Ministry of Education

**EDUCATION IN EMERGENCIES AND SCHOOL SAFETY POLICY
POLICY**

CONTENTS

1.0 POLICY OBJECTIVE

1.1   The objective of this policy is to provide a framework for Education in Emergencies (hereinafter referred to as EiE) for the Ministry of Education (hereinafter referred to as MoE) and schools in Fiji and proactively put in place initial safety measures that are aligned to the Comprehensive School Safety framework and Inter-agency Network for Education in Emergencies (hereinafter referred to as INEE) Minimum Standards to ensure the safety of whole school community, which includes students, teachers, children with special needs and school visitors.

1.2   EiE is concerned with education during and after emergency situations, rapid educational responses during crises and post disaster educational reconstruction. Common to the three types of educational action is the context that EiE deals with situations in which eventualities or disasters have destabilized, disorganized or destroyed the education system.

1.3   EiE is the provision of quality education opportunities that meet the physical, protection, psychosocial, developmental and cognitive needs of children affected by emergencies, which can be life sustaining and lifesaving.

1.4   EiE and Comprehensive School Safety ultimately promote common goals such as; to protect children and education workers from death and injuries in schools, to plan for education continuity in the face of expected hazards, to safeguard education sector investment and to strengthen a disaster resilient citizenry through education.

1.5   This policy provides a guide for EiE which stems from the three pillars: 1. Comprehensive School Safety, 2. School Disaster Management, Safe School Facilities and 3. Risk Reduction Education. It is mandatory for Education Districts and schools to adapt the framework and procedures to suit their specific local needs.

2.0 POLICY

2.1   **School Disaster Management and Emergencies plan**

A comprehensive School Disaster Management and Emergency plan shall be built on sound Planning, Preparedness, Response and Recovery that will provide direction for the entire school community. They are essential to the minimization of vulnerabilities and disaster risks of children and school communities before, during and after disasters. In addition, they ensure the efficient and effective delivery of **response** and **recovery** that supports the provision of quality education opportunities that meet the physical, social protection, psychosocial, developmental and cognitive needs of children affected by emergencies, which can be life sustaining and lifesaving.

2.1.1   School Disaster Management (hereinafter referred to as SDM) shall be established in consultation with national, sub-national education authorities, local school communities (including children), and with the disaster management counter parts to ensure a sound standard for learning environment, and plan for continuity and is consistent to international standards.

2.1.2 SDM shall have defined roles, responsibilities and accountabilities of MoE through the Asset Monitoring Unit (hereinafter referred to as AMU) -Education Emergency Operation Center, District Education Office, School Management, School Heads, teachers and students. This is pivotal to ensure everyone is aware of their roles and responsibilities in the event of an emergency situation.

2.1.3 **School Disaster Management Plan** (hereinafter referred to as SDMP) shall guide school managers, administrators, teachers and students in designing a school specific disaster management plan that suits the needs of each school in terms of preparedness, response and recovery. The SDMP will accompany the school management plan in order to integrate with the efforts of the school management committee.

2.2 **Safe School Facilities**
Education authorities, technical officers (architects & engineers), builders and school community members shall select, design, construct and maintain safe school facilities.

2.3 **Risk Reduction Education**
Reducing and preventing the effects of a disaster shall develop a culture of safety and build resilient communities. The emphasis seek to achieve sustainability and reduce vulnerability

3.0 **BACKGROUND**

3.1 **Introduction**
3.1.1 In recent years, disasters (natural and manmade) have increased in occurrence as well as its severity. Such emergencies have an impact on children's personal growth and development and disrupt the environment in which they learn and grow.
3.1.2 Fiji has had its share of school emergencies. Natural disasters such as floods, fires and cyclones have impacted daily school operations. School rivalry, or other school mishaps whether accidental or intentional, has also resulted in widespread acts of violence and assaults, and when not addressed comprehensively leads to challenging situations. These events have reinforced the need for Fiji schools to prepare for potential crises and facilitate safe and healthy learning environments for all children and staff.

3.2 **Rationale**
3.2.1 Large numbers of school children regularly experience disruption due to occurrences of natural and man-made disasters. There is a need to have an Education in Emergency framework to guide the MoE, Donor and rehabilitation agencies to address the immediate needs of school children and the longer-term educational reconstruction.
3.2.2 It is essential that education be seen as a key component in supporting national, parental and community needs and providing support for all children in a manner that is responsive to their needs within a safe and protective environment.

4.0 DEFINITIONS

4.1 **Comprehensive School Safety Framework**
It is a framework for education policy and practices aligned with disaster management at national, regional, district and local school levels. It rests on three pillars: 1. Comprehensive School Safety 2. School Disaster Management and 3. Risk Reduction Education

4.2 **Contingency planning**
Procedures to minimize disruption to normal school operations when supply of essential services such as electricity or water is interrupted and the possible down-time cannot be forecasted with any accuracy. Preparedness planning for a likely disaster scenario is based on vulnerability and risk analysis.

4.3 **Continuity management**
A process to help schools to organize themselves in order to continue functioning in the event of an emergency or critical incident.

4.4 **Critical incident**
Any event which causes disruption to the school, creates significant danger, risk or likelihood of traumatic effects, and creates a situation where staff, students and parents experience trauma, feel unsafe, vulnerable and/or under stress. Critical incidents may:
    4.4.1   be extremely dangerous or distressing.
    4.4.2   be sudden and unexpected.
    4.4.3   be disruptive to one's sense of control of events around them.
    4.4.4   be disruptive to one's beliefs and assumptions about the world, people and work.
    4.4.5   challenge the belief that events can be understood.
    4.4.6   include elements of physical or emotional loss or risk of loss.

4.5 **Disaster**
A serious disruption in the functioning of society, causing widespread human, material, or environmental losses that exceed the ability of affected society to cope using only its own resources. Disasters are often classified according to their speed or onset (sudden or slow), or according to their cause (natural or human made).

4.6 **Disaster Risk Reduction**
Disaster risk reduction seeks to minimise vulnerabilities and disaster risks throughout society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards within the broad context of sustainable development.

4.7   **Emergency**
An event actual or imminent, which:
    4.7.1   occurs on and off site;
    4.7.2   endangers or threatens life, property or the environment; and
    4.7.3   requires a significant and coordinated response.

4.8   **Emergency and Disaster Management Plan**
A formal documentation of assigned responsibilities and procedures required in the event of an emergency.

4.9   **Emergency preparedness**
The planning and preparation of processes to be undertaken when an emergency or critical incident occurs.

4.10   **Event**
An occurrence of a particular set of circumstances.

4.11   **Hazard**
A physical or human-made event that can potentially trigger a disaster (e.g. Earthquake, mudslides, floods, volcanic eruptions, tsunamis, drought, economic collapse or war).

4.12   **Preparedness**
Measures to ensure that, should an emergency or critical incident occur, resources and services are capable of coping with the effects. Measures can include planning, staff training, and acquisition of specific safety equipment, infrastructure and maintaining the safety of the school grounds.

4.13   **Prevention**
Measures to eliminate or reduce incidence of severity of emergencies prior to, during and immediately after an emergency or critical incident to ensure that its effects are minimized.

4.14   **Recovery**
Measures that support emergency or critical incident affected individuals and school communities in reconstruction of the physical infrastructure and restoration of emotional, economic, environmental and physical well-being.

4.15   **Risks**
Likelihood of a disaster happening to a particular group of people that can be estimated by frequency and severity of a hazard when combined with vulnerability and capacity of people to meet the hazard. Risk can therefore be expressed as: Risk = Hazards x Vulnerability.

4.16   **School**
Includes primary school, high-school, pre-school, special schools and the land area surrounded by the school boundaries.

5.0 RELEVANT LEGISLATIONS AND AUTHORITIES

5.1   The Constitution of the Republic of Fiji - 2013

5.2   Education Act – 1978

5.3   MoE OHS Management Manual

5.4   Ministry of Education OHS Policy 2010

5.5   Hyogo Framework for Action 2005 – 2015 [HFA]: "Building the Resilience of Nations and Communities to Disasters".

5.6   United Nations International Strategy of Disaster Reduction [UNISDR]:"Disaster Risk Reduction begins at School (2006 – 2007)" – Bangkok 2007

5.7   United Nations Centre for Regional Development [UNCRD] "School Earthquake Safety Initiative" (SESI) – 1999

5.8   Fiji National Disaster Management Plan – 1995

5.9   Safer School Against Disasters [dissemination of anti – seismic building for communities in South West Asia Countries] – JICA Hyogo, 2009

5.10 Comprehensive School Safety Framework 2012

5.11 Ministry of Education -Minimum Standards Water, Sanitation and Hygiene (WASH) in Schools Infrastructure - 2012

5.12 INEE MS Minimum Standards in Education in Emergencies, Chronic Crises and Early Reconstruction

6.0 PROCEDURES

6.1 School Disaster Management and Emergencies plan.

6.1.1 Planning

School emergency plan shall:

6.1.1.1   Document safety measures of the whole school community.

6.1.1.2   Ensure safety of the whole school community, including students, teachers, children with special needs and school visitors.

6.1.1.3   Be developed based on the local needs and characteristics of the school.

6.1.1.4   Schools shall put in to place policy directions aimed at preventing students from engaging in harmful behaviors.

6.1.2 Prevention

6.1.2.1   Creating safe, healthy, orderly and supportive school environments is part of most schools' and school districts' daily operations.

6.1.2.2   Harmful student behavior should be addressed through training such as social problem-solving or life skills programs, anti-bullying programs and emphasis on school wide discipline.

6.1.2.3   Though schools cannot cover all hazards, through prevention measures they are able to significantly minimize the impact and/or reduce the likelihood of such events.

6.1.3 Multi – hazard risk assessment

6.1.3.1 It is the foundation for planning safe schools. Preparedness will facilitate a rapid, well-coordinated and expedient response and recovery in event of an emergency or disaster. Multi - risk assessment is not an isolated process, but it encompasses all events ongoing across the whole school.

Effective risk assessment shall always follow the key stages outlined below:

6.1.3.1.1 Schools shall make a list of all hazards or potential security issues. These should include various types of hazards as mentioned earlier, including unsafe acts, physical conditions and omissions.

6.1.3.1.2 For each assessment, decide who might be harmed, how severe the harm might be, and what the full impact on the school is likely to be in the worst case scenario.

6.1.3.1.3 Schools shall evaluate the risks (the likelihood that the harm from a particular hazard will be realized) arising from each hazard and decide whether the existing precautions are adequate.

6.1.3.1.4 Schools shall appoint a diverse safe school assessment team, representative of a variety of disciplines and perspectives.

6.1.3.1.5 All potential hazards that might affect the school shall be considered including the school grounds and its surrounding community, including those areas in which students travel to and from school.

6.1.3.1.6 Understand and list vulnerabilities and existing resources and capabilities to prevent or mitigate potential impacts.

6.1.3.1.7 Schools shall survey the school population and surrounding community about potential hazards and also consider reviewing the community's crime incidence and school disciplinary data.

6.1.3.1.8 Schools shall update report on assessment findings and update emergency plans.

6.1.3.1.9 Schools shall review assessment and revise as necessary.

6.1.4 Preparedness

6.1.4.1 Roles and Responsibilities of key Stakeholders in Disaster Management

6.1.4.1.1 It involves coordination and defined roles and responsibilities of key stakeholders to ensure sound disaster management.

6.1.4.1.2 A comprehensive planning process is localized and addresses all hazards.

6.1.4.1.3 School emergency plans shall be reviewed and revised regularly.

6.1.4.1.4 Schools and districts shall also conduct drills and exercises to familiarize everyone with the plan. In emergency situations, people rely on instinct and training.

6.1.4.1.5 If everyone is familiar with emergency plans and procedures, response is streamlined and more effective.

6.1.4.2 Ministry of Education

6.1.4.2.1 Oversees the work carried out by the AMU on Disaster Management and emergencies, School Facilities and Disaster Risk Reduction (hereinafter referred to as DRR).

6.1.4.2.2 Develop scope and sequence for teaching about hazards, disasters, and problem solving for risk reduction.

6.1.4.2.3 Infuse risk reduction throughout the curriculum and provide guidelines for integration of DRR into career subjects.

6.1.4.2.4 Provide teacher training for both existing teachers and teacher trainees on risk reduction curriculum materials.

6.1.4.2.5 Provide relevant materials and training for teachers, students, parents, school management and school communities with reference to hazard awareness and disaster risk reduction.

6.1.4.2.6 Close schools in the event of an emergency on the advice of the National Disaster Management Office (hereinafter referred to as NDMO).

6.1.4.3 Asset Monitoring Unit

6.1.4.3.1 Coordinate with the District Education Offices and schools on EiE preparedness, response and recovery.

6.1.4.3.2 Conduct trainings on site-based assessment and planning, risk reduction, and response preparedness for the Education District, Disaster, Risk Management and Response Committee, the school Heads, teachers, students and school management.

6.1.4.3.3 Conduct school infrastructure and facilities audit and assessment to identify maintenance priorities for ensuring school safety and suitable school facilities for use as community emergency facilities and evacuation centers.

6.1.4.3.4 Organize disaster management training and conduct awareness programmes in schools and the school communities.

6.1.4.3.5 Coordinate the development of disaster management materials for EiE in schools and the school communities.

6.1.4.3.6 Coordinate drills and trainings for MoE staff, school teachers, students, parents, school management and the school communities.

6.1.4.3.7 Coordinate the MoE, Education District and schools in the planning and implementation of the damage assessments after a disaster.

6.1.4.3.8 Coordinate with other agencies in developing general procedures to follow nationally and in Education districts during the event of an emergency.

6.1.4.3.9 Chair the Education Cluster on behalf of the MoE.

6.1.4.3.10 Represent Education in the NDMO meetings and National Disaster Council Meetings.

6.1.4.3.11 Compile National Education Situational Report (hereinafter referred to as SITREP) from Education Districts' SITREP and submit to NDMO.

6.1.4.3.12 In collaboration with the NDMO, the Education Clusters and the Education Districts to initiate the initial rapid assessment within seventy two (72) hours after a disaster and detail damage assessment within fifteen (15) days after a disaster.

6.1.4.3.13 Prepare the MoE damage assessment report and submit to NDMO.

6.1.4.3.14 Prepare Education Response Plan for the NDMO.

6.1.4.3.15 Secure funding support from donor agencies for their commitment to the Response Plan.

6.1.4.4 The District Education Officers

6.1.4.4.1 Establish a District Education Disaster, Risk Management and Response Committee to work with schools to conduct site based assessment and planning, risk reduction and response plan as part of normal school management and improvement as well as coordinate disaster procedures during emergencies.

6.1.4.4.2 In collaboration with the AMU prepare Education District Disaster Management Plan and evaluate and update once a year and following a disaster.

6.1.4.4.3 Work in collaboration with AMU in conducting school infrastructure and facilities audit and assessments to identify maintenance priorities for school safety and suitable school facilities for use as community emergency facilities and evacuation centers.

6.1.4.4.4 Initiate, administer, participate and evaluate school safety and emergency preparedness.

6.1.4.4.5 In collaboration with AMU, coordinate with other agencies in the implementation of the response plan in the districts during the event of an emergency. The District Disaster, Risk Management and Response Committee (hereinafter referred to as DDRMRC) shall include:

6.1.4.4.5.1 The Divisional Education Officer

6.1.4.4.5.2 The District Principal Education Officer

6.1.4.4.5.3 Heads of Schools

6.1.4.4.5.4 Sub Divisional Medical Officer

6.1.4.4.5.5 Police

6.1.4.4.5.6 National Fire Authority

6.1.4.4.5.7 Commissioner's Office

6.1.4.4.5.8 Public Works Department

6.1.4.4.5.9 Faith-based organisations

6.1.4.4.5.10 Non-Government Organisations

6.1.4.4.6 All District Education Offices shall have a safe storage room with proper inventories to keep all appropriate equipment that would be used by the assessment officers before, during or after an event of the disaster.

6.1.4.5 School Heads

6.1.4.5.1 Work in Collaboration with Staff and School Management to select the School Disaster, Risk Management and Response Committee (hereinafter referred to as SDRMRC). The SDRMRC committee appoints the SDRMRC Coordinator (as in 6.1.4.6).

6.1.4.5.2 Ensure the formulation of the school's Emergency Evacuation Plan and the Disaster Management Plan in accordance with the Ministry of Education EiE Policy.

6.1.4.5.3 Facilitate Capacity building of teachers on the Disaster, Risk Management and Response.

6.1.4.5.4 Incorporate Comprehensive School Safety, emergency preparedness and response as integral part of school improvement plan.

6.1.4.5.5 Conduct drills and initiate plan reviews based on drill evaluations.

6.1.4.5.6   Keep parents informed of the emergency notification system.

6.1.4.5.7   Supervise periodic safety checks and audit of school infrastructure and facilities.

6.1.4.5.8   In collaboration with the teachers, students and parents, develop the School Disaster Management Plan and Emergency Evacuation Plan.

6.1.4.5.9   Communicate and test the school emergency plan with all staff, students and parents.

6.1.4.5.10   Provide copies of the SDMP and School Emergency Evacuation Plan (hereinafter referred to   as SEEP) to the parents, the District Education Office and AMU.

6.1.4.5.11   Keep the District Education Office informed of actions taken and resources needed.

6.1.4.5.12   Supervise the operation of the SDRMRC.

6.1.4.6   School Disaster, Risk Management & Response Committee

6.1.4.6.1   Conduct site based assessment and planning, risk reduction and response plan as part of routine school management and improvement as well as to coordinate disaster procedures during emergencies.

6.1.4.6.2   Prepare SDMP and evaluate and update at regular intervals (once a year and following a disaster).

6.1.4.6.3   Support Principal/Head Teacher in ensuring that all staff and students, parents, school management and school community are fully familiar with the SDMP.

6.1.4.6.4   Identify Evacuation Centers and Temporary Learning Centers and make arrangements with school management land/property owners.

6.1.4.6.5   Prepare and support the organization and delivery of Awareness Programs on disaster management for school community.

6.1.4.6.6   Facilitate the organization of training on disaster management issues.

6.1.4.6.7   Identify and advise on purchase of equipment for emergency situations.

6.1.4.6.8   Carry out regular review of infrastructure and school facilities, and safety requirements for various hazards (earthquake, fire, cyclone, floods, etc.)

6.1.4.6.9   Work in collaboration with the school heads on arrangements for carrying out preparedness and mitigation measures in schools through school funds and other sources.

6.1.4.6.10   Prepare guidelines and procedures for emergency drills.

6.1.4.6.11   Work with Education Districts and AMU to develop and disseminate materials, posters, pamphlets, and simple guidelines during different disaster settings.

6.1.4.6.12   Work closely with District Education Office on initial damage assessments, seventy two (72) hours after the disaster and longer- term damage assessment, response plan and school recovery.

6.1.4.6.13   In collaboration with School Management and Heads of Schools, Government and non-government agencies, organize urgent school clean-up to make schools safe for children.

6.1.4.6.14 Keep an up-dated list of important telephone/cell-phone numbers and radio contacts in case of emergency.

6.1.4.7 Teachers
6.1.4.7.1 Participate in developing the SEEP and SDMP.
6.1.4.7.2 Participate in the execution of school emergency plan exercises, drills and trainings.
6.1.4.7.3 Help students develop confidence in their ability to care for themselves and others in times of emergency.
6.1.4.7.4 Provide leadership and activities for students during a period of enforced emergency confinement.
6.1.4.7.5 Be familiar with the psychosocial needs of children in the stress of an emergency situation.

6.1.4.8 Parents
6.1.4.8.1 Encourage and support school safety, violence prevention and emergency preparedness programs within the schools.
6.1.4.8.2 Provide volunteer services for school emergency preparedness, response and recovery.
6.1.4.8.3 Support and follow the SDMP and SEEP in times of emergencies.
6.1.4.8.4 Practice emergency preparedness, response and recovery in the home to reinforce school training and ensure family safety.

6.1.4.9 Students
6.1.4.9.1 Participate in developing the SEEP and SDMP.
6.1.4.9.2 Lead students in the execution of school emergency plan exercises, drills and trainings.
6.1.4.9.3 Work in collaboration with prefects and teachers during emergency drills and exercises.
6.1.4.9.4 Be responsible for themselves and others in an emergency.
6.1.4.9.5 Understand the importance of reporting situations of concern.
6.1.4.9.6 Develop an awareness of natural and technological hazards.
6.1.4.9.7 Take an active part in school emergency preparedness, response and recovery, as age appropriate.

6.1.4.10 Contents of a School Disaster Management Plan to include the following:
6.1.4.10.1 School Profile
6.1.4.10.2 Contact List of all AMU office and officers
6.1.4.10.3 SDRMRC-its formation and their roles and responsibilities
6.1.4.10.4 Roles and responsibilities of key stakeholders relevant to the Plan
6.1.4.10.5 Multi Hazards risk identification and safety assessment
6.1.4.10.6 Inventory of resources available to the school
6.1.4.10.7 Communication of the Plan
6.1.4.10.8 Conduct of emergency drills
6.1.4.10.9 Evaluation and updating of the Plan to improve effectiveness
6.1.4.10.10 Early Warning System
6.1.4.10.11 Emergency Evacuation Center policy and rules.

6.1.4.11   Conduct of Drills

    6.1.4.11.1 Schools in Fiji are required to conduct school lockdown drills, school fire, earthquake, flooding, cyclone and tsunami drills, and bus evacuation procedures as relevant.

    6.1.4.11.2 The purpose of these drills is to demonstrate a school's commitment to prepare for crises, emergencies and disasters. In addition, to test procedures set in place, reveal weakness in the procedures, improve response coordination, clarify roles and responsibilities and improve individual and team performance.

    6.1.4.11.3 Drills test universal procedures (e.g. lockdowns, evacuation, shelter-in-place), build staff and student awareness, and provide training to students and staff.

    6.1.4.11.4 Drills are a crucial component of emergency planning and preparedness. Drills should be conducted at school level, minimum once every term (3 times a year).

    6.1.4.11.5 Within district level, schools are encouraged to conduct inter-school evacuation drills at least once per year.

6.2   Safe School Facilities

  6.2.1 MoE, Education Districts, building technical experts such as architects, engineers, builders and school management, community members in safe site selection, design, construction and maintenance (including safe and continuous access to the facility). The key responsibilities for both public and private schools are to:

    6.2.1.1 Select safe   school sites nationally and implement disaster-resilient design. Implement prioritization schemes for retrofit and replacement (including relocation) of unsafe schools.

    6.2.1.2 Minimize building and facilities non-structural and infrastructural risks from all sources, including design and interior layout and furnishings safe for survival and evacuation. Include disability access in these considerations.

  6.2.2   In the event schools are planned as temporary community shelters the infrastructure are designed to meet these needs.

  6.2.3   Ensure that children's access to schools is free from physical risks (pedestrian paths, road and river crossings)

  6.2.4   Water and sanitation facilities adapted to potential risks (rain-fed and lined latrines)

  6.2.5   Implement climate-smart interventions such as rainwater harvesting, solar panels, renewable energy, school gardens

  6.2.6   Plan for financing and oversight for ongoing facilities maintenance – school maintenance plan is mandatory and must be in the school strategic and school annual plan, and annual budget and action plan.

  6.2.7   Adhere to the Policy in Establishment, Recognition and Registrations of Schools to make every new school a safe school.

  6.2.8   Ensure disaster risk reduction is an integral objective of site selection, design, construction, and maintenance of schools.

  6.2.9   Develop cost-efficient guidance for prioritization of school facilities for technical on-site assessment and establishment of retrofit and replacement schedule.

6.2.10 Develop due diligence procedures for governments, donors, non-governmental and community construction of schools and early childhood development centers to assure that 'every new school is a safe school' and those rehabilitated after disasters are safe schools.

6.2.11 Ensure disaster risk reduction measures are integrated into post-disaster recovery and rehabilitation processes in the education sector.

6.3 Risk Reduction Education should be designed to develop a culture of safety and resilient communities.

6.3.1 Develop consensus-based key messages for reducing household and community vulnerabilities, and preparing for and responding to hazard impacts as a foundation for formal and non-formal education.

6.3.2 Develop scope and sequence for teaching about hazards, disasters, and problem solving for risk reduction.

6.3.3 Infuse risk reduction throughout the curriculum and provide guidelines for integration of DRR into career subjects.

6.3.4 Provide teacher training for both teachers and teacher trainees on risk reduction curriculum materials.

6.3.5 Develop strategies to scale-up teacher involvement for effective integration of risk reduction into formal curriculum as well as non-formal and extra-curricular approaches with local communities.

6.4 Education Emergency Operation

6.4.1 The Permanent Secretary for Education has the authority and responsibility to close schools and activate the Education Emergency Operation Center (hereinafter referred to as EEOC) at AMU in the event of an emergency on the advice of the NDMO.

6.4.2 The Director AMU takes charge of the Education National Emergency Operation at MoE and activates the Emergency Operation Centers in the affected Education Districts once the National EOC is activated. The schools in the affected education districts are linked to the EEOC in the education districts and in turn they are linked to the National Education EOC, which directly reports to the NDMO EOC.

6.4.3 Under the supervision of the Director AMU the Education officers in the affected districts, SDRMRC and teachers to carry out the initial rapid assessment in the first seventy (72) hours after a disaster and conduct the detail damage within fifteen (15) days after the disaster.

6.4.4 The Director AMU calls for the Education Cluster meeting when the need arises.

6.4.5 The Director AMU coordinates the MoE, Education District and schools in the planning, implementation of the initial damage assessment and damage assessment after a disaster.

6.4.6 The Director AMU shall coordinate with other agencies in developing general procedures to follow nationally and in the districts during the event of an emergency.

6.4.7 The Director AMU shall take the leading role as chair of the Education Cluster.

6.4.8 The Director AMU shall represent MoE in the NDMO meetings.

6.4.9 The PSE shall represents MoE in the National Disaster Council Meetings.

6.4.10 The Director AMU shall compile National Education SITREP from Education Districts SITREP and submits to NDMO.

6.4.11 The Director AMU shall prepare the MoE damage assessment report and submits it through the PS- Education to NDMO.

6.4.12 In collaboration with the Education Cluster, the Director AMU shall prepare Education Response Plan and submits to NDMO.

6.4.13 In collaboration with the Education Cluster, the Director AMU shall secure funding support from donor agencies for their commitment to the Response Plan.

6.4.14 The Director AMU shall work in collaboration with the Education Cluster and development partners in the implementation of the Disaster Rehabilitation Plan in accordance to the Education Response Plan.

6.4.15 The Director AMU shall work in collaboration with the Education Cluster to monitor and evaluate the Education response plan after the implementation of the rehabilitation assistance.

6.5 Early Recovery

6.5.1 Actions taken during the first few days after an event set the tone on how the school intends to move forward. Depending on the level of the distress, the recovery process may be for a short term or long term.

6.5.2 Recovery consists of four main components: physical/ structural, social/ emotional, academic, and fiscal.

6.5.3 The school head and the school manager shall take appropriate actions to return the site infrastructure to normal; develop medium to long term strategies in conjunction with the District Education office to identify and manage ongoing psycho-social needs and in case of the students, the educational needs, of those affected.

6.6 Physical/ structural recovery

6.6.1 Ensuring the school safety and usability of a building becomes the primary goal of physical and structural recovery.

6.6.2 Physical damages must be assessed to determine the cost and feasibility of repairing or replacing damaged structures.

6.6.3 Temporary relocation of classes shall be considered if damages require repair or rebuilding.

6.6.4 Detail assessment of damages of furniture, equipment and supplies is important shall consider replacement of the damaged ones.

6.7 Fiscal recovery

6.7.1 Critical business functions of the school must be restored quickly.

6.7.2 Schools must have continuity operation plans to ensure a smooth transition of authority and responsibility in times of disaster.

6.8 Academic recovery

6.8.1 Restoring the structure and routine of learning is the goal of academic recovery.

6.8.2 Resume classes as soon as possible. Determine the date/time and method for returning and how the information is communicated to staff, students, and families.

6.8.3 Modifications may be necessary if buildings have been significantly damaged and cannot be used safely. Also consider the psycho-social needs of students and staff as they learn how to cope with results of the disaster.

6.8.4 Communicate the alterations with parents and/or guardians.

6.9   Social and Emotional Recovery

  6.9.1   The goal of emotional recovery is to promote coping and resiliency for students, staff and their families following an emergency, disaster or traumatic event.

  6.9.2   For some, adverse effects lessen with emotional support and the passage of time. Others are more deeply affected and experience longer-term consequences. It is important to know that these emotional reactions are normal responses to an abnormal event.

  6.9.3   School shall organize psychosocial support systems with student support services personnel district-wide. Establish partnerships with community mental health agencies and faith groups.

  6.9.4   Resilience-building approach to psychosocial well-being and child protection is a more sustainable and holistic approach to working with children and families.

  6.9.5   School shall promote messages of resiliency and hope.

  6.9.6   School Heads and management shall ensure staff are trained to recognize symptoms of extreme stress in children.

7.0 GUIDELINES

7.1   The guidelines provide best practices in Disaster Management, Risk Management and Response conducted before, during and after disasters.

7.2   There are four Educational Cluster Objectives:

Education Cluster Objectives	
A	**Return the learning and teaching environments to normalcy at the earliest possible date.** (i) Clear debris and clean school buildings and compounds (ii) Provision of safe drinking water and adequate sanitation (iii) Provision of shelter, furniture and teaching accessories (iv) Supply of teaching and learning materials, office equipment and sporting equipment
B	**Assisting students to return to the classrooms (to learn)** (i) Enabling students to participate in activities in schools designed to help them share, talk about and deal with their traumatic experience of the disaster. (ii) Ensuring all students are equipped with school uniforms and school packs (iii) Supply of nutritional meals (breakfast/lunch) daily during the school week
C	**Ensuring teachers are prepared to resume their teaching and administrative duties and responsibilities** (i) Providing teachers with pastoral support and counseling to help them recover from their traumatic experience and to deal with their loss of personal possessions. (ii) Carrying out repairs and maintenance to the damaged staff houses
D	Working with and encouraging parents and the community to support the students and teachers in rebuilding and restoring a positive and conducive learning environment and a more resilient community.

7.3   Education Response Plan format based on different activities:

7.3.1   Activity A1: Immediate Response –Restoration of essential services and WASH in Schools Infrastructure and Facilities to enable the Opening of Schools

Agency	Ministry of Education
Description	**Improve learning and teaching physical environment through the following**: 1. Engaging Government Agencies, volunteers and teachers to continue and complete the clearing of debris and thorough cleaning of school buildings and compounds of all schools. 2. Restoration of water supply and provision of water tanks. 3. Desalination of water. 4. Fumigation of all school compounds by the Ministry of Health. 5. Thorough inspection and clearance of all electric wiring by Fiji Electricity Authority prior to restoration of power supply to each school. 6. Rehabilitation of WASH Infrastructure and Facilities. 7. Provision of EiE temporary learning spaces 8. Provision of EiE education resources for students and teachers
Beneficiaries	All students and staff of all affected schools
Partners	MoE, NDMO, Ministry of Health, Military, Water Authority of Fiji, Fiji Electricity Authority, Private sector
Budget	Requirement Funded Unmet NOTE: *Costs of Repairs and Construction of Schools*
Expected Outputs and Impacts	1. The restoration of clean, safe, secure and conducive learning and teaching environments for all students and teachers 2. The provision of basic needs i.e. drinking water, sanitation and shelter for all schools 3. Zero injury of students and teachers in schools. 4. The earliest return of students to schools and the commencement of academic year for affected schools. 5. The restoration of normalcy in lives of students, teachers and communities.

7.3.2 Activity A2: Immediate Response for Teaching and Learning resources

Agency	Ministry of Education (MoE)
Description	**Improve access to learning and teaching resources** 1. Printing and distribution of relevant curriculum materials (Readers, Student Workbooks, Teacher Guides, Textbooks) and reading books to all primary and secondary schools by MoE 2. Supply of reading books to all primary and secondary schools by MoE and Donors 3. Donor contribution of office and teaching equipment (printers, photocopiers, overhead projectors, PCs) 4. MoE and donors supply of teaching accessories (chalk, dusters) 5. MoE and Donor contribution of sporting equipment (soccer, rugby, netball and volleyball nets and balls, skipping ropes, hoops, etc.) to all primary and secondary schools.
Beneficiaries	All students, teachers and communities in affected areas
Partners	MoE, NDMO, and Donors

| Budget | Requirement $
Funded $
Unmet $ |
|---|---|
| Expected Outputs and Impacts | 1. The return of laughter, gaiety and enthusiasm in students' lives
2. The earliest return to learning and teaching for affected students and teachers
3. More positive environment created through shared activities and participation of the communities in the welfare and education of their children
4. The restoration of normalcy in lives of students, teachers and communities. |

7.3.3 Activity B1: Immediate Response: Psychosocial and Social Protection needs of affected students and teachers

Agency	Ministry of Education (MoE)
Description	1. Engagement of relevant agencies to partner with teachers in conducting appropriate activities (morning talk, poetry, drawing, painting, games etc.)
2. Provision of priority social protection needs of students
3. Supply of school packs and temporary learning spaces
4. Social Protection immediate response such as provision of nutritious lunch to affected students
Beneficiaries/Location	All students, teachers and communities
Partners	MoE, NDMO,
Budget	Requirement $
Funded $
Unmet $
Expected Outputs and Impacts	1. Adequate psychosocial support opportunities provided to students
2. Equity in the provision of basic necessities for students to ensure that no student is prevented (as a result of the disaster) from returning to school
3. Assurance of daily sustenance of all students whilst their families recover and regain ability to provide daily meals and necessities.

7.3.4 Activity C1: Early Recovery: Social Protection needs and infrastructure and Facilities Rehabilitation

Agency	Ministry of Education (MoE)
Description	Support to teachers through:
1. Engagement of relevant agencies to partner with MoE in providing appropriate psychosocial support to teachers
2. Infrastructure and Facilities Rehabilitation
Beneficiaries	All students, teachers and communities
Partners	MoE, NDMO, Development Partners
Budget	Requirement $
Funded $
Unmet $
Expected Outputs and Impacts	1. Adequate psychosocial support opportunities provided to staff.
2. Provision of basic shelter and restoration of homes for teachers.
3. Encouraging and strengthening the resilience of teachers to cope with the distressing experience and to actively return to their teaching and administrative responsibilities.

7.3.5   Activity D1: Early Recovery - School Community Support

Agency	Ministry of Education (MoE)
Description	Community support 1. Supply of plants and seedlings for creation and provision of shades, food and aesthetic enhancement of home and school environments. 2. Supply of tools for planting and maintenance of trees, plants and gardens for affected boarding schools and community. 3. Partnership between schools and Parents & Teachers Association to continue and sustain tree planting and food security initiatives. 4. Engagement of relevant agencies and development partners in providing continued support and counseling to the communities.
Beneficiaries	All students, teachers and communities
Partners	MoE, NDMO and Development Partners
Budget	Requirement $ Funded $ Unmet $
Expected Outputs and Impacts	1. Inclusiveness in the rehabilitation and reconstruction efforts. 2. The development of a sustainable source of food for boarding and livelihood of the people. 3. Emotional and spiritual healing of the members of the communities. 4. Better and closer relationships amongst the communities as they work together to recover from the aftermaths of the disaster. 5. The restoration of normalcy in the daily lives of the communities.

8.0 EFFECTIVE DATE……………………………………………………3rd July, 2014

9.0 REVIEW DATE………………………………………………………3rd July, 2015

10.0 KEY SEARCH WORDS
Risk Reduction Education, Multi – hazard risk assessment, NDMO, SEEP, EiE, INEE, SDMP, DDRMRC, SDRMRC, EEOC, DRR, WASH.

11.0 APPROVED BY THE HONOURABLE MINISTER FOR EDUCATION, AMBASSADOR FILIPE BOLE

SIGNATURE   DATE