude of the incident just after the incident and its possible negative results, the disaster and emergency management plan of the school should be well acquainted with and should have been tried continuously by regular trainings and drills prior to the event. Directing his/her own response teams to take action, the responsible incident manager should also call for duty, primary authorities such as fire department, ambulance and police department depending on the type of the incident, without waste of time.

Emergency teams taking place in the Fire Internal Regulation Plan as per fire regulation applicable in the schools should be called for an assessment meeting by the school principal as the responsible incident manager and then they should be sent for duty in the identified incident location.

Emergency Teams: Emergency Teams are consisting of following teams as laid down in the fire internal regulation:

- Fire extinguishing team (firefighters)
- First aid team
- Security and protection team
- Search and rescue team

3. Decision of Evacuation or On-Site Protection Depending to the Type of Disaster

See section Standard Operation Procedures at Schools and Basic Emergency Procedres Decision Tree in this section (page 117). The first

decision that the responsible school incident manager should make, is whether the school will be evacuated or not. Depending on type of the disaster, the decision should be given on one of the standard actions described in the section Standard Operation Procedures at Schools.

4. Request for Help from the Responsible Institutes and Organizations

Mobilizing his/her own response teams to take charge as mentioned above, the responsible incident manager should without waste of time inform and call for duty the primary authorities such as fire department, ambulance and police department depending on type of the incident.

You should show as attached to your plan in what type of incident you will request for help from which public institutions and organizations, together with the Mutual Cooperation and Assistance Protocols.

5. Informing the Authorities and Parents

Among the important duties that the school disaster manager should perform after a disaster are to inform the authorities and families about the operations being carried out, request for help and, if required, hand over the students to their respective families in accordance with the student handover forms issued previously. How these procedures will be performed should be indicated in this section of the plan.

Handing over the students to the parents should be done under supervision of the classroom teachers definitely! For proper information of the parents, the Parent Contact List should be generated previously for use in emergency. Furthermore, contact info of all public institutions and organizations that may provide assistance should also be identified beforehand.

6. Protecting Students, Teachers and Personnel and Meeting Urgent Needs of Them

It covers meeting of the vital needs of the students, teachers and personnel such as sheltering, food, protection, heating, safety and psychological first aid, and transferring the injured to appropriate places and treating them according to their priorities.

Recovery Phase

Recovery operations include the following five steps:

1. Managerial Recovery

It concerns operations such as making up any deficiency of teacher and personnel, particularly at school, arising from any reason; providing temporary facilities instead of outbuildings and facilities which have become unusable; performing operations by getting grants and assistance if required. In this section, it is necessary to write down what to do when faced with the listed situations.

2. Educational Recovery

It concerns revision of the current training program and its term according to the magnitude of the disaster and emergency in question; formation of additional programs if needed; rearrangement of the educational environment; temporary use of distance education programs if possible

and information about ways of sheltering and food facilities.

3. Psychological Recovery

It involves a psychosocial support program which the students, teachers and personnel who have experienced a significant trauma like disaster and emergency should go through prior to resumption of the normal process of education and switching to normal educational program basing on the outputs of this support program. Remember that if normal educational activities are started before sufficient and adequate psychosocial support activities are applied, reduction may be observed with the students, even with some teachers as well as considerable increase may be observed in cases of posttraumatic stress disorders. In fact, it is essential that psychological support activities should be started before opening of the schools and just after the incident. And, upon opening of the school, the students should be carefully monitored by the guidance teachers and social service experts and psychological support should be provided by the professionals if required for the students who need such support (for detailed information, see *Psychosocial Support Guide for Disasters).*

For Parents:

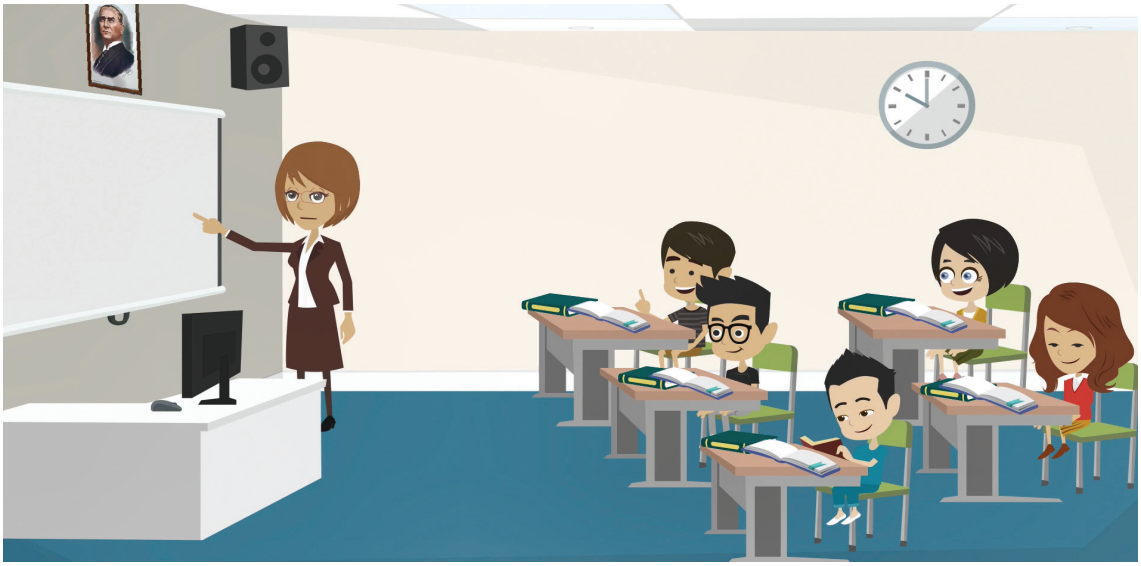
As mentioned above, each great incident arising from disaster and emergency leads to significant emotional and psychological reactions, particularly on children and parents, teachers and personnel. The parents should also be subject to education for recovery and resumption of children and edicational environment and, if required, receive psychological support. The basis of such training and support should essentially be based on behaviours of children with traumatic experience and teaching ways of approach to such cases.

For Students:

As known, children are among the groups that are most affected by disasters and emergencies. Therefore, they should immediately receive psychological support.

For Teachers:

After a disaster, the school managers, teachers and personnel, although they themselves are victims of the disaster should give information and support to the students and parents because of their status. For coping with such intensive stress, they should should receive proper training and support before and after the disaster.



Comprehensive information about traumas arising from disasters and emergencies and post-disaster psychological supports are available in a variety of resources.

4. Physical/Structural Recovery of Buildings and Facilities

After all types of disasters and emergencies, particularly earthquakes, floods, fires, landslides and explosions, the school buildings should be inspected by the authorized engineers and duly certificated thatthey can be used safely. This matter is the most priority measure that should be taken by the school disaster and emergency management. After the decision that the school can be used safely, the school disaster and emergency managers can proceed to plan and implement physical recovery operations for the buildings and facilities.

These operations involve dealing with and repairing damages of the architectural (non-structural) elements on the exterior and interior walls of the buildings and outbuildings of the school; the damages of electrical and mechanical systems; and immediate supply and repair of physical elements such as computers and communication systems, library and laboratories, in-class equipement and material losses as well as operations for reopening of the school for physical use. When such repairs are carried out, priority should be given to repair operations using such methods that the school will not be affected or only be affected at a minimum level by any

future disaster and emergency. For example, replacement of the doors opening inward, use of safety glasses instead of those which are broken and installation of fire alarm systems, if not available.

5. Reopening of the School

Reopening of the schools as soon as possible after a disaster or emergency is very important to assure the society that things are going back to normal routine. The schools can be reopened for education upon completion of the structural, managerial, educational and psychological recovery operations mentioned above. It should not be neglected that psychological recovery activities are continued after the schools are opened.

Annual Plan for Disaster and Emergency Management

Annual activity plan for disaster and emergency management should be prepared and implemented in compliance with the school disaster and emergency plan.

Type of Activity and Varieties of Activities concerning disasters and emergencies can be as shown in the adjacent table. They can be diversified by each school depending on the characteristics of the school and types of hazards and problems facing it.

Annual plan should be considered again after each activity recommended in this plan is performed. Each school itself should decide on how it will be decided on whether the annual plan and related activities were successful or not or how such assessment will be done. Assessment may be carried out by help of interviews or surveys to be conducted with the teachers, students and other personnel as well as a checklist or assessment form to be issued. The results to be obtained should be definitely taken into account in the plans and activities to be carried out next year.

The School Disaster and Emergency Management Board should convene in the beginning of each academic year in order to establish a schedule for performance of the activities such as drill, training, notification of the plan and hazard hunt as specified in the plan.

Maps to Be Included in the Plan

1. Map of the School Surroundings
2. Map of the School Campus
3. Map of the Floors
4. Evacuation Route
5. Assembly Area
6. Locations of the Disaster Equipment

Contents of the annual plans:

1. Measures to be taken and activities to be performed for mitigation and preparedeness.
2. Activities related to response, recovery and reconstruction.
3. Disaster training for students, teachers, families and community.
4. Share of information and experience both in the school and other schools.
5. Other activities that can be performed for identification of the problems, determination of the measures to be taken and solution of the problems.

Headings of the annual plans:

1. Objectives and targets of the annual plan
2. Variety of secondary activities by type of activity
3. Schedule
4. Responsible person and/or persons, and if any, institutions,organizationsand non-governmental organizations in cooperation
5. Budget
6. Other information and explanations that may be required for each activity

TYPE OF ACTIVITY	VARIETIES OF ACTIVITY
Measures and Activities Concerning Mitigation and Preparedeness	**Identification of the hazard and risk; structural and non-structural measures; preparedeness of necessary materials and supplies; obtaining confirmations necessary for communication and cooperation with related institutions/organizations in disasters and emergencies, etc.**
Response, Recovery and Reconstruction Activities	**Disaster response simulation, disaster management drills, evacuation drills, first aid training, psychologic first aid training, desktop drill of disaster management committee, student's handover drill, etc.**
Disaster Training	**Visual and imaginative disaster games, safety maps, hazard hunt for the school and its environment, etc.**
Training and Information Sharing Among Teachers	**Trainer's training at schools, communication and information sharing, with other schools, etc.**
Other Activities	**Evacuation route, equipment check, etc.**

Table 18. Type and Varieties of Activities.

PROBLEMS	→	EXPECTED GAINS (Targets and Objectives)

DATE	TYPE*1	DESCRIPTION OF ACTIVITY	OBJECTIVES/ TARGETS	PROGRAM*2	MAIN TARGETS	RESPONSIBLE PERSONNEL	OTHER PERSONNEL AND ORGANIZATIONS IN CHARGE	BUDGET

*1: (1) Measures that can be taken for mitigation and preparedeness. (2) Response, recovery and reconstruction activities (training or drill). (3) Disaster training for students, teachers, families and community. (4) Information and experience sharing both in the school and with other schools. (5) Other activities that can be made for identification and solution of problems and measures that can be taken. (All related type(s) of activities should be written in this column.)

*2 Indicating dates and terms of preparation, application and assessment of the related activity.

Table 19. Sample Form for Annual Plan.

Checklist

NO	SUBJECT	YES	NO
1	I have learned that drills are essential to act in the most accurate way upon occurrence of a hazard.		
2	I have learned that the drills are many in variety and it will be useful to practice all of them in different times throughout the year, if possible.		
3	I have learned that the plan should be introduce and announced definitely.		
4	I have learned that emergency telephone numbers should be known and on which questions the conversation with the emergency call centre should focus.		
5	I have learned which maps should take place in the plan.		

Standard Operational Procedures at Schools

Disaster and emergency procedures are directives showing the ways and methods which should be followed in a certain incident. Schools are likely to encounter a great number and type of hazards and threads including bomb threat, kidnapping, gas leakage, suicide, violence, rape, fire, flood, traffic and other accidents and poisoning. Types of hazards and threats that each school may encounter vary depending on many different factors such as location, structure and size of the school, student population, income level and cultural characteristics.

During disasters and emergencies, the students, teachers and personnel should be well acquainted with and apply **Basic Emergency Procedures** and **Hazard-Specific Procedures**, and trainings and drills should be carried out for this purpose.

According to the publication (IFC, 2010) released by the International Finance Institution, an agency of the World Bank and recommended by a great number of international organizations such as United Nations Disaster Risk Reduction (UNDRR), United Nations Education, Science and Culture Organization (UNESCO), Risk RED and PreventionWeb for safety of schools and children's rights worldwide , all applications are based on six basic procedures described below.

6 Basic Procedures:

- If the school building is not safe: **EVACUATE THE BUILDING**
- If the school building is safe: **SHELTER IN PLACE**
- **LOCKDOWN/ISOLATE**
- If the school building is not safe, but schoolyard is safe: **GATHER OUTDOORS** and **CREATE SHELTER**
- If the school building and schoolyard are not safe: **EVACUATE TO A SAFE PLACE**
- The students should be handed over directly and only to their respective parents or to the emergency persons designated beforehand. **APPLY STUDENT HAND-OVER PROCEDURE**

Earthquake or Fire Building Evacuation and Assembly Procedures

The standard procedure steps for building evacuation in the incident of fire or large and/or severe earthquake are as follows:

School Administration:

1. Operate Fire Alarm for evacuation of the building. Announce that the students and school personnel will stay inside or go to the assembly areas outside the building, depending on the magnitude of the event and degree of its effect on the school.

2. Close all doors and windows in case of fire.

3. Switch off the ventilation system in case of presence of hazarouds and risky material.

4. Activate the **Incident Command System** (School Disaster and Emergency Management Board) as appropriate.

5. Follow the incident continuously, be informed about the latest developments and get the applicable procedures in hand.

6. Keep on communication with the students and all personnel.

7. Announce each new procedure (such as go back to the building, shelter in place, etc.).

8. When emergency terminates, make **Danger Over** announcement.

All Personnel:

1. Drill previously on how the earthquake and fire procedures will be applied in the school and classrooms.

2. Identify students and personnel who may need special assistance during evacuation.

3. Learn from people with disabilities how they can be assisted in the best way.

4. Teach the students previously how they can assist their friends with special needs.

5. If there are many students with special needs, select and train the volunteers.

6. Make preparedeness about how assistance can be given to the visitors.

Evacuation Procedure during Alarm or after Quake

1. The students are reminded of the procedure **DON'T RUN- DON'T PUSH- DON'T TALK- DON'T TURN BACK** for the building evacuation. The students are taken out of the building in single or double rows. It is checked out whether there is any student and personnel with special needs. The students are reminded that they should not use their call phones and not keep the lines busy.

2. Things to be taken from the classroom:

a. Disaster and Emergency Kit

b. Class Attendance List and Emergency File

c. Student's Personal Kit

3. The Buddy System is used. Classroom and corridor are completely and quickly controlled to find whether there is anybody in need of assistance. Unless otherwise said, the predefined route of evacuation is used. If you encounter with any stuck door or any obstacle blocking the route of evacuation, be prepared to follow another road. One of the teachers should always walk ahead to control whether the evacuation and escape route is free. Just behind this leading teacher, there should be a student in charge of keeping the students silent and calm. A teacher and an attendant student should also follow behind the group to make sure that everyone is together.

Note:

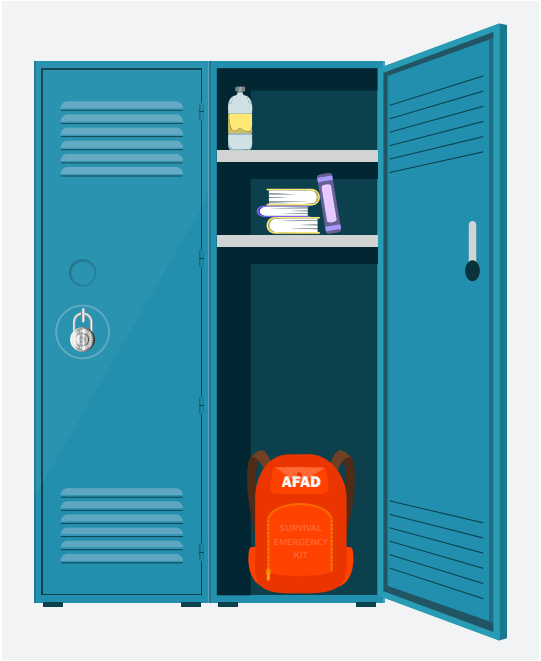
Those among the school personnel who have no duty or no class to deal with at the moment should notify it to the Incident Manager immediately.

All teachers not engaged with any classroom and all auxiliary personnel in the school should go o the assembly area and give report, providing support for supervision of the students.

When evacuating the school building to go out, all people should be watchful for any object that may fall down from the upper floors or roof. Once the people go out of the buildings, they should meet at the assembly area designated before.

4. When the teachers in charge move ahead towards the exit, they should control all parts of the school, in particular the toilets.

5. At the assembly area, people will go to the respective spots designated for the classes. The name plate of the class is put in front of the group in such a way to be above the body height. Classes are kept separate and silent from each other and attendance is registered. It is checked again whether there are any injured students. If there is any injured student, two persons will accompany the injured student to take him/her to the infirmary (if any) or to the person to apply first aid and the two students accompanying the injured student are enjoined to come back immediately. The student/personnel



emergency attendance form is filled completely and sent to the register officer at the assembly area by a messenger student. If there is any absence from the class, names of the absent students should be added under the form.

6. Information about the student handover procedure is repeated to the students. It is reminded again, in order to ensure that the injured, stuck-in persons or any persons in need of emergency assistance can easily communicated with the authorities, the lines should not be kept busy needlessly. And the students are told that they should communicate with their families only by SMS. Remind the students to give assistance and keep silent until a notice (notice of Danger Over and Go Back to Classes) is issued.

7. If you are a member of one of the Light Search-Rescue (for lightly and moderately damaged buildings), First Aid, Fire Extinguishing, Student Handover, Logistics and Communication teams, go to the İncident Command Centre. Any personnel, who have no specific task or is not responsible for any class, should immediately go to the Incident Command Centre to receive necessary instructions.

8. Teachers should always attend the classes. The students should sit and wait in the classroom collectively. Attendance is registered regularly or if required. The students should remain silent in order that announcements are heard easily.

The students may leave the area only as accompanied by the officers of the Student Handover Door and they are handed to their respective families according to the Student Handover Procedure. The Incident Command Center terminates the tasks of the personnel after providing the necessary updated information.

If under some conditions the interior of the building is safer than the exterior of the building, it may be required to go back to the building.

Reverse Evacuation/Return to Building: When going back to the classrooms after a drill, the drill for reverse evacuation/return to building should also be carried out in accordance with all rules.

Shelter in Place Procedure

In case of severe weather events or flood, nuclear, biological or chemical incident or terrorist attacks which occur outside the school and prevent the students from going out of the school in a normal way, you may need to shelter in the place where you are. **Shelter in Place** is appropriate when evacuation is not necessary or there is no time for evacuation. This situation should be announced throughout the school by the audio system or face to face communication.

School Administration:

1. Activates the Incident **Management System.**

2. Announces to the students and personnel that they should **Stay Indoors** or go back to the **Sheltering Areas** in the school.

3. Closes all doors and windows, if applicable.

4. Switches off the ventilation system, if applicable.

5. Follows and shares up-to-date information and instructions.

6. Announces **Danger Over,** when the emergency case is over.

Personnel:

1. Students and personnel abandon the corridors immediately and go to the nearest appropriate **Classroom** or to the previously designated **Shelter Areas** in the school.

2. Teachers always keep class evacuation kit and attendance register with themselves.

3. People with special needs are assisted.

4. If applicable, all doors and windows are closed and entrance doors are locked.

5. If applicable, the space is insulated to make it airtight and the heating, cooling or ventilation systems are switched off.

6. Attendance is taken safe and convenient timeand the the current/injured/missing student status report is presented to the person who manages the incident.

7. Radio or TV set is turned on to follow whether there are new developments and instructions.

8. As it is of great importance to keep communication lines on for emergency in case of large-scale disasters, the students are instructed to put their cell phones on the desks and not to use them. Students are told to provide assistance and make themselves busy through silent activities until it is announced that danger is over and students can go back to their classrooms.

9. Unless otherwise instructed by the school administration, nobody may leave the place where they are.

10. A **Time Schedule** is prepared for learning, resting, eating and sleeping.

Lockdown/Isolation Procedure

When an armed person is detected or a person breaks into the building or there is another crisis or violence risk and threat or it is dangerous for any reason to go out of or evacuate the building, the **Lockdown/Isolation** procedure is applied. A loud and significant siren or alarm is used for immediat lockdown/isolation.

School Administration:

1. Lockdown/Isolation Signal is given and the following announcement is made: "Attention please! There is a suspect/unidentified person in the building." Start the Lockdown/Isolate procedure. Do not operate the fire alarm!"

2. People hide in a safe place. **Incident Management System** is activated and preparedeness is made to refer the incident to the police and public security authorities.

3. The condition is observed. In light of new information, the incident is re-evaluated, necessary updating is made and necessary instructions are given according to the course of the incident. Police or public security authorities delegate authority to the school administration when they provide security.

4. After the event, students and parents are informed in an appropriate way. If appropriate, time is provided for review, consider and discuss the incident.

Personnel:

1. Gathers the students in the **Classroom** and tries to create a calm atmosphere. Warns other personnel, students and visitors to go to a **Sheltering Place** immediately. If there is anybody outside the building, he/she goes to a safe place away from the threat immediately.

2. All **Doors Are Closed** and **Locked from Inside.** There has to be stay away from the doors and windows and out of sight.

3. If necessary, appropriate desks and/or tables are placed on their sides, facing the corridor and/or exterior windows.

4. Students are instructed to go under the desks and tables or drop and cover next to them. They are told that they should make their bodies a small target as far as possible when they cover themselves. Curtains of exterior windows are closed.

5. Lights are turned off; radio and all audio equipment are switched off. Cell phones are brought to mute position.

6. Unless otherwise instructed by the police or school authorities, people stay where they are.

7. Class continues and/or Student **Handover Procedure** is applied depending on the instructions.

Evacuation Procedure to a Safe Place

Since the school environment may also need to be evacuated in some cases, another gathering area is determined, if any, where other schools in the vicinity can also gather. For such situations or possibilities, evacuation routes should be previously determined and notified to the parents. The schools which encounter risks such as earthquake, fire, flood, landslide, flow of debris, tsunami and chemical leak or have not any safe assembly area should prepare previously safe places with supplies to be used in emergency.

Depending on possible threats, evacuation to a safe place starts automatically (for example tsunami threat after earthquake for places along the coastline) or the situation is expected to be considered by the **Evacuation Officer** and support team.

The **Building Evacuation Procedure** is followed exactly and people move on to the predetermined place.

..... SCHOOL EVACUATION PLAN

SCOPE: Includes School Administration Service Building of the ..... SCHOOL

INFORMATION ABOUT THE INSTITUTION

1. ADDRESS: .....
2. NUMBER OF PERSONNEL: Managers: Other Personnel:
3. WORKING PERIOD: Working Hours:
4. CONSTRUCTION STYLE OF THE BUILDING:
5. NUMBER OF FLOORS OF THE BUILDING:
6. NUMBER OF INDEPENDENT BUILDINGS:
7. WHETHER THERE IS FIRE STAIRWAY IN THE BUILDING:
8. EXTERNAL SKETCH OF THE BUILDING AND PERSONNEL ASSEMBLY AREA: In APPENDİX-...
9. STUDY AND ADMINISTRATIVE ROOMS: In APPENDİX-...
10. EVACUATION SEQUENCE OF THE STUDY ROOMS: In APPENDİX-...
11. DISTANCE OF THE ASSEMBLY PLACE TO THE BUILDING:
12. PERSON IN CHARGE OF EVACUATION: *School Principal or Chief Deputy Principal.*
13. EVACUATION OFFICERS : One officer is assigned for each floor.
    a. Officer in charge of Basement : ..... Deputy Principal or Teacher responsible for .....
    b. Officer in charge of 1st Floor : ..... Deputy Principal or Teacher responsible for .....
    c. Officer in charge of 2nd Floor : ..... Deputy Principal or Teacher responsible for .....
    d. Officer in charge of -1st (if any -2nd) Floor : ..... Deputy Principal or Teacher responsible for .....

ABANDONMENT AND EVACUATION SEQUENCE OF CLASSROOMS

EVACUATION PLAN NO.1:

A- MTB (Assembly Area of Response Teams): Evacuation Manager of the Emergency Response Teams: Deputy Principal of .....

B- ATB (Main Assembly Area)

• Evacuation Manager: Considers the SITUATION together with the evacuation officers of all floors.

• Service Directors of Emergency Response Teams: Service directors and deputy directors of four main services (first aid, search and rescue, fire extinguishing, protection) apply the order of consideration and start to operate.

Standard Operation Procedures of Emergency Response Teams:

1- MTB (Assembly Area of Response Teams): Emergency Response Teams go to MTB (street in front of the building) and wait there ready. These teams apply the order of consideration given by the service directors and, if required, they respond to the scene of incident located in their own areas (all classrooms and places on the floors). If there is no incident in their own areas, they go to the services at other areas for assistance.

If there is no incident: Emergency Response Teams go back to MTB (street in front of the building) and wait for the assessment made by the drill assessment board as ready.

If there is incident: "Standard Operation Procedures in Disaster and Emergency" are operated. For the cases which require professional response, they wait for arrival of the professional teams. After the professional teams arrive, the response teams of the school enter into service of the professional teams and they continue to help them until the hazard is over.

2- ATB (Main Assembly Area):MExcept members of the response teams, everybody go to ATB for counting. After counting, the DRILL is STOPPED by announcement.

EXAMPLE FOR OPERATION PLAN NO.1:

If an initial fire on the ground floor, left main corridor, entrance of the canteen starts to spread and if the 2nd Grade Teacher in charge of ground floor, right main corridor takes place in the Fire Service, but there is no incident in his/her zone, he/she goes to help until evacuation to the canteen zone in advance of the corridor on the same floor is completed. He/she participates in the fire extinguishing operations there until the fire is extinguished.

This example of operation plan is also applicable for all floors and all services (Fire, First Aid, Protection and Rescue).

EVACUATION PLAN NO.2: Abandonment and Sequence of Evacuation of the Study Rooms, etc.

Student Handover Procedure in Disaster and Emergency

Disaster and emergency student handover procedure ensures handover of the students safely to their families in face of an unsafe or unusual situation. The school should keep the students safe in disaster and emergency until they are safely handed over to their parents/relatives. The student handover procedure contains the following groups.

Whitin the scope of this plan, **APPLICABLE BASIC PROCEDURES** for following disasters and emergencies that the schools will most likely encounter are given in **APPENDİX B:** Earthquake, Fire and Explosion, Flood and Heavy Rain, Landslide, Fierce Hurricane, Storm and Whirlwind, Adverse Weather Conditions, Chemical and Hazardous Substance Accidents (Gas Leak – Workshop and Laboratory Accidents), Medical Emergency – Food Poisoning, Emergency Procedure on Board of School Vehicles, Security (Theft Incidents), Violence Threats, Bomb Warning, Suspension of School and

School Administration:

Ensures that the **Disaster and Emergency Contact Form** is signed by parents of each student at the beginning of the academic year. And they are reminded to inform the school administration about any change in the information they give. A copy of the latest version of the student emergency contact listis kept in the **Evacuation Kit** in the administrative office and together with the **School Emergency Supplies** annually.

Student and Parents Reunification Team:

Hands over each student to the parents or custodian whose information take place in the emergency contact form against identity card bearing photo of the holder, and registers it.

1. Gets the **Student-Family Handover Form** signed by the parents.

2. Checks name of the adult who comes to pick up the student in the Emergency Contact List and verifies it with incoming person's identity information.

3. The signed copies of the Student-Family Handover Forms are kept to show them as evidence in case of any investigation.

4. For keeping security at maximum level, it is important that the student request and family reunification procedures are carried out regularly.

Parents:

Parents should complete an updated **Disaster and Emergency Contact Form** for their children and submit the same to the school administration. This form contains information about the parents (or custodian) and two or three reliable relatives or students who may come to pick up the student at the school. In case of disaster and emergency, students are handed over only to the persons whose names appear in the emergency contact form.

Teachers:

They ensure that both students and parents are informed about Student Handover Procedures which are applied in disaster and emergency.

DISASTER AND EMERGENCY	ACTION TO BE TAKEN
EARTHQUAKE	DROP-COVER-HOLD ON: Evacuate the building when the earthquake is over.
FIRE	Evacuate the building by giving fire alarm. If the clothes on you catch fire, STOP-DROP-ROLL
SMOKE	If you are stuck in, shelter in place. If you are not stuck in, abandon the building. Remember to CROWL to stay under layer of smoke.
HAZARDOUS SUBSTANCE LEAK	SHELTER in place or EVACUATION to a safe place.
BOMB OR BOMB WARNING	DROP-COVER-HOLD ON or EVACUATION
VIOLENT İNCİDENTS	LOCKDOWN/ISOLATION
EXPLOSION	DROP-COVER-HOLD ON
FLOOD	EVACUATION to a safe place or SHELTER in place (on the upper floor of the building).
SUSPECT OR UNIDENTIFIED PERSONS	Evaluate the threat, CALL 112 immediately and LOCKDOWN in a safe room.
STORM	SHELTER IN PLACE: If the students are in the schoolyard, they are evacuated into the building.

Table 20. Table of Actions to Be Taken in Disaster and Emergency.

Figure 17 and Table 20 containing the Emergency Procedure can be used as a general guidelines:

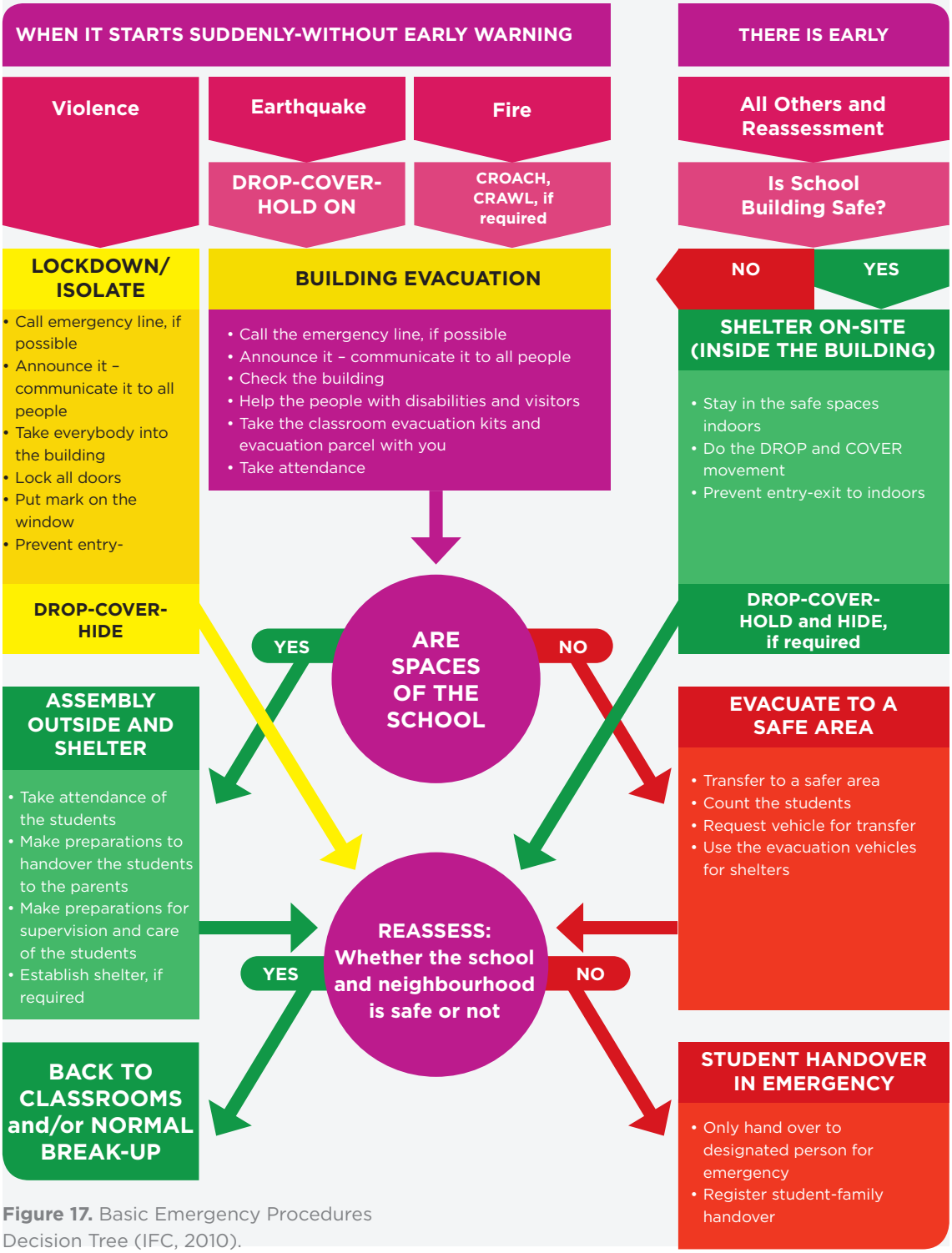


Figure 17. Basic Emergency Procedures Decision Tree (IFC, 2010).

Disaster Preparedness at Schools

Summary

We may encounter disasters and emergencies caused by nature, technology and humans at any moment of our life. And if they occur at schools, all people related to the educational institutions, particularly the school management, including teachers, personnel, students and parents should be prepared to deal with it in the most safest and effective way and should have done all previous operations to minimize damages arising from the disaster. By working together, administrators, teachers, personnel, parents and students may enhance safety throughout the school and minimize effects of the hazards regarding different types of disasters and emergencies. Methods that may ensure everybody in the educational community to be safe for different disasters and emergencies caused by nature, technology and humans are summarized below, through examples of earthquake and fire.

Is Your School under Risk? An Overview of Natural Disasters

It is possible to predict some natural disasters in a way that can warn schools to evacuate or take other measures. However, many disasters and emergencies may occur unexpectedly or involve rapid changes that may suddenly endanger a school. The first step to make the schools prepared for such disasters and emergencies is to identify specific natural disaster hazards in the location of the school. You may get information about disaster and emergency hazard in relation to your school and its neighbourhood by using the hazard maps generated by the institutions and organizations especially such as the Disaster and Emergency Management Presidency of the Ministry of Internal Affairs and Provincial Disaster and Emergency Directorates attached to the presidency as well as the Ministry of Environment, Urban Planning and Climate Change, General Directorate of Mineral Research and Exploration, General Directorate of State Hydraulic Works, General Directorate of Meteorology and municipalities. For example, you may get information about the earthquake risk of your schools by taking advantage of the Turkish Earthquake hazard map prepared by the Disaster and Emergency Management Presidency and put into effect in 2019. As the map was put into service interactively, any person with e-state password may have access to the map and get information about the earthquake hazard of any place he/she desire to learn. You may easily learn earthquake hazard of any location you want by using the button **Get Info**. Furthermore, using the address search field, you may easily locate your school and get information about earthquake hazard of your school by using the button “get info”.

Earthquake and Fire at School

Students, teachers and administrators may prepare themselves for disasters and emergencies through a number of different methods and ways including drills on natural disasters and emergencies likely to occur in the location of their school and its environment; receiving training on different matters such as first aid, fire, DROP-COVER-HOLD ON; making hazard hunt and determininge compliance of the school building with the building earthquake regulation in effect. When disaster and emergency occurs, the schools and, in general, educational institutions should know well how they will respond to the incident in the best way, how they will act in the most accurate way, how they will evacuate

and where they will gather together and how they will perform recovery quickly and effectively. Furthermore, it should also be known that it is the most important matter to minimize possible loss of these incidents by taking measures prior to occurrence of disasters and emergencies. Through the following examples of earthquake and fire, we here repeat significant actions in connection with disaster and emergency planning:

Ensure Preparedness of Your School for Earthquake

A well-thought planning and preparedeness help ensure safety of teachers, students and personnel of the school in case of earthquake occurrence during the class hours at school.

Consider Condition of Buildings: Schools are designed in accordance with the regulations in effect in the period they are constructed and, therefore, some of the oldest school buildings may not comply with the earthquake resistance standards. Engage an expert to consider your building from this point of view and determine whether your school has any parts which require reinforcement.

Fasten Articles: All kinds of high shelves, audiovisual equipment and heavy computer hardware and similar articles should be fastened to the wall. Do not place heavy articles on any shelves or similar places from where they may fall down during a severe quake.

I- Earthquake at Schools

Some natural disasters can be anticipated and monitored; however, earthquakes generally occur without any previous sign. Studies show that, one earthquake of very great magnitude (8 and above) and 17 earthquakes of great magnitude (between 7.0 and 7.9) and 134 major earthquakes (between 6.0 and 6.9) occur each year worldwide. In Turkiye, According to a study made by the Disaster and Emergency Management Presidency, two earthquakes leading to loss of life and damage occur each year; one earthquake with a magnitude of 4.0 – 4.9 once in four days; one earthquake with a magnitude of 5.0 – 5.9 each month; one earthquake with a magnitude of 6.0-6.9 each year and a great earthquake with a magnitude of 7.0-7.9 occurs in each six years. While small earthquakes (earthquakes below 5.0-magnitude) are not expected to give damage to the schools, it is of great importance to take protective measures against medium- and big-scale earthquakes.

Warnings and Alarms

There is no prediction or warning system for earthquakes!

However, the Disaster and Emergency Management Presidency (deprem.afad.gov.tr/sondepremler) and the Kandilli Observatory (www.koeri.boun.edu.tr/scripts/lstO.asp) give information about where and when and with what magnitude and depth the earthquake occurred just after occurrence of earthquakes. Earthquake information is sent by SMS or e-mail to the people if requested. Schools and parents should have battery-operated radios ready to listen and follow the latest information and warnings in the immediate aftermath of a damaging earthquake.

Designate a Place to Store Disaster and Emergency Supplies: In great earthquakes, it takes time to create a safe atmosphere for the students and personnel to abandon the building. Designate a shelter where you may stay two or three days and make available plenty of disaster and emergency food, water and first aid kits in such a place.

DROP-COVER-HOLD ON: Make sure that the students and their families are acquainted with safety methods such as remaining under the desks or tables until the earthquake is over. In the beginning of each academic year, talk about and discuss the subject of earthquake preparedness in the classroom.

Carry Out Earthquake Drills: Earthquake drills are required to show the most accurate behaviour and respond in the most accurate way at time of earthquake. Earthquake drills are also important in terms of showing the school management where the process should be reviewed.

Apply the Evacuation Plans: Be prepared for aftershocks. Properly designed evacuation plans should assure evacuation of the students

out of the building safely and in several minutes and should designate a safe assembly area for all classes.

Be Prepared for Search-Rescue Operations:
In addition to earthquake drills and evacuation operations, the personnel should perform search-rescue operations as well. However, before entering the building, the personnel should be sure not to put their life in danger. If one or more exterior walls or roofs have collapsed or the building tilted on the side, the personnel should wait for arrival of the professional search and rescue teams.

Ensure Preparedness of Your School for Fire

In case of fire threat, whether it sources from inside or outside the building, safety of the students, teachers and personnel comes first. Smart planning and preparedeness for different types of fire threats, ensure protection of the schools from fire and, if such protection is not possible, response in the most appropriate way.

Plan in Advance: Ensure that the evacuation and response plan is prepared before the schools are opened. The plan should be clearly understandable and easily applicable by all people involved.

Ensure Safety in All Areas: Control how the safety instructions are observed. Check to find out whether the required fire extinguishers, fire cabinet, fire hydrants, fire/smoke detectors and alarm button are available and whether necessary inspections have been carried out or not.

Learn What to Do during Fire: For fire safety, first of all, it is necessary to use smoke detector and make fire-extinguishers available at school, not to connect many electric equipment to a single outlet and not to leave any equipment that may cause fire on:

- If you notice flame or smoke, you should warn other people around us by shouting “Fire!” and operate the fire alarm, if available.
- If the fire is small, extinguish it; if it has become out of control, abandon the place immediately, watching for the smoke. Remember that fire spreads quickly.
- Call 112 immediately if possible.
- First consider your own safety and go away from the point of fire by trying to save people in danger.
- Remember that fire is extinguished when it becomes lack of oxygen. If possible, close the doors and windows and cover the fire completely.
- If you smell smoke or burn from another room or classroom or similar place, you should control the door with back of your hand, and if it is hot, you should not open it.
- Follow the evacuation rules and abandon the place of fire without getting into panic.
- When abandoning the school building, you should be calm and not cause any panic and

II- Fire at Schools

Although there is no statistical work about fires at schools in our country, it is a fact that fires have occasionally occurred and may occur at our schools from now on. Sometimes these fires may occur due to earthquake.

As it is possible that fire may break out after earthquake or at another time for different reasons, the practice of **STOP-DROP-ROLL** when catching fire is as important as the practice of **DROP-COVER-HOLD ON** at time of earthquake. And it is also very important to organize trainings and drills on how to take special measures, what should be done during fire and how to extinguish fires. Furthermore, significant matters such as moving on **KNEES** or by **CRAWLING** to avoid of being affected by smoke and not opening **HOT DOOR HANDLES** should be explained by practicing.

Preparation for disaster and emergency should not remain limited to fire indoors. Forest fires as well as places or facilities close to the school such as factory, gas station, gas cylinder selling or filling stations may also pose serious fire threats for the schools. For this reason, it is necessary to develop measures for all fires that occur both inside and outside the school and have the potential to affect the school.

Alerts and Alarms

In general, there are systems at schools to give alarm throughout the school, open the fire hoses and contact with the emergency units. Furthermore, all people in the building or campus may manually activate fire alarms. Even if you do not see or smell the fire, be prepared to evacuate the building immediately!

Spread of the forest fires takes time, allowing a long warning period for providing safety of the students. However, fire which seems to be far away should also be taken seriously and you should act quickly because of their tendency to suddenly change of the direction. Schools located in areas where forest fires pose a threat should heed the fire risk warnings. If a forest fire breaks out, warnings should be announced through the emergency channels. Schools, students and families should find out from where they may get alerts about forest fires in their area before a fire occurs.

confusion.

- When moving away, you should close the doors between you and area of fire and put a damp cloth at the bottom of the door, if any.
- You should us fire-escape stairs, if any.
- You should go and wait at the emergency assembly areas designated previously.
- If it is impossible to go out of the school building, we should show ourselves to the people outside.
- For avoid of being suffocated from the smoke, we should advance by bending or crawling and we should breath by covering our month and nose with damp handkerchief or cloth.
- If your clothes catch fire, you should drop to ground and roll. Do not apply anything on the burns and keep the burn under water for 10-15 minutes to cool it down.

Show the School Plans Prominently: Deployment of the floor plans prominently at central points in the school such as main gates, will help the firefighter find their directions in emergency.

Designate the Assembly Areas: A fire quickly spreading may cause confusion, separating the students from each other. Make sure everybody knows where to gather, such as a specific park for example.

Develop Clear Instructions: Before the first drill, make all students understand what should be done and why. Go over the evacuation rules. Practice the movements of STOP-DROP-ROLL.

Perform Fire Drills: For the buildings, fire drills should be performed at least one time a year pursuant to the Regulation on Fire Protection of the Buildings *(Official Gazette* No. 26735 of 19.12.2007).

When performing fire drill, remind the students that it is a drill and they know what do and so they should remain calm.

Encourage Practicing Drill at Home: Remind the students that the drills should also be practiced at home. Teach them the basic principles of moving on knees or crawling (smoke accumulates at higher level), of touching the door handle before opening the door (if the door handle is hot, it means there is fire in the space) and the STOP-DROP-ROLL move (face and hands are protected when rolling on the ground to extinguish the flame on your body) and thus help them train their own families at home.

Follow All Forest Fire Instructions: Create "survival areas" around the buildings to protect your school. Furthermore, make sure the school materials are fire resistant and corroborate with the local authorities to make the building compliant with the applicable regulations.

Measures to Be Taken on Fire Systems at Schools and Risk Reduction Culture:

It is very important that fire alarm siren systems work in schools and that the display boards that will inform the fire hazards are visible in order to be able to respond to the fire immediately and to keep it under control before it grows.

You should prevent adoption of any act that may cause tampering of the fire alarm switches in the school corridors by the students needlessly and making the siren sounds and thus prevent establishment of an improper culture, and the students should be trained to use these alarm sirens correctly and only when required.

Raising awareness in this respect will make it possible that when a fire siren is heard in the school, it will eliminate any doubt whether it is true or false and consequently contribute to establish a real awareness and risk reduction culture among the students.

What Can School Administrators Do to Make Sure Educational Buildings Are Constructed Appropiatly for Disasters and Emergencies?

Many schools, universities and similar educational institutions allocate major part of their budget for security and for disaster and emergency based physical safety. The administrators should get support from the experts in the

design stage of the process. Once the process is completed, schools should not be left alone with these security systems where they are not adequately trained in their use. Furthermore, the disaster and emergency management plans should also be revised and adapted in terms of their compatibility with the renewed systems.

What Can Parents Do to Ease Work of Emergency Personnel When a Disaster Affects Their Child's School?

The reason that parents call the school in case of a disaster and emergency as a natural reaction is that they have not been announced previously about where they should apply to come together with their children. For the schools, designation of the points in the assembly areas for handover of the students is as much important as designation of appropriate emergency assembly areas. These handover areas may also be used for gathering of the parents before they come together with their children.

Checklist

NO	SUBJECT	YES	NO
1	I have learned that the schools may always encounter with natural disasters and other emergencies at any time of the day, and that this matter should be taken seriously and necessary actions should be taken accordingly.		
2	I have learned that I can get information from different public institutions and organizations about natural hazards that our school may encounter.		
3	I have learned that I can easily find out the earthquake hazard to which our school is subject by using the new earthquake hazard map which has been recently put into service in an interactive way.		
4	I have learned that it is possible to make the school ready for disaster and emergency by performing activities and taking actions to prepare for emergencies at schools.		
5	I have learned that earthquake and fire are significant hazards for the schools and what I should do before, during and after earthquake and fire.		

Appendix

APPENDIX A – DRILL (IFC, 2010, and ISMEP, 2015)

Information about the announced drills should first be shared with the teachers and personnel. It would be very useful to practice at least one unannounced drill in a year. It is recommended that the announced drill should be carried out with a drill announcment as follows:

ANNOUNCEMENT OF DISASTER AND EMERGENCY DRILL FOR TEACHERS AND PERSONNEL

Date: .....

To: ..... (School, Department and Person's First Name/Last Name)

From: ..... (School Principal)

SUBJECT: ..... (Type, subject, time, day, month, year of the drill)

EARTHQUAKE DRILL TO BE PRACTISED AT PROVİNCE/DISTRICT/SCHOOL SCALE ON THE DATE OF .....

An earthquake drill will be practiced on the date given above at province/district/school scale. This drill creates an opportunity for assessment of the preparedness of all personnel and our students for a possible disaster and emergency and to test of the disaster and emergency procedures of our school. Please examine the **Standard Operation Procedures for Disaster and Emergency** carefully. Furthermore, we kindly request you to read the appendixes attached to this notice.

1. Earthquake Drill Scenario

2. Earthquake or Fire Building Evacuation and Assembling Procedures

3. Check Lists for Emergency Supplies

4. Student/Personnel Disaster and Emergency Attendance Form

5. Student – Family Handover Form

6. Incident Management System – Responsibility Matrix

1. Earthquake Drill Scenario

- This drill is based on the earthquake scenario taking into consideration an earthquake of 7.2-magnitude which affects our province completely and is felt strongly at our school.
- Earthquake occurs at ..... (at time when our school is open) and lasts 45 seconds.
- After the eartqake, a great number of aftershocks with varying magnitudes occur.
- Power, water, gas and sewerage utilities are disrupted in most areas.
- Telephones and cell phones of the school do not operate.
- Some nearby highways are destroyed and in soma points traffic has stalled or is very congested.
- Some of the inner city roads have been closed.
- Fires broke out in many places as a result of collapsed power poles and damaged underground natural gas pipes or overturning of flammable materials.Except those with prior leave, all personal and students should remain at school until further notice. Authorities such as Police, Fire Department, Disaster and Emergency Directorate became inaccessible to ask for help because the earthquake has affected many places and disturbed the communication lines.
- School management should assume that the students and personnel may take care of themselves and perform necessary response operations by themselves until help is provided.

SCHOOL EARTHQUAKE EVACUATION DRILL PREPAREDENESS PROCEDURE	
1	School administration and all teachers should receive training on earthquake and earthquake evacuation.
2	a) Measure should be taken against non-structural damages of the school; b) Ceiling lighting fixtures should be made safe; c) Materials in the laboratory, computers in the computer room, and cabinets in library, classrooms and rooms should be fastened; d) Evacuation routes should be marked; e) Window panes of the school should be coated with “window film”.
3	Other measures to be taken: a) Establishing of the School Emergency Centre; b) Issuing “Student Emergency ID Cards” to the students and assuring they are attached to the collar or around neck of the students; c) Making all data about students (parent’s address; address of parent’s relative; their phones; list of regularly taken medical drugs; disease, if any; other special conditions; blood groups, etc.) available in both softcopy and hardcopy; d) Evacuation Safety Zone: Drawing a safe evacuation line with yellow paint in the schoolyard and in a distance half the height of the school.
4	Parents of the school may also be invited to such trainings and drills.
5	Neighbouring schools may also participate in these trainings and drills.
6	School Emergency and Fire Evacuation Plan should be prepared.
7	All these preparedenesss should be performed in coordination with the District Directorate of National Education.

2. Emergency Preparedness Checklist for Teaching Staff and Personnel

2.1 Preparedness Checklist for the Teaching Staff

Teachers should follow the following steps and prepare themselves for the drill:

- Check that the sketch of the **School Emergency Evacuation Routes** is hung in your room/classroom. Your room/classroom should be marked in a different colour in the sketch. If you have not such map, please ask the school administration for it.
- It should be checked whether the contents of the **Disaster and Emergency Kit,** which is hung in a visible place in the classroom, are completed or not. For the case of a drill or a real disaster or emergency, make sure that the **Disaster and Emergency File** contains all the information that you or the officer who may be in your place will need.
- For an emergency which requires **Continuous Isolation**, the classroom teachers are recommended to make available blanket, water, non-perishable food and other materials in their rooms. .
- Everybody should know whether he/she has a specific responsibility. And the **Buddy Supports** in the neighbouring classrooms should be known.
- You should make sure where the fire-extinguisher is located and memorize the abbreviation **P.A.S.S.*** to remember how to use it.

* (P.A.S.S. PULL THE PIN – AIM AT THE BASE OF THE FIRE – SQUEEZE – SWEEP)

- Since it is not clear where you will be caught in a disaster and emergency situation, it is strongly recommended that you prepare your **Family Disaster and Emergency Plan** and implement it at regular intervals with your family members. It is useful to consider previously an **Activity** that the students may apply in the **Assembly Area** in case of a real disaster and emergency or drill.
- Please be prepared for the things you can do at school and at home where you usually spend more time than at school. The School Principal or authorized person will plan **Leave of Personnel from School** depending on the magnitude of the emergency and the damage it has caused.
- If you have any justifiable **Excuse**, please talk about them with your School Principal already now, do not postpone it and do not leave such talk to the time of disaster and emergency.
- In case of a disaster and emergency, which occurs just before the school starts or after it ends, please be prepared to **Go Back to School** for providing support to the students.

Teachers should prepare the students for drill by performing the following actions:

First of all, the students should be persuaded that they should take the drills seriously and that it will make a great contribution to their survival and save themselves without any injury in case of a possible disaster and eme gency.

- Practice the building evacuation with your classroom and neighbouring classroom. Make sure your students know the rule of evacuation: **DON'T RUN- DON'T TALK- DON'T**

PUSH- DON'T TURN BACK. If the students are outside their classroom (break time, lunch time or another place) whe nearthquake strikes, they should be evacuated together with the nearest classroom and they should be definitely prevented from entering into the building from outside. The st dents should be taught that they should not go into the building.

- **Emergency** evacuation routes should be reviewed and the evacuation routes should be checked whether they are clear or not.
- Perform the exercise of **DROP-COVER-HOLD ON** with your students and tell them to stay in this position for 45-60 seconds. This duration completes upon counting the number "one hundred", "two hundred", "three hundred", "four hundred". Kneel down and try to reduce the area your body covers as much as possible. While you hold your desk/table with one arm, you should protect your head and neck with your other arm. Go under the table or desk with your back facing the window.
- Science and technology teachers should teach the students how, in case of need, a fire should be extinguished and how a material risky to use can be insulated.
- It should be explained that only the parents or other adults, whose names appear in the Disaster and Emergency Card are authorized to pick up the students from the school in case of a real disaster and emergency and that the students will be handed over only to these persons.
- In order to reach those who are injured or trapped under debris, the importance of not keeping the phone lines busy and the need to not use mobile phones unnecessarily should be explained. For communication, short message service (SMS) and internet-based messaging applications should be preferred.

Teachers and students should prepare the parents for drill by performing following actions:

- Teachers should ensure that a letter written by the School Principal addressing the parents, to be taken to the students' homes, reaches the parents through the students.
- Parents should confirm that the Emergency Contact Form is updated and the importance of the student handover process should be explained to them.
- Parents should be assured that their children will be safe with the school until they arrive.

2.2 Disaster and Emergency Instructions for Transportation Personnel

Complete your preparedeness prior to occurrence of emergency:

- In case of a large-scale disaster and emergency, the first responsibility of the school bus drivers is safety and health of the students. The driver will register attendance of all students and personnel in emergency.
- First aid training should be up to date.
- Emergency contact numbers of all students using the service bus should be available on the bus/with the driver.
- Emergency medical data about the students who have a disability or disease with vital risk should be available on the bus/with the driver.

Prepare your passengers:

- Exercise the practice of **DROP-COVER-HOLD ON** with the students in regions with earthquake hazard and perform drill for vehicle evacuation.

- Make sure that all passengers are aware that they should act in accordance with the instructions of the school service driver.

Things you should do during earthquake:

- Park the school bus at a point away from the power transmission lines, bridges, overpasses, buildings, places prone to landslide, trees and other dangerous objects.
- Instruct the students to exercise **DROP-COVER-HOLD ON** and handle the incident management.
- Press the brake, turn off the engine and wait for termination of the earthquake.

Things you are required to do in case of other hazards that may occur during earthquake:

- Checking for injury and and applying necessary care. Reporting and registering injured persons.
- Evacuating the bus/vehicle in case of fire.
- Avoid of driving on damaged bridges, overpasses or streets and avenues under flood.
- Notify the authorized person of the school in charge of transport about our location and use wireless to receive instructions if possible.
- If it is safe to keep going, go to the school by vehicle or on foot.
- Notify the situation to the incident management officer of the school and give emergency contact and emergency medical data of the students.
- Remain with the students until you receive a further instruction from the school administrator or authorized transportation personnel.

Protect the students when disaster and emergency occurs:

- Students should be handed over only to the following persons/organizations:
  - Parents or persons whose names appear in the Emergency Contact List
  - Persons providing medical aid service (documenting condition and destination)
  - School principal, field supervisor, teacher or authorized transportation personnel
  - Security officers
- Act in the most appropriate way and take decision independently, if required, depending on the type of the disaster and emergency, age of the students, position of the bus and other similar factors.

3. Disaster and Emergency Supplies Checklists

3.1 Administrative Office – Evacuation Parcel Checklist

DESCRIPTION	AVAILABLE	NOT AVAILABLE	NAME/DATE
Personnel and Student Course Registration and Curriculum			
Student entry-exit register			
Daily visitor register			
Important telephone numbers			
School site map/floor maps			
Keys			
Student emergency contact cards			
Student handover forms (1 copy for each student)			
Ball pens			
Notebooks			
Felt tip markers			
Stapler and staple			
Paper clips			

3.2. Infirmary – Evacuation Parcel Checklist

DESCRIPTION	AVAILABLE	NOT AVAILABLE	NAME/DATE
Student drug register			
Medical drugs regularly used by the students			
First aid supplies			
Blanket			
Bed sheet			

3.3. Incident Management System – Response Teams Notebook Checklist

Incident Management Team Notebooks should have 6 copies. One notebook should be assigned for each department below:

- **Incident Management Centre**
- **Operations Chief**
- **Logistics Chief**

- **First Aid Station**
- **Application Gate**
- **Handover-Reunification Gate**

DESCRIPTION	AVAILABLE	NOT AVAILABLE	NAME/DATE
SCHOOL MAP (showing all evacuation routes/ (ways			
ASSEMBLY AREA MAP			
STUDENT REGISTRATION/ATTENDANCE LIST			
TEACHING STAFF/SCHOOL PERSONNEL LIST			
SCHOOL DISASTER AND EMERGENCY RESPONSE MATRIX			
INCİDENT MANAGEMENT SYSTEM CHECKLISTS			
DISASTER AND EMERGENCY STANDARD OPERATION PROCEDURES			

3.4. School Disaster and Emergency Supplies – Checklist

DESCRIPTION	AVAILABLE	NOT AVAILABLE	NAME/DATE
Desk			
Bags students brought from their home			
Megaphone			
Sign rods to show groups of classes			
Emergency Wireless			
Personnel/team vests or ID necklace			
Generator-sets			
Shelter/medical supplies			
Blankets			
(Screen (e.g. cartoon boxes			
Wireless			
Sanitation supplies			
Protective helmets			
Lever			
Shovel			
Ladder			
Packing tape			
Handover-Reunification Forms			
File box			

Supplies of each team (table, chair, desk, etc.) should be made available previously.

3.5. School First Aid Supplies – Checklist (for each group of 750 persons)

DESCRIPTION	AVAILABLE	NOT AVAILABLE	NAME/DATE
3 packs of Sterile Gauze Bandage			
12 bottles of Alcohol (1 l)			
1 can Ammonia, breath relief (10's packs)			
1 piece Applicator (sterile 6.5 cm)			
1 pack Carbonate			
1 piece Bandage Scissors (15 cm)			
1 piece Bandage, betafix (5 m / 10 cm)			
1 piece Elastic Bandage (6 cm)			
1 piece Elastic Bandage (13 cm)			
20 pieces Cartoon Suspender			
3 packs Chlorine Tablet			
1 piece of Cloth Dressings			
10 pieces Eye drops			
20 packs Tissue Paper			
3 packs Eye Cloth (sterile)			
20 packs Gauze Bandage (sterile 7,5 X 7,5 cm)			
1 piece Flashlight, Batteries			
10 pieces Gauze Bandage (5 cm)			
2 packs Gauze Bandage (10 cm)			
1 Pain Relievers (Aspirin-free)			
1 pack Paper Towel			
1 pack Plastic Bag			
20 packs Plastic Wrapping Paper			
2 Oxygen sets (1 adult, 1 student)			
1 pack Safety Pin			
1 pack Salt (1 kg)			

DESCRIPTION	AVAILABLE	NOT AVAILABLE	NAME/DATE
1 pack Napkin			
1 piece Bed Sheet			
1 pack Liquid Soap (disinfectant gel)			
10 pieces Splint (18's)			
3 pieces Splint (24's)			
1 piece Stretcher			
24 pieces Tape, Paper Adhesive (1" x 10 meter)			
1 piece Tape, Paper Adhesive (2" x 10 meter)			
1 pack Tongue Holder			
10 pieces Tweezers			
1 box Vaseline (in jar)			
1 bottle Water (sterile, 20 l, plastic bottle)			

3.6. Disaster and Emergency Classroom Supplies – Checklist

Teacher First/Last Name: ..... Room/Classroom No.: .....

Classroom Evacuation Notebook

DESCRIPTION	AVAILABLE	NOT AVAILABLE	NAME/DATE
CURRENT COURSE REGISTER			
RED “INJURED-DEAD” and/or “HAZARD” SIGNS			
GREEN “COMPLETELY DISCHARGED” SIGNS			
SIGN FOR YOUR ROOM NUMBER			
INJURED LOSS REPORT STATUS			

Classroom Evacuation Kit

DESCRIPTION	AVAILABLE	NOT AVAILABLE	NAME/DATE
FIRST AID KİT			
1 FLASH LIGHT			
1 RADIO			
BATTERIES			
1 WHISTLE			
2 EMERGENCY BLANKETS			
2 PLASTIC RAINCOATS			
TISSUE PAPER			
1 CLEAN WHITE BED SHEET			
3 FELT TIP PENS			
PLASTIC BAGS			
BALL PENS			
NOTEBOOKS			
STUDENT ACTIVITY SUPPLIES (optional)			

3.7 Student/Personnel Private Kit – Checklist (1 per person)

DESCRIPTION
2 small bottles of Water
2 Foodstuffs, high calorie, durable, salt-free
Emergency Contact Info
Spare Underwear
Photo/Letter from the parents for the students

4. Student/Personnel Disaster and Emergency Attendance Form

Take the students immediately after the evacuation to the IMC (Incident Management Centre) assembly point at the Assembly Area.

Responsible Teacher/
Personnel

Name: ..... Room/Class No.: .....

Alternative Responsible Person: .....

Type(s) of Emergency (or Drill):

❑ Fire
❑ Drop/Cover
❑ vacuation off the field
❑ Shelter in Place
❑ Lockdown/Isolate
❑ Earthquake
❑ Other

Everybody Counted	
❑ Yes	❑ No
Missing or Not Counted	
1	3
2	4
Injured Persons	
1	3
2	4
Not Attending School	
1	3
2	4
Other absent persons (Indicate also WHERE the students were sent, who left early or were sent to another place.)	
1	3
2	4
Additionally, other persons PRESENT and counted – persons who are normally not present in school	
1	3
2	4

5. Student-Family Handover Form

1. SECTION: KEEP THIS UPPER PART AT THE APPLICATION GATE/POINT.	
THIS SECTION IS COMPLETED BY THE PARENTS	
Student Name	Class: .....
His/Her brother/sister (if he/se is in the same school)	Class: .....

2. SECTION: SEND THIS MIDDLE PART FROM THE APPLICATION GATE TO THE ASSEMBLY AREA WITH A MESSANGER. SEND IT TO THE HANDOVER GATE TOGETHER WITH THE STUDENT. **Date: .....**	
STAGE 1A - APPLICATION GATE - To be completed by the parents.	
Student name	Class: .....
Brother/Sister name	Class: .....
Teacher(s)	
Parents/Guardian Name (Please write clearly)	

STAGE 1 B – APPLICATION GATE – CONFIRMATION – To be completed by the personnel.	
Name in the Emergency Card: ❑ YES ❑ NO	ID Submission/Proof: ❑ YES ❑ NO
Authorized by	Principal or a person designated by him/her)Time .....

STAGE 2 – ASSEMBLY AREA – To be completed by the personnel.
Teacher's signature:..... Note: .....

3. SECTION: SEND THIS LOWER PART TO THE HANDOVER GATE TOGETHER WITH THE PARENTS.	
APPLICATION GATE: Match **2. Section** and **3.** Section together, staple and file them.	
STAGE 1 A – Application Gate – This section will be completed by the parents.	
Student name	Class: .....
Brother/Sister name	Class: .....
Teacher(s)	
Parents/Guardian Name (Please write clearly)	
Destination	Telephone Number

STAGE 3 B – Handover Gate– This section will be completed by the personnel.	
ID Submission/Proof: ❑ YES ❑ NO	(Principal or person designated by him/her) Handover time .....
Authorized by	

6. Incident Management System – Responsibility Matrix

DUTY AND PLACE	REQUIRED ACTION	RESPONSIBLE
Incident Administrator Incident Management Centre	Manages and coordinates all emergency operations. Adapts roles of the personnel according to the absent in the school or injured persons.	Name ..... Position .....
Communication Team Incident Management Centre	Coordinates external communication with the Provincial Disaster and Emergency Directorate and other schools and communicates the news given from Incident Management Centre to the personnel, students and parents.	Name ..... Position .....
First Aid Team First Aid Centre	Makes sure that all first aid supplies are updated, readiliy available and managed properly. Applies first aid.	Name ..... Position .....
Psychosocial Support Team Assembly Area	Provides the required psychological first aid to the persons or groups of students.	Name ..... Position .....
Light Search and Rescue Team Incident Management Centre	Coordinates the light search and rescue operations; informs the Incident Management Centre about fires and extinguishes small-scale fires.	Name ..... Position .....
Student-Family Reunification Team Application Gate Handover Reunification Gate	Welcomes the parents at the Application Gate and accompanies the students up to the Handover Gate. Welcomes the parents at the Application Gate and make them meet and reunify with their children at the Handover Gate.	Name ..... Position .....
Student Accompaniment Team Assembly Area	Takes attendances and accompany the students. Performs controls continuously. Provides support for placement of the students and their reunification with their families. Applies buddy system for use of toilets and other cases which require assistance.	Name ..... Position .....
Logistics Team Safety, Utilities, Psychosocial Support, Sanitation and Shelter	Provides safety in the campus. Directs the Parents to the Handover-Reunification Gate. Provides psychosocial support. If required, switches off the valves and provides sanitation and sheltering site.	Name ..... Position .....

Appendix B – Basic Procedures (ISMEP, 2015)

Appendix B-1 Earthquake – Basic Procedure to Be Applied

INDOORS	
○	When the earthquake is felt by the teacher or another person, a warning is given for exercise of DROP-COVER-HOLD ON. If the students are at break time, then this warning is given by an authorized person.
○	Everybody should seek a safe place (under table, desk or bench, etc.) during quake. Here, they should with one hand firmly hold one leg of the table/desk/bench and prevent it from slipping hold during the shaking.
○	If the students or personnel are in a hallway, they should crouch against an interior wall and protect their heads and necks by their arms.
○	They should remain inside by facing away from the windows and KEEP THEIR POSITION OF DROP-COVER-HOLD ON UNTIL THE SHAKING IS OVER.
○	Teachers should talk with the students to control and prevent them from getting into panic. It should be explained to the students that it will terminate in short time and go back to normal state. And the administrators should do the same for the personnel.
○	There may be students or personnel which are normally supposed to be at the classrooms, but are not there (because they are at toilets, cafeteria, etc.). In such situations, they should apply the DROP position effectively at the safest points where they are.
○	You should not touch the switches due to the risk of gas leak (they should not be switched on/off).
○	You should not use candle, match or other type of lighter with flame during or after the shaking and put off those which are on.
○	Teacher should observe the condition in the classroom after the shaking is over; determine quickly whether there is any injured student and should do the procedures to evacuate the classroom.
○	Prior to starting the evacuation, the teachers should take the disaster and emergency kits with them. This kit should contain list of class attendance, list of those on leave, student medical info, first aid kit, whistle, flashlight and list of the peer class.
○	After the shaking is over (after instant aftershocks and associated hazards are over), the authorized persons should announce an evacuation order for the people in classrooms or buildings and describe the safe evacuation route/way (this route/way may be one which was designated and hung in advance, but if it is not safe, it may be a safer route/way which will be determined during disaster and emergency).

OUTDOORS	
○	With the first shaking and upon the announcement of DROP-COVER-HOLD ON, everybody should get under the tables near them, under the benches on the hallways or they should crouch if they are outside the building.
○	They should move away from the buildings, trees, power lines etc. as soon as possible.
○	They should not run, remain in crouch position and cover their heads with hands until the earthquake is over.
○	Students should be soothed by talking. You should look calm and follow drill procedures and act naturally as if you carry out a drill.
○	Students/personnel should be evacuated in order and it should be reported at the Emergency Assembly Area.

ON BOARD OF THE SCHOOL BUS	
○	If it is possible, the driver should drive the vehicle away from the side of the road near the buildings and drive out of underpasses/bridges/viaducts.
○	If the road is not suitable to stop (road underpass, viaduct and bridge, etc.), the driver should drive to a safe place and then stop the car.
○	Driver should brake, stop the engine and wait until the earthquake is over.
○	Driver should provide first aid, if required.
○	Driver should use transceiver radio to report the location and conditions to the transportation/service department of the school. To this end, driver should continue to call until a connection is established.
○	Driver should calm the students that everything will be all right. Driver should keep the service vehicle under control during an earthquake and should calm and soothe the students as well.

OTHER MATTERS	
○	After the shaking is over, attendance should be taken at a safe area.
○	First aid team should give first aid to injured persons, if any.
○	FIRE PROCEDURE (APPENDİX B-2) should be applied in case of fire.
○	Communication Officer should inform the authorized persons by using the emergency telephone chain diagram.
○	Preliminary Damage Assessment Officer; should detect the damage after the shaking and prepare the damage assessment report.
○	Operations Officer; should perform controls and if there is no problems the school should resume its normal operations.

Appendix B-2 Fire and Explosions – Basic Procedure to Be Applied

WHAT SHOULD YOU DO DURING FIRE?	
○	Stay calm. Health of the people with you is first, help them.
○	If you notice and feel flame, smoke, fog and a burning smell, report it to the authorities.
○	Report the emergency fire condition to the security or 112.
○	Close the windows and doors, but not lock them.
○	Switch off the air-conditioner and all similar ventilation equipment; turn the main switch off.
○	Secure the pressure vessels.
○	Take the flammable chemicals away from the place of fire.
○	Try to extinguish by using the nearest fire-extinguisher
○	If the fire spreads, push the fire alarm button.
○	Evacuate the place of fire without getting into panic and in accordance with the emergency escape/exit plan.
○	Do not cause mass and panic when abandoning the building.
○	Do not use the elevators.
○	Go to the assembly points.

DIFFERENT FIRE ALARM SYSTEMS FOR BUILDING EVACUATION	
○	The first person detecting the fire should give fire alarm (by pushing the alarm button/phoning from the nearest place/running to report/sending someone to the offices) for evacuation of the building.
○	Use the ways of giving alarm in turn at school.
○	Use the audio system, if any, at school to announce: “This is a fire alarm; everybody should evacuate the building and go to the Emergency Assembly Area immediately.”
○	Control to make sure each classroom is aware of the fire emergency.
○	Announcement may also be done by a personnel visiting the classrooms quickly. (Do this particularly when the ring and audio system do not operate.)
○	Call the fire department (look at the emergency phone numbers.). Give correct information to the fire department in accordance with the incident checklist.

EVACUATION PROCEDURE	
○	All students and personnel should be evacuated from the buildings and gather at the Emergency Assembly Area.
○	There should be predefined evacuation routes/ways for safe arrival of the personnel and students at the assembly area and these routes should have their alternatives. These routes, exit doors and emergency exit signs should be designated. These routes should not be blocked and hazardous.
○	During the lessons, teachers are responsible to take the students to the Emergency Assembly Area.
○	All students should be taken to the Emergency Assembly Area collectively at lunch, during break time or during exchange of students in the classrooms.
○	Students in public places such as canteen, cafeteria and dining hall should go to the nearest Emergency Assembly area and have themselves registered by the teachers on duty there.
○	Control and Order are the most important matters during evacuation. Speed follows them. At time of evacuation, there should be no speaking, running and pushing.
○	Students should not be allowed to stop and/go back to get their books, kits, coats and similar articles.
○	The person who is the first to arrive the the gate should control the door with back of his/her hand whether it is hot or not. If the door is hot, the door should not be opened and an alternative escape way should be found.
○	Classroom should be controlled after evacuation to make sure nobody left in it and the door of it should be closed (never lock the door).
○	If the exits are blocked, the teacher should direct the students to appropriate alternative escape ways. The teacher should always position himself/herself at the most appropriate places to be able to control the students all the time.
○	Students and personnel should not crowd and gather at the doors and entrances.

AT THE EMERGENCY ASSEMBLY AREA	
○	Teachers take attendance (taking attendance should include all students, personnel and visitors). The students who are absent should be reported to the incident commander or administration immediately.
○	Missing students should be immediately reported to the fire and security forces who are first arriving at the incident place.
○	No one should enter the building unless the fire brigade gives permission for it.

TASKS OF THE ADMINISTRATOR DURING THE INCIDENT	
○	Administrators make sure that the fire prodecure is learned by the people in the building. They appoint people for classrooms, assembly places and all other rooms.
○	Administrator or a person he/she authorized for fire takes all measures for protection of important documents in the building.
○	When fire alarm is given, except for drill, the administrator or the person in charge of fire in the building should call the fire department immediately.
○	School principal or deputy principals should be also notified about the incident.
○	If evacuated and at the Emergency Assembly Area gathered students are in danger because of adverse weather conditions or other factors, they should be transferred immediately to another school (designated previously) or an appropriate place (shelter) in the vicinity.
○	Be careful to send students home before the end of school classes. Earlier sending of the students whose parents are not at home may cause an additional danger for them.
○	You should contact with the security and fire department and the communication lines should be kept clear all the time.
○	If the students are sent to another place, inform the local radio and television stations as well so that the parents can get information about it.

Appendix B-3 Flood and Heavy Rain – Basic Procedure to Be Applied

IN CASE OF LONG-TERM RAINS, FLOOD OR SIMILAR EMERGENCIES THAT MAY OCCUR AFTER THE BEGINNING OF A SCHOOL DAY AND IF THE FIELD CONDITIONS BECOME SERIOUS, THE FOLLOWING ACTIONS SHOULD BE TAKEN:	
○	School Principal should follow the weathercast via radio, TV or meteorology radio channel.
○	Officers should be kept ready for a possible disaster and emergency.
○	School Principal should come into contact with the local authority of the Disaster and Emergency Management about disaster and emergency.
○	If the students, personnel and visitors should change place, the following things should be performed:

School Principal:	
○	Notifies the security officers about it.
○	Comes into contact with the authorized Disaster and Emergency person.
○	Assures safe transportation to the shelters.
○	Informs the media to where the evacuation will be carried out from the place of incident.
○	Makes sure all doors of the buildings are closed and safe.

Teachers and Personnel:	
○	They accompany the students before and after evacuation to the shelters.
○	They remain with the students until the police arrives.

If extended period of rains, flood or similar disaster and emergency occur beyond the study period of the school, the authorized units decide on for closing of the school and official announcement is made to the students, personnel and public via radio, TV and similar communication media.

Appendix B-4 Landslide– Basic Procedure to Be Applied

○	Monitor soil and rock movements in the areas with landslide risk during periods of heavy rainfalls.
○	When landslide starts, stop the educational activities.
○	When landslide starts, perform local or general evacuation.
○	Operate the Emergency and Disaster Management System.
○	Get support from the related organization(s) according to Emergency Assistance Protocols.
○	Name of Organization:.....
○	Give report to the necessary points in the Emergency Communication Chain.
○	Assess the damage after the landslide and prepare Damage Assessment Report.
	Control all systems after the landslide and continue training and education at local or general basis.

Appendix B-5 Hurricane, Storm and Whirlwind – Basic Procedure to be Applied

IF STRONG WINDS OCCUR DURING SCHOOL OR WORKING HOURS, FOLLOW THE GENERAL STEPS BELOW:	
○	Keep all students, personnel and visitors inside the building and bring the people together in safe places in accordance with the shelter in place procedures. Evacuate all spaces with large roofs and strong winds first.
○	Close all windows.
○	Personnel who are on the move or leaving the building or campus should also be taken to a shelter in a safe place.
○	Take attendance for all students and personnel.
○	If there are any students, personnel or visitors who are missing and not known whether they came to the school or not, report them immediately to the fire or police officer first to come.
○	Listen to the radio stations to get information and instructions.
○	If there is any real or suspected malfunction, report it to persons or organizations in charge of repair and maintenance of the utilities.
○	Cut off the power, except for emergency lights. (After services are provided again/certified, control the effects of the storm on the facilities/building: broken glasses, cooling, clocks/settings, etc.)

IN CASE OF LIGHTNING :	
○	Communication Officer: Reports it to the related points in the Emergency Chain.
○	Operations Officer: Suspends all activities outdoors and takes the personnel into the buildings.
○	Operations Officer: If you cannot go indoors, combine your knees together and crouch down on your toes against the risk of lightning strike.
○	Operations Officer: If required, operates the Emergency Assistance protocols with the neighbouring facilities or organizations and gets support.
○	Operations Officer: After a crash of strong thunder and lightnings, controls all systems (communication, automation and other) in the facility and if there is no problem, puts the facility into service again.
○	Apply the Fire Procedure if there is risk of fire.
○	Preliminary Damage Assessment Officer: Assesses the damage after lightening and prepares a damage assessment report.

IN CASE OF STORM :	
○	Stop the operations at the facility, if required.
○	Communication Officer: Report to the related points in the Emergency Communication Chain.
○	Stay away from the buildings, trees and power lines.
○	Operations Officer: Operates, if required, the Emergency Assistance protocol made with the neighbouring facilities or organizations and gets support. After the storm, assesses the damage and prepares a damage assessment report.

Appendix B-6 Adverse Weather Conditions – Basic Procedure to Be Applied

RESPONSE PROCEDURES CONCERNING ADVERCE AIR CONDITIONS VARY DEPENDING ON WHETHER THERE IS ALERT AND WHETHER THE SCHOOL IS IN OR OUT THE EDUCATIONAL PERIOD	
IN CASE OF BLIZZARD:	
○	Follow the meteorological data and warnings daily.
○	Operations Officer: Checks and makes food stocks in case of blizzard warning.
○	Operations Officer: Applies the icing and freezing procedure for the icing and freezing incidents that may occur at school.
○	Stop the school operations when blizzard starts.
○	Evacuation Team Leader: Carries out local or general evacuation when blizzard starts.
○	Operations Officer: Checks and follows up snow loads on the roof.
○	Operations Officer: Operates, if required, the Emergency Assistance protocols made with the neighbouring facilities or organizations and gets support.
○	Communication Officer: Reports to the related points in the Emergency Communication Chain.
○	Operations Officer: Assesses the damage after the blizzard and prepares a damage assessment report.
IN CASE OF ICING/FREEZING:	
○	Operations Officer: Identifies the iced parts of the parking lot.
○	Operations Officer: Notifies the personnel about the iced areas.
○	Assess the vehicle and human traffic for the school again.
○	Operations Officer: Orders the iced areas to be salted.
○	Operations Officer: Operates, if required, the Emergency Assistance protocols made with the neighbouring facilities or organizations and gets support.
○	Deice the walkways and motorways, particularly ladders and passage/escape roads.
○	Have the vehicles fitted with snow chains, if required.
○	First Aid Team Leader: Makes first aid equipment available for possible sprains, falls and injuries.

Appendix B-7 Chemical and Hazardous Substance Accidents – Basic Procedures to Be Applied

A chemical accident (e.g. emission of hazardous articles into the air as a result of a break in a gas line or corrosive-septic substance leak or an accident that happens on the railway/road passing near or at a nearby plant) may also be effective in the field. Some chemical accidents may be small-scaled and can be controlled through intervention in the specific field. However, a large-scale chemical accident may require evacuation of all students/personnel and other authorities to a safe place inside or outside the field depending on severity of the situation. And type of response should be resolved according to the type, severity and possible effects of the accident on human health.

Whatever be the severity of a chemical leak, the authorized persons in the field should not make any attempt to remove and eliminate it by themselves. These persons should wait arrival of the expert teams to take under control and prevent spread of it.

CHEMICAL ACCIDENTS INDOORS

IN CASE OF A POSSIBLE HAZARD WHICH OCCURS INSIDE THE SCHOOL OR HAS TO BE REMOVED, FOLLOWING STEPS SHOULD BE APPLIED:

○	Name and location of the chemical and whether it spreads fast or not should be known.
○	Type/place of the chemical should be reported to the School Principal, Department Head or deputy of him/her.
○	Attempt should be made to prevent spread of it. To this end, if the authorized officers in the field do not have sufficient knowledge about it, they should ask for help. The school personnel should not attempt to take under control/clean up or eliminate the spill and they should leave it up to the expert teams.
○	Students/personnel should be evacuated to safer areas.
○	If chemical accident has an immediate risk for life safety or there is a risk of damage to the building by explosion, fire/security units should be called immediately (112 Emergency Call Centre). If the substance may have possible effects on the ecological system (e.g. leak into ground waters, etc.), the Environmental Health and Public Health units should be notified in this respect.

CHEMICAL ACCIDENTS OUTDOORS

Serious chemical accidents may occur outside the field, possibly on the motorways or industrial plants nearby and they may affect the school. Under such conditions, the school should directly contact with the security and fire departments. When field evaquation is required, students and personnel should be directed to special evacuation areas under supervision of local response units (fire, security unit, etc.). The school principal or field supervisor should have designated the shelter or evacuation areas and these areas should be used if there is no area designated by governmental authorities. The disaster magnitude of chemical accidents will vary depending on the result of an accident on a railway or industrial plant, or the release of a significant amount of harmful gas in a chemical tank.

Measures to be taken against potential chemical hazards for the field and things required to be done are listed below:	
○	Fire/security officers should be notified, if possible.
○	It should be determined whether to stay inside or outside the building.
○	It should be resolved whether the students or personnel will abandon the school territory or not.
○	Students should be taken under control in a safe area.
○	First aid should be given, if required.
○	You should go back to the school only after the authorities (Fire/Security/Hazardous Damage Teams, etc.) announce it is safe to do so.

Action: Chemical Spills or Suspicious Subtances	
○	Confine the spill in its origin, if it is possible, and take the spill under control.
○	Switch off the equipment.
○	Evacuate scene of accident immediately.
○	If the hazard goes beyond the area, push the fire alarm and apply the Building Evacuation and Assembly Procedure.
○	The first person to witness spill/spread of the hazardous substances should call 112 or 155, giving details of the substances, location of the accident and number of people around.

Action: Gas Leak	
○	Do not Push Fire Alarm! It may cause explosion!
○	Leave the area and call 187 Gas Failure immediately.
○	Evacuate scene of the accident immediately.
○	Warn people by using the audio system or going door to door. Evacuate the building by following the Building Evacuation and Assembly Procedure.

Action: Explosion	
○	Apply the position DROP-COVER-HOLD ON for protection against flying particles.
○	Report the explosion to the authorities once you are safe.
○	If the building is damaged, leave the doors open in a way not to prevent going out of it.
○	Stay away from the exterior walls and wide windows and/orheavy lighting fixtures hung from the ceiling.
○	Wait for the instructions to be given by the administration.

Appendix B-8 Medical Emergency, Food Poisoning – Basic Procedure to Be Applied

○	Communication Officer: Reports to the related points in the Emergency Communication Chain and 112 Emergency Call Centre.
○	With consent of the management: Operate ICS
○	First Aid Team Leader: Takes the poisoned students/personnel to the infirmary/an appropriate place.
○	First Aid Team Leader: Induces the poisoned students/personnel to drink plenty of liquid.
○	First Aid Team Leader: Induces the poisoned students/personnel to drink plenty of salty water and vomit.
○	Operations Officer: Operates, if required, the Emergency Assistance protocols made with the related organizations and gets support.
○	Transportation Officer: In case of a collective poisoning at school, transfers the poisoned students and personnel to the nearest hospitals.
○	Incident Commander: In case of food-related poisoning, ensures that sample of daily food protected in the refrigerator is analysed.

Appendix B-9 Emergency Procedure On Board of School Vehicles

	There should be a competent driver and a service officer in all school vehicles. All school personnel, particularly persons responsible for school vehicles, should know how to act in emergency. This is especially important for the safety of the personnel who is traveling long distances to go to school and home during rush hours daily.
○	School vehicle drivers should be aware that the personnel under their responsibility are very valuable. Make sure they also know how to keep their staff safe in the event of a disaster.
○	Once you feel the earthquake on board the school vehicle: Do not get into panic. Remain in your seat until the vehicle stops. If you are on the road, request that the vehicle is pulled over, it is stopped away from the streetlight posts or trees. Take care not to block the road. Have the vehicle parked at a safe place away from the bridges, overpasses and underpasses as much as possible. If you are in a tunnel and you are not close to end of it, have the vehicle stopped, get off and lie and take a position of embryo next to the vehicle.
○	If a devastating earthquake or another disaster occurs when they driving the people to and from the school, (if roads are available) ALL VEHICLES SHOULD BE DIRECTED TO THE SCHOOL. The assembly place of the personnel will be the parking lot of the school vehicles in the Campus. The parking area will be a safer place for the personnel.
○	If an earthquake or another disaster occurs when driving the personnel to/from the school and it is not possible to go back to the campus because of the blocked roads, the school services should park at a safe place on the road and wait for instructions or rescue.
○	If an earthquake or another disaster occurs when the vehicles are about to depart from the school, the school services will remain at the parking lot. They will depart from the school only afer road safety is guaranteed.
○	In winter, weathercast reports will be taken as basis to find out whether the roads are shut down due to snow and icing. In rainy and cold winter days, it will be taken care that chains and sufficient fuel are available on board of the vehicles.
○	When crossing bridges or tunnels, service vehicles will move as quickly as possible, as far as the traffic flow allows. When necessary, they will wait for the road to open, and then they will continue on their way quickly.
○	Reliable and sealed bottle water and snacks will be available on board the school services.
○	Fuel tanks of the vehicles will be filled regularly.
○	When an emergency occurs, care will be shown that the school buses do not divert from the official routes in order that we do not become deprived of our legal rights and other problems do not arise.

TRAFFIC ACCIDENTS – APPLICABLE PROCEDURE	
○	The driver or an authorized person in scene of the accident will report to the nearest directorate of the institution how the vehicle got stranded on the road.
○	The road directorate or related local authorities will be contacted to get information about road conditions.
○	Normal application will be performed after the roads are opened or repaired.
○	Operations Officer goes to scene of the accident, if required.
○	Situation regarding injury and loss of personnel in the accident is checked.
○	Medical condition of the personnel is examined, after reasons of the accident, accident report and faults are determined.

Appendix B-10 Security – Applicable Procedure

FOLLOWING MEASURES SHOULD BE TAKEN IN CASE OF THEFT	
○	Security cameras must be active and monitored constantly.
○	Doors of all departments where there is no personnel/student within the working hours should be kept closed and locked.
○	Spare keys of all offices in the school that should be locked will be stored in a sealed cabinet.
○	First of all, personnel should be sensitive about thefts. They should not leave around anything that can be easily taken away, such as any valuable articles, money and cell phone.
○	Personal cabinets should be kept locked.
○	The case should be considered on basis of the existing evidence, recorded data and statements of the eyewitnesses and, if required, law enforcement officers should be notified.
○	No personnel should be admitted to the institution after working hours without the permission of the School Principal.
○	IDs and visiting time of the visitors, auditors (even if they are personnel of the institution) etc. should be registered by the security personnel.
○	Before the visitors are admitted to the building, the person they will visit should be informed by the security personnel.
○	Security personnel should control condition of the wire fences during each patrol.
○	If there is power failure for a long time after the working hours, the generator set should be operated.
○	The vehicles departing the building should be searched by the security personnel.
○	If any theft is detected, any traces and evidences should not be removed before experts arrive.

Appendix B-11 Violence Threats – Operation Procedure

There are different threats which require instant response for the security of students, personnel and property. They include fight among students, any attacker, bomb threat, abduction, sexual harassment and social disorder. These threats mostly occur instantly and unexpectedly. Among the possible effects are death, injury, suspension of education, property damage and psychological traumas. It is the police that should deal with violence or violence threat. However, prior to arrival of the police at the scene, there may be situations which require instant response. The threats may be in following manners:

- Direct: It signifies a certain action against a certain target by adopting an open and firm attitude.
- Indirect: It is violence which is implied indefinitely and uncertainly, but not clear.
- Implicit: It is an implied violence, but does not threaten overtly.
- Conditional: It is a threat that if the conditions are not fulfilled, violence will be committed (such as blackmail).

Do not ignore threats and do not overreact. A professionally trained team decides whether the threat is low, medium or high degree. While the team makes decisions, student behaviours, personal characteristics, school dynamics, and social and family dynamics are taken into consideration

Although most assailants show threatening behaviours, we may not talk about a single profile to describe assailants. There is no firmly defined profile for assailants. It is known that some, but not all, students may have some social problems. There are different motives that make people violent. Violence incidents can be prevented by creating an atmosphere of trust between students and adults.

FIGHTS/CONFLICTS AMONG THE STUDENTS	
○	Call the school administration or a send a person to the administration.
○	You are not expected to intrude physically.
○	Introduce yourself and warn the fighters to stop. (Speak with a loud and self-confident voice; do not use a threatening tone.)
○	Address to the fighters by their names and tell the bystanders to go away.
○	Follow the incidents for a subsequent report to be given.
○	Commission a team to disperse and take the bystanders under control.

A VIOLENT OR ARMED PERSON	
○	You should keep calm if you see a person with a weapon. Avoid of any act that may provoke a person inclined to shoot. The threat in question may involve high, medium or low risk depending on many factors.
○	A personnel should call the police and report what's going on in detail. These details should be in a way that they can answer questions such as "What, where, who, when, is it static (assailant deployed somewhere) or dynamic (assailant changes place), are there any injured personnel or students, how many assailants are there?" If you see a suspicious instrument/object, you should state its place and describe it.

BOMB THREAT	
○	Stay calm. Keep the caller on line. Do not make the caller angry and do not tell anything that may break the connection. Do not push the fire alarm.
○	Warn appropriate persons around you silently to call 112 immediately.
○	Allow the caller to finish his/her words without interrupting. Take notes about your impressions with respect to all things the caller tells, together with background voices, characteristics of the voice on the phone, speaking style, etc.
○	Ask questions as many as possible.
○	After the caller hangs up, try to find out from where he/she called. Talk with the police.

ACTION	
○	If it is required to evacuate the building, the police will give necessary instructions. If the case requires it, the administrator should make a Building Evacuation Announcement. In such case, act according to the Building Evacuation and Assembly Procedures.
○	Personnel should browse the class or the place where they are present with the eyes. If there is anything suspicious, he/she should report it to the authorities without touching it. The school personnel should not tamper, search or move any suspicious package. This work should be left to the police bomb squad experts. Classroom teacher should evacuate persons around the suspicious object immediately.
○	Avoid using radio, wireless or cell phone in the area of bomb threat, otherwise it may accidentally trigger the bomb.
○	The authorized personnel should do the following things: ○ Switches off the kitchen ranges and equipment. ○ Turns off the main gas valve of the building. ○ Has as many keys as he/she can carry. Keeps them with him/her to the extent possible.

○	If a possible explosive device is found, it may take hours until “Clean/Hazard is Off” signal is given.
○	Do not go back to the building unless police, fire or administrative personnel gives the “Clean/Hazard is Off” signal.
○	If required, apply the Emergency Student Handover Procedures.

THREAT BY PHONE	
	If bomb threat is received by phone at school, it is important that the person talking on the phone should try to remain calm and get the information in the Telephone Threat Report as listed in the forms section. This information will be very useful for the effective operation of the security forces.

Appendix B-12 Bomb Threat – Applicable Procedure

Bomb threat may be received by phone, mail or message. There are defined procedures for each notice. Police report should be issued for all bomb threats.		
BOMB THREAT BY PHONE	○	Bomb threat talk is mostly very short; the person who threatens notices it by a few words and disconnect the line.
	○	The answering person should extend the conversation by saying “Sorry, I did not get it”, “What did you say?” etc.
	○	This may save time for the person to give alarm and help to complete the checklist for the scene.
	○	The person receiving the bomb call should get as much information as possible from the caller. For example, “Where is the bomb?”, “When it will explode?” “Why did they plant the bomb?”, “What is the bomb like?” etc.
THE PERSON RECEIVING THE CALL SHOULD TAKE NOTE THE FOLLOWING	○	Sex and approximate age of the caller; quality and accent, any unusual style of speaking; time of the conversation; sounds in the background such as music, engine and traffic, etc.

Note: Following information should be recorded in the special scene checklist.		
WRITTEN MESSAGE	○	If the threat has been received in written by letter, it should be saved for the police investigation.
	○	Furthermore, the person who opens the letter and finds out that it is a letter of threat should save the letter in a safe place and report it as specified in the incident checklist.
OTHER STEPS REQUIRED TO BE TAKEN	○	There is no easy way of finding out whether the threat is real or just a joke.
	○	When a bomb threat is received, the specified procedures are applied immediately.
	○	The crime scene Bomb Threat Checklist reporting form is used to keep accurate records, as with other emergency responsibilities and actions, to ensure the safety of students and personnel.
THE PERSON WHO IS AUTHORIZED OR RECEIVES THE THREAT	○	Operate the Fire Alarm immediately.
	○	Just after the end conversation with the person who makes bomb threat, call 112 Police and/or police unit designated for the school and give the following information:
		Name and title
		Name and address of the school/place
		Problem/issue (bomb threat)
	○	Prior to reporting the incident and proceeding to the next action, notify the school principal or authorized person.
	○	Abandon those places at school which do not seem safe and evacuate the buildings. Take attendance in the Emergency Assembly Area and perform the task specified in the plan. Browse visually the area where the students wait and inspect around the fences and bushes. The place in the Assembly Area should not be changed. Wait for the police to assist in the search. School personnel are expected to assist the search to recognize any unusual objects.
	○	If the bomb threat message states a certain explosion time, do not enter into the building until the specified time passes. Entry into the building is allowed after it is inspected.
	○	Give information to the first firefighter or police officer to arrive the scene about the students/personnel or visitors immediately.
	○	If the school principal or another authorized person resolves to take students/personnel outside the area, the administrator or authorized person and police should comply with this resolution. Parents should be informed that everything has bene secured at the school and that they are equipped to control any confusion, if required.
	○	When the bomb threat is found out false and permission is given to enter into the building, teachers receive students into the classroom only after visually browsing their classrooms quickly to be assured there is no extraordinary object in the class. And all other working areas should also be browsed quickly. If the building is safe, the students are sent back to their classrooms.

Appendix B-13 Closure of the School – Applicable Procedure

In case of an emergency which may require closure of the school, the things required to be done by the school administration are given in this list. The school administration and personnel should be acquainted with the rules to be applied and they should apply the things required to be done in absence of the administrator. If there is an authorized person, his/her name should be given here.

Authorized Person	
First Name, Last Name:	
First Name, Last Name of Alternate Authorized Person:	
Location:	
Date:	
Type of Accident:	
Time:	

Check that the specific procedures for the situation have been completed.

- O Recommendation/resolution on closure of the school has been given/taken by .....
- O Instantly, immediately
- O Next day
- O School administration puts into effect the resolution on closure of the school and gets help.
- O School administration assesses the whole situations and takes resolution.
- O Its resolution is announced: .....
- O Date/Time: .....
- O School administration (contact officer) starts phone chain to inform the parents about it.
- O Announcement is made toRadio-TV.
- O Date/Time: .....
- O Resolution on reopening.
- O Date/Time: .....

School personnel are notified about the resolution on reopening of the school.

Appendix B-14 Suspicious Person Alert – Applicable Procedure

Way of Intervention	
	Warnings about lockdown:
○	The first person to be informed about the situation warns the nearest students and personnel for lockdown/isolation procedure and gives information to the administration by using speaker, etc.
○	Lockdown alarm is given.
○	It is ensured that the lockdown/isolation procedure functions in all schools in all public address system.
○	Lockdown/isolation procedure is announced via speakers in all classrooms collectively.
○	Police should be notified. 155 or 112 should be called. Detailed and clear information should be given to the police as much as possible.
If you are inside the building when the incident happens:	
○	If the door is open, check the hallway and collect and take the students to your classroom (even if they are students of another classroom).
○	Close and lock the doors and windows. If the door of the classroom can be locked by key from outside, it is the safest to keep it locked all the time.
○	Turn off the lights.
○	Close the curtains.
○	Instruct the students, personnel and guests to get under the desks, crouch and wait in that position without talking until the lockdown/isolation procedure is over.
○	Take attendance for all personnel and students
○	Ensure the students to keep calm.
○	If any personnel and student is missing, warn the administration immediately. Or wait for a warning from the administration asking you to explain the situation.
○	If the students are in another classrooms or places, notify the administration about it.
○	Ensure that the students, personnel and guests do not abandon the room for any reason whatever.

If You Are Outside at the Time of the Incident	
○	Go to the nearest lockable classroom, room or predetermined indoor space.
○	If the danger occurred suddenly, e.g. a sudden attack in the schoolyard, take up a position under a tree or in a similar place to make you a target as small as possible. Do not group together.
If You Are Away from Your Classroom	
○	Go to the toilets or the nearest classroom.
After School	
○	Ensure that it is notified to the administration by phone or other means that the teachers and other personnel are still in the classroom after the regular working hours. And when you go out, lock the doors and turn off the lights.

Appendix C –Sample Scenario for Multi-Event Earthquake Evacuation Drill

SAMPLE SCENARIO FOR MULTI-EVENT EARTHQUAKE EVACUATION DRILL AT SCHOOL Adetailed and multi-event drill at the schools and organizations, such as the one below, may also be carried out in coordination with the related organizations. SCHOOL EARTHQUAKE EVACUATION DRILL PREPAREDENESS PROCEDURE	
1	Training on earthquake and earthquake evacuation for school administration and all teachers.
2	a) Taking measure against non-structural damages of the school; b) Making the ceiling lighting fixtures safe; c) Fastening the materials in the laboratory; computers in the computer room; cabinets in the library, classrooms and rooms; d) Marking the evacuation routes; e) Coating window panes of the school with “window film”.
3	Other measures to be taken: a) Establishing the School Emergency Centre; b) Issuing “Student Emergency ID Cards” to the students and assuring they are attached to the collar or around neck of the students; c) Making all data about students (parent’s address; address of a relative of parents; their phones, list of medical drugs the students take regularly; disease, if any; other special conditions; blood groups, etc.) available in both softcopy and hardcopy; d) Evacuation Safety Zone: Drawing a safe evacuation line with yellow paint in the schoolyard and in a distance half the height of the school.
4	Parents of the school may also be invited to such trainings and drills.
5	Neighbouring schools may also participate in these trainings and drills.
6	The School Emergency and Fire Evacuation Plan should be prepared.
7	All these preparedenesss work should be performed in coordination with the National Education District Directorate.

1) Incident and Facts:

At ..... on the date of ....., an earthquake in magnitude of ..... occurred for a duration of ..... seconds with its epicentre ...km south of the district of Adalar in the province of Istanbul.

2) Moment of Earthquake: Time ....

- Throughout the province of Istanbul, all personnel, students or trainees:
  - Of all public and private primary and secondary schools,
  - Of all public and private student dormitories, teaching institutions, training courses and day care centres take position of DROP-COVER-HOLD ON. The earthquake is simulated by operating the fire alarm system or giving siren alarm by megaphone.

3) After Earthquake: Shaking has lasted ..... seconds.

- Students sit down at their desks again.
- Classroom teacher make a speech soothingly about the principle of evacuation. Teacher opens the classroom door and waits for an evacuation order to be given by the school principal via the audio system of the school.
- The personnel, who had been appointed in the School Rescue Service by the planning made before the earthquake, start to check the stairs.
- The personnel, who had been appointed in the School Firefighting Service by the planning made before the earthquake, start to check the points where fire may possibly break out. They close the natural gas and water valve and the electrical switch.
- The personnel, who had been appointed in the School Security and Guide Service by the planning made before the earthquake, open the doors to be used during the evacuation. They check the evacuation route.
- After completion of checks, the status reports are sent to the School Drill Management Team. If there is no hazard in the area, the evacuation order is given through the audio system of the school. If there is hazard, a quick status assessment is made by the School Drill Management Team according to the type and extent of the incident. If the problem cannot be eliminated by using the facilities available, the Provincial Disaster and Emergency Centre is called for assistance. And the District MEM Contact Centre is also notified.
- Time .....:
  - Teachers are waiting in front of their classrooms.
  - Evacuation starts from the lowest floor to the top floor, from the classroom nearest to the stairs to the one furthest from it.
  - Upon hearing the evacuation announcement, the teacher in the classroom nearest to the exit in the lowest floor arranges the students, in columns of twos, threes or fours according to the width of the stairs.
  - The students of the first classroom to evacuate, start to stride off towards the exit with the teacher in front of them and the prefect at the rear.
  - Evacuation from the Building Exit Gate to the assembly area is done with running steps.
  - The teacher of the furthermost class from the stairs on the first floor shouts “Second floor, start evacuation!” and the evacuation of the second floor starts with this order.
  - Evacuation is performed and completed on basis of these principles.
  - If there are any students who got injured or went into shock, the teacher gives early intervention. He/She stays with the injured students and does not participate in the drill. The classrooms specified by announcement participate in the evacuation as led by the The classrooms specified by announcement participate in the evacuation as led by the prefect, under command of the teacher of the classroom just opposite or next to his/her classroom.

- Time .....;
  - After the evacuation drill is completed:
  - School Drill Management Team delivers to the teachers the lists of students present in the School Emergency Station.
  - Teachers control the attendance on these lists.
  - The lists are submitted to the School Drill Management Team. Instruction is given to the Fire and Rescue Service to search the missing students or rescue the injured students, if any. First Aid Service is kept ready to respond.
  - After completion of the surveillance, it is resolved whether First Response Team (Rescue, Fire, Ambulance) will be demanded by the Disaster and Emergency Centre.
  - Assuming that the phone lines are blocked, the news are forwarded to the nearest police station via liaison personnel.
  - The garden gate of the school is locked and entry of parents into school is prevented.
  - Printed handover statements, which were prepared previously and stored at the Emergency Stations, are taken.
  - Parents are asked for IDs. Parents who fail to show their ID cards and the children are brought together for recognition purpose. If they recognize each other, the statement is signed by parents and the student is handed over.
  - Parents who panic due to the nature of the disaster will object to this practice. For this reason, a preliminary speech and occasional announcements are made by the school administration for the parents.
  - For handover of the students whose families have not arrived, notification is made to the Disaster and Emergency Centre via Police Station.
  - The children are handed over to the dispatched police team and social service workers by the Disaster and Emergency Centre with an official report.

4) Special Case:

Throughout the province of Istanbul:

- In all public and private primary and secondary schools, all public and private student dormitories, teaching institutions and courses, games are designed and planned with respect to hand over of the children, search and rescue and first aid operations;
  - At the moment of earthquake,
  - After earthquake.

4.1) First Special Case:

- Games of rescue, first aid and transfer of injured persons can be planned and practiced as follows. Accordingly, a game can be arranged in the following way:
  - Evacuation completes at .....
  - Teacher of the classroom 2/A ..... gives information that 2 students got injured on the head and 2 students on the arms in the classroom 2/B, 1st floor due to fall of ceiling plaster and that 4 students in the class 2/C went into shock and their teacher remained with them;
  - Teacher of the classroom 3/B ..... gives information that 2 students in the classroom 3/A, 2nd floor went into shock due to fear they experienced and that their teacher remained with them;
- These information were sent to the School Drill Management Team:
  - First Aid Station is opened;
  - School Drill Management Team directs Rescue and Fire Service and one First Aider together with each of them to the said classrooms on the respective floors;
  - The information that it is understood as a result of survey conducted that no professional search and rescue team is needed and that Emergency Teams of the school are sufficient were given to the School Drill Management Team; a teacher commissioned by the Incident Command Centre is sent to the nearest police station by his/her private passenger car or on foot and from there they request an ambulance from the Disaster and Emergency Centre by wireless communication and police teams are sent to the school;

- Emergency Teams will carry:
  - Student No.1 in the classroom 2/B, slightly injured on the head, by a rescuer No. 1 on back;
  - Student No. 2 in the classroom 2/B, slightly injured on the head, by the rescuers No. 2 and 3 in a discharge position (in seated position);
  - Student No. 3 in the classroom 2/B, slightly injured at his arm, by the rescuers No. 4 and 5 on four hands;
  - Student No. 4 in the classroom 2/B, slightly injured at his/her arm, by the rescuer No. 6 by supporting the injured;
  - Students from the classrooms 2/C and 3/A;
  - Students No. 5 and 6 by the rescuers No. 7, 8, 9 and 10, by using a stretcher;
  - Students No. 7 and 8 by the firefighters No. 1, 2, 3 and 4, by using a stretcher;
  - Student No. 9 by the firefighters 5, 6, 7 and 8, by using a stretcher;
  - Student No. 9 by the firefighter No. 9, by using firefighter's method;
  - They will be brought to the First Aid Station:
  - By the First Aid Service:
  - Pad and head dressing will be applied to the injured No. 1 with slightly bleeding on the right temple;
  - Pad and suspension will be applied to the injured No. 3 with slightly crushed and bleeding on the right forearm and the injured No.4 with slightly crushed and bleeding on the left forearm;
  - Injured students No. 5, 6, 7, 8, 9 and 10 in shock will be put into shock position and lightly covered by blankets;
  - Injured students will be delivered to the ambulances sent by the District Disaster and Emergency Centre to the site and the information about the ambulance and transfer centres will be noted;
  - Each student handed over to the ambulances will be accompanied by a teacher;
  - Injured students will be delivered to the collection centre for injured persons and they will stay at this centre on the date of ..... up to .....o'clock and they will return to their schools accompanied by their teachers for handover to their families. All this can be created in a game-flow form.

4.2) Second Special Case:

- A game can be planned and performed which involves delivery of 100 children whose families did not come to pick them up to the Provincial Directorate of Family and Social Services. Accordingly, a game can be arranged in the following way:
  - By .....o'clock, evacuation completes; the parents of the students start to gather in front of the school to pick their children up by 11:10; they start to force the doors, they ignore the warnings made by the school principal and continue to show aggressive attitudes;
  - By .....o'clock, 10 police officers come to the school and handover of the children to their families start regularly;
  - By .....o'clock, families of 100 students do not appear and the situation is reported to the District Disaster and Emergency Centre via police radio;
  - By ....o'clock, District Disaster and Emergency Centre reports the situation to the Provincial Disaster and Emergency Centre and the teams attached to the Provincial Directorate of Family and Social Services and 2 buses from the General Directorate of IEET are sent to the school in question;
- By ....o'clock, the children are put on board of the buses and are transferred by the authorized officers of the Provincial Directorate of Family and Social Services as accompanied by the police officers to the Nursery School. All this can be created in a game-flow form.

Appendix D- Info Cards

FORMATION OF THE COMMAND CHAIN
All School Disaster and Emergency Managements attached to Provincial National Education Directorate, Istanbul, Ministry of National Education (MEB), in the process from the start of the disaster and emergency to the end: **1. Appoint School Communication/Liaison Officer;** **2. Call School Operatios Working Teams for duty;** **3. Collect Emergency Teams together and make them ready for rescue;** **4. Come into contact with the District Disaster and Emergency Centre; give the first status assessment report; communicate with respect to level and response load of the disaster..**

PROVINCIAL NATIONAL EDUCATION DIRECTORATE			
PLACE OF DEPLOYMENT	**COORDINATE**	**LIAISON OFFICER/ PERSONNEL**	**CONTACT INFO**
European Side Istanbul MEM Binbirdirek M.İmran Öktem ST. No.1 Sultanahmet/Fatih/ ISTANBUL	**European Side** 41°00’24.8” N 28°58’27.4” E	**Deputy Principal**	
		TAMP Province Coordinator	
Anatolian Side Zübeyde Hanım Eğitim Enstitüsü, Esatpaşa Outbuilding (Küçükbakkalköy Mah. Merdivenköy Yolu ST. No.9, Ataşehir/ ISTANBUL)	**Anatolian Side** 40°58’56.5” N 29°06’28.2” E	**Deputy Principal**	
		TAMP Province Coordinator	

PROVINCIAL NATIONAL EDUCATION DIRECTORATE			
PLACE OF DEPLOYMENT	**COORDINATE**	**LIAISON OFFICER/ PERSONNEL**	**CONTACT INFO**
Provincial Disaster and Emergency Directorate, Istanbul, Hasdal Campus	41°05'40.44" N 28°56'55.30" E	Recovery Branch Manager	Tel: 0212 600 06 44-55 Faks: 0212 600 06 64
		Authorized Department	Tel: 0212 600 06 54 Faks: 0212 600 06 64

SCHOOL WORKING GROUP	
TENT/CONTAINER TEAMS	
Functions	Include distribution, installation and discharge works and actions in tent/ container cities.
Assembly Area	Emergency sheltering centres (SCHOOL, MOSQUE, GYMNASIUM) District Municipalities
Related Phone Numbers and Contact Numbers	• Emergency Call Number: 112 • Fire: 110 • Provincial Disaster and Emergency Management Centre: 0212 600 06 00 • Disaster and Emergency Management Centre: 0312 258 25 25 • Turkish Crescent: 0312 430 23 00 • Crescent MAFOM: 0216 556 80 00 • 1st Army Command: 0216 556 80 00 • IBB AKOM: 0212 455 22 72 • Provincial National Education Management: 0212 384 34 34 • Provincial Directorate of Labour and Employment Institution: 0212 349 29 87-89 • District Municipalities

ACCOMMODATION WORKING GROUP	
MANAGEMENT TEAMS	
Functions	Provide management services of the accommodation areas.
Assembly Area	Istanbul AFAD Provincial National Education Directorate Provincial Directorate of Youth and Sports Provincial Muftiate Provincial Directorate of Family and Social Service District Municipalities
Related Phone and Contact Numbers	• Emergency Call Number: 112 • Fire: 110 • Provincial Disaster and Emergency Management Centre: 0212 600 06 00 • Disaster and Emergency Management Centre, Ministry of Internal Affairs: 0312 258 25 25 • Istanbul AFAD: 0212 600 00 06 • Provincial Directorate of National Education: 0212 384 34 34 • Provincial Directorate of Youth and Sports: 0216 656 62 62 • Provincial Muftiate: 0212 512 23 20 • Provincial Directorate of Family and Social Service: 0212 440 01 41

ACCOMMODATION WORKING GROUP	
LOGISTICS TEAMS	
Functions	Performs works and actions such as storage, sorting, shipping and delivery etc. in the storage zones of the disaster area.
Assembly Area	Provincial Directorate of Youth and Sports Provincial Muftiate Provincial Directorate of Family and Social Services
Related Phone and Contact Numbers	• Emergency Call Number: 112 • Fire: 110 • Provincial Disaster and Emergency Management Centre: 0212 600 06 00 • Disaster and Emergency Management Centre, Ministry of Internal Affairs: 0312 258 25 25 • Provincial Directorate of National Education: 0212 384 34 34 • Provincial Directorate of Youth and Sports: 0216 656 62 62 • Provincial Directorate of Family and Social Service: 0212 440 01 41 • IBB AKOM: 0212 455 22 72

Province/District	
Scene/Location of the Incident	
Type of the Incident	
Effect of the Incident	
Date/Time of the Incident	
How Long Has the Incident Been Going On	
Number of Affected Persons	

TABLE OF ANNUAL ACTIVITY PLAN					
TYPE OF ACTIVITY	CONTENT OF ACTIVITY	**DATE OF ACTIVITY**	**NUMBER OF TEACHERS**	**UMBER OF STUDENTS**	**UMBER OF PARENTS**
Activities Regarding Measures to Be Taken for Mitigation and Preparedness	• Determination of the Hazards • Determination of the Risks • Structural and Non-Structural Measures • Correction-Prevention Activities • Working on Communication and Cooperation Related to Disaster and Emergency				
Response, Recovery and Reconstruction Activities	• Disaster Response Simulation • Disaster Management Drills • Evacuation Drill • First Aid Training Drill • Psychosocial Support • Disaster Management Commission Desktop Drill • Student Handover Drill, etc.				
Disaster Training	• School-Based Disaster Training Project with by the Ministry of National Education Accredited Disaster Activity Games • Study of Security Maps • School Road Security Map • Schoolyard and Playground Security Map • Hazard Hunt Map for School and Environment, Visual and Imaginary Disaster Games				
Training Information Sharing Among Teachers	•Trainer's Training at Schools • Information Sharing Through Central Local In-Service Trainings and Distance Training Models				
Other Operational Trainings	• Evacuation Route Training and Drill • Emergency Teams Equipment Check Training • Trainings for Raising Awareness of the School Personnel and Administrators about Fire Equipment • Training on Skill for Use of Fire Extinguishers • Training on Methods of Carriage the Injured with Stretcher • Light Search and Rescue Knowledge and Awareness Training				

LIST OF DISASTER PREPAREDNESS GAMES ACCREDITED BY THE MINISTRY OF NATIONAL EDUCATION			
Course Name	**Grade**	**Name of Activity**	**Prepared By**
Social Studies	1	What Happened to the Goods?	
	1	Let's Learn Ways of Protection from Earthquake by Pictograms	
	2	Am I Desire? Or Need?	
	3	Fire!	
	3	We Learn How to Protect from Fire by Pictograms	
	3	Danger is Our Mission	
Mathematics	1	Earthquake Kit	
	4	Is it Possible? Or Not?	
	4	Firefighting Aircraft	
	4	Probability	
	4,5,6	From Triangles to Seismic Zone	
	4,5,6	Let's Decode Natural Disasters	
	5	4 Operations – 15 Steps	
	5	Disaster Puzzle	
	5	Fire and Percentages	
	5	Solve the Problem, Extinguish the Fire	
	7	Flood Coming, Column Rising	
	7	Colour Graphic of Disasters	
Social Sciences	4	Am I Desire? Or Need?	
	4	Let's Learn Ways of Protection from Earthquakes by Pictograms	
	4	Assembly Area Sketch	
	4	Earthquake Kit of Our Building	
	5	Natural Disasters in Our Country	
	5	Earthquake Scenarios	
	6	Together in Natural Disasters	

LIST OF DISASTER PREPAREDNESS GAMES ACCREDITED BY THE MINISTRY OF NATIONAL EDUCATION (continued)			
Science and Technology	6	How Do Plants Prevent Soil Erosion?	
	7	Why do Flowers Wither?	
	7	Environmental Disasters	
	8	Find the Match	
	8	Magnitude? Or Severity?	
	8	A Very Moving Story	
Turkish	5	Read the Graphic – Protect the Forest	
	5	Earthquake with 5W 1H	
	5	Role Leader	
	5,7	Acrostic Study of Natural Events	
	8	Natural Disaster Journalists	
Visual Arts	4	My Safe Home	
	6	Colours of Disaster	
	7	Earthquake Training by Pictograms	
Free Activity	2	Let's Overcome Disability of the Disabled in Disasters	
	2,3	Earthquake Evacuation Game	
Gymnastics		Colourful Disaster Game	
	4	Fire-Extinguishing Game	
	4	Injured Carriage Game	
	8	Find the Match	
Game and Physical Activities	1	Natural Disaster in Rabbit's Words	
Traffic Safety and First Aid	8	Light First Aid Exercises	
Religious Culture and Ethics	4	Earthquake from Religious Point of View	
Music	1	Natural Disasters in Rabbit's Words	
	4	Earthquake Training Song	

5-YEAR ACTIVITY TABLE FOR TRAININGS AND DRILLS						
DRILL SUBJECTS	2021	2022	2023	2024	2025	PARTICIPATION LEVEL (% PERCENTAGE)
Fire Extinguishing						
Bucket hand-to-hand						
Making stretcher with blanket						
Making stretcher with 3 jackets						
Lifting by jack						
Rescue						
Treatment of the injured						
Setting up tent						
Evacuation during earthquake						
Evacuation after earthquake						
Handover						
Evacuation for tsunami						
Behaviour patterns for other disasters and emergencies						
Evacuation for fire						

CONTACT AND COMMUNICATION					
ITEM NO.	DISTRICT	TELEPHONE	SATELLITE PHONE	FAX	ADDRESS
1	School Disaster and Emergency Management Liaison Office				
2	District Disaster and Emergency Centre				
3	Provincial MEM Disaster and Emergency Management Centre				
4	District Municipality Presidency				
5	District Fire Union Authority				

CHILDREN'S EMERGENCY CARD	
FIRST NAME, LAST NAME	PHOTO
DATE OF BIRTH	
NATIONAL ID	
BLOOD GROUP	
SCHOOL NAME	
SCHOOL PHONE NUMBER	
HOME ADDRESS	
CHRONIC DISORDER	
ALLERGY	
MEDICAL DRUGS HE/SHE USES	
SURGICAL OPERATIONS HE/SHE UNDERWENT	
FAMILY MEETING POINT IN CASE OF DISASTER	
OTHER INFO	

1ST RELATIVE OF THE CARD HOLDER IN CASE OF DISASTER	
FIRST NAME, LAST NAME	
DEGREE OF RELATION	
PHONE NUMBER	
2ND RELATIVE OF THE CARD HOLDER IN CASE OF DISASTER	
FIRST NAME, LAST NAME	
DEGREE OF RELATION	
PHONE NUMBER	

IMPORTANT PHONE NUMBERS YOU SHOULD KNOW				
ALO AFAD 1-2-2	EMERGENCY CALL 1-1-2	FIRE DEPARTMENT 1-1-0	POLICE EMERGENCY 1-5-5	GENDARMERY 1-5-6

EMERGENCY INFORMATION CARD	
IRST NAME, LAST NAME	PHOTO
DATE OF BIRTH	
NATIONAL ID	
BLOOD GROUP	
HOME ADDRESS	
PERSON TO BE CALLED IN EMERGENCY	
FIRST NAME, LAST NAME	
TEL. NO.	

CHRONIC DISORDER	
ALLERGY	
MEDICAL DRUGS HE/SHE USES	
SURGICAL OPERATIONS HE/SHE UNDERWENT	
DONATED ORGAN?	YES ❑ NO ❑
FAMILY MEETING POINT IN CASE OF DISASTER	
OTHER INFORMATION	

PLEASE ALWAYS KEEP THIS CARD WITH YOU

References

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