EMERGENCY PREPAREDNESS AND RESPONSE PLAN FOR THE COX’S BAZAR EDUCATION SECTOR

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With input from: UNHCR, UNICEF
Additional resources by: Save the Children International, Plan International, CODEC, ISCG
Background

The influx of over 650,000 Rohingya since September 2017, coupled with extreme hazards in monsoon season and overcrowding, has created many challenges for the Education Sector responding to the crisis in Cox’s Bazar, Bangladesh. Educational activities have grown difficult to implement due to the complex challenges of physical space, protection concerns, and a changing environment with continuous relocation. Noting the difficulties in regular programming activities as well as the pending hazards created by monsoon and cyclone season in the camp, the Education Sector has put together a basic Emergency Preparedness and Response Plan. The purpose of the plan is to address issues of preparedness ahead of monsoon season and quickly respond to the needs of the population. This plan will be practical and based on a set of overarching objectives established by the Sector. It will be a key tool of the Sector and partners to take practical action at organizational and Sectoral level, while also providing strategies to respond to emergencies at TLCs and other learning spaces.

Overarching Objective

The Education Sector will continue to provide education during emergencies when and as soon as it is safe and appropriate to do so.

Individual Strategic Objectives:

1. Identify Standard Operating Procedures and/or guidelines for the closure, continuation and re-establishment of education services
2. Ensure all TLCs or learning spaces have necessary hard and soft components for preparedness and response
3. Promote awareness raising and preparedness within the community utilizing existing education and community based structures
Strategic Objective 1

Identify Standard Operating Procedures and/or guidelines for the closure, continuation and re-establishment of education services

1.1 SOPs for closing TLCs and learning spaces

Currently, 342 TLCs are deemed “high-risk,” with 166 in danger of a landslide and 216 in danger of flooding; 40 of these TLCs fall in both groups (see Annex 6). Partners operating these TLCs are encouraged to do a rapid assessment to decide if TLCs can integrate mitigation activities to ensure safety of children, or if spaces must close. Partners should consult the SOPs in Annex 1 and Annex 2 regarding Permanent and Temporary TLC Closure; granting agencies and communities should be closely consulted in closure discussions.

If closure is necessary after TLCs located in high-risk landslide zones and floodplains are assessed, partners should attempt closure by 30 April 2018 to ensure the safety of students. Alternative education solutions should be provided to children in closed TLCs where possible. Not all TLCs need to close permanently; partners should follow the guidance of the Sector as well as institutional policies regarding TLC closure to ensure that children and facilitators are safe. In a temporary closure of TLCs, partners are also encouraged to follow basic protocol on securing assets in the SOPs in order to ensure educational materials are not lost.

1.2 Recommendations for continuing education if TLCs are closed

Alternative learning should only be initiated when it is safe and appropriate to do so. It is an option when TLCs are not accessible, when they are being used for disaster response, or when they have been destroyed or permanently closed. Standards are not prescribed for Alternative Learning. However, a number of options are outlined in Annex 3 and should be built on by individual agencies.

1.3 SOPs for reopening TLCs and learning spaces

Currently, there are no SOPs for re-opening TLCs. Individual agencies are encouraged to begin planning for the future with their teams and donors while considering the main themes from TLC closure. This includes timeline for reopening and conditions necessary to do so, community messaging, reinstating assets, and considerations for the first day of classes. Agencies will be requested to feed in to a Sector SOP at a later date.

1.4 Using TLCs as temporary shelters

IOM and UNHCR have determined that some TLCs and other community structures will be utilized as temporary shelters in the case of inclement weather or displacement. In order to ensure this disruption of education services is kept to a minimum, partners are encouraged to keep strong communication with CiC, and adhere to the SOPs set out in Annex 11.
Strategic Objective 2

Ensure all TLCs or learning spaces have necessary hard and soft components for preparedness and response

2.1 Minimum construction standards for schools

All TLCs should meet the minimum standards for safety as established by the Education Sector in cooperation with the Shelter Sector. The model TLC design, with the most resilient features in extreme weather, can be found in Annex 4. Sector partners should also adhere to the outlined minimum standards to ensure the safety and security of children and facilitators; the Sector strongly encourages that partners consider upgrading TLCs to the semi-permanent design best suited in an emergency situation. However, at a minimum, remedial upgrades should be put in place as outlined in Annex 5.

2.2 DRM kits

As per Sector guidelines, every learning space should have a DRM kit with a facilitator trained on the kit and its contents, which can be found in Annex 7. The purpose of the kit is to serve as a resource in a disaster situation, with a focus on safe and timely TLC evacuations.

2.3 Emergency communication

Sector partners are encouraged to create emergency communication trees to quickly filter information to staff (including facilitators), particularly regarding impending hazards and the potential impact on schools. A sample communication tree, along with Sector emergency contacts, can be seen in Annex 8. Communication trees should be the way that information is also sent from the bottom-up, not only top-down. Therefore, it is important for Sector partners to engage in constant communication with facilitators to be able to address any critical issues that arise in learning spaces. Additionally, it is important to plan alternative methods of contact in the case that someone cannot be reached, such as utilizing in-person messaging by community leaders and focal points. Sector coordinators will circulate critical messages from the ISCG or the CWC working group.

2.4 Trainings and DRM materials

In order to be prepared for monsoon season, commencing in April, the Education Sector has developed a rapid training for partner organizations to enable implementing partners to have the knowledge and skills to support facilitators and staff in realizing the Education Sector Preparedness and Response Plan. Nonetheless, more thorough training should be prioritized to ensure organizations, facilitators, communities and children are prepared and can respond and recover. Annex 9 outlines a list of trainings and materials (IEC) that could support in this regard.

2.5 Learning space preparedness plan for facilitators and communities

The Sector will provide an overarching preparedness template that facilitators should fill out in order to have a concrete plan established for each learning space. Preparedness plans should be addressed using a multi-hazard approach (including flood, fire, cyclone, and landslide) and should be protection-focused. Facilitators should be able to properly execute the plan when an emergency arises, knowing how to evacuate the learning space and what to do if children are lost during the evacuation process. The standardized Learning Space Preparedness Plan can be found in Annex 12.
Strategic Objective 3

Promote awareness raising and preparedness within the community utilizing existing education and community based structures

3.1 Community training on Disaster Risk Management

Using the existing education community based structure, a learning center level Disaster Preparedness Management Committee (DPMC) will be formed to establish a parental focal point system. Five potential members from five different TLCs or alternative education centers will comprise the members of a DPMC; responsibilities are outlined in Annex 10. An orientation training should be held to promote awareness among the community.

3.2 Utilizing key messaging from the Sector and the ISCG

Key messaging regarding cyclone and monsoon season has been provided by the ISCG and can be found in the Sector Dropbox. Education Sector partners should reference these key messages when speaking with communities. Note that all ISCG key messaging is currently intended to be responsive rather than proactive. Additional Education-specific key messaging will be developed by the Sector, in cooperation with partners, to respond to some of the following questions:

- Is it safe to go to school during the monsoons?
- How will we know if the TLC is closing? What do I do if my TLC closes?
- How can I re-access a TLC if I move shelter locations?
- How will I know when it is safe to return to school?
- Is the TLC a safe space to occupy during a storm?
Annexes

**Annex 1:** Standard Operating Procedures for Permanent TLC Closure

**Annex 2:** Standard Operating Procedures for Temporary Closure of TLC

**Annex 3:** Alternative Learning

**Annex 4:** Sector Endorsed TLC Design

**Annex 5:** Minimum Standards for TLC Construction and Strengthening

**Annex 6:** Locations of High-Risk TLCs

**Annex 7:** Standardized DRM Kit Contents

**Annex 8:** Sample Phone Tree & Emergency Contacts

**Annex 9:** Facilitator & Student Training Modules and Resources

**Annex 10:** Responsibilities of a DPMC

**Annex 11:** Using TLCs as Temporary Shelters

**Annex 12:** Individual Learning Space Preparedness Plans

**Dropbox:** Over 20 Additional Resources by SCI, Plan, CODEC, and the ISCG
Annex 1: Standard Operating Procedures for Permanent TLC Closure

1. Confirmation of TLC Vulnerability

Once a TLC has been labeled by the Sector as a high-risk location, due to its location on landslide prone slopes or a flood plain, the organization should immediately follow-up. In cooperating with their granting agency, the organization should go to each location labeled high risk with an engineer to see if any mitigation efforts (structural or community capacity building) could be put in place to reduce the risk. Measures to mitigate risk or close a TLC should be taken by 30 April 2018; granting agencies, CiC, and the Sector should be held in close collaboration. While the Sector recommends dismantling any high-risk TLC to ensure it is not used for alternative purposes once the TLC closes, thus putting any “squatters” at risk, it is up to the implementing partner and their granting agency to take this decision. The Sector should report the overall number of TLCs closing to site management (per camp) by 30 April 2018.

- Organizations check individual TLCs according to Sector list
- Organizations decide if TLC could function with mitigation efforts, if they should relocate or if closure is the best option
- Organizations report back to the Sector on their findings by 30th April
- Organizations should report information of TLC closure to Site Management and the Camp in Charge

2. Community Messaging

If the risk cannot be mitigated, organizations should hold a meeting with the Community Education Committees to decide when the TLC will close and how to ensure education continuity for children (either through relocation of the TLC or development of a mobile learning modality). This message needs to be clearly given to the community.

- Ensure that the community understands TLCs are NOT safe locations
- Put together a plan for the education continuity of students following TLC closure, options can be:
  - Mobile learning (in alternative safe locations, dependent on size of location might need to do several groups)
  - Absorption of children into TLCs in close proximity deemed ‘safe’ (coordinate with other Education actors in the zone)
- If there is no option for a learning modality or to relocate the TLC, then facilitators should be assigned to another TLC to support during the temporary closure of their TLC where possible
- Call a meeting with the Community Education Committee, parents, facilitators, other relevant community members and other Education actors in the area to explain the situation and discuss the best ways to communicate the messages with the community through a very basic information dissemination plan

3. Securing Assets

Organizations should decide in advance where material assets should be taken when TLC closure occurs. All organizations should procure basic waterproof/plastic sealed bins to hold educational materials. The organizations should ensure all boxes are marked with the location, name and code of the TLC. Organizations should choose various locations where assets can be stored, such as CiC office, warehouse, TLC in safe location, facilitator houses, partner offices, etc.

- On the final day of classes, material assets within the TLC should be stored in waterproof, sealed containers and properly labelled
- Organizations should do a stock-take; any party storing the materials should also count the material and both parties should sign the inventory
• Materials will be moved to safe location and kept until a solution is found in the case of each individual TLC
• Organizations can use their discretion to decide which items should be stowed away and which items can be given to children or the community
• DRM teaching kit or travelling bag can be provided to facilitators and could include: a storybook, small chalkboard, papers, and pencils given that full school kits will likely be stored
• Organizations should maintain a list of assets within each safe structure

4. Final Day of Classes

The week before the final day of TLC closure, facilitators should continually remind children that the TLC will be closing and provide them with information regarding other educational opportunities. It is recommended that a managerial level staff member from the organization is present at the TLC on the day of closure to ensure all necessary preparations have been made. Communication should be given to Site Management and CiC of the exact day of closure to reduce any potential for misunderstanding.

• Facilitators remind children of closure information on a daily basis and put in preparations (if possible) for other educational opportunities
• Organization’s managerial staff supervise closure
• Site Management and CiC is informed of exact day of closure
• Assets are moved at the end of the day
• With Shelter/Site Management colleagues, and the community, it is decided what to do with structural elements of the learning center: while the Sector recommends that high risk structures be taken down or have as many structural elements as possible removed to ensure communities do not falsely identify closed TLCs as safe spaces, the ultimate decision and associated risk/responsibility lies with the implementing organization and their granting agency
Annex 2: Standard Operating Procedures for Temporary Closure of TLC

1. Emergency Messaging

In the event of an oncoming cyclone or severe storm, the Sector will notify implementing partners and recommend temporary TLC closure via the emergency communication tree. In unpredictable emergency situations, facilitators will feed up information on TLC closure from the field level, through the emergency communication tree, and up to the Sector.

- Emergency messaging on temporary TLC closure provided by Sector (in unique circumstances, fed up from field level)
- All focal points from field level to Sector level are notified of the decision and reasoning to temporarily close a TLC

2. Community Messaging

Before closure of a TLC takes place, information must be given to the community. The organization needs to decide when the TLC will close and what educational services the children will be offered. During a predictable emergency, children should be given emergency (lifesaving) preparedness messages.

- Review key messages that should be disseminated to the community, including lifesaving preparedness messages
- Call together a meeting of the parents committee with facilitators and other relevant community members to explain the situation and discuss the best ways to communicate the messages with the community through a very basic information dissemination plan
- If closure is sudden, parent committees should have delegated roles for quick closure
- Disseminate the messages according to the plan

3. Securing Assets

Organizations should decide in advance where material assets should be taken when TLC closure occurs. All organizations should procure basic waterproof/plastic sealed bins to hold educational materials. The organizations should ensure all boxes are marked with the proper location of the TLC and the facilitators assigned to that TLC.

- On the day of closure, material assets within the TLC should be stored in waterproof, sealed container and properly labeled
- Materials will be moved to safe location and kept until the TLC can be reopened
- Organizations can use their discretion to decide which items should be stowed away and which items can be given to children or the community
- Organizations should maintain a list of assets within each safe structure

4. Final Day of Classes

Communicate with Site Management and CiC of the exact day of closure to reduce any potential for misunderstanding. Children should be notified of closure ASAP when there is a warning out.

- Facilitators remind children of closure information on a daily basis before the hazard event
- Site Management/CiC is informed of exact day of closure
- Assets are moved at the end of the day
- If TLC is identified as a potential temporary communal shelter (see Annex 11), then along with Shelter/Site Management colleagues and the community, it is decided what to do with structural elements of the learning center; facilitators should ensure everything in the TLC is secured as much as possible before closure
Annex 3: Alternative Learning

Establish DRM focal points at the community level:

- Train DRM focal point on coordinating Alternative Learning Opportunities and community engagement.
- Provide DRM focal point with a list of community members who in the event of a disaster are willing and capable to support children in their learning.
- Ensure basic materials for teaching and learning are accessible in the community (can be linked with TLM storage plan for closing TLCs).
- Conduct community engagement and provide information with Alternative Learning options in case of TLC closures.
- DRM focal point provides updates on timeline of TLC reopening.

Establish alternative learning spaces at the community level:

- Pre-identify appropriate spaces in homes and community that are safe and conducive for small groups of children to continue their education.
- Pre-identify community members who in the event of a disaster are willing and capable to support children in their learning.
- Consider TLC facilitators in the form of a "mobile learning team".
- Provide a map of alternative learning spaces that are not at risk to TLC parents/management committee.

Ensure community members are competent to support continued education:

- DRM focal point and partner staff provide basic training to community facilitators to ensure basic principles in teaching, learning and protection are understood.
- DRM focal point monitor alternative learning spaces when in action.
Annex 4: Sector Endorsed TLC Design

Recommended TLC design and BOQ by Save the Children can be [downloaded here](#). Special thanks to CODEC for providing the original TLC design.
MULLI BAMBOO FRAMING

OPEN BAMBOO WEAVE WITH MOSQUITO NETTING

CORNER COLUMNS TO PROTECT FROM RAIN

DOORWAY
WINDOW LOCATIONS TBD

MULLI BAMBOO FRAMING

OPEN BAMBOO WEAVE WITH MOSQUITO NETTING

SOLID BAMBOO WEAVE UP TO 6’ (OUTSIDE STRUCTURAL FRAME)
Annex 5: Minimum Standards for TLC Construction and Strengthening

Handbook guidance and TLC designs provided by Save the Children International, CODEC and the Shelter Sector contain full recommendations (Sections 1-3) for designing, building and strengthening community structures. The below guidance (Section 3 only) is specific to strengthening existing TLCs to increase their likelihood of surviving the upcoming monsoon and cyclone seasons. These designs do NOT make TLCs cyclone-proof, and the Sector emphasizes that TLCs should NOT be used as a refuge during severe weather. The full presentation (including Sections 1-2 not outlined here) regarding minimum standards for original construction and upgrades, as well as further information and resources, are available in the Sector Dropbox.

PURPOSE OF THIS GUIDE

THIS GUIDE IS:

This is a guide to designing, building and strengthening simple community structures.

Section 1: Designing new buildings
Section 2: Strengthening exiting building
Section 3: Strengthening CPA/TLCs & CFSs

Using this guide will increase the likelihood that buildings will survive the upcoming monsoon and cyclone season. However, it is not a guarantee that the buildings will be ‘cyclone-proof’ and these buildings should not be used as cyclone refuges.

THIS GUIDE IS NOT:

This is not a guide for building cyclone refuges. It is very unlikely that any bamboo community structure will survive a cyclone.

Community structures in the camp should not be designated as cyclone refuges, even after strengthening, unless specifically designed as such.
SECTION 3: STRENGTHENING CPA/TLCs & CFSs

This is a guide to strengthening the standard TLC/CPAs and CFSs in the camp, characterised by the following features:
- Monopitch/Flat roofs
- Bundled 4-culm columns
- Bundled 2-culm beams/rafters

KEY ELEMENTS REQUIRING STRENGTHENING

- Beam-column connection
- Shallow roof prone to ponding polythene used, not tarpaulin
- Widely spaced rafters & long spans
- Large overhang
- Widely spaced columns
- No bracing
- Column footing
BEAM-COLUMN CONNECTION

REMEDIAL ACTION:

CONNECT BEAM TO COLUMN WITH DOWELS & TIE DOWN
(DOWEL MUST BE BELOW BAMBOO NODE)

BEAM-COLUMN CONNECTION cont.

If it is possible to rebuild the roof, it is recommended that the beam-column connection is redesigned so that the double beams sit side-by-side instead of being stacked vertically – see section on Beam-Column Connection
BRACING

**KEY POINTS:**
1. Add bracing in ALL 4 walls
2. Minimum two panels each wall
3. 3-4" Borak Bamboo
4. Stiff connection at both ends using dowels

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ADDITIONAL ROPE BRACING

**KEY POINTS:**
1. Additional rope bracing can be installed quickly & easily in walls
2. Add rope bracing to roof
3. 6mm rope doubled up & tightened by twisting

Note: Primary wall bracing must be borak bamboo. Rope to be used as additional bracing only.
STRENGTHENING THE ROOF

There is a range of possible ways in which the roof may require strengthening. The table below indicates which action to take in each circumstance:

<table>
<thead>
<tr>
<th>RISK</th>
<th>MITIGATION</th>
<th>IMPORTANCE</th>
<th>DIFFICULTY</th>
<th># DAYS LABOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rafters too widely spaced</td>
<td>Add extra rafters between existing Or: Take down &amp; rebuild roof</td>
<td>HIGH</td>
<td>MODERATE</td>
<td>1-2</td>
</tr>
<tr>
<td>Spacing &gt; 5’</td>
<td></td>
<td></td>
<td>DIFFICULT</td>
<td>3</td>
</tr>
<tr>
<td>Purlins too widely spaced</td>
<td>Add extra purlins between existing Or: Take down &amp; rebuild roof</td>
<td>HIGH</td>
<td>MODERATE</td>
<td>1-2</td>
</tr>
<tr>
<td>Spacing &gt; 1.5’</td>
<td></td>
<td></td>
<td>DIFFICULT</td>
<td>3</td>
</tr>
<tr>
<td>Roof is too flat → Ponding</td>
<td>Take down roof → Trim columns → Rebuild roof</td>
<td>HIGH</td>
<td>DIFFICULT</td>
<td>3</td>
</tr>
<tr>
<td>Low quality polythene used</td>
<td>Remove grass → Add tarpaulin over polythene → Replace grass</td>
<td>Moderate</td>
<td>MODERATE</td>
<td>1</td>
</tr>
<tr>
<td>Large overhang → Large uplift force from wind</td>
<td>Cut back roof overhang &amp;/or: Add tie-down blocks</td>
<td>Moderate</td>
<td>EASY</td>
<td>1</td>
</tr>
</tbody>
</table>

*If the roof is rebuilt, it is recommended that the beam-column connection is redesigned so that the double beams sit side-by-side instead of being stacked vertically – see section on Beam-Column Connection

STRENGTHENING THE ROOF cont.

RAFTER & PURLIN SPACING

Add Borak rafter at mid-span if column spacing > 5’
Mulli purlins @ 1’ c-c
Max. Span = 5’

4” Borak Rafters @ 3-5’ c-c
Max. Span = 8’
Beams & Rafters tied down to Column

PONDING ON ROOF

Water will pond on flat roof → roof collapse
Min slope = 1’ rise / 5’ length
COLUMN FOOTING

Bamboo embedded in the ground or in concrete will rot within 6 months, leading to collapse. If installed, concrete footings with steel plates elevate bamboo above plinth.

<table>
<thead>
<tr>
<th>SCENARIO</th>
<th>ACTION</th>
<th>URGENCY</th>
<th>DIFFICULTY</th>
<th># DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columns</td>
<td>Install concrete footing</td>
<td>HIGH</td>
<td>MODERATE</td>
<td>2</td>
</tr>
<tr>
<td>embedded</td>
<td>Prop building &amp; excavate around footing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in earth</td>
<td>Install steel plates &amp; pour concrete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columns</td>
<td>Post-fix steel plates to concrete footing</td>
<td>HIGH</td>
<td>EASY BUT EXPENSIVE</td>
<td>1</td>
</tr>
<tr>
<td>embedded</td>
<td>Use expansion bolts or drill into concrete &amp; then grout</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in concrete</td>
<td>Cut column ¾” above plinth level to prevent water soaking into column</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 CULM BAMBOO COLUMN

EXISTING FOOTING

CAST CONCRETE AROUND FOOTING

CUT BAMBOO ¾” ABOVE PLINTH

4mm THICK STEEL PLATE

BENT TO PREVENT PULL-OUT

EXCAVATE AROUND FOOTING

STEP 1

STEP 2

10mm BOLTS IN 12mm HOLES OVERSIZED TO PREVENT BAMBOO SPLITTING

FILL BAMBOO WITH GROUT TO PREVENT WATER FLOODING

ROOF OVERHANG & UPLIFT LOADS

Large roof overhangs will experience large uplift loads in the event of a cyclone.

<table>
<thead>
<tr>
<th>SCENARIO</th>
<th>ACTION</th>
<th>DIFFICULTY</th>
<th># DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roof overhang &gt; 2’</td>
<td>Cut back overhang to 2’</td>
<td>EASY</td>
<td>1/2</td>
</tr>
<tr>
<td>Cast concrete tie-down blocks around building &amp; connect to roof structure with rope</td>
<td>MODERATE</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
SUMMARY: STRENGTHENED BUILDING

- Roof strengthened:
  - Angle of roof increased
  - Rafters added at mid-span
  - Polythene replaced with tarpaulin

- Beams tied down to columns using dowels or holes through columns
- Cut back large overhang
- Perimeter and internal columns added to reduce span
- Borak bracing added to all four walls
- Connect using dowels
- Concrete footings added
- Bamboo columns lifted out of ground
- Tie down roof using concrete block (or sandbags) & rope

SUMMARY: RISKS & MITIGATION

- Roof is too flat and polythene used instead of tarpaulin (water will pond & roof will fail)
  - Replace roof & trim columns to increase angle
- Rafters too widely spaced
  - Add rafters at mid-span
- Large uplift forces from wind
  - Tie down roof using sandbags & rope
- Beams not properly tied down to columns
  - Connect beams to columns using dowels
- Large overhang
  - Cut back
- Columns too widely spaced
  - Add columns at mid-span
  - Add internal column
- No bracing (or poorly connected bracing)
  - Install borak bracing
  - Connect using dowels
- Columns embedded in ground will rot
  - Replace with concrete footings
### SUMMARY: RISKS & MITIGATION

<table>
<thead>
<tr>
<th>RISK</th>
<th>MITIGATION</th>
<th>IMPORTANCE</th>
<th>DIFFICULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bamboo columns embedded in ground/concrete will rot</td>
<td>Install concrete footings and lift bamboo out of ground</td>
<td>HIGH</td>
<td>Moderate</td>
</tr>
<tr>
<td>No Bracing (or bracing is poorly connected)</td>
<td>Add borak bracing connected w. dowels</td>
<td>HIGH</td>
<td>Easy</td>
</tr>
<tr>
<td>Rafters span too far</td>
<td>Add columns at mid-span Or: Add haunches</td>
<td>HIGH</td>
<td>Moderate</td>
</tr>
<tr>
<td>Rafters are too widely spaced</td>
<td>Add columns at mid-span</td>
<td>HIGH</td>
<td>Moderate</td>
</tr>
<tr>
<td>Beam-Column connection is poor</td>
<td>Tie beams down to columns using dowels or holes drilled through columns</td>
<td>HIGH</td>
<td>Easy</td>
</tr>
<tr>
<td>Flat roof &gt; Ponding</td>
<td>Prop roof &gt; trim columns &gt; lower roof and reconnect</td>
<td>Moderate</td>
<td>Difficult</td>
</tr>
<tr>
<td>Low quality polythene used</td>
<td>Replace roofing material</td>
<td>Moderate</td>
<td>Difficult</td>
</tr>
<tr>
<td>Large overhang</td>
<td>Cut back</td>
<td>Moderate</td>
<td>Easy</td>
</tr>
<tr>
<td>Large uplift force from wind</td>
<td>Add tie-down blocks</td>
<td>Moderate</td>
<td>Easy</td>
</tr>
</tbody>
</table>

**RECOMMENDATION - BEST CASE**
- Add borak bracing / improve connection
- Add haunches to support rafters
- Take down roof and rebuild
- Insert concrete footings and lift bamboo out of ground

**RECOMMENDATION - MINIMUM**
- Add columns at mid-span
- Add borak bracing / improve connection
- Add extra rafters within existing roof structure
- Improve beam-column connection
Annex 6: Locations of High-Risk TLCs

The following links outline the locations of TLCs at risk of landslides or flooding. The Sector and granting agencies should work closely with partners to determine next steps for these TLCs.

Learning Spaces on Camp 1E
Learning Spaces on Camp 1W
Learning Spaces on Camp 2E
Learning Spaces on Camp 2W
Learning Spaces on Camp 3
Learning Spaces on Camp 4
Learning Spaces on Camp 5
Learning Spaces on Camp 6
Learning Spaces on Camp 7
Learning Spaces on Camp 8E
Learning Spaces on Camp 8W
Learning Spaces on Camp 9
Learning Spaces on Camp 10
Learning Spaces on Camp 11
Learning Spaces on Camp 12
Learning Spaces on Camp 13
Learning Spaces on Camp 14
Learning Spaces on Camp 15
Learning Spaces on Camp 16
Learning Spaces on Camp 17
Learning Spaces on Camp 18
Learning Spaces on Camp 19
Learning Spaces on Camp 20
Learning Spaces on Shamlapur
Learning Spaces on Unchiprang
Learning Spaces on Chakmarkul
Learning Spaces on Jadimura
Learning Spaces on Kutupalong RC
Learning Spaces on Nayapara EXP
Learning Spaces on Nayapara RC
Learning Spaces on Leda A
Learning Spaces on Leda B
Learning Spaces on Leda C
Learning Spaces on Leda D
Learning Spaces on Leda MS
### Items Needed for DRM Kits

<table>
<thead>
<tr>
<th>Name</th>
<th>Specification</th>
<th>Qty</th>
<th>Cost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Aid Kit</strong></td>
<td>scissors, gauze, bandages, plasters, sticking plaster, tweezers, latex gloves, alcohol, thermometer, soap, Panadol, saline solution, a first aid manual</td>
<td>1</td>
<td>1500</td>
<td>1500</td>
</tr>
<tr>
<td><strong>Radio</strong></td>
<td>solar with flashlight</td>
<td>1</td>
<td>1000</td>
<td>1000</td>
</tr>
<tr>
<td><strong>Reserve drinking water</strong></td>
<td>10 liters</td>
<td>1</td>
<td>220</td>
<td>220</td>
</tr>
<tr>
<td><strong>Clipboard</strong></td>
<td>one per shift with student names and emergency contact info</td>
<td>3</td>
<td>100</td>
<td>300</td>
</tr>
<tr>
<td><strong>List of emergency contacts</strong></td>
<td>organizational</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Referral pathway contacts</strong></td>
<td>per block</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Safety vest</strong></td>
<td>bright yellow, adult size</td>
<td>1</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td><strong>List of children per shift</strong></td>
<td>organizational</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Whistle</strong></td>
<td></td>
<td>2</td>
<td>1500</td>
<td>3000</td>
</tr>
<tr>
<td><strong>Pens or Pencils</strong></td>
<td></td>
<td>5</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td><strong>Red and Green Cards</strong></td>
<td>laminated with 'all present' and 'missing'</td>
<td>2</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td><strong>Sand Buckets (Fire)</strong></td>
<td></td>
<td>1</td>
<td>350</td>
<td>350</td>
</tr>
<tr>
<td><strong>Total per kit</strong></td>
<td></td>
<td></td>
<td></td>
<td>7420</td>
</tr>
</tbody>
</table>
Annex 8: Sample Phone Tree and Emergency Contacts

**Sample Phone Tree**

<table>
<thead>
<tr>
<th>Sector Emergency Contact List for Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Org</strong></td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>FIVDB</td>
</tr>
<tr>
<td>DAM 1</td>
</tr>
<tr>
<td>DAM 2</td>
</tr>
<tr>
<td>BRAC 1</td>
</tr>
<tr>
<td>BRAC 2</td>
</tr>
<tr>
<td>UNICEF</td>
</tr>
<tr>
<td>UNHCR</td>
</tr>
<tr>
<td>CODEC</td>
</tr>
<tr>
<td>MUKTI</td>
</tr>
<tr>
<td>OBAT</td>
</tr>
<tr>
<td>SCI</td>
</tr>
<tr>
<td>PLAN</td>
</tr>
</tbody>
</table>
Annex 9: Facilitator & Student Training Modules and Resources

Rapid Education Sector Preparedness and Response Topics

- Shutting down a TLC or learning space ahead of an emergency
- Alternatives for education during the shut-down of a TLC
- Safeguarding TLC or learning space materials
- Preparedness for various hazards (flood, cyclone, fire, landslides, medical emergencies)
- Child Safeguarding Protocol
- Evacuations and evacuation drills
- Community Mobilization for preparedness and response
- Key messages
- Emergency contact lists for children and emergency forms
- Emergency contact phone trees within organizations
- Using a DRM kit

Additional Training for Facilitators

- Health and hygiene in emergencies
- PSS in emergencies
- Reopening TLCs
- Accounting for children and reunification
- Child friendly hazard mapping

IEC Materials Suggested

- Flood Preparedness Posters
- Cyclone Preparedness Posters
- Fire Preparedness Posters
- Separation & Reunification Posters
- Road Safety Posters
- Landslide Preparedness Posters
- School Safety Checklists
- Health and Hygiene Promotion Materials
- Evacuation Point Maps for Learning Spaces
- Preparedness Classroom Games

Facilitator Resources Needed

- Key Messages (by hazard) Manual for Facilitators
- Learning Space Emergency Preparedness & Response Plan Template for Facilitators
- Checklist for TLC or learning space closure
- Checklist for TLC or learning space opening
- Instructions for safeguarding learning materials
- Emergency forms for children (including emergency contacts and medical permission and waiver forms)
- Organization communication trees

Other Useful Resources

- Emergency contact lists by camp
- Referral pathways by camp
Annex 10: Responsibilities of a Disaster Preparedness & Management Committee

DPMC training content:

- Hazard analysis (landslide, cyclone, flood and earthquake); 5 years history, syndrome, prediction, effect in the community on live and resources
- Warning signal system in Bangladesh
- Communication trees during disaster
- Pre-preparedness during monsoon
- Preparedness during disaster
- Post-preparedness
- Contingency planning
- IEC materials and key messaging with technology when appropriate

Composition of a DPMC:

- Ideally 5 members composed of the existing parent committees attached to each learning center
- Selected at the learning management committee meeting or volunteers from that group
- By 30 April, each TLC should have a DPMC selected

Responsibilities of DPMC:

- Will meet minimum once in a week during disaster warning period
- Co-facilitate awareness sessions in monthly parents meeting/forum
- Liaise with higher authority in order to inform the situation and obtain feedback (with CiC, implementing organizations etc.)
- Ensure effective dissemination of warning signals among the community especially among facilitators, parents and students
- Ensure safety of all the students and protection of all TLM
- Contribute to continuing/alternative education if TLCs are closed
- Contribute to a plan for reopening TLCs and learning spaces when the emergency has passed
Annex 11: Using TLCs as Temporary Shelters

The following guidance is recommended should a TLC be used as a temporary communal shelter:

- Once a TLC is identified for use as a temporary shelter, the TLC focal point should be communicated to, and actions for communicating to the community should be followed as per the SOPs in Annex 2 regarding temporary TLC closure.
- If a TLC is used, it should be filled to capacity before other adjacent TLCs are identified for use.
- A list of shelter residences should be compiled and updated on a daily basis to keep track of anyone who was residing within the TLC; this list can be provided to distribution points in the future to help clarify those in need of Shelter repair kits.
- Under no circumstances should NFI or shelter repair kits be distributed at TLCs.
- Token distribution for NFIs must take place at a separate distribution point.
- If tokens are being distributed at a TLC, it should be conducted against the residence list, and only when all residence of the TLC are leaving or being relocated.
- If a TLC gradually becomes less occupied, every effort should be made to consolidate individuals into other communal shelters.
- When TLCs are being cleared, a single communal shelter should be identified for EVIs, where they can be relocated to continue to receive support.
- TLC focal points should be alerted the day before a TLC is being emptied to ensure they can conduct an assessment of any repairs that are required, and ensure cleaners are available to prepare the space to resume classes immediately.
- Activities should resume the following day to avoid the space remaining vacant.
- Focal points should prepare an assessment of any damages to the building to provide to partner representatives and site management.
Annex 12: Individual Learning Space Preparedness Plan

This guide is intended to assist learning center facilitators to put together a basic preparedness plan for their TLCs. The Education Sector recommends that learning center facilitators have a basic understanding and plan in place for each individual TLC, including what should happen during the possibility of an evacuation.

In order to write a preparedness plan for your TLC properly, you first need to consider the hazards, risks, vulnerabilities, and capacity around a learning center. Once you have identified these you will know where the strengths and weaknesses are, and how to plan to ensure you address them.

Hazards and Risks

A hazard is a situation that has the potential to cause disruption or damage to people, property, services, or the environment. Assessing hazards should be an interactive and child friendly activity facilitators can do with children in the classroom. Facilitators are encouraged to work with children to produce a hazard map of the learning center and the area around the learning center.

For this activity, you will need a large flipchart and a pack of crayons for each group of children. Child friendly hazard maps can be made following these steps:

1. Divide children into groups of 5 and pass out 1 piece of flip chart paper per group
2. Demonstrate for the classroom how to draw a basic map of the TLC, including the main infrastructure and features around the TLC like roads, trees, rivers, and communal structures
3. Ask children to draw or circle all the things around the school that are dangerous, such as fire or landslides, as well as day-to-day dangers like road traffic accidents or kidnappings
4. Once children have circled or labeled all the potential dangerous things (hazards) around the school, ask them to make a list
5. Compile a master list of all the dangerous things (hazards) around the school from the children’s drawings

Photo examples of child friendly hazard maps in Lao by Rebecca Zorn
Once the master list is compiled, facilitators should then assess the risk each hazard poses. Risk is the probability of harmful consequences or expected losses (deaths, injuries, property damage, environmental damage) that might result from each hazard. Facilitators should create a risk map by graphing the likelihood (probability) of the hazard versus the impact (effect) it will have on the entire learning center (not just individual children) to determine how much of a risk each hazard may pose.

As you can see from the risks map above, children may experience road accidents or they may fall into dirty water while walking to the TLC. This is very likely because of the hazards children experience walking to school every day, but the impact is less because it will only affect a small group of children at a time instead of the entire TLC. However, a landslide may not be as likely, but it would have a very large impact and could even shut down the whole TLC, affecting all the children. Once you have analyzed the risk each hazard poses, you will know what you should prioritize in your planning process.
Vulnerabilities

A vulnerability is a condition determined by physical, social, economic and environmental factors that increases the potential risk of a given hazard. Facilitators should consider the vulnerability of children in their classroom and of the TLC structure itself. Facilitators should then make a list of what makes both students and the structure vulnerable, for EXAMPLE:

<table>
<thead>
<tr>
<th>VULNERABILITIES OF CHILDREN/FACILITATORS</th>
<th>STRUCTURAL VULNERABILITIES OF TLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenging for children in classroom with disabilities (lack of mobility, blind, deaf) to evacuate</td>
<td>TLC is in a landslide or flood risk zone</td>
</tr>
<tr>
<td>Children do not know their way around the camps and may get lost finding their shelter in an emergency</td>
<td>Materials in TLC are not stored in safe locations</td>
</tr>
<tr>
<td>Children are hungry or malnourished and may not be able to react in an emergency</td>
<td>Nothing in the TLC is waterproof</td>
</tr>
<tr>
<td>Children don’t know how to contact their parents in an emergency</td>
<td>TLC is made of poor materials</td>
</tr>
<tr>
<td>Facilitators aren’t sure what to do in different kinds of emergencies in the TLC</td>
<td>TLC roof is weak</td>
</tr>
<tr>
<td>Facilitators must travel very far to reach TLC and may be stranded in the case of flooding</td>
<td>NGOs may not be able to access the TLC in the event of an emergency</td>
</tr>
<tr>
<td>Facilitators don’t understand how to refer children when they are sick or experiencing social or emotional issues</td>
<td>TLC may be used as a temporary shelter for those displaced by floods or extreme weather</td>
</tr>
</tbody>
</table>

Capacity

A capacity is a positive condition or skill that increases the ability of a person or community to respond to potential hazards. Facilitators should make a list of all the capacities that are available within the TLC and the community around the TLC. These can be resources, knowledge, skills or attitudes held by the facilitators or the community. Facilitators should also begin to consider what could be done to increase local capacities to ensure the safety and security of their TLC.

<table>
<thead>
<tr>
<th>EXAMPLE TLC and Community Capacities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Disaster Preparedness Group cares about children in the TLC and the structure, and are happy to help in an emergency</td>
</tr>
<tr>
<td>TLC has a disaster risk management kit and the facilitators are trained on usage</td>
</tr>
<tr>
<td>Facilitators are trained on first aid and emergency preparedness</td>
</tr>
<tr>
<td>The community has experienced flooding and cyclones in the past and understands the hazards</td>
</tr>
<tr>
<td>NGO staff are trying to assist facilitators to be better prepared for emergencies</td>
</tr>
<tr>
<td>NGO staff have attended a DRM training and are creating emergency preparedness plans</td>
</tr>
</tbody>
</table>
Analyzing hazard, vulnerability, and capacity assessments

Once you have listed out all your hazards and their associated risks, vulnerabilities, and capacities, you should consider the hazards and vulnerabilities that are the biggest problems for your learning center. Every listed hazard and vulnerability should have at minimum one capacity that can correct the issue. For example, if the hazard is that children often are hit by cars on the way to the TLC, a capacity could be to do a ‘Traffic Safety’ week inside your TLC to teach children about the basics of road safety. If a vulnerability is that there is a blind child in the classroom, a capacity could be assigning them a ‘classroom buddy’ who is responsible to assist them in emergency situations and ensure they get to and from school safely.

You may not have all the capacities needed to mitigate your hazards and vulnerabilities - THAT IS OK! The goal of this preparedness plan is to come up with solutions to make your TLC a safer place for both you and the children attending the learning space.

Below is an EXAMPLE table you can use to analyze your hazards, vulnerabilities, and capacities and to develop a plan to reduce the overall level of risk inside your TLC.

<table>
<thead>
<tr>
<th>HAZARD OR VULNERABILITY</th>
<th>CAPACITY AVAILABLE</th>
<th>CAPACITY TO BE DEVELOPED</th>
<th>BY WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind child in class</td>
<td>Buddy system for child</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Landslides</td>
<td>-</td>
<td>Classroom preparedness plan for landslides, teaching children about landslide preparedness, make note of an evacuation location to bring children if there is a landslide</td>
<td>30 April 2018</td>
</tr>
<tr>
<td>Getting hit by a truck</td>
<td>-</td>
<td>Road Safety Week, understand where to bring children when there is a medical emergency in the camp</td>
<td>1 June 2018</td>
</tr>
<tr>
<td>TLC is made of poor materials</td>
<td>-</td>
<td>Request TLC upgrading from granting agency or NGO partner</td>
<td>30 April 2018</td>
</tr>
</tbody>
</table>

This chart will be the start of your classroom preparedness plan. It tells you what is already available to you and what needs to be developed for your plan. The formatted plan on the following pages should help you put together a full plan for each of your learning spaces.
LEARNING CENTER PREPAREDNESS PLAN

Basic Information

Date of Plan:
Learning Center Name:
Learning Center Code:
NGO Affiliation:
Camp Name:
Block:
Names of Facilitators:
Name of NGO Field Officer:

<table>
<thead>
<tr>
<th>NAME OF CHILD</th>
<th>NAME OF PRIMARY CAREGIVER</th>
<th>CONTACT INFORMATION OF CAREGIVER</th>
<th>SPECIAL NEEDS?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Identified Hazards, Vulnerabilities, and Capacities

<table>
<thead>
<tr>
<th>HAZARD OR VULNERABILITY</th>
<th>CAPACITY AVAILABLE</th>
<th>CAPACITY TO BE DEVELOPED</th>
<th>BY WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

Hazard Planning Instructions

The goal of hazard planning is to first safeguard LIVES. Second, we safeguard assets in the TLC.

Based on the preparedness plan above, answer the following questions:

- What do children and facilitators do before, during and after an emergency?
- Do children evacuate or shelter in place?
- Where is the evacuation point?
- What necessary protocols should facilitators follow in an evacuation?
- How do we account for children with specific vulnerabilities?
- What do we do if children are missing?
- When can we leave the evacuation point?
- What happens if we are stuck at the TLC and cannot get home?
- During what situations should facilitators safeguard assets versus evacuate immediately?
- What assets (materials and structures) should facilitators safeguard if there is time?
**General Preparedness Checklist for Facilitators**

- TLC emergency evacuation route map is posted in your room
- Practice emergency evacuation once a month
- Emergency go-bag, emergency notebook/clipboard checklists
- All supplies are in place and are easily transportable for evacuation
- Check that you know the location of your fire extinguisher
- Ensure that you have emergency contact information for every child in your classroom
- Understand key messages per hazard and do weekly trainings on these with children
- Display emergency preparedness IEC materials around the classroom
- Understand what to do if a child becomes lost during an evacuation
- Understand camp referral pathways, including how to get children access to things like medical treatment, psychosocial support, therapeutic feeding, or any other issues
- Understand standard operating procedures (SOPs) for shutting down TLCs and asset safeguarding

---

**EXAMPLE Hazard Plan for Flooding**

**Before a flood, facilitators should:**
- Identify an evacuation location, show children where it is, practice an evacuation, and post the evacuation point map in the classroom
- Teach children the key messages related to flooding
- Understand what to do when a flood happens while a TLC is closed

**Before a flood, students should:**
- Understand key messages related to floods
- Know exactly where the evacuation point is and how to safely evacuate
- Understand that the TLC is not a safe place to go during a flood

**During a flood, facilitators should:**
- Take their grab bag and swiftly move children to evacuation point
- Do an attendance roll-call once evacuation point is reached
- Stay with children until their parents have come, or until the child has safely found a way back home

**During a flood, students should:**
- Follow instructions of their facilitator to move to the evacuation point
- Stay silent and calm, listen to their facilitator and respond ‘here’ and put their hand up when facilitator does roll-call
- Not stray from facilitator and run off to their home until they are fully accounted for