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PRESCHOOL DISASTER RISK MANAGEMENT PLAN

City /community_____ 201__

The Preschool Disaster Risk Management Plan is developed within Institutionalization, replication and dissemination of Disaster Risk Reduction interventions in South Caucasus of European Union Civil Protection and Humanitarian Aid Operations" Project.

The plan was developed through the joint support of Save the Children International Armenian Representative Office, DRR National Platform in Armenia (ARNAP), UNICEF Armenia, UNDP in Armenia, OxYGen Foundation for Protection of Youth and Women Rights, experts from RA Ministry of Emergency Situations (MES), RA Ministry of Education and Science (MoES), RA Ministry of Territorial Administration and Development (MTAD) and RA Crisis Management State Academy of the Emergency Situations (CMSA) and was presented to Government RA for adoption in November 2018

The Preschool Disaster Risk Management Plan consists of two parts – The Methodological Guidance for Developing Disaster Risk Management Plan of Preschool Educational Institutions and the Preschool DRM Plan itself.

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I METHODOLOGICAL GUIDANCE

PREFACE

In term of disasters, Armenia is located in a high-risk zone which is a serious threat to the population and the sustainable development of the country. Capacity building for disaster risk management (hereinafter "DRM") is crucial for the safe operation of education system.

As a unique system, a pre-school educational institution (hereinafter "PEI") is considered to be a high-risk facility from the prospective of disaster risk management. Children are more vulnerable since their rapid response and self-defence mechanisms in health- and life-threatening situations are not fully developed yet.

Ensuring the safety of children and the staff is essential. In order to resolve the issue, it is necessary to effectively manage the DRM processes (planning, implementation and monitoring) in PEIs.

For the purpose of raising the level of PEI safety, a DRM plan is developed based on the peculiarities of the PEI and adjacent areas. The DRM plan consists of two main chapters - DRR and Response to Emergency Situations (hereinafter "ES"). It must be realistic and accessible to the staff and the parents. The elaboration and development of the DRM plan (hereinafter "Plan") facilitates the formation of safety culture and increases the effectiveness of ES management.
Age and gender characteristics of children including those with various disabilities shall be considered in the planning. **It is necessary to regularly test, correct and update the actions included in the Plan**. Preparedness includes situation games, training exercises and drills with the participation of the PEI children and the staff, as well as other stakeholders. It is necessary to clearly define everyone's role and responsibilities.

The plan should include answers to the following questions: What measures are to be taken? How, when, who and by what methods are they going to be implemented?

Effective planning of disaster preparedness builds upon effective management and well-prepared staff. The director and the staff of the PEI shall ensure the DRR and ES Response processes with the support of relevant subdivisions acting in the field of population protection during ES, local self-government bodies and parents.

KEY CONCEPTS

Emergency situation: a situation created in the result of an extraordinary event, accident, dangerous natural, cosmic, social phenomena or act of war which, based on its nature, the level of complexity and scale, has necessitated the involvement of forces and resources of state government system and / or territorial administration, and / or local self-governent bodies and / or other countries, as well as activities aimed at evaluation of the situation and elimination of consequences. A state of emergency shall be declared by the RA Prime Minister in the event of republican level emergency situation, by the Head of the RA Territorial Administration Body in the event of marz level emergency situation and by the RA Local Self-Government Body in the event of community or local level emergency situation.

Local level ES: a situation created in the result of an extraordinary event, accident, dangerous natural, cosmic, social phenomena or act of war when the damage factors have not been spread beyond the territory of the extraordinary event, accident or the facility; and the elimination of the consequences or the source of the ES requires the forces and resources of the state bodies, services and organizations serving the area.

Community level ES: a situation created in the result of an extraordinary event, accident, dangerous natural, cosmic, social phenomena or act of war when the damage factors have not been spread beyond the territory of urban (except Yerevan) and rural communities; and the elimination of the consequences or the source of the ES requires the forces and resources of the state bodies, services and organizations serving the community.

Marz level ES: a situation created in the result of an extraordinary event, accident, dangerous natural, cosmic, social phenomena or act of war when the damage factors have been spread beyond the territory of the urban or rural area, but have not been spread beyond the marz (administrative district in Yerevan city); and the forces and resources of the state bodies, services and organizations operating in that region (Yerevan city) are sufficient for the elimination of consequences and/or the source of the ES.

Emergency situation zone: administrative district or location where a state of emergency situation has been declared and introduced.

Disaster: the gravity of consequences based on the intensity of impact, duration, scale, the extent of damage and losses caused by the damage factors of an extraordinary event, accident, dangerous natural, cosmic, social phenomena or act of war.

Disaster zone: the area or location in the emergency situation zone most affected by the effect of the damage factors of extraordinary events, accident, dangerous natural, cosmic, social phenomena or act of war.

Disaster causing risk (or **disaster risk**): a situation conditioned by the potential impact of the damage factors of military actions or the occurrence (activation) of an extraordinary event, accident, dangerous natural, cosmic or social phenomenon with certain probability of consequences the level of which (low, medium, high) is defined (determined, accepted or stated) in the result of a comprehensive study of sector vulnerability and professional (scientific and research, expert) statistical data, based on the relevant conclusion made by the authorized body (bodies) or organization.

Vulnerability: a characteristic describing the potential level of susceptibility of a sector, system, facility or entity to the impact of the damage factors of an extraordinary event, accident, dangerous natural, cosmic and social phenomena or military actions.

Reduction (elimination) of disaster causing risks (or disaster risk reduction): prevention (mitigation) of consequences and/or possible negative impact in the result of the prediction, assessment and reaction of the disastrous damage factors and possible consequences or the decrease of the degree of probability (instead of the definition “prevention of emergency situations” and “reduction of the possible consequences of emergency situations”).

Disaster causing threat: a situation conditioned by the high likelihood of disaster occurrence, which is defined (determined, accepted or stated) by the time and space characteristics of the possible impact of the damage factors of an extraordinary event, accident, dangerous natural, cosmic, social phenomena or military actions.

Population protection: a set of interconnected activities carried out by the government system, local self-government bodies and organizations aimed at the reduction of disaster causing risks, elimination and the rescuing people, tangible assets in emergency situations and the elimination of consequences.

Elimination of consequences: restoring the normalcy of human and citizens' lives and activities in an emergency or disaster zone, instead of the definition “elimination of the consequences of emergency situations”.

Extraordinary event, **accident:** an event in the environment, in the field of human activities in the result of which certain natural condition or process has been violated, which has originated

(threatens to originate) such consequences for the prevention, assessment and/or elimination of which there has originated a necessity to involve rescue, police, medical and other specialized service forces and/or means.

Site of extraordinary event, accident: a certain area, where the damage factors of an extraordinary event, accident, dangerous natural, cosmic, social phenomena affect (spread) or have affected (have spread).

Level of complexity of extraordinary event, accident: a figure conditioned by the peculiarities of the created situation and the quantity (volume) of the involvement of forces and means of state government and/or local authorities, services, organizations functioning within them envisaged for the elimination of the source and/or consequences of the extraordinary event, accident.

Evacuation: a set of population protection measures directed at complete or partial removal of people, animals and material values from the dangerous territory, emergency situation or disaster zone, their distribution and provision of primary means of livelihood.

Shelter: a set of population protection measures directed at temporary protection of people from the impact of damage factors of an extraordinary event, accident, dangerous natural, cosmic, social phenomena or military actions in corresponding buildings and constructions.

Individual protection: providing people with protection means from radioactive, toxic and bacteriological materials: rescue operations – a set of measures for the rescue of people, material and cultural values.

Hazard: a potential process or phenomenon, which can result in victims, disability, diseases or other health consequences, damage of property, loss of livelihood and services, social and economic shocks or damage to the environment. It can be said that hazard is the expectation of having undesirable consequences from the potential phenomena and processes.

Vulnerability: the conditions and characteristics specific of the community, system or asset, which increase the likelihood of being subject to the devastating effects of the hazard of the latter. It can be said that vulnerability is the degree of protection against the hazard or the degree of the loss in the result of the development of potentially hazardous phenomenon (0-100)%.

Capacity: capacity is the entity of the all the resources available, which can contribute to the provision of security.

Resilience: it is the ability to resist the hazard, which involves the resistance to the consequences of the hazard, adaption to it and timely and effective restoration, including the maintenance and restoration of the basic functions of the pre-school educational institutions.

First aid: the provision of urgent care and/or assistance carried out for the prevention of possible complications and further deterioration of health, mitigation of suffer, restoration and/or maintenance of the functions of organ and systems of vital importance, saving the life of the dependant, injured or victim by the person providing first aid until the stabilization of the person's state or his recovery or until the provision of higher level aid or medical aid and service. The volume of the first aid, the educational programs of the first aid courses and the authorization procedure of conducting courses are approved by the RA state authorized body in the sphere of healthcare.

Everyone who has the required knowledge and skills can provide first aid. First aid is provided by using materials, resources, means and facilities available at that moment and in the spheres envisaged by the legislation by using the required materials, means and equipment included in the list approved by the RA state authorized body in the field of healthcare.

THE PRINCIPLES AND APPROACHES OF PLANNING DRM AT PEIs

During the development of DRM plans the authorities of the PEIs should be guided by the following principles and approaches:

A. Safety and security: The security of the children and the personnel shall be ensured during DRM preparation, response and restoration works. Safety and security are a priority issue and any operation should not create a risk for the children or the personnel.

B. Participation: DRM processes should be carried out with the participation of all stakeholders. Participation is an opportunity to express one's opinion, to have an impact on decision making and making a change. It is necessary to provide all the stakeholders with the opportunity to participate directly or by means of representative mechanisms.

The participation will enable all the stakeholders to teach during the work, to gain the sense of responsibility and ownership for the given PEI and to develop security culture in the future.

C. Accountability: The whole process of DRM planning of the PEI should be carried out transparently, it should ensure the accessibility of information for the parents and other stakeholders and feedback on all the related issues.

D. Work with both the consciousness and the emotional field of the person: In order to cope with the disasters, it is necessary to develop the knowledge and skills of the children and the personnel, but it is also important to work with the emotional field, as in case of disasters people often have anxiety, fear or are exposed to panic. The recognition of such feelings and working with them is necessary for the organization of the children and the personnel in emergency situations and providing with the corresponding support.

E. Inclusion: It is important to ensure equal opportunities for all the people. Special attention should be paid to the inclusion of people with disabilities, pregnant women and other vulnerable groups in DRM processes. In order to ensure the inclusion, it is important to ensure the collection of diversity of opinions and their reference.

F. A child for a child: Children can have a bigger influence on the inclusion of other children, for example, in DRM education, participation of working groups and in other works. Often the education of a peer is more effective, than the knowledge provided by the best experts.

G. Cooperation: Cooperation with other institutions and people is a necessary condition for the successful implementation of DRM works. Cooperation enables to involve additional resources, for example, specialists who can assist in the preparation and implementation works of DRM plans, as well as it allows to address problems, which cannot be solved only with the efforts of the PEI. Cooperation is also important for the effective learning of the children, for example while communicating with other social groups by means of informal education.

H. Volunteering: The participation of the children, parents and other members of the community shall be based on the principle of volunteering. It is necessary to provide them with sufficient information based on which they will be able to make an informed decision on their participation. Only in case of inner desire and understanding of significance there can be expected active participation in this process.

I. Work for the change: DRM activities shall be considered as a process directed at the increase of the resilience of the PEI. It is not completed with the developing the plan, but it is a continuous work. The aim of the works is to develop security culture among the schoolchildren, parents and the personnel of the PEI.

In DRM activities there are important both the achievements of results and the process of achieving them as the process outlined is based on the approaches of non-formal and informal education.

DRM PLAN DEVELOPMENT PROCESS

Disaster management process of the PEI is aimed at the protection of the children and the personnel of the PEI from natural and man-made disasters, the resilience of the PEI and the increase of stability, decrease of vulnerability and elimination. These measures are provided by DRM council of the PEI and for the proper and regulated implementation of DRM measures there is developed DRM PEI plan.

Below it is presented the schematic image of the supporting templates and steps of DRM plan development. (Scheme-1):

Diagram-1

DRM PLAN DEVELOPMENT STEPS AND SUBSIDIARY FORMS

Step-1

Creation of DRM council, establishment of regulations and functions
(Form 1)

DRM PLAN
(IS DEVELOPED BY DRM CUNCIL)

Step-2

1. **The goal and objectives of disaster risk management plan**

Step-3

2. **General description** (Table 1)

Step-4

3. **Description of measures and capacities directed at the reduction of hazards, vulnerability, negative consequences and disaster risk**
3.1 Description of measures directed at the reduction of hazards, vulnerability, negative consequences and disaster risk (Table 2)
3.2 Description of capacities (Table 3)

Step-5

4. **The structure of disaster risk management system and organization and implementation of activities in emergency situations:**
4.1 The structure of DRM system:
4.2 Organization and implementation of activities in emergency situations:
4.2.1 Organization and implementation of communication and alarm:
4.2.2 Organization and implementation of evacuation and sheltering:
4.2.3 Organization and implementation of fire fighting:
4.2.4 Organization and implementation of protection in case of radiological hazard:
4.2.5 Organization and implementation of protection in case of chemical hazard:
4.2.6 Organization and implementation of protection in case of the armed attack on RA, its immediate threat or the declaration of war by the National Assembly of the Republic of Armenia:
4.2.7 Organization and implementation of first aid:
4.2.8 Organization and implementation of psychosocial support:

Step-6

5. Ensuring the continuity of operations in emergency situations:

Step-7

6.**Plan appendices (exemplary forms):**
1) **Appendix N 1 –** Exemplary form of area scheme and building layout:
2) **Appendix N 2** – Exemplary form of equipments and accessories recommended/suggested for disaster preparedness:
3) **Appendix N 3 –** The scheme of information exchange in case of the originiation of emergency situation or its threat, as well as the exemplary form of data of the whole personnel:
4) **Appendix N 4 –** Exemplary form of DRM annual plan-schedule of measures:
5) **Appendix N 5** – Exemplary form of evacuation plan and personnel activities:
6) **Appendix N 6 –** Exemplary form of standard operations procedures according to specific disasters:
7) **Appendix N 7** – Exemplary form of the revision sheet of disaster risk management plan.

EXAMPLE OF DRM PLAN APPROVAL ORDER
(Form 2)

Example of minutes of DRM council session
(Form 3)

Example of exercise summary
(Form 4)

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Step 1 - Creating a DRM Council, Defining the Agenda and Functions

1.1 The development of the PEI DRM plan and the implementation of the DRM activities are initiated by the director's decree. The first decree establishes the composition of the DRM board and procedures, the board is also responsible for developing the DRM plan and periodically reviewing it (Form N 1).

1.2 The PEI director is the head of the DRM board. The representatives of PEI staff, parents, RA MES RS, municipality and community members form the board.

1.3 1.3 It is possible to alter the structure of the board in agreement with the RA MES RS and the municipality, if the PEI needs it.

1.4 The selection process of the board members should be transparent and take part in as many participants as possible. The staff representatives are selected according to their positions, professional and personal capacity and desire. Parents shall be represented by the parent committee (if any) and by other parents. If possible, involve DRM field related parents, for example, parents who are rescue professionals. It is important that the persons with disabilities are represented in the board with the parents or experienced mentors.

Step 2 – The Objective and Tasks of Disaster Risk Management Plan

1.5 Before the launch of DRM works the personnel of the PEI should get acquainted with the main concepts, objectives and problems of DRM plan and the principles and approaches of its preparation.

1.6 Based on the peculiarities of the PEI DRM council can add new tasks to the DRM plan.

Step 3 – General Description

1.7 The council established by the order of the headmaster of the PEI carries out the collection of the PEI data, as well as identification of hazards, vulnerability and capacities. Table 1, 2, and 3 of DRM exemplary plan are helpful/prompting instruments for the identification of hazards, vulnerability and capacities at the same time.

1.8 The results of the PEI's collected data are presented in "General description of the PEI" table 1 of DRM plan.

Step 4 – Description of Measures and Capacities Aimed at the Reduction of Hazards, Vulnerability, Negative Effects and Disaster Risks

1.9 Table 2, 3 and 4 of DRM exemplary plan are helpful/prompting instruments for the identification of hazards, vulnerability and capacities.

1.10 It is necessary to involve corresponding specialists from the professional structures (regional subdivisions of the Rescue Service (hereinafter RS) of the staff of the RA Ministry of Emergency Situations (hereinafter MES), RA MES Seismic Protection Agency, employees of the community council and other structures) in the identification process of hazards, vulnerability and capacities. Together with them there should work also those specialists of the PEI, who work with and know all the needs and peculiarities of the children with disabilities.

1.11 The results of the identification of hazards, vulnerability and capacities of the PEI are presented in the 2nd, 3rd and 4th tables of DRM plan "Description of measures directed at the

decrease of hazards, vulnerability, negative consequences, disaster risk" and "Description of capacities".

1.12 In table 2 "Description of measures directed at the decrease of hazards, vulnerability, negative consequences, disaster risk" there are described:

a. The 1st column of the table 2 describes the internal and external hazards threatening the PEI:

1) Internal hazards: Internal hazards are related to the buildings, building sites (staircase, columns and so on), territory and infrastructures (water supply, energy supply, gas supply, drainage and sewage systems). The problems of the buildings, the building sites, the territory and the infrastructures are considered dangerous, when they can threaten people's health, become the cause for the stop of PEI's activities, disruption of living conditions and occurrence of emergency situations (for example: constantly leaking water because of the damage in the water supply system can become a threat for breaking the grounds of the PEI, the consequences of which can be disastrous).

2) External (surrounding territory) hazards: External hazards include natural, man-made hazards (earthquake, landslide, heavy rains, stone fall, flood, fire, radiological and chemical emissions, epidemics, biological hazards and so on) threatening the PEI.

b. The second column of the table 2 describes the vulnerability of the PEI:

3) Vulnerability: Vulnerability is a set of certain conditions and characteristics of the PEI, which increase the probability of being subject to the devastating influence of the hazard. It can be said that vulnerability is the degree of exposure.

Examples of vulnerability are low quality of the design and construction of the building of the PEI, insufficient protection of the material values (literature, property), low level of awareness and information of the children, including children with disabilities and the personnel, insufficient realization of the significance of disaster risk reduction and preparedness measures by the administrative employees.

Failure to comply with the requirements of seismic security (operations before the earthquake: fixing the furniture and other dangerous objects, doors opening to the outside, elimination of threshholds) and fire safety rules (absence of fire extinguishers and internal water supply, non-functioning hydrants) increase the vulnerability of the PEI during the fire hazard.

The absence of the evacuation plan and irregular conduction of exercises also increase the vulnerability of the PEI to a strong earthquake and all those hazards in case of the occurrence of which it is necessary to carry out the evacuation of the personnel and the children, including children with disabilities.

c. The 3rd column of the table 2 describes the negative consequences of the disasters threatening the PEI.

d. The 4th column of the table 2 describes DRM measures of the PEI.

DRM measures are included in the time-table of DRM measures (Appendix N 2). At this stage, DRM council decides the terms of DRM measures, the responsible people, the possible amount, sources of funding, and the cooperating parties.

1.13 The table 3 "Description of capacities" describes the capacities of the PEI.

Capacity is the unity of all resources, which can contribute to the provision of security of the PEI. For example, the availability of DRM system of the PEI and DRM knowledge among the PEI's personnel, children, including children with disabilities, the existence of warning system, the availability of financial and transportation means, cooperation with different structures, infrastructures and material means. Capacity can be defined as an opportunity.

The increase of capacity can result in the decrease of vulnerability. In the result of problem solving during DRM process, the vulnerability of the PEI is transformed into the capacity. For example, the increase of seismicity level results in the increase of the capacity. Among the capacities of the PEI are:

- Human resources: the administrative, pedagogical and supporting staff of the PEI, the members of the parents' council and so on,
- Technical means: the kinderkartne's means of communication (fixed and mobile phone, radio, internet, fax and so on) and warning (hooter, bell, loudspeaker, traditional means – objects, the usage of which makes a loud sound), means of transportation and so on,
- Financial means: the financial means at the disposal of the PEI (budgetary or extra-budgetary), which can be directed at the implementation of DRM measures,
- Cooperation: the availability of interacting bodies with the PEI in the sphere of DRM: state (RA MES Rescue Service, RA CA RA Police, ARNAP foundation (National Platform for Disaster Risk Reduction) and so on), international (UNO, OXIGEN, World Vision Armenia and

so on), public (ARCS (Armenian Red Cross Society) and so on), private structures and organizations,

- And so on.

1.14 The table 3 "Description of capacitiess" is filled in according to the resources available at the PEI. In some cases, it will be necessary to discuss the availability of this or that capacity and the need for the development with the corresponding employees or specialists of the PEI.

1.15 If the PEI has other capacities, which are not described in the table 3, additional lines can be added to it.

Step 5 – The Structure of Disaster Risk Management System and the Organization and Implementation of Operations in Emergency Situations

1.16 The section "The structure of DRM system of the PEI and the organization and implementation of operations in emergency situations" of DRM plan describes the structure of DRM system, the processes of the organization and implementation of measure directed at the protection of the personnel and children in emergency situations:

a. communication and warning,

b. the organization and implementation of evacuation and sheltering,

c. the organization and implementation of fire-fighting,

d. the organization and implementation of first aid,

e. the organization and implementation of psychosocial support,

f. the organization and implementation of protection in case of the armed attack on the RA, in case of its ultimate danger or in case of declaring war by the RA National Assembly,

g. the organization and implementation of protection in case of radiological hazard (if the given PEI is located in a dangerous zone, then remove this subsection),

h. the organization and implementation of protection in case of chemical hazard.

The last three groups are created if needed.

1.17 If the PEI has a person responsible for the issues of people with disabilities, the latter should assist the works in all the spheres in order to find out whether the special needs of the people with disabilities have been taken into consideration.

1.18 In each section the missing fields should be filled in referring to the corresponding decisions and other parts of DRM plan.

Step 6 – the Annexes of the DRM Plan

1.19 Attached appendices to DRM plan:

a. Appendix 1 – The scheme of the territory and the layout of the institution

b. Appendix 2 – DRM Annual Plan Schedule

c. Appendix 3 – Communication and Warning Scheme

d. Appendix 4 – Plan of Evacuation

e. Appendix 5 – Procedures of Standard Operations

f. Appendix 6 – DRM Plan Revision Sheet

1.20 Appendix N 1 describes the scheme of the territory of the PEI, where there will be shown the hazards of the territory, capacities and other necessary data and the layouts of the PEI. In emergency situations the scheme and layouts of the PEI can give a general idea on the surrounding area and the PEI and can be used as working materials in the process of planning response and restoration works.

1.21 Appendix N 2 presents DRM annual measures. Once a year, during the revision of the plan, the measures envisaged by the plan-schedule are updated. The priority of DRM measures and the terms of implementation are decided at the sessions of DRM council by DRM council.

1.22 Appendix N 3 presents the information exchange scheme in case of the occurrence of emergency situations or its hazard, as well as the personal data of the whole personnel.

1.23 Appendix N 4 presents the evacuation plans and the leaflet of the PEI. The objective of the evacuation plan is the prevention and decrease of the probable human, material and cultural loss. Evacuation can be carried out together with other forms of population protection; it is followed by the shelter of the population, provision of individual means of protection. The fast exit (evacuation) from the buildings, constructions in case of the disasters (earthquake, fire and

so on) can save human life and health, as for example in case of the earthquake the reasons for the human and material loss are not the shakes and vibrations of the earth's crust but the destructions, collapses, fires conditioned by them in case of which the timely evacuation from the building is the most effective way of protection.

The evacuation plan should be drawn up so thoroughly and flexibly that in case of any change in the situation during the instructional evacuation, the responsible person is able to check and regulate the direction and intensity of the measures according to the changes made.

The evacuation from the PEI (depending on the location of the PEI, especially if the latter is located in the zone of the impact of dangerous phenomenon) is planned in 2 variants. The first one is evacuation from the buildings-constructions of the PEI and the second one is the evacuation of the personnel and children from the territory of the PEI to a safe place.

The plan of evacuation is made for each building, floor, room of the institution, as well as for the main assembly point. The plans of the floors, buildings and assembly point are presented on 29,7cm x 42cm (A3) size papers, and the plan of the group room is presented on 21cm x 29,7cm (A4) size papers. In the evacuation plans with thick green arrows there are marked the main directions, the directions of the evacuation, the main and evacuation exits, the places of the fire-fighting means, the places of sticking the plans with the conventional sings " You are here".

In the corridors, staircases and exits there are stuck conventional evacuation signs showing the directions, which are adapted also for the children with disabilities according to their meaningful significance (green, parallel for the children with poor sight yellow-black or in Braille version or with a convex surface version).

While planning the evacuation from the adjacent territory of the PEI there is chosen the nearest walking distance safe territory available. The heads and educators shall organize the evacuation of the personnel and the children from the PEI site. During the evacuation there should be taken into consideration the peculiarities of the dangerous phenomenon threatening, as well as the secondary phenomena threatening on the way of evacuation (for example, stone

fall, collapse, high pressure gas pipeline or electric power cords and so on. In case of chemical/radiological hazard, the evacuation should be carried out with the means of protection, hand-made masks; irrespective of the preliminary selected place the evacuation should be carried out vertical to the strong wind direction and so on).

The operations leaflet of the personnel is an integral part of the evacuation plan. In the leaflet there are presented the evacuation operations according to the order and the corresponding responsible people. The leaflet is stuck near the graphical part of the evacuation plan (the plan consists of graphical and textual parts), as well as near the button of warning signal (bell).

In the leaflet there are presented operations for all the variants of evacuation. Receiving the evacuation signal, everyone should clearly know the order of the operations. For the evacuation of children with disabilities there are appointed separate responsible people.

The organization of the evacuation of children with disabilities becomes more important based on their limitations and peculiarities to move and orient on their own in emergency situations.

The presence of children with disabilities can cause certain difficulties during the evacuation because of which it is necessary to pay special attention to their evacuation. That attention and the proper implementation of their evacuation works can contribute to the quick and safe organization of the general evacuation.

While organizing the evacuation of the children with disabilities there should be taken into consideration the disturbing circumstances, which can origin between the child with disability and the person evacuating him in emergency situation. They can lack awareness and experience, have feelings of anxiety, fear, panic, psychological depression. The child with some disability, appearing in a stressful situation, can have an unpredictable behavior and take extreme measures.

They should be patient with children with disabilities (communicate with them in an obtainable variant: simple sentences, gestures, quiet speech without insipring unnecessary fear, simple, clear speech for the disabled with weak hearing, without shouting; with those who have

autism speaks a person whom they know and trust), explain the seriousness of the situation and the order of leaving the building quickly. It is desirable during the exercises of the children with disabilities to previously repeat for several times the right code of conduct of the evacuation, learn them, especially the children with autism; they should see them several times in advance, touch, use, understand all those objects and their application, which they should use during the evacuation, for example, be it a breathing mask or suchlike object, which he should put on at that time. They should be accustomed to the sound signal system, in order to get used to that signal and in case of sounding not to cause panic, to follow the teacher's instructions and perform the right code of conduct. Besides, those with autism should be adapted to and accept the person, who should accompany them.

More patience should be shown to the groups of disabled with mental disabilities. If the mental problems of the disabled of this group are mild, then working with them won't cause any difficulties and they will easily follow the instructions, especially if they have repeated them for several times in advance, have learnt the right codes of conduct and they have already formed a mechanical behavior.

The main problems of evacuating the disabled with motorcycle problems are the difficulties of moving independently, especially when using the staircases, as the buildings and constructions in Armenia are not mainly adapted to people with motorcycle problems to move freely. When evacuating the disabled people of this group, there can be used the international experience - using wheelchairs with the special caterpillar type wheels, with the help of which the disabled person can be taken out of the dangerous territory without any difficulty. The disabled person should be moved from his everyday wheelchair to that special wheelchair, fasten the safety belt and take out of the building accompanied by one person. But during that transportation it is very important to know the right position of transporting them in order not to cause additional problems and not to hurt them.

The disabled people with poor sight can panic because of not orienting in the space and getting unclear instructions. For this reason, it is necessary while conducting the evacuation exercises to show and teach those children the routes of evacuation, help them to learn to orientate in the territory and if someone should accompany them during the evacuation, the

accopmanying person should know the right order of accompanying. The blind child should hold the hand of the accompanying person and the accompanying person should be half-step ahead of him.

While organizing the evacuation of disabled people with hearing problems there should be taken into consideration the order of warning them. The warning of the disabled of this group shall be conducted by means of light-sound or vibration systems. And if the institution has "FM" system it is very convinient to cary out the warning with it and to give the evacuation instructions by means of that system.

There is a serious obstacle while organizaing the evacuation of the disabled people with behavioral problems (especially autism). Those people can have an unpredictable behavior in such situation (an unusual situation, which is too different from the everyday repeated actions): they can make a loud noise, shout with inhuman voice, make repeated (stereotype) movements sitting, fall on the floor, present self-aggression or aggression, hurt themselves or others, as they don't understand why the usual everyday order, to which they were used to, has suddenly changed. It can be seen also when it is necessary to use some objects during the evacuation, for example a breathing mask to protect against the smoke or intoxication or covering the head with a solid object to protect against the plasters or small stones falling from the ceiling and so on. Their behavioral manifestation can become a serious obstacle for organizing the correct and timely evacuation of the other children as well. In order to avoid all these, it is suggested to conduct a training in advance: to introduce the codes of conduct, the warning system and so on.

More patience should be shown to the group of disabled people with mental disabilities. If the mental problems of the disabled of this group are mild, then working with them won't cause any difficulties and they will easily follow the instructions, especially if they have repeated them for several times in advance, have learnt the right codes of conduct and they have already formed a mechanical behavior.

The evacuation plan is not envisaged for the reading and acting during the fire or earthquake, as it will be too late for reading. The evacuation plan should perform a prophylactic (preventive) function of passive and active training of the personnel, the formation of the right

algorithm of operations taking into consideration the behavioral peculiarities of the children, including also the children with disabilities, in case of fire, earthquake and so on.

In case of evacuating children in cold weather or during sleep, it is necessary to keep the right codes of conduct (picture 1) without loosing time on putting on the outher clothing. In this case you can use the children's blankets. It is necessary to take the outer clothing and put them on the children in safe territory. It is very important to take into consideration whether the evacuation is carried out during fire or earthquake, as in case of earthquake it is necessary to evacuate the children immediately.

Picture 1

Probable variants of children's clothing for evacuation

a. without putting on the outer clothing, b. wrapping in a blanket, c. putting on winter clothes

During the evacuation exercises it is necessary to introduce daily by means of games the steps of the evacuation part by part, particularly the time of the evacuation (table 1), the evacuation of the children by the emergency stairs (picture 2), going up and down by the main stairs (picture 3), the ways of the evacuation of the children with various disabilities and so on. All these will enable also to plan realistic procedures of standard operations according to the typical disasters. Making the analysis of the regularly conducted exercises is important by marking the duration of the evacuation, the obstacles and the shortcomings in order to correct them during future exercises; the duration of the evacuation shall be fixed in the procedure of standard operations for the reduction of time in the future. During the evacuation and shelter, as well as fire-fighting exercises there should be introduced the intermediates "Organization of Warning", "Organization of First Aid", "Organization of Psychosocial Support", where there should also be taken into consideration all the needs and peculiarities of the children with different disabilities. The evacuation exercises will help to understand all the obstacles that can originate while organizing the evacuation of the children with disabilities.

After the conduction of the exercises there is carried out the exercise summary. The exercise summaries (Form - 3) are attached to the DRM plan.

Formulas for Determining the Evacuation Time

Table 1

Formulae of defining the start of evacuation	Formulae of defining the time to reach the evacuation assembly point	Formulae of defining the time of calculation of the evacuated children
Ts.e..= tin + td.m.+ tprep. *Ts.e.* –start of evacuation *t in* – time of inertia of the alarm system *td.m.*-decision making of preparing children to the evacuation *t prep.*- time envisaged for the preparation	*tt.r.= ts.e. + te.p..* *tt.r.* – time to reach the assembly point of evacuation *ts.e.* –start of evacuation *te.p.* – duration of evacuation process	*tc= t t.r.. + tc.p..* *tc* – the time of calculation of the evacuated children *t t.r..* – time to reach the assembly point of evacuation *tcp* –calculation process

Picture 2

Children's displacing by going up and down the main stairs

Picture 3

Evacuation of children by the emergency stairs

Below are presented the conventional signs used in the evacuation plans: conventional signs of evacuation (table 2), conventional signs of fire safety (table 3), conventional signs of first aid (table 4), conventional and other signs of shelter (table 5) and examples of guiding texts used in the evacuation plans.

Conventional sings of evacuation

Table 2

N	*Colored chart*	*Size (cm)*	*Semantic significance*	*Place of location (sticking), order of application*
1	2	3	4	5
1.		12x25	Exit is here (left-side)	In the upper parts of the doors of evacuation exits opening from the left side, together with the arrow showing the direction of evacuation on the walls of the corridor
2.		12x25	Exit is here (right-side)	In the upper parts of the doors of evacuation exits opening from the right side, together with the arrow showing the direction of evacuation on the walls of the corridor
3.		12x25	Guiding arrow	Is used together with other signs of evacuation for showing the direction of evacuation
4.		12x25	Guiding arrow (under 45˚angle)	Is used together with other signs of evacuation for showing the direction of evacuation
5.		12x25	Guiding arrow	Is used together with other signs of evacuation for showing the reserve direction of evacuation
6.		12x25	The direction of the evacuation exit (from the right side)	On the walls for showing the direction of movements to the evacuation exits
7.		12x25	The direction of the evacuation exit (from the left side)	On the walls for showing the direction of movements to the evacuation exits
8.		12x25	The direction of the evacuation to the evacuation exits (from the right side up)	On the walls for showing the direction of movements to the evacuation exits (with a sloping flat)
9.		12x25	The direction of the evacuation to the evacuation exits (from the left side up)	On the walls for showing the direction of movements to the evacuation exits (with a sloping flat)
10.		12x25	The direction of the evacuation to the evacuation exits (from the right side down)	On the walls for showing the direction of movements to the evacuation exits (with a sloping flat)
11.		12x25	The direction of the evacuation to	On the walls for showing the direction of movements to the evacuation exits (with a sloping flat)

N	*Colored chart*	*Size (cm)*	*Semantic significance*	*Place of location (sticking), order of application*
			the evacuation exits (from the right side down)	
12.			Door sign of the evacuation exit (right-side)	Above the doors of the evacuation exits
13.		12x25	Door sign of the evacuation exit (left-side)	Above the doors of the evacuation exits
14.		12x25	The direction of the evacuation exit (straight)	Above the passages, thresholds or in the upper part of the walls of the halls, canteens and large surface areas
15.		12x25	The direction of the evacuation exit (straight)	Above the passages, thresholds or in the upper part of the walls of the halls, canteens and large surface areas
16.		12x25	The direction of the evacuation exit downstairs	On the walls adjacent to the staircases and stairs
17.		12x25	The direction of the evacuation exit upstairs	On the walls adjacent to the staircases and stairs
18.		40x40	Evacuation assembly point	In a visible place of the assembly point
19.		15x30	Evacuation exit	Above the doors of the evacuation exits
20.		15x30	Evacuation reserve exit	Above the doors of the reserve evacuation exits
21.		15x25	Evacuation exit for the children with disabilities	Above the doors of the evacuation exits

Conventional signs of fire safety

Table 3

N	Colored chart	Size (cm)	Semantic significance
		12x12	Connecting clamps for fire-fighting automatic systems and means
		12x12	Phone used during fire
		12x12	Phone used during fire (cellular)

		12x12	Fire alarm sound signal
		12x12	Places to put the fire-fighting equipment
		12x12	Fire extinguisher
		12x12	Fire faucet
		12x25	Guiding arrow: is used to show the direction of the place of primary fire-fighting means
		-	You are here

Conventional signs of first aid

Table 4

N	Colored chart	Size (cm)	Semantic significance
1.		15x25	Stretcher
2.		12x12	Medicine chest
3.		15x25	First aid section

Conventional and other signs of shelter

Table 5

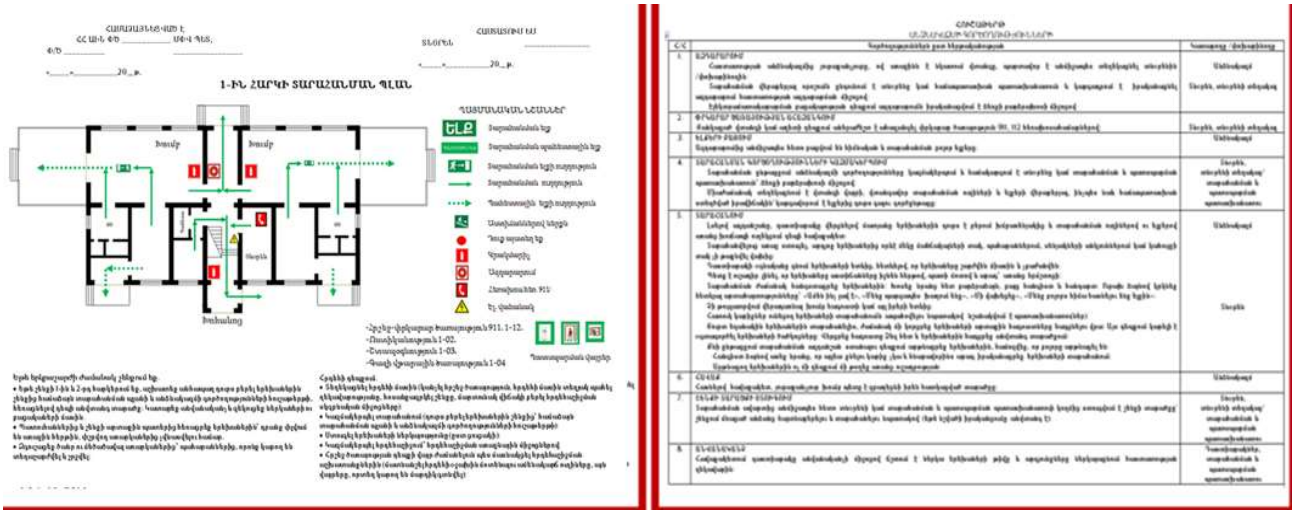
N	Colored chart	Size (cm)	Semantic significance
1.		-	Place of shelter (under the table)
2.		-	Place of shelter (door openings)
3.		-	Place of shelter (near the main bearing walls of the middle part of the building, corners made by them and near the pillars)
4.		12x12	Protective structure
5.		12x12	Electric panel

Examples of the guiding texts used in the evacuation plans

In (Picture 4) there is presented an example of the graphical and text part of the evacuation plan stuck to the wall.

Evacuation plan

Picture 4



1.1 In Appendix N 6 there are planned procedures of standard operations for the disasters characteristic of the PEI. For the planning of the above-mentioned appendix it is necessary to organize and conduct fire-fighting and evacuation exercises. The exercises will enable to reveal the operations to be conducted, which are obligatory in order to avoid the probable loss, as well as they will enable to mark the realistic terms of the evacuation and warning in the plan.

1.2 Appendix N 7 is filled in when some changes are made in the plan based on the necessity.

Step 7 –Ensuring the Continuity of Operations in Emergency Situations.

1.3 In the section “Ensuring the continuity of operations of the PEI in emergency situations” of DRM plan there are presented measures directed at the continuity of operations and the restoration of the process in emergency situations.

1.4 The PEI takes preparatory steps in the direction of the continuity of operations and the restoration of the process in emergency situations contributing the physical protection of the

children, the personnel, who have suffered from the emergency situation, psycosocial, development and cognitive needs, which have life-maintenance and life-saving importance. The restoration of the process brings the children to the normal life: stability, sense of security and self-discipline. When taking the preparatory steps, it is necessary to take into consideration also the peculiarities, needs (cane, wheelchair, battery for the hearing device) of the PEI's children with disabilities.

For the restoration of the process it is necessary to undertake the following works directed at the preparedness:

a. Keep in a safe and accessible place the list of the PEI's children, personnel and parents, in which there are stated their names, surnames, residence addresses, phone numbers, such data about the children with disabilities, which are necessary for the rescuers and people giving help (with hearing problems, wearing a hearing device, insufficiently developed speech or having no speech at all and communicating in sign language, with motorcycle problems, having diabetes and epilepsy, receiving medicine (is dependent on insulin, the name of the medicine, periodicity, dosage and form of acceptance) and other data) in a printed version and on electronic storages.

b. Making the reserve list and update of the PEI's educators and their assistants, in which there are included the retired educators and their assistants, those having pedagogical education, people with related professions.

Example of DRM Plan Approval Order (Form 2), Example of DRM Council Meeting Minute (Form 3) and Example of Training Bulletin (Form 4)

1.5 DRM draft plan is agreed with the head of the regional subdivision of RS MES RA and the community head, after which it is approved by the order of the head of the PEI. (Form N 2).

1.6 After the approval of DRM plan there is organized the introduction of DRM plan to the whole personnel of the PEI and officials involved in the council from other structures (particularly the schemes and orders of the evacuation of the PEI).

1.7 After the approval of DRM plan, with the support of DRM council the personnel of the PEI should introduce to the whole personnel the main provisions of DRM plan, operations and instruments, for example DRM operations plan, evacuation plan and so on. This will increase the awareness, participation of everyone and will enable to see the results of the works.

For the implementation of the exercises envisaged by DRM plan, the head of the PEI issues an order and makes a summary on the results of the implementation. (Form 3).

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- Psychological First Aid Training. https://armenia.savethechildren.net/sites/armenia.savethechildren.net/files/library/PFA%20Mannual%20_2017_ARM.pdf

- Other DRM literature published by Save the Children International https://armenia.savethechildren.net/resources/drr-&-cca/t-57

- Educational animated cartoon about earthquake https://www.youtube.com/watch?v=FxFshokSq_c

- Educational video about fire https://www.youtube.com/watch?v=of38_uHr1cc

- Educational animation cartoon about flood https://www.youtube.com/watch?v=Kzr4V_9dlU0

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II DISASTER RISK MANAGEMENT PLAN

1. The Objective and Problems of Disaster Risk Management Plan

The objective of the Disaster Risk Management Plan (hereinafter referred to as DRM) is to enhance the safety of children and staff in a preschool education institution (hereinafter referred to as PEI) and to increase the resilience of the PEI to emergency situations (hereinafter referred to as ES).

The DRM Plan is aimed at:

a. Disaster risk reduction (hereinafter referred to as DRR) threatening to the PEI and the surrounding area,

b. Quick and effective response to ES,

c. Ensuring incessancy and continuity of the PEI functioning.

Problems of the DRM Plan are:

1) Formation and development of the DRM system of PEI,

2) Detection of natural and man-made hazards in the PEI and surrounding area,

3) Detection of vulnerabilities and capacities of the PEI,

4) Development of the DRM measures,

5) Development of measures aimed at the formation of safety and resilience culture among children, including children with disabilities, and the staff through knowledge and innovation,

6) Development of ES response measures, including life-saving and injury reduction, PEI property maintenance measures.

2. Structure of DRM System

The DRM Council has been established by Order N____ issued on the _____ day of _____, 20__ by the Principal of PEI. The Council includes the PEI staff, parents, representatives of Local Self-Governing Body (LSGB), Territorial Subdivision of the RA MES Rescue Service, as well as sector wardens have been appointed.

It is planned to convene a DRM Council meeting twice a year (Plan-Schedule of DRM Measures, Annex N 2). The DRM Council meetings are recorded (Form 4) and attached to the DRM Plan.

3. General Description

Table 1

MAIN DATA						
Հ/Հ	INDEX NAME		VALUE			NOTES
GENERAL INFORMATION						
-	Name					
-	Marz					
-	Community					
-	Settlement					
-	Address					
-	Geographic location		valley			
			foothill			
			mountainous			
-	Border position		border			
			not bordering			
-	Year of commissioning by facility					
	Geographic coordinates					
	Number of facilities		1	2	3	
6	Structure type	stone				
		concrete				
		wooden				
		light metal				
		frame				
7	Typicality	typical				
		individual				
		justified				
		temporary				
1.	Number of storeys by facilities					

	Year of reconstruction (by facilities)					*A complex of building works and activities aimed at using the building, structure or its separate parts for new operational purpose and /or changing the feasibility study , ensuring the building or structure's reliability and upgrade.*
	Year of current /cosmetic repair (by facilities)					*A complex of construction works and activities reconstruction not defined as reconstruction which aims at restoring the work capacity of the engineering communication channels of the building, structure or its separate parts.*
	Seismic security					
	Information on the building's project seismic resistance (magnitude of 5, 6, 7, 8, 9, 10)		Available / N/A			The project seismic resistance of all buildings and structures built up to 1988 was magnitude of 7.
	Information on the building's actual seismic resistance (magnitude of 5, 6, 7, 8, 9, 10)		Available / N/A			Include only the data provided by professional bodies.
	Information on the building's damage level (1, 2, 3, 4, 5 level)		Available / N/A			Include only the data provided by professional bodies.
	Information on the building's vulnerability (degree) level (low, medium, high)		Available / N/A			Include only the data provided by professional bodies.
	Building location's seismic zone (1st, 2nd, 3rd zone)					Include only the data provided by professional bodies.
	Information on technical condition and assessment (conclusion) of seismic vulnerability		Number of conclusion			Attach the conclusion to the DRM Plan.
			Body making the conclusion			
	Soil classification in the building site	I class				Include only the data provided by professional bodies.
		II class				
		III class				
	Visual screening of buildings	Foundation	It is significantly damaged. (yes/no)			
			There are opening cracks. (yes/no)			
			No damages.			
		External walls	They are significantly damaged. (yes/no)			
			There are opening cracks.			
			No damages.			

		Internal walls	They are significantly damaged. (yes/no)			
			There are opening cracks.			
			No damages.			
		Columns	They are significantly damaged. (yes/no)			
			There are opening cracks.			
			No damages.			
		Staircase	They are significantly damaged. (yes/no)			
			There are opening cracks.			
			No damages.			
		Facing tiles	They are significantly damaged. (yes/no)			
			There are opening cracks.			
			No damages.			
		Archs	They are significantly damaged. (yes/no)			
			There are opening cracks.			
			No damage. (Available / N/A)			
		Ceiling	They are significantly damaged. (yes/no)			
			There are opening cracks.			
			No damage. (Available / N/A)			
	Fire hazard classification of buildings and structures	**A**-fires of solid materials: timber, fabric, paper				*These data allow to select appropriate fire-extinguishers needed by the PEI (2 fire extinguishers/ 400m²)*
		C- gas-related fires				

		E- electrical fires				
	Zip code					
	E-mail					
	Subordination		marz			
			community			
			other			
	Working week		5-hour			
			6-hour			
	Work regime		boarding			
			all-day			
			8-hour			
			other			
	Nursery group		available/N/A			
INFORMATION ON THE STAFF AND CHILDREN						
2.	Building design capacity (for how many children was it built					
			Male	Female		
3.	Number of attending children					
4.	Number of children by settlements					
5.	Number of children	Nursery group				
		Junior group				
		Middle group				
		Senior group				
6.	Number of staff members	administrative				
		education				
		service				
7.	Number of children staying overnight					
8.	Number of staff members staying overnight					
9.	Number of children with disabilities					
	Children with speech disorder					
	Number of children with hearing impairments					
	Number of children with visual impairments					
	Number of children with mental disorders					
	Number of children with musculoskeletal disorders					

	Number of children with social-psychological development problems				
	Number of children with multiple disabilities				
IMPORMATION ON THE BUILDING AND INFRASTRUCTURES					
10.	Number of main entrances / exits	by facilities			
		1	2	3	
	Accessibility for disabled people (yes/no)				
11.	Number of additional entrances / exits	by facilities			
		1	2	3	
	Accessibility for disabled people (yes/no)				
12.	Total area of the building(s) (m²)	by facilities			
		1	2	3	
13.	Total area of the yard (m²)				
14.	The type of the wall/ fence:	stone			*In case of indicating more than one option, please specify.*
		metal			
		mesh			
		monolithic			
		wooden			
15.	The length of the wall / fence				
16.	Height of the wall / fence the (m)				
17.	The material of entrance doors	by facilities			*In case of indicating more than one option, please specify.*
		1	2	3	
	Wooden				
	Metal				
	Metal-plastic				
	Etc.				
18.	Entrance doors types:	by facilities			*In case of indicating more than one option, please specify.*
		1	2	3	
	Wide single-sided				
	Swing				
	Sliding				
	Folding				
	Etc.				
19.	The material of the window:	by facilities			*In case of indicating more than one option, please specify.*
		1	2	3	
20.	Wooden				
	Metal				
	Metal-plastic Etc.				
21.	The type of window:	by facilities			*In case of indicating more than one option, please specify.*
		1	2	3	

22.					
	Opening single casement				
	Opening double casement				
	Fixed double casement				
	Fixed single casement				
23.	etc. The material of the window:	by facilities 1	 2	 3	*In case of indicating more than one option, please specify.*
	Wooden				
	Metal				
	Metal-plastic Etc.				
24.	The type of window:	by facilities 1	 2	 3	*In case of indicating more than one option, please specify.*
	Opening single casement				
	Opening double casement				
	Fixed double casement				
	Fixed single casement				
25.	Roof structure:	by facilities 1	 2	 3	*In case of indicating more than one option, please specify.*
	Flat				
	Wooden				
	Metal				
	Etc.				
26.	Roof covering type	by facilities 1	 2	 3	*In case of indicating more than one option, please specify.*
	Rolled				
	Metal				
	Ceramic				
	Asbestos				
	Etc.				
27.	The type of floor covering:	by facilities 1	 2	 3	*In case of indicating more than one option, please specify.*
	Wooden				
	Ceramic				
	Laminate				
	Linoleum				
	Etc.				
28.	Ramps	by facilities 1	 2	 3	
29.	Heating system	available/N/A · central . by facilities			

		· by groups	
30.	Water supply system	available/N/A	
		·24-hour, central ·on schedule, central · own water source	
		·is in good condition ·is worn out ·there is/are damaged part(s)	
	Power supply system	is / is not available	
		· is in good condition ·is worn out ·there is/are damaged part(s)	
	Gas supply system	is / is not available	
		· is in good condition ·is worn out ·there is/are damaged part(s)	
	Drainage system	is / is not available	
		· is in good condition ·is worn out ·there is/are damaged part(s)	
	Sewage system	is / is not available	
		· is in good condition ·is worn out ·there is/are damaged part(s)	
31.	Utilization of alternative energy	available/N/A	*In case of availability, please specify.*
		solar	
		hydrothermal	
		hydro	
		wind	
		Utilization of alternative energy	
32.	Number of group rooms (quantity)		
33.	Medical room	available/N/A	
34.	Ceremonial hall	available/N/A	
35.	Sports hall		
36.	Canteen	available/N/A	
37.	Playground	available/N/A	
38.	Cellar (floor)	by facilities	
		1 | 2 | 3	
	The significance of cellar		
	Accessibility		
39.	External lighting	available/ N/A	

40.	Activity of other facilities, organizations in the building	available/ N/A	*Indicate the type of activity*
Distance			
41.	Nearby state border (km)		
42.	Regional center (km)		
43.	Capital (km)		
44.	Nearby airport (km)		
45.	Nearby urban community (km)		If the facility is located in a rural community.
46.	Nearby interstate highway (km)		
47.	Nearby republican highway(km)		
48.	Nearby railway station (km)		
49.	Nearby bus station (km)		
50.	Nearby post office (km)		
51.	Nearby police department (km)		
52.	Nearby rescue-firefighters team (km)		
53.	Nearby hospital (km)		
54.	Nearby shelter (if available) (km)		
55.	Distance Nearby alarm horn (km)	available/ N/A	

4. Description of measures aimed at reducing hazards, vulnerability, negative impacts and disaster risk, as well as capacities

4.1 Description of measures aimed at reducing hazards, vulnerability, negative impacts and disaster risk

Table 2

Type of the hazard and the general description	Vulnerability and vulnerable elements	Negative impacts	Disaster risk management measures	Authorized body				Current condition (fill in at the beginning of the current academic year)	Seleted measures for the current academic year (+)
				PEI	Community administration	Professional bodies	Benefactors and donors		
Earthquake The PEI is located in a seismic zone. In the event of severe earthquakes partly or complete collisions may occur in the PEI.	The staff and children, including the most vulnerable ones Building, property, infrastructures	Threat to people's health and life Building decay, damage to communications, fire and other secondary phenomena	Training the staff and children, including those with disabilities.						
			Instructing the seismic security staff and new employees						
			Conducting drills on Evacuation and Sheltering						
			Conduct trainings aimed at strengthening the stress resilience and psychological stability mental toughness) qualities of children, nursery teachers and other staff members.						

			Patching conditional evacuation signs and education						
			Develop and patch emergency evacuation plans in appropriate places (the floors, groups, visible areas of common use, etc. for children and the staff.						
			Familiarization of the staff with evacuation plans (Design the evacuation plans in yellow and black colors for visually impaired children.)						
			Study the secure areas in the rooms to cover-up during earthquakes						
			Coat the glass of doors and windows with protective membrane giving preference to classrooms and evacuation routes.						
			Dismantle the lower floor(s)' window bars and make them mobile						
			Reconstruct the inward opening doors on the evacuation routes, so that they open outward.						
			Regularly check the functionality of auxiliary doors (evacuation routes).						
			Eliminate the difference between the elevations of the door opening thresholds and the floor in the corridors						
			Remove structural barriers in the group rooms, corridors and areas of common use.						
			Fix the following on the wall, floor and ceiling: • furniture,						

			• ventilators, air conditioners, water heaters, • pictures, blackboards/whiteboards, • fire-safety means • lighting equipment • electronics (TV-set, computer, etc.) • heavy items moving on wheels (piano and other items)						
			Free the windowsills and the top of shelves from things like vases, etc.						
			Don't block evacuation routes, primary and secondary exits with large and heavy things.						
			Fix the carpets on the floor paying special attention to the carpet runners in hallways						
			Match the number and distance of rooms, ceremonial halls, benches and beds with the design norms for the organization of evacuation, as well as free movement of people with mobility impairment, those using walkers and wheelchairs in emergency situations						
			Remove all different types of barriers (flowerpots, carpet runners on the hallway's floor) for children with musculoskeletal disorders						

			Add banisters to the stairs for people with musculoskeletal disorders						
			Build ramps for people with musculoskeletal disorders						
			Ensure appropriate door width for people with musculoskeletal disorders						
			Install light-vibration signals, stands or FM system for people with hearing impairments						
			Install sound signals, braille panels for people with visual impairments and cover the surface of door threshold and evacuation exits with bright yellow bulging material,						
			Make the floor covering of the building slip-resistant						
			Uninterrupted operation of water supply system						
			Internal network	External network					
			Uninterrupted operation of power supply system						
			Internal network	External network					
			Uninterrupted operation of gas supply system						

			Internal network	External network						
			Uninterrupted operation of drainage system							
			Internal network	External network						
			Uninterrupted operation of sewerage system							
			Internal network	External network						
Landslide The PEI is located on an active landslide hearth	The personnel and the children The territory and the building of the PEI	Threat to human life and health In case of the activation of the landslide there can originate collapses	Conducting monitoring on the cracks in the building and the area with the simplest means							
			Training the staff and children							
			Preventive measures for the reduction of landslide (creation of sewage system and proper exploitation of water-sewage net, planting of trees with deep roots, regulation of irrigation and introduction of the advanced methods (drop irrigation, raining, etc.)							

Thunderstorm/lightning There have always registered thunderstorms and lightnings in the community. Thunderstorm and lightning cause serious damages.	The personnel and the children The territory and the building of the PEI	Threat to human life and health. Damaging electrical equipment. Interruption of communication and connection. Origination of fires.	Installation of lightning rods						
			Provision of grounding system						
			Training the staff and children						
Mudslide The mudflows originated during the heavy rains in spring and autumn damage the PEI because of the lack of drainpipes.	The personnel and the children The territory and the building of the PEI	Damage (washing, degradation) of the territory, garden and building of the PEI	Training the staff and children						
			Cleaning mud pipes						
			Construction/reinforcement of mud pipes and drainpipes						
Strong winds The direction and speed of the winds are not constant. Strong winds can cause rather huge damages to the PEI.	The personnel and the children The roof of the building, the system of electro communication, the	Damage of the roof and windows of the building. Failure of electricity supply, fall of trees, electric pillars	Roof reinforcement						

	glasses of large windows, trees		Training of the staff and children						
			Cover the window and door glasses with protective films, prioritizing the bedrooms, playrooms, evacuation routes.						
			Strengthening/fixation of the trees and electric pillars						
Extreme precipitation Extreme precipitations are characteristic of the location. Because of the location and the lack of drainage system and due to the heavy rainfalls in the territory of the PEI there originate water accumulations .	Building	Damage of the roof, walls, foundation of the building and the property Occurrence of excessive humidity	Construction of a drainage system						
			Repair/reconstruction of the roof						

			Training on safety rules						
Hail There can be great damages because of hails.	The personnel and the children Glasses of large windows The roof of the PEI The trees and electric pillars in the territory	Threat to human life and health. Damage of the roof and windows of the building	Training of the staff and children						
			Cover the window and door glasses with protective films, prioritizing the bedrooms, playrooms, evacuation routes.						
Fire In case of the failure of fire safety rules there can originate fire	The personnel and the children The building and the subsystems	Threat to human life and health (burns, intoxications). Damage of the building, deformation of constructions, loss of logistics	Installation of automatic fire alarm system						
			Installation of the corresponding amount of boards and fire extinguishers s						

			Charge the fire-extinguishers on time (according to the technical passport of the fire-extinguisher)						
			Installation of a hydrant in the area						
			Installation of internal fire cocks of the building						
			Replenish the internal fire cocks with pipes and hoses						
			Conduct the technical inspection of internal fire cocks (in case of their necessity) by means of water release not less than 2 times a year (spring-summer, autumn-winter)						
			Maintenance of fire safety norms (directions of door openings, furnishing the corridors, materials used during the repair etc.)						
			Maintenance of fire safety rules						
			Provision of constant water supply						
			Accumulation of water resources						
			Covering the wooden constructions of the roof with fire-protective solutions						
			Training of the personnel and the children						
			Instruction of the personnel and the newly recruited employees on the issues of fire safety						
			Training of the staff on the usage of primary means of fire-fighting						
			Conduction of the exercise on the subject “Organization of fire-fighting”						

			Cover the walls of the group room and other walls with non-flammable materials						
			For the accessibility of the cars of special services (fire-fighting rescue, ambulance, police) in emergency situations keep free the nearby ways of the PEI						
			Plan and stick in appropriate places the evacuation plans of the children and the personnel in emergency situations (of the floors, groups, visible place of common usage, etc.)						
			Installation of conventional signs of evacuation and fire safety and training (for the children with sight problems make the conventional signs in yellow and black colors)						
			Construct the windows, the roof structure, the roof cover and the floor coverings with non-flammable materials						
			Install the wires with fire-fighting isolation						
			Constant control over the fire safety rules during the conduction of fire and other inflammable works						

Chemical accident The PEI can appear in the zone of chemical contamination, as in the workshop, which is ….. km far there is kept and used a strongly affecting toxic substance.	The personnel and the children The territory and the building of the PEI	Threat to human life and health (intoxications). Loss of logistics	Procurement of means of individual protection						
			Training of the staff and the children						
			Conduction of exercise on the subject "Protection of the personnel and the children in case of chemical accident"						
Collapse of tail reservoir dam The PEI is located in the zone of influence in case of dam accident of tail reservoir.	The staff and children The territory and the building of the PEI	Threat to human life and health. Loss of logistics	Training the staff and children						

			Conducting drills on the subject "Organization and implementation of evacuation in case of the collapse of tail reservoir dam or its threat"						
			Conducting drills on the subject "Protection of the children and the personnel in case of the collapse of the tail reservoir dam"						
Collapse of reservoir dam The PEI is located in the zone of influence in case of reservoir dam accident	The personnel and the children The territory and the building of the PEI	Threat to human life and health. Loss of logistics	Training the staff and children						
			Conducting drills on the subject "Protection of the children and the personnel in case of reservoir dam collapse"						
Nuclear accident The PEI is located in the zone of *UPMP* or *UPMI* In case of proliferation of radioactive cloud depending on the direction of the wind, the PEI will appear in the zone of radioactive contamination.	The personnel and the children The territory and the building of the PEI	Threat to human life and health. Loss of logistics	Procurement of persistent iodine preparations						
			Procurement of means of individual protection						
			Building/reinforcing shelters						

			Adapt the basements and the protective constructions as the simplest shelters						
			Training of the staff and children						
			Conducting drills on the subject "Protection of the children and the personnel in case of nuclear accident"						
Intoxication or explosion from gas leakage In case of the failure of fire safety and fire-fighting regulations there can be gas leakage in the kitchen or boiler-house of the PEI in the result of which there can be intoxication or explosion.	The personnel and the children Building, sub-systems	Threat to human life and health. Loss of logistics Partial collapse of the building of the PEI, fire	Professional service of gas pipelines						
			Installation of safety devices						
			Following safety rules						

Power plant In the yard of the PEI, near the playground there is an electrical substation, the explosion or fire of which can cause damage to the PEI	The personnel and the children The adjacent area of the electrical substation	Threat to human life and health (burns, electrolysis)	Fencing the power plant located in the yard of the PEI						
			Installation of the conventional signs of safety and training						
Traffic accidents Every 3 minutes a child dies in the world.	The personnel and the children The adjacent areas of the institution	Threat to human life and health	Training on safety codes of conduct						

The cases of traffic accidents in Armenia reach 2000, in the result of which nearly 300 people die. Such cases have been registered in our community too.			Information of the corresponding structures on the installation and regular repair of speed reduction preventives, pedestrian crossings and other safety signs						
			Development of the scheme "PEI-Home safe route" and training of the parents, the personnel and the children (Appendix 4)						
Crane/high tube In the neighbourhood of the PEI there is a high tube, the tilt of which can cause great damages to the PEI	The personnel and the children The territory and the building of the PEI	Threat to human life and health. Loss of logistics	Dismantling the crane or the high tube						
			Training on safety codes of conduct						
Epidemic outbreak The epidemic outbreaks activate during winter-spring months	The personnel and the children	Threat to human life and health.	Training and raising awareness of the staff and the children						

			Following sanitary rules						
			Implementation of preventive measures						
			Improving and maintaining the quality of potable water						

Note: The table is filled in as an example. Match it with the PEI hazards, vulnerabilities, negative effects and disaster risk reduction measures.:

4.2 Description of Capacity Identification and Development

Table 3

Classification of human capacities	Staff	Role-playing	Number of persons (General/ DRM trained)	Necessary measures for the development of capacities	Present situation (complete at the beginning of the current academic year)	Events selected for the current academic year (+)
Staff possessing and applying DRM knowledge	DRM council	Security enhancement and formation of resistance culture	*Example: 12/4*	*For example: training courses*	*For example: in 2017, 4 people from the personnel have participated in CMSA training courses*	*Training for other members of the council*
	Trained educators	Participation in DRM measures and ensuring the security of the children				
	Trained administrative staff	Participation in DRM measures and ensuring the security of the children				
	Trained support staff	Participation in DRM measures and ensuring the security of the children				
	Trained DRM responsible officials	Participation in DRM measures and ensuring the security of the children				
	DRR group	Participation in DRM measures and development of the culture of security among children				

	Nurse	Provision of first aid and introduction of elementary knowledge to the children				
	Psychologist	Provision of psychological aid and introduction of elementary knowledge to the children				
	Special pedagogue	Provision of the participation of children with disabilities in DRM works				
Classification of management capacities	**Staff**	**Significance**	**Quantity**	**Necessary measures for the development of capacities**	**Present situation (complete at the beginning of the current academic year)**	**Events selected for the current academic year (+)**
DRM planning	DRM plan	Security of the children and personnel of the PEI and increase of resistance of the PEI in emergency situations				
	Posted evacuation plan/ evacuation scheme	Carries out prophylactic function of passive and active training on evacuation, formation of the correct algorithm of operations taking into consideration the behavioral features of children, including children with disabilities in case of fire, earthquake and so on				
	Posted conventional	Visual colorful means, which by means of their geometrical				

	signs of evacuation	forms, color signal, graphical image and explanatory note inform and warn on threatening and/or possible hazards to people, for the allowance or prohibition of certain actions				
	Posted evacuation alarm scheme	Carries out prophylactic and organizational function of passive and active training on warning				
DRM budget	Budget allocated for DRM	Financial means allocated for the reduction of risks				
Classification of external and internal capacities	**Staff**	**Significance**	**Quantity**	**Necessary measures for the development of capacities**	**Present situation (complete at the beginning of the current academic year)**	**Events selected for the current academic year (+)**
External capacity	Secure large area adjacent to the PEI	For the provision of security to the children and the personnel after evacuation				
	Free ways for the access of the responding vehicles	Provision of access to the building of the PEI for the responding vehicles				
Internal capacity	Availability of sufficient quantity of exits in the building	For the efficient, safe and quick organization of evacuation				

	Availability of alarm system in the given dwelling area (special horn)	Provision of awareness to the residents of the dwelling area, including the children and personnel of the PEI in case of threat or origination of emergency situation				
	Emergency room	Detached and specially equipped place for the provision of first aid to the personnel and the children				
Classification of material and technical capacities	**Materials**	**Function**	**Quantity**		**Necessary measures for capacity building**	**Current situation (fill in at the beginning of current academic year)**	**Selected measures for the current academic year (+)**
			Required	Available			
Information transmission means	Loudspeaker	To give instructions, to transmit information	*For example, 1*	*For example, 0*	*For example, acquiring a loudspeaker*	*For example, absence of loudspeaker*	*For example, +*
	Radio communication						
Primary firefighting equipment (for example,	Fire extinguish: Dry powder	To carry out firefighting operations					

https://www.spyur.am/am/business_directory/bd/6740))		Gas						
	Fire plug	Fire cabinet	A fireplug connectd to the inner water network inside the building, furnished with tubes and hoses intended for fire extinguishing					
		Tube						
		Hose						
	Fire stand	Conical bucket	To carry out firefighting operations					
		Shovel						
		Firefighter axe						
		Crowbar						
		Staple crowbar						
Means for carrying out rescue operations	Crowbar		To carry out the simplest rescue operations					
	Saw							
	Spade							
	Pliers							
	Cutting pliers							
	Sledgehammer							
	Hammer							
	Single-wheel shipment means							
	Rope							
	Electric saw							
	Hand pallet truck							
Water source for firefighting	Fire hydrant		Equipment installed on the external water network through					

		which the fire truck takes water for firefighting activities					
	Fire pool	A specially built pool adapted for fire trucks to take water					
	Fire water storage barrel (not less than 0.2 m3)	A means of supplying the seat of fire with water					
First Aid Means		To transport an injured person					
	First aid kit	To provide first aid					
Interior lighting system of evacuation	Powerful flashlights	To provide lighting					
	Alarm system	To warn the personnel and children in case of an emergency situation or its threat					
	Sound-light warning system	To warn children with visual impairments in an emergency situation or in the threat of emergency situation					
	Light-vibration alarm system	To warn children with hearing impairments in an emergency situation or in the threat of emergency situation					
	FM system	FM system: a small ultra-short wave radio station, which helps the person wearing a hearing aid to hear in a difficult situation. The radius of influence of this system is 15 m, i.e. it is accessible in a space with a radius of 15 m. For example, http://www.otoskop.ru/rus/terminy-i-opredeleniya/fm-sistema/					
	Interior lighting system of evacuation	To show evacuation routes in boarding schools (in the absence of electricity)					

	Conventional signs	Conventional signs are visually colorful means that through their geometric form, color signal, graphic image and explanatory note inform and warn people about threatening and/or possible hazards, permission or prohibition of certain actions, as well as the location of appliances used for mitigating or excluding the influence of hazardous and harmful factors.					
Personal protective equipment	Gasmask	Personal protective equipment is intended for the protection of personnel and children from the penetration of radioactive and toxic substances, bacterial agents into organism, as well as from falling on skin or clothing. They are the means of protecting respiratory organs and skin. The first ones are gas masks, respirators, anti-dust masks, fabric masks, cotton gauze bandage, etc.					
	Mask						
	Stable iodine preparations	To block the thyroid gland.					

Note: The necessary measures for capacity building included in this table should be reflected in the annual plan-schedule of DRM.

5. The organization and implementation of the activities in emergency situations

5.1. The organization and implementation of communication and warning

The purpose of **communication and warning** is to perform one of the main principles of the protection of the population - the protection of people's health and life in ES. It includes the warning the staff and the children about the hazards or emergencies of ES and its nature, as well as the awareness of the behavior, life and health, mitigation of the consequences of ES. The information of ES includes the details about the hazards or emergencies of ES, the scales and material loss of ES, the isolation (localization) of the consequences of ES and the situation in ES zone.

Responsible person for communication and warning (*name, surname*) _____.

The list of the children, staff and parents of PEI is kept in an available and safe place for organizing the communication of the parents, wherein their name-surname, residence, phone numbers and other details – via printed version and on electronic carriers.

The warning is performed in the event of emergence and hazard of ES in PEI, (indicate the appropriate cells) with the following versions:

Version A via:
• mechanical warning system,
• automatic warning system,
• combined warning system.

The warning device warns in the following ways with:
• voice,
• light,
• vibration,
• combined.

The warning buttons are located in:
• the director's room,
• the corridors,
• other places, indicate _____.

By automatic warning system. Alarms are installed (indicate the appropriate cells).
• heat,

• light,
• smoke,
• combined,
• etc.

Version B via
• bell/call
• loudspeaker/microphone,
• other traditional means, indicate _____.

in case of an earthquake: three bells, three light signals (for people with hearing impairments) or _____,

in case of fire: five bells, five light signals (for people with hearing impairments) or _____,

in case of mudslide_____,

other dangers (to mention)_____: _____:

There is/ is not an alarm system in the community. Describe it in case of its availability _____ :

In the case of ES or its threat the communication is carried out in the following directions:

- LSGB,
- provincial administration,
- professional bodies (Police, Rescue Service, Ambulance, etc.),
- social service,
- parents,
- etc (mention) _____:

In the case of ES or its threat, the exchange of information is carried out according to Annex N 3 of this Plan.

5.2 Organization and Implementation of Evacuation and Shelter

The Coordinator of Evacuation and Shelter is (*first name, last name*)_____.

The aim of evacuation is to prevent and minimize possible human, material and cultural losses. Evacuation can be carried out in conjunction with other forms of population protection, it is accompanied by providing the population with shelters and personal protective equipment. People are evacuated from the areas where factors negatively affecting life and health have emerged or may emerge, and they are deployed outside the dangerous area in a safer zone.

The evacuation of the staff and children is carried out in the following cases (thick the appropriate boxes):

- earthquake (from the 1st and 2nd floors),
- landslide,

- avalanche,
- mudslide,
- collapse,
- collapse of reservoir dams,
- flooding caused by river freshet,
- general nuclear power plant accident,
- explosion,
- fire,
- accidents in industrial facilities producing hazardous toxic substances or using them in the manufacturing process,
- an accident when transporting radioactive or toxic substances,
- in the case of an armed attack on the Republic of Armenia, its imminent danger or the declaration of war by the RA National Assembly, etc.),

Sheltering the staff and children is carried out in the following cases:

- earthquake (the 3rd and higher floors),
- strong winds,
- hail,
- lightning/thunderstorm,
- a general nuclear power plant accident or its imminent threat (radiation exposure and radiation contamination areas), an accident or its imminent threat in industrial facilities producing hazardous toxic substances or using them in the manufacturing process,
- an accident when transporting radioactive or toxic substances,
- in the case of an armed attack on the Republic of Armenia, its imminent danger or the declaration of war by the RA National Assembly, etc.).

The number of evacuation exits: main doors___ and emergency doors ___, which are adapted/are not adapted for people with mobility disabilities. Conventional evacuation signs are available/are not available. People responsible for accompanying children with disabilities in evacuation and shelter are appointed/ are not appointed. The evacuation of children is immediately implemented by teachers making sure to take the register book. The Evacuation and Shelter Coordinator and the teachers immediately do a headcount of children and staff, which is reported to the authorities. The process of distributing personal protective equipment during evacuation and shelter actions is carried out immediately by appropriate groups (delete the action, if there is no threat of relevant danger). Evacuation plans are developed and posted in appropriate places, according to which evacuation is carried out (evacuation plans are provided in Annex N 4 of this Plan). In the case of threat or occurrence of corresponding ES, the children and staff are sheltered in pre-determined places. The measures of evacuation, shelter and provision of personal protective equipment are reflected in Annex N 5 of this Plan - «Standard Action Procedures According to Specific Disasters».

5.3 Organization and Implementation of Firefighting

In the case of fire in PEI, the main actions of the Principal, the Coordinator of Fire Safety and the staff are aimed at ensuring the safety of children, their evacuation and rescue.

The Coordinator of Fire Safety is (*first name, last name*) _____. The causes of fire are:

- being careless with fire,
- violation of installation and operation rules of electrical equipment,
- children playing with fire,
- violation of installation and operation rules of furnaces,
- arsons,
- direct lightning strike when there is no lightning protection system in the building,
- etc.: Any PEI employee discovering fire or its signs (smoke, burning smell or fuming of various materials) is obliged to:
- pull the fire alarm, immediately inform the Principal and the Coordinator of Fire Safety,
- immediately call 911 or 112 to notify the Fire Service, clearly inform the address of the PEI, the location of the fire, if possible, what is burning and what the fire threatens, as well as your position, last name and phone number,
- ensure awareness and evacuation of children and stuff being in nearby areas,
- start firefighting with the primary fire extinguishing means at hand.
- The Principal of the PEI and the Head of Fire Safety Team arriving at the fire scene is obliged to:
- check whether the Fire Service was called,
- inform the staff of the PEI about the fire,
- before arrival of the Fire Brigade, carry out the evacuation of the staff and children,
- check the number of the staff and children evacuated from the building according to the register book and the lists,
- manage the firefighting operations before the Fire Service arrives,
- entrust the Coordinator of Communication and Alarm to meet the firefighter-rescuers,
- organize electricity and gas supply disconnection, ventilation system shutdown, implement other measures which will contribute to preventing the fire from spreading,
- evacuate from the fire scene the employees, who are not involved in firefighting activities,
- ensure the safety of people participating in evacuation and firefighting,
- organize the evacuation of material assets from the dangerous zone, allocate places for their storage and ensure guarding, if necessary,
- call medical and other services, if necessary.

Before starting the firefighting, you can not open the windows and doors, as well as break the glass. By leaving the building, it is necessary to close all the doors and windows since the flow of fresh air contributes to the spread of fire.

Upon the arrival of Fire Service the Principal, the Coordinator of Communication and Alarm or the Coordinator of Fire Safety are obliged to inform the Leader of Fire-Rescue Detachment (Leader of Firefighting) about the source of fire, the work done and other important information which will contribute to the firefighting.

The Leader of Firefighting, depending on the situation and forces involved, creates a situation room involving representatives of the PEI.

The following firefighting equipment is available for firefighting:

- fire extinguishers: _____ items,
- fire cabinets: _____ items,
- internal fireplug: _____ items,
- fire hydrant,
- automatic fire suppression system,
- other means (mention) _____:

In the case of fire, the partial and full evacuation of the staff and children is implemented in accordance with the plan of evacuation(Annex N4) and standard actions (Annex N5). In the case of fire, the exchange of information is carried out according to Annex N3.

5.4 The Organization and Implementation of First Aid

First aid is the provision of emergency care and/or assistance for the purpose of saving the life of the patient, the wounded or the injured person, restoring and/or maintaining the work of vital organ systems, mitigating suffering, preventing further deterioration of health and possible complications before the stabilization of the person's condition or his recovery, or before the provision of a higher-level assistance or medical care and service. It is done before the arrival of specialized assistance or before taking the patient (the injured person) to the medical centre.

The Coordinator of Providing FA is (*first name, last name*)_____.

The following steps must be taken in the case of necessity of providing FA:

- Examining the scene and ensuring safety, which includes answering four questions: What has happened? What is the danger? How many people are injured? Who can help?
- If it is impossible to ensure safety, do not let people enter the scene and immediately call the professionals.
- Examine the injured person/people and provide appropriate care.
- soothe the injured person, provide psychological support along with providing first aid.

Immediately report the incident to the Ambulance Service calling 103, 911 or 112 clearly informing the address of the PEI, detailed information on the injured person/people, as well as your position, last name and telephone number.

In the evacuation assembly point, the Coordinator of FA Team creates a first-aid station (at a predetermined place), where the injured person/people are provided with first aid before the Ambulance arrives.

The transfer of the injured person/people to the Ambulance workers is carried out with the knowledge of the Principal of PEI, as well as with the parent's knowledge/consent, if possible, in accordance with the relevant RA Legislation.

The Coordinator of Communication and Alarm Team informs the parents of the child about the condition of the injured child, the first aid provided and transfer to the Ambulance for the purpose of their knowledge and consent.

5.5 Organization and Implementation of Psychosocial Support

The Coordinator of Psychological First Aid is *(first name, last name)* _____.

(If there are psychologist-pedagogues in the PEI, one of them should be appointed as the Coordinator of Psychological First Aid Team, giving priority to the psychologist. If several psychologists work in the PEI, the priority is given to the specialist who has a greater preparedness in the field of ES psychology, and the others are included in the team of providing psychological support. If there are no psychologists in the PEI, as a coordinator of psychological first aid team can be temporarily appointed the teacher who has the necessary personal communication skills, organizational skills and has undergone appropriate training. If there is a psychologist among parents, the responsibility of providing psychological first assistance can be assigned to him/her with his/her written consent. If the coordinator does not have psychological preparedness, appropriate measures of his/her education and training should be provided. When forming the Psychological First Aid Team, take into account the preparedness of the team, knowledge, skills and the personal qualities which will ensure the effectiveness of work with children with different disabilities as well).

For the purpose of psychological support in emergency situations, should be carried out:

- assistance to children demonstrating intense emotional reactions,
- preventing or mitigating possible negative impact of stress factors on the further vital activity of children,
- ensuring instant communication and cooperation with specialized services.

5.6 Organization and Implementation of Defense in Case of an Armed Attack on the Republic of Armenia, its Imminent Danger or the Declaration of War by the RA National Assembly

In the case of an armed attack on the Republic of Armenia, its imminent danger or the declaration of war by the RA National Assembly the defence of the staff and children is organized and implemented in accordance with the civil defence plans and plan-schedules of the PEI.

5.7 Organization and Implementation of Protection in Case of Radiation Hazards (Remove This Subsection, if the PEI is Located in the Dangerous Zone)

The PEI is located at the following distance (from The Armenian Nuclear Power Plant (hereinafter referred to as ANPP) (*leave only one option*):

- 5-10km - zone of Implementing Emergency Protection Measures (hereinafter referred to as IEPM) or
- up to 5km - zone of Implementing Preventive Protection Measures (hereinafter referred to as IPPM)).

The Coordinator of Radioactive Protection of the staff and children of PEI is (*first name, last name*) _____.

In the case of a general accident of the ANPP or its threat, the alarm horn is located at the distance of _____ and (*leave one option*) is/ is not audible from the PEI. The «Radiation Danger» signal is sounded through the alarm horns incessantly for 3 minutes.

The measures aimed at organizing the radiation protection of the PEI staff and children (shelter and evacuation actions, distribution of personal protective equipment) are carried out by the instruction of the PEI authorities.

The shelter places for the staff and children are_____ *(the places are allocated in advance and adapted for sheltering)*.

The evacuation assembly point for the staff and children is_____ *(the places are allocated in advance by agreement with the Territorial Subdivision of the RA MES Rescue Service)*.

There is/is not (mention) the necessary amount of stable iodine preparations for blocking the thyroid gland.

The Principal cooperates with the RA State Authorities and supports in carrying out the measures aimed at organizing radiation protection (shelter and evacuation actions, distribution of personal protective equipment). The information on the rules of leaving the shelters and operating in the radioactively contaminated zone is provided by the Principal and other people in charge. The exchange of information is carried out according to Annex 3 of the DRM Plan.

5.8 Organization and Implementation of Protection in Case of Chemical Hazards

The Coordinator of Chemical Protection of the staff and children of PEI is (*first name, last name*) _____.

Chemical hazards threaten to those PEIs that are located in the Zone of Implementing Preventive Protection Measures (hereinafter referred to as IPPM Zone) against chemical accident contamination at the distance of 1km adjacent to the crushed chemical object or 5km from Nairit Plant CJSC or 100 meters from interstate/intercity roads by which toxic substances are transported (*find out the latter with the Territorial Subdivision of the RA MES Rescue Service*).

In the case of a chemical accident or its threat, the alarm horn is located at the distance of _____ and (*leave one option*) is/ is not audible from the PEI. The «Radiation Danger» signal is sounded through the alarm horns incessantly for 3 minutes.

The measures aimed at organizing the chemical protection of the PEI staff and children (shelter and evacuation actions, distribution of personal protective equipment) are carried out by the instruction of the PEI authorities.

The shelter places for the staff and children are_____ *(the places are allocated in advance and adapted for sheltering).*

The evacuation assembly point for the staff and children is_____ *(the places are allocated in advance by agreement with the Territorial Subdivision of the RA MES Rescue Service).*

There are/are not (*mention*) respirators for children in the PEI.

The Principal cooperates with the RA State Authorities and supports in carrying out the measures aimed at organizing chemical protection (shelter and evacuation actions, distribution of personal protective equipment). The information on the rules of leaving the shelters and operating in the contaminated zone is provided by the Principal and other people in charge. The exchange of information is carried out according to Annex 3 of the DRM Plan.

6. Business Continuity Management

After the ES the PEI takes steps aimed at the business continuity, contributing to the physical protection, social-psychological, development and cognitive needs of people and children affected by the ES, having lifesaving significance. Resumption of the PEI functioning will ensure the right of children to education, will return to normal life, stability, feeling of security and organization. The continuity of the PEI functioning can save human lives by providing them with physical protection from dangers.

The following activities are being undertaken to resume the PEI functioning:

- Building Sustainability Assessment. In the case of impossibility of further exploitation of the building, alternative options will be considered, such as resumption of functioning in tent conditions or in another neighbouring PEI, taking into account the needs and peculiarities of children with different disabilities as well.
- Assessment of the property (tables, chairs, blackboards, stationery, toys, etc.) required for the PEI functioning and acquisition of the required property, if necessary, taking into account the needs and peculiarities of children with different disabilities as well, for example, by addressing other PEI, local and regional authorities, local and international organizations, etc.

If necessary, new preschool teachers will be recruited to organize the PEI functioning, including retired teachers, students of pedagogical universities, people with related professions, as

well as narrowly specialized professionals such as surdo-pedagogue, special needs teacher, tiflo-pedagogue who can also work with children with different disabilities, etc.

- Organization of psychosocial support to children, especially those demonstrating intense emotional reactions, for the purpose of mitigating negative impact of stress factors and reducing their impact on the further vital activity.
- Continuity of food provision will be arranged, if possible (*only for schools providing food*).

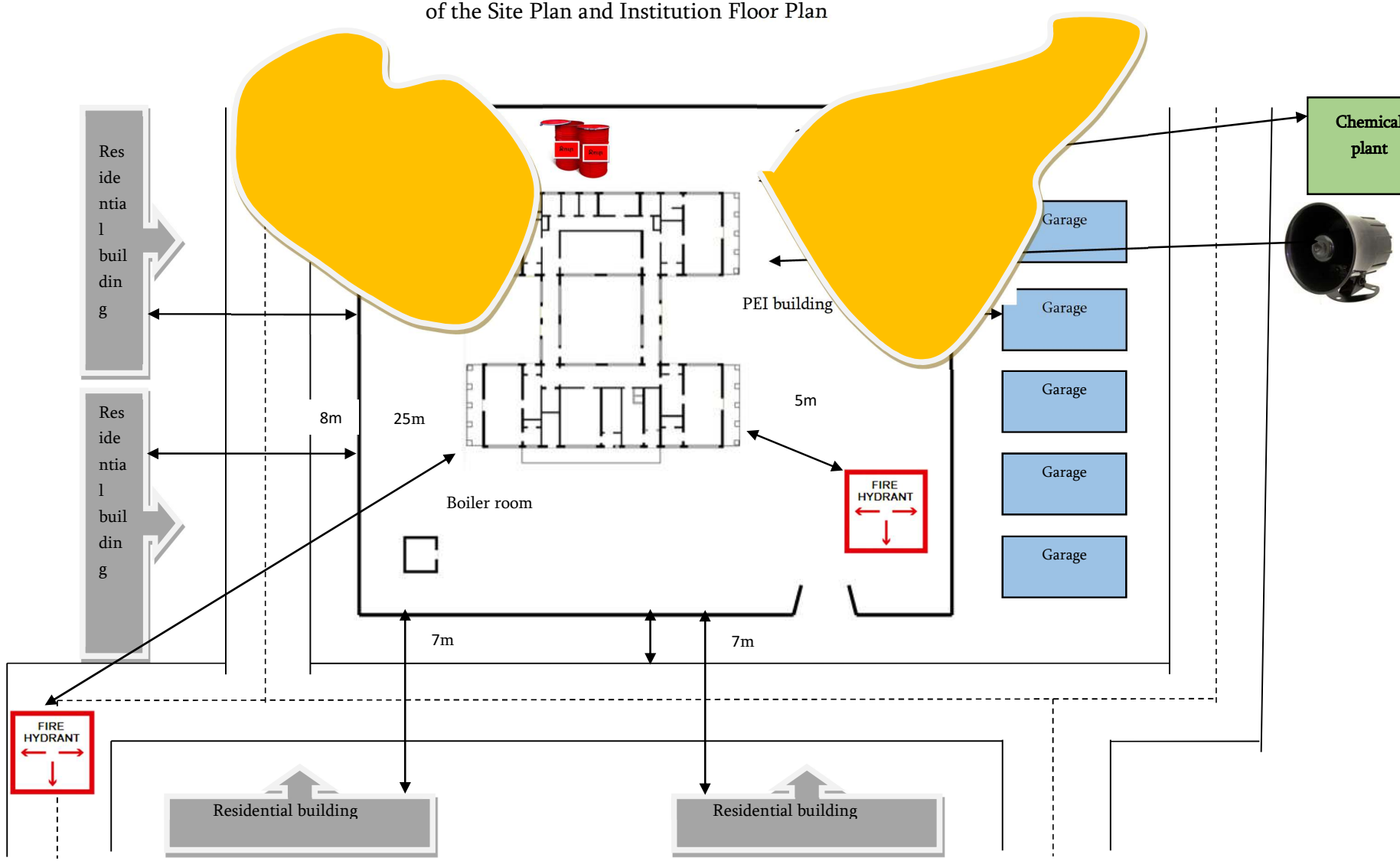
7. Plan Annexes

1) Site Plan and Building Layout Plan (Annex N 1),
2) Annual Plan-Schedule for Disaster Risk Management Measures (Annex N 2),
3) Circuits of Information Exchange, as well as All Staff Data in Case of an Emergency Situation or its Threat (Annex N 3),
4) Evacuation Plan and Instructions for Staff (Annex N 7),
5) Standard Action Procedures According to Specific Disasters (Annex N 5),
6) Disaster Risk Management Plan Review Sheet (Annex N 6):

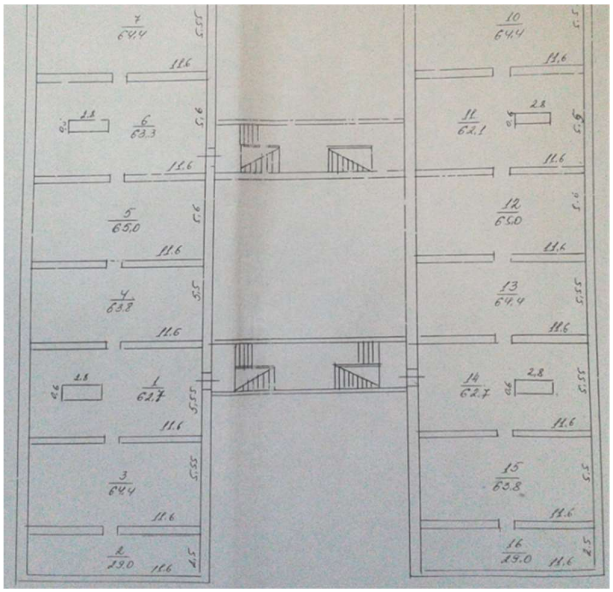
Annex N 1
of DRM plan

SAMPLE FORM

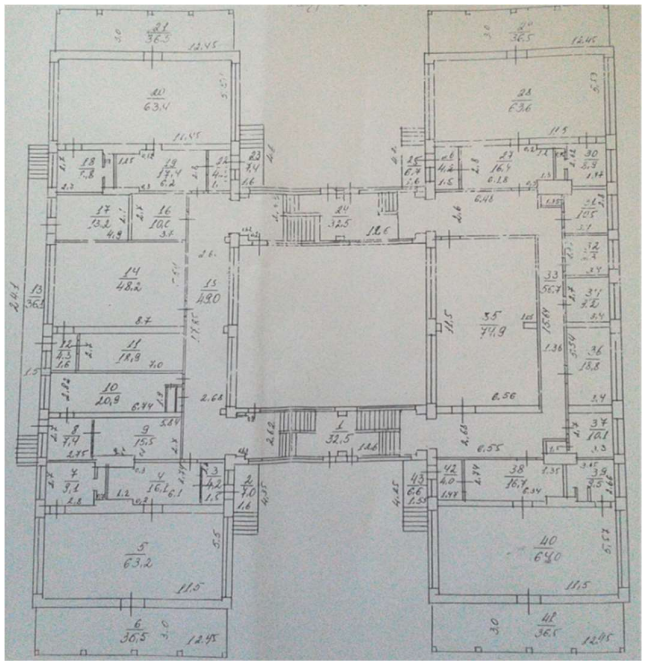
of the Site Plan and Institution Floor Plan



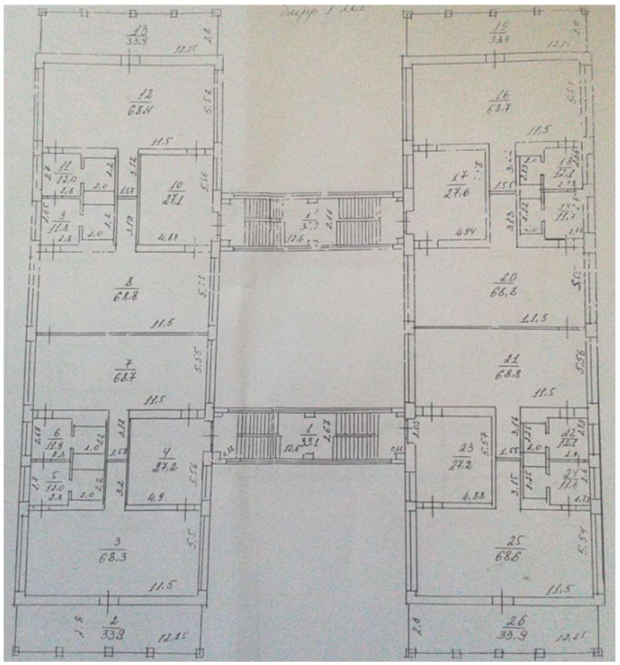
BASEMENT FLOOR PLAN OF THE BUILDING



FIRST FLOOR PLAN OF THE BUILDING



SECOND FLOOR PLAN OF THE BUILDING



*** Notes:**

1. This annex includes the site plan and building floor plans.
3. The site plans and floor plans included in this annex are provided as an example.

TEMPLATE

Annual schedule-plan of disaster risk reduction measures

*(*Developed from 01.09 to 31.08 _____ for the period from *01.09_____ to 31.08_____)*

?/?	Name of measure	Date/Timeline	Warden	Participants	Financing		Notes on the outcomes
					Source	Required amount	
I. Preparatory measures							
1.	DRR board meeting						
2.	Revision of the plan (amendment, processing)						
3.	Regularly checking and testing the warning measures and maintaining functionality						
4.	Check the availability and expiration dates of the first aid measures in the First Aid kits						

II. Measures for risk and vulnerability reduction							
2.1.Earthquake							
5.	Training the staff and children, including children with disabilities						
6.	Instructing the seismic security staff and new employees						
7.	Conducting drills on Evacuation and Sheltering	On February____, On March ____, On September____, On November ____,					
8.	Conduct trainings aimed at developing the stress resilience and mental toughness qualities of children, nursery teachers and other staff members on the following topics:						
	Perspectives on rapid response to emergency situations from a psychological viewpoint						
	Emergency situation as a stress factor						
	Urgent psychosocial support (up to professional support by priorities)						
	Panic and its impact during emergency situations						
	Stress, crisis, psychological trauma						
	Psychological First Aid in emergencies						
	Psychological debriefing as the most important condition for the psychological first aid						
	Psycho-social training of responsible, pedagogical, psychological and social support in the field of psychosocial support						

9.	Installation and training on conventional evacuation signs						
10.	Develop and install ES evacuation plans for children and the staff in appropriate places (floors, group rooms, visible common use areas, etc.)						
11.	Familiarization of the staff with evacuation plans (make evacuation signs in yellow and black for children with visual impairments)						
12.	Investigate safe places in the rooms to find shelter there during an earthquake						
13.	Coat the glass of doors and windows with protective membrane giving preference to classrooms and evacuation routes.						
14.	Dismantle the lower floor(s)' window bars and make them mobile						
15.	Reconstruct the inward opening doors on the evacuation routes, so that they open outward.						
16.	Regularly check the functionality of auxiliary doors (evacuation routes).						
17.	Eliminate the difference between the elevations of the door opening thresholds and the floor in the corridors						
18.	Remove structural barriers in the group rooms, corridors and areas of common use.						
19.	Reliably fix on the wall, floor, and ceiling: • furniture, • ventilators, air conditioners, water heaters, • images, boards, • fire safety equipment, • lighting equipment, • electronic equipment (TV-set, computer, etc.) • heavy objects moving on wheels (piano, etc.)						

20.	Free the windowsills and the top of shelves from things like vases, etc.							
21.	Do not block evacuation routes and primary and secondary evacuation exits by heavy and large objects							
22.	Fix the carpets on the floor paying special attention to the carpet runners in hallways							
23.	Match the number and distance of rooms, ceremonial halls, benches and beds with the design norms for the organization of evacuation, as well as ensure free movement of people with mobility impairment, those using walkers and wheelchairs in emergency situations							
24.	Remove all different types of barriers (flowerpots, carpet runners on the hallway's floor) for children with musculoskeletal disorders							
25.	Add banisters to the stairs for people with musculoskeletal disorders							
26.	Build ramps for people with musculoskeletal disorders							
27.	Ensure appropriate door width for people with musculoskeletal disorders							
28.	Install light-vibration signals, stands or FM system for people with hearing impairments							
29.	Install sound signals, braille panels for people with visual impairments and cover the surface of door threshold and evacuation exits with bright yellow bulging material							
30.	Make the floor covering of the building slip-resistant							
31.	Uninterrupted operation of water supply system	internal net						
		external net						
32.	Uninterrupted operation of power supply system	internal net						

		external net						
33.	Uninterrupted operation of gas supply system	internal net						
		external net						
34.	Uninterrupted operation of drainage system	internal net						
		external net						
35.	Uninterrupted operation of sewerage system	internal net						
		external net						
Landslide								
36.	Conducting monitoring on the cracks in the building and the area with the simplest means							
37.	Training the staff and children							
38.	Preventive measures for the reduction of landslide (creation of sewage system and proper exploitation of water-sewage net, planting trees with deep roots, regulation of irrigation and introduction of the advanced methods (drop irrigation, raining, etc.)							
Thunder / Lightning								
39.	Installation of lightning rods							
40.	Provision of grounding system							
41.	Training the staff and children							
Mudslide								
42.	Training the staff and children							
43.	Cleaning mud pipes							
44.	Construction/reinforcement of mud pipes and drainpipes							
Strong winds								
45.	Roof reinforcement							
46.	Training the staff and children							

47.	Cover the window and door glasses with protective films, prioritizing the bedrooms, playrooms, evacuation routes.						
48.	Strengthening/fixation of the trees and electric pillars						
Heavy rains							
49.	Construction of a drainage system						
50.	Repair/reconstruction of the roof						
51.	Training on safety rules						
Hail							
52.	Training the staff and children						
53.	Cover the window and door glasses with protective films, prioritizing the bedrooms, playrooms, evacuation routes						
Fire							
	Installation of automatic fire alarm system						
	Installation of the corresponding amount of boards and fire extinguishers						
	Charge the fire-extinguishers in time (according to the technical passport of the fire-extinguisher)						
	Installation of a hydrant in the area						
	Installation of internal fire cocks of the building						
	Replenish the internal fire cocks with pipes and hoses						
	Conduct the technical inspection of internal fire cocks (if necessary) by means of water release not less than twice a year (spring-summer, autumn-winter)						
	Maintenance of fire safety norms (directions of door openings, furnishing the corridors, materials used during the repair, etc.)						

	Following fire safety rules						
	Provision of constant water supply						
	Collection of water resources						
	Covering the wooden constructions of the roof with fire-protective solutions						
	Training of the personnel and the children						
	Instruction of the personnel and the newly recruited employees on the issues of fire safety						
	Training the staff on the usage of primary means of fire-fighting						
	Conducting exercises on the subject "Organization of fire-fighting"	On February____, On November ____,					
	Cover the walls of the group rooms and other walls with non-flammable materials						
	For the accessibility of the vehicles of special services (rescue- firefighting, ambulance, police) in emergency situations keep the nearby rods of the kindergarten free						
	In emergency situations, develop evacuation plans for the children and the staff and patch in appropriate places (on the floors, groups, visible common use areas, etc.)						
	Installation of conventional evacuation and fire safety signs and conduct training (for the children with visual impairments make the conventional signs in yellow and black colors)						
	Construct the windows, the roof structure, the roof cover and the floor coverings with non-flammable materials						

	Install the wires with fire-fighting isolation						
	Constant control over the fire safety rules during fire and other inflammable works						
Chemical accident							
	Procurement of means of personal protection						
	Training the staff and the children						
	Conducting exercises on the subject "Protection of the staff and the children in case of chemical accident"	On March____, On October ____,					
Collapse of tail reservoir dam							
54.	Training the staff and children						
55.	Conducting exercises on the subject "Organization and implementation of evacuation in the event of the collapse of tail reservoir dam or its threat"						
56.	Conducting exercises on the subject "Protection of the children and the staff in the event of the collapse of the tail reservoir dam"	On March____, On October ____,					
Collapse of reservoir dam							
57.	Training staff and children						
58.	Conducting drills on the subject "Organization and implementation of evacuation in case of the collapse of tail reservoir dam or its threat"						
59.	Conducting drills on the subject "Protection of the children and the personnel in case of the collapse of the tail reservoir dam"	On March____, On October ____,					
Nuclear accident							
60.	Training the staff and children						

61.	Procurement of means of personal protection						
62.	Building/reinforcing shelters						
63.	Adapt the basements and the protective constructions as the simplest shelters						
64.	Training of the staff and children						
65.	Conducting drills on the subject "Protection of the children and the personnel in case of nuclear accident"	On March____, On October ____,					
Intoxication or explosion from gas leakage							
66.	Familiarization of the staff with evacuation plans (make evacuation signs for children with visual impairments in yellow and black)						
67.	Installation of safety devices						
Power Plant							
68.	Fencing the power plant located in the yard of the kindergarten						
69.	Installation of the conventional signs of safety and training						
Traffic accidents							
70.	Training on safety codes of conduct						
71.	Information of the corresponding structures on the installation and regular repair of speed reduction preventives, pedestrian crossings and other safety signs						
72.	Development of the scheme "PEI-Home safe route" and training of the parents, the personnel and the children (Appendix 4)						
Crane / high tube							
73.	Dismantling the crane or the high tube						

74.	Training on safety codes of conduct						
				Epidemic outbreak			
75.	Training and raising awareness of the staff and children						
76.	Following sanitary rules						
77.	Implementation of preventive measures						
78.	Improving and maintaining the quality of potable water						
				IV. DRR training and retraining			
79.	DRR Board Training:						
80.	Training sectoral groups.						
	Person responsible for communication and alarm						
	Person responsible for evacuation and shelter						
	Person responsible for fire safety						
	Person responsible for First Aid						
	Person responsible for the first psychological support						
	Person responsible for children with disabilities						
	Person responsible for radiation protection						
	Person responsible for chemical protection						
81.	Conducting training on First Aid for the staff						
82.	Taking measures (for example, various competitions, installation of didactic materials (posters))						

V. Acquiring common technical equipment							
83.	Acquisition of loudspeaker (___ items)						
84.	Acquisition of first-aid kit (___ items)						
85.	Acquisition of stretcher (___ items)						
VI. Collaboration							
86.	Collaboration/ Cooperation with the RA Ministry of Emergency Situations' Territorial Subdivision						
87.	Information Collection: (911 service)						

*Note

1. The table is filled in as a sample.
2. Only the earthquake and fire-fighting measures are included in the table.
3. The measures can be modified based on the threats to the PEI, the vulnerabilities and the detected problems.
4. The table should be completed as follows:
   Implementation period - Day _ Month 201_ / Permanently / During the year / 201_-201_:
   1) Financing source - PEI budget / benefactors, municipalities, social or international organizations and other organizations / expenses are not required.

Annex N 3
Of DRM Action Plan

SAMPLE

of Information Exchange Scheme in the Case of Emergency Situation or its Threat and the List of Telephone Numbers of Members of the DRM Council

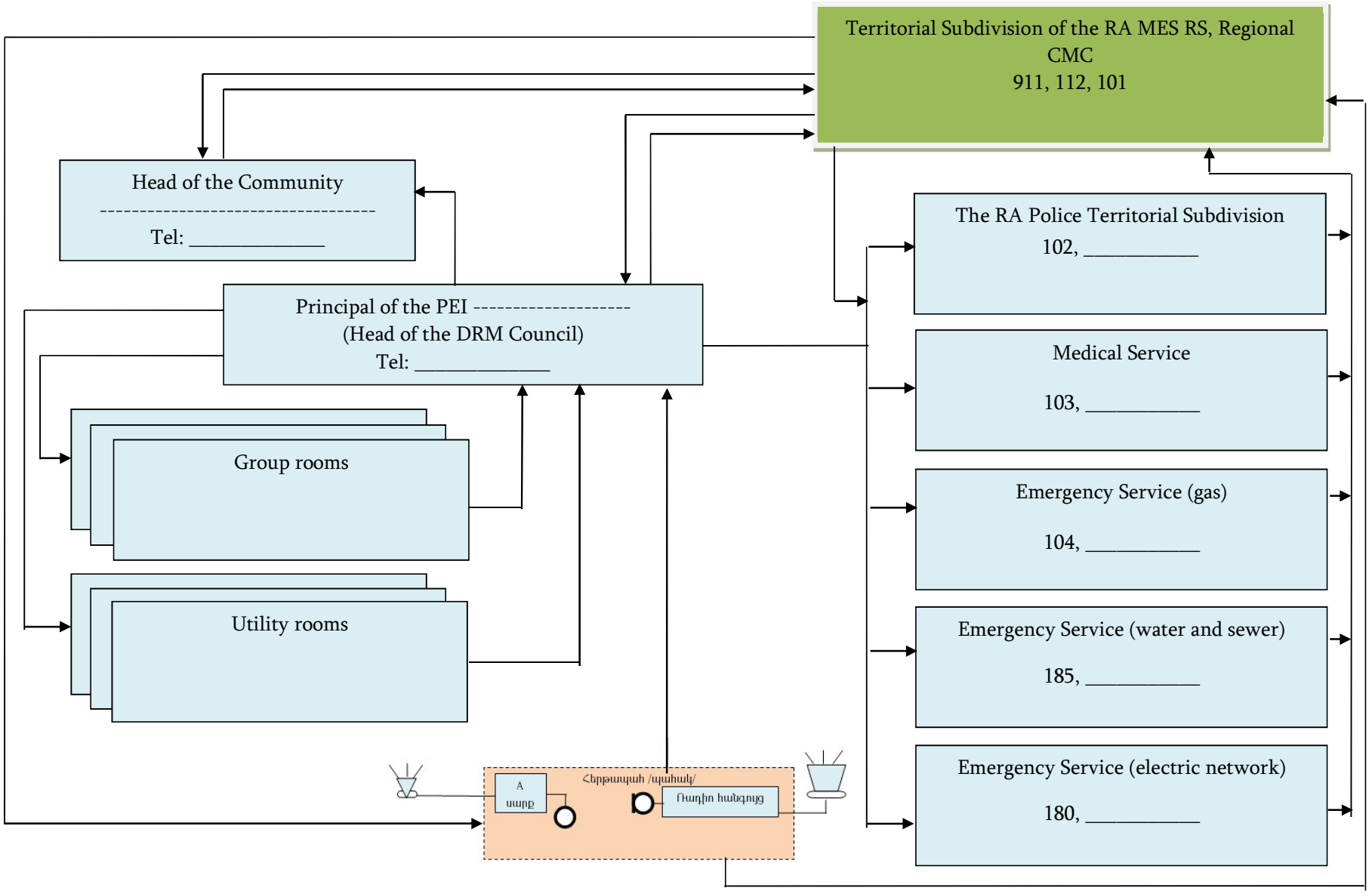
List
of Telephone Numbers of Members of the DRM Council

Table 1

N	First name, last name	Position	Telephone number

MODEL FORM

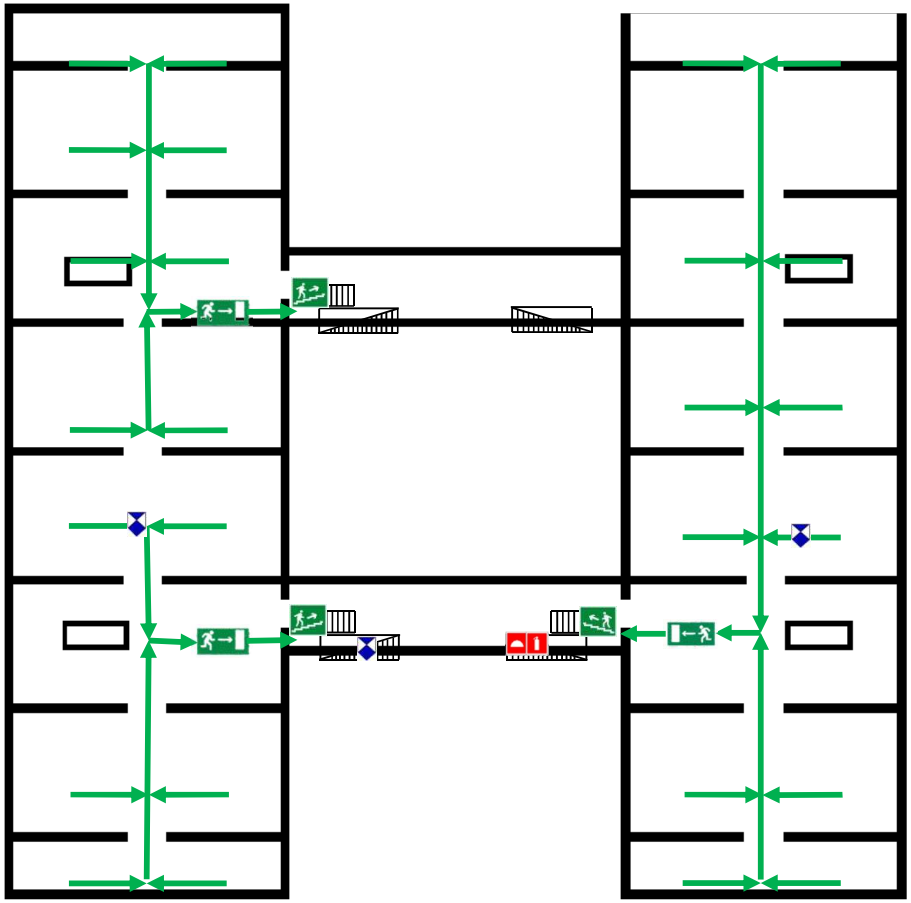
of Information Exchange Scheme in the Case of Emergency Situation or its Threat



SAMPLE

of Evacuation Plan, Suggested PEI-House Safe Route Schemes and Instructions for Staff

BASEMENT EVACUATION PLAN



CONVENTIONAL SIGNS

Evacuation exit direction

Stairs up

Evacuation direction

Fire equipment

Fire extinguisher

You are here

Hiding place

-Fire-rescue service: 911, 1-12.
-Police: 1-02.
-Ambulance: 1-03.
- Gas emergency service: 1-04.

Shelter in places

If you are indoors during an earthquake:

• If you are in the basement or on the 1st and 2nd floors of the building, try to immediately bring the children out of the building and take them to a safer place according to the evacuation plan and instructions for staff. Do roll call and report about those present and absent.

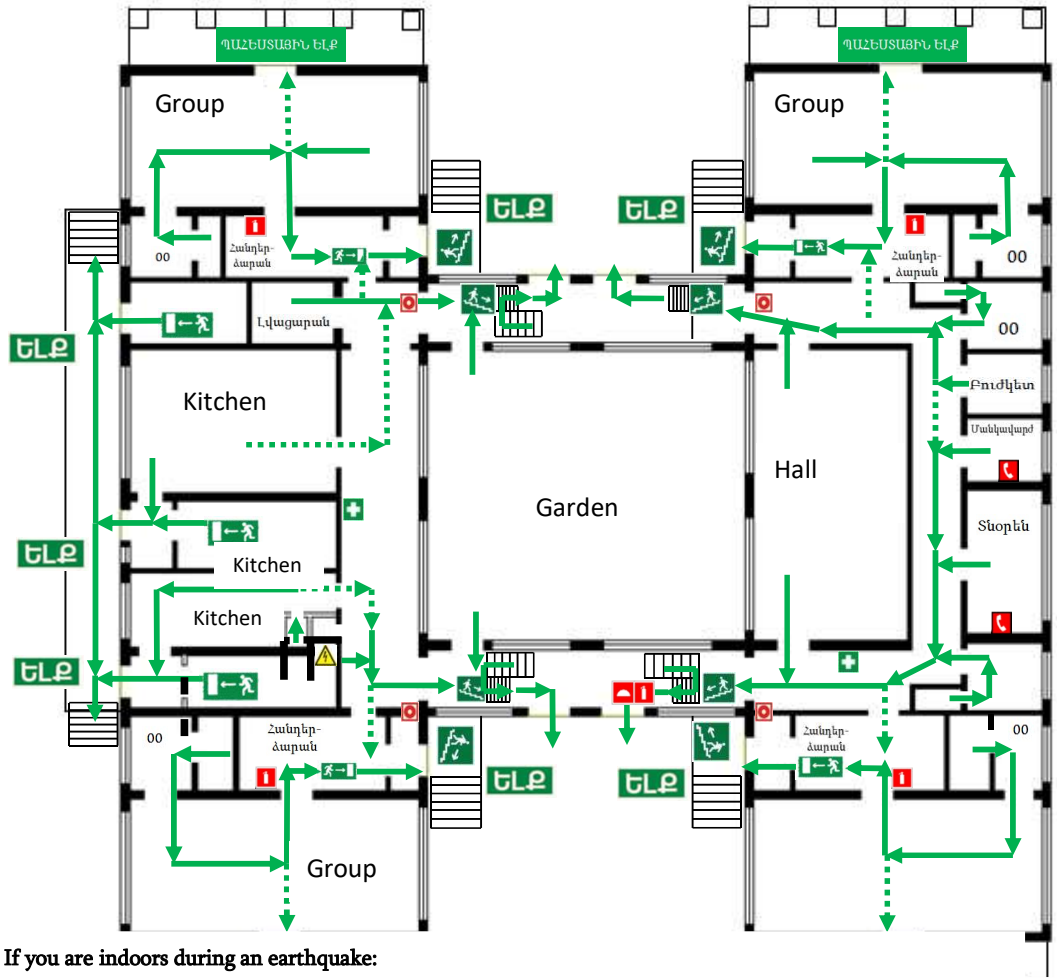
• If you are on the 3rd floor of the building or you have not been able to bring the children out of the building, shelter them near the main load-bearing walls in the middle of the building, in the corners formed from them, in the doorways in those walls and near the pillars. You can also get under the tables.

• Take the children away from windows and the outer walls of the building (they collapse first) to avoid injuries from friable objects.

In case of fire:

- Notify about the fire (call fire brigade, inform the authorities about the fire, disconnect electricity supply from the building, bring initial firefighting equipment to an operational condition).
- Organize evacuation (bring the children out of the building according to the evacuation p instructions for staff).
- Check the presence of children (according to the list).
- Organize firefighting with basic firefighting capability.

1ST FLOOR EVACUATION PLAN



CONVENTIONAL SIGNS

- ԵԼՔ — Evacuation exit
- ՊԱՀԵՍՏԱՑԻՆ ԵԼՔ — Secondary evacuation exit
- Evacuation exit direction
- Evacuation direction
- Secondary exit direction
- Downstairs
- You are here
- Fire extinguisher
- Alarm
- Telephone (Tel: 911)
- Fire equipment
- Electric panel

-Fire-rescue service: 911, 1-12.
-Police: 1-02.
-Ambulance: 1-03.
- Gas emergency service: 1-04.

Shelter in places

If you are indoors during an earthquake:

• If you are in the basement or on the 1st and 2nd floors of the building, try to immediately bring the children out of the building and take them to a safer place according to the evacuation plan and instructions for staff. Do roll call and report about those present and absent.

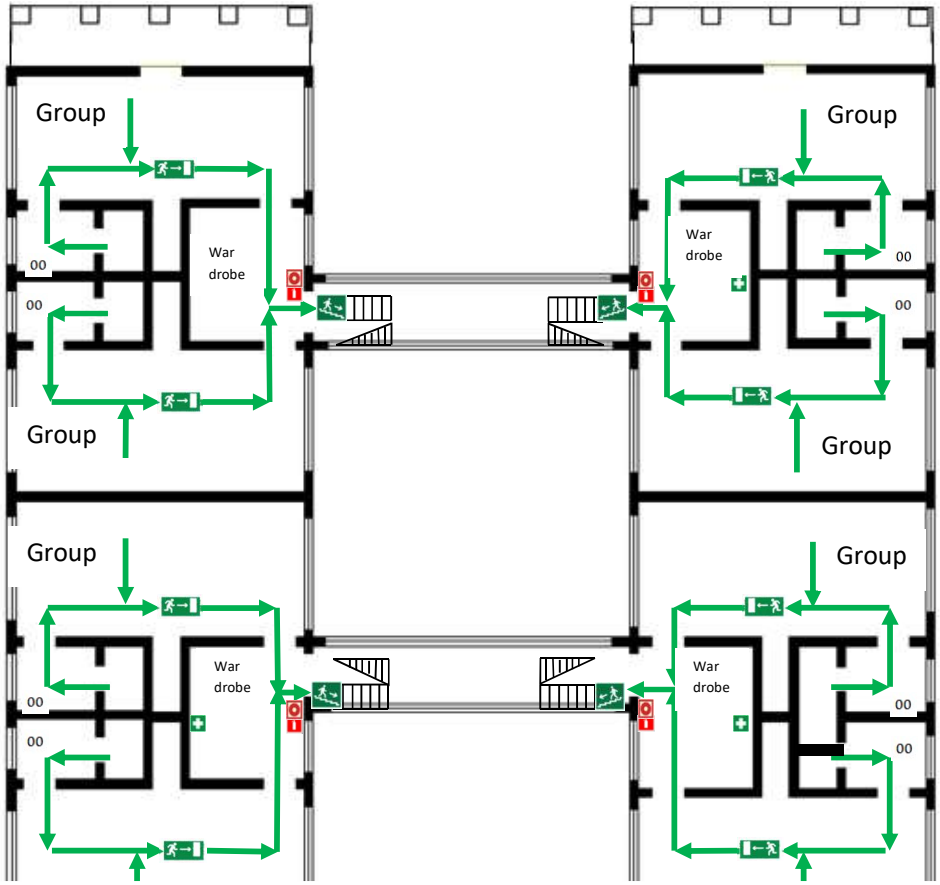
• If you are on the 3rd floor of the building or you have not been able to bring the children out of the building, shelter them near the main load-bearing walls in the middle of the building, in the corners formed from them, in the doorways in those walls and near the pillars. You can also get under the tables.

• Take the children away from windows and the outer walls of the building (they collapse first) to avoid injuries from friable objects.

In case of fire:

- **Notify about the fire (call fire brigade, inform the authori… electricity supply from the building, bring initial firefighting equipment to an operationa condition).**
- **Organize evacuation (bring the children out of the building according to the evacuation p instructions for staff).**
- **Check the presence of children (according to the list).**
- **Organize firefighting with basic firefighting capability.**

2ND FLOOR EVACUATION PLAN



CONVENTIONAL SIGNS

- Evacuation exit direction
- Evacuation direction
- Downstairs
- You are here
- Fire extinguisher
- Alarm

--Fire-rescue service: 911, 1-12.
-Police: 1-02.
-Ambulance: 1-03.
- Gas emergency service: 1-04.

Shelter in places

If you are indoors during an earthquake:

• If you are in the basement or on the 1st and 2nd floors of the building, try to immediately bring the children out of the building and take them to a safer place according to the evacuation plan and instructions for staff. Do roll call and report about those present and absent.

• If you are on the 3rd floor of the building or you have not been able to bring the children out of the building, shelter them near the main load-bearing walls in the middle of the building, in the corners formed from them, in the doorways in those walls and near the pillars. You can also get under the tables.

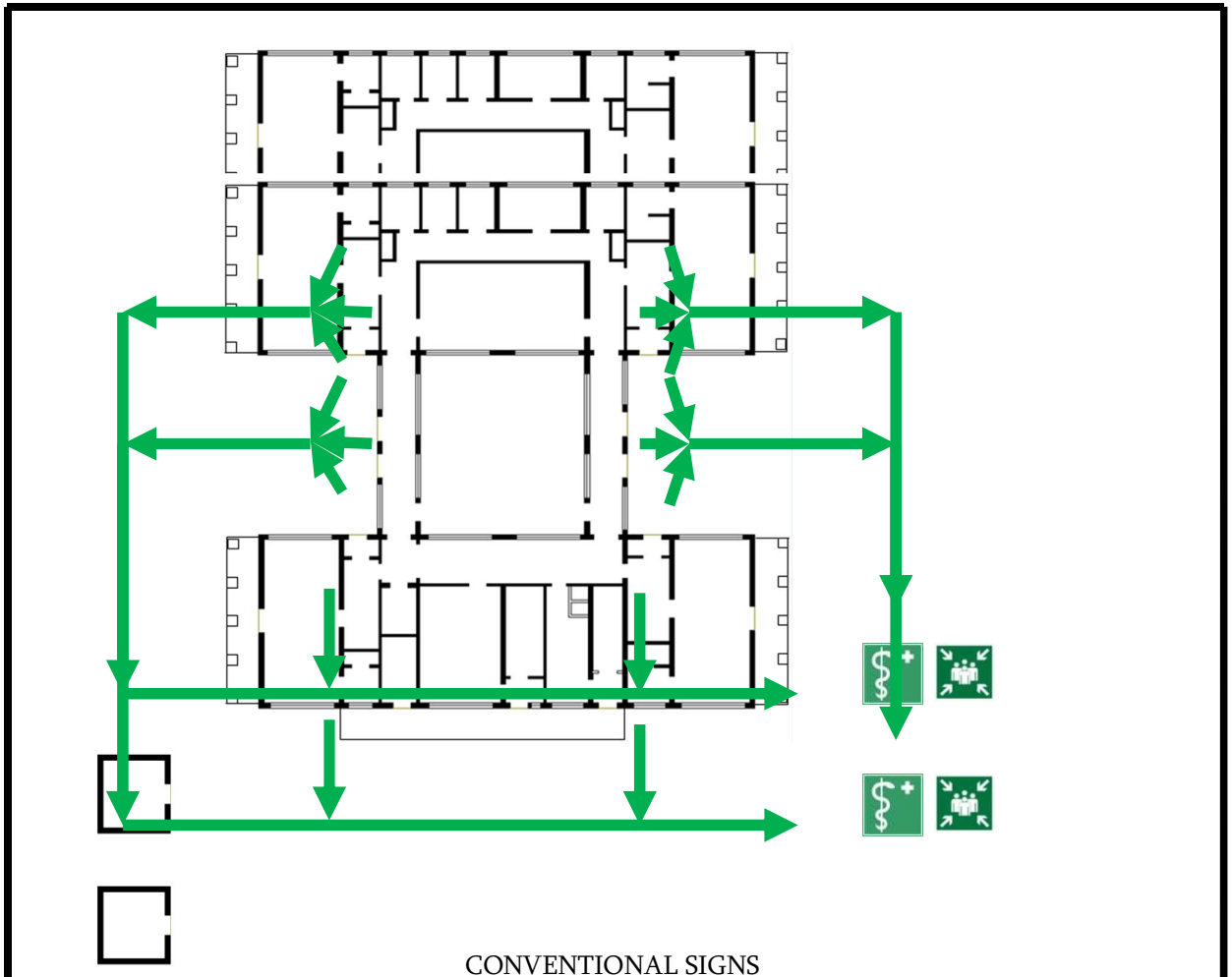
• Take the children away from windows and the outer walls of the building (they collapse first) to avoid

In case of fire:

- **Notify about the fire (call fire brigade, inform the authorities about the fire, disconnect electricity supply from the building, bring initial firefighting equipment to an operational condition).**
- **Organize evacuation (bring the children out of the building according to the evacuation pl instructions for staff).**
- **Check the presence of children (according to the list).**

EVACUATION ASSEMBLY POINT PLAN

EVACUATION ASSEMBLY POINT PLAN



CONVENTIONAL SIGNS

Տարահանման հավաքատեղի

Առաջին օգնության տեղ

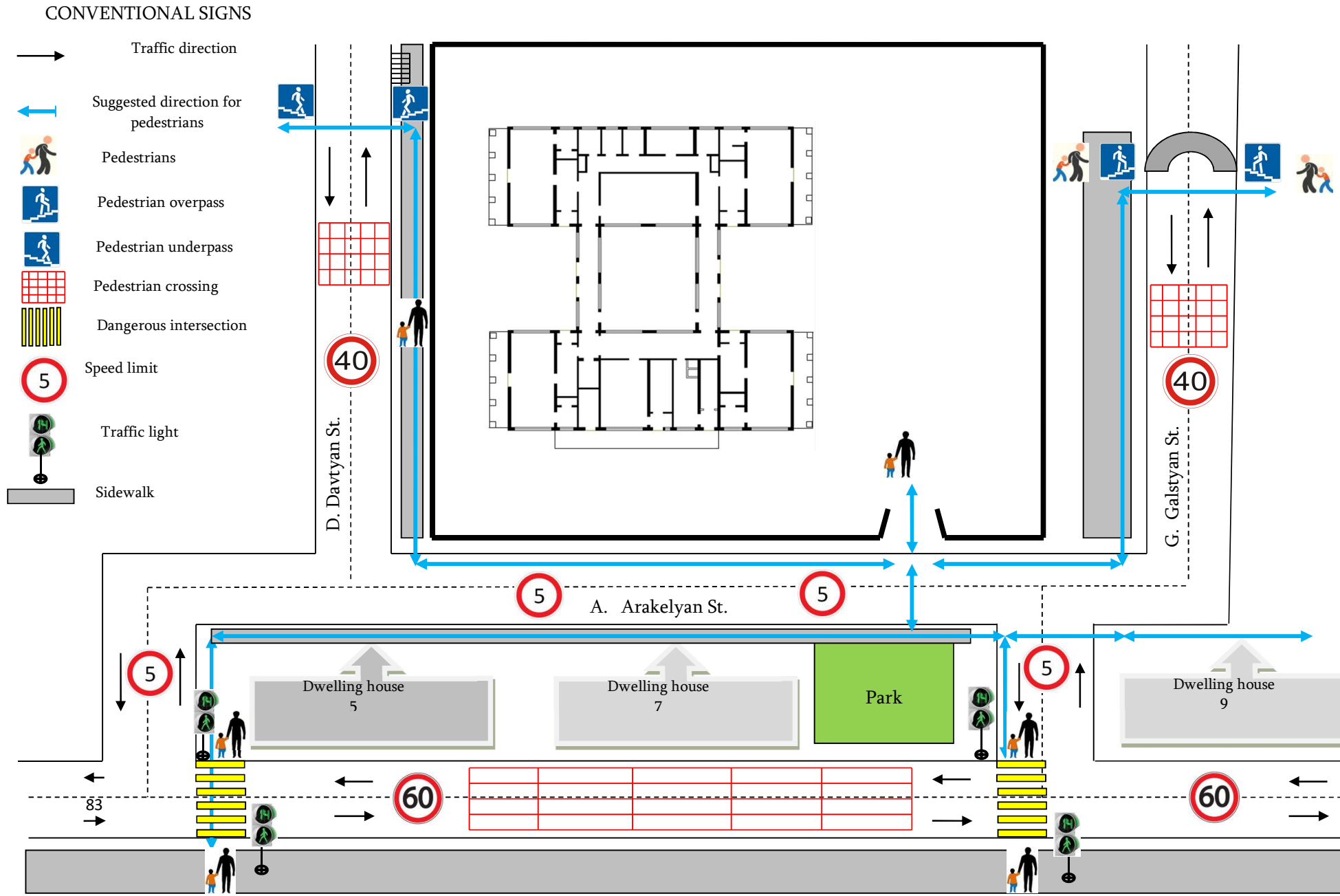
Տարահանման ուղղություն

INSTRUCTIONS FOR STUFF

Table 1

N	Sequence of Actions	Performer/Substitute
1.	**ANNOUNCEMENT** Any staff member of the institution who notices the danger first must immediately notify the Principal/Substitute Principal. The Principal or the appropriate coordinator makes a decision about evacuation and gives an order of announcement on the public address system. In the absence of power supply, the announcement is made through a hand loudspeaker.	Staff Principal/Vice-Principal
2.	**CALL RESCUE SERVICE** In case of any hazard or disaster, it is necessary to call Rescue Service by dialing 911 or 112.	Principal/Vice-Principal
3.	**OPENING EXITS** Immediately after the announcement, all main and emergency exits shall be open.	Staff
4.	**EVACUATION MANAGEMENT** During the evacuation the Principal or the Evacuation and Shelter Coordinator organizes and coordinates actions of the staff through a hand loudspeaker. He also informs about the location of danger, dangerous evacuation routes and exits, as well as regulates the process of getting out of exits depending on the situation.	Principal, Evacuation and Shelter Coordinator
5.	**EVACUATION** Hearing the alarm, the preschool teacher, taking the register book, brings the children out of the room and accompanies them to the assembly point without panic taking evacuation routes and exits. Check before evacuation, if any of the children did not hide from fear under beds, in closets, in the corners of the room or under furniture. The teacher assistant goes after the children, following them to move together and not to get separated. You should be attentive that children go down the stairs in turn, near the wall and quickly without jostling. During the evacuation, calm the children down. Talk to them in a loud but calm and quiet voice. Repeat the following phrases in a cheerful voice: “Everything is fine”, “We are just playing”, “Do not be afraid”, “We all will get to the exit soon”. It is not allowed to return to the room of the group for clothes or other items. Coordinators responsible for ensuring the evacuation of children with special needs should be appointed. When evacuating children in a cold weather, do not waste time on dressing the children their coats. In this case you can use the blankets of children. Take the coats with you and dress the children in a safer place. If you get evacuation alarm when the children are sleeping, wake them up; make sure that everyone woke up. Tell them in a quiet voice that they should not sleep any longer and evacuate the children as quickly as it is possible. Do not leave the awake children unattended.	Staff Principal
6.	**ASSEMBLY** Arriving the assembly point, each group should take the space allocated to them.	Staff
7.	**THE BUILDING TERRITORY CHECK** Immediately after the completion of evacuation the Principal or the Evacuation and Shelter Coordinator checks the building territory with the purpose of discovering and evacuating people being there (if its implementation is safe).	Principal, Evacuation and Shelter Coordinator
8.	**ROLL CALL** At the assembly point the teacher counts through roll call the number of present children and reports the results to the head of the institution.	Preschool teachers, Evacuation and Shelter Coordinator

Suggested PEI–House Safe Route Scheme



PEDESTRIAN SAFETY TIPS

Table 1

N	Must Know	Must Learn and Teach
1.	You should walk on the right side of the sidewalk.	For early childhood, children should be taught not only to follow traffic rules but also watch the road. It is important to remember that children first learn by imitating adults, especially parents.
2.	In the absence of sidewalk, you should walk along the road facing the oncoming traffic	Being at the crossings with children, you should not hurry or even run across the street, since they will learn to hurry there, where they especially should follow safety rules.
3.	You should cross the street only at pedestrian crossings.	In no case you should not allow the child to go ahead of you or run in the street. You should hold his/her hand firmly and be ready in case he/she decides to escape. These are the main causes of accidents.
4.	If there are no marked crossings, you should cross the road at crossroads following sidewalk or roadside lines.	Teach the child to look and listen. The child should have a clear stereotype that before crossing the sidewalk, he should look carefully at all the sides of the street and listen to all the sounds until it becomes a habit.
5.	You should cross the street only when the traffic signal light turns green.	Even crossing the street at a green light, you should make sure that all cars stopped.
6.	When crossing the street you should make sure that there are no dangers and cars, stop for a moment and listen to the noises of cars.	Teach the child to feel the speed of approaching cars and direction of their movement.
7.	You should cross the road at a right angle where both sides of the road are visible.	Teach the child to notice even distant cars.
8.	When crossing the street, you should look to the left first, reach the middle of the road, then look to the right and go on your way.	Clearly learn and teach the child, that you should get in and out of the car only when the vehicle stops.
9.	You cannot get around a stopped vehicle, you should wait for it to move.	You cannot cross the street where the vehicle has stopped. You should get to the nearest crossing holding the hand of the child.
10.	It is forbidden to run across the street, especially when there is a car nearby.	Make a clear kindergarten-house route to take the child choosing the safest way rather than the shortest one.
11.	It is forbidden to play near the street.	Teach the child the meanings of traffic light colors: The light is green–"Go". The light is yellow–"Wait". The light is red–"Look out and stop".
12.	When crossing the street at the points where cars can unexpectedly come, you should stop and listen to the noise of cars.	Tell the children that they are an important part of road traffic.

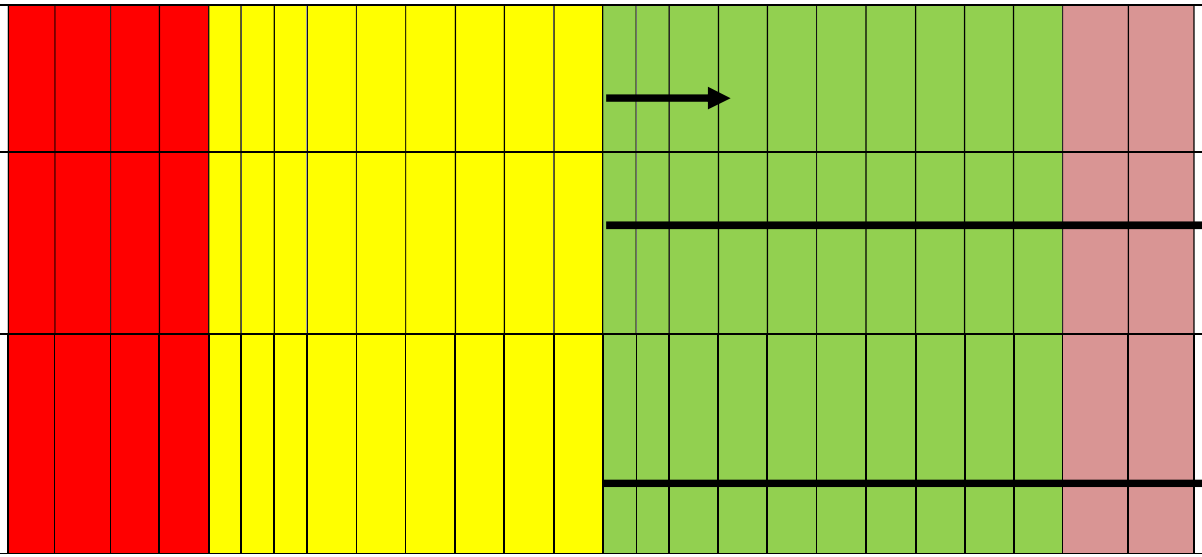
Annex 5
Of the DRM Plan

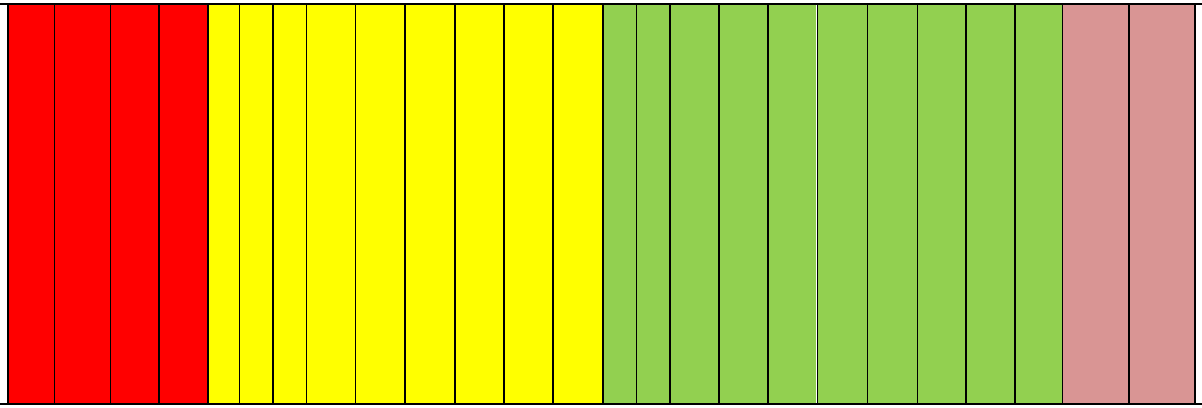
SAMPLE FORM

Standard Action Procedures According to Typical Disasters

N	Measures Performed	Performance Period																						Performers	Note
		Day 1																				Day 2	Day 3		
		second				minute								hour											
		5	20	40	60	2	4	8	10	20	30	40	50	60	2	5	10	12	14	16	18	20	22	24			
1	2	3																						4	5
In the Case of Earthquake																									
1.	Arrange the alert																							Principal, SO, Staff	
2.	Arrange the evacuation of the first floor																							Principal, CES, CRCSN , Teacher	
3.	Arrange the evacuation of the second floor																							Principal, CES, Teacher	
4.	In a safe (open) area after the evacuation, check the presence of children in accordance with register books of the groups																							Principal, CES, CRCSN, Teacher	
5.	Discover the wounded, organize the provision of first aid to them (arrange a medical station to																							Principal, CFA	

	provide first aid to the injured)		
6.	Discover the wounded, organize the provision of social-psychological support to them	Principal, Teacher, CPSPS	
7.	In the case of the building being stable, arrange the process of discovering the absents and investigating the buildings of the institution (make a visual inspection and take into account the degree of damage)	Principal	
8.	Ensure the maintenance of the PEI area and the property	Principal, Staff	
9.	Arrangement of livelihood of the staff and children	Principal	
10.	Report the situation in the PEI to the Territorial Subdivision of the RA MES RS (911) and the LSGB	Principal, SO	
11.	Arranging the acceptance of rescue forces	Principal, SO	

12.	Take steps to get in touch with the parents/guardians of children		Principal, SO	
13.	Take steps to keep children in a safe area, until their parents/guardians/relatives arrive		Principal	
14.	Assessment of the situation and search of solutions to the recovery of continuity of the PEI functioning		Principal	

N	Measures Performed	Performance Period																					Performers	Note
		Day 1																					Day 2	Day 3	
		second				minute								hour											
		5	20	40	60	2	4	8	10	20	30	40	50	60	2	5	10	12	14	16	18	20	22	24			
1	2	3																					4	5
In the Case of Mudflow/Flood and its Threat																								
1.	Alert the managing staff of the PEI, the personnel and children in case of receiving an alarm (information) about a mudflow from the Regional Rescue Department of the RA MES or the Local Self-Governing Body																							

2.	Specify the time of the mudflow stream coming close to the PEI (flooding), determine the period and volume of protective measures																										
3.	About the evacuation of the staff and children to a safe area or sending the children home. Arrange the evacuation of valuable property to a safe zone																										
4.	Arrange the protection of the PEI building and the evacuated property																										
5.	Arrange activities to eliminate the consequences of emergency situations (cleaning the premises) with the efforts of the PEI staff																										
6.	Report to the Territorial Subdivision of the RA MES RS (911) and the LSGB in case of situation changes																										

N	Measures Performed	Performance Period																							Performers	Note
		Day 1																						Day 2	Day 3		
		second				minute								hour													
		5	20	40	60	2	4	8	10	20	30	40	50	60	2	5	10	12	14	16	18	20	22	24				
1	2	3																							4	5
In the Case of Fire (Explosion)																										
1.	Arrange the alert																									
2.	Arrange the evacuation of the first floor																									
3.	Arrange the evacuation of the second floor																									
4.	Instruct the evacuees in the presence of smoke during the evacuation: keep a wet cloth over your nose and mouth, keep your body as low as possible (hot air and smoke are lighter and rise upwards)																									
5.	Immediately call the Fire Service to inform about the exact location of fire and the people being in the building																									
6.	Immediately call the Ambulance,																									

	informing about the potentially injured people																										
7.	In a safe (open) area after the evacuation, check the presence of children in accordance with register books of the groups																										
8.	Arrange firefighting with primary fire extinguishing means (isolation of the burning building and arrangement of firefighting with the means at hand)																										
9.	Ensure meeting the safety requirements by the employees involved in firefighting activities																										
10.	Disconnect the electricity supply of the PEI until the Fire-Rescue Detachment arrives																										
11.	Arrange to meet the Fire-Rescue Detachments																										
12.	After the arrival of the Fire-Rescue Detachment, inform																										

	the Leader of Firefighting about the peculiarities of the PEI, adjacent buildings, constructions, about the stored, used substances and other information required for successful fire extinguishing																											
13.	Discover the wounded, organize the provision of first aid to them (arrange a medical station to provide first aid to the injured)																											
14.	Discover the wounded, organize the provision of social-psychological support to them																											
15.	Take steps to get in touch with the parents/guardians of children																											

N	Measures Performed	Performance Period																													Performers	Note
		Day 1																														
		second				minute													hour													
		5	20	40	60	2	3	4	5	6	7	8	9	10	20	30	40	50	60	2	4	6	8	10	12	14	16	18	20	22	24		
1	*2*	3				5														6												9	10
In the Case of Strong Wind, Snowstorm, Hail and its Threat																																
1.	Arrange a gathering (to interrupt classes, to bring in the children being outside the institution)																															
2.	Close windows, doors, disconnect the electricity, gas, water supplies																															
3.	Shelter the children and staff in the basement or in the rooms of ground floor on its wind-protected side																															
4.	Do not allow the children to leave the building until the weather stabilizes																															
5.	Regularly report the measures taken in the PEI to the Territorial Subdivision of the RA MES RS (911) and the LSGB																															

N	Measures Performed	Performance Period																										Performers	Note
		Day 1																											
		second				minute												hour											
		5	20	40	60	2	3	4	5	6	7	8	9	10	20	30	40	50	60	2	4	6	8	10	12	14	16	18	20	22	24		
1	*2*	3				5														6												9	10
In the Case of Nuclear or/and Radiation Accident of the ANPP																																	
1.	Alert the staff and children in case of receiving the «Radiation Hazard» signal																																
2.	Distribute the personal protective equipment (if available) to the staff and children, to make iodine prophylaxis																																
3.	Carry out the order of the RRD of the RA MES RS (in case of receiving the «Radiation Hazard» signal) to shelter the staff and children in the protective structures of the PEI																																
4.	Adapt the protective structure of PEI as a simple hiding place																																
5.	Regularly report the situation to the Territorial Subdivision of the																																

	RA MES RS (911) and the LSGB	
6.	In collaboration with the Regional Emergency Situations Evacuation Committee, if necessary, to carry out the evacuation of staff and children in the prescribed manner according to the order of the latter	

N	Measures Performed	Performance Period																												Performers	Note
		Day 1																													
		second				minute													hour													
		5	20	40	60	2	3	4	5	6	7	8	9	10	20	30	40	50	60	2	4	6	8	10	12	14	16	18	20	22	24		
1	*2*	3				5														6												9	10
In the Case of Landslide or its Threat																															
1.	Alert the staff and children after receiving the «Landslide Hazard» signal																														
2.	Evacuate the staff and children to a safer zone, if necessary																														
3.	Disconnect gas, electricity and water supplies after receiving the signal, if possible																														
4.	In a safe (open) area after the evacuation, check the																														

	presence of children in accordance with register books of the groups	
5.	Ensure the maintenance of the PEI area and property	
6.	Report the situation in the PEI to the Territorial Subdivision of the RA MES RS (911) and the LSGB	
7.	Take steps to get in touch with the parents/guardians of children	
8.	Take steps to keep children in a safe area adjacent to the PEI, until their parents/guardians/relatives arrive	

N	Measures Performed	Performance Period																												Performers	Note
		Day 1																													
		second				minute													hour												
		5	20	40	60	2	3	4	5	6	7	8	9	10	20	30	40	50	60	2	4	6	8	10	12	14	16	18	20	22	24		
1	2	3				5														6												9	10
In the Case of an Accident in Hazardous Chemical Facilities (In Case of Emitting Highly Toxic Substances or its Threat)																															
1.	Alert the staff and children in case of receiving the «Chemical Hazard» signal																														
2.	Distribute the personal protective equipment (if available) to the staff and children																														

3.	Carry out the order (in case of receiving the «Chemical Hazard» signal) of the appropriate subdivision of the RA MES RS to shelter the staff and children in the protective structures of the PEI																																
4.	Close the windows and doors																																
5.	Regularly report the situation to the Territorial Subdivision of the RA MES RS (911) and the LSGB																																
6.	In collaboration with the Community Emergency Situations Evacuation Committee, if necessary, to carry out the evacuation of staff and children in the prescribed manner according to the order of the latter																																
7.	In case of the uncertainty of situation or impossibility of evacuation to a safer area, to accommodate the children and staff in the classrooms on the wind-protected side, to turn on the radio (to get information about the situation) and start ensuring the air tightness of rooms																																

N	Measures Performed	Performance Period																												Performers	Note
		Day 1																													
		second				minute														hour											
		5	20	40	60	2	3	4	5	6	7	8	9	10	20	30	40	50	60	2	4	6	8	10	12	14	16	18	20	22	24		
1	2	3				5														6												9	10
In the Case of the Collapse of Reservoir Dams or its Threat																															
1.	Alert the staff and children in case of receiving the appropriate signal																														
2.	Arrangement and implementation of the staff and children protection measures																														
3.	Regularly report the situation to the Territorial Subdivision of the RA MES RS (911) and the LSGB																														
4.	In collaboration with the Regional Emergency Situations Evacuation Committee, if necessary, to carry out the evacuation of staff and children in the prescribed manner according to the order of the latter																														

*** Note N 1**

List of Abbreviations:
CCA - Coordinator of Communication and Alarm,
CES - Coordinator of Evacuation and Sheltering,
CPSPS - Coordinator of Providing Social-Psychological Support,
CFA - Coordinator of First Aid,
CFS - Coordinator of Fire Safety,
CRCSN - Coordinator Responsible for Children with Special Needs.

*** Note N 2**

1. This Annex is developed taking into account the hazards threatening the PEI. The hazards can change based on the dangers typical to the area.

2. When developing standard actions, it is necessary to cooperate with relevant specialists and then develop the measures in an emergency situation. For example, in the case of an accident in hazardous chemical facilities, you should know what highly toxic substances it is since in case of ammonia you should low the staff and children to the ground as the specific weight of ammonia is lighter than air and ammonia rises in the air, in case of chlorine the opposite happens, its specific weight is heavier and it goes down, therefore, you should rise the staff and children up.

3. «Performance Period» - make a note +,- or remove the color in the appropriate place according to the period of performing the measure.

4. It is necessary to conduct a training to indicate the realistic timeframe of carrying out alarming and evacuation.

Annex 6
of the DRM Plan

TEMPLATE

Sample Review of Disaster Risk Reduction and Emergency Action Plan

No.	Date (month, year)	Reviewer's position, full name	The executive summary of the review	Signature