

STEP-A MANUAL

FOREWORD

[Ministry of Education and Culture and National Disaster Management Authority] – tbc

ACKNOWLEDGEMENT

STEP-A is a tool to assess the preparedness level of a school based on five preparedness parameters: policy statement, knowledge, preparedness and response plan, early warning system, and resource mobilization capacity. The completion of this STEP-A tool could not have been possible without the participation and assistance of many people whose names may not all be listed. Their contributions are sincerely appreciated and gratefully acknowledged. However, the group would like to express their deep appreciation and indebtedness, particularly to the following:

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CHAPTER I. GENERAL GUIDANCE

I.1 Introduction

The Asia-Pacific region is known to be the most disaster prone region in the world, contributing to 72 percent of all disaster fatalities during 1970 to 2011 globally and seventy-six percent of tsunamis that have occurred took place in the Pacific Ocean and its marginal seas. The 2004 Indian Ocean tsunami and the 2011 Great East Japan Earthquake (GEJE) tsunami were two of the most destructive tsunamis in living generation. Despite progress made in seismological and tsunami science in the last 50 years, these tsunamis caused devastating damage in the countries they hit, affecting the most vulnerable communities including children.

The impact of these events has demonstrated that countries are not prepared to cope with such devastating and large-scale events. Lack of awareness, knowledge, and skills combined with the limited facilities and preparedness measures that have been undertaken are some of the main reasons.

In 2017, UNDP has implemented a project *Partnerships for strengthening school preparedness for tsunami in the Asia Pacific Region*. The main objective of this project is to mitigate the impact of tsunamis by enhancing school preparedness in high-risk communities in 18 countries in the Asia Pacific region. Public education materials were reviewed and updated and schools were supported to plan and conduct tsunami evacuation drills. The project is also contributing to building a data-ecosystem and repository of information for tsunami awareness that will involve supporting capacity to collect, store, analyse, produce and disseminate information critical for enhancing tsunami awareness in the Asia Pacific region- initially in 18 countries and are scalable to other tsunami prone countries all over the world. For scaling up and visibility, a robust communications campaign is a part of World Tsunami Awareness Day in every 5th of November.

One of the main deliverables of this project is an application based for school preparedness assessment, with the initial step focusing on earthquake and tsunami. The application is developed based on the existing School Preparedness Assessment that has been implemented and tested since 2006 and through an update process on the assessment tools, in collaboration with UNESCO, LIPI (Indonesian Institute of Sciences) and the Government of Indonesia. As of January 2018, over 200 schools in 10 provinces in Indonesia have been assessed using this tool.

STEP-A is a tool to assess the preparedness level of a school based on five preparedness parameters: policy, knowledge, preparedness and response plan, early warning system, and resource mobilization capacity. This tool is resulted from a series of consultation meetings with the Government of Indonesia, UN agencies, civil society, school representative, and experts. With the use of technology, it is aimed that the assessment process can be done faster, at-scale and more efficient. Furthermore, the results of the assessment can be accessible and easy to be understood for school stakeholders.

I.2 Objective

This application is being developed to improve the assessment process and to make it widely accessible to schools, particularly to increase the speed of data collection and analysis, minimize errors from data

entry process, as well as to enhance the assessment results by generating user-specific recommendations based on the result of the assessment. In addition, this application should provide a more user-friendly interface that children as well as adults are comfortable when responding to the questionnaires. Moreover, the results will provide a map of school preparedness level that will be useful for decision-making process by policy makers and authorities.

I.3 Parameter

STEP-A is modifying and adopting 5 parameters of disaster preparedness that were previously developed by LIPI and UNESCO-UNISDR in 2006. The parameters are:

1) Policy (P)

Policy in this assessment refers to education policies and its implementation related to disaster preparedness, particularly earthquake and tsunami preparedness, in local government agencies where the school is located and in the school level, particularly on earthquake and tsunami preparedness.

2) Knowledge (K)

Knowledge in this assessment refers to types of natural hazard, definition of disaster, existing threat(s) in the school, causes of earthquake and tsunami, how earthquake and tsunami happen, what can happen after an earthquake, signs of tsunami, earthquake and tsunami preparedness, requirements for a safe place from tsunami, and types of tsunami.

3) Preparedness and Response Plan (PRP)

Preparedness and Response Plan in this assessment refers to plans and procedure for evacuation, evacuation training and drill program, school disaster preparedness team to implement preparedness and response plan, reunification procedure, assembly point, temporary evacuation shelter, evacuation map, signs and routes, tools and equipment for evacuation, provision of first aid, medicines, school's health facility and program, and accessibility to all school community including people with disabilities.

4) Early Warning System (EWS)

Early Warning System in this assessment refers to access to information, tools for dissemination of information, school agreement on unique sign, accessibility to all school community including people with disabilities, school procedure for tsunami warning system, coordination with local authorities, tsunami early warning simulation/drill, and disaster preparedness team's tasks related with early warning in school.

5) Resource Mobilization Capacity (RMC)

Resource Mobilization Capacity in this assessment refers to provision of designated school disaster preparedness team, materials and equipment and also capacity building to support the team; provision of Information, Education and Communication (IEC) materials, accessibility of IEC materials to all school community including people with disabilities, partnership on earthquake and tsunami preparedness, and provision of 72 hour supplies.

I.4 Users

STEP-A is designed to assess the preparedness level of primary and secondary school which includes three main components:

- 1) School as institution
- 2) Teachers
- 3) Students

The results of this assessment can benefit to the school itself, the community, and the local government.

I.5 Assessor

STEP-A assessment can be conducted by internal assessor or external assessor. Internal assessor means that the assessment is expected to be assessed by the school community itself, either by the school principal, teachers, school management board, and/or administration staffs. To prevent misunderstanding, teachers are advised to facilitate or guide students particularly students with disabilities. Besides the school, assessors can be from external parties such as local disaster management agency staff, education authority staff, local planning and development agency staff, research agency staff, high students, community facilitator, disaster management cadre, and other organization such as Red Cross etc.

The assessor both internal or external assessor should do the following things:

1. Officially inform and make a close coordination with relevant stakeholders such as school, disaster risk reduction forum, local education agency, and local disaster management agency, to build ownership towards the assessment activity.
2. Establish a team consisting of representation of relevant stakeholders and agree on the tasks and responsibilities of each personnel. The team member should also have a role as STEP-A assessor. Divide the team members into groups if necessary.
3. Set the school target to conduct assessment after discussing in the team and with involvement of the local education agency.
4. Conduct orientation session and preparatory meeting with all coordinated stakeholders. Orientation session is aimed to explain about the program and its purpose. Afterwards, all participants shall discuss and agree on the activities should be done during the assessment.
5. Facilitate the headmaster/school principal to set the sample size and their names as respondents of the assessment.
6. Plan the best day and time to conduct assessment and confirm the schedule with the school, local education agency, local disaster management agency, and others as needed.
7. Ensure the best method to conduct assessment. If the assessment is paper based assessment, print and copy questionnaires as many as the number of respondents. If the assessment is electronic (mobile phone and/or computer/laptop) based assessment, make sure all devices are available. If the electronic devices are insufficient, the usage will be divided into several sessions.
8. One device can be used by more than one respondent. Make sure the respondents take turn to fill out the questionnaire using the device in an orderly manner and make sure the respondents finish the questionnaire.
9. Have a training of assessors first by using dummy User ID, discuss possible issues that might come up and identify tools and equipment that might needed during assessment.

10. Inform and make a close coordination with the school about the technical arrangement and how to conduct the assessment.
11. Facilitate the headmaster/school principal to explain about this preparedness assessment and provide technical guidance to the respondents.
12. Print out the attendance list and distribute to the respondents to fill out. This attendance list is aimed to ensure the names of respondents are already participated in the assessment.
13. Give briefing to the respondents on how to do the assessment starting from downloading the application.
14. Always remind the respondents that this assessment is not a test to get score, but only to map tsunami preparedness level.
15. Read the questions one by one, particularly to assist the lower grade elementary students and/or respondents with disabilities). Teachers, secondary school students, and higher grade elementary students should be able to answer the questions without read by the assessor.
16. Help student with disabilities to fill out the form, according to their own answer.
17. Collect the questionnaire papers.
18. Review the questionnaire that already filled out by respondents, including the consistency of answers and completeness of data.
19. Confirm the respondent to complete or improve data, if there is any mistake or incompleteness of data.
20. Fill out questionnaire number and input the numbers in the attendance list.
21. Check if the number of returned questionnaires match with the number of respondents.
22. If the assessment using questionnaire paper, input the answer through STEP-A website and/or mobile application when connected to the internet.
23. Process the data by using STEP-A website and/or mobile application to get the result and recommendations right away or by checking the registered email account.
24. Conduct evaluation review amongst assessor team after the assessment to share experience and anticipate possible challenges that might happen if the school wants to redo the assessment in the future.
25. Produce, disseminate and elaborate the assessment result report within the school community and other relevant stakeholders if necessary.
26. Inform the headmaster/school principal that the school is expected to redo the assessment independently (or with facilitation of external assessor) in the next 6-12 months from the previous assessment to see how much progress the school has achieving.

I.6 Contexts

The school assessment process should be able to be conducted in most situation, including the following conditions:

1. Respondents of this assessment refer to: School Principal/Headmaster, Teachers, and Students
2. School and respondents are in isolated or remote areas with limited internet connection and electricity. The application and questionnaire sets should be downloaded first when connected to the internet, then fill and send to server when connected to the internet again. The other way is by using questionnaire papers, then all data should be put in the application when connected to the internet.

3. Data collection may require one day or longer
4. The school will select the respondents using purposive sampling method.
5. Multiple devices can be used at the same time. Currently, it is available for Android based mobile application and/or website.
6. Any browser can open the STEP-A website.
7. Installation of STEP-A application in mobile phones is not limited to specific RAM, however it should be run in Android OS minimum Kitkat 4.4.
8. Respondents with disabilities and lower grade elementary students should be assisted in using the tool and/or filling out the questionnaire.
9. Currently, the applications and the questionnaires are available in English and Bahasa Indonesia.

I.7 Features

Based on the objectives and context, the applications have the following features:

1. Multiple devices can be used to assess one school.
2. Operate in online and offline condition. When the applications are connected to the internet, it automatically synchronise (upload data and download updates, when applicable).
3. Measure level of preparedness of an individual (the student or teacher) as well as for schools
4. If the country can supply national education database in the application server, respondents can just login using their school's ID as User ID.
5. If the database is not provided yet, each school can only register one email account. It is advised to use official email account. School can redo assessment using the same email account.
6. The application allows respondent to fill any questionnaire first. There is no particular order to fill out Questionnaire S1, S2 or S3.
7. The application can calculate the sampling size per school based on the demographic data of the school (# of teachers, # of students, and # of people with disabilities, disaggregated by sex) that has been submitted by the school principal. The school principal or school authority can also point the school location on a map that is embedded in the application.
8. It is advised that the sampling size should have a balance (or equal representation) between women and men (for both students and teachers). It is then exceptional for same-sex school.
9. The result for the school's assessment will be generated if all data has been collected according to the sampling size.
10. If not all required data has been collected, only the progress (i.e. the remaining respondents out of total required respondents of the school) can be seen in the dashboard of the website and mobile application.
11. The result will present the aggregate of preparedness index of the entire 3 components which are school, teachers and students.
12. Result will be sent automatically to the registered email and/or can be downloaded through the website or mobile app, where everyone can access. However, the access to all the raw data is only given to the education authorities.¹
13. Data collection can be done anytime. However, for a school assessment, all data needs to be collected within two-weeks period. Timestamp is given within that period. There will be notifications to the school principal's email on one and two days before the time limit.

¹ Each country should have further arrangement on education authorities whom will be given the access to all raw data of the assessment

14. The respondent will be able to see the progress (how many questions been answered and left to be completed). All relevant questions need to be responded. The respondent will be able to go back to review their responses and change if necessary. At the end of the form, the application will check whether all relevant questions have been responded and asks whether the respondent is happy with the response and the form is ready to be submitted. Submission only happens if all relevant questions have been responded.
15. The identity of the respondent is confidential, particularly for children data. The data is encrypted.
16. The results also include visualization (i.e. infographic) that are simple and easy to understand, including for young children.
17. There will be a dashboard and map so that relevant authorities able to see the result in a spatial format. The result will also highlight level of preparedness in each school in the 18 countries.
18. This application temporarily uses server from Syntaxindo in Indonesia. It takes further discussion on the ownership of this tool and the server migration.

I.8 Methods and Arrangement of Assessment

Step-A can be conducted using 3 methods which are paper based assessment, web based assessment and mobile application. Regarding all steps in conducting this preparedness assessment, kindly refer to the things should be done by the assessor as written in I.5 above.

A. PAPER BASED ASSESSMENT

Preparation

1. Officially inform and make a close coordination with relevant stakeholders.
2. Establish a team consisting of representation of relevant stakeholders and agree on the tasks and responsibilities of each personnel who would likely to have a role as STEP-A assessor.
3. Set the school target to conduct assessment.
4. Conduct orientation session and preparatory meeting with all coordinated stakeholders.
5. Agree on the activities should be done during the assessment.
6. Set the sample size and their names as respondents of the assessment.
7. Plan the best day and time to conduct assessment and confirm the schedule with relevant stakeholders.
8. Have a training of assessors first, including identify possible issues, tools and equipment.
9. Inform and make a close coordination with the school about the technical arrangement and how to conduct the assessment.
10. Print out the attendance list and distribute to the respondents to fill out.
11. Explain about this preparedness assessment and the steps to the respondents, including remind the respondents that this assessment is not a test to get score.
12. Print and copy the questionnaire according to the numbers of respondents.

Filling out the questionnaire

1. Required time to fill out the questionnaire: 1-2 hours
2. Assessor or selected teacher shall read the questions one by one, particularly to assist the lower grade elementary students and/or respondents with disabilities). Teachers, secondary school students, and

higher grade elementary students should be able to answer the questions without read by the assessor.

3. Assessor or selected teacher shall help student with disabilities to fill out the form, according to their own answer.
4. Collect the questionnaire papers.
5. Review the questionnaire that already filled out by respondents, including the consistency of answers and completeness of data.
6. Confirm the respondent to complete or improve data, if there is any mistake or incompleteness of data.
7. Fill out questionnaire number and input the numbers in the attendance list.
8. Check if the number of returned questionnaires match with the number of respondents.

Follow-Up

1. Input the answer and process the data by using STEP-A website and/or mobile application to get the result and recommendations right away or by checking the registered email account.
2. Conduct evaluation review amongst assessor team on the assessment process.
3. Produce the assessment result report and disseminate within the school community and other relevant stakeholders if necessary.
4. The school (or with facilitation of external assessor) may elaborate furthermore the assessment result to translate into follow-up program/activity.

B. WEB BASED ASSESSMENT

STEP-A website address is syntaxindo.com/step_a/en/

This website has 12 menus on the top bar which are:

1. Home

Home is the first page the user will encounter when they enter the website. This menu presents map of schools in the Asia Pacific region. At the top right side there is a search box where user can search a country, a province, or a district/city. After done, the page will automatically present a map of the area. At the bottom right side, there are + to zoom in the page and – to zoom out the page. If the user clicks the location symbol, there will be a pop-up dialogue of the school name in that location. Click the school name and user can see the assessment result or the disaster preparedness index in that school.

2. Dashboard

Dashboard is the menu to present the STEP-A result. User can choose from the drop-down list the school they want to see the result, or by typing some keyword. The page will then show:

- a. School details: school name, address, number of teachers (male and female) and number of students (male and female) of which the report can be downloaded.
- b. Total Preparedness Assessment will present 2 charts: spiderweb chart and speedometer chart. Spiderweb chart presents school achievement according to the total 5 preparedness parameters measured, meanwhile speedometer chart presents school achievement in general whereas red

color means low preparedness level, yellow color means medium preparedness level, and green color means high preparedness level.

- c. School Preparedness Assessment will present spiderweb chart presenting school achievement according to 5 teachers' preparedness parameters measured.
- d. Teacher Preparedness Assessment will present spiderweb chart presenting teacher achievement according to 4 teachers' preparedness parameters measured.
- e. Student Preparedness Assessment will present spiderweb chart presenting teacher achievement according to 4 students' preparedness parameters measured.
- f. Conclusion of all 5 parameters with its aggregates and indexes of each parameter.
- g. Recommendations for school, teachers and students according to each measured parameter.

3. About

About is the menu to explain briefly what is STEP-A, its purpose and its parameter. Below is the content of About menu:

In 2006, Indonesian Institute of Sciences (LIPI) and UNESCO supported by UNISDR developed a tool to measure the level of preparedness of the community, school, and government, towards earthquake and tsunami. There are three main stakeholders of this tool: 1) Individual and household, 2) Government, 3) School community. By using five parameters, namely policy, knowledge, preparedness and response plan, early warning system, and resource mobilization capacity, this tool was utilized to assess the level of preparedness in dealing with earthquake and tsunami in some areas in Indonesia. As of January 2018, over 200 schools in 10 provinces in Indonesia have been assessed using this tool.

*In 2017, a project namely '**Partnerships for strengthening school preparedness for tsunami in the Asia Pacific Region**' funded by the Government of Japan and implemented by UNDP supported the development of tool applications based on the five parameters to assess the level of preparedness of earthquake and tsunami of a school community. The tool, namely STEP-A has been adapted to be suitably used in multi-country setting and currently will be rolled out in 18 countries across Asia Pacific region.*

The development of STEP-A has involved a series of consultation with the Government of Indonesia, UN agencies, civil society, school representatives and experts, and has been piloted in several schools in Indonesia. STEP-A is designed to promote scaling up efforts in assessing tsunami preparedness capacity in schools in tsunami-prone areas. With the use of technology, it is expected that the assessment process to be faster, self-administered, cost-efficient, and designed to be at-scale. Furthermore, the results of the assessment are accessible and can be easily understood by the school stakeholders.

4. Infographic

Infographic menu is to present the infographic of disaster preparedness in the one specific city/district of 18 Asia Pacific countries prone to tsunami. To see the infographic, user shall do the following:

1. Select the country first from the drop down list OR type the code or the country name

The countries to select are below:

- 1) [BGD] Bangladesh
- 2) [KHM] Cambodia
- 3) [FJI] Fiji

- 4) [IDN] Indonesia
 - 5) [MYS] Malaysia
 - 6) [MDV] Maldives
 - 7) [MMR] Myanmar
 - 8) [PAK] Pakistan
 - 9) [PNG] Papua New Guinea
 - 10) [PHL] Philippines
 - 11) [WSM] Samoa
 - 12) [SLB] Solomon Islands
 - 13) [LKA] Sri Lanka
 - 14) [THA] Thailand
 - 15) [TLS] Timor Leste
 - 16) [TON] Tonga
 - 17) [VUT] Vanuatu
 - 18) [VNM] Vietnam
2. Select the province of the selected country from drop-down list or type the code OR the province name
 3. Select the city/district of the selected province from the drop-down list OR type the code or the city/district name
 4. Once the user completes all 3 data, the page will automatically present all schools in the selected district/city with information of the headmaster, number of teachers (male and female) and number of students (male and female), score for 5 parameters with red color means low preparedness level, yellow color means medium preparedness level, and green color means high preparedness level, total median, and chart shown in horizontal blue line with percentage of the achievement that also will be shown in those 3 colors.

5. Methodology

The Methodology menu is to present STEP-A methodology description. The menu only contains a brief sentence "Please download following link to view STEP-A Methodology description". User can go to the document by clicking the blue color "STEP-A Methodology", it will open up in a new tab and user can view/read the document. If user wants to save it, they can download it by clicking the arrow down on the right top corner of the page and it will be saved in user's device in PDF format. User can also rotate, zoom in and zoom out the document's view, and print right away without saving.

6. Guideline

The Guideline menu is to present STEP-A guideline (general and technical guideline). The menu only contains a brief sentence "Please download following link to view STEP-A Guideline description". User can go to the document by clicking the blue color "STEP-A Guideline", it will open up in a new tab and user can view/read the document. If user wants to save it, they can download it by clicking the arrow down on the right top corner of the page and it will be saved in user's device in PDF format. User can also rotate, zoom in and zoom out the document's view, and print right away without saving.

7. Disclaimer

In Disclaimer menu, user can read Copyright, Disclaimer, Terms of Use, and Authorization Holder Contact of STEP-A. Below is the content of Disclaimer menu:

Copyright

Users are free to download and use this website for informational, educational and research purposes only. See Terms of Use for additional information. (c) **UNDP Indonesia Country Office**. All rights reserved. May not be used or reproduced without permission by owners.

Disclaimer:

This tool uses only one type of assessment method and data collection tool (i.e. quantitative method using questionnaire). It is recommended that the school management complement this assessment using other tools to have a more in-depth assessment, for example using focus group discussions and in-depth interviews with key school stakeholders. The recommendations that are generated by the tool serve as options, in which the school stakeholders should reconfirm with the relevant authorities or subject matter experts in selecting the best and most appropriate solutions to enhance tsunami preparedness.

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8. FAQ

FAQ menu is to provide frequently asked questions from users. There are 10 questions have been compiled by the website administrator, i.e.:

Frequently Asked Questions:

1) What is STEP-A?

STEP-A is a tool to assess school's preparedness level based on five preparedness parameters: policy, knowledge, preparedness and response plan, early warning system, and resource

mobilization capacity measured on school institution, teachers, and students. This tool is adapted from the existing preparedness assessment that has been implemented since 2006 and consulted with the Government of Indonesia, UN Agencies, civil societies, school representatives, and experts. Since its development, over 200 schools in 10 provinces in Indonesia have been assessed using this tool. With the use of this mobile application, it is expected that the assessment process to be faster, self-administered, cost-efficient, and designed to promote scaling up efforts in assessing preparedness capacity in schools in tsunami-prone areas in 18 Asia Pacific countries.

2) What is STEP-A for?

STEP-A is aimed to measure preparedness level of a school. Preparedness in this tools is only measured for tsunami hazard.

3) Who can use STEP-A result?

STEP-A result can be used by national and local government to portrays the condition of its territory, to help them in decision making process for policy regulation, and to allocate funds for improvement in school building and infrastructure, school management and education arrangement. Non-government organization can also use the result to make program for capacity building in disaster preparedness and financial support for school's needs. More importantly, STEP-A result can be used by the education institution, school community, parents to create and implement relevant school policy, program and activities.

4) Who should be the respondent?

The respondents are the school community. STEP-A has 3 sets of questionnaire that needs to be filled by 3 type of respondents which are headmaster or school principal, teachers, and students.

5) How many respondents are required?

For Questionnaire S1, only needs 1 respondent which is the headmaster or school principal, but for Questionnaire S2 the respondents are minimum 20% of total teachers, same as Questionnaire S3 the respondents are minimum 20% of total students in the school. The principal needs to filled out the total teachers and schools to count minimum respondents required to fill the next questionnaire. It is expected that the respondents are gender balance, where as same-sex school will be exclusion.

6) Can STEP-A be applied to non-formal (e.g. early childhood education, kindergarten) and informal education (e.g. home schooling)?

STEP-A can be applied to non-formal education, but not to informal education because informal education does not have school building and infrastructure of which also questioned in the assessment.

7) How do people or children with disabilities participate in this assessment?

To use STEP-A or participate in the assessment, people or children with disabilities needs facilitator to read or translate the question for them and to fill out the questionnaire.

8) What is minimum specification when using mobile application?

At the moment, STEP-A application is available only in Google Play Store. Your mobile to download the application shall have Android OS minimum Kitkat 4.4. STEP-A is still being processed to be available in i-Store i-Phone users.

9) When can I see the result?

The result will be out automatically if all data are collected within two-weeks period. Result will be provided if all 3 sets of questionnaire are filled by the principal, and minimum 20% of total teachers and students.

10) How can I see the result?

Results are provided through 3 platforms: email, mobile and website.

The principal will get the result sent in the registered email account. Respondents and public can see the result from the STEP-A mobile application and from dashboard menu in the website by clicking on the map the school that they need to find the result.

9. Feedback

Feedback menu is to provide accessibility for the user or respondent to give feedback on the assessment or the website or anything related with STEP-A. User can submit the feedback by filling out their name, email, message and then clicking SEND button on the right corner below the form. The feedback will go directly to the Authorization Holder's email address of STEP-A.

10. Step-A App

Step-A app menu is to provide the link to download STEP-A mobile application. The menu only contains a brief sentence "STEP-A mobile application can be downloaded here". User can go to the document by clicking the blue color "here", it will go to the Google Play's link play.google.com/store/apps/details and user can download the app.

11. Login

Login menu is to provide accessibility for the respondent to fill out the questionnaire. By clicking the Login menu, user/respondent will be directed to a new link: syntaxindo.co.id/step_a/v.10. User can login by inputting the User ID² and the password and then Login button. User can also reset the User ID and the password.

12. Language

Language menu is to provide accessibility for the user to change the language of the website's contents. At the moment, there are only two languages provided: English and Bahasa Indonesia.

Below are required steps to conduct website based assessment:

Preparation

1. Officially inform and make a close coordination with relevant stakeholders.
2. Establish a team consisting of representation of relevant stakeholders and agree on the tasks and responsibilities of each personnel who would likely to have a role as STEP-A assessor.
3. Set the school target to conduct assessment.

² In the case of Indonesia, school code in the **Dapodik** (a national education database) is used as User ID and Password. School code can be found in Dapodik's website: sekolah.data.kemdikbud.go.id

4. Conduct orientation session and preparatory meeting with all coordinated stakeholders.
5. Agree on the activities should be done during the assessment.
6. Set the sample size and their names as respondents of the assessment.
7. Plan the best day and time to conduct assessment and confirm the schedule with relevant stakeholders.
8. Have a training of assessors first, including identify possible issues, tools and equipment.
9. Inform and make a close coordination with the school about the technical arrangement and how to conduct the assessment.
10. Ensure computers/laptops are available according to number of respondents.
11. If computers/laptops provided are insufficient, the assessment shall be divided into some sessions.
12. Ensure the internet connection is stable and strong for computers/laptops. It is advised not to use theetering internet because it may disconnect data delivery to the server.
13. Print out the attendance list and distribute to the respondents to fill out.
14. Explain about this STEP-A assessment and the steps to the respondents, including remind the respondents that this assessment is not a test to get score.
15. Ensure that all computers/laptops are already logged in to the STEP-A website thus the respondents can start the assessment right away. Likewise, when the session has changed.

Filling out the questionnaire

1. Required time for each respondent to fill out the questionnaire at least 1-2 hours.
2. Assessor or selected teacher shall read the questions one by one, particularly to assist the lower grade elementary students and/or respondents with disabilities). Teachers, secondary school students, and higher grade elementary students should be able to answer the questions without read by the assessor.
3. Assessor or selected teacher shall help student with disabilities to fill out the form, according to their own answer.
4. Ensure respondents use available computers/laptops accordingly.
5. At the end of the session, check if all respondents fill out the questionnaire completely and send to the server.
6. The website will automatically sort the survey with 5 numeric characters. The assessor shall write each survey number into the attendance list according to the respondent.

Follow-Up

1. Check completeness of data that already has been put to the server and get the result and recommendations in Dashboard menu.
2. Conduct evaluation review amongst assessor team on the assessment process.
3. Produce the assessment result report and disseminate within the school community and other relevant stakeholders if necessary.
4. The school (or with facilitation of external assessor) may elaborate furthermore the assessment result to translate into follow-up program/activity.

C. MOBILE APPLICATION BASED ASSESSMENT

Besides website, STEP-A is also available as mobile application. At the moment, STEP-A is only available in Android smartphones. The development in creating STEP-A in iPhone smartphones is still on progress.

Below are required steps to conduct mobile application based assessment:

Preparation

1. Officially inform and make a close coordination with relevant stakeholders.
2. Establish a team consisting of representation of relevant stakeholders and agree on the tasks and responsibilities of each personnel who would likely to have a role as STEP-A assessor.
3. Set the school target to conduct assessment.
4. Conduct orientation session and preparatory meeting with all coordinated stakeholders.
5. Agree on the activities should be done during the assessment.
6. Set the sample size and their names as respondents of the assessment.
7. Plan the best day and time to conduct assessment and confirm the schedule with relevant stakeholders.
8. Have a training of assessors first, including identify possible issues, tools and equipment.
9. Inform and make a close coordination with the school about the technical arrangement and how to conduct the assessment.
10. Ensure mobile phones are available according to number of respondents.
11. If mobile phones provided are insufficient, the assessment shall be divided into some sessions. Make sure respondents enter STEP-A application in Guest Mode to protect privacy when the phone is used alternately.
12. Ensure the internet connection is stable and strong for mobile phones. It is advised not to use theetering internet because it may disconnect data delivery to the server.
13. Print out the attendance list and distribute to the respondents to fill out.
14. Explain about this STEP-A assessment and the steps to the respondents, including remind the respondents that this assessment is not a test to get score.
15. Enter Play Store, search Step-A or use the following link:
<https://play.google.com/store/apps/details?id=org.odk.stepa.android>
16. Install Step-A from SYNTAXINDO. The application size is 20 MB.

Enter the Application

1. Login using National School ID and password. Respondent can also entry keyword such as school name or area name, then a drop-down list will appear. Choose the school, then it will show School ID in numeric.
2. Entry the password by using the same numeric of School ID.
3. Click LOGIN.
4. Below LOGIN, there is also options for "REGISTER" where the respondent can register a new school that is not listed or "FORGET LOGIN ID/PASSWORD".
 - a. Register
 - Entry informations needed i.e.: 1) School name, 2) School Level, 3) Country, 4) Province, 5) District/City, 6) Address, 7) Email, 8) School Coordinate. School coordinate is made by choosing location in the map by long-pressing the map and click save symbol.

- Server will send email contains LOGIN ID and password to the registered email.
- b. Forget LOGIN ID/Password

Menu of the STEP-A app

If you click on the three horizontal lines on the top right corner, the menu of STEP-A app will slide to the right. The panel has 7 menus:

1. About

About menu is the menu to explain briefly what is STEP-A, its purpose and its parameter. Below is the content of the About menu:

STEP-A is a tool to assess school's preparedness level based on five preparedness parameters: policy, knowledge, preparedness and response plan, early warning system, and resource mobilization capacity measured on school institution, teachers, and students. This tool is adapted from the existing preparedness assessment that has been implemented since 2006 and consulted with the Government of Indonesia, UN Agencies, civil societies, school representatives, and experts. Since its development, over 200 schools in 10 provinces in Indonesia have been assessed using this tool. With the use of this mobile application, it is expected that the assessment process to be faster, self-administered, cost-efficient, and designed to promote scaling up efforts in assessing preparedness capacity in schools in tsunami-prone areas in 18 Asia Pacific countries.

2. Infographics

Infographic menu is to present the infographic of disaster preparedness in the one specific city/district of 18 Asia Pacific countries prone to tsunami. To see the infographic result and other information, kindly refer to Infographics menu in the website.

3. Methodology

The Methodology menu is to present STEP-A methodology description. The menu only contains a brief sentence "Please download following link to view STEP-A Methodology description". User can go to the document by clicking the blue color "STEP-A Methodology", it will open up the document. User can choose to search keyword in the file, save the file to google drive, send file, open with another application, download the file, print the file, or report a problem.

4. Guideline

The Guideline menu is to present STEP-A guidance (general and technical guidance). The menu only contains a brief sentence "Please download following link to view STEP-A Manual". User can go to the document by clicking the blue color "STEP-A Manual", it will open up the document. User can choose to search keyword in the file, save the file to google drive, send file, open with another application, download the file, print the file, or report a problem.

5. Disclaimer

In Disclaimer menu, user can read Copyright, Disclaimer, Terms of Use, and Authorization Holder Contact of STEP-A. below is the content of Disclaimer menu:

Copyright

Users are free to download and use this mobile app for informational, educational and research purposes only. See Terms of Use for additional information. **(c) UNDP Indonesia Country Office.** All rights reserved. May not be used or reproduced without permission by owners.

Disclaimer:

This tool uses only one type of assessment method and data collection tool (i.e. quantitative method using questionnaire). It is recommended that the school management complement this assessment using other tools to have a more in-depth assessment, for example using focus group discussions and in-depth interviews with key school stakeholders. The recommendations that are generated by the tool serve as options, in which the school stakeholders should reconfirm with the relevant authorities or subject matter experts in selecting the best and most appropriate solutions to enhance tsunami preparedness.

Terms of Use

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UNDP Indonesia Country Office

Menara Thamrin 8-9th floor, Jl. MH. Thamrin Kav.3, Jakarta 10250

Attn: UNDP Indonesia Country Director

Please note that this app may contain copyrighted work created under contract with government agencies, foundations, funding organizations and commercial companies, etc. If the app owners place further restrictions on the material, you must honor those restrictions regardless of whether such restrictions are described in this app.

6. Help

Help menu is to provide a user guide in video format. The video is available in Youtube: <https://youtu.be/Slp79xYwFEM>

7. FAQ

FAQ menu is to provide information that frequently asked by users. This menu contains 10 questions compiled by the app administrator. All questions are the same with FAQ menu in the website.

8. Feedback

Feedback menu is to provide accessibility for the user or respondent to give feedback on the assessment or the application or anything related with STEP-A. User can submit the feedback by filling out their name, email, message and then clicking SEND button on the right corner below the form. The feedback will go directly to the Authorization Holder's email address of STEP-A.

After login, respondent can view homepage contains:

1. National School ID
Beside the ID, there is + to login with different ID.
2. School Name
3. Questionnaire for School (S1), Teachers (S2) and Students (S3) buttons
Respondent can start answering the questionnaire by clicking one of the buttons.

If you click on the three vertical dots on the right top corner after login, there are 6 menus:

1. General Settings

a. Server

Server menu is to provide access to view and edit ODK Aggregate Settings, URL for STEP-A website, Username and Password.

b. User Interface

User Interface menu is to provide access to view and edit Language, Text Font Size, Navigation, Splash screen, Mapping SDK and Basemap.

c. Form Management

Form Management menu is to provide access to view and edit Form Submission (Auto Send, and Delete after send); Form Filling (Default to Finalized, Constraint Processing, and High Res Video); and Form Import (Import saved forms as finalized).

d. User and Device Identity

User and Device Identity is to provide information of user identity and device that the user is using to access the application. This menu allows user to view and edit Form Metadata (User-defined: Username, Phone number, and Email address; Device-defined: Device ID, Subscriber ID, and SIM Serial Number); and Usage Data (Collect anonymous usage data).

2. Admin Settings

a. General Settings

Same as General Settings above

b. Admin Password

This is to change admin and save new admin password

c. Reset Application

This is to reset all or some selected data (all settings, saved forms, blank forms, form load cache, map layers, and OSM tile cache) that will be deleted permanently

d. Import/Export Settings

This is to import/export settings from/to other device by using Barcode scan, or from SD Card

e. Main Menu Settings

This is to hide or show sub-menus (edit saved form, send finalized form, view sent form, get blank form, and delete saved form) from main menu

f. User Settings

This is to hide or show sub-menus (server, form metadata, auto send, navigation, constraint processing, text font size, language, import saved forms as finalized, default to finalized, delete after send, high res video, splash screen, show Map SDK options, show basemap options, and collect anonymous usage data) from General Settings

g. Form Entry Settings

This is to hide or show sub-menus (General Settings, change language, go to prompt, save form, result saved as name, and mark as finish) from Form Entry

3. Send result to server

This is to automatically send result to server

4. Display Result

This is to display the result

5. Log Out Respondent

This is to logout from the questionnaires.

Filling out the questionnaire

1. Required time for each respondent to fill out the questionnaire at least 1-2 hours.
2. After logged in, respondent may change the Language first then choose which questionnaire they would like to fill. It is advised that the Questionnaire for School (S1) shall be filled first before questionnaire for teachers (S2) and for students (S3).
3. Assessor or selected teacher shall read the questions one by one, particularly to assist the lower grade elementary students and/or respondents with disabilities). Teachers, secondary school students, and higher grade elementary students should be able to answer the questions without read by the assessor.
4. Assessor or selected teacher shall help student with disabilities to fill out the form, according to their own answer.
5. For Respondent Information and School Detail question sections, the page will show all the questions. Meanwhile for each parameter, the page will show the questions one by one.
6. Respondent shall answer all of the questions before continue. For the Respondent Information and School Detail, if there is any unanswered question, it will show a red exclamation mark at the question left unanswered and will not continue to the next page. Meanwhile for the questions set, if one or more sub-question left unanswered, respondent cannot proceed to the next page and the page will appear a transparent grey pop-up dialogue saying "Sorry, this response is required!"
7. Respondent must pay attention to some absolute questions or the question that cannot be answered if a specific previous question left unanswered.
8. At the right top corner there are an arrow down with dot, and three vertical dots. The arrow down with dot is to view the whole questions and to go to specific question. Respondent can also go to the start page or go to the end page. The three vertical-dots is to change language or to go to the General Settings.
9. If all questions are answered, at the final page respondent can save the result with specific name file, and also can mark or unmark the questionnaire as finish. After that, respondent can click "save and return to start" button. If there is any unanswered question, the page will not go back to the start, but it will go back to the unanswered question.
10. Respondent can press go back key on their mobile phone, and it will appear a pop-up dialogue to save changes or ignore changes.
11. The assessor shall make sure respondents use available mobile phones accordingly.
12. At the end of the session, check if all respondents fill out the questionnaire completely and send to the server.

13. The application will automatically sort the survey with 5 numeric characters. The assessor shall write each survey number into the attendance list according to the respondent.

Follow-Up

1. Check completeness of data that already has been put to the server and get the result and recommendations in Dashboard menu.
2. Conduct evaluation review amongst assessor team on the assessment process.
3. Produce the assessment result report and disseminate within the school community and other relevant stakeholders if necessary.
4. The school (or with facilitation of external assessor) may elaborate furthermore the assessment result to translate into follow-up program/activity.

Below is minimum required time to conduct STEP-A assessment based on the experience of having STEP-A trial in several schools in Indonesia:

No	ACTIVITY	Minimum required time
1	Preparation	1-2 days
2	Orientation session and coordination meeting with all relevant stakeholder	1 day
3	Training for assessors	1 day
4	Technical coordination with the school before the assessment	1 day
5	Conduct STEP-A assessment	1 day or more, depends on number of schools and number of assessors
6	Produce the report and present STEP-A result to the school and others if necessary	1 day

CHAPTER II. TECHNICAL GUIDANCE

II.1 Questionnaire

This Technical Guidance describes how to fill in the questionnaire to measure the level of preparedness of School (S1), Teacher (S2), and Student (S3) as 3 components to measure the entire school preparedness index.

The questionnaire for School (S1) has three sections in the beginning which are Respondent Information, School Details and General Information, then it is followed by four sections indicating measured parameters which are Policy (P), Preparedness and Response Plan (PRP), Early Warning System (EWS), and Resource Mobilization Capacity (RMC).

Meanwhile, questionnaires for Teachers (S2) and for Students (S3) two sections in the beginning similar with S1 which are Respondent Information and School Details. General Information section is not available in S2 and S3, and S2 and S3 do not have Policy (P) because assessment on policy only applies for institutions only. S2 and S3 have four parameters which are Knowledge (K), Preparedness and Response Plan (PRP), Early Warning System (EWS), and Resource Mobilization Capacity (RMC). The matrix below shown sections and number of questions in each questionnaire:

NO	SECTION	NUMBER OF QUESTIONS IN EACH QUESTIONNAIRE		
		S1	S2	S3
1	Respondent Information	3	3	4
2	School Details	12	12	12
3	General Information	12	-	-
4	Policy (P)	10	-	-
5	Knowledge (K)	-	17	18
6	Preparedness and Response Plan (PRP)	9	5	7
7	Early Warning System (EWS)	10	6	6
5	Resource Mobilization Capacity (RMC)	12	7	7
TOTAL QUESTIONS		68	50	54

This Technical Guidance will explain descriptions for each question. There is no need to insert or upload verification of documents for some specific questions (e.g. school policy document, or IEC materials). Therefore, it is expected that the respondent answer all the questions based on real situation or experience.

Questions for Students might similar with questions for Teachers in the context, however to know the level of understanding of both parties, the questions are made tricky. Some questions shall be answered with No instead of Yes. Some questions are graded. Some questions can be proceeded to the next question or question after that whether respondent chooses Yes or No.

All the questions shall be answered before save/submit to the server. The respondent may skip the question if he/she can not answer it right away, but before save/submit to the server, all questions are

required to be answered. It is impossible to save/submit to the server, if there is any question left unanswered.

All answers in each parameter are scored and weighed. Matrix below to describe the scoring:

PARAMETER	SCHOOL (S1)	TEACHERS (S2)	STUDENTS (S3)	TOTAL
KNOWLEDGE (K)	-	17	12	29
POLICY (P)	15	-	-	15
PREPAREDNESS AND RESPONSE PLAN (PRP)	12	9	6	27
EARLY WARNING SYSTEM (EWS)	4	3	1	8
RESOURCE MOBILIZATION CAPACITY (RMC)	10	7	4	21
TOTAL	41	36	23	100

All weighed scores then are accumulated from Questionnaire S1, S2 and S3 until the index of disaster preparedness level is generated. Matrix below is the level of preparedness and its score:

NO	Preparedness Level	Accumulated Score
1	High	80-100
2	Moderate	60-79
3	Low	<60

Authorized respondent (e.g. school principal) can get the result and recommendations for each parameter to escalate disaster preparedness level in the school after the assessment. Matrix below are conclusions based on the level for each parameter.

Parameter School Preparedness Index	POLICY	KNOWLEDGE	EMERGENCY RESPONSE PLAN	EARLY WARNING SYSTEM	RESOURCE MOBILIZATION CAPACITY
HIGH	Congratulation! This school is already good in disaster management policy parameter. Keep it up !	Congratulation! This school is already good in knowledge parameter. Keep it up !	Congratulation! This school is already good in emergency response parameter. Keep it up !	Congratulation! This school is already good in early warning system parameter. Keep it up !	Congratulation! This school is already good in resource mobilization capacity parameter. Keep it up !
MODERATE	This school has already had policy in disaster management but not yet adequate.	This school has already had knowledge in disaster management but not yet	This school has already had emergency response plan but not yet adequate.	This school has already had early warning system but not yet adequate. Practice	This school has already had capacity to mobilize resource but not yet

Parameter	POLICY	KNOWLEDGE	EMERGENCY RESPONSE PLAN	EARLY WARNING SYSTEM	RESOURCE MOBILIZATION CAPACITY
School Preparedness Index	Improve the implementation of the policy consistently!	adequate. Improve the knowledge of the entire school community in disaster preparedness!	Improve the implementation of the plan consistently!	regularly by involving the entire school community!	adequate. Improve the skills of the entire school community by involving various stakeholders!
LOW	The policy of disaster management in this school is still inadequate. Develop policies that support disaster preparedness in the school community!	The knowledge of this school is still inadequate. Improve the school community's knowledge to be able to do disaster preparedness!	The school emergency response plan is still inadequate. Improve school community's emergency response planning to be able to do effective and efficient response when there is a disaster!	The early warning system of this school is still inadequate. Improve the school community's understanding of an agreed early warning system to be able to respond warning in the school!	The capacity of mobilizing school resources is still inadequate. Improve the skills of the school community by establishing cooperation with other parties!

Some questions need pop-up dialogue to help the respondents understand terminologies that are unfamiliar or needed further information. Below are the terminologies shown in the pop-up dialogues:

1. **STUDENTS WITH DISABILITIES** (Questionnaire S1 no.19, S2 no.23c, and S3 no.24)
 - a. **UN Convention on Rights of People with Disabilities (2008)** – “those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”
 - b. **Merriam-Webster Dictionary** – “Mental, emotional, or physical problem in a child that require a special setting for education”
 - c. “Students that have difficulties in learning process, including those who have special intelligence and talent”

Notes: Please refer to your country’s policy and definition on disabilities
2. **SCHOOL POLICY vs PROGRAM** (Questionnaire S1 no.28 and 33)
 - a. **School policy** is “A written specific decision or set of decisions set by school principals or other relevant authorities to support a program”
 - b. **Program** is “A series of actions to achieve a specific goal”
3. **SCHOOL DISASTER PREPAREDNESS TEAM** (Questionnaire S1 no.34) is “A group consist of representatives from various components of school community (students, teachers, and/or

administrators) that are set by School Principal (or other relevant authority). The team functions are: 1) to promote disaster prevention and preparedness education to the whole school community; 2) to ensure school and its community to be disaster ready; 3) to assist emergency response process in the event of emergency; 4) to support post disaster measures in the aftermath of disaster.”

Notes: Please consult to your local disaster management authorities or Red Cross office for further guidance

4. **SCHOOL COMMUNITY** (Questionnaire S1 no.37) is “Every individual who are intimately attached to the school which includes students, teachers, administrators, cafeteria workers, security personnels and parents/caregivers”
5. **FIRST AID KIT** (Questionnaire S1 no.46b, and S3 no.37f) is a collection of medical supplies and equipment that is used to support urgent first aid measures effectively for students and/or other individuals who are in school experiencing illness or injuries. For standard list of first aid kit, please refer to the needs in your school and consult with relevant authorities, such as local disaster management authority, local health clinic or Red Cross office.”
6. **72 HOURS SUPPLIES** (Questionnaire S1 no.64)
“Referring to experiences and literature, if an emergency happens, it may take emergency workers some time to reach and provide assistance to you. Your school should be prepared to take care the school community for a minimum of 72 hours (3 days) such as foods, blankets, drinking water, and first aid kit. For the complete list of 72 hours supplies, please refer to the needs in your school and consult with relevant authorities, such as local disaster management authority, or Red Cross office.”
7. **DISASTER PREPAREDNESS KIT OR GO-BAG** (Questionnaire S3 no.36b)
“A disaster preparedness kit is a set of supplies and equipments to anticipate emergency and post disaster situation. This disaster preparedness kit can be an individual set (commonly known as “go-bag”), for households or family –such as waterproof box, and also a communal set –such as disaster preparedness kit in school. For the complete list of disaster preparedness kit, please refer to the needs in your school and consult with relevant authorities, such as local disaster management authority, or Red Cross office”

II.2 Explanation of Each Questions

Questionnaire for School (S1)

I. Respondent Information

The Respondent Information section has 3 open and close questions i.e:

1. **Question no.1:** Full Name
2. **Question no.2:** Sex
Note: respondent has to choose one between “Female” and “Male”
3. **Question no.3:** Date of Survey

II. School Details

The School Details section has 12 open and close questions i.e.:

1. **Question no.4:** School Name
2. **Question no.5:** Level
Note: respondent has to choose one between “Primary”, “Junior Secondary” and “Senior Secondary”
3. **Question no.6:** Types
respondent has to choose one between “Public” and “Private”
4. **Question no.7:** Address
5. **Question no.8:** Phone Number
6. **Question no.9:** Postal Code
7. **Question no.10:** Village
8. **Question no.11:** Sub-district
9. **Question no.12:** District/City
10. **Question no.13:** Province
11. **Question no.14:** Country
12. **Question no.15:** Latitude/Longitude
Note: respondent who fills this Questionnaire S1 by mobile application is expected to turn on the GPS and geo-tagging manually, meanwhile respondent who fills this Questionnaire S1 by website is expected to entry their school’s latitude and longitude.

III. General Information

The General Information section has 12 close questions i.e.:

1. **Question no.16:** Number of Teachers
Note: respondent has to entry with numeric character for each “Male” teachers and “Female” teachers. If there is none, it should be filled with 0 instead leave it blank.
2. **Question no.17:** Number of Other Education Personnel:
Note: respondent has to entry with numeric character for each “Male” personnels and “Female” personnels. If there is none, it should be filled with 0 instead leave it blank.
3. **Question no.18:** Number of Students
Note: respondent has to entry with numeric character for each “Male” students and “Female” students. If there is none, it should be filled with 0 instead leave it blank.
4. **Question no.19:** Number of Students with Disabilities
Note: respondent has to entry with numeric character for each “Male” students and “Female” students. If there is none, it should be filled with 0 instead leave it blank.

5. **Question no.20:** Distance from School to Shoreline
Note: respondent has to choose one between “Less than 500 meters”, “Between 500-2000 meters”, “More than 2000 meters”, or “I don’t know”
6. **Question no.21:** Elevation of School
Note: respondent has to choose one between “Less than 5 meters above sea level”, “Between 5-10 meters above sea level”, “More than 10 meters above sea level”, or “I don’t know”
7. **Question no.22:** Type of Walls (Majority)
Note: respondent has to choose one between “Brick/mortar” or “Others”
8. **Question no.23:** Type of Building
Note: respondent has to choose one between “Multi stories” or “One story”
9. **Question no.24:** “If multi-stories, what are the condition of the wall in the ground level”
Note: respondent has to choose one between “No window or ventilation”, “Area of windows a ventilation is less than 50% of wall area”, or “Area of windows and ventilation is more than 50% of wall area”.
10. **Question no.25:** School building condition
Note: respondent has to choose one between “Parts of the building are long and parallel to the shoreline”, “Parts of the building are long and forming a corner with the shoreline”, “Parts of the building are long and perpendicular to the shoreline”, or “I don’t know”
11. **Question no.26:** In the past year, has the school conducted a structural audit for earthquake and tsunami safety?
Note: respondent has to choose one between “Yes” or “No”. If respondent answers “No”, it will go directly to the Question no.28.
12. **Question no.27:** If #26 you answered “Yes”, has the school conducted a structural audit for earthquake and tsunami safety?
Note: respondent has to choose one between “Yes” or “No”.

Parameter 1

IV. Policy (P)

The Policy (P) parameter has 10 close questions i.e.:

1. **Question no.28:** Are there education policies related to disaster preparedness in this district/municipality?
Note: respondent has to choose one between “Yes” atau “No”. If respondent answers “No”, it will go directly to the Question no.30.
2. **Question no.29:** If #28 is “Yes”, have the policies been implemented in your school?
Note: respondent has to choose one between “Yes” atau “No”.
3. **Question no.30:** Do your school policies include the following:
Note: question no.30 has sub-questions from a to f and each has to be answered by choosing between “Yes” or “No”. Sub-question a to f are:
 - a. Integration of disaster preparedness education into relevant subjects in school and/or through extra curricula
 - b. Preparedness and emergency response plan
 - c. Disaster prevention and mitigation plan
 - d. Increase knowledge and skills in disaster preparedness for teachers

- e. Regular evacuation drills, at least once a year
 - f. Allocation of funds for school disaster preparedness
4. **Question no.31:** Are there any district/municipality disaster preparedness programs for schools?
Note: respondent has to choose one between “Yes” atau “No”. If respondent answers “No”, it will go directly to the Question no.33.
 5. **Question no.32:** If #31 is “Yes”, are the programs being implemented in your school?
Note: respondent has to choose one between “Yes” atau “No”.
 6. **Question no.33:** Does your school have programs related to disaster preparedness?
Note: respondent has to choose one between “Yes” atau “No”.
 7. **Question no.34:** Does your school have a disaster preparedness team?
Note: respondent has to choose one between “Yes” atau “No”. If respondent answers “No”, it will go directly to the Question no.37.
 8. **Question no.35:** Does your school disaster preparedness team have the following functions?
Note: question no.35 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
 - a. Disaster education and awareness raising
 - b. Early warning
 - c. First aid
 - d. Evacuation and rescue
 - e. Logistic
 9. **Question no.36:** If #34 is “Yes”, has this team been legitimated by the school principal?
Note: respondent has to choose one between “Yes” atau “No”.
 10. **Question no.37:** Have all school community taken part in the orientation related to policies on disaster preparedness?
Note: respondent has to choose one between “Yes” atau “No”.

Parameter 2

V. Preparedness and Response Plan (PRP)

The Preparedness and Response Plan (PRP) parameter has 9 close questions i.e.:

1. **Question no.38:** Does your school have plans for evacuations?
Note: respondent has to choose one between “Yes” atau “No”.
2. **Question no.39:** Does your school have procedure for evacuation?
Note: respondent has to choose one between “Yes” atau “No”. If respondent answers “No” in this question (#39) and/or previous question (#38), it will go directly to the Question no.41.
3. **Question no.40:** If #38 and #39 are both “Yes”, have the plan and procedure been tested in the form of school drill in the past year?
Note: respondent has to choose one between “Yes” atau “No”.
4. **Question no.41:** Is the school disaster preparedness team capable in conducting the following functions?
Note: question no.41 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
 - a. Disaster education and awareness raising
 - b. Early warning

- c. First aid
 - d. Evacuation and rescue
 - e. Logistic
5. **Question no.42:** Does your school keep copies of important documents in a safe location from earthquake and tsunami?
Note: respondent has to choose one between “Yes” atau “No”.
 6. **Question no.43:** Does your school have procedures to reunite children with their family in the event of an emergency
Note: respondent has to choose one between “Yes” atau “No”.
 7. **Question no.44:** Does your school have the following in relation to evacuation of all school community?
Note: question no.44 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
 - a. Agreed assembly point and safe location
 - b. Evacuation map, signs and routes that are accessible for all school community
 - c. Evacuation procedures understood by all school community
 - d. Tools and equipment for evacuation
 - e. Conducted training and simulation in the past year
 8. **Question no.45:** Does the above (#44 a-e) are accessible to people with disabilities?
Note: respondent has to choose one between “Yes” atau “No”.
 9. **Question no.46:** In relation to first aid, does your school have:
Note: question no.46 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
 - a. Standard procedure for first aid
 - b. First aid kit and essential medicines
 - c. School’s health clinic
 - d. School’s health program (e.g. little doctor or Youth Red Cross)
 - e. Annual first aid training

Parameter 3

VI. Early Warning System (EWS)

The Early Warning System (EWS) parameter has 10 close questions i.e.:

1. **Question no.47:** Does your school have access to obtain tsunami early warning information?
Note: respondent has to choose one between “Yes” atau “No”.
2. **Question no.48:** Does your school have tools to disseminate the tsunami warning? (e.g. bell, siren, alarm)
Note: respondent has to choose one between “Yes” atau “No”.
3. **Question no.49:** Has your school agreed on unique sign to warn about tsunami by all school community?
Note: respondent has to choose one between “Yes” atau “No”. If respondent answers “No”, it will go directly to the Question no.52.
4. **Question no.50:** If #49 is “Yes”, is the sign understood by all school community?
Note: respondent has to choose one between “Yes” atau “No”.

5. **Question no.51:** If #49 is “Yes”, is the sign understood by people with disabilities?
Note: respondent has to choose one between “Yes” atau “No”.
6. **Question no.52:** Does your school receive info from the local authorities when the situation is safe (clear from tsunami threat)?
Note: respondent has to choose one between “Yes” atau “No”.
7. **Question no.53:** Does your school have procedures to activate tsunami warning?
Note: respondent has to choose one between “Yes” atau “No”.
8. **Question no.54:** Has the procedure for tsunami early warning in this school been socialized to all school community?
Note: respondent has to choose one between “Yes” atau “No”.
9. **Question no.55:** Has your school conducted tsunami early warning simulation in the past year?
Note: respondent has to choose one between “Yes” atau “No”.
10. **Question no.56:** Has the school disaster preparedness team conducted the following tasks:
Note: question no.56 has sub-questions from a to c and each has to be answered by choosing between “Yes” or “No”. Sub-question a to c are:
 - a. Provide, store, maintain equipment for tsunami early warning
 - b. Activation of tsunami warning sign (tsunami happens, termination, and all clear)
 - c. Orientation on school’s tsunami warning sign

Parameter 4

VII. Resource Mobilization Capacity (RMC)

The Resource Mobilization Capacity (RMC) parameter has 12 close questions i.e.:

1. **Question no.57:** Does your school have other groups that can support the school disaster preparedness team? (e.g.: Scout, School’s health program, Science club, Youth Red Cross)
Note: respondent has to choose one between “Yes” atau “No”.
2. **Question no.58:** In the past year, did any of the school community take training related to:
Note: question no.58 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
 - a. Knowledge on disasters
 - b. Evacuation plan
 - c. First aid
 - d. Early warning
 - e. Evacuation simulation
3. **Question no.59:** Does your school have information, education and communication (IEC) materials (printed/electronic), related to:
Note: question no.59 has sub-questions from a to b and each has to be answered by choosing between “Yes” or “No”. Sub-question a to b are:
 - a. Earthquake and/or tsunami
 - b. Disaster preparedness
4. **Question no.60:** Are the IEC materials accessible for all school community, including people with disabilities?
Note: respondent has to choose one between “Yes” atau “No”.

5. **Question no.61:** Does your school establish partnership with the following institutions on earthquake and tsunami preparedness:
Note: question no.61 has sub-questions from a to f and each has to be answered by choosing between “Yes” or “No”. Sub-question a to f are:
 - a. Government agency
 - b. Community, including religious institutions and non-governmental organisations
 - c. Private sector (corporations or other business)
 - d. Media
 - e. Universities or academia
 - f. Parents
6. **Question no.62:** If any answer in #61 is “Yes”, what type of partnership?
Note: question no.62 has sub-questions from a to f and each has to be answered by choosing between “Yes” or “No”. Sub-question a to f are:
 - a. Provision of information, education and communication materials
 - b. Provision of tools and equipment
 - c. Training and evacuation drill
 - d. Financing
 - e. Access to information
 - f. Resource persons
7. **Question no.63:** In the past year, did your school conduct school drills that involved external institutions?
Note: respondent has to choose one between “Yes” atau “No”.
8. **Question no.64:** Does your school have resources to survive for 72 hours after an emergency occurred?
Note: respondent has to choose one between “Yes” atau “No”. If respondent answers “No”, it will go directly to the Question no.66.
9. **Question no.65:** If #64 is “Yes”, are the resources sufficient for all school community?
Note: respondent has to choose one between “Yes” atau “No”.
10. **Question no.66:** Did the school disaster preparedness team increase their knowledge and skills in the past year on:
Note: question no.66 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
 - a. Disaster education and awareness raising
 - b. Early warning
 - c. First aid
 - d. Evacuation and rescue
 - e. Logistic
11. **Question no.67:** Does the school disaster preparedness team have materials and equipment to support the following functions:
Note: question no.67 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
 - a. Disaster education and awareness raising
 - b. Early warning
 - c. First aid

- d. Evacuation and rescue
 - e. Logistic
12. **Question no.68:** “Jika #67 is “Yes”, are the materials and equipment in sufficient capacity?
 Note: question no.68 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
- a. Disaster education and awareness raising
 - b. Early warning
 - c. First aid
 - d. Evacuation and rescue
 - e. Logistic

Questionnaire for Teachers (S2)

I. Respondent Information

The Respondent Information section has 3 open and close questions i.e:

1. **Question no.1:** Full Name
2. **Question no.2:** Sex
 Note: respondent has to choose one between “Female” and “Male”
3. **Question no.3:** Date of Survey

II. School Details

The School Details section has 12 open and close questions i.e.:

1. **Question no.4:** School Name
2. **Question no.5:** Level
 Note: respondent has to choose one between “Primary”, “Junior Secondary” and “Senior Secondary”
3. **Question no.6:** Types
 respondent has to choose one between “Public” and “Private”
4. **Question no.7:** Address
5. **Question no.8:** Phone Number
6. **Question no.9:** Postal Code
7. **Question no.10:** Village
8. **Question no.11:** Sub-district
9. **Question no.12:** District/City
10. **Question no.13:** Province
11. **Question no.14:** Country
12. **Question no.15:** Latitude/Longitude

Note: respondent who fills this Questionnaire S2 by mobile application is expected to turn on the GPS and geo-tagging manually, meanwhile respondent who fills this Questionnaire S2 by website is expected to entry their school’s latitude and longitude.

Parameter 1

III. Knowledge (K)

The Knowledge (K) parameter has 17 close questions i.e.:

1. **Question no.16:** Which of these are natural hazards?

Note: question no.16 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to i are:

- a. Earthquake
- b. Tsunami
- c. Volcano eruption
- d. Violence and conflicts
- e. Traffic accidents
- f. Floods
- g. Landslides
- h. Drought
- i. Typhoon, cyclone, or tornado

2. **Question no.17:** What do you know about disaster:

Note: question no.17 has sub-questions from a to d and each has to be answered by choosing between “Yes” or “No”. Sub-question a to d are:

- a. An event or series of events that cause great number of deaths
- b. An event or series of events that cause significant damages to personal properties and//or to the environment
- c. An event or series of event that is beyond our power to prevent
- d. An event or series of events where the affected people requires outside help

3. **Question no.18:** Do you think your school can be affected by:

Note: question no.18 has sub-questions from a to b and each has to be answered by choosing between “Yes” or “No”. Sub-question a to b are:

- a. Earthquake
- b. Tsunami

4. **Question no.19:** Which of these can cause an earthquake?

Note: question no.19 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:

- a. Movement of earth plates
- b. Volcano eruption
- c. Landslides
- d. Typhoons and lightning
- e. Oil drilling

5. **Question no.20:** Which of these can happen after an earthquake?

Note: question no.20 has sub-questions from a to f and each has to be answered by choosing between “Yes” or “No”. Sub-question a to f are:

- a. Tsunami
- b. Landslides
- c. Typhoon, cyclone, or tornado
- d. Building fire
- e. Crop failure

- f. Volcano eruption
6. **Question no.21:** Can we precisely estimate the day and time of when an earthquake will happen?
Note: respondent has to choose one between “Yes” atau “No”.
7. **Question no.22:** Which of these are the signs of earthquake that can cause a disaster?
Note: question no.22 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
- Cloudy wheather and it looks like it is going to rain
 - Cupboards falling down
 - Walls are shaking and windows are breaking
 - It is difficult to stand and make people falls down
 - Thunders, lightning, and strong winds
8. **Question no.23:** What can we do reduce the impact of earthquake in school?
Note: question no.23 has sub-questions from a to f and each has to be answered by choosing between “Yes” or “No”. Sub-question a to f are:
- Nail and tie cabinets to the wall
 - Ensure doors open outward
 - Protect window glass to avoid shattered glass
 - Place students with disabilities in the most accessible areas of the exit
 - Place objects and class ornaments on top of cabinets
9. **Question no.24:** If there is an earthquake and you are in a classroom, what would you do?
Note: question no.24 has sub-questions from a to f and each has to be answered by choosing between “Yes” or “No”. Sub-question a to f are:
- Stay away from glass window and walls
 - Run immediately outside when it occurs
 - Drop, cover, and hold under a sturdy table
 - Stay away from cupboards and hanging ornaments
 - After the earthquake over, go outside with in an orderly manner
 - Immediately call the parents or the authorities
10. **Question no.25:** Does every earthquake cause tsunami?
Note: respondent has to choose one between “Yes” atau “No”.
11. **Question no.26:** Which of these event can trigger a tsunami?
Note: question no.26 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
- Underwater earthquake
 - Underwater volcano eruption
 - Underwater landslides
 - Typhoon, cyclone or tornado
 - Violence and conflicts
12. **Question no.27:** Where do you think places that are relatively safe from tsunami?
Note: question no.27 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
- Tsunami evacuation Buildings/Tsunami Shelters/Escape Buildings
 - Higher ground or hills
 - Near the river

- d. On the bridge
 - e. Far away from the beach
13. **Question no.28:** Do you know what a local tsunami is?
Note: respondent has to choose one between “Yes” atau “No”.
14. **Question no.29:** Do you know what a distant tsunami is?
Note: respondent has to choose one between “Yes” atau “No”.
15. **Question no.30:** What are the signs that a tsunami is about to happen?
Note: question no.30 has sub-questions from a to f and each has to be answered by choosing between “Yes” or “No”. Sub-question a to f are:
- a. A strong earthquake that causes people to fall down
 - b. A mild earthquake with shaking of more than 20 seconds
 - c. Sudden recede or rise of sea water
 - d. Large wave in the horizon
 - e. Cloudy weather and strong wind
 - f. Wild animals (ex: elephants, horses, snakes) move towards the beach
16. **Question no.31:** If you are at the beach and there is a sudden recede of sea water, what would you do?
Note: question no.31 has sub-questions from a to c and each has to be answered by choosing between “Yes” or “No”. Sub-question a to c are:
- a. Run away from the beach
 - b. Move closer to the shoreline and pick up some fish
 - c. Do nothing
17. **Question no.32:** What are the things that can make you better prepared for earthquake and tsunami?
Note: question no.32 has sub-questions from a to d and each has to be answered by choosing between “Yes” or “No”. Sub-question a to d are:
- a. Increase our knowledge about earthquake and tsunami
 - b. Store books and school equipment in a safe and easy to reach location
 - c. Take part in earthquake and tsunami survival training
 - d. Know evacuation routes and signs

Parameter 2

IV. Preparedness and Response Plan (PRP)

The Preparedness and Response Plan (PRP) parameter has 5 close questions i.e.:

1. **Question no.33:** To anticipate earthquake and tsunami, have you done the following:
Note: question no.33 has sub-questions from a to d and each has to be answered by choosing between “Yes” or “No”. Sub-question a to d are:
 - a. Make copies of important documents and stored in a safe location from earthquake and tsunami
 - b. Ensure evacuation routes are clear and easy to access
 - c. Identify assembly point and safe location
 - d. Put heavy things (books, school equipment, etc) in safe and lower place
 - e. Place students with disabilities in the most accessible areas of the exit

2. **Question no.34:** Have you ever looked for the things that can cause harms to you in your school?
Note: respondent has to choose one between “Yes” atau “No”.
3. **Question no.35:** If an earthquake happens when you are in a classroom, the response procedure includes:
Note: question no.35 has sub-questions from a to g and each has to be answered by choosing between “Yes” or “No”. Sub-question a to g are:
 - a. Calm yourself and your students
 - b. Instruct students to duck, cover, and hold under sturdy table until the shaking stops
 - c. Instruct students to get away from objects on the wall glass windows
 - d. When the earthquake stops, instruct students to go to the assembly point while covering their heads
 - e. When the earthquake stops, instruct students to go outside in orderly manner
 - f. Instruct students to use the stairs and not the elevator
 - g. Run immediately to make sure you are safe
4. **Question no.36:** Do you know your roles and responsibilities in the event of emergency when you are in school?
Note: respondent has to choose one between “Yes” atau “No”.
5. **Question no.37:** In the past year, have you ever done the following school drills?
Note: question no.37 has sub-questions from a to b and each has to be answered by choosing between “Yes” or “No”. Sub-question a to b are:
 - a. Earthquake
 - b. Tsunami

Parameter 3

V. Early Warning System (EWS)

The Early Warning System (EWS) parameter has 6 close questions i.e.:

1. **Question no.38:** Do you know the agreed signs of tsunami warning in your school?
Note: respondent has to choose one between “Yes” atau “No”.
2. **Question no.39:** Do you have access to receive tsunami warning in your school?
Note: respondent has to choose one between “Yes” atau “No”.
3. **Question no.40:** If you hear tsunami warning signs when you are in school, what would you do?
Note: question no.40 has sub-questions from a to h and each has to be answered by choosing between “Yes” or “No”. Sub-question a to h are:
 - a. Count the students before evacuating
 - b. Make sure you are safe before taking care others
 - c. Instruct students to a safe location
 - d. Save important documents
 - e. Look at the sky and the animal behavior
 - f. Calm yourself and not panicking
 - g. Run towards the beach and look at the water condition
 - h. Monitor information of tsunami from authorities
4. **Question no.41:** Do you know that a tsunami warning can be terminated without any tsunami?
Note: respondent has to choose one between “Yes” atau “No”.

5. **Question no.42:** How do you know that the situation is safe from tsunami threat?
Note: question no.42 has sub-questions from a to c and each has to be answered by choosing between “Yes” or “No”. Sub-question a to c are:
 - a. After receiving info that the tsunami warning is terminated
 - b. After going to the beach to check the situation
 - c. After the authorities announced all clear
6. **Question no.43:** In the past year, have you ever taken part in tsunami early warning testing in your school?
Note: respondent has to choose one between “Yes” atau “No”.

Parameter 4

VI. Resource Mobilization Capacity (RMC)

The Resource Mobilization Capacity (RMC) parameter has 7 close questions i.e.:

1. **Question no.44:** Do you have access to obtain information about earthquake and tsunami preparedness?
Note: respondent has to choose one between “Yes” atau “No”.
2. **Question no.45:** In the past year, have you ever taught students on the following:
Note: question no.45 has sub-questions from a to b and each has to be answered by choosing between “Yes” or “No”. Sub-question a to b are:
 - a. Earthquake
 - b. Tsunami
3. **Question no.46:** Do you or your colleagues have the following skills:
Note: question no.46 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
 - a. First aid
 - b. Scouting (e.g. ropes, erecting tents, and making a stretcher)
 - c. School drills and training
 - d. Emergency preparedness planning (e.g. first aid, rescue and evacuation, logistics arrangement)
 - e. Tsunami early warning (e.g. equipment, signs, information dissemination, etc)
4. **Question no.47:** In the past year, have you ever taught students related to disaster preparedness on the following
Note: question no.47 has sub-questions from a to c and each has to be answered by choosing between “Yes” or “No”. Sub-question a to c are:
 - a. Early warning
 - b. First aid
 - c. Rescue and evacuation from earthquake and tsunami
5. **Question no.48:** Have you established partnership related to earthquake and tsunami preparedness with the following institutions
Note: question no.48 has sub-questions from a to f and each has to be answered by choosing between “Yes” or “No”. Sub-question a to f are:
 - a. Government agency
 - b. Community, including religious institutions and non-government organisations

- c. Private sector (corporations or other businesses)
 - d. Media
 - e. Universities or academia
 - f. Parents
6. **Question no.49:** Where have you learned information about earthquake and tsunami from?
 Note: question no.49 has sub-questions from a to j and each has to be answered by choosing between “Yes” or “No”. Sub-question a to j are:
- a. Electronic media (TV, radio and others)
 - b. Social media (Facebook, Instagram, whatsapp, BBM, etc)
 - c. Online media (CNN.com, National Geographic Online, or other websites)
 - d. Printed media (Newspaper, magazine or others)
 - e. School books or other learning materials (poster, leaflet, booklet, etc)
 - f. Friends and peers
 - g. Experts, scientists, and academic on disasters
 - h. Non-government organisations (such as Red Cross)
 - i. Religious leaders
 - j. Government employee
7. **Question no.50:** Do you know how to be safe from earthquake and tsunami?
 Note: respondent has to choose one between “Yes” atau “No”.

Questionnaire for Students (S3)

I. Respondent Information

The Respondent Information section has 4 open and close questions i.e:

1. **Question no.1:** Full Name
2. **Question no.2:** Sex
 Note: respondent has to choose one between “Female” and “Male”
3. **Question no.3:** Grade
4. **Question no.4:** Date of Survey

II. School Details

The School Details section has 12 open and close questions i.e.:

1. **Question no.5:** School Name
2. **Question no.6:** Level
 Note: respondent has to choose one between “Primary”, “Junior Secondary” and “Senior Secondary”
3. **Question no.7:** Types
 respondent has to choose one between “Public” and “Private”
4. **Question no.8:** Address
5. **Question no.9:** Phone Number
6. **Question no.10:** Postal Code
7. **Question no.11:** Village
8. **Question no.12:** Sub-district
9. **Question no.13:** District/City

10. **Question no.14:** Province
11. **Question no.15:** Country
12. **Question no.16:** Latitude/Longitude

Note: respondent who fills this Questionnaire S3 by mobile application is expected to turn on the GPS and geo-tagging manually, meanwhile respondent who fills this Questionnaire S3 by website is expected to entry their school's latitude and longitude.

Parameter 1

III. Knowledge (K)

The Knowledge (K) parameter has 18 close questions i.e.:

1. **Question no.17:** Which of these are natural hazards?

Note: question no.17 has sub-questions from a to e and each has to be answered by choosing between "Yes" or "No". Sub-question a to i are:

- a. Earthquake
- b. Tsunami
- c. Volcano eruption
- d. Violence and conflicts
- e. Traffic accidents
- f. Floods
- g. Landslides
- h. Drought
- i. Typhoon, cyclone, or tornado

2. **Question no.18:** What do you know about disaster:

Note: question no.18 has sub-questions from a to d and each has to be answered by choosing between "Yes" or "No". Sub-question a to d are:

- a. An event or series of events that cause great number of deaths
- b. An event or series of events that cause significant damages to personal properties and//or to the environment
- c. An event or series of event that is beyond our power to prevent
- d. An event or series of events where the affected people requires outside help

3. **Question no.19:** Do you think your school can be affected by:

Note: question no.19 has sub-questions from a to b and each has to be answered by choosing between "Yes" or "No". Sub-question a to b are:

- a. Earthquake
- b. Tsunami

4. **Question no.20:** Which of these can cause an earthquake?

Note: question no.20 has sub-questions from a to e and each has to be answered by choosing between "Yes" or "No". Sub-question a to e are:

- a. Movement of earth plates
- b. Volcano eruption
- c. Landslides
- d. Typhoons and lightning
- e. Oil drilling

5. **Question no.21:** Which of these can happen after an earthquake?
 Note: question no.21 has sub-questions from a to f and each has to be answered by choosing between “Yes” or “No”. Sub-question a to f are:
 - a. Tsunami
 - b. Landslides
 - c. Typhoon, cyclone, or tornado
 - d. Building fire
 - e. Crop failure
 - f. Volcano eruption
6. **Question no.22:** Can we precisely estimate the day and time of when an earthquake will happen?
 Note: respondent has to choose one between “Yes” atau “No”.
7. **Question no.23:** Which of these are the signs of earthquake that can cause a disaster?
 Note: question no.23 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
 - a. Cloudy wheather and it looks like it is going to rain
 - b. Cupboards falling down
 - c. Walls are shaking and windows are breaking
 - d. It is difficult to stand and make people falls down
 - e. Thunders, lightning, and strong winds
8. **Question no.24:** What can we do reduce the impact of earthquake in school?
 Note: question no.24 has sub-questions from a to f and each has to be answered by choosing between “Yes” or “No”. Sub-question a to f are:
 - a. Nail and tie cabinets to the wall
 - b. Ensure doors open outward
 - c. Protect window glass to avoid shattered glass
 - d. Place students with disabilities in the most accessible areas of the exit
 - e. Place objects and class ornaments on top of cabinets
9. **Question no.25:** If there is an earthquake and you are in a classroom, what would you do?
 Note: question no.25 has sub-questions from a to f and each has to be answered by choosing between “Yes” or “No”. Sub-question a to f are:
 - a. Run immediately outside when it occurs
 - b. Drop, cover, and hold under a sturdy table
 - c. Stay away from cupboards and hanging figurines
 - d. Stay away from glass window and walls
 - e. After the earthquake over, go outside with in an orderly manner
 - f. Immediately call the parents or the authorities
10. **Question no.26:** Does every earthquake cause tsunami?
 Note: respondent has to choose one between “Yes” atau “No”.
11. **Question no.27:** Which of these event can trigger a tsunami?
 Note: question no.27 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
 - a. Underwater earthquake
 - b. Underwater volcano eruption
 - c. Underwater landslides

- d. Typhoon, cyclone or tornado
 - e. Violence and conflicts
12. **Question no.28:** Where do you think places that are relatively safe from tsunami?
 Note: question no.28 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
- a. Tsunami evacuation Buildings/Tsunami Shelters/Escape Buildings
 - b. Higher ground or hills
 - c. Near the river
 - d. On the bridge
 - e. Far away from the beach
13. **Question no.29:** Do you know what a local tsunami is?
 Note: respondent has to choose one between “Yes” atau “No”.
14. **Question no.30:** Do you know what a distant tsunami is?
 Note: respondent has to choose one between “Yes” atau “No”.
15. **Question no.31:** What are the signs that a tsunami is about to happen?
 Note: question no.31 has sub-questions from a to f and each has to be answered by choosing between “Yes” or “No”. Sub-question a to f are:
- a. A strong earthquake that causes people to fall down
 - b. A mild earthquake with shaking of more than 20 seconds
 - c. Sudden recede or rise of sea water
 - d. Large wave in the horizon
 - e. Cloudy weather and strong wind
 - f. Wild animals (ex: elephants, horses, snakes) move towards the beach
16. **Question no.32:** If you are the beach and there is a sudden recede of sea water, what would you do?
 Note: question no.32 has sub-questions from a to c and each has to be answered by choosing between “Yes” or “No”. Sub-question a to c are:
- a. Run away from the beach
 - b. Move closer to the shoreline and pick up some fish
 - c. Do nothing
17. **Question no.33:** If you are in school, what would you do if there is a tsunami approaching?
 Note: question no.33 has sub-questions from a to d and each has to be answered by choosing between “Yes” or “No”. Sub-question a to d are:
- a. Move to a safe location
 - b. Follow teacher instructions
 - c. Go home
 - d. Contact your parents
18. **Question no.34:** What are the things that can make you better prepared for earthquake and tsunami?
 Note: question no.34 has sub-questions from a to d and each has to be answered by choosing between “Yes” or “No”. Sub-question a to d are:
- a. Increase our knowledge about earthquake and tsunami
 - b. Store books and school equipment in a safe and easy to reach location
 - c. Take part in earthquake and tsunami survival training

- d. Know evacuation routes and signs

Parameter 2

IV. Preparedness and Response Plan (PRP)

The Preparedness and Response (PRP) parameter has 7 close questions i.e.:

1. **Question no.35:** Have you ever looked for the things that can cause harms to you in your school?
Note: respondent has to choose one between “Yes” atau “No”.
2. **Question no.36:** What have you done to be better prepared for earthquake and tsunami?
Note: question no.36 has sub-questions from a to g and each has to be answered by choosing between “Yes” or “No”. Sub-question a to g are:
 - a. Take part in survival training
 - b. Have a disaster go-bag
 - c. Knows where the safe route and signs for evacuation
 - d. Knows the safe location for evacuation
 - e. Lists important phone numbers and address of family members and friends
 - f. Knows location of important emergency services such as hospitals, fire fighters, police stations, Red Cross, and electrician
 - g. Knows where mom, dad, and other family members will go in the event of an emergency
3. **Question no.37:** Do you know whether your school has the following:
Note: question no.37 has sub-questions from a to h and each has to be answered by choosing between “Yes” or “No”. Sub-question a to h are:
 - a. Evacuation map and routes
 - b. Tool and equipment for evacuation
 - c. Evacuation sign
 - d. Assembly/safe meeting point
 - e. Safe location
 - f. First aid kit and essential medicines
 - g. School clinic
 - h. School health program (e.g.: Youth Red Cross)
4. **Question no.38:** In the event of an emergency, do you know what to do?
Note: respondent has to choose one between “Yes” atau “No”.
5. **Question no.39:** In the past year, have you ever taken part on the following school drills?
Note: question no.37 has sub-questions from a to b and each has to be answered by choosing between “Yes” or “No”. Sub-question a to b are:
 - c. Earthquake
 - d. Tsunami
6. **Question no.40:** Have you or your friends ever taken part in the process of emergency preparedness planning in your school?
Note: respondent has to choose one between “Yes” atau “No”.
7. **Question no.41:** Would you like to be involved in making your school to be more prepared for disasters?
Note: respondent has to choose one between “Yes” atau “No”.

Parameter 3

V. Early Warning System (EWS)

The Early Warning System (EWS) parameter has 6 close questions i.e.:

1. **Question no.42:** Do you know the agreed signs of tsunami warning in your school?
Note: respondent has to choose one between “Yes” atau “No”.
2. **Question no.43:** Can you receive tsunami warning in your school?
Note: respondent has to choose one between “Yes” atau “No”.
3. **Question no.44:** If there is a tsunami warning sign, what would you do?
Note: question no.44 has sub-questions from a to f and each has to be answered by choosing between “Yes” or “No”. Sub-question a to f are:
 - a. Run away from the beach and move to a high ground
 - b. Look at the sky and the animal behavior
 - c. Immediately go to the safe location
 - d. Follow teacher instructions
 - e. Calm yourself and not panicking
 - f. Run towards the beach and look at the water condition
4. **Question no.45:** Do you know that a tsunami warning can be terminated without any tsunami?
Note: respondent has to choose one between “Yes” atau “No”.
5. **Question no.46:** How do you know that the situation is safe from tsunami threat?
Note: question no.42 has sub-questions from a to c and each has to be answered by choosing between “Yes” or “No”. Sub-question a to c are:
 - a. After receiving info that the tsunami warning is terminated
 - b. After going to the beach to check the situation
 - c. After the authorities announced all clear
6. **Question no.47:** In the past year, have you ever taken part in tsunami early warning testing in your school?
Note: respondent has to choose one between “Yes” atau “No”.

Parameter 4

VI. Resource Mobilization Capacity (RMC)

The Resource Mobilization Capacity (RMC) parameter has 7 close questions i.e.:

1. **Question no.48:** Do you know how to find information about earthquake and tsunami preparedness?
Note: respondent has to choose one between “Yes” atau “No”.
2. **Question no.49:** Do you or your friends in schools have the following skills:
Note: question no.49 has sub-questions from a to c and each has to be answered by choosing between “Yes” or “No”. Sub-question a to c are:
 - a. First aid skills
 - b. Scouting skills (e.g. ropes, erecting tents, and making a stretcher)
 - c. School drills and training

3. **Question no.50:** If any answer in #48 is “Yes”, have you or your friends ever taught the skills above to others (e.g. friends, families, or neighbours)
Note: respondent has to choose one between “Yes” atau “No”.
4. **Question no.51:** Where have you learned information about earthquake and/or tsunami?
Note: question no.51 has sub-questions from a to l and each has to be answered by choosing between “Yes” or “No”. Sub-question a to l are:
 - a. Teachers in school
 - b. Parents
 - c. Electronic media (TV, radio, and others)
 - d. Social media (Facebook, Instagram, whatsapp, BBM, etc)
 - e. Online media (CNN.com, National Geographic Online, or other websites)
 - f. Printed media (Newspaper, magazine, or others)
 - g. School books or other learning materials (poster, leaflet, booklet, etc)
 - h. Friends and peers
 - i. Experts, scientists, and academics on disasters
 - j. Non-government organisations (such as Red Cross)
 - k. Religious leaders
 - l. Government employee
5. **Question no.52:** Where have you learned information about earthquake and tsunami from?
Note: question no.52 has sub-questions from a to e and each has to be answered by choosing between “Yes” or “No”. Sub-question a to e are:
 - a. Earthquake
 - b. Tsunami
 - c. Early warning for tsunami
 - d. First aid
 - e. Rescue and evacuation from earthquake and/or tsunami
6. **Question no.53:** Have you ever discussed about earthquake and tsunami with your friends or family?
Note: respondent has to choose one between “Yes” atau “No”.
7. **Question no.54:** Do you know how to be safe from earthquake and tsunami?
Note: respondent has to choose one between “Yes” atau “No”.

REFERENCE

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APPENDIX

1. List of Recommendations

STEP-A

LIST OF RECOMMENDATIONS BY EACH QUESTION

SCHOOL (S1)

QUESTION NUMBER	QUESTION	RECOMMENDATION
PARAMETER 1: POLICY STATEMENT (PS)		
30		
a		Have policy on integrating disaster preparedness learnings into the School Learning Plan
b-c		Have policy on developing disaster preparedness, prevention and mitigation, and emergency response plan with the help of local disaster management agency, Red Cross, and other relevant institutions
d-e		Have policy on including disaster preparedness capacity development activities, including evacuation simulation drill, into school programs
f		Have policy on allocating funds for school disaster preparedness
31		Make close coordination with the local education office and local disaster management agency relating to the school programs in disaster preparedness
33 34		Include disaster preparedness into school annual regular program, include forming school disaster preparedness team
35		Form school disaster preparedness team that has functions on disaster education and awareness raising, early warning, first aid, evacuation and rescue, and logistic
a-e		
37		Increase awareness of school policy related to disaster preparedness to the entire school community
PARAMETER 2: PREPAREDNESS AND RESPONSE PLAN (PRP)		
38 & 39		Develop disaster preparedness, prevention and mitigation, and emergency response plan with the help of local disaster management agency, Red Cross, and other relevant institutions

QUESTION NUMBER	QUESTION	RECOMMENDATION
40		Include disaster preparedness capacity development activities, include evacuation simulation drill into the school programs
41		Conduct capacity development program regularly, include disaster education and awareness raising, early warning, first aid, evacuation and rescue, and logistic
a-e		
42		Ensure important school document copies (include in digital form) are stored in a safe location from earthquake and tsunami
43		Increase awareness of the whole school community, including parents, about emergency response procedure including reuniting students with their parents after disaster event in the school
44		
a		Make agreement on the assembly/meeting point and safe location as temporary evacuation place
b		Provide evacuation map, signs and routes that are accessible for all school community
c		Provide evacuation procedures that are easily understood by all school community
d		Provide tools and equipment for evacuation
e		Conduct training and simulation at least once a year, led by the school disaster preparedness team
45		Ensure all things related with evacuation are accessible to people with special need
46		
a		Provide standard procedure for first aid
b		Provide first aid kit and essential medicines
c		Establish school's health service clinic in cooperation with local health office/Red Cross
d		Provide school's health program (e.g.: little doctor or Youth Red Cross)
e		School Clinic together with little doctors/Youth Red Cross shall conduct regular first aid training/drill at least once a year
PARAMETER 3: EARLY WARNING SYSTEM (EWS)		
47		Have contact number/website of climatology agency and local disaster management agency to access tsunami early warning information
48		Provide tools to disseminate tsunami early warning (such as bell, siren, alarm, <i>kentongan</i> , etc.)
49-51		Agree on unique sign to warn about tsunami (e.g.: Kentongan continuously hit) and disseminate to the

QUESTION NUMBER	QUESTION	RECOMMENDATION
		entire school community, including people with special needs
52		Have important numbers/website of climatology agency and local disaster management agency to access early warning information
53-55		Immediately arrange standard procedure for tsunami early warning that are easily understood by all school community, including people with special needs, and tested through early warning drill at least once a year. Please cooperate with climatology agency and local disaster management agency in your country!
56		
a		
b		Ensure the school disaster preparedness team understands and conducts standard procedures of tsunami early warning
c		Ensure the school disaster preparedness team disseminates standard procedures of tsunami early warning
PARAMETER 4: RESOURCE MOBILIZATION CAPACITY (RMC)		
57		Create and/or activate and also build capacity of existing groups in the school (ex. Scouts, school's health program, science club, Youth Red Cross, little doctors, and others) on disaster preparedness
58		
a		Plan training or any capacity building program related with knowledge on disasters at least once a year
b		Plan training or any capacity building program related with evacuation plan at least once a year
c		Plan training or any capacity building program related with first aid at least once a year
d		Plan training or any capacity building program related with early warning at least once a year
e		Plan training or any capacity building program related with disaster/evacuation simulation at least once a year
59		
a		Look for references and get access to printed or electronic learning resources related with earthquake and tsunami
b		Look for references and get access to printed or electronic learning resources related with disaster preparedness

QUESTION NUMBER	QUESTION	RECOMMENDATION
60		Ensure all learning resources are accessible for all school community, including people with special needs
61		
a-f		Establish partnership in earthquake and tsunami preparedness with other stakeholders outside the school (e.g.: government agency, community including religious institutions and non-governmental organizations, private sector, media, university or academia, parents, etc.)
62		
a		Ensure provision of IEC (Information, Education and Communication) materials through partnership with external parties
b		Ensure provision of tools and equipment through partnership with external parties
c		Ensure the arrangement of training and evacuation drill through partnership with external parties
d		Raise financial support through partnership with external parties
e		Ensure school has access to disaster related information through partnership with external parties
f		Involve resource person that can help to improve school preparedness capacity through partnership with external parties
63		Raise support and involvement of surrounding communities, Local Disaster Management Agency, Red Cross, National Climatology Agency or other related organizations in conducting disaster simulation
64		Ensure that the school has access to basic needs such as clean water, food, etc., to be able to survive at least 72 hours before receiving assistance from others
65		Make some partnership with parents and other organizations/institutions outside the school to help in providing sufficient resources for survival needs within 72 hours after the event of emergency
66		
a		Strengthen the knowledge and capacity of school disaster preparedness team on disaster education and awareness raising at least once a year

QUESTION NUMBER	QUESTION	RECOMMENDATION
b		Strengthen the knowledge and capacity of school disaster preparedness team on early warning at least once a year
c		Strengthen the knowledge and capacity of school disaster preparedness team on first aid at least once a year
d		Strengthen the knowledge and capacity of school disaster preparedness team on evacuation and rescue at least once a year
e		Strengthen the knowledge and capacity of school disaster preparedness team on logistic at least once a year
67		
a		Allocate funds for provision of sufficient materials and equipment to improve disaster education and awareness raising function of the school disaster preparedness team
b		Allocate funds for provision of sufficient materials and equipment to improve early warning function of the school disaster preparedness team
c		Allocate funds for provision of sufficient materials and equipment to improve first aid function of the school disaster preparedness team
d		Allocate funds for provision of sufficient materials and equipment to improve evacuation and rescue function of the school disaster preparedness team
e		Allocate funds for provision of sufficient materials and equipment to improve logistic function of the school disaster preparedness team
68		
a		Allocate and maximize access, means and facilities to meet disaster education and awareness raising needs
b		Allocate and maximize access, means and facilities to meet early warning needs
c		Allocate and maximize access, means and facilities to meet first aid needs
d		Allocate and maximize access, means and facilities to meet evacuation and rescue needs
e		Allocate and maximize access, means and facilities to meet logistic needs

TEACHERS (S2)

QUESTION NUMBER	QUESTION	RECOMMENDATION
PARAMETER 1: KNOWLEDGE (K)		
16		
a		Increase knowledge about earthquake
b		Increase knowledge about tsunami
c		Increase knowledge about volcano eruption
d		Increase knowledge about violence and conflicts
e		Increase knowledge about traffic accidents
f		Increase knowledge about floods
g		Increase knowledge about landslides
h		Increase knowledge about drought
i		Increase knowledge about typhoon, cyclone or tornado
17		
a		Increase understanding that disaster can cause death
b		Increase understanding that disaster can cause damage to personal property and/or to the environment
c		Increase understanding that the impact of disaster can be minimized if there is capacity
d		Increase understanding that disaster management is everybody's responsibility
18		
a		Increase knowledge of existing earthquake hazard in the school
b		Increase knowledge of existing tsunami hazard in the school
19		Short version: Increase knowledge on the causes of an earthquake
a		Increase knowledge that movement of the earth plates can cause an earthquake
b		Increase knowledge that volcano eruption can cause an earthquake
c		Increase knowledge that landslides can cause an earthquake
d		Increase knowledge that typhoons and lightning can cause an earthquake
e		Increase knowledge that oil drilling can cause an earthquake
20		
a		Increase knowledge that tsunami can happen after an earthquake

QUESTION NUMBER	QUESTION	RECOMMENDATION
b		Increase knowledge that landslides can happen after an earthquake
c		Increase knowledge that typhoon, cyclone, or tornado cannot happen after an earthquake
d		Increase knowledge that building fire can happen after an earthquake
e		Increase knowledge that crop failure cannot happen after an earthquake
f		Increase knowledge that volcano eruption can happen after an earthquake
21		Increase knowledge on the process of earthquake happened
22		
a-e		Increase knowledge on the signs of earthquake that can cause a disaster
23		
a		Increase knowledge that nail and tie cabinets to the wall can reduce the impact of earthquake in school
b		Increase knowledge that ensure all doors open outward can reduce the impact of earthquake in school
c		Increase knowledge that place students with special needs in the most accessible areas to the exit can reduce the impact of earthquake in school
d		Increase knowledge that place objects and class ornaments in places that are not endangered the whole school community can reduce the impact of earthquake in school
e		Increase knowledge that install window film in window glass can reduce the impact of earthquake in school
24		
a		Increase knowledge that during the earthquake and you are in a classroom, you must stay away from glass windows and walls
b-c		Increase knowledge that during the earthquake and you are in a classroom, you must drop and cover under a sturdy table while holding on to the table legs until the earthquake ends
d		Increase knowledge that during the earthquake and you are in a classroom, you must stay away from the cupboards and hanging figurines/ornaments
e		Increase knowledge that after the earthquake ends, go outside in an orderly manner

QUESTION NUMBER	QUESTION	RECOMMENDATION
f		Increase knowledge that during the earthquake and you are in a classroom, you must follow instruction from the teachers
25 & 26 (a-e)		Increase knowledge on the causes of tsunami
27		
a-e		Understand places that are relatively safe from tsunami
28		Increase knowledge on local tsunami
29		Increase knowledge on distant tsunami
30		
a-f		Increase knowledge on the signs of a tsunami is about to happen
31		
a-c		Increase knowledge of what to do if the sea water suddenly recedes
32		
a-d		Increase knowledge on earthquake and tsunami preparedness
PARAMETER 2: PREPAREDNESS AND RESPONSE PLAN (PRP)		
33		
a-d		Make tsunami and earthquake preparedness plan
34		Identify vulnerability in the school if there is any disaster
35		
a-c		Develop a survival procedure as part of the earthquake emergency response plan at the school
d-g		Develop an evacuation procedure as part of the earthquake emergency response plan at the school
36		Know tasks and responsibilities in the event of an emergency according to the school emergency response plan
37		
a-b		Take part in earthquake and tsunami response drills in school at least once a year (according to the school emergency response plan)
PARAMETER 3: EARLY WARNING SYSTEM (EWS)		
38		Understand the agreed signs of tsunami warning in the school
39		Have access to receive tsunami warning in the school
40		
a-h		Increase skills on handling the emergency situation when hearing tsunami warning signs in the school
41		Increase understanding on the termination of tsunami early warning

QUESTION NUMBER	QUESTION	RECOMMENDATION
42		
a-c		Increase understanding on tsunami early warning procedure
43		Take part in tsunami early warning testing in the school at least once a year
PARAMETER 4: RESOURCE MOBILIZATION CAPACITY (RMC)		
44 & 49 (a-j)		Increase access of information about earthquake and tsunami preparedness from various sources
45		
a-b		Teach about earthquake and tsunami according to the Lesson Plans
46		Short version: Take part in capacity building activities related to earthquake and tsunami preparedness
a		Take part in first aid skill training
b		Take part in scouting skills training (e.g.: ropes, erecting tents, and making a stretcher)
c		Take part in evacuation drills and training
d		Take part in emergency preparedness planning (e.g.: first aid, rescue and evacuation, logistics arrangement)
e		Take part in tsunami early warning (e.g.: equipment, signs, information dissemination, etc.)
47		
a-c		Teach about earthquake and tsunami preparedness according to the Lesson Plans
48		
a-f		Establish school's networking and partnership in order to enhance earthquake and tsunami preparedness
50		Increase knowledge and skills on how to be safe from earthquakes and tsunami

STUDENTS (S3)

QUESTION NUMBER	QUESTION	RECOMMENDATION
PARAMETER 1: KNOWLEDGE (K)		
17		
a		Increase knowledge about earthquake
b		Increase knowledge about tsunami
c		Increase knowledge about volcano eruption
d		Increase knowledge about violence and conflicts
e		Increase knowledge about traffic accidents
f		Increase knowledge about floods
g		Increase knowledge about landslides
h		Increase knowledge about drought
i		Increase knowledge about typhoon, cyclone or tornado
18		
a-d		Increase knowledge about disaster
19		
a-b		Increase knowledge on disaster hazards that can affect your school
20		Short version: Increase knowledge on the causes of an earthquake
a		Increase knowledge that movement of the earth plates can cause an earthquake
b		Increase knowledge that volcano eruption can cause an earthquake
c		Increase knowledge that landslides can cause an earthquake
d		Increase knowledge that typhoons and lightning can cause an earthquake
e		Increase knowledge that oil drilling can cause an earthquake
21		Short version: Increase knowledge on the threats that can happen after an earthquake
a		Increase knowledge that tsunami can happen after an earthquake
b		Increase knowledge that landslides can happen after an earthquake
c		Increase knowledge that typhoon, cyclone or tornado cannot happen after an earthquake
d		Increase knowledge that building fire can happen after an earthquake

QUESTION NUMBER	QUESTION	RECOMMENDATION
e		Increase knowledge that crop failure cannot happen after an earthquake
f		Increase knowledge that volcano eruption can happen after an earthquake
22		Increase knowledge on the process of earthquake happened
23		
a-e		Increase knowledge on the signs of earthquake that can cause a disaster
24		
a		Increase knowledge that nail and tie cabinets to the wall can reduce the impact of earthquake in school
b		Increase knowledge that ensure all doors open outward can reduce the impact of earthquake in school
c		Increase knowledge that install window film in window glass can reduce the impact of earthquake in school
d		Increase knowledge that place students with special needs in the most accessible areas to the exit can reduce the impact of earthquake in school
e		Increase knowledge that place objects and class ornaments in places that are not endangered the whole school community can reduce the impact of earthquake in school
25		
a-b		Increase knowledge that during the earthquake and you are in a classroom, you must drop and cover under a sturdy table while holding on to the table legs until the earthquake ends
c		Increase knowledge that during the earthquake and you are in a classroom, you must stay away from the cupboards and hanging figurines/ornaments
d		Increase knowledge that during the earthquake and you are in a classroom, you must stay away from glass windows and walls
e		Increase knowledge that after the earthquake ends, go outside in an orderly manner
f		Increase knowledge that during the earthquake and you are in a classroom, you must follow instruction from the teachers
26 & 27 (a-e)		Increase knowledge on the causes of tsunami
28		

QUESTION NUMBER	QUESTION	RECOMMENDATION
a-e		Understand places that are relatively safe from tsunami
29		Increase knowledge on local tsunami
30		Increase knowledge on distant tsunami
31		
a-f		Increase knowledge on the signs that a tsunami is about to happen
32		
a-c		Increase knowledge of what to do if the sea water suddenly recedes
33		
a-d		Increase knowledge on earthquake and tsunami preparedness in school
34		
a		Increase knowledge on earthquake and tsunami in order to be better prepared for earthquake and tsunami
b		Increase knowledge that store books and school equipment in a safe and accessible place can make you better prepared for earthquake and tsunami
c		Increase knowledge that take part in earthquake and tsunami survival training can make you better prepared for earthquake and tsunami
d		Increase knowledge on evacuation routes and signs can make you better prepared for earthquake and tsunami
PARAMETER 2: PREPAREDNESS AND RESPONSE PLAN (PRP)		
35		Increase knowledge on things that can cause harms to the whole school community when disaster happens in school
36		
a		Take part in a survival training
b		Prepare a disaster preparedness bag (disaster go-bag)
c		Understand safe route and signs for evacuation
d		Understand the safe location for evacuation
e		List important phone numbers and addresses of family and relatives
f		Know location of important emergency service such as hospital, fire fighters, police stations, Red Cross, electrician
g		Know where father, mother or other family members will go in the event of an emergency
37		
a		Understand evacuation road and map in the school

QUESTION NUMBER	QUESTION	RECOMMENDATION
b		Understand existing tools and equipment in the school for evacuation
c		Understand evacuation signs in the school
d		Understand assembly/safe meeting point(s) in the school
e		Understand the safe location in the school for evacuation
f		Understand first aid kit and essential medicines in the school
g		Recognize the existence and function of School Clinic
h		Take part in school health program (e.g.: Little Doctors/Youth Red Cross)
38		Increase knowledge on actions should be taken in the event of an emergency
39		
a		Take part in earthquake response drills in the school
b		Take part in tsunami response drills in the school
40		Take part in the process of emergency response planning in the school
41		Take part in school disaster preparedness
PARAMETER 3: EARLY WARNING SYSTEM (EWS)		
42		Know the agreed signs of tsunami warning in the school
43		Increase access to receive tsunami warning in the school
44		
a-f		Increase knowledge on actions to be taken after hear tsunami warning signs
45		Increase knowledge on the termination of tsunami early warning
46		
a-c		Understand instructions and/or signs relating to the condition of the school is safe from tsunami threat
47		Take part in tsunami early warning testing in the school at least once a year
PARAMETER 4: RESOURCE MOBILIZATION CAPACITY (RMC)		
48		Increase access of information about earthquake and tsunami preparedness
49		
a		Take part in first aid skill training
b		Take part in scouting skills training (rigging, erecting tent, and making a stretcher)
c		Take part in evacuation drills and trainings

QUESTION NUMBER	QUESTION	RECOMMENDATION
50		Share knowledge and skills on first aid, scouting and evacuation to others (e.g.: friends, families, or neighbors)
51		
a-l		Look for information on earthquake and/or tsunami from various sources
52		
a		Learn about earthquake
b		Learn about tsunami
c		Learn about early warning for tsunami
d		Learn about first aid
e		Learn about rescue and evacuation from earthquake and/or tsunami
53		Discuss about earthquake and tsunami with family and friends
54		Increase knowledge on how to be safe from earthquake and tsunami