



KATIPUNAN PHILIPPINES KULTURAL ACADEMY

(PHILIPPINE SCHOOL IN GREECE –

**DISASTER RISK REDUCTION (DRR)
MANAGEMENT AND
PREPAREDNESS (FIRE,
EARTHQUAKE)**

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1. Introduction

School drills as disaster management are a cornerstone of school risk reduction and preparedness. Children face a wide range of physical risks during emergencies and spend a significant amount of time in school. For this reason, the Philippine School in Greece (PSG) advocates and plans for emergency drills to allow its students and staff to practice and improve standard emergency response procedures and risk reduction. PSG promotes the conviction that for most children, these drills constitute a significant – if not the sole – form of education about emergency response and safety strategies. Developing links between schools, and practicing community wide drills can also help to promote a culture of safety.

In the direction of preparing the Risk Reduction and Preparedness, the PSG in the present school year will implement the following:

- draw up and/or update the existing School Emergency Plan
- organize earthquake and fire preparedness exercises
- dissemination of information to the school community - teachers, staff, students, parents and guardians

2. Drafting of an Emergency Plan

This is the Emergency Plan of the Philippine School in Greece (PSG), located at 15 Thimaton Polemou, Kareas, drafted in September 2023 under the responsibility of Mrs. Wilhelmina Buado, the Principal, according to the guidelines of the O.A.S.P. and the Ministry of Education, Research and Religious Affairs and concerns the school year of 2023-2024.

This Plan, which describes the risk management activities of PSG (before, during, and after a disaster), will be updated during the school term this year whenever deemed necessary. It is emphasized that the activities related to the risk management preparedness of the school of our unit are also related and flexible to the usual activities and routines of the students and staffs: For this reason, the common issues of the Emergency Plans will be discussed under the direction and supervision of the Principal, Deputy Principal, and the Disaster Risk Reduction Team.

It should be mentioned with regard to the actions related to the risk management and preparedness, these are joint actions of the following co-residents of the school units in the specific building

- a. KATIPINAN PHILIPPINES CULTURAL ACADEMY - KINDERGARTEN
- b. KATIPINAN PHILIPPINES CULTURAL ACADEMY - PRIMARY
- c. KATIPINAN PHILIPPINES CULTURAL ACADEMY - HIGH SCHOOL
- d. KATIPINAN PHILIPPINES CULTURAL ACADEMY – HIGH SCHOOL

<p>It has been clarified that for the Ministry of Education in Greece, the primary and secondary education of KA.PHIL.C.A. (P.S.G.) is considered a separate educational structure and therefore for each level, one competent Director/ Head is appointed. For</p>

the Philippine Ministry of Education, the P.S.G. (KA.PHIL.C.A.) is a single educational structure where the Director of all levels is Mrs. Wilhelmina Mendoza.

2.1. Actions Before the Disaster/Emergency

2.1.1. Important Considerations

1. The Principal with the Deputy Principal are responsible for preparing the School DRR and Preparedness plan, who after consulting the teachers they will inform the relevant Directorate of Primary/Secondary Education about its preparations.

The DRR and Preparedness Plan is updated at the beginning of each school year and at other times as deemed necessary.

2. The school community is notified of the composition of the DRR and Preparedness Team after the Principal's proposal (Cf. Table 1, Appendices C and D).

3. The DRR and Preparedness Team is responsible for the implementation of the Emergency Plan mainly before, during, and after each earthquake event or DRR and preparedness exercise.

4. The DRR and Preparedness Team participates in the trial applications of the Plan and makes relevant suggestions for updating and improving it.

5. The Principal will inform the relevant Directorate of Primary/Secondary Education about the implementation of the planned readiness exercises.

2.1.2. Assignment of Responsibilities to the School Staff

The definition of responsibilities to the educational and administrative staff is done according to the rank education of the school and its needs, the number of students, the teacher and administrative staff, etc., and is based on the following principles set by the O.A.S.P. and the Ministry of Education, Research and Religious Affairs:

- **The roles and responsibilities of the staff must be defined both for the pre-earthquake, as well as for the immediate disaster period.**
- Roles and responsibilities should, in most cases, be defined according to the place where each teacher is at the time of the incident and not necessarily to associated with a specific person.
- **Teachers who have teaching duties at the time of the disaster are given priority over their own and their students' protection at the time of the incident, and taking appropriate protection measures in the area where they are, and then the safe evacuation of the building after the end of the disaster and the gathering of students in the area refuge with the procedure defined in the School Plan.**
- The actions after a disaster essentially constitute actions before, during, and after the incidents.

TABLE 1

Serial Number		Roles - Responsibilities	Person/s appointed or Position Description
		<u>Before disaster:</u>	

1	General Responsibilities	<ul style="list-style-type: none"> - Responsibility for the implementation of the DRR and Preparedness Plan - Preparation of the School Emergency Plan at the beginning of each school year (or updating it whenever deemed necessary) and coordination of all relevant actions. - Information dissemination, awareness, training and preparation of teachers, staff and students. - Responsibility for carrying out the Readiness Exercises, recording them in the School Calendar and their assessment. - Making decisions about the deficiencies observed. - Notification to parents and guardians of the process that will be followed in the event of disaster. Informing them about the place of refuge, and the reception of their children, if decided interruption of the operation of school units. - Informing the relevant Directorate of Education for its preparation Plan, after discussion and approval by the Association Teachers at the start of the school year. - Informing the relevant Education Department about the implementation readiness exercises at the end of each school year. <hr/> <p><u>After the disaster:</u></p> <ul style="list-style-type: none"> - Coordination of all related actions for post-disaster implementation of the School Emergency Plan. - Communication with the Superior Authority or others involved competent bodies for mutual information. - Informing the staff about the management actions that will be followed, according to the instructions of the Superior Authority. - Care for the implementation of the decisions of the competent services (Superior Authority, Municipality, Region, etc.). - Coordinating the movement of students to another default place of refuge, if and as long as the school yard is not suitable. - Implementation of other default communication solutions (e.g. messenger) 	<p>Mrs. Gracia Celia Nickel School Directress</p> <p>Mrs. Luz C. Ta-a Pre-School Principal</p> <p>Ms. Wilhelmina Buado Elementary Principal</p> <p>Ms. Jasmin Imperial HS Principal</p>
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		<p>in case the telephone lines are knocked out operation after a strong earthquake.</p> <p>- Upkeep of evaluation of the Management of the event and update of the Plan.</p>	
2	School Plan Emergency Preparation Team	<p><u>Before Disaster:</u></p> <ul style="list-style-type: none"> - Compilation or Update of the School Plan. - Carrying out a regular inspection of the premises and recording the deficiencies regarding the observance of basic conditions such as: <ul style="list-style-type: none"> • Marking of escape routes and building exits. • Ensuring safe access to escape routes and exits. • - Supply of necessary supplies such as: basic supplies first aid kit, loudspeaker etc. • Marking and removal of hazards in its premises school. • Posting the Plan in the halls, corridors, etc. • Choice of main and secondary shelter. - Taking care of informing teachers, students and parents, for DRR and Preparedness Plan, in collaboration with the Principal. - Organizing DRR and Preparedness Exercises. - Evaluation of Readiness Exercises. - Submission of proposals for updating the Planning to School principal. <p><u>After Disaster</u></p> <p>Evaluating the Management of the incident and submitting proposals for Design Update.</p>	<p>Mr. Manfred Nickel</p> <p>Mr. Dennis Acerit</p> <p>Mr. Charlie Corpuz</p> <p>Mr. Arjay Hugo</p> <p>Ms. Ej Vicedo</p> <p>Ms. Mary Ann Saveron</p> <p>Mr. Ramelito Maligaya</p> <p>Mr. Ronald Baguno</p>
3	First Aid Team	<p><u>Before Disaster</u></p> <ul style="list-style-type: none"> -Informing Team members, on a priority basis, about issues provision of first aid by competent agencies. - Care for informing the educational and administrative staff in First Aid matters (in consultation with the Principal). - Care for the completeness of the pharmaceutical material and informing the Principal about the need to supply essential materials. - Supply of First Aid Items and their proper storage. 	<p>Ms. Jasmin Imperial</p> <p>Mr. Arjay Hugo</p> <p>Ms. Ej Vicedo</p>

		<ul style="list-style-type: none"> - Update on the pharmaceutical storage area material of the school unit. 	
		<u>After Disaster</u> <ul style="list-style-type: none"> -Providing First Aid to those who have suffered minor injuries. - Informing the Principal about any injuries so that communication can be done with the ambulance., parents, etc. 	
14	Fire team	<u>Before Disaster</u> <ul style="list-style-type: none"> - Information on fire protection means and their use. - Supply of the necessary means of fire protection and care for their placement in the school building. - Maintenance of fire protection systems (e.g. retreading of fire extinguishers etc.). - Taking care of informing their colleagues on issues of fire protection and the use of fire-fighting means, in consultation with the Principal. 	Mr. Manfred Nickel Mr. Ramelito Maligaya Mr. Ronald Baguno Mr. Charlie Corpuz
		<u>After Disaster</u> <ul style="list-style-type: none"> -Extinguish small fires (if possible) and inform the Principal to call the Fire Department, always keeping in mind that personal safety comes first. 	All staff (whoever is closest to fire)
5	Control team Networks	<u>Before Disaster</u> <ul style="list-style-type: none"> -Knowledge of the location of the central switches for electricity, water supply, and natural gas, as well as the process of interruption of supply. - Writing proposals to the Principal so that a commission can be made appropriate equipment (if not already available), such as insulating gloves etc. 	Mr. Ramelito Maligaya Mr. Ronald Baguno
		<u>After Disaster</u> <ul style="list-style-type: none"> -Care for interruption of electricity and water supply (if it is possible) and informing the Principal. - Communication with those responsible for repairing network faults 	
6	Class Advisers	<u>Before Disaster</u> <ul style="list-style-type: none"> Create a list with parents/guardians contact information, and backup persons of communication who can get their students (surname, address, contact phone, etc.). 	
7		<u>Before Disaster</u>	Mr. Dennis Acerit

Support team for persons with disability	<p>-Informing all staff about the daily school schedule and the needs of the Person with a Disability.</p> <p>- Discussion with the Person about the protection actions he/she must take in case of a disaster.</p> <p>- Planning the support process during the evacuation and informing the Principal of any actions that must be done for the safe evacuation of the building.</p> <p>- Informing the staff and parents-guardians about the actions foreseen in the School Plan and concerning the disabled persons.</p> <p>All school staff should know:</p> <ul style="list-style-type: none"> • in which room is the Disabled Person, • the needs of the Person with a Disability • the evacuation-receipt procedure that should be followed. 	Ms. Mary Ann Saveron
	<p><u>After Disaster:</u> Support of the Disabled Person during the evacuation and his stay in the shelter, until he is received.</p>	All staff (those who do not have teaching duties)

2.1.3. Student Participation

Students:

- are informed about the possible disasters and the appropriate protection measures before, during and after a disaster.
- are informed about the school's DRR and Preparedness Plan.
- seriously participate in the DRR and preparedness exercises and train in its implementation.
- prepare with the assistance of the teachers the assignments and programs on relevant subjects.
- discuss with their family and friends about the prevention actions they have learned in school.

2.1.4. Hazard Labeling & Removal

The DRR and Preparedness Team is responsible for highlighting any dangers that exist in the premises of the building and the schoolyard and making proposals for their removal.

The Team is in charge of marking and removing hazards in the school vicinity, which may be caused by damage to non-structural elements of the building and its equipment. They see to it that the placement of the furniture is in appropriate positions so as not to

cause additional problems against the evacuation. They ensure that the support of the furniture and equipment are fixed on the walls or on the floor. They oversee the maintenance of lighting, the fixing of frames, paintings or shelves, the placement of desks, which are necessary to protect the safety of students and personnel.

CHECKLIST OF HAZARD LABELING AND REMOVAL	Marked	Secured
Tall cabinets, shelves, etc. are properly supported on wall and/or floor?		
Do drawers or cupboard doors close securely?		
Are there elastic bands to hold the books?		
Are the based on the wall TVs, cameras, speakers adequately secured?		
Monitors, mainframes and printers are suitable fixed on the desks (with adhesive links) or located far enough from the edge that they cannot tip over in case earthquake?		
The cables have sufficient length and flexible connections to the electrical ones Appliances;		
Chemicals, medicines and laboratory materials are stored securely, according to manufacturers' specifications on shelves or drawers and in sufficient distance between them so that there is no danger of mixing?		
Do exit doors open outwards?		
Are the edges of the steps covered with non-slip material?		
There is a handrail that allows the hand to continuously slide over it;		
False ceilings, pipes, lighting, partitions and decorative plaster items are properly secured to prevent them from falling into in case of an earthquake along the escape routes?		
The furniture and/or its contents are satisfactorily secured so that in in case of an earthquake not to close the escape exits?		
Is loose furniture placed away from exit doors?		
The glasses used in the facades and windows are security (made of glass reinforced with mesh or coated with a special film)?		
Hanging attachments, signs and other decorative elements are they properly anchored to the building?		
Are the heating and air conditioning units securely supported?		
Are fire extinguishers placed in appropriate locations?		
Are active fire protection systems regularly maintained?		
The electrical switches and especially the general switch that stops it power is an accessible location?		
There are blueprints and instructions for the location of fire extinguishers at the entrance to the building as well as in the common areas.		

2.2. Actions During DISASTER

See Chapter 5 PSG Fire Drill Procedure and Evacuation Plan and Chapter 6 PSG EARTHQUAKE DRILL AND PROCEDURE

3. Organization of Readiness Exercises

See PSG Chapter 5 Fire Drill Procedure and Evacuation Plan and Chapter 6 PSG EARTHQUAKE DRILL AND PROCEDURE

3.1. Building Evacuation Procedure

Regarding the evacuation process, all teachers are responsible for evacuating the room in which they teach at the time of the disaster, according to the instructions found in the School Emergency Plan.

Evacuation of the rooms per floor follows the principle of the proximity of the rooms in relation to the exit.

More specifically:

Ground floor

The Preschool classes will leave from the main entrance of the school and will gather in the playground.

1st Floor

- Grade 1 to Grade 6 will go down the stairwell and will leave from the main entrance to the ground floor of the school and will gather in the schoolyard.
- Following the principle of proximity of rooms in relation to the stairwell, i.e. they are evacuated first sections and the wings closest to each staircase.
- The sequence of evacuation: Library, G1, Faculty Room, G4, G6, G5, G2, and G1.

2nd Floor

- The High School section- Grade 7 to Grade 12 will go down the stairwell and will leave from the main entrance of the school and will gather in the schoolyard, following the principle of the proximity of rooms in relation to the exit, i.e. they are evacuated first sections and the wings closest to the staircase.
- The sequence of evacuation: G8, Guidance room, G7, G10, G9, G11, G12.

Special cases

- Students who are alone during the disaster in corridors or in the toilets, after the disaster they should go out into the courtyard and head to the aforementioned areas with great care.
- If they cannot make their own way to the exit, they will remain at the scene and wait for the Search Team to locate them and direct them to the courtyard.
- The first place of refuge for the students after any disaster is the courtyard, where they will be counted.
- The students remain in the refuge area until there is relevant information from the Heading Authority about further actions. In the event that it is decided to stop the operation of the schools, the students must be picked up by their parents or guardians from the places of refuge predetermined in the School Plan.

Attention: Students will not take their bags with them when vacating the building, only seasonally appropriate clothing.

3.4. Assessment of Exercise Readiness

Each exercise is followed by an evaluation by the participants so that any problems or weaknesses in the School Plan on paper are highlighted and improvements are

suggested. The participation of students in the evaluation of the exercise is at the Principal's discretion.

To better evaluate the exercise, teachers or students may have been designated in advance as "Evaluators", who during the exercise will record the attitudes and behaviors of students and teachers and compare them with standardized procedures, so that point out any weaknesses and make improvement interventions.

See PSG Fire Drill Procedure and Evacuation Plan and PSG EARTHQUAKE DRILL AND PROCEDURE.

4. Informing Students - Teachers - Parents

In order to consolidate the aforementioned, students and teachers must be informed about the appropriate protection instructions in the event of an earthquake, in order to avoid any panic and injuries (Appendix B).

Parents and guardians should be aware that in the event that the authorities announce the closure of school units, they should pick up their children from the school's pre-selected refuge area.

5. PSG Fire Drill Procedure and Evacuation Plan

5.1. Introduction

A fire drill is a simulation of evacuation that would help prepare the school community for an emergency situation. Running drills allow all the stakeholders – students, teachers, personnel, and staff - to know what to expect and how to respond safely.

Warning signals include announcements, a fire alarm, and strobes. In response, everyone will evacuate the building according to the fire evacuation plan that has been previously communicated.

Announcing a drill ahead of time can prevent panic and undue fear so the whole school community can practice fire drill procedures with awareness and cooperation.

5.2. Assignment of Responsibilities to the School Staff

The teachers and other administrative and auxiliary staff school:

- They are informed about the Plan and study it so that they know their duties.
- They train and educate students about the actions that provided for the implementation of the Earthquake Emergency Plan, participating in the prescribed readiness drills.
- They ensure the improvement of the Plan by making relevant proposals.

5.3. Fire drills

Fire drills are not only to prepare for fires. They train the school community on a number of potentially life-saving skills, including:

- How to leave the classrooms quickly in case of any emergency or life safety situation

- How to engage when there's a potential hazard
- How to locate escape routes and where to go after vacating the premises
- What to expect once emergency responders arrive

5.3.1. Step #1:

Ensure everyone is on board

Once the fire evacuation plan is in place, everybody should know the routes. When the fire alarm is pulled, everyone needs to participate.

1. First, the entire fire team is trained on the evacuation procedures and ready to make the drill a success.
2. Second, the teachers should know well the plans since the drill will take students away from the classrooms.
3. Third, everybody needs to understand the importance of the fire drill and fire safety.

5.3.2. Step #2:

Communication of the plans

The fire drill is announced in every place for the whole community to see, including platforms such as the school portal, Group Chat, website, and text messages. The information about the fire team and their roles, orderly evacuation routes, and expectations for procedure and behavior are communicated.

5.3.3. Step #3:

Setting goals

The goals and standards are set for the drill. This is to improve them in subsequent drills. Some metrics to measure during the drills:

- Time from drill activation to evacuation
- Time to report completion of the drill
- Successful shutdown of equipment (where appropriate)

5.3.4. Step #4:

Rehearsal of the procedure

The fire safety leaders first rehearse “on paper” where they describe the evacuation plan to the school community. The team describes their actions during a fire drill and analyzes any perceived weaknesses or confusion. After the fire safety leaders understand their roles, they physically walk through the fire drill.

The assembly point

All are accounted for in the schoolyard. If someone is missing, fire team leaders should follow the predetermined reporting protocol and immediately alert the fire department as well as the entire fire team.

How to Act During a Fire Drill

Part I Responding to the Fire Alarm

1. **Stay calm.** All should not panic when they hear the fire alarm. Also, it's important to stay quiet so they can hear any instructions. It is also important for everybody to be quiet and calm the whole time the fire drill is happening, not just when it starts.
2. **Treat the alert as if it were a real fire.** Though the fire alarm is just for practice, the school community should always treat it as if there actually is a fire. They have to practice the drill seriously to learn the proper procedure so that when a fire does happen, they will not panic.
3. **Stop what you're doing.** When the alarm is sound, everyone must stop anything they are doing at the time. It must be clear to all that they don't take time to gather their things. Everybody has to respond to the alarm immediately.
4. **Start moving out of the building.** Consider where the nearest exit is. Instruct that all must leave the room they are in going in that direction of the exit.
 - All try to be as orderly as possible as they leave the room. They must line up to exit the room. No one should be running.
 - If possible, everyone must know the route to the nearest fire exit before a fire drill happens.
5. **Close the door.** It should be reminded that the last person in a room must close the door behind. They have to make sure it doesn't lock, however.
 - Everyone must have this knowledge that when they close the door, it helps slow the fire because not as much oxygen can get in the room as quickly. It also blocks smoke and heat from entering other rooms as much.
6. **Leave the lights on.** The lights must not be turned off as everyone exits the room. Leaving the lights on will help firefighters see better.

Part II Making way through the building

1. **Move to the nearest exit.** Go along the prescribed route for evacuating the building. "Exit" signs must be visible.
2. **Check doors for heat.** When in a real fire, everyone must remember to check doors for heat as they come up to them. Look for smoke coming under the door, and they should place their hand near the door to see if it is radiating heat. If they see neither of these signs, they should try to lightly touch the door handle to see if it is hot. In a real fire, if they find any of these signs, they must go another route.
3. **Take always the stairs.** In any case, no one should use elevators during a fire drill. During a real fire, elevators are used by the firefighters to help fight the fire. Elevators can be dangerous during a fire.

4. **Watch for "smoke" signs.** A "smoke" sign may be put in certain hallways to simulate what happens in a real fire. If one sees a smoke sign, one needs to find an alternative route out of the building and practice crawling low.
5. **Descend down to the designated meeting point.** If a total evacuation is ordered, walk all the way down to the ground floor and exit the building via the emergency exits or through the main entrances. The designated meeting point is the schoolyard.

Part III Leaving the Building

1. **Clear the sidewalks.** Make sure to leave the sidewalks clear for the firefighters to do their work. If there are too many people clumped on the sidewalks, firefighters cannot get through.
 - Be sure to listen to people in authority giving directions.
 - Teachers or building emergency coordinators will likely be looking to take a head count, so they will want to get everyone in the same area, which is why it's important to stay quiet.
2. **Move to a safe distance.** If there really is a fire, the building could eventually collapse. Everybody should move a safe distance away from the building. The students are guided to the park in Kareas, which is 2 kilometers away from the school.
3. **Wait for the all-clear.** Everybody must not assume that because the fire alarm has stopped, anyone can re-enter the building. They must wait until the firefighters or the General Manager of the fire drill announce that it is safe to go back inside. Once they hear that, all can resume their normal activities.

5.3.5. Step #5:

Observing and reflecting on the fire drill

When there is a conduct a fire drill, there are a few people who are not on the fire evacuation team and are assigned to act as neutral observers. They have tasks of looking for the following:

- Large groups moving slowly or talking with each other
- People on cell phones or using other mobile devices
- Unhelpful behavior such as grabbing coats, purses, and bags
- Those who choose a different route rather than the nearest exit to their classrooms or workstation

After the drill, the observers conduct a debriefing or put together an after-action report to go over their observations. The meeting location is at the assembly point to conduct this debrief since memories of the drill will still be fresh. Gather the fire team together to go over what happened and what can be improved for next time. Assess all of the steps above and compile notes on what worked flawlessly and what was sub-par.

5.4. Assessment and evaluation of the drill:

- Did students and staff close the doors upon exiting rooms?
- Were students and staff calm and confident?
- Did everyone meet at the assembly point?
- Did the building facilities (doors, alarm activation, etc.,) work correctly?

Table of action teams

1	General Manager for Earthquake Management Actions Danger Mrs. Gracia Celia Nickel Mrs. Luz Ta-a Ms. Wilhelmina Buado Ms. Jasmin Imperial
2	First Aid Team Ms. Jasmin Imperial/Mr. Arjay Hugo
3	Search Group for Persons who have not been present at the place of refuge Those teachers at the time of the earthquake have a vacancy or free time.
4	Support Group for Disable People Mr. Dennis Acerit, Ms. Mary Ann Saveron
5	Responsible for supporting in the school yard Any teacher who is in the teacher's office/Faculty Room (after 1 st break)
6	School Nurse Ms. Jasmin Imperial
7	Responsible for opening the gate Mr. Ramelito Maligaya, Mr. Ronald Bagunu

6. EARTHQUAKE DRILL AND PROCEDURE

6.1. INTRODUCTION

Greece ranks first in terms of seismicity in Europe and sixth worldwide. It is generally accepted that reducing the effects of earthquakes can be achieved if citizens are informed about the earthquake protection measures to take before, during and after an earthquake. As far as the school community is concerned, the development of anti-seismic awareness and behavior among teachers and students, with their constant awareness, information, and training, is of decisive importance.

In this direction, The Philippine School in Greece, for the current school year 2023-2024, the following will be implemented:

- drawing up the existing School Emergency Plan
- organization of earthquake preparedness exercises
- informing teachers, students, parents and guardians

6.2. DRAFTING AN EARTHQUAKE EMERGENCY PLAN

This Emergency Plan of the PHILIPPINE SCHOOL IN GREECE (KA.PHIL.C.A.) Schools, which is located at 15 Thimatou Polemou Street in Kareas (Vyronas Municipality), was drawn up in accordance with the instructions of the Earthquake Planning and Protection Organization (O.A.Σ.Π.) and the Ministry of Education.

This plan describes the earthquake risk management guidelines of our school unit, before, during, and after an earthquake.

6.2.1. BEFORE THE EARTHQUAKE

Assignment of Responsibilities to the School Staff

The teachers and other administrative and auxiliary staff school:

- they are informed about the Plan and study it so that they know their duties.
- train and educate students about the actions that provided for the implementation of the Earthquake Emergency Plan, participating in the prescribed readiness drills.
- ensure the improvement of the Plan by making relevant proposals.

6.2.2. DURING THE EARTHQUAKE

Actions of teachers

- They remain calm.
- They ask their students to cover themselves under or next to their desks, holding the leg of the desk with their hand, giving the instruction: "Children take cover - Earthquake". They protect themselves under or next to the seat.
- They are properly protected depending on the position they are at the time of the earthquake, according to the directive: "I live in the place where stand, Crouch, Cover, Hold," if they are not in the classroom at the time of the earthquake. More specifically, if not there is a solid, wooden table or desk for them to cover in the space located, come close to the floor and cover the head and the neck with their hands.
- They remain sheltered for as long as the earthquake lasts

Student Actions

- They take cover immediately under or next to their desks, holding it to their hand the leg of the desk if they are at the time of the earthquake inside the classrooms.

- They are properly protected depending on the position they are in time of the earthquake (e.g. corridor, toilet), according to the directive: "Stay where I am, Crouch, Cover, Hold," if they are not in a classroom. If in the space they are there is no solid, wooden table or desk for them to cover, they approach the floor and cover the head and neck with their hands.
- They remain sheltered for as long as the earthquake lasts.
- They remain in the forecourt, away from the facades of the building, if are in the forecourt during the earthquake.

6.2.3. AFTER THE EARTHQUAKE

Actions of Directress/Principal / Deputy Principal

- They remain calm and they try to calm down students and staff.
- They monitor the implementation of the Emergency Plan, i.e. the safe evacuation of the halls and the gathering of students in schoolyard.
- They communicate with their superior authority (Directorate of P.E and D.E) and other competent bodies (Municipality, Region) to be informed or to inform about any problems arising from the earthquake and decide on the next steps.

Actions of Teachers

- They remain calm and they try to calm down their students and colleagues.
- After the end of the earthquake, they stand up and ask their students to prepare for the evacuation of their room.
- They open the room door, check for any hazards, watch the evacuation of the halls preceding them, and trigger the evacuation when it's necessary to turn into a specific room, according to the Emergency Plan of the School.
- They take with them the list with the details of the parents and guardians of the students present in the room, before the evacuation.
- They make sure that no student is left in the room.
- They ask their students not to run, and to move quickly but with calm and order when evacuating the building.
- They count their students in the assembly area.
- They act in accordance with the duties assigned to them in the Plan.

Student Actions

- After the end of the earthquake, they come out of the desks below which had been secured, and are being prepared for their evacuation room according to their teacher's instructions.
- They evacuate the school building, according to the Emergency Plan of the School, without running, quickly and in order.

- They gather by section in the central courtyards and help their teacher to take attendance.
- They follow the instructions given to them by the teachers.
- If the students are alone inside the school building e.g. corridor, or toilet (outside the classroom), they try to protect themselves depending on the area they are in at the time of the earthquake and they evacuate the school building after the earthquake is over according to the School Plan, i.e. they are directed to the courtyard of the School and integrate with their classmates.
- If during the evacuation of the building a new earthquake occurs, students are properly protected depending on the position that they are located (staircase, corridor, etc.), always in accordance with the instructions: "Stay where I am, Crouch, Cover, I'm holding on." After the end of this earthquake, they proceed normally to the evacuation of the school building.

6.2.4. Building evacuation procedure

As far as the evacuation process is concerned, all the teachers are responsible for the evacuation of the room, in which they teach the time of the earthquake, according to the instructions below. After the end of the earthquake, the procedure of evacuation is applied to the halls per floor, as described below, following the principle of the proximity of the halls in relation to the exit, i.e. the sections and classes that are located closest to each stairwell.

More specifically:

Ground floor

The Preschool classes will leave from the main entrance of the school and will gather in the playground.

1st Floor

Grade 1 to Grade 6 will go down the stairwell and will leave from the main entrance to the ground floor of the school and will gather in the schoolyard.

Following the principle of proximity of rooms in relation to the stairwell, i.e. they are evacuated first sections and the wings closest to each staircase.

The sequence of evacuation: Library, G4, G1, G6, G5, Faculty, G3, and G2.

2nd Floor

The High School section- Grade 7 to Grade 12 will go down the stairwell and will leave from the main entrance of the school and will gather in the schoolyard, following the principle of the proximity of rooms in relation to the exit, i.e. they are evacuated first sections and the wings closest to the staircase.

The sequence of evacuation: G9, Guidance room, G8, G7, G10, G11, G12.

Special cases

Students who are alone during the earthquake in corridors or in the toilets, after the earthquake you should go out into the courtyard and head to the aforementioned areas with great care.

If they cannot make their own way to the exit, they will remain at the scene and wait for the Search Team to locate them and direct them to the courtyard.

Attention: Students will not take their bags with them during the evacuation of the building, except for the appropriate clothes for the season.

Table of action teams

1	General Manager for Earthquake Management Actions Danger Mrs. Gracia Celia Nickel, Mrs. Luz Ta-a, Ms. Wilhelmina Buado, Ms. Jasmin Imperial
2	First Aid Team Ms. Jasmin Imperial/Mr. Arjay Hugo
3	Search Group for Persons who have not been present at the place of refuge Those teachers at the time of the earthquake who have a vacancy or free time.
4	Support Group for Disable People Ms. Mary Ann Saveron, Mr. Dennis Acerit
5	Responsible for supporting in the school yard Any teacher who is in the teacher's office (after 1 st break)
6	School Nurse Ms. Jasmin Imperial
7	Responsible for opening the gate Mr. Ramelito Maligaya

6.4. Assessment and Evaluation of Earthquake Drill

The questionnaire below can be completed by the Head of the school, all participating teachers, administrative staff, 'Assessors' and to be utilized for the evaluation of the earthquake preparedness exercise and the update of the Emergency Plan.

Earthquake Preparedness Exercise Evaluation Questionnaire		YES	NO
1	Were the teachers informed about the School's Emergency Plan?		
2	Were students informed about self-protection measures and the School's Emergency Plan?		
3	Was everyone informed about the exercise scenario?		
4	Did teachers know their roles?		
5	When the predetermined beep sounded did the students realize that the exercise had started?		
6	Was the beep familiar to everyone?		

7	Did the students remain in their classrooms when the exercise began?		
8	Did the students take the necessary self-protection measures?		
9	Did everyone hear the audio signal of the end of the earthquake?		
10	Did the students know what to do after the earthquake was over?		
11	Did the teacher give proper evacuation instructions?		
12	Did the Department evacuate the school building in accordance with the order set forth in the School Emergency Plan?		
13	Did the students follow the teacher's instructions?		
14	Were the students cooperative and attentive?		
15	Did the teacher take the absence card with him/her?		
16	Was there a Person with a Disability in the Department? If so, did the PWD Support Team come in time to help during the evacuation?		
17	Did the PWD know the evacuation procedure that should be followed?		
18	Did the students evacuate the building at a brisk pace, without running?		
19	Did the teacher follow his department throughout the evacuation?		
20	Did the students know the route to take to evacuate the building?		
21	Have escape route hazards been removed?		
22	Is the refuge area known to everyone?		
23	Is there signage in the refuge area for each Class?		
24	Is the shelter safe?		
25	Did the students gather in the shelter immediately?		
26	Was a count of the students in the shelter done?		
27	Were students or teachers found to be absent?		
28	Were there any injuries?		
29	Did the First Aid Team act as intended?		
30	Do all teachers know the basic guidelines for First Aid?		
31	Do all teachers know the instructions for using a fire extinguisher?		
32	Do the parents - guardians of the students know the area from which they will pick up their children in the event of an earthquake?		
33	In your opinion, was the organization of the exercise satisfactory?		

34	Did the exercise have the expected results for you?		
35	Do you consider it necessary to organize readiness exercises at school?		
36	Would you like to participate in a readiness exercise again?		

APPENDIX A

Teaching and administrative staff of PSG

		Designation/Position
1	Manfred Nickel	CEO-President/BOM
2	Gracia Celia Nickel	School Directress/BOM
3	Luz Taa	BOM / Pre-School Principal/ Grade 6 Adviser
4	Ramelito Maligaya	BOM/Facility Manager
5	Wilhelmina Buado	Elementary Principal
6	Jasmin Imperial	HS Principal
7	Carolina Bravo	Pre-School
8	Crecencia Malinis	Pre-School
9	Berlyne Panganiban	Grades 1 & 2
10	Veronica Corpuz	Grade 1
11	Mary Ann Saveron	Grade 4
12	Geraldine Rafanan	Grade 5
13	Maricris Ingalla	Grade 7
14	Arjay Hugo	Grade 8
15	Ellaine Joy Vicedo	Grade 9
16	Shirley Manigbas	Grade 10
17	Dennis Acerit	Grade 11
18	Hermiline Athina Bravo	Grade 12
19	Irene Markaki	Greek Language
20	Charlie Corpuz	School Registrar/Math & Science Teacher
21	Anna Anagnostou	Greek Language
22	Glenn Carlo Barizo	Accounting & Empowerment Technology
23	Rabha Mukhtar	Support for International Students
24	Vasilis Fragkos	Liaison Officer

APPENDIX B

Readiness Exercise Diary

Serial No	Date of exercise	Time of exercise	Assessment
1	October 18, 2024	11 AM	After the exercise
2	November 29, 2024	1 PM	After the exercise
3	January 17, 2025	9 AM	After the exercise
4	April 4, 2025	12 NN	After the exercise
5	May 16, 2025	10 AM	After the exercise

APPENDIX C

Useful Phone numbers

Body	Phone No	Address	Email	webbsite
European/Greece Emergency Number	112			https://www.gov.gr/en/sdg/healthcare/national-emergency-numbers

Police	100			
Fire Emergency	199			
First Aid (Ambulance)	166			
Primary or Secondary Education Department	+30 2610 362 402		pdede.sch.gr	https://pdede.sch.gr/contact-info/
Regional Directorate of Education	+30 2610 362 402		pdede.sch.gr	https://pdede.sch.gr/contact-info
Municipality	213 2008600			https://www.dimosbyrona.gr/#
Port Authority/Coast Guard	108			https://www.gov.gr/en/sdg/healthcare/national-emergency-numbers

Registration of Equipment and Media

Equipment, Supplies and Fire Protection Systems	Description
First Aid Items	<ul style="list-style-type: none"> a) plasters (in a variety of different sizes and shapes) b) small, medium and large sterile gauze dressings c) sterile eye dressings d) triangular bandages e) crêpe rolled bandages f) safety pins g) disposable sterile gloves h) tweezers i) scissors j) alcohol-free cleansing wipes k) sticky tape l) thermometer m) skin rash cream (hydrocortisone or calendula) n) cream or spray to relieve insect bites and stings o) antiseptic cream p) painkillers such as paracetamol (or infant paracetamol for children), aspirin (not to be given to children under 16), or ibuprofen q) antihistamine cream or tablets r) distilled water for cleaning wounds eye wash and eye bath s) first aid manual
Emergency Supplies	<ul style="list-style-type: none"> a) flashlight.... b) batteries c) loudspeaker
Active Fire Protection Systems per space	<ul style="list-style-type: none"> a) fire extinguisher..... b) Fire blanket..... c) Fire hose.....
Warning, alarm systems, etc.	
Backup power supply systems	
Ways of communicating with the services involved	