



# **MINISTRY OF EDUCATION**

## **DISASTER PREPAREDNESS**

### **POLICY**

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## FOREWORD

## **Introduction**

As the incidence and severity of disasters are on the rise due to climate change, disaster management deserves the highest priority. Until recently disaster management was considered a post disaster activity focusing mainly on rescue, relief and rehabilitation with emphasis on state-centric approaches guided by the Ministry of Health in partnership with international donor agencies.

The debate is now moving from the idea of a basic diagnosis of relief operation to a more proactive strategy of disaster prevention. This shift in focus in recent years from disaster response to disaster prevention and disaster risk reduction is largely motivated by the high toll of disasters both in terms of human suffering and the loss of economic assets this policy document makes a significant case for deliverable development objectives.

Disaster Management is an important issue that cannot be addressed by the government alone. It calls for a convergence of efforts from all institutions, agencies and the community to take on various types of tasks at various stages of the disaster management phase.

In 2005, Guyana experienced one of its worst floods in the last century which had a devastating impact on the country : peoples livelihoods were destroyed, industry came to a standstill in most areas, hospitals were overwhelmed with casualties Many schools and other higher education institutions had physical facilities , materials and equipment were destroyed or damaged, by flood waters , while some of the nation's schools were used as shelters to the detriment of the delivery of education.

The education sector is the largest single employer with a physical presence in every community across all eleven education administrative districts and with an education population across all levels of approximately 200,000 participants. This is nearly one —third of the population of Guyana based on the last census. The ministry has therefore chosen to be proactive by developing its own Disaster Preparedness Plan, which will form an annex to the Ministry of Health National Health Disaster Plan.

## **Principles**

The most important principle that has guided the formation of this policy is the goal of Education for All. Prevention is understood to stand squarely with the aim of the Government of Guyana that all children shall receive an education of quality.

## **Collaboration**

The ministry will work in collaboration as part of a multisectoral approach to disaster preparedness planning and implementation.

## **Coordination**

This sector will actively participate in the coordination of all sub-committee activities with regards to planning, implementation, review and evaluation of the disaster planning process.

## Resources

The Ministry will identify suitable persons at all levels to create its Incident Command Control Systems, thereby putting into effect its policy and so far as reasonably practicable make budgetary allocations in support of its policy

## Objectives

The education sector policy has four objectives related to strategic intervention at all stages of the disaster preparedness plan underpins the coordination and involvement of all relevant stakeholders in relation to the disaster or emergency

## Prevention-Mitigation Phase

Identification of hazards to the schools from all potential sources (all-hazards planning), and implements actions to:

Priority for mitigation efforts or response planning

☐ Reduce the likelihood of an emergency

Lessen the impact of a crisis situation.

Risk assessment systematically lists potential hazards and rates them relative to:

☐ Frequency

Warning time,

Severity,

**Note that Appendix 1 page (22) provides an example of a hazard checklist; this list should be customized to suit local conditions and concerns**

## Preparedness Phase

Organization of response teams using the *Incident Command System*.

Establishing *Command Post* locations and communication lines.

Establishing standard emergency response procedures.

Pre-assembly of equipment for emergencies,

Identification of support for special needs persons.

Regular internal training and drills

## Response Phase

Making the plan scalable to the incident

**Standard response actions are:**

### ***Shelter-in-place\****

Shelter in place is used when conditions outside your location may be more dangerous than staying in place such as a hazardous material incident.

### ***Lockdown***

This action involves rapid protection of students and staff behind locked doors

***Evacuation:*** This action takes place when the school building is not safe; examples include fire, structural failure or hazardous materials incidents

***Reverse Evacuation:*** To move inside as quickly and safely as possible. Reverse evacuation is used in the event of a severe weather condition or exposure to hazardous materials incident nearby.

### ***Recovery:***

The goal of recovery is to return to learning and restore the infrastructure of the school facilities as quickly as possible. It is important that the school environment is caring and supportive.

Recovery also involves capturing and applying lessons learned so they may be incorporated into plans to improve the response.

After-action reports are critical to this effort.

Analysis of what was done and what could be done better.

Corrective Action based upon the analysis.

➤ Closure of the incident and moving to the "new normal."

Source of Verification	Expected outcomes	Intervention	Source of Verification
<p>Emergency Disaster Preparedness Plan Annexure to National Disaster Response Authority, Ministry of Health &amp; Family Welfare, Government of India</p>	<p>A disaster preparedness plan with a national sector for response</p>	<p>To incorporate disaster risk reduction in national safety policy</p>	<p>Emergency Disaster Preparedness Authority, Ministry of Health &amp; Family Welfare, Government of India</p>
<p>OECD Disaster and Health Policy, National Health Policy, Disaster Preparedness and Response Authority</p>	<p>A Health Safety Policy document that addresses national, regional and local requirements for production</p>	<p>Operational, Regional Health &amp; Safety Policy</p>	<p>OECD Disaster and Health Policy, National Health Policy, Disaster Preparedness and Response Authority</p>
<p>School and regional disaster response</p>	<p>A wide range of community safety information at in organizations preparedness products</p>	<p>Develop sensitization materials for the education system.</p>	<p>School and regional disaster response</p>
<p>School emergency disaster provisions for Special Needs</p>	<p>Comprehensive information on regional disaster response is available</p>	<p>Regional Safety &amp; Emergency Audits undertaken</p>	<p>Special Needs Establish data / Use database of persons with Special needs requirement with the community</p>

<p>Facility</p>	<p>Activities</p>	<p>Expected outcomes</p>	<p>Source of Verification</p>
<p><b>Preparedness:</b></p> <p>Conduct a vulnerability assessment</p>	<p><b>Organisations involved:</b></p> <p>Participate in the Cluster/Regional Disaster Management Team activities of the National Emergency Response Team/Regional Emergency Response Team</p> <p>Establish a liaison contact with key counterparts in ministries, NGOs and other Agencies</p> <p>Team will be assigned for</p>	<p>Functional and effective disaster response capacity</p> <p>Number of persons with capacity to participate in disaster response activities at regional and national level</p> <p>Communication strategy developed</p> <p>Disaster response personnel have indicators</p> <p>Draft disaster preparedness budget prepared.</p>	<p>Roles and responsibilities and persons identified and trained to perform tasks during an emergency.</p> <p>Data base of all key persons and contacts created</p> <p>Communication strategy developed</p> <p>Areas for financial assistance identified</p>



Focus Activity	Intervention	Expected outcomes	Source of Verification
<p>Assessing impact of school and its operation e.g. structural change</p> <p>Deployment of zoonotic diseases from positioned</p> <p>Activate Campaign in local school</p> <p>Provide educational material and guidance to families</p> <p>In collaboration with Environmental Health Officers</p>	<p>Comprehensive impact assessment data available</p> <p>Schools have equipped with relevant supplies or deployed with relevant supplies</p> <p>Schools and environments are maintained</p> <p>Personal and social hygiene addressed</p> <p>Schools remain open for business</p>	<p>On-site highlighting of data for revision</p> <p>Interviews conducted to highlight</p> <p>Environmental monitoring of supplies</p> <p>Physical inspection of school &amp; environment</p> <p>Report of pupils</p> <p>Schools remain open and business as normal</p>	<p>On-site highlighting of data for revision</p> <p>Interviews conducted to highlight</p> <p>Environmental monitoring of supplies</p> <p>Physical inspection of school &amp; environment</p> <p>Report of pupils</p> <p>Schools remain open and business as normal</p>

## **Policy Implementation and Structures**

The ministry must adopt various approaches to ensure that risk reduction of disaster management in general is a national and local priority with strong involvement of its staff and all key stakeholders. A rights-based approach would ensure that effective steps for disaster management no longer remain an optional or discretionary initiative on ad hoc basis; it will become a joint mandatory responsibility. The legal framework would create an enabling environment and empower institutional structures and agencies to protect the rights of people who would be affected by disasters as well as suffer as a result.

### **Ministries**

- Ministry Of Education
- Ministry Of Health
- Ministry Of Finance
- Civil Defense Commission

### **Agencies**

- NGOs
- Civil Society Organisations
- Government Agencies
- UN Agencies
- Private Sector

### **Functions**

Identify, assess and monitor disaster risks and enhance early warning systems.

Use local knowledge, innovation, practices and education to build a culture of safety and resilience at all levels of the ministry.

Strengthen disaster preparedness for effective response at all levels.

Creation of Disaster Prevention Team at local, regional and national levels to be fully trained and equipped to identify, assess and monitor disaster events.

### **Implementing Structures**

The Ministries strategy in the management of disasters locally, regionally and nationally will be to utilize existing structures and where needed put in place new structures to ensure best use of existing resources, in addition, since disaster management is multi-faceted, multi-sectoral and multi-disciplinary it calls for the concerted efforts of persons with different professional backgrounds and institutional with expertise in disaster management.

Therefore, the ministry will work in collaboration with Ministry Of Health and partner agencies throughout the country to ensure that when called upon to offer technical support and advice all are familiar with the Ministries Plan.

Once the policy is approved; the ministry will activate the policy through its regional framework, whereby, within the last quarter after of calendar year after the policy is approved key milestones will be activated.

### Implementation Timetable, Year 1 & 2 Key Milestones

<b>3 rd Quarter</b>	<b>2010</b>
Submit Policy to Education Systems Committee for approval	August
Make revisions	September
<b>4<sup>th</sup> Quarter</b>	
Approval is obtain	November
Progress Report produced	December
<b>1<sup>st</sup> Quarter</b>	<b>2011</b>
Dispatch copy of policy document to all stakeholders and partners	January
Identify persons to participate on National Disaster Management Committees	January
Disseminate copies of Policy document to RDC, RED, NDC	January
Hold sensitization and planning workshops for RDC, RED, NDC	January
RDC to produce draft Disaster Preparedness Pan	March
Integrate Disaster Preparedness Planning into Regional Operations planning process	March
Establish Regional Incident Command System	March
Progress Report produced	March
<b>2<sup>nd</sup> Quarter</b>	
Hold sensitization and planning workshops for PTA & SIAC members	April
Integrate Disaster Preparedness Plan into School Improvement planning Process	April
Establish School / Cluster Incident Command System	May
Conduct school Safety & Emergency Audit, to examine vulnerability to floods, Fire and other natural / manmade disasters	June
Progress Report produced	July
<b>3<sup>rd</sup> Quarter</b>	
Conduct Regional Safety & Emergency Audit to include identification of school that can be use as designated shelter and Special Needs Audit	August
<b>4<sup>th</sup> Quarter</b>	
National Emergency Audit complied with estimated costs	October
Establish priorities for retrofitting of schools and pre-positioning of Supplies and Health Packages	November
Budget allocation approved for sanitization workshops for all PAT/SIACs across all regions	December

## Key Messages

Plans are meaningless, planning is everything; the ministry should understand the need for collaborative pre-incident planning which considers all hazards, and the need for partnership development prior to an incident occurring.

The ministry:

Must have an emergency team organized in accordance with Incident Command System principles and be prepared to engage in unified command processes.

The ministry develops standard emergency response procedures and those procedures should be practiced regularly.

➤ Must have the necessary equipment on hand to carry out standard emergency procedures.

If you do not have good communication, you will not have command and control of an emergency situation.

Need to have practical means of rapid communication, striving for interoperability with public safety.

Recovery is facilitated by how well you plan for and response to an emergency and recovery begins with an effective After-Action Assessment.

### Establishing an Incident Command System:

Assess staff skills

Create lines of succession/backups for all key positions

Identify key roles to be carried out

Identify staff for ICS team to address each key function

Coordinate with community partners to identify roles and lines of responsibility in the event of an emergency

In responding to an emergency, the region / schools may be able to deal with an incident independently, however, the ministry must be kept abreast of the situation in case additional resources and support are required to bring the situation under control.

### Incident Command System

Scalable depending on need

One incident commander:

Responsibility determined in advance

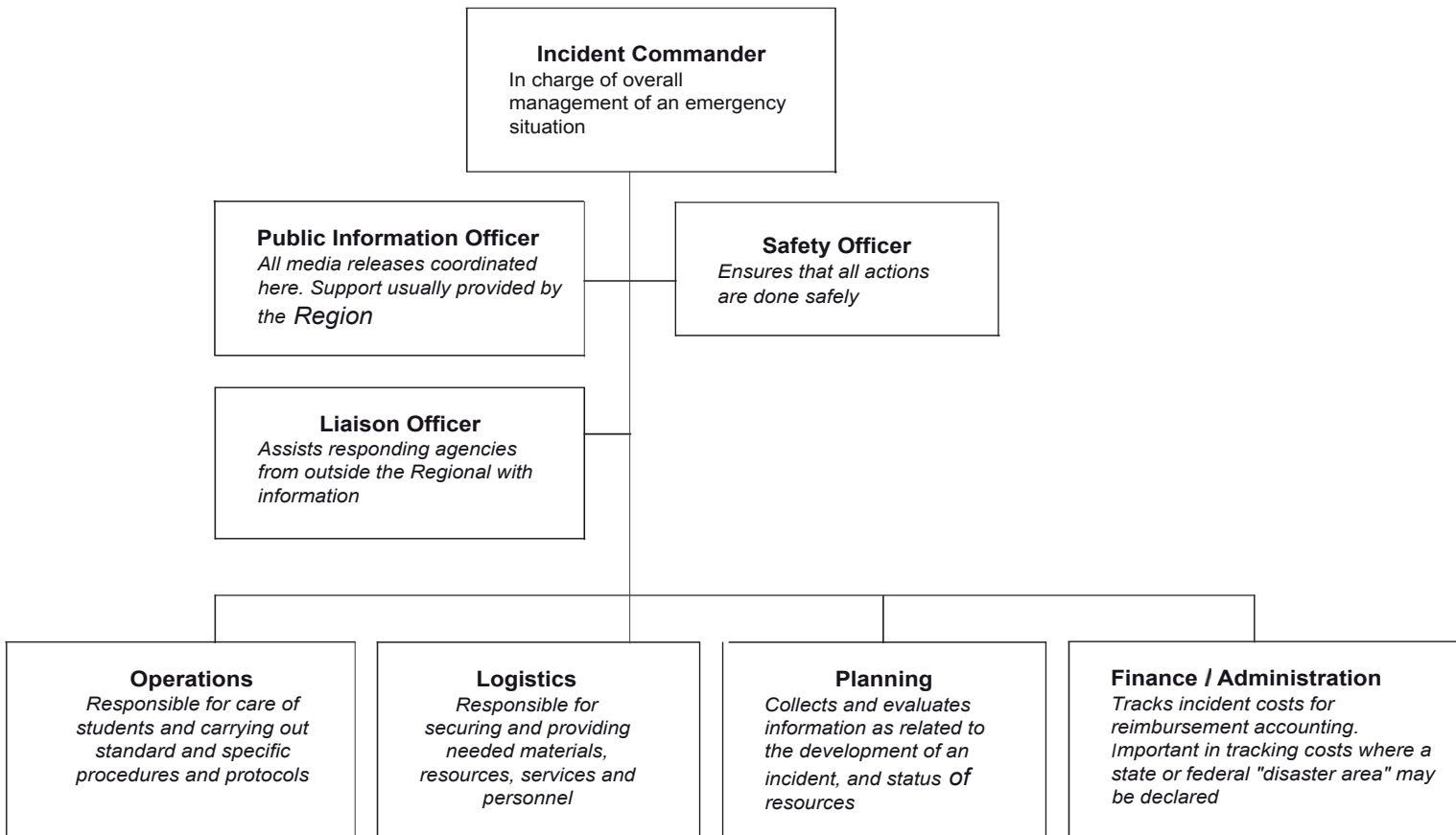
No one reports to more than one person

Span of supervisory control should not exceed 3-7 persons

The incident Command System will only be activated in an emergency, however, all systems and procedures must be in place for the ICS to function effectively.

The diagram below illustrates an expanded version of the Incident Command System, which details areas of responsibility / functions that must be considered in the event of an emergency situation.

### Incident Command System



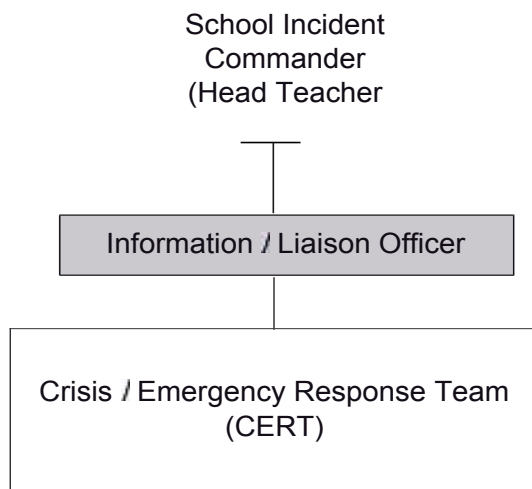
### Ministry of Education National Incident Management Team

Permanent Secretary  
 Planning Unit  
 Ministry of Finance  
 School Welfare  
 School Nutrition, HIV & AIDS  
 MoE Buildings / Procurement  
 NCERD (Communications Unit)  
 Human Resources

Partners & other Agencies  
 Occupational Health & Safety  
 PAHO  
 Ministry of Health  
 UNICEF  
 Guyana Red Cross  
 Guyana Teachers Union

*\*Each member will have an alternate representative*

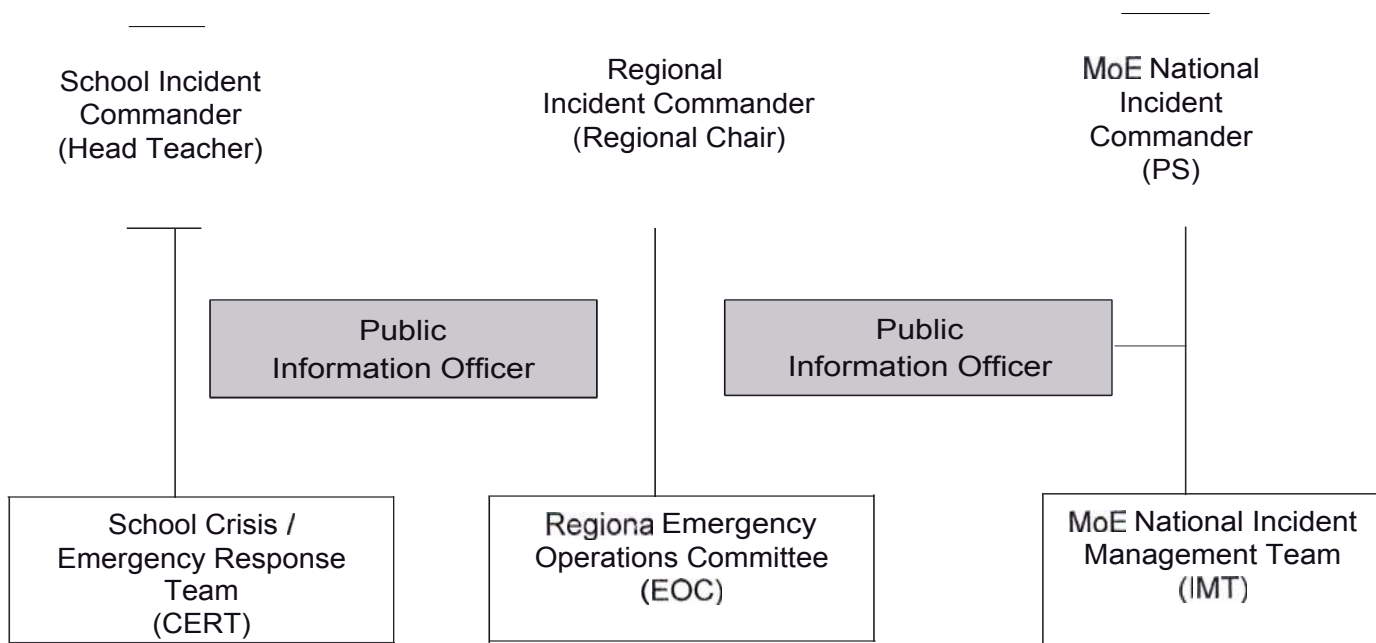
**Figure 2. School Incident Command System**



To affect this level of awareness within in the school community, it's vital that community members/ groups participate in the (CERT), they will be the ones who will on the front line and most affected by the situation and are likely to volunteer in the response and recovery phase.

**Figure 4 Unified Command for National Emergency**

The unified command structure allows all three command tiers to be interconnected via the Public Information Office, which facilitates a free flow of situational information in either direction. With each chain of command there are key individuals with clear lines of responsibilities which will be assumed in the event of an emergency.



## Standard Emergency Response Procedures

Standard emergency response procedures are a set of standard procedures, clear actions that may be implemented by regional officials across a variety of emergency situations.

### Standard Response Procedures

**Shelter in Place:** This action involves sheltering students from lightning, hazardous air or other conditions. It will typically involve a secure building status. It may include shutdown of air handling units.

**Lockdown:** This action involves rapid protection of students and staff behind locked doors

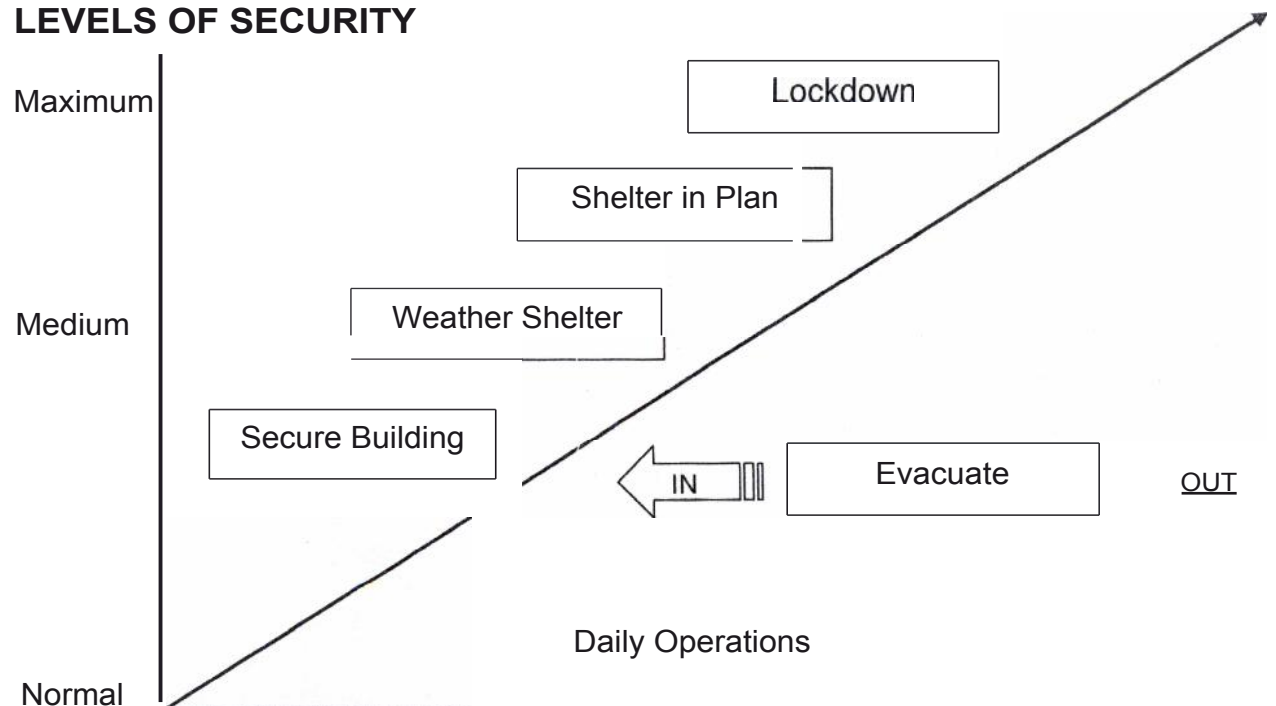
Examples might include an armed intruder or suspicious person.

LIGHTS, LOCKS and OUT OF SIGHT

**Evacuation:** This action takes place when the building is not safe.

**Examples include fire, structural failure or hazards materials incidents**

### LEVELS OF SECURITY



## **Reunification and Student Accounting**

While not a standard emergency response, reunification and student accounting procedures can be used during the recovery phase to ensure all persons are accounted for.

## **Recovery**

The goal of recovery is to return to learning and restore the infrastructure of the school on as quickly as possible. It is important that the school environment is caring and supportive.

Each crisis is unique and we learn from each response.

Recovery also involves capturing and applying lessons learned so they may be incorporated into plans and improves response. After-action reports are critical to this effort.

- Critique of what was done and what could be done better.
  - Corrective action based on the critique.
- Closure of the incident and moving to the "new normal."

## **Four Key Components**

- Physical/structural recovery
- Restoration of learning
- Psychological/emotional recovery

## **Organisational Chart of the National Disaster Management Organization**

- National Oversight Committee
- National/Regional Technical Committees
  - Education Incident Management Team
  - Regional Democratic Council Municipal/City Village / District Council
- Incident Command Systems

## **Operational Mechanism**

This Policy will be implemented through the following strategic actions

- Sensitization programmes and advocacy on disaster prevention  
Mainstreaming disaster prevention and management through the school improvement planning, curriculum development.  
Through Regional, Cluster and School Health & Safety Committees.  
Capacity building and information sharing
- Community Disaster Contingency Planning
- A- Monitoring and Evaluation

**Early Warning Systems:** Developed in collaboration with the Ministry of Health

### **Disaster Financing Options**

Inadequate financial and human resources undermine the effective and continuing operations of disaster management, especially during critical periods of emergencies.

The Policy develops a strategy for resource mobilization by supporting and sustaining the National Disaster Management Fund (NDMF) and establishing a Donor Pool Fund Private sector interventions, Local level (village and community), Local Council / Municipalities, Faith Groups, Civil Society Organisations, Government International Organisations, NGO UN Agencies, Private individuals and others

### **Disaster Relief and Recovery**

The Ministry will provide Psycho-social support and Counseling;  
Activate co-coordinating mechanisms:

- The Community Structures
- Use of international standards

Regional Disaster Management Committees will be expanded to all levels including the community to assess the impact of the disaster on affected community, individuals and the environment.

Provision of immediate needs: shelter, food, medical care, psycho-social support and reintegration.

Identify and prioritise the immediate and long- term needs of the affected persons.

### **Roles and Responsibilities for Disaster Management at various levels**

At the national level: Disaster management shall be under the Permanent Secretary.

**At the Regional level:** The responsibilities shall rest with the Regional Chairman, Regional Executive Officer / Regional Education Officer.

**At the Village / School level:** Village Captain / Head Teacher

### **Policy Review, Monitoring and Evaluation**

The Policy is a dynamic document and will be reviewed and evaluated every three years to ensure consistency with national initiatives and annual reports sent to the government.

## **Policy Review**

The experience gained from monitoring should inform the assessment of the policy. This would lead to effective review of the policy. The Policy needs to be reviewed every three years.

## **Monitoring and Evaluation Processes**

Disaster risk reduction policy making needs to be evidence-based. To ensure that the disaster reduction objectives at, national, -regional and community levels are achieved depend on effective disaster monitoring information.

The Minister / Chief Education Officer shall be kept informed about the activities of the Disaster Management Committees.

This will be done through:

Annual report on activities carried out by the committee in the areas of education, contingency planning and simulation exercises.

Annual report on disaster risk reduction initiatives

An assessment report is to establish cause(s) of the disaster and appropriate proposals as how to improve on existing approaches and strategies.

Annual reports shall be submitted, the first report to be submitted in July for the first half of the year and the other report in .January .of the following year to cover the second half of the previous year.

A post disaster report on major disaster events. The second report is to assess the organisation and the various committees' preparedness and ways of improving on their response capabilities.

## **AUTHORISATION**

No: ..... Dated:|.....|

**This list must be customized to suit local conditions I concerns**

Hazard	Frequency	Warning Time	Severity	Risks Priority	Mitigation steps
Flooding	High likely		4 Catastrophic	<input type="checkbox"/> High	
	Likely		3 Critical	<input type="checkbox"/> Medium	
	Possible		2 Limited	<input type="checkbox"/> Low	
	Unlikely		1 Negligible		
Fire	High likely		4 Catastrophic	<input type="checkbox"/> High	
	Likely		3 Critical	<input type="checkbox"/> Medium	
	Possible		2 Limited	<input type="checkbox"/> Low	
	Unlikely		1 Negligible		
Outbreak of Dengue Fever	High likely		4 Catastrophic	<input type="checkbox"/> High	
	Likely		3 Critical	<input type="checkbox"/> Medium	
	Possible		2 Limited	<input type="checkbox"/> Low	
	Unlikely		1 Negligible		
Outbreak of Malaria	High likely		4 Catastrophic	<input type="checkbox"/> High	
	Likely		3 Critical	<input type="checkbox"/> Medium	
	Possible		2 Limited	<input type="checkbox"/> Low	
	Unlikely		1 Negligible		
Intruder on school premises	High likely		4 Catastrophic	<input type="checkbox"/> High	
	Likely		3 Critical	<input type="checkbox"/> Medium	
	Possible		2 Limited	<input type="checkbox"/> Low	
	Unlikely		1 Negligible		
Civil Unrest	High likely		4 Catastrophic	<input type="checkbox"/> High	
	Likely		3 Critical	<input type="checkbox"/> Medium	
	Possible		2 Limited	<input type="checkbox"/> Low	
	Unlikely		1 Negligible		
Death of Staff / Pupil	High likely		4 Catastrophic	<input type="checkbox"/> High	
	Likely		3 Critical	<input type="checkbox"/> Medium	
	Possible		2 Limited	<input type="checkbox"/> Low	
	Unlikely		1 Negligible		
Drought	High likely		4 Catastrophic	<input type="checkbox"/> High	
	Likely		3 Critical	<input type="checkbox"/> Medium	
	Possible		2 Limited	<input type="checkbox"/> Low	
	Unlikely		1 Negligible		
Exposure to mining waste	High likely		4 Catastrophic	<input type="checkbox"/> High	
	Likely		3 Critical	<input type="checkbox"/> Medium	
	Possible		2 Limited	<input type="checkbox"/> Low	
	Unlikely		1 Negligible		
Other Local Hazards	High likely		4 Catastrophic	<input type="checkbox"/> High	
	Likely		3 Critical	<input type="checkbox"/> Medium	
	Possible		2 Limited	<input type="checkbox"/> Low	
	Unlikely		1 Negligible		

ACTIVITY PLAN

PREVENTION AND MITIGATION

	<b><u>T</u><b>a</b>s<u>k</u> <b><u>A</u><b>c</b>t<u>i</u>v<u>i</u>t<u>y</u></b></b>	<b><u>R</u><b>e</b>s<u>p</u>o<u>n</u>s<u>i</u>b<u>i</u>l<u>i</u>t<u>y</u> <b><u>R</u><b>e</b>s<u>o</u>u<u>r</u>c<u>e</u>s</b></b>
<b><u>P</u><b>r</b>e<u>m</u>i<u>s</u>e <b><u>M</u><b>i</b>t<u>i</u>g<u>a</u>t<u>i</u>o<u>n</u></b></b>	<p>Integrate Disaster Preparedness Planning into the Regional Operational Planning process.                      Develop National Health &amp; Safety Policy                      Deliver sensitization session for PTA SIAC Members &amp; Students                      Undertake Safety &amp; Emergency Audit</p> <p>e.g. Examine the vulnerability of premises, pupils and staff with Special Needs requirements                      Retrofit existing Regional facilities, where appropriate to improve resilience to disaster, especially to Flooding and Fire</p> <p>Identify Regional in key location to serve as designated shelters for affected communities</p> <p>Conduct internal awareness training for staff, students, SIAC and the Business Community</p> <p>Conduct awareness training in collaboration with local MoH Centres, VSO's and the Business Community</p> <p>In partnership with local residents and other key partners assist in the development a disaster preparedness contingency plan for the community</p>	<p>Areas of responsibility will be determined by the Permanent Secretary</p>

**PREPAREDNESS**

<u>Task /Activity</u>	<u>Responsibility</u>	<u>Resources</u>
<p><u>Participate in the Cluster/ Regional Disaster Management Team activities with the aim of implementing the Regional/ Regional Education Disaster Plan, to ensure effective collaboration with all sections of the ministry and supporting agencies.</u></p>		
<p><u>Organisational Structures</u></p>		
<p><u>Providesanization session for all education personnel, e.g. HM, Teachers,SIACs / PTAs, Pupils so as to ensure that everyone is familiar with the disaster plan and what is expected of them in the event of an</u></p>		
<p><u>Share plan withMoH and local Health CentresRDC, NDC</u></p>		
<p><u>Implement all appropriate Memoranda of Understanding(MOUs) with key partners to facilitate collaboration across sectors and organisations, e.g. Ministry of Health, Red Cross, CDC, Ministry of Finance,</u></p>		
<p><u>Produce and circulate contact list of persons/ emergency numbers</u></p>		
<p><u>Establish and maintain contact with key counterparts in ministries, donors, NGO and other agencies.</u></p>		
<p><u>Refine and update disaster plan annually</u></p>		
<p><u>Emergency Operations Centre</u></p>		
<p><u>Nominate person to support the operation of the Regional Emergency Operations Committee in the event of a disaster/ emergency</u></p>		
<p><u>Have available copies of site location maps of schools and other support agencies within the local vicinity.</u></p>		
<p><u>Be aware of the warning indicators for, flooding fire and waterborne infections</u></p>		
<p><u>Monitoring indicators in the event an emergency. e.g. Influenza Outbreak</u></p>		

	Monitor the information from the Hydro meteorological Department– via Regional Administrator/ Communication Centre	
	Monitor disease data for patterns indicating outbreaks	
	<b>Information Management</b>	
	Appoint person to act as communication officer to develop and coordinate the ministries Communication Strategy, with clear lines of communication with all key stakeholders	
	<b>Public Education</b>	
	In collaboration with MoH and RDC agree on the methodology for awareness messages and distribution of disseminated matter.	
	<b>HUMAN RESOURCES</b>	
	Establish and maintain database of Emergency Services	
	Establish and maintain a database of human resources with disaster/ emergency functions, training and experience	
	Establish and maintain a database of human resources who volunteer in the event of an emergency, e.g. drivers, contractors, nurseries, doctors.	
	<b>Logistics   Transportation   Physical Facilities</b>	
	Create an inventory of all material resources available for response to disaster situation	
	Create an inventory of all forms of transportation	
	Collaborate with RDC, MoH, CDC and Volunteers in the transportation of supplies and persons	
	<b>materials</b>	
	Assist in the coordination and distribution of emergency health packages	

	<b><u>Task / Activity</u></b>	<b><u>Responsibility</u></b>	<b><u>Resources</u></b>
	<b><u>Communications</u></b>		
	Ensure they are alternative methods of communication are available in the event of a disaster		
	Ensure that Communication Points are clearly identified and equipped with the necessary equipment that is functional with backup supplies. e.g.		
	<b><u>Backup</u></b>		
	Ensure nominated persons are trained to operate communication equipment		
	Maintain a list of frequencies, contact names and numbers of key persons		
	<b><u>Regional</u></b>		
	Identify training needs of all key personnel within the Regional and local		
	Deliver ongoing awareness sessions to staff, pupils, parents and the		
	<b><u>Regional community in collaboration with Local Health Centres</u></b>		
	<b><u>Regional Buildings   Shelters</u></b>		
	Assess if school is suitable for modification for use as a temporary shelter		
	<b><u>in the event of an emergency</u></b>		
	Nominate a person to supervise the shelter and provide the relevant Health		
	<b><u>&amp; Safety Training, e.g. First Aid</u></b>		
	Ensure that shelter is fully stocked with the relevant medical supplies and stocks for habitation.		

Function	Responsibility	Resources
<b>Monitoring and Alert</b>		
Monitor situational update through Television and Radio		
Evaluate and verify information on situation analysis		
<b>Active disaster plan</b>		
Assist in the pre-positioning of response equipment and supplies in accordance with standard packages already determined by the MoH		
HM to participate in Cluster/ Regional Disaster Management Team		
<b>OPERATIONS</b>		
<b>Internal Operations Information</b>		
Nominated persons to support the regional/ ClusterEOC when events escalates into one that requires a regional/ national response		
<b>External Operations</b>		
Person to participate in Cluster/ Regional Health Service Committees		
<b>Support Services</b>		
In collaboration with RDC/ CDC put in place security measure for all Schools that are use as shelters		
In collaboration with RDC/CDC implement quarantine arrangement to control the spread of infectious diseases		
Prime Welfare Officers and Community Leaders to participate during the recovery stage		
Identify building to be used as counseling/ trauma facilities		
<b>Logistics / Resources</b>		
Identify support personnel and prepare vehicles and (including fuel supplies)		
<b>Public Education</b>		
Continue to communicate with school community to provide situational updates		

**RESPONSE**

Task /Activity	Responsibility	Resources
<b>Response Activities</b>		
<b>Active Response Mechanism</b>		
Liaise with Regional Administration and Regional Health personnel to monitor media for information on nature and extent of the emergency		
MoE personnel to participate in Regional Health Disaster Management Team meeting to decide on planned intervention and division of responsibilities based on needs identified.		
<b>Assessment of Health Needs and Information Management</b>		
Liaise with regional surveillance team for situational reports		
Collaborate with all partners to implement agreed interventions		
Assist local residents to implement Community Disaster Preparedness Contingency Plan		
Educate public on relevant health matters		
Provide welfare support services, e.g. Referral, Counseling & Guidance on situational Stress, Self intervention measures.		
<b>Coordination with International Organisations</b>		
Designate person as focal point and identify what support is required and contact the appropriate organisation		
Manage supplies received through international humanitarian assistance		

**RECOVERY**

	<b>Responsibility</b>	<b>Resources</b>
<p><b><del>Task/Activity</del></b></p>		
<p><b>Recovery Activities/ Damage Assessment</b></p>		
<p>Assessing damage to site</p>		
<p>Deployment of sanitary supplies from pre-positioned locations</p>		
<p><b>Activate Clean Up campaign to clean site</b></p>		
<p>Extend Clean Up campaign to include homes</p>		
<p><b>Reunification &amp; Accounting</b></p>		
<p>Accounting for pupils I students and reunification of Student with Parents/ Guardian if requires</p>		
<p>In collaboration with local Health Centres confirm health status of pupils</p>		
<p><b>ng Teachers before re-admittance</b></p>		
<p>Continue to provide welfare support e.g. trauma and guidance services</p>		
<p>when and where necessary to facilitate individual I family and community recovery.</p>		

**EVALUATION**

	<p><b>Practical at a</b></p>	<p>ಪುಟ</p>
	<p><b>Topic</b></p> <p>                     H in laboratory in REO                      s on the basis of the data a                      mensional Region A                      If fracture damage                      Structural analysis: Regional                      damage after no saturation •                      Number of injuries. In the                      treatment of disperse                      support sessions provide                      Evaluation of the effectiveness of                      an average of 0.5. 0's                      Lessons learned.                      COO with omi u oc u o                      Regional community.                 </p>	
<p><b>Objectives</b></p>	<p>Implement the</p>	
<p><b>Summary</b></p>	<p>of the</p>	

### Considerations for evacuating persons with special needs

Be sure to give special consideration to the unique needs of staff and students with disabilities when developing the crisis plan. Evacuation and relocation procedures will need to address mental, physical, motor, developmental, and sensory limitations. For example, individuals who use wheelchairs or other auxiliary aids will not be able to traverse the front steps of a building without substantial assistance.

The following issues should be addressed:

In some cases, individuals with disabilities may have limited mobility.

In an evacuation there may not be enough time to move mobility impaired students and staff to traditional shelters.

- ☞ It is important to identify alternative, accessible, safe shelter locations and to communicate these locations to emergency responders.
- ☞ Individuals with hearing disabilities may not be able to communicate verbally, to read lips, or to hear fire alarms or other emergency signals. Consider providing basic sign language training to designated Regional staff.

Visual impairments might impede reading signs or traversing unfamiliar or altered terrain considers whether debris might obstruct the evacuation of such staff and students and necessitates alternative shelter locations.

- Debris may obstruct the evacuation of individuals with mobility impairments. Be sure to assign sufficient staff to assist these individuals during a crisis or consider identifying alternative shelter locations.
- ☞ Are staffs trained to assist students with developmental disabilities?
- ☞ These students may become upset if routine patterns of activity are disrupted.
- Do any students or staff have special needs for medicines, power supplies, or medical devices that are not likely to be available in emergency shelters?
- ☞ Consider what alternative arrangements can be made to provide these necessities.
- ☞ In addition to addressing these concerns, find out whether specific crises will require additional considerations for hazards, such as fire, severe weather, or earthquake.

For example, mobility impairments might prevent some staff or students from being able to bend over to assume the protective position recommended during tornadoes.

Also, during a fire, elevators will be unavailable to transport wheelchairs. As noted earlier, it is critical to identify safe and appropriate shelter areas inside Regional buildings that can be reached quickly and accommodate individuals with disabilities.

## CONTACT DETAILS – EMERGENCY DIRECTORY

ORGANISATION	NAME	POSITION	CONTACT DETAILS
<b>Ministry of Education</b>			
		Chief Education Officer	
		ACEO Administration	
	Mrs. Evelyn Hamilton	Chief Planning Officer	226 0264
	Ms Donna Chapman	DCEO Development	225 7000
	Mr. Kramer	Regional Education Officer (R1)	777 5092
	Ms Charles	Regional Education Officer (R2)	771 4130 / 9297
	Ms Jones	Regional Education Officer (R3)	264 2457
	Mr. Rambarran	Regional Education Officer (R4)	220 3383
	Ms Crandon	Regional Education Officer (R5)	232 0311
	Mrs. Bhajan	Regional Education Officer (R6)	333 2594
	Ms Benjamin	Regional Education Officer (R7)	455 2211
	Ms Mc Intosh	Regional Education Officer (R8)	629 3785
	Mr. Pollard	Regional Education Officer (R9)	772 2012
	Mr. Johnson	Regional Education Officer (R10)	444 4002
	Mr. Hutson	Principal Education Officer GT	226 0146
<b>Regional Democratic Council</b>			
	Mr. Singh	Regional Chairperson (R1)	777 5029
	Mr. Ali Baksh	Regional Chairperson (R2)	771 4325
		Regional Chairperson (R3)	
	Mr. Saerber	Regional Chairperson (R4)	264 2692
	Mr. Beldeo	Regional Chairperson (R5)	232 0308
	Mr. Mustopha	Regional Chairperson (R6)	333-3761
	Mr. Knight	Regional Chairperson (R7)	455 2224
		Regional Chairperson (R8)	
	Mr. Lucas	Regional Chairperson (R9)	772 2018
	Mr. Mingo	Regional Chairperson (R10)	4446121
<b>Ministry Of Health</b>			
		Regional Health Officer (R1)	777 0515
		Regional Health Officer (R2)	
		Regional Health Officer (R3)	
		Regional Health Officer (R4)	
		Regional Health Officer (R5)	
		Regional Health Officer (R6)	
		Regional Health Officer (R7)	455 2231
		Regional Health Officer (R8)	
		Regional Health Officer (R9)	772 2027
		Regional Health Officer (R10)	
<b>HOSPITALS</b>			
Georgetown Public Hospital Corp	Mr. Khan	CEO	226-1835
Linden		Administration	444-6182
New Amsterdam			
Mabaruma			777 5057
Suddie			774 4227
West Demerara			254 3011 /3013
Bartica			
Lethem			
<b>FIRST AID ORGANISATIONS</b>			
Guyana Red Cross Society	Mrs. Dorothy Fraser		226-5174
St John's Ambulance Brigade			225-9082
PAHO			227 5150

**References**

Emergency Management 101 What every school needs to know

National Clearinghouse for Education Facilities, Special Needs Considerations

Inter- Agency Network for education in Emergencies

Gambia National Disaster Management Poky 2007

National Health Sector Disaster Plan Guyana 2009

Ministry of Education, School Health, Nutrition & HIV & AIDS Policy