Earthquake Preparedness and Response

PREPARATION

- Living Space
  - Evaluate lodging (homestays, hotels, program house) for earthquake risk
  - Communal: identify communal space to gather group for medium/long-term lodging in the event of an earthquake. May include:
    - Open field with tents
    - Earthquake-proof structure
    - Courtyard of program house or other local space
- Meet-up plan: identify and inform students and homestay families:
  - Plan A: If travel between group-members and instructors is passable
  - Plan B: Contingency planning if travel is unsafe or impeded
- Food and water
  - Group should have provisions for ample nutrition for 1+ week
  - Stove and fuel supply should be available for 1+ week post quake
  - Group should have access to safe drinking water (chlorine, iodine, filter)
- Communication: identify primary and back-up communication plan
  - Cell Phone, Radio, InReach
- Training: staff, homestay families, and students will be trained in:
  - Triangle of life: identify sturdy furniture, counter-top, or other rigid item to huddle under
  - Limit movement during quake - do not run outside
  - Immediately after: stay put and stay safe
  - After tremors cease, find peers, homestay, other known contacts in immediate area
  - Attempt to contact instructors
  - Follow defined meet-up plan
  - Instructors are empowered to make any decisions necessary to ensure safety

Emergency contact card (in English and local language)

<table>
<thead>
<tr>
<th>Instructor phone numbers:</th>
<th>International SOS phone number:</th>
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<tr>
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<tr>
<td>US Embassy Phone number:</td>
<td>Homestay phone-numbers</td>
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<td></td>
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<tr>
<td>Address and directions to program house:</td>
<td>Other:</td>
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POST-QUAKE: IMMEDIATE ACTION ITEMS FOR INSTRUCTORS:

- **Make contact with all group members and ensure their safety.** If their safety is in jeopardy, make a plan to ensure their safety. Be direct in communicating important safety measures to students, including those listed in this document.

- **Contact Dragons’ administration**
  - Post a Yak Yak and/or collaborate with Admin to post a Yak Yak update regarding student safety.
  - Stay Put: avoid all travel except that which is required to move group members out of harm’s-way.
  - Register with the US Embassy (STEP) and begin receiving updates.
  - Consider the likelihood of a repeat event and monitor aftershocks.
  - Draft a Risk Management Plan for new circumstances and consider itinerary changes.

POST-QUAKE: SHORT-TERM ACTION ITEMS:

- Once deemed safe, *and as soon as possible*, gather as a group and debrief the situation, including emotional processing.
- Consider making professional mental health support available.
- Limit travel to essential course-related activities.
- Avoid public transportation whenever possible.
- Avoid public and crowded spaces.
- Continue monitoring the situation via local contacts, media, and government sources.
- Continue assessing regional safety and plan accordingly, including evacuation, termination, or re-route - Review Risk Threshold document for determination.
Risk Threshold Decision Making

For use in identifying and deciding organizational risk threshold for international programming. Use this guide for gathering information and making decisions regarding programming in a specific country or region that may experience unanticipated increases in risk, due to natural disasters, epidemics, civil unrest, or other local changes in risk profile.

Information Gathering: identify reliable sources

- Instructors and other organizational experts
- Security advisory (Control Risks)
- Overseas Security Advisory Council
- Government websites and contacts
- Local contacts
- News media
- Specific sites: weather, earthquake, disease monitoring

Define our threshold

- Do instructors express capability to keep themselves and students safe? Why/why not?
- Does our organization have the expertise and capabilities to manage the new risks?
- Are other similar organizations choosing to evacuate/terminate?
- Consider if the issue (illness, security, other) spreads to regions and cities that would restrict our movement in the country
- How much are local emergency, medical and transportation resources strained?
- What is the Travel Status from US State Department or other security advising services?
- Is the trend: Worsening? Improving? Stable?
- Do the risks impact our programming to the point where we may not be able to run a quality program. What is the impact of programmatic alterations on the learning experience?
- Are there limitations to our medical or security evacuation policy? Liability insurance?
- Will student anxiety affect learning goals?
- Perceived Risk:
  - Will instructor anxiety is affecting learning goals
  - Will parent management and anxiety be a concern? Does our organization have the capacity to manage this increase?

Decide

- Continue? Can we continue programming within our identified risk threshold?
- Re-route? Do other reasonable options exist?
- Terminate? Cancellation and refund policy?
- External communication to parents and other stakeholders