



## Earthquake Preparedness and Response

### PREPARATION

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- 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)

Instructor phone numbers:	International SOS phone number:
US Embassy Phone number:	Homestay phone-numbers
Address and directions to program house:	Other:



#### POST-QUAKE: IMMEDIATE ACTION ITEMS FOR INSTRUCTORS:

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- **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:

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- 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