Solomon Islands SSSAS - 1/24/25

A. INTRODUCTION

Welcome to the Comprehensive School Safety Self-Assessment Survey (SSSAS) App.

Our goal is to protect students and staff from death and injury in and on the way to school, to safeguard educational continuity, and to protect school assets. The information you provide makes it possible to send you an automated report with recommendations for improving school safety and emergency preparedness. These recommendations will be ones upon which you can act. The information will also help ward, provincial and national educational authorities and partners to help plan to improve the resilience of our education system.

These school safety questions should be filled in collaboratively by the School Safety Management Committee, but please also make sure to draw upon inputs from participatory activities with children to identify and reduce dangers in the school environment.

Question are organized into 4 sections: 1.School Profile and Risks; 2.School Facilities and Access; 3.School Safety & Educational Continuity Management; and 4. Risk Reduction and Resilience Education.

The survey will take 4-5 hours to complete.

Please make sure the camera setting on your tablet or phone is at its lowest resolution to save storage space and to avoid problems uploading your photos. Go to your camera, select settings, and select the picture size with the smallest numbers. We'll remind you at the end of the survey to change the settings back to their original settings!

You may answer survey questions in several stages. To save your current session so you can return to it later, select the "Save" icon on the top left hand corner. Then, return to the survey as many times as you need.

Once you have completed the survey, you will need to upload your answers to the Ministry of Education, Heritage and Arts. Make sure to select "validate and submit at the end of the last page"

When you are ready to submit your completed survey, be sure you have access to wireless Internet (Wi-Fi).

Go to the first page of the SSSAS App and use the UPLOAD button to submit your completed survey. The SSSAS App will send your answers to the School Safety Self Assessment Portal. After you upload your completed survey, a summary report of your answers to the survey will be automatically generated and sent via e-mail to the school contact and additional e-mails provided at end of the survey.

A.1 Survey Team Leader Contact Information

A.1.1 Last name *

A.1.2 First name *

A.1.3 Email address *

A.1.4 Name of organization	*

A.2 School Location, Auspices and Name

This section will identify your school by governing authority and geography.

A.2.1 Governing Authority

○ Government

○ Non-government

» A.3 Government schools

A.3.1 Province *

○ Central

○ Choiseul

○ Guadalcanal

○ Honiara

○ Isabel

○ Makira-Ulawa

○ Malaita

○ Rennell-Bell

○ Temotu

○ Western

A.3.2 Ward	*
A.3.3 School name	*

» A.4 Non-government schools

A.4.1 Province   *

- ◯ Central
- ◯ Choiseul
- ◯ Guadalcanal
- ◯ Honiara
- ◯ Isabel
- ◯ Makira-Ulawa
- ◯ Malaita
- ◯ Rennell-Bell
- ◯ Temotu
- ◯ Western

A.4.2 Ward   *

A.4.3 School name   *

B. PROFILE AND RISKS

This section will ask you basic questions about your school organization and the students and staff. The section will also ask you about your school's exposure to hazards and the risks these hazards might present.

To help you complete this section, please gather demographic data about your school and any information you have about the impacts of the last three major disasters.

B.1 School Access & Levels

B.1.1 Entrance to school site location by land is accessed by *

○ Footpath (unsurfaced) ○ Unsurfaced road ○ Surfaced (paved) road

B.1.2 Condition of entry road or path *

○ Good ○ Poor

B.1.3 Approximate distance from school entrance to the main road is: *

○ <10m ○ 10-100m ○ >100m

B.1.4 What transportation methods do students use to get from home to school on a daily basis? *

☐ By foot ☐ Bicycle ☐ Motorcycle ☐ Car ☐ Bus ☐ By boat or over water

B.1.5 Do you have any children who come by boat from their parents home to schools during the week or school term *

○ No

○ Yes, motorized boat

○ Yes, non-motorized boat

B.1.5.1 Condition of the boats *

Select all that apply

☐ Some boats are not in good condition

☐ Boats are sometimes over-crowded

☐ Each passenger does NOT have a life jacket

☐ Captain decision may NOT be based on weather forecast

☐ None of the above

☐ Unknown

B.1.6 How long does it take to go from Provincial Center to your School? *

○ Less than 1 hour

○ 1-2 hours

○ 2-4 hours

○ More than 4 hours

B.1.7 What Levels does your school teach *

☐ Early Childhood Education

☐ Primary

☐ Secondary

☐ TVET

» B.1.P School Photos

B.1.P1 Full school site (form a distant or high view point, if possible)

This photo will show on the 1st page of the School Safety Report.

Click here to upload file. (< 10MB)

B.1.P2 School site entry (include school sign if it exists at entry)

Click here to upload file. (< 10MB)

B.1.P3 Wide view from one corner of the school grounds

Click here to upload file. (< 10MB)

B.1.P4 Wide view from opposite corner of the school grounds

Click here to upload file. (< 10MB)

B.2 School Type and Uses

» B.2.1 Students Living Away from Home

B.2.1.1 Are there children attending your school from remote locations, who do not go home after school? *

○ Yes   ○ No

B.2.1.1.1 Approximately how many boys?? *

B.2.1.1.2 Approximately how many girls?? *

B.2.1.1.3 What types of supervision do they have where they live during school terms? *

- [ ] With an adult from village
- [ ] With family members
- [ ] Other adult supervision
- [ ] No supervision

» B.2.2 Boarding School

B.2.2.1 Is your school a Boarding School? *

○ Yes ○ No

B.2.2.1.1 How many boys are boarding? (staying overnight) *

B.2.2.1.2 How many girls are boarding? (staying overnight) *

The total number of students boarding is NaN. If incorrect, please revise the figures.

» B.2.3 Teachers Overnight

B.2.3.1 Do any teachers stay on the school grounds overnight? *

○ Yes ○ No

B.2.3.1.1 Approximately how many are males? *

B.2.3.1.2 Approximately how many are females? *

» B.2.4 School Uses

B.2.4.1 School uses for other purposes *

☐ Afterschool activities for children

☐ Community activities (School used for community events, adult education or other activities at least once a week)

☐ Informal emergency shelter site (School has been identified or used by community, informally as a shelter)

☐ Election campaigns and events, awareness activities, and church events

☐ None

B.2.4.1.1 Is your school designated by the NDMO as an Evacuation Center? *

○ Yes

○ No

○ Unknown

B.2.4.2 How prepared do you think you are to provide temporary shelter or evacuation center *

○ Very well-prepared   ○ Somewhat prepared   ○ Not ready. We need help

B.2.4.3 How prepared do you think you are to assure educational continuity for children with minimal disruption *

○ Very well-prepared   ○ Somewhat prepared   ○ Not ready. We need help

B.3 Equity and Inclusion

B.3.0 Is your school an Inclusive School? *

○ Yes   ○ No

» B.3 Students with Difficulties

How many students attending your school have the difficulties listed below? You are designated to serve children with disabilities.

» » B.3.1 Seeing Difficulties

B.3.1.1 Are there students having difficulty seeing, even if wearing glasses? *

○ Yes   ○ No   ○ Don't know

B.3.1.2 Number of students having some difficulty: *

B.3.1.3 Number of students having a lot of difficulty: *

B.3.1.4 Number of students who cannot see at all: *

» » B.3.2 Hearing Difficulties

B.3.2.1 Are there students that have difficulty hearing, even if using a hearing aid? *

○ Yes   ○ No   ○ Don't know

B.3.2.2 Number of students having some difficulty *

B.3.2.3 Number of students having a lot of difficulty *

B.3.2.4 Number of students that cannot hear at all *

» » B.3.3 Mobility Difficulties

B.3.3.1 Are there students having difficulty walking or climbing stairs? *

○ Yes   ○ No   ○ Don't know

B.3.3.2 Number of students having some difficulty *

B.3.3.3 Number of students having a lot of difficulty *

B.3.3.4 Number of students who cannot walk or climb stairs *

» » B.3.4 Memory Difficulties

B.3.4.1 Are there students having difficulty remembering or concentrating? *

○ Yes ○ No ○ Don't know

B.3.4.2 Number of students having some difficulty *

B.3.4.3 Number of students having a lot of difficulty *

B.3.4.4 Number of students who cannot remember or concentrate at all *

» » B.3.5 Self Care Difficulties

B.3.5.1 Are there students having difficulty self care such as washing all over or dressing? *

○ Yes ○ No ○ Don't know

B.3.5.2 Number of students having some difficulty *

B.3.5.3 Number of students having a lot of difficulty *

B.3.5.4 Number of students who cannot wash all over or dress *

» » B.3.6 Communicating Difficulties

B.3.6.1 Are there students, who using their customary language, have difficulty communicating, understanding or being understood *

○ Yes ○ No ○ Don't know

B.3.6.2 Number of students having some difficulty *

B.3.6.3 Number of students having a lot of difficulty *

B.3.6.4 Number of students, who, using their customary language, cannot at all communicate or be understood *

B.5 Likely Events at Your School Over The Next 20 Years

B.5.1 Fire *
- ◯ Probably will not happen in next 20 years, but still a possibility
- ◯ It's possible, but probably will happen only one or two times   ◯ Will probably happen several times
- ◯ Will probably happen nearly every year   ◯ Will probably happen several times a year

B.5.2 Earthquake *
- ◯ Probably will not happen in next 20 years, but still a possibility
- ◯ It's possible, but probably will happen only one or two times   ◯ Will probably happen several times
- ◯ Will probably happen nearly every year   ◯ Will probably happen several times a year

B.5.3 Tsunami *
- ◯ Cannot happen here   ◯ Probably will not happen in next 20 years, but still a possibility
- ◯ It's possible, but probably will happen only one or two times   ◯ Will probably happen several times
- ◯ Will probably happen nearly every year   ◯ Will probably happen several times a year

B.5.4 Volcanoes *
- ◯ Probably will not happen in next 20 years, but still a possibility
- ◯ It's possible, but probably will happen only one or two times   ◯ Will probably happen several times
- ◯ Will probably happen nearly every year   ◯ Will probably happen several times a year

B.5.5 Strong winds / Cyclone *
- ◯ Probably will not happen in next 20 years, but still a possibility
- ◯ It's possible, but probably will happen only one or two times   ◯ Will probably happen several times
- ◯ Will probably happen nearly every year   ◯ Will probably happen several times a year

B.5.6 Flooding *

○ Probably will not happen in next 20 years, but still a possibility

○ It's possible, but probably will happen only one or two times   ○ Will probably happen several times

○ Will probably happen nearly every year   ○ Will probably happen several times a year

B.5.7 Coastal erosion *

○ Cannot happen here   ○ Probably will not happen in next 20 years, but still a possibility

○ It's possible, but probably will happen only one or two times   ○ Will probably happen several times

○ Will probably happen nearly every year   ○ Will probably happen several times a year

B.5.8 Drought *

○ Probably will not happen in next 20 years, but still a possibility

○ It's possible, but probably will happen only one or two times   ○ Will probably happen several times

○ Will probably happen nearly every year   ○ Will probably happen several times a year

B.5.9 Extreme temperatures *

○ Probably will not happen in next 20 years, but still a possibility

○ It's possible, but probably will happen only one or two times   ○ Will probably happen several times

○ Will probably happen nearly every year   ○ Will probably happen several times a year

B.5.10 Health hazard *

○ Probably will not happen in next 20 years, but still a possibility

○ It's possible, but probably will happen only one or two times   ○ Will probably happen several times

○ Will probably happen nearly every year   ○ Will probably happen several times a year

B.5.11 Technological hazard *

○ Probably will not happen in next 20 years, but still a possibility

○ It's possible, but probably will happen only one or two times   ○ Will probably happen several times

○ Will probably happen nearly every year   ○ Will probably happen several times a year

B.5.12 Violence / Conflict *

○ Probably will not happen in next 20 years, but still a possibility

○ It's possible, but probably will happen only one or two times   ○ Will probably happen several times

○ Will probably happen nearly every year   ○ Will probably happen several times a year

B.6 Violence Against Children In Your School In The Past Year

B.6.1 Physical violence
This includes hitting, kicking, punching, and other forms of physical assault

☐ By adult   ☐ By children   ☐ None

*

B.6.2 Verbal abuse
This includes name-calling, insults, threats, and other forms of verbal aggression

☐ By adult   ☐ By children   ☐ None

*

B.6.3 Sexual violence
This includes unwanted sexual advances, touching, and assault

☐ By adult   ☐ By children   ☐ None

*

B.6.4 Cyberbullying
This includes using electronic devices to bully or harass another person

☐ By adult   ☐ By children   ☐ None

*

B.6.5 Gang violence
This involves violence between rival gangs

☐ By adult   ☐ By children   ☐ None

*

B.6.6 Weapon use
This includes bringing weapons to school or using weapons to commit violence

☐ By adult   ☐ By children   ☐ None

*

B.6.7 Bullying
This is a repeated pattern of unwanted, aggressive behavior that involves a real or perceived power imbalance. Bullying can take many forms, including physical, verbal, emotional, and cyber bullying

☐ By adult   ☐ By children   ☐ None

*

B.7 Significant Hazards Events to Affect Your School

Think of up to three of the most recent hazard event to significantly affect your school by causing deaths or injuries, damaging its facilities, or disrupting attendance. Please describe each that hazard event and its impacts

You may need to consult with parents or community leaders with longer memories to answer these questions

B.7.1 In the last 10 year, how many times has as a hazard event significantly impacted your school, such as by causing deaths or injuries, damaging its facilities, or disrupting attendance? *

○ Once ○ Twice ○ Three or more times ○ Never

B.7.1.1 Describe the most recent significant hazard event

B.7.1.1.1 What was the most recent significant hazard event? *

○ Fire ○ Strong winds / Cyclone ○ Flood ○ Earthquake ○ Volcano ○ Extreme temperature

○ Technological hazard ○ Coastal erosion ○ Health (including epidemic/pandemic) ○ Drought

B.7.1.1.1.O Please specify "Other" *

B.7.1.1.2 What was the year of the most recent event to significantly impact your school? *

B.7.1.1.3 Number of school days closed and not made up during the school year in *

B.7.1.1.4 Approximate number of children dropped out due to hazard event in *

B.7.1.1.5 Damage to school buildings in *

○ None ○ Minor (did not interrupt school) ○ Moderate (interrupted use)

○ Severe (at least one building damaged beyond repair)

B.7.1.1.6 Comment on the most recent significant hazard event in

B.7.1.2 Describe the two most recent significant hazards events

» B.7.1.2.1 Most recent significant hazard event

B.7.2.1.1 What was the most recent significant hazard event? *

○ Fire ○ Strong winds / Cyclone ○ Flood ○ Earthquake ○ Volcano ○ Extreme temperature

○ Technological hazard ○ Coastal erosion ○ Health (including epidemic/pandemic) ○ Drought

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B.7.2.1.1.O Please specify "Other" *

B.7.2.1.2 What was the year of the most recent event to significantly impact your school? *

B.7.2.1.3 Number of school days closed and not made up during the school year in *

B.7.2.1.4 Approximate number of children dropped out due to hazard event in *

B.7.2.1.5 Damage to school buildings in *

○ None ○ Minor (did not interrupt school) ○ Moderate (interrupted use)

○ Severe (at least one building damaged beyond repair)

B.7.2.1.6 Comment on the most recent significant hazard event in

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» B.7.1.2.2 Second most recent significant hazard event

B.7.2.2.1 What was the second most recent significant hazard event? *

○ Fire ○ Strong winds / Cyclone ○ Flood ○ Earthquake ○ Volcano ○ Extreme temperature

○ Technological hazard ○ Coastal erosion ○ Health (including epidemic/pandemic) ○ Drought

---

B.7.2.2.1.O Please specify "Other". *

B.7.2.2.2 What was the year of the second most recent event to significantly impact your school? *

B.7.2.2.3 Number of school days closed and not made up during the school year in *

B.7.2.2.4 Approximate number of children dropped out due to hazard event in *

B.7.2.2.5 Damage to school buildings in *

○ None   ○ Minor (did not interrupt school)   ○ Moderate (interrupted use)

○ Severe (at least one building damaged beyond repair)

B.7.2.2.6 Comment on the second most recent significant hazard event in

B.7.1.3 Describe the three most recent significant hazards events

» B.7.1.3.1 Most recent significant hazard event

B.7.3.1.1 What was the most recent significant hazard event? *

○ Fire   ○ Strong winds / Cyclone   ○ Flood   ○ Earthquake   ○ Volcano   ○ Extreme temperature

○ Technological hazard   ○ Coastal erosion   ○ Health (including epidemic/pandemic)   ○ Drought

B.7.3.1.1.O Please specify "Other" *

B.7.3.1.2 What was the year of the most recent event to significantly impact your school? *

B.7.3.1.3 Number of school days closed and not made up during the school year in *

B.7.3.1.4 Approximate number of children dropped out due to hazard event in *

B.7.3.1.5 Damage to school buildings in *

○ None   ○ Minor (did not interrupt school)   ○ Moderate (interrupted use)

○ Severe (at least one building damaged beyond repair)

B.7.3.1.6 Comment on the most recent significant hazard event in

» B.7.1.3.2 Second most recent significant hazard event

B.7.3.2.1 What was the second most recent significant hazard event? *

○ Fire ○ Strong winds / Cyclone ○ Flood ○ Earthquake ○ Volcano ○ Extreme temperature

○ Technological hazard ○ Coastal erosion ○ Health (including epidemic/pandemic) ○ Drought

B.7.3.2.1.O Please specify "Other". *

B.7.3.2.2 What was the year of the second most recent event to significantly impact your school? *

B.7.3.2.3 Number of school days closed and not made up during the school year in *

B.7.3.2.4 Approximate number of children dropped out due to hazard event in *

B.7.3.2.5 Damage to school buildings in *

○ None ○ Minor (did not interrupt school) ○ Moderate (interrupted use)

○ Severe (at least one building damaged beyond repair)

B.7.3.2.6 Comment on the second most recent significant hazard event in

» B.7.1.3.3 Third most recent significant hazard event

B.7.3.3.1 What was the third most recent significant hazard event that took place? *

○ Fire ○ Strong winds / Cyclone ○ Flood ○ Earthquake ○ Volcano ○ Extreme temperature

○ Technological hazard ○ Coastal erosion ○ Health (including epidemic/pandemic) ○ Drought

B.7.3.3.1.O Please specify "Other". *

B.7.3.3.2 What was the year of the third most recent event to significantly impact your school? *

B.7.3.3.3 Number of school days closed and not made up during the school year in *

B.7.3.3.4 Approximate number of children dropped out due to hazard event in *

B.7.3.3.5 Damage to school buildings in *

○ None ○ Minor (did not interrupt school) ○ Moderate (interrupted use)

○ Severe (at least one building damaged beyond repair)

B.7.3.3.6 Comment on the third most recent significant hazard event in

B.8 Type and Quality of Early Warning Systems

Please comment on the availability, reliability and effectiveness of various early warning systems

You may need to consult with parents or community leaders with longer memories to answer these questions

B.8.1 School Building Fire (eg. bell or gong) *

○ Yes ○ Yes, but not reliable or effective ○ Not available, we need this ○ None available. Not needed.

○ Unknown

B.8.2 Bush or field fire *

○ Yes ○ Yes, but not reliable or effective ○ Not available, we need this ○ None available. Not needed.

○ Unknown

B.8.3 Flood *

○ Yes ○ Yes, but not reliable or effective ○ Not available, we need this ○ None available. Not needed.

○ Unknown

B.8.4 Cyclone *

○ Yes ○ Yes, but not reliable or effective ○ Not available, we need this ○ None available. Not needed.

○ Unknown

B.8.5 Volcanic eruption *

○ Yes ○ Yes, but not reliable or effective ○ Not available, we need this ○ None available. Not needed.

○ Unknown

B.8.6 Drought *

○ Yes ○ Yes, but not reliable or effective ○ Not available, we need this ○ None available. Not needed.

○ Unknown

B.8.7 Tsunami *

○ Yes ○ Yes, but not reliable or effective ○ Not available, we need this ○ None available. Not needed.

○ Unknown

B.8.8 Do your early warning systems reach people with disabilities (eg. hearing, seeing, understanding) *

○ Yes ○ Yes, but not reliable or effective ○ Not available, we need this ○ None available. Not needed.

○ Unknown

B.9 Early Warning Sources

B.9.0 Please select all sources available to you, for early warnings for each type of hazard below.

B.9.1 Forest, bush or field fires *

☐ None ☐ Messages from NDMO ☐ Messages from Solomon Islands Meteorological Services

☐ Messages from radio ☐ Messages from own community (e.g., agreed audible, visual, or text) ☐ Messages in phone texts or SMS blasts

☐ Messages from traditional leaders/traditional knowledge

B.9.2 Flood *

- [ ] None
- [ ] Messages from NDMO
- [ ] Messages from Solomon Islands Meteorological Services
- [ ] Messages from radio
- [ ] Messages from television
- [ ] Messages in phone texts or SMS blasts
- [ ] Messages from traditional leaders/traditional knowledge

B.9.3 Cyclone or storm *

- [ ] None
- [ ] Messages from NDMO
- [ ] Messages from Solomon Islands Meteorological Services
- [ ] Messages from radio
- [ ] Messages from own community (e.g., agreed audible, visual, or text)
- [ ] Messages in phone texts or SMS blasts
- [ ] Messages from traditional leaders/traditional knowledge

B.9.5 Drought *

- [ ] None
- [ ] Messages from NDMO
- [ ] Messages from Solomon Islands Meteorological Services
- [ ] Messages from radio
- [ ] Messages from own community (e.g., agreed audible, visual, or text)
- [ ] Messages in phone texts or SMS blasts
- [ ] Messages from traditional leaders/traditional knowledge

B.9.6 Tsunami *

- [ ] None or Not Applicable
- [ ] Messages from NDMO
- [ ] Messages from own community (e.g., agreed audible, visual, or text)
- [ ] Messages from radio
- [ ] Messages from own community (e.g., agreed audible, visual, or text)
- [ ] Messages in phone texts or SMS blasts
- [ ] Messages from traditional leaders/traditional knowledge

B.9.7 School Fire *

- [ ] None
- [ ] Gong or bell

B.10 Flooding on School Grounds

You may need to consult with parents or community leaders with longer memories to answer these questions

B.10.1 Max. height of flood, king tide, or storm surge water INSIDE any current school buildings *

○ No water has flooded the inside of any current school building   ○ Less than ankle deep

○ Water about ankle deep   ○ Water about knee high   ○ Water about windowsill

B.10.2 How many years ago? *

○ 1   ○ 2-5   ○ 6-10   ○ 11+

C. PILLAR I: SAFE SCHOOL FACILITIES AND ACCESS

This section will ask questions about your school site and hazards at school, nearby and on the way to school. This section also covers water, sanitation and waste, services, and school maintenance.

» C.1 School Site and Nearby Hazards

» » C.1.1 School Surface and Topography

C.1.1.1 Percentage of the school grounds covered by buildings *

○ 0-25%   ○ 26-50%   ○ 51-75%   ○ 76-100%

C.1.1.2 The remaining surface of the school grounds is covered by these materials *

☐ Dirt   ☐ Gravel   ☐ Sand

☐ Grass   ☐ Concrete   ☐ Asphalt

☐ Other

C.1.1.2.O Please specify "Other" *

C.1.1.3 School site is mostly *

○ Flat ○ Sloping ○ Both

C.1.1.4 How far is the school site from the shore/beach/coastline? *

○ 0-50m ○ 51-100m ○ 101-500m

○ >500-1km ○ >1km

C.1.1.5 How far is the school site from any nearby river or stream bed? *

○ 0-10m

○ 11-100m

○ >101m or no river or stream bed anywhere nearby

C.1.1.6 Is the school site elevated above any likely impact from a high tide storm surge level and/or identified highest known flood level? *

○ Yes

○ No

○ Don't know

C.1.1.7 The surrounding terrain is: *

○ Coastal Plain ○ Swampy ○ Valley Floor

○ Foothills ○ Mountainous

C.1.1.8 School site is in or near a mudflow/mudslide/lava bed *

○ Yes ○ No ○ Don't know

» » C.1.2 Hazards On School Grounds

C.1.2.1 Do you have any of these hazards on your school grounds? *

☐ Hazardous materials ☐ Open waste pit ☐ Standing water

☐ Sharp, blunt or dangerous objects ☐ Dangerous animals ☐ Other

☐ None

C.1.2.1.O Please specify "Other" *

C.1.2.2 Is there fencing around the school grounds and entrance gate? *

○ Yes, with full gate(s) ○ Yes, partial ○ No

» » C.1.3 Potential Hazards Nearby

C.1.3.1 Do you have any of these hazards near or on the way to your school? *

☐ Swamp or marsh ☐ Open water (e.g., lake or pond) ☐ Slopes

☐ Dense bush or forest ☐ Open grassland ☐ Coconut grove

☐ None

C.3 School Buildings

To help you complete this section, please be sure all buildings are unlocked. A flashlight may be helpful for taking photos in dark rooms. A tape measure may also be useful.

» C.3.1 Total Number of Structures

C.3.1.1 Total number of permanent school buildings used for instruction, eating, other school activities, and toilet blocks

BUILDING QUESTIONS - For up to ten buildings at your school site, complete information about the history, use, materials, and deterioration of the building

» C.3.2 Individual Buildings

C.3.2.1 Name of building

C.3.2.3 Primary use of building

○ Classroom ○ Assembly Hall ○ Office
○ WASH facility ○ Gym ○ Library
○ Canteen ○ Kitchen ○ Storeroom
○ Laundry ○ Dormitory ○ Staff House
○ Staff Room ○ Computer Lab ○ Maintenance Workshop
○ Other

C.3.2.4 Secondary uses of

☐ Classroom ☐ Assembly Hall ☐ Office
☐ WASH facility ☐ Gym ☐ Library
☐ Canteen ☐ Kitchen ☐ Storeroom
☐ Laundry ☐ Dormitory ☐ Staff House
☐ Staff Room ☐ Computer Lab ☐ Maintenance Workshop

C.3.2.5 How many people usually occupy the building, when it is in use?

C.3.2.6 Number of classrooms in

C.3.2.7 Number of storeys of

C.3.2.8 Building length of (approx. meters)

C.3.2.9 Building width of (approx. meters)

C.3.2.10 Area of (approx. square meters)

C.3.2.11 Building type of

○ Permanent ○ Semi-Permanent ○ Traditional

C.3.2.12 Shape of building

○ Regular rectangle   ○ Long and narrow   ○ Complex shape   ○ Square

C.3.2.13 Construction Type of

○ RCL –Single story reinforced concrete frame with concrete block masonry infill walls. Roof has gable or hip shape

○ RCM – 2-story reinforced concrete frame. Concrete columns and beams, slabs, floors, with concrete block masonry infill walls.

image

○ S – Steel frame

○ TF – Timber frame with plywood cladding

○ TRD – Traditional construction

○ URM – Unreinforced masonry to floor about 1.3m then timber frame above.

○ MMT – Mixed masonry timber

○ Unknown

C.3.2.14 Era of construction of

○ Unknown   ○ Before 1980   ○ 1980-2000

○ 2000-2010   ○ 2010-2020   ○ After 2020

C.3.2.15 Who was building constructed by?

○ Contractor   ○ Community   ○ Don't know

C.3.2.16 building has been upgraded (eg. retrofitted, refurbished or remodeled)

○ Since 2020

○ In the last decade

○ More than a decade ago

○ Never, but needed

○ Never and not needed

○ Don't Know

C.3.2.17 Was disaster risk reduction addressed in upgrading (retrofitting, refurbishing or remodeling) ?

○ Yes, disaster risk reduction addressed

○ No risks addressed, but should have been

○ No risks addressed, not needed

○ Don't Know

○ Other

C.3.2.17.O Please specify "Other".:

C.3.2.17.1 What type of risks were addressed in upgrading (retrofitting, refurbishing or remodeling) ?

○ Yes, seismic risk addressed

○ Yes, high wind risk addressed

○ Yes, flood risk addressed

○ Other

C.3.2.17.1.O Please specify "Other".

C.3.2.18 How many centimeters above the ground is the floor of building ?

Measure from the doorsill to the ground outside the building. If the floor of the building is on the ground, enter 0

» » C.3.3.1 Roof components and conditions of building

C.3.3.1.1 Roof shape of each school building

○ Hipped

○ Lean-to
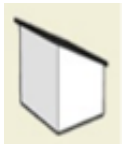
○ Gable

○ Flat

○ Not sure

C.3.3.1.2 Roof material of

Colorbond and Galvanised iron look similar; both are metal roofing. Colorbond is a brand name of metal roofing that has been treated to reduce rusting. Colorbond roofing will have a faint imprint on the underside of the roofing with the word Colorbond ® on it. Maintenance staff may know the roof material. It's OK to answer "Cannot determine" if nobody knows the roof material.

○ Galvanized iron

○ Colorbond

○ Traditional
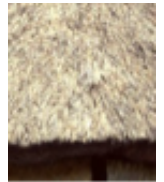
○ Concrete

○ Not sure

C.3.3.1.2.1 If roof is galvanized iron or Colorbond, Roof fasteners in building are:

○ Nails   ○ Screws with no washers   ○ Screws with washers

○ Not sure

C.3.3.1.2.2 What is the spacing of the roof fasteners of building ?

Fasteners are usually more closely spaced at the peak of the roof and lower edge of the roof. Look at the nails or screws in these two areas.

○ Every wave has them

| image |

○ Every 2 or 3 waves have them

| image |

○ Only a few waves have them

| image |

○ Not sure

C.3.3.1.3 Roof rust on building

○ No visible rust
○ Localize rust (e.g. one or two patches smaller than your palm)
○ Moderate rust (e.g. several patches of rust larger than a A4 piece of paper)
○ Extensive rust (e.g. rust throughout roof surface)   ○ Not sure

C.3.3.1.4 Roof leaks on building

○ None
○ Minor leak (s) in one or two places
○ Major leaks in several places
○ Not sure

C.3.3.1.5 Roof tie-downs on building

Tiedowns are the ways the roof frames or trusses are attached to the pillars or walls of a building. If the roof trusses are visible, look at where they meet the walls. If the roof trusses are not visible, the ceiling panels may first have to be removed to see the tiedowns.

○ Strapping

○ Nails

○ Hold-down bolt

○ Pillar reinforcing bars wrapped around roof beam

○ No tiedown

○ Not sure

C.3.3.1.6 Exterior wall type (cladding) of

Look at the exterior of the building walls to determine the wall type or wall cladding. Weatherboard looks like wood siding, but is made of fiber cement. Colorbond is treated corrugated iron, but will have an imprint of Colorbond ® on the back side. Exterior plyboard and marine ply both are stamped with those names, though the stamp may have been painted over on the exterior. Maintenance staff often will know the wall type.

○ Wood

○ Weather-board
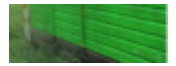
○ Colorbond

○ Corrugated Iron

○ Standard Block (it may be covered with cement finish)

○ Plyboard

○ Concrete pre-fab

○ No walls

○ Not sure
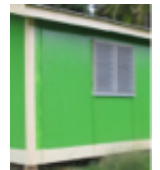
» » C.3.3.2 Condition of building elements of

C.3.3.2.1 Roof cover condition

- ○ None present
- ○ Very good
- ○ Satisfactory, some normal wear and tear
- ○ Some damaged, repairable by school
- ○ Heavy damage, not repairable by school
- ○ Under construction
- ○ Not sure

C.3.3.2.2 Condition of the gutters/downpipes of

- ○ None present
- ○ Very good
- ○ Satisfactory, some normal wear and tear
- ○ Some damaged, repairable by school
- ○ Heavy damage, not repairable by school
- ○ Under construction
- ○ Not sure

C.3.3.2.3 Condition of the foundation of

- ○ None present
- ○ Very good
- ○ Satisfactory, some normal wear and tear
- ○ Some damaged, repairable by school
- ○ Heavy damage, not repairable by school
- ○ Under construction
- ○ Not sure

C.3.3.2.4 Condition of the terrace/veranda of

- ○ None present
- ○ Very good
- ○ Satisfactory, some normal wear and tear
- ○ Some damaged, repairable by school
- ○ Heavy damage, not repairable by school
- ○ Under construction
- ○ Not sure

C.3.3.2.5 Condition of the exterior wall of

- ○ None present
- ○ Very good
- ○ Satisfactory, some normal wear and tear
- ○ Some damaged, repairable by school
- ○ Heavy damage, not repairable by school
- ○ Under construction
- ○ Not sure

» » C3.3.3 Interior components and conditions

C.3.3.3.1 Window shutters availability for :

Permanently attached to windows or stored and attached before high wind events strike school

○ Shutters for all windows   ○ Shutters for most windows   ○ Shutters for some windows

○ No shutters

» » C.3.3.4 Access and Use Conditions

C.3.3.4.1 Rooms accessible by children with physical disabilities for :

○ All rooms accessible   ○ Most tools are accessible   ○ Some rooms accessible

○ Few rooms accessible   ○ No rooms accessible

C.3.3.4.2 Classroom door opening outward at building :

During emergency evacuations, such as during building fires, classroom doors should hung so they open outwards. This allows students and teachers to quickly exit. When doors open inward, panicked individuals may start to push and make it impossible for the people at the door to step back and open an inward opening door.

○ All classroom doors open outward   ○ Most classroom doors open outward

○ Some classroom doors open outward   ○ A few classroom doors open outward

○ No doors open outward

C.3.3.4.3 Building classrooms have more than one exit/way out:

For fire and other emergencies, two or more exits can ensure students can exit a classroom, even in one exit is blocked. Exits may be doors or windows that students can open and climb out of safely.

○ All   ○ Most   ○ Some

○ Few   ○ None

C.3.3.4.4 Building classrooms have at least one cooling source:

Consider whether classrooms have window sun protection (e.g. awnings, pull down shades, wide roof overhangs or curtains) and cooling sources (e.g. natural air through windows, ceiling fans, fans, shade trees, or air conditioning).

○ All   ○ Most   ○ Some

○ Few   ○ None   ○ Not Applicable

○ Don't Know

» » C.3.3.5 Photos of building

C.3.3.5.P.1 Photo of entire building

Click here to upload file. (< 10MB)

C.3.3.5.P.2 Wall of

Click here to upload file. (< 10MB)

C.3.3.5.P.3 Window of

Click here to upload file. (< 10MB)

C.3.3.5.P.4 Foundation of

Click here to upload file. (< 10MB)

C.3.3.5.P.5 Roof of

Click here to upload file. (< 10MB)

C.3.3.5.P.6 Roof to wall connection of building

Click here to upload file. (< 10MB)

C.3.3.5.P.7 Damage photo at building (1)
Including rust or roof leaks

Click here to upload file. (< 10MB)

C.3.3.5.P.8 Damage photo at building (2)
Including rust or roof leaks

Click here to upload file. (< 10MB)

WARNING: If you click on the "—" symbol it will delete all the data you entered for building

Please click on the "+" button below to add the building details for each of your buildings.

C.4 Water, Sanitation and Hygiene

» C 4.1 Safe and Sufficient Water

C.4.1.1 Is the water supply sufficient and available at all times? *

○ Sufficient and available at all times ○ Occasionally insufficient ○ Always insufficient

C.4.1.2 Is the water safe for drinking and other uses? *

Safe water is filtered or treated so that the water is safe to drink

○ Yes ○ No ○ Don't know

» C.4.2 School Water Sources

C.4.2.1 Does the school have a reliable source of water on the premises? *

○ Yes ○ No ○ Don't know

C.4.2.2 Drinking water sources *

Select all that apply

☐ Rainwater harvesting ☐ Piped water ☐ Borehole

☐ Protected well/spring ☐ Unprotected well/spring ☐ Packaged bottled water

☐ Tanker truck or cart ☐ Desalination ☐ Surface water (lake, river, stream)

☐ No water source ☐ Other

C.4.2.3 Water sources for hygiene *

Select all that apply

☐ Rainwater harvesting ☐ Piped water ☐ Borehole

☐ Protected well/spring ☐ Unprotected well/spring ☐ Packaged bottled water

☐ Tanker truck or cart ☐ Desalination ☐ Surface water (lake, river, stream)

☐ No water source ☐ Other

C.4.2.3.O Please specify "Other". *

C.4.2.4 Drinking water asset condition *

○ None supplied ○ New ○ Good

○ Satisfactory ○ Poor ○ Very Poor

○ Destroyed

C.4.2.5 Condition of water for hygiene *

○ None supplied   ○ New   ○ Good

○ Satisfactory   ○ Poor   ○ Very Poor

○ Destroyed

C.4.2.6 How does the school treat drinking water *

☐ Boil

☐ Tablets

☐ Filtering

☐ Solar water disinfection

☐ No treatment

» C.4.3 Handwashing

C.4.3.1 Are hand-washing stations available and functional in all the key locations, such as toilets, kitchen, and food storage areas? *

○ Yes   ○ No

C.4.3.2 Are there separate handwashing facilities for boys and girls? *

○ Yes   ○ No

C.4.3.3 Are handwashing stations clean and supplied with soap and water at all times? *

○ Water only   ○ Soap only   ○ Stations clean Water and soap all times   ○ No soap or water

C.4.3.4 Are the handwashing facilities accessible to children with physical disabilities? *

○ Yes   ○ No

C.4.3.5 Are the handwashing facilities accessible to younger children? *

○ Yes   ○ No

» C.4.4 Toilet facilities

C.4.4.1 Are children's toilets separate for boys and girls, with adequate signage? *

○ Yes   ○ No

C.4.4.2 Are there facilities for menstrual hygiene management for girls or women? *

○ Yes ○ No

C.4.4.3 Number of working toilets designated for girls only: *

C.4.4.4 Number of working toilets designated for boys only: *

C.4.4.5 Are the toilets separate for adult men and women? *

○ Yes ○ No

C.4.4.5.1 Number of working toilets available for adult men: *

C.4.4.5.2 Number of working toilets available for adult women: *

C.4.4.6 Number of all-gender toilets available for adults *

C.4.4.7 Are the toilets clean, well-maintained and private, with doors that lock? *

○ Yes ○ No

C.4.4.8 Are the toilets equipped with hand-washing facilities? *

○ Yes ○ No

C.4.4.9 Functional Toilets are accessible via wheelchair/access ramps: *

○ Yes ○ No

C.4.4.10 Type: *

☐ Flush/Pour-flush ☐ Pit Latrines with Slab ☐ Composting Toilets ☐ Pit Latrines without Slab

☐ Hanging Latrines ☐ Bucket Latrines ☐ No Toilets or Latrines

C.4.4.11 Are the toilet facilities at least 30m away from water sources: *

○ Yes ○ No

C.4.4.12 Is there a system for proper disposal of human waste, such as a septic tank or a sewer system? *

○ Yes ○ No

C.4.4.13 How often are the toilets cleaned? *

○ Daily

○ Weekly

○ Monthly

○ Annually

C.4.4.14 Condition of toilets at time of survey: *

○ Functional ○ Semi-functional ○ Not functional

C.4.4.15 Are there facilities for washing and drying clothes, if necessary? *

○ Yes ○ No

» C.4.5 Hygiene & Solid Waste Management

C.4.5.1 School hygiene policy: Is there a school hygiene policy in place, that is understood and followed by all students and staff? *

○ Yes ○ No

C.4.5.2 Hygiene education and promotion: Are hygiene education and promotion activities conducted regularly, such as through posters, leaflets, and group discussions? *

○ Yes ○ No

C.4.5.3 Are the students and staff aware of the importance of hand-washing and other basic hygiene practices? *

○ Yes ○ No

C.4.5.4 Cleaning and maintenance: Are there regular cleaning and maintenance schedules for the water and sanitation facilities? *

○ Yes ○ No

C.4.5.5 Are cleaning materials and supplies available, and used properly? *

○ Yes ○ No

C.4.5.6 Monitoring and reporting: Is there a system for monitoring and reporting any water and sanitation issues, and for addressing them promptly? *

○ Yes ○ No

C.4.5.7 Solid waste management practices: *

☐ Incinerate ☐ Bury ☐ Rubbish collection ☐ None

C.4.5.8 Rubbish disposed: *

○ Daily ○ Weekly ○ Monthly

» C.4.P WASH PHOTOS

C.4.P.1 Photo of typical boys latrine

Click here to upload file. (< 10MB)

C.4.P.2 Photo of typical girls latrine

Click here to upload file. (< 10MB)

C.4.P.3 Photo of typical handwashing facilities

Click here to upload file. (< 10MB)

C.4.P.4 Photo of damage to latrines

Click here to upload file. (< 10MB)

C.4.P.5 Photo of damage to handwashing facilities

Click here to upload file. (< 10MB)

C.6 Services

C.6.0 What sources of power do you use? *

- [ ] Public utilities grid
- [ ] Solar
- [ ] Generator
- [ ] Firewood
- [ ] Other

C.6.0.O Please specify "Other" *

» C.6.1 Do you have or use:

C.6.1 Indoor lighting: *

○ Yes ○ Some/limited ○ None

C.6.2 Heating, cooling or ventilation: *

○ Yes ○ Some/limited ○ None

C.6.3 Exterior lighting: *

○ Yes ○ Some/limited ○ None

C.6.4 Office, kitchen, or other equipment and appliances *

○ Yes ○ Some/limited ○ None

C.7 Maintenance

C.7.1 Regular school maintenance frequency *

- [ ] Daily
- [ ] Weekly
- [ ] Monthly
- [ ] Quarterly
- [ ] Annually
- [ ] None

C.7.1.1 Other times school maintenance is done

- ☐ Before rainy season
- ☐ Immediately when problems are found
- ☐ When money is available
- ☐ None

C.7.2 School has maintenance plan *

- ○ Yes
- ○ No
- ○ Don't know

C.7.3 Designated routine maintenance provider(s) *

- ☐ School principal or teachers
- ☐ School maintenance staff
- ☐ Community volunteer
- ☐ Students
- ☐ Paid laborer, tradesperson, or company
- ☐ None

D. PILLAR II: SCHOOL SAFETY AND EDUCATIONAL CONTINUITY MANAGEMENT

This section will ask about reasons for absences, risk reduction activities at schools, school disaster management mechanisms and activities.

D.1 Attendance and Enrollment Barriers

D.1.1.1 Total number re-enrolled after dropping out in the past school year *

D.1.1.2 Total number newly enrolled in the past school year *

D.1.2 Do you have an outreach plan to identify children not enrolled or not attending school? *

- ○ Yes implementing this
- ○ Yes but not being implemented
- ○ No

D.1.3 What do you know about the barriers to enrollment and attenance of out-of-school children? *

- ○ We know because we have conducted outreach to identify out-of-school children
- ○ We are guessing about the barriers because we haven't asked yet
- ○ We don't have any idea

D.1.4 Based on your knowledge or best guesses - which of these resons apply? *

Check up to three most common reasons

- ☐ Economic reasons
- ☐ Location and access
- ☐ School Facilities
- ☐ Teaching & Learning Quality
- ☐ Child protection or violence concerns
- ☐ Family, Social or Cultural
- ☐ Disability
- ☐ Health

D.1.4.1 Economic reasons *

Check up to three most common reasons

- ☐ Lack of money for fees, uniforms, supplies, transportation
- ☐ Lack of food
- ☐ Lack of clear requirement to attend school
- ☐ Child working for cash or wages
- ☐ Working in fields (planting, harvest)
- ☐ Caring for siblings, elderly or ill

D.1.4.2 Location and access *

Check up to three most common reasons

- ☐ Bad weather
- ☐ School is too far away
- ☐ School is difficult to get to
- ☐ Lack of safe transportation
- ☐ Child living away from home

D.1.4.3 School Facilities *

Check up to three most common reasons

- ☐ School is not physically accessible to child with mobility or visual impairments
- ☐ School facilities are not adequate.
- ☐ School water, sanitation or hygiene facilities are not adequate.
- ☐ School is too hot

D.1.4.4 Teaching & Learning *

Check up to three most common reasons

- ☐ Missed too much school
- ☐ Education benefit seen as minimal
- ☐ Lack of teacher training
- ☐ No alternative options for learning evenings or weekends
- ☐ No alternative options for learning (at home, from peers, with tutoring etc.)

D.1.4.5 Violence or discrimination *

Check up to three most common reasons

- ☐ Exposure to physical or humiliating punishment at school
- ☐ Exposure to bullying or gender-based violence at school
- ☐ Family violence
- ☐ Child experiences discrimination or stigma

D.1.4.6 Family, Social or Cultural *

Check up to three most common reasons

- ☐ Pregnancy
- ☐ Early marriage
- ☐ Parents faith or values
- ☐ Child does not want to attend
- ☐ Taking extra days of holiday

D.1.4.7 Disability *

Check up to three most common reasons

- ☐ Child or parent ashamed of disability
- ☐ Parent or child believe that needs of student with disabilities cannot be met
- ☐ Mobility-impaired child cannot access buildings or classrooms
- ☐ Deaf child cannot benefit due to communication barriers
- ☐ Visually impaired child cannot benefit due to lack of teaching and learning materials
- ☐ Child with special needs will not be able to manage communication or behavior in school environment
- ☐ Lack of assistive devices

D.1.4.8 Health *

Select all that apply

- ☐ Child illness (general short-term)
- ☐ Child illness (related to unclean water)
- ☐ Child chronic illness

D.2 School Disaster Management Mechanisms & Activities

» D.2.1 School Disaster Management Mechanisms

D.2.1.1 School disaster management mechanisms *

Check all that apply

- [ ] A designated focal point leads school disaster management
- [ ] A management committee leads ongoing risk assessment, planning, risk reduction, response preparedness and educational continuity planning
- [ ] School incorporates risk reduction and response measures into strategic plan
- [ ] School incorporates risk reduction and response measures into annual plan
- [ ] School incorporates risk reduction or response measures into teacher work plans
- [ ] School disaster and emergency management plan is reviewed and updated at least annually
- [ ] Students participate in school disaster management planning
- [ ] Other
- [ ] None of the above

D.2.1.1.O Please specify "Other" *

D.2.1.2 Approximately how much of the school budget will be used for school safety purposes this school year? *

- ( ) 0%
- ( ) 1-5%
- ( ) 6-10%
- ( ) 11-15%
- ( ) 16-20%
- ( ) 21-25%
- ( ) >25%

D.2.1.3 Has the school applied for a building grant for school safety purposes in the past two years? *

- ( ) Yes
- ( ) No
- ( ) Don't know

D.2.1.4 Has the school applied for additional external funds for school safety purposes (including private and non-profit sector sponsors) in the past two years? *

- ( ) Yes
- ( ) No
- ( ) Don't know

» D.2.2 Risk Assessment and Planning

D.2.2.1 Risk assessment and planning measures taken *

- [ ] Risk Reduction Plan: Mitigation measures are identified and prioritized for action
- [ ] Building evacuation routes and safe assembly areas are identified
- [ ] Area evacuation and safe havens for family reunification are identified, as needed
- [ ] Educational continuity plans are in place for recurring hazards and high impact hazards (Including alternate locations, calendar or modes of instruction and transitional learning spaces, as needed)
- [ ] Knowing our Dangers: Hazards, vulnerabilities, risks, capacities and resources are researched and assessed
- [ ] Other
- [ ] None of the above

D.2.2.1.O Please specify "Other" *

» D.2.3 Physical Protection

D.2.3.1 Risk reduction and physical protection measures taken *

You may want to consult with students about crime, vandalism and bullying to answer this question

- [ ] School buildings and grounds maintained and repaired for disaster resilience
- [ ] School protected from corrosion (e.g. painting, planting barrier, etc.)
- [ ] Fires prevented and fire suppression equipment checked regularly
- [ ] School equipment and supplies protected from flood or water damage
- [ ] Building contents secured from falling and injuring people during earthquake shaking
- [ ] School retrofitted for wind or earthquake risk
- [ ] Solid waste management (e.g. recycling)
- [ ] Flood prevention
- [ ] Erosion prevention
- [ ] Clean drinking water provided (e.g. rainwater harvesting or protection of water supplies
- [ ] Food security addressed (e.g. school gardens, grain banks or similar)
- [ ] Access routes to school or nearby shelters and safe havens are developed as needed and maintained for safety
- [ ] Crime, vandalism, and bullying prevention measures are maintained (students and staff feel safe and secure on school grounds)
- [ ] Other
- [ ] None of the above

D.2.3.1.O Please specify "Other" *

D.2.3.2 Measures taken for child protection from violence *

- ☐ Adopted a code of conduct for teachers
- ☐ Adopted a code of conduct for students establishing clear rules and expectations for behavior
- ☐ Teachers use positive discipline
- ☐ School creates a positive school climate (with culture of respect, equity, tolerance and inclusion)
- ☐ School has procedures for reporting violence
- ☐ School takes reports of violence seriously and has logical consequences
- ☐ School provides support for students who are struggling with violence (as perpetrators or victims)
- ☐ Other
- ☐ None of the above

D.2.3.2.O Please specify "Other" *

» D.2.4 Skills and Provisions

D.2.4.1 Emergency response skills and provisions *

Check all that apply

- ☐ School personnel are ready to organize disaster response using a standard emergency management system (e.g. incident command systems)
- ☐ School personnel have received training in response skills (eg, standard emergency procedures, first aid, light search and rescue, student supervision, shelter, nutrition and sanitation)
- ☐ School maintains first aid supplies
- ☐ School has fire suppression equipment
- ☐ School maintains emergency water, nutrition and shelter supplies to support expected staff and students for a minimum of 3 days
- ☐ School maintains other emergency equipment and supplies as needed
- ☐ Other
- ☐ None of the above

D.2.4.1.O Please specify "Other" *

» D.2.5 Standard Operating Procedures

D.2.5.1 How regularly are school emergency drills practiced? *

○ Three or more a year

○ Two a year

○ One a year

○ Occasionally, not regularly

○ None

○ Don't Know

D.2.5.2 Have you had a full simulation drill with a specific scenario, in the past 12 months? *

○ Yes, with our local community

○ Yes, just with our school

○ None

○ Don't know

D.2.5.4 Which of these are in place for tsunami evacuation? *

☐ We know the highest point nearby to head to

☐ We have our evacuation route map

☐ The route is kept clear at all times

☐ None of the above

D.2.5.5 Parent coordination procedures in place: *

☐ We have ensured parents are aware of the evacuation plan and evacuation location

☐ We have ensured that parents are aware of the primary care responsibility of the Ministry of Education and Training

☐ We have ensured parents know the contact system or number to call after an evacuation has occurred

☐ None of the above

» » D.2.5.3 Standard Operating Procedures students and school personnel practiced in the past 12 months

D.2.5.3.1 Safe building evacuation and safe assembly procedures students and school personnel practiced in the past 12 months: *

○ All   ○ Most   ○ Some

○ None   ○ Don't know

D.2.5.3.2 Evacuation to safe haven procedures *

○ All   ○ Most   ○ Some

○ None   ○ Don't know

D.2.5.3.3 Shelter-in-place procedures students and school personnel practiced in the past 12 months: *

○ All   ○ Most   ○ Some

○ None   ○ Don't know

D.2.5.3.4 Drop-cover-hold-on earthquake procedures practiced by students and personnel in the past 12 months *

○ All   ○ Most   ○ Some

○ None   ○ Don't know

D.2.5.3.5 Safe student reunification with emergency contacts identified in advance by parents or guardians: *

○ All   ○ Most   ○ Some

○ None   ○ Don't know

D.2.5.3.6 Tsunami evacuation drill practiced by students and personnel in the past 12 months *

○ All   ○ Most   ○ Some

○ None   ○ Don't know

D.2.5.3.7 Are children with disabilities included in school drills? *

○ All   ○ Most   ○ Some

○ None   ○ Don't know

» D.2.6 Removing Barriers to Education

D.2.6.0 Which of the following barriers have you removed that have enabled one or more children to attend regularly, return to school, or enroll for the first time?

D.2.6.1 Economic reasons *

- [ ] Developed resources or fund to provide uniforms, books, or supplies to children whose families cannot afford them
- [ ] Convinced family to find alternate resources for livelihood or household responsibilities, to allow child to attend school
- [ ] Provided alternative options for learning (at home, from peers, with tutoring etc)
- [ ] Cash distribution program is helping
- [ ] None

D.2.6.2 Location and access *

- [ ] Identified support for safe access or transport to school
- [ ] None

D.2.6.3 School Facilities *

- [ ] School facilities made physically accessible to child with disabilities or visual impairment
- [ ] Improved school facilities
- [ ] Improved WASH (& menstrual hygiene) facilities
- [ ] Improved ventilation in school
- [ ] None

D.2.6.4 Teaching & Learning *

- [ ] Identified teacher training or support
- [ ] Developed options for learning on weekends or evenings
- [ ] Developed options for learning at home
- [ ] None

D.2.6.5 Violence or discrimination *

- [ ] Eliminated physical or humiliating punishment at school
- [ ] Eliminated bullying or gender-based violence at school
- [ ] Made referral for child protective services
- [ ] Helped peers improve diversity and inclusion
- [ ] None

D.2.6.6 Family, Social or Cultural *

- [ ] Convinced family that school is a priority
- [ ] Helped family find childcare resources
- [ ] None

D.2.6.7 Disability *

- [ ] Convinced family that education disabled students needs can be met
- [ ] Got teaching support for education of child with disability
- [ ] School community learning sign language
- [ ] Got help with teaching and learning materials and approaches for visually impaired student
- [ ] Got help for child with special communication or behavioral needs
- [ ] Got assistive devices for child with a disability
- [ ] None

D.2.6.8 Health *

- [ ] Developed options for learning at home
- [ ] Provided catch-up support
- [ ] None

» D.2.7 Health Care Services

D.2.7.1 All students receive medical check-up from doctor or nurse at least annually *

○ Yes   ○ Some   ○ None

D.2.7.2 One or more adults at school are trained in first aid *

○ Yes   ○ Some   ○ None

D.3 Risk Reduction Activities at School

» D.3.1 Structural Measures (A=all hazards W=water D=wind E=earth F=fire B=biological T=technological S=social O=other)

D.3.1.1 School site raised (W) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.1.2 Shelter identified or constructed (A) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.1.3 Retaining walls built to keep hillsides from sliding (EW) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.1.4 School building walls repaired (A) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.1.5 Roof repaired (A) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.1.6 Ceilings repaired (A) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.1.7 Window coverings repaired (A) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

» D.3.2 Non-structural Measures (A=all hazards W=water D=wind E=earth F=fire B=biological T=technological S=social O=other)

D.3.2.1 Building contents fastened (equipment & furnishing) (E) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.2.2 Roof securely attached (ED) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.2.3 Elevated/dry storage of supplies (WD) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.2.4 Elevated/dry storage of equipment/furnishing (WD) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.2.5 Secure fencing/gate provided (O) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.2.6 Exterior signage secured (A) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.2.7 Rooftop water tanks, coolers or other equipment secured (A) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

» D.3.3 Infrastructural Measures (A=all hazards W=water D=wind E=earth F=fire B=biological T=technological S=social O=other)

D.3.3.1 Participating in local early warning systems (WDE) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.2 Water pump repaired (O) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.3 Hand washing facilities repaired (B) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.4 Latrines/ toilets repaired (B) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.5 Rainfall/water-level monitored (W) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.6 Water-supply protected (W) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.7 Evacuation path created/cleared/maintained (EWD) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.8 Evacuation route & danger signage posted (EWD) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.9 Fire break cleared (F) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.10 Embankments strengthened/widened (WD) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.11 Drains, gutters, and culverts cleared (W) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.12 Gutters added to buildings (W) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.13 Drainage channels/culverts for school site built (W) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.14 Slope stabilized (EW) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.15 Road safety/adequacy assessed (EWS) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.16 Road signage and mirrors installed (EWS) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.17 Ramps or bridges built/maintained (EWS) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.18 Classroom locks and window coverings provided for intruder risk *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.19 Roof tops regularly cleared (O) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.3.20 Air filters and conditioning added to improve indoor air quality *

○ Yes, done ○ Not done, but NEEDED ○ Not applicable

» D.3.4 Environmental Measures (A=all hazards W=water D=wind E=earth F=fire B=biological T=technological S=social O=other)

D.3.4.1 Mangrove/tree planted (WDB) *

○ Yes, done ○ Not done, but NEEDED ○ Not applicable

D.3.4.2 Rainwater harvested (W) *

○ Yes, done ○ Not done, but NEEDED ○ Not applicable

D.3.4.3 Water supply protected (W) *

○ Yes, done ○ Not done, but NEEDED ○ Not applicable

D.3.4.4 Renewable energy, for example, solar/wind used (A) *

○ Yes, done ○ Not done, but NEEDED ○ Not applicable

D.3.4.5 Grain bank, food storage, fodder silo created (B) *

○ Yes, done ○ Not done, but NEEDED ○ Not applicable

D.3.4.6 Seed bank maintained (B) *

○ Yes, done ○ Not done, but NEEDED ○ Not applicable

D.3.4.7 Vegetable garden tended (B) *

○ Yes, done ○ Not done, but NEEDED ○ Not applicable

D.3.4.8 Solid waste sorting, composing done (WB) *

○ Yes, done ○ Not done, but NEEDED ○ Not applicable

D.3.4.9 Solid waste cleaned up, anti-litter signage posted (WB) *

○ Yes, done ○ Not done, but NEEDED ○ Not applicable

D.3.4.10 Safe assembly areas identified, as needed (AWEF) *

○ Yes, done ○ Not done, but NEEDED ○ Not applicable

» D.3.5 Social/behavioral Measures (A=all hazards W=water D=wind E=earth F=fire B=biological T=technological S=social O=other)

D.3.5.1 Water/energy conservation practiced (S) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.5.2 Community 'right-to-know', safety review completed (T) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.5.3 Vaccination campaign implemented (B) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.5.4 Hand-washing, protect cough/sneeze practiced (B) *

You may want to consult with students to answer this question.

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.5.5 Buddy/group travel to/from school practiced (S) *

You may want to consult with students to answer this question.

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.5.6 Anti-bullying education implemented (S) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.5.7 Peace-building/conflict resolution education implemented (S) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.5.8 Child rights/child protection education implemented (S) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.5.9 Road safety education implemented (S) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.5.10 Water safety education implemented (S) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.5.11 Disability inclusion & diversity acceptance education implemented (S) *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

D.3.5.12 (Age-appropriate) gender-based violence prevention practiced (S)   *

○ Yes, done   ○ Not done, but NEEDED   ○ Not applicable

» D.3.6.P Photos to Showcase Risk Reduction Activities (maximum 3)

D.3.6.P.1 Take/upload photos of damage, danger or hazards on site

Click here to upload file. (< 10MB)

Clicking on "-" will erase your photo. Clicking on "+" allows you to take an additional photo.

E. PILLAR III: RISK REDUCTION AND RESILIENCE EDUCATION

This section will ask about your students and teachers hazard awareness, understanding, and practice of disaster risk reduction and response procedures, and teaching and learning materials available.

Please gather example of school disaster risk reduction curricular items before beginning this section. It may also be helpful to invite a small group of students, staff and parents to answer questions about their knowledge and practice. If your school has a Disaster Risk Reduction or Red Cross club, these students may be able to assist in answering the questions in this section. These clubs may also be able to ask other students about their hazard and risk reduction awareness, for example through a class survey.

E.1 Understanding and Practice

The following questions ask about awareness of natural and climate-induced hazards as well as health hazards, and everyday hazards

» E.1.1 Student, Teacher, Parent and Community Hazard and Risk Awareness Levels

E.1.1.1 Students have age-appropriate awareness of the natural, climate-induced, and health hazards faced in the local community *

Hazard awareness should be age-appropriate. For example, very young students should be aware of hazards like crossing the road, the importance of washing hands after toileting and before eating, and the dangers of playing with fire. Primary age students might need to know more, such as possibility of storms, earthquake, tsunami, and drowning. The oldest students should have even more knowledge, for example, scientific, traditional, and historical knowledge of the causes and frequency of these hazards.

○ Most   ○ Some   ○ Few   ○ None   ○ Don't know

E.1.1.2 Students have awareness of the everyday hazards faced in the local community *

Such as road and water hazards

○ Most   ○ Some   ○ Few   ○ None   ○ Don't know

E.1.1.3 Students have age-appropriate awareness of violence against children *

○ Most   ○ Some   ○ Few   ○ None   ○ Don't know

E.1.1.4 Students learn social-emotional skills *

○ Most   ○ Some   ○ Few   ○ None   ○ Don't know

E.1.1.5 Teachers are aware of natural, climate-induced, and health hazards, and have had some training about hazards and risk reduction *

○ Most   ○ Some   ○ Few   ○ None   ○ Don't know

E.1.1.6 Teachers have awareness of the everyday hazards faced in the local community *

○ Most   ○ Some   ○ Few   ○ None   ○ Don't know

E.1.1.7 Parents and community are aware of the natural, climate-induced, and health hazards, and have had some training about hazards and risk reduction *

○ Most   ○ Some   ○ Few   ○ None   ○ Don't know

E.1.1.8 Parents and community have awareness of the everyday hazards faced in the local community *

○ Most   ○ Some   ○ Few   ○ None   ○ Don't know

E.1.1.9 Parents and community have awareness of violence against children *

○ Most   ○ Some   ○ Few   ○ None   ○ Don't know

» E.1.2 Students' Understanding of Risk Reduction and Response Preparedness

E.1.2.1 Students understand how to reduce risks and improve preparedness at home *

○ Most   ○ Some   ○ Few   ○ None   ○ Don't know

E.1.2.2 Students understand risk reduction in school and/or community *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.2.3 Students understand response preparedness in school and community *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.2.4 Youngest students understand age-appropriate disaster risk reduction concepts *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.2.5 Students with disabilities understand disaster risk reduction, including how to adapt actions for their disability *

○ Most ○ Some ○ Few ○ None ○ Don't know

» E.1.3 Students' Participation in Risk Reduction and Response Preparedness

E.1.3.1 Students participate in household/family emergency planning *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.3.2 Students participate in risk reduction practices at school and/or in community *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.3.3 Youngest students participate in age-appropriate disaster risk reduction activities *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.3.4 Students with disabilities participate in disaster risk reduction *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.3.5 Students participate in response preparedness in school or community *

○ Most ○ Some ○ Few ○ None ○ Don't know

» E.1.4 Teacher and Staff Understanding of Risk Reduction and Response Preparedness

E.1.4.1 Teachers and staff understand how to reduce risks at home *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.4.2 Teachers and staff understand risk reduction practices at school and/or in community *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.4.3 Teachers and staff understand response preparedness in school and/or in the community *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.4.4 Teachers and staff have awareness of the vulnerabilities and capacities of young children, girls and boys *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.4.5 Teachers and staff have awareness of the vulnerabilities and capacities of persons with disabilities *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.4.6 Teachers have had training in social-emotional learning *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.4.7 Teachers have had training in school-based violence-prevention *

○ Most ○ Some ○ Few ○ None ○ Don't know

» E.1.5 Teacher and Staff Participation in Risk Reduction and Response Preparedness

E.1.5.1 Teachers and staff participate in household/family emergency plan *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.5.2 Teachers and staff participate in risk reduction practices at school *

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.5.3 Teachers and staff participate in response preparedness in school in the community *

○ Most ○ Some ○ Few ○ None ○ Don't know

» E.1.6 Students' Understanding of Standard Procedures for Emergencies and Disasters

E.1.6.1 Students are familiar with and able to assemble in relevant assembly area or safe haven *

You may want to consult with students to answer this question

○ Most ○ Some ○ Few ○ None ○ Don't know

E.1.6.2 Students are familiar with and able to participate in shelter-in-place* procedure   *

◯ Most ◯ Some ◯ Few ◯ None ◯ Don't know

E.1.6.3 Students are familiar with and ready to comply with safe family reunification procedures   *

◯ Most ◯ Some ◯ Few ◯ None ◯ Don't know

E.1.6.4 Students are familiar with and able to carry out safe, quiet, and orderly building evacuation procedures for fire (don't talk, don't run, don't push, don't go back)   *

◯ Most ◯ Some ◯ Few ◯ None ◯ Don't know

» E.1.7 Families' Understanding of Standard Procedures for Emergencies and Disasters

E.1.7.1 Families are familiar with school shelter-in-place procedure   *

◯ Most ◯ Some ◯ Few ◯ None ◯ Don't know

E.1.7.2 Families are familiar with and ready to comply with school safe family reunification procedures   *

◯ Most ◯ Some ◯ Few ◯ None ◯ Don't know

E.1.7.3 Families are familiar with school procedures for assembling in relevant assembly area or safe haven   *

◯ Most ◯ Some ◯ Few ◯ None ◯ Don't know

E.1.7.4 Families with family members with disabilities understand disaster risk reduction, including how to adapt actions for their disability   *

◯ Most ◯ Some ◯ Few ◯ None ◯ Don't know

E.2 Support for Learning

» E.2.1 Where Risk Reduction Teaching Occurs

E.2.1.1 Settings where children learn about disaster risk reduction *

You may want to consult with students to answer this question.

- ☐ Regular curriculum
- ☐ Teacher initiatives
- ☐ After-school clubs
- ☐ School assemblies
- ☐ Community-based clubs
- ☐ Community Awareness Programs
- ☐ Other
- ☐ None

E.2.1.1.O Please specify "Other". *

» E.2.2 Social and Behavior Change Learning Materials Available at School

E.2.2.1 Natural and man-made hazards and risk awareness *

- ☐ Curriculum content
- ☐ Lesson plans or activities
- ☐ Books for children
- ☐ Posters
- ☐ Flipcharts
- ☐ Radio broadcasts
- ☐ Other electronic material
- ☐ None

E.2.2.2 Risk reduction knowledge, skills and competencies *

- [ ] Curriculum content
- [ ] Lesson plans or activities
- [ ] Books for children
- [ ] Posters
- [ ] Flipcharts
- [ ] Radio broadcasts
- [ ] Other electronic material
- [ ] None

E.2.2.3 Response preparedness skills *

- [ ] Curriculum content
- [ ] Lesson plans or activities
- [ ] Books for children
- [ ] Posters
- [ ] Flipcharts
- [ ] Radio broadcasts
- [ ] Other electronic material
- [ ] None

E.2.2.4 Learning to live together *

- [ ] Curriculum content
- [ ] Lesson plans or activities
- [ ] Books for children
- [ ] Posters
- [ ] Flipcharts
- [ ] Radio broadcasts
- [ ] Other electronic material
- [ ] None

E.2.2.5 Hygiene promotion

*

Check all that apply

- [ ] Curriculum content
- [ ] Lesson plans or activities
- [ ] Books for children
- [ ] Posters
- [ ] Flipcharts
- [ ] Radio broadcasts
- [ ] Other electronic material
- [ ] None

» E.2.3.P Photos of children's risk reduction and resilience education (maximum 3)

E.2.3.P.1 Photo

Click here to upload file. (< 10MB)

Clicking on "+" allows you to take an additional photo. Clicking on "-" will erase your photo.

F. REVIEW

You are almost finished assessing the safety of this school.

Once you have completed the survey, and uploaded it, your School Safety Self Assessment Report will be created and sent to the school Survey Leader contact email that you entered at the beginning of the survey. National and sub-national authorities will also have access to this information on the CSS web portal.

You may add up to two other email addresses to receive the report.

F.1.1 Email 1

F.1.2 Email 2

....

F.2.1 Who has been consulted in the completion of this Annual School Safety Self-Assessment Survey? *
(check all that apply)

- [ ] School management or school disaster management committee
- [ ] Teachers
- [ ] Auxiliary Staff
- [ ] Students
- [ ] Parents
- [ ] Community Disaster Management Committee
- [ ] Community leaders
- [ ] Technical staff member
- [ ] Visiting AMU staff
- [ ] Visiting external engineer
- [ ] Other
- [ ] None

F.2.1.O Please specify "Other".

....

F.2.2 Are any of the following organisations working with your school on safety or disaster issues? *

- [ ] Save the Children
- [ ] Red Cross
- [ ] UNICEF
- [ ] Live and Learn
- [ ] Plan International
- [ ] Care International
- [ ] TONGA Disability Council
- [ ] Other
- [ ] None

F.2.2.O Specify Other: *

Thank you for participating in the School Safety Assessment Survey. Please remember to upload your answers by …… If you change the camera setting on your tablet or phone to be the smallest photo size, you may want to go back and revert to your original settings. Go to your camera, select settings, and select your original picture size.

F.1 Validation and Submission

To quickly review and provide any missing information, use the "Validate & Submit" button below. That will take you to the first unanswered question. After answering, you continue to scroll through the survey OR click on the "Validate" button in the top menu to go to the next missing response (if any).

When all questions are complete, click the "Last" button in the top menu to come back to this page to click "Validate & Submit" for a final time. The App will now exit to the start page. You may continue to collect data from new schools. You may also return to a survey session which you had previously saved to complete it.

When Internet becomes available be sure to click the UPLOAD button on the first page of the App to submit the data to the School Safety Self-Assessment portal. A copy of your responses and a School Safety Report will be sent to the email addresses that you provided.