

**GUIDELINES FOR DISASTER EMERGENCY RESPONSE
BUDI MULIA DUA SENIOR HIGH SCHOOL
YOGYAKARTA**

COMPILED BY

**UGM-OSAKA UNIVERSITY RESPECT SATELLITE OFFICE ON
DISASTER MANAGEMENT AND HUMANITARIAN ACTION
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SECTION I

INTRODUCTION

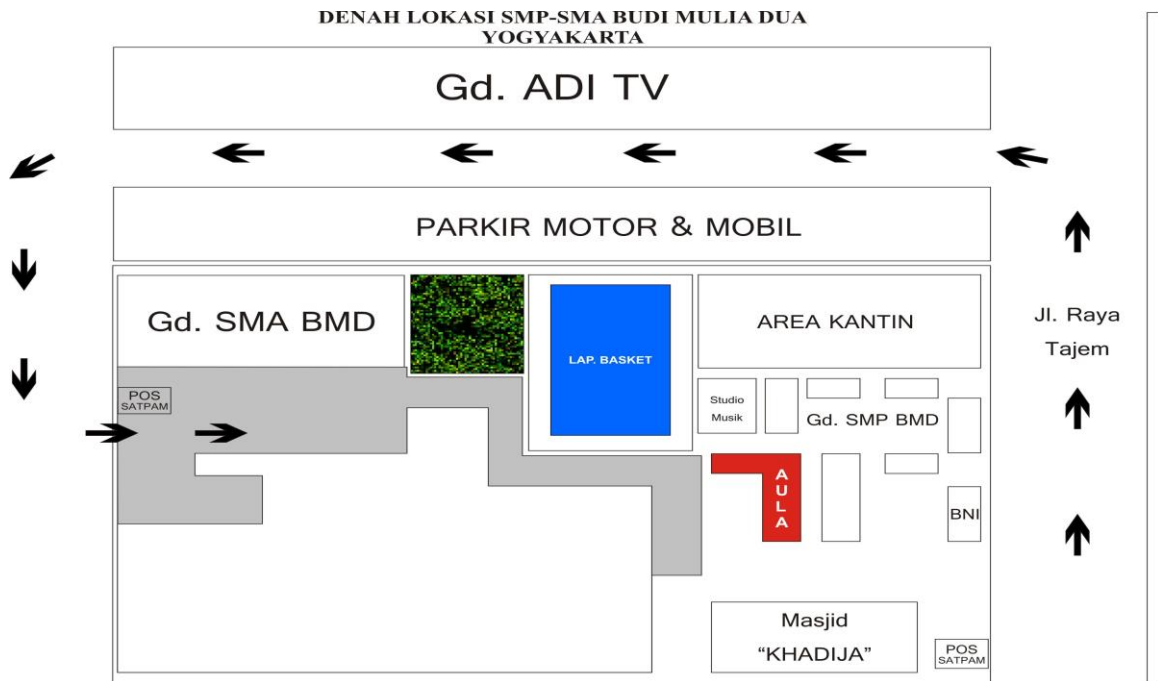
A. Background

In disaster emergency situations, there are commonly perplexive responses, inaccurate information on the number of casualties and damages which create difficulties in decision making process for disaster emergency management.

Moreover, system of coordination is often less-institutonalized. Distribution of aids and logistics is difficult to monitor, turn the progress of disaster emergency response to be less measurable and objectively directed. These situations are caused by the lack of a working mechanism as well as a proper, structured, and systematic coordination of Disaster Emergency Response.

Under these circumstances, there is need to craft an institution served as the center for coordination and command in disaster emergency situation, in accordance with the location and level of disaster event. Coordination and Command Post of Disaster Emergency Response can be supported by Disaster Emergency Response Field Post with a task force, consisting of interrelated work units and an integrated system for managing the emergency situation of disaster event.

Budi Mulia Dua High School has 35 teachers and employees at the senior high school and 25 teachers and employees at junior high school, with 260 students in total. School map is as follows:



B. Aim and Objectives

This Standard Operating Procedure provides set of guidelines for the establishment of work systems and coordination of Disaster Response application.

The objectives are to:

1. Provide a set of Standard Operating Procedure for Disaster Emergency Response.
2. Provide guidelines of governance for respective working units and volunteer to advance coordination, response, observation, and evaluation of Disaster Emergency Response.

C. Definition of Terms

1. CARED: mobile applications built for Disaster Emergency Response
2. Disaster: Event or series of events which threaten the life and livelihood of society caused by both natural and/or non-natural and human factors, resulting in the occurrence of human casualties, environmental damage, property loss and psychological impact.

3. Disaster management action: A series of activities covering the formulation of disaster risk reduction on development policies, disaster prevention activities, emergency response, rehabilitation, and reconstruction.
4. Disaster Emergency Response: A series of immediate activities conducted during the disaster to deal with adverse impacts, covering the rescue and evacuation of victims, property, basic needs, protection, assistance and treatment of victims, as well as infrastructure recovery.
5. Disaster Emergency Response period: Duration of emergency disaster set by national or local government for a certain span of time.
6. Emergency Command Post: Command Post formed during emergency period covering some phases; emergency alert, emergency response and transition from emergency response to recovery phase in the form of Command Post, Coordination of Disaster Emergency Response, and Disaster Emergency Response Field Post consisting of task forces as work unit of emergency management system.
7. Coordination and Command Post of Disaster Emergency Response: Institution function as center of Disaster Emergency Response Operations Command to coordinate, control, monitor and evaluate the implementation of emergency response.
8. Disaster Emergency Response Field Post: Institution responsible for managing emergency response directly in disaster area or at temporary shelter consisting of volunteer with respective working units that provide assistance and service for the affected communities.

D. Scopes

1. These guidelines discuss the formation of Disaster Emergency Response and Emergency Command Post, Field Post and Task Force.
2. These guidelines apply to all regional officials, parents, students, and schools in forming Coordination and Command Post of Disaster Emergency Response, as well

as being reference for school management, student parents, and students to participate on Disaster Emergency Response.

C. Budi Mulia Dua Senior High School Profile

Budi Mulia Dua Senior High School has a tremendous vision in educating their students. Its vision is to develop values and universal knowledge based on religious morals, to form individuals who have integrity, self-esteem, and environmental concern as citizens of the world. The mission of Budi Mulia Dua School also has a very noble purpose as follows:

1. Assisting students to develop their potential.
2. Providing state of the art of science and technology that beneficial for self-development of students.
3. Developing fun learning process that keeps students delighted in school and school delightfully.

SECTION II
COORDINATION OF DISASTER EMERGENCY RESPONSE

Coordination of Disaster Emergency Response involves number of aspects.

A. Location

1. Coordination and Command Post located at Budi Mulia Dua Senior High School.
2. Time operation of Coordination and Command Post of Disaster Emergency Response is temporary during the emergency period and operates 24 hours a day and may be extended or shortened based on emergency need.

B. Location Requirements

1. Coordination and Command Post located at the Budi Mulia Dua buildings or other safe points.
2. Coordination and Command Post located at strategic areas with criteria as follows:
 - a. Accessible for various groups and work units involved in Disaster Emergency Response activities.
 - b. Safe and free from disaster threat.
 - c. Allow an adequate field for parking space and proper room for logistic warehouse.

C. Formation Process

Formation of Coordination and Command Post of Disaster Emergency Response is divided into two types of disaster as follows:

1. Emergency alert stage for gradual type of disasters, such as floods and volcanic disaster. For such type, the post is formed by following the gradual status of Center for Operation Control of National or Regional Agency for Disaster Management.
2. Emergency alert stage for sudden type of disasters, such as an earthquake. For such type, the post is formed through compulsory steps which must be implemented as a whole into a series of integrated command and coordination system.

Preliminary Information and Data on Disaster Events

Preliminary disaster data includes verified report of students, teachers, employees, relevant agencies, mass media, and community around the school. The validity of information must be confirmed with empirical situation in the field through the question of what, when, where, conditions, number of casualties, impacts, previous and existing efforts, and immediate need.

Assignment of Quick Response Team and Assessment Team

From preliminary information, the administrative desk of Budi Mulia Dua Senior High School assigns quick response team (hospital and Search and Rescue) for implementing coordination task of rescue and emergency management (medical support and SAR). The desk conduct assessment in a prompt and proper manner, map the location of disaster and temporary shelter, and support assistance in emergency response activities, using either CARED application or other existing disaster mitigation tools.

The result of Quick Response Team of Budi Mulia Dua Senior High School is perceived as sources of consideration for making decision to conduct subsequent action (determining the location of field post for assistance and service) and to provide assistance based on the magnitude of disaster. The report and study of Quick Response Team and Assessment Team will determine the scale of disaster based on local capabilities and damage condition, as well as the map of casualties.

Task of Coordination and Command Post of Disaster Emergency Response

- 1) Issuing decree of formation of Coordination and Command Post of Disaster Emergency Response.
- 2) Implementing mobilization of human resources, equipments, logistics, and funds from all potential given by Budi Mulia Dua High School or donor community.
- 3) Inaugurating the Formation of Coordination and Command Post of Disaster Emergency Response.
- 4) If Coordination and Command Post in other Budi Mulia Dua School has yet to be formed, the task is conducted by appointing Disaster Emergency Response Team.

D. Organizing

1. Organization of Coordination and Command Post of Disaster Emergency Response is a one-command organization with a chain of command and distinct responsibility. This organization performs in single congenial command. This organization might be established in all level of disaster governance from national, regional, and local area.

2. Organization structure of Coordination and Command Post of Disaster Emergency Response consist of Headmaster of Budi Mulia Dua Senior High School assisted by staff and operation task force, parents, and students cooperating to form a team consists of:
 - a. Chief of Disaster Emergency Response
 - b. Vice Chief of Disaster Emergency Response
 - c. Staff:
 1. Treasurer
 2. Publication
 3. And volunteer documentations
 - d. Operation Task Force
 1. Assesment Work Units
 2. Medical Work Units
 3. Search and Rescue (SAR) Unit
 4. Psychosocial Work Units
 5. Logistics and Equipments Work Units

This organizational structure may be adjusted on need.

E. Main Tasks and Organization Functions

Main tasks of Coordination and Command Post of Disaster Emergency Response are:

1. Ensuring proper operation of Disaster Emergency Response by various existing working units with a guided, coordination based, effective and efficient manner at disaster location.
2. Collecting information, field data, and information progress to be used as reference in drafting Disaster Emergency Response Action Plan.
3. Drafting Disaster Emergency Response Plan.

4. Determining the location of assistance and services for natural disaster victims based on analysis.
5. Deploying Volunteer Team in the determined-location in accordance to Disaster Emergency Response working units based on capacity and expertise in systematic and measurable manner.
6. Planning, coordinating, controlling, and monitoring the distribution of resources for Disaster Emergency Response operation which are immediate, proper, dignified, effective and efficient therewith evaluating implementation of Disaster Emergency Response operation
7. Reporting the implementation of Disaster Emergency Response operation to the Chief of the Coordination and Command Post
8. Disseminating valid and accurate information of disaster event to mass media and public.

Function of Coordination and Command Post of Disaster Emergency Response:

1. Coordinating, integrating, synchronizing all working unit elements involved in the organization of Disaster Emergency Response Command to conduct finding, rescuing and evacuating victims, properties, basic needs, assisting and protecting victims, and recovering vital facilities and infrastructures immediately in a stage of emergency alert and emergency response.
2. Set up as assembly point of all resources to perform emergency response action.
3. Set up as center for managing actions and for employing all resources in terms of emergency response action.

F. Duties and Responsibilities of Organization Units

1. Chief of Disaster Emergency Response

a) Chief of Disaster Emergency Response is a first-rank senior personnel in Emergency Response Command according to their authorities.

b) Chief is responsible for:

1. Activating and increasing Command and Coordination Post of Disaster Emergency Response in accordance with type, location, and level of disaster.
2. Determining location of assistance area based on validated studies and analysis by Assessment Team.
3. Forming a Post of Assistance and Services at determined location be it in affected area or temporary shelter area.
4. Drafting operation plan of organization, implementation, and control for Disaster Emergency Response.
5. Giving command and controlling utilization of human resources, equipments, logistics, and rescue team as well as instructing the task forces which consist of medical work units, Search and Rescue (SAR), psychosocial, logistics, and related institutions in facilitating accessibility for Disaster Emergency Response.
6. Conducting evaluation through coordination meeting which is held at least once a day to manage further activity plans.

2. Vice Chief

Vice Chief of Disaster Emergency Response is a second-rank senior personnel in Emergency Response Command according to their authorities.

1) Vice Chief is responsible for:

- a) Assisting Chief of Disaster Emergency Response in planning organization, implementation, and control for Disaster Emergency Response.
- b) Coordinating secretarial task, public relations, and household of the post.
- c) Representing the Chief of Disaster Emergency Response in

case of unavailability.

- 2) Vice Chief of Disaster Emergency Response is directly responsible to the Chief.

3. Secretariat

Secretariat is led by a Secretary

- a. Secretary is responsible for:
 - 1) Organizing report and general administration.
 - 2) Providing information board and an updated-data of casualty condition and deployment of victim, and disaster location map.
 - 3) Updating information and data based on the result of report and evaluation.
 - 4) Organizing periodical meeting and evaluation.
- b. Secretary is directly responsible to the Chief of Disaster Emergency Response.

4. Finance

- a. Finance Staff is led by treasurer which are responsible for:
 - 1) Conducting all financial administration.
 - 2) Analysing and drafting financial plan in order to conduct Disaster Emergency Response.
 - 3) Providing the required budget in order to conduct Disaster Emergency Response.
 - 4) Providing financial statement and record of expenditures and revenues in accountable manner.
- b. Treasurer is directly responsible to the Chief of Disaster Emergency Response.

5. Publication and Documentation

- a. Staff of Publication and Documentation is led by a Coordinator who are

responsible for:

- 1) Establishing information and communication network and disseminating disaster information to the media, public, and organization with approval of the Chief of Disaster Emergency Response.
 - 2) Collecting data and information on disaster management action.
 - 3) Documenting all Disaster Emergency Response Post activities.
- b. Publication and Documentation Coordinator is directly responsible to the Chief of Disaster Emergency Response.

6. Volunteering Unit

- a. Staff of Volunteering Unit is led by Coordinator which is responsible for:
- 1) Fulfilling and serving the need of accommodation, consumption, and health of volunteers assigned in all Disaster Emergency Response working units.
 - 2) Compiling database of volunteers involved in Disaster Emergency Response.
 - 3) Providing administration need of the volunteers who served in the field.
- b. Volunteer Unit Coordinator is directly responsible to the Chief of Disaster Emergency Response.

7. Assessment Unit

- a. Assessment Unit is led by Coordinator assigned by the Chief whose members are volunteer with expertise on mapping, medical analysis, and well-informed about the affected area. The Coordinator is responsible for:
1. Compiling assesment plan.
 2. Compiling data of casualties and damages.
 3. Mapping the location of disaster and refugee camp.

4. Conducting accurate and immediate studies and analysis on the condition of disaster location.
 5. Determining the location of assistance and type of assistance to be given.
 6. Finding and communicating with the branch chief based on type and location of disaster event to support assessment task and Disaster Emergency Response.
- b. Assessment Units Coordinator is directly responsible to the Chief of Disaster Emergency Response.

8. Medical Unit

- a. Medical Unit is led by Coordinator which is responsible for:
1. Drafting medical action plan.
 2. Contacting and inventoring hospital in the nearest area to be involved in Disaster Emergency Response.
 3. Deploying medical team at determined service points.
 4. Determining the number of hospital to be involved in each replacement period in accordance with the number of service point locations that have been determined by the Chief of Disaster Emergency Response Post.
 5. Organizing and setting scheduled activities of hospital to be involved in Disaster Emergency Response action.
 6. Providing and listing need of medicines and medical tools with a pharmaceutical team that will record drug distribution.
 7. Controlling, monitoring and evaluating the activities of medical team consisting of hospitals involved in the field.
- b. Medical Unit Coordinator is directly responsible to the Chief of Disaster Emergency Response.

9. Logistics and Equipment Unit

- a. Logistics and equipment unit is led by Coordinator assigned by the Chief of Disaster Emergency Response whose members consist of teachers and employees, which are responsible for:
 - 1. Providing set of tools, equipment, and services to be used by work units involved in Disaster Emergency Response.
 - 2. Receiving, administrating, and deploying logistic support to casualties.
 - 3. Coordinating all logistic and equipment support from all related institutions, assemblies, organizations or agencies.
 - 4. Providing a list of logistic and equipment support need to be submitted to the Chief of Disaster Emergency Response.
 - 5. Assisting the availability of general sanitation activities, clean water, and
 - 6. Ensuring, correcting and evaluating the needs of both disaster victims and logistic and equipment of all work units in disaster emergency response.
- b. Coordinator is directly responsible to the Chief of Disaster Emergency Response.

10. Parents

- a. Monitoring conditions of their children by communication tools.
- b. Conducting coordination by assisting school's officials to provide current location of their children during disaster event.

11. Teachers

- a. Providing education on disaster mitigation.
- b. Monitoring and managing students during disaster event to ensure that the Disaster Emergency Response procedure is followed.
- c. Providing lesson and guidance for using Care-Edu application in

disaster response.

- d. Providing a mental boost for student to stay calm when disaster occurs, such as by helping students to orderly step down from multi-storey buildings as well as not to jostle and avoid casualties.

G. Facilities

Supporting facilities of Coordination and Command Post of Disaster Emergency Response:

- a. Communication: telephone, satellite telephone, fax machine, communication radio (short and long distance)
- b. A set of computer and multimedia: Laptop, desktop, printer, website, e-mail
- c. Television, radio
- d. Speaker: megaphone
- e. Transportation: cars, motorcycles, inflatable boats
- f. Office stationery
- g. Furnitures office
- h. Media presentation: LCD projector
- i. Signboards, banners
- j. Data and information boards
- k. Main map of post activity
- l. Geographic location map, topographic area map
- m. Logistics data: plan, availability, distribution, and stock of goods
- n. Personils and volunteer data
- o. Equipment data
- p. Wall clocks
- q. Duties schedule and team/work unit location
- r. Portable electric generator

Facilities of Coordination and Command Post of Disaster Emergency Response,

including buildings and tents:

- a. Meeting and Coordination Room
- b. Administration and secretariat room
- c. Unit desk
- d. Logistics room / logistics warehouse
- e. Data, information and communication room
- f. Multipurpose room and furnitures
- g. Praying room
- h. Volunteer break room
- i. Restrooms
- j. Kitchens
- k. Parking areas

SECTION III
ESTABLISHMENT OF DISASTER EMERGENCY RESPONSE FIELD POST

In the establishment of Disaster Emergency Response field post, basic requirements are to be considered:

A. Location

1. Disaster Emergency Response Field Post located at school area.
2. Working area of each Disaster Emergency Response Field Post covers one specific area.
3. Time operation of Disaster Emergency Response Field Post is temporary during the emergency period and operates 24 hours and may be extended or shortened based on emergency need.

B. Location Requirements

Disaster Emergency Response field post can be located at Budi Mulia Dua Senior High School areas, home residents around the school, or tents that should meet the following criteria:

1. Located at resident homes near the school or shelter camp.
2. Safe and free from disaster threat.
3. Easily and accessible, spacious for various activities.
4. Allow an adequate room for volunteer breaktime, proper medicines and logistics warehouse.
5. Adequate sanitation and clean water.

C. Formation Process

Field Post formed by Coordination and Command Post of Disaster Emergency Response Team based on several considerations including location, organizational capability and the type of disaster. This formation considers assessment results and need of support and service of the

particular area. Formation process must be held right after disaster event.

D. Main Tasks

1. Main task of Field Post is organizing Disaster Emergency Response in a structured, systematic, prompt, appropriate, and dignified manner at disaster area.
2. Synergize and coordinate with other institutions that operate at the same location without reducing the effectiveness of the assistance provided to disaster victims.

E. Functions

Disaster Emergency Response Field Post functions as:

1. Assembly points, consolidation and coordination place to integrate all work units and resources in terms of performing Disaster Emergency Response.
2. Base to mobilize and control Disaster Emergency Response activities in disaster area.
3. Victim treatment services point.
4. Center of field post data and information.
5. Center for reporting student's conditions to their parents.
6. Center for reporting student's conditions to Foreign Disaster Emergency Response Agency if the students is in foreign country.

F. Task Descriptions

1. Providing services to meet the basic need of victims.
2. Conducting search, rescue, and evacuation of disaster victims.
3. Providing services and protection for vulnerable groups of victim (children, women and parents).
4. Continuing victim and damage assessment activities for rehabilitation and reconstruction process.

5. Mobilizing work units to perform services and logistics distribution in appropriate, prompt, and dignified manner.

G. Structure

Organizational structure of Disaster Emergency Response Field Post consists of Field Post Coordinator assisted by Field Post Staff and task forces consist of:

1. Field Post Coordinator
2. Vice Coordinator
3. Field Post Staff:
 - Secretary
 - Finance
4. Operation Task Force
 - Medical Work Units
 - SAR Work Units
 - Psychosocial Work Units

H. Responsibilities Description

- a. Field Post Coordinator assigned by Chief of Disaster Emergency Response.
 - a. F Coordinator is responsible for:
 - 1) Enabling Field Post as a service center and disaster victim assistance.
 - 2) Drafting operation plan for organizing, implementing and controlling Disaster Emergency Response action.
 - 3) Conducting evaluation through coordination meetings held at least once a day to manage further activity plan.
 - 4) Coordinating with parents, students, teachers, Coordination and

Command Post of Disaster Emergency Response, and local communities regarding Disaster Emergency Response action.

- 5) Disseminating information of assistance and service activities conducted by Disaster Emergency Response work units to disaster victims.
 - 6) Submitting regular written reports to the Chief of Coordination and Command Post of Disaster Emergency Response.
- b. Field Post Coordinator is directly responsible to the Chief of Coordination and Command Post of Disaster Emergency Response based on type and location of disaster event.

2. Vice Field Post Coordinator

Vice Coordinator is assigned by the Chief of Disaster Emergency Response.

- a. Vice Coordinator is responsible for:
 - 1) Assisting Field Post Coordinator in planning, organizing, implementing and controlling Disaster Emergency Response command.
 - 2) Coordinating secretarial duties, public relations, and household of the post.
 - 3) Representing the Coordinator in case of unavailability.
- c. Vice Coordinator is directly responsible to the Chief of Disaster Emergency Response.

3. Secretariat

Secretariat is led by a Secretary

Secretariat is led by a Secretary.

- a. Secretary is responsible for:
 - 1) Organizing general administration and report.
 - 2) Providing information and victim's condition board, deployment

area of casualties, and disaster location map.

3) Updating data and information based on report and evaluation results.

4) Managing and organizing meetings and evaluations of field work units periodically.

b. Secretary is directly responsible to the Field Post Coordinator of Disaster Emergency Response.

4. Finance

a. Finance is led by treasurer which is responsible for:

1. Conducting all financial administration.

2. Analysing and drafting financial plan in order to conduct Disaster Emergency Response.

3. Submitting budget plan to Coordinator and Command Post based on allocation approved by Field Post Coordinator.

4. Providing the required budget in order to conduct Disaster Emergency Response.

5. Providing financial statement and record of expenditures and revenues in accountable manner.

b. Treasurer is directly responsible to the Field Post Coordinator of Disaster Emergency Response.

5. Medical Work Unit

a. Medical Work Unit is led by Medical Coordinator which is legalized by letter of credential from hospital. The coordinator is responsible for:

1. Drafting medical action plan.

2. Implementing medical services by either standing by in location of post or being mobile to shelter camp or residents location where the casualties live.

3. Identifying diseases and required drugs.

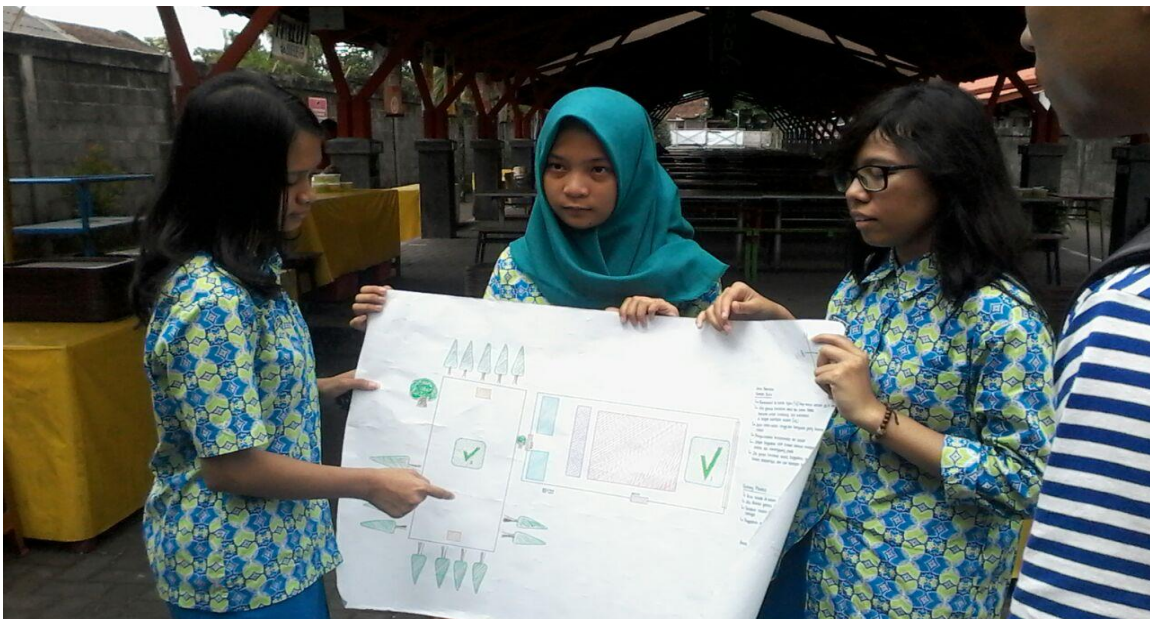
4. Conducting medical record as patient recovery report and scheduled activity.
 5. Forming a Field Clinic if possible in accordance with condition, situation, location, and type of disaster.
- b. Medical work unit coordinator communicates with Post Field Coordinator to undertake medical activities in the assistance and service points. Field Coordinator of Medical work unit is directly responsible to the Coordinator of Medical Work Unit and Coordination and Command Post of Disaster Emergency Response.

SECTION IV
DISASTER EMERGENCY RESPONSE TRAINING AT BUDI MULIA DUA
SENIOR HIGH SCHOOL

Disaster Emergency Response training is conducted to raise awareness and practice of disaster response as part of daily activities of all school elements, including teachers, employees, and students. Students are expected to gain the following competencies:

1. Understand disaster threat map at school areas
2. Able to draw maps of disaster-prone areas based on their observations
3. Understand what should be done during disaster event
4. Understand who should be prioritized to be helped when disaster event
5. Understand what should not be done during earthquake
6. Discuss with Osaka students and have an exchange-experience

Figure 1. Students describes disaster risk maps at school



This training is held for 3 times with various designed-activities in accordance with the SOP and with compacted-modules so that all materials needed can be delivered accurately to the students. Here are the modules in training in Budi Mulia Dua Senior High School.

DISASTER-RESILIENT STUDENTS

Thursday, February 1st 2018

Respect Satellite Office

Preparation

The Facilitator prepares the session for Disaster-Resilient Students. Things to be prepared are (1) materials and training substance; (2) equipment such as stationery, plano paper, glue, including equipment for games, and (3) a training room and seat formation for participants.

Aim and Objectives

This session is designed to make participants able to: (1) understand the meaning of *hazards*, *risks*, and *disasters* and explain disaster risks in Yogyakarta generally and in the school environment particularly; and (2) describe the potential vulnerabilities that students might encounter during disaster in the school environment.

Training Structure

This activity will last for 45 (forty-five) minutes long and is addressed to 30 (thirty) participants, with the following schedule:

5 minutes	An introduction to training activities in general and about the first session in particular
10 minutes	The game " <i>Huru hara</i> " and <i>de-brief</i>

15 minutes	Explanation of risk, vulnerability, and capacity in the context of disasters
10 minutes	Discussion and Question and Answer Session
5 minutes	Evaluation and closing

Activity Materials

1. Games: *Huru-hara*

Game master guides the game by telling stories and explains some *clues* as follows:

- **Fallen tree** - each participant will perform a leaning body position
- **Lightning** - two (2) people will be back to back with the hands forming the letter **S**.
- **Lava** - three (3) participants will assemble with following formation: one person squatting, two people will stand beside him. Then they have to make a sound like boiling water.
- **Earthquake** - each group consists of 4 participants who will form a circle, then move like a wave.
- **Mountain erupts** - each group consists of 5 people who will be shaping a circle, holding hands and making inward and outward movements while shouting "ha".
- **Flood** - each group consists of 6 people who will line up then look to the right and left in turn.

After the game is over, the *master game* will begin the *de-brief* process by asking participant's opinions on the following questions:

- What is participant impression about the games\?

- Have the participants ever experienced a disaster situation? If so, how did the participants manage the disaster situation? How was the evacuation process? Where were they evacuating themselves? Etc.

After *the master game* finished listening to some participant's stories, those stories are used to illustrate the importance of recognizing risks and vulnerabilities when a disaster occurs. By recognizing these things, we can design disaster risk maps and Disaster Emergency Response standard procedures.

2. Concept: Hazards, Risks and Capacities in the Context of Disaster

Hazards are threats or risks caused by both humans and nature causing certain damages. The example of hazard caused by nature are floods, typhoons (hurricanes) and earthquakes. The example of hazard caused by humans are chemical spills, landmines and industrial waste. Disaster is a danger that causes great loss and destruction that affect people who do not have the ability to deal with it.

Yogyakarta is a disaster prone-area. In general, the risks of disaster that must be anticipated are:

- Earthquake
- Landslide
- Tsunami
- Extremes and abrasion
- Flood
- Volcanic eruptions
- Drought
- Extreme weather
- Land and forest fires

- Epidemics and disease outbreaks
- Technological failure
- Social conflict

In the last ten years, there had been two major disasters in Yogyakarta:

- The 2006 earthquake: a shallow earthquake of 6.3 on the Richter Scale, damaging more than 350,000 homes and killing more than 5,000 lives.
- Mt. Merapi eruption in 2010: the biggest eruption of Merapi in the last 100 years, crippled the airport, killed hundreds of people and forced hundreds of thousands of people to flee from any housing in radius of 20 km from the top of Merapi.

3. Vulnerability of Students in School Environment

Based on the experience, victims who arise during the disaster are not solely caused by the direct effects of the disaster. Instead, a great numbers of casualties caused by their vulnerability to any kind of disaster in the beginning. The vulnerabilities that students may have are as follows:

- Less care about disaster risk
- Have no knowledgen in what to do when disaster occurs
- Not ready for the possibility of disaster, such as not preparing a disaster bag containing food, clothing and medicine supplies
- The location of the residence is vulnerable to the impact of disasters, for example in densely-populated housing
- Has no effective tool of communication in the event of disasters

Evaluation

The facilitator evaluates this session by examined three aspects: materials, processes and relationships between stakeholders in the training. Records of these three aspects were presented by the facilitator during the training.

DISASTER RISK MAPPING IN SCHOOL

Thursday, February 8, 2018

Respect Satellite Office

Preparation

Things to be prepared are (1) materials and training substance; (2) equipment such as stationery, plano paper, A4 paper, board marker, colored small markers, cameras, sound recorder, and (3) a training room and seat formation for participants.

Activity Objectives

This activity aims to introduce students the ability of: (1) mapping disaster risk in the school and surrounding environment; and (2) identifying evacuation points around school environment.

Training Structures

This activity will last for 45 (forty-five) minutes long and is addressed to 30 (thirty) participants, with the following schedule:

5 minutes	Introduction to the second session training materials and activities.
5 minutes	<i>Games</i> group division.
20 minutes	Each group toured the school and surrounding environment to map disaster risks, gathering points, and evacuations.

10 minutes	Each group describes the results of their observations on plano paper.
5 minutes	Evaluation and closing.

Activity Materials

1. Disaster Risk Mapping

Duration: 30 minutes, in groups

Equipment: plano paper and A4, various sizes of markers, cameras, voice recorders

How to recognize risks and vulnerabilities when disaster occurs? The frequently-used method is to make our own disaster risk maps in schools and neighborhoods. This activity aims to introduce participants on how to create risk and vulnerability mapping in schools, therewith the capacity of the school community to deal with it.

In *A Student's Guide to Disaster Risk Reduction: Stay Safe and Be Prepared* (2014) published by UNESCO, the following steps are to be taken during disaster risk mapping activities:

- Set participants into 5-10-member teams.
- Start to draw a school environment and surrounding areas map, including existing landscapes such as rivers, reservoirs, rice fields, hills, and public infrastructure such as roads, bridges, tunnels, hospitals, police stations, firefighters, etc. If the participants are not sure of the map, participants can be given 15-30 minutes to walk around the school and specified areas.

After the base map of each group is done, the activity coordinator asks each group to discuss and mark the map based on one of the following specific themes:

- **Hazard** - what disaster has the participant experienced? Who are parties that most affected by the disaster? Why? Participants may be requested to reflect on their own experiences or to interview teachers, friends, villagers around to find out about the dangers of disaster. After that, participants are required to mark locations, buildings, and areas of disaster hazard.
- **Risk** - when a disaster occurs, which areas and buildings exposed to greater risk than others? If the time is available, participants may be requested to think about the risks due to different types of disasters. For example, during earthquakes, volcanoes, floods, etc. Mark buildings or areas where vulnerable groups live, such as schools, hospitals, nursing homes, etc.
- **Capacity** – what kind of building, infrastructure, or area required when a disaster occurs? Mark important building, infrastructure or area such as evacuation routes, assembly zones, safe zones, hospitals, fire brigades, etc. Are the buildings, infrastructures or areas thoroughly safe? Is there any other risks that have yet to be identified? How great is the access to such building, infrastructure, and area when a disaster occurs?



Example of a disaster risk map
made by children in Huong Hoa, Vietnam | **Source:** UNISDR, 2012

2. Risk Map Presentation

Once completed, the three maps above can be put together. If there is available time, participants can present it to all other participants. But when the time is limited, the participants can present it at the next meeting as a reference for designing an action plan.

The coordinator closes the activity by asking the participants about the following points and:

- What do participants feel when drawing this map? What do participants feel when they have to interview people about their experiences during a disaster?
- What do participants feel when successfully completing this disaster map?
- Are there new things participants learned during the map creation process?
- According to the participants, how much the disaster risk faced by the school community and the surrounding environment?

Evaluation

The facilitator evaluates this session by examining three aspects: materials, processes and relationships between stakeholders in the training. Records of these three aspects were presented by the facilitator at the closing session.

STANDARD PROCEDURES OF EMERGENCY RESPONSE IN SCHOOL

Thursday, February 15, 2018

Respect Satellite Office

Preparation

The Facilitator prepares a session on Standard Procedures of Emergency Response in School. Things to be prepared are (1) training materials; (2) equipment such as stationery, plano paper, glue, and so on; and (3) training room and seat formation of the participants.

Aim and Objectives

The making of Standard Procedures of Emergency Response in School has several objectives. After the session, participants are expected to be able to: (1) transforming problems related to disaster resilience efforts in school and around the school into a number of concrete actions and steps to be implemented (2) selecting and determining priorities of actions to be taken based on certain period of time (3) formulating *standard procedures on emergency response* that can be submitted to relevant elements for input, consideration and approval. This session is expected to produce SOP which is arranged in a matrix.

Training Structures

Process and flow of Standard Procedures of Emergency Response in School sessions can be seen as follows:

5 minutes	Introduction to the third session training materials and activities.
5 minutes	Games: <i>acting disaster!</i>
30 minutes	Each group developed Standard Procedures of Emergency Response in School.
5 minutes	Evaluation and closing.

Activity Materials

1. Games: "Acting of Disaster"

Duration: 10 minutes, individual

Equipment: *none*

The game aims to educate children in regards to the first steps to be taken when disaster occurs by using body movements. The game has only three commands:

- If *the game master* shouts the word "Flood!", the participant must demonstrate themselves by pretending to run using hand gestures
- If *the game master* shouts the word "Earthquake!", the participant must demonstrate themselves by covering their head with hands.
- If *the game master* shouts "Mountain erupts!", all the participants have to demonstrate themselves by covering their mouths with hands as if using a mask.

In the first round, *the game master* will shout in order to ensure all participants understand the rules. In the second round, *the master game* will give commands and movements differently to confuse participants. The game is conducted in 5-7 rounds and the exchange process is accelerated in each round.

The game has only three commands:

- If *the game master* shouts the word "Flood!", the person or participant who is crouched must run to find another house while the houses remain in place.
- If *the game master* shouts the word "Earthquake!", the house or the standing participant must find another partner to form a house above the person who remains crouching in its place.
- If *the game master* shouts "Mountain erupts!", all participants must switch positions to form the new configuration of the house and the new person.

In the first round, *the game master* will shout in order to ensure all participants understand the rules of the game. In the second round, *the master game* joins into one of the participants so that the participant which are not in pair must be *the next master game* to shout orders. The game is conducted in 5-7 rounds and the exchange process is accelerated in each round.

After the game complete, *the master game* will provide *de-brief* by asking the participants about their feelings while playing: what should participants do when a disaster occurs? Then close the session by delivering the prepared material back early.

2. Responding Skills

The standard procedure for emergency response depends on the type of hazard, and should be adjusted to the unique conditions of our environment. This procedure is structured based on five basic emergency procedures as follows:

- Evacuate (from) buildings / buildings
- Shelter-in-place
- Get together and take shelter outside
- Evacuate to a safe place

- Safe reunity-process to family

Some basic questions below can be references for facilitators to invite students to develop an emergency response guide / standard. Each group is expected to develop guidelines based on the disaster risk maps they have made at the previous meeting. The facilitator will use some technical questions below as an initial stimulant.

Is there an early warning before any danger impact?

Does the danger occur quickly, without any warning (such as violence / riot, earthquake, fire)? If so, can you react in accordance with the appropriate standard operating procedures? If the hazard occurs with slow or not too fast (such as floods, high winds, etc.), what kind of early warning they have? Has the early warning system been tested? Is there enough time for ending school times and use normal procedures to let students back to their home safely? Otherwise, the procedure for a hazard situation that occurs quickly will be enforced.

Is the building (this school) safe?

If the building is not safe, then **Evacuation (from) Building** must be implemented immediately. In case of immediate danger such as fire or strong earthquake, it should be assumed that the building is not strong, and therefore evacuation from the building should be promptly done. (important here is that during the earthquake, everyone should *stoop down, get protected, and keep holding* and evacuation should only start if the earthquake has stopped). In other situations, a quick assessment can be conducted before evacuation are implemented through school hazard signboard. If the building is safe, students, teachers, and other education

personnel should be instructed to conduct **Shelter-in-Place**. Back to the place (reverse evacuation) is done to return to the place of origin regularly, from the gathering points back to the classroom, to the Protection-in-Place.

Are schoolyard (also) safe?

If the schoolyard is declared as save, **Gathering and Sheltering Outside** becomes the chosen procedure. If the schoolyard is known to be less secure (i.e. for tsunami-risked coastal areas) then **Evacuation to Safe Place** must be done. Rapid assessments (i.e. hazardous materials, broken power lines, cracked pipelines) can help make decisions between the two options.

Is the community secure?

Can children safely reunite with their families, using normal procedures, without risking harm, death and damages? If it is not safe, then a safe reunity procedure should be carried out, and children should remain in school with supervision, until they can safely gather with their families. For situations where disasters and emergencies occur, **Family Safe Reunification Procedures** should be initiated to ensure that students are only reunited to parents/caregivers/guardians or designated parties before a disaster occurs, and each meeting is documented. Students should be kept and under the supervision of the school.

3. Preparation of Disaster Emergency Response Standard Matrix

Type of Disaster	Management Flow	Person in charge
<i>Earthquake</i>	-	

	<ul style="list-style-type: none"> - - - - 	
<i>Volcanic eruption</i>	<ul style="list-style-type: none"> - - - - - 	

Evaluation

The facilitator evaluates the Session on Standard Procedures of Emergency Response in School by taking into account three aspects: materials, processes and relationships between stakeholders in the training. Records of these three aspects were presented by the facilitator at the closing session.

Reference

[https://www.academia.edu/9469379/PEDOMAN_STANDAR_OPERASIONAL_P
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