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Current Status of Projects for Risk Management in official educational institutions in La Comuna 8 of the City of Villavicencio, Department of Meta

Estado Actual de los Proyectos para la Gestión del Riesgo en las instituciones educativas oficiales en La Comuna 8 de la Ciudad de Villavicencio, Departamento del Meta

Situação atual dos projetos de gerenciamento de riscos em instituições educacionais oficiais da comuna 8 na cidade de Villavicencio, departamento de Meta

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Abstract

This article seeks to evaluate the degree of knowledge that refers to the people who are part of the official educational institutions of the Commune 8 of Villavicencio (Meta), as opposed to risk management. The research focused on its eight institutions. The results are intended to encourage regional and national studies on the status of risk management projects, ensuring that learning spaces meet the results of care and emergencies, improving the response capacity of teachers, administrative and students. The implementation of projects for risk management, educational institutions, the agenda of territorial entities, activities to prevent and avoid situations of risk that can lead to an emergency or the loss of human and material lives.

Key words: Emergency care, Risk management, educational institution, Emergency services, Alert systems.

Resumen

El presente artículo busca evaluar el grado de conocimiento que poseen las personas que hacen parte de las instituciones educativas oficiales de la Comuna 8 de Villavicencio (Meta), frente a la gestión de riesgo.
La investigación se centró en sus ocho instituciones. Se busca que los resultados incentiven estudios a nivel local, regional y nacional sobre el estado en que se encuentran los proyectos de gestión del riesgo actualmente, garantizando que los espacios de aprendizaje cumplan con los estándares mínimos para la prevención y atención de emergencias, mejorando la capacidad de respuesta de la comunidad educativa (docentes, administrativos, estudiantes).
La implementación de los proyectos para la gestión del riesgo, sugieren que las instituciones educativas, debe incluirse en la agenda de las entidades territoriales, con el fin participar en las estrategias para prevenir y evitar situaciones de riesgo que pueden conducir a una emergencia o la pérdida de vidas humanas y materiales.

Palabras Clave: Atención de emergencias, Gestión del riesgo, Servicios de emergencia, Sistemas de alerta.

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Resumo

Este artigo procura avaliar o grau de conhecimento das pessoas que fazem parte das instituições oficiais de ensino da Comuna 8 de Villavicencio (Meta), em relação com à gestão de risco.
A pesquisa se concentrou em suas 8 instituições. Os resultados pretendem incentivar estudos regionais e nacionais sobre o estado dos projetos de gestão do risco, garantindo que os espaços de aprendizagem cumpram com os padrões mínimos para prevenção e atenção de emergências, melhorando a capacidade de resposta de professores, administradores e alunos.
A implementação de projetos de gestão de risco sugerem que as instituições de ensino sejam incluídas na agenda das autoridades locais, a fim de participar de estratégias para prevenir e evitar situações de risco que possam levar a uma emergência ou perda de vidas humanas e materiais.

Palavras-chave: Atendimento de emergência, Gestão de risco, Serviços de emergência, Sistemas de alerta.

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Introducción

Throughout the history of the country, preschool, basic and secondary education has been the responsibility of most of the Colombian State; which has managed to improve significantly on this issue; however, there is still a gap between what exists today and what should be ideal. In these times there are so-called Mega Schools that respond to government needs; thus, other similar constructions are planned in all the cities of the country, pointing to the issue of improvement in coverage of the entire network of schools at the national level. The education budget increased by around 8% of GDP, with Law 1753, 9 June 2015, which does not yet compensate for what is necessary if we talk about education in a developing country, this wellchanneled figure would help in the short term the goal of lying only the network infrastructure to talk about something.

The importance of achieving that all students have the optimal levels of education and the best conditions to achieve them is the concern of the Colombian state.

Now, when you look closely at the physical infrastructure, to identify broken walls, doors that have difficulty opening or closing, stairs without non-slip tape or handrails, they can become a determinant that will be able to delay evacuation processes to safeguard the physical integrity of the academic community, coupled with all this and a poor assessment of all the risks, physical, biological, environmental. The objective of this article is to determine the current status of projects for risk management, in the official educational institutions of Commune 8 of the city of Villavicencio (Meta); for the purpose of establishing a situational diagnosis, through a diagnostic tool designed to determine the current state of risk management plans, as defined in Law 1523 of 2012 as a social process-oriented to the formulation, implementation, monitoring and evaluation of policies, strategies, plans, programs, regulations, instruments, measures and permanent actions for knowledge and risk reduction and disaster management , with the explicit purpose of contributing to the safety, well-being, quality of life of people and sustainable development, generating proposals from them that strengthens the management system that allows a notion close to reality, thus in the case of the occurrence of a disaster, act in such a way as to reduce the risk to people and minimize the negative consequences that result from this event (Aldana & Garcia) , 2005).

It is important to be clear that risk management should be understood and treated as a national government strategy for disaster prevention and care, which, in conjunction with the training and socialization of the necessary procedures to be performed, evacuation protocols, installation of alar- mas, what to do before, during and after emergencies, these are part of the risk management plans specific to each institution and now defined as risk management projects; should lead institutional and civil actors to reflect on the importance of knowing the risks arising from natural disasters inside and outside educational buildings and their surroundings (Hernández & Cuervo, 2015).

Among the types of disasters that can occur according to the demographic area in which the constructions of commune 8 of Villavicencio, Meta are located; you can find telluric movements, floods, fires, collapsed structures; these possible scenarios that arise as a result of natural or man-made effects can lead to major disasters; it is, therefore, important to have correctly structured a risk

management system based on a clear assessment and identification of the possible risks present, it should lead the establishment to take necessary measures and actions to ensure the safety, well-being, quality of life of people; sentence enacted in the first article of Law 1523 of 2012.

Finally, it measures the relevance it has not only in the educational community but also in the population that lives near schools, as main actors in reaction to risk (Aldana & García, 2005). For the development of the study, the eight official institutions that provide coverage in education in Commune 8 of the municipality of Villavicencio (Meta) are taken into account and the results of this research are intended to be the basis for initiating studies at the local level, regional and national on the state of risk management projects within educational institutions, ensuring that learning spaces are optimal and safe, improving responsiveness in teachers, administrators, and students, with the certainty that the reaction to a risky situation is efficient and contributes to the preservation of the life of the whole community (Flórez, 2007); it would be ideal to help improve official schools and train educational continuity in emergency prevention and care, as established by Law 1523 of 2012.

METODOLOGÍA

This work manages data obtained through an instrument validated by professionals in occupational safety and health, in which five components are proposed that define risk management plans in educational institutions, as well: Component knowledge of the system in risk management, Component II training of the risk management system, Component III Prevention Brigades, Component IV Alarm Systems, Component V Protocol and Evacuation Routes (Chuquisengo, Diaz & Ferradas, 2005) the total population of individuals from the 8 schools is 484 people, distributed in 401 teachers from the different areas of knowledge and 83 administrative among which are secretaries, social service professionals, and rectors, for the calculation of the sample, defined as follows:

$$n = \frac{N \cdot Z^2 \cdot p \cdot (1-p)}{(N-1) \cdot e^2 + Z^2 \cdot p \cdot (1-p)}$$

Figure 1. The equation for sampling calculation.

Source: Research Methodology by Hernández Sampieri, Fernández Collado and Baptista Lucio (2004). Equation for simple random probabilistic sampling calculation.

The sample is, in essence, a subgroup of the population. Let's say it's a subset of elements that belong to that set defined in its characteristics that we call population, we often read and hear about representative sample, random sample, random sample, as if the simple terms could give more seriousness to the results. Actually, it is rarely possible to measure the entire population, so we will obtain or select a sample and, of course, this subset is intended to be a faithful reflection of the entire population. (Hernández Sampieri, Fernández Collado & Baptista Lucio, 2004).

The simple random sampling technique is used for the calculation of the sample, "This is used when all the elements that make up the population are known. Each element of the population has the same possibility of being chosen to be part of the sample." (Triola, 2009, p.28).

To determine the sample of individuals to be surveyed, a type of random probabilis-

tic sampling by cluster or cluster is applied, according to the above equation, to obtain a population of 280 individuals that will represent the perception of the total population, as represented in Table 1.

The application of the current state survey of the project for risk management was carried out using self-diligence formats to teachers and administrators of the official educational institutions of Commune 8 of Villavicencio.

The fieldwork of this project was carried out in two stages, the first carried out during the week from October 19 to October 23, 2015, and the second stage during the weeks of October 26 to November 6, 2015. For this fieldwork, researchers and the four (4) pollsters were present as practitioners of the Minute of God University Corporation. The main objective is to determine the status of projects for risk management in the official educational institutions of Commune 8 of the city of Villavicencio/Meta; to establish a situational diagnosis; in this case, build a scientific knowledge that orients a series of recommendations for improvement in each of the educational institutions. A quantitative approach is applied to interpret in detail the situations, events, and level of knowledge of the sample under study, all this based on the data collected with this instrument, and that allow to know in detail the real state of the risk management projects in the official schools of this commune.

El enfoque elegido es cuantitativo, dado que, se procede a la recopilación de datos a través de un instrumento para realizar posteriormente un análisis detallado de los mismos y las variables susceptibles a ser cuantificadas. Se desea establecer un diagnóstico situacional de las instituciones edu-

Tabla 1.

Distribución de las personas encuestadas.

Instituciones Educativas	*Total población*			*Personas que respondieron*			*Personas que no respondieron la encuesta*		
	T	***D***	***AD***	***T***	***D***	***AD***	***T***	***D***	***AD***
General Carlos Albán	51	45	6	36	34	2	15	11	4
Nuestra señora de la paz	25	22	3	17	16	1	8	6	2
Luis Carlos Galán Sarmiento	112	106	6	77	74	3	35	32	3
Las palmas	75	67	8	36	28	8	39	39	0
Colegio Departamental Catumare	127	117	10	60	50	10	67	67	0
Unidad Educativa Playa Rica	38	27	11	30	27	3	8	7	1
Colegio Juan B. Caballero	31	12	19	17	12	5	14	14	0
Colegio Básico Buenos Aires	25	5	20	7	5	2	18	16	2
	484	401	83	280	246	34	204	192	12

Nota: T= Total, D= Docente, AD= Administrativo

Fuente: *Elaboración propia con base en la distribución de las personas encuestadas por área en los Colegios Comuna 8 de Villavicencio (Meta).*

cativas de la comuna 8 de Villavicencio, determinando el grado de conocimiento y la existencia de los proyectos para la gestión del riesgo; buscando la relación entre las variables medidas y su efecto el conocimiento del tema.

The approach chosen is quantitative since data collection is carried out through an instrument for further analysis of data and variables that can be quantified. It is desired to establish a situational diagnosis of the educational institutions of the 8th commune of Villavicencio, determining the degree of knowledge and the existence of projects for risk management, seeking the relationship between the measured variables and their effect on the co-foundation of the subject.

The Data Collection Techniques for this questionnaire are structured by a set of components that contain immersed the variables described above and likely to be measured. Uses the method of administering personal interviews; that is, it will be applied to the teachers and administrators of each institution through the pollsters. This should be done individually to each respondent, without being interrupted or resulting in an intrusion by an external at the time of the development of the instrument. Villavicencio is the capital of the department of Meta (Figure2), is located on the eastern edge of the Piedemonte of the eastern Colombian mountain range, at 4o 9'12' north latitude and 73o 38'06' west longitude at a height of 467 meters above sea level, with an average temperature of 27oC, the average annual precipitation is 3663mm, it is located 117 kilometers from Bogota, the municipal area is 1328 square kilometers, it borders to the north with the municipalities of El Calvario and Restrepo, to the east with Puerto López, to the south with Acacias and San Carlos de Guaroa and to the west with Acacias and the Department of Cundinamarca (Ramírez, 2007).

The department of Meta (Colombia) is crossed by faults from east to west as well: Colepato, Mirador, Bavaria, Servitá, La Reforma, Blanca, Pipiral, Susumuco, and other small geological faults, which extend along the plain Piedemonte whose dimension encompasses des- from Acacias to Tame-Arau-

Figura 2: Ubicación geográfica de Villavicencio- Meta.
Fuente: Instituto Geográfico Agustín Codazzi (2012).

ca. (Mora, Parra, Strecker, Kammer, Dimaté and Rodríguez, 2006).

Consequently, Villavicencio is listed as a "high threat" for telluric movements, "Seismic movements are sudden movements that are caused by the accommodation of the plates that form the Earth's crust. Some areas of the planet that are not yet consolidated can stabilize causing these vibratory movements" (Busts, 2010), considering the level of damage that an earthquake can cau-

se in the faults mentioned above; It is also at risk of precipitation, erosion, wildfires, and flooding caused mainly by drainage of river flows.

Currently, the city of Villavicencio seeks to establish through the risk management office, led by the Doctor. Juan Carlos Guzmán a center of precise control and public safety that allows to monitor, study and analyze the possible contingencies that the city and educational institutions of the eighth commune can face (General Carlos Albán, Our Lady of Peace, Luis Carlos Galán Sarmiento, Las palmas, Catumare Departmental College, Playa Rica Educational Unit, Juan B. Caballero College, Buenos Aires Basic College); aiming to channel all risk situations into a single line of emergencies, which together with the Civil Defence network on line 144 and the Red Cross with line 132, is one of the strategies that aim to improve the responsiveness of entities and agencies for emergency control and support.

ANALYSIS AND RESULTS

For the analysis of information, a distribution is made for each of the five components that define risk management plans in educational institutions, as well: Component I knowledge of the system in risk management, Component II training of the risk management system, Component III prevention brigades, Component IV alarm systems, Component V Protocol, and evacuation routes (Chuquisengo, Diaz & Ferradas, 2005).

The linked survey is a question questionnaire with an ordinal interval for answers. The subject chooses his level of agreement or disagreement (from lowest to highest) with each of the questions in the questionnaire, is formulated in 3 basic criteria, which are interpreted as follows:

TA – Totally agreed, it indicates the complete basis of the question raised, with theoretical and practical foundations.

PA – Partially Agreed, it indicates a brief understanding of the subject in question, without clear evidence of practical application.

NPI – Total absence of knowledge of the subject in question.

Below are the results obtained in the research, in the eight schools to which the tool was applied.

• Component 1: System knowledge in risk management

In the development of knowledge of the risk management system, scenarios or events delimited by the conditions of the public educational institutions of commune 8 of the city of Villavicencio are recreated, where they facilitate the educational community to understand the problem giving rise to the prioritization and formulation of prevention, monitoring, and evaluation actions, versus risk management.

In the results presented (Table 2), the level of approval in terms of the implementation of the project of the risk management system leaves room for partial responses. This indicates an environment in the eight schools in the item (NPI: No Information) of the question about the implementation of the project for risk. management, is a sign of more new people in educational institutions who have not yet received the induction around the implementation of the project.

According to the data obtained it can be concluded that for component 1. Knowle-

dge of the system in risk management to question (1) teachers and administrative on average 32% of schools implement the project for risk management, to question (2) 22.6% know the list of institutions that can help them in case of emergency, to question (3), 8% have received support from the risk management office, to question (4), 37.7% know that there is an emergency care and prevention committee, to question (5) 8% celebrate the international day for disaster prevention.

• Component 2: Training the Risk Management System

In general, the academic community to optimize knowledge in the risk management system should investigate the degree of knowledge they have about it.

According to the data, the response is analyzed entirely according to it can be concluded that for component 2. Training the risk management system to question (6) teachers and administrative on average

Tabla 2.

Conocimiento del sistema en gestión de riesgo.

Componente		Diagnóstico Del Proyecto Para La Gestión Del Riesgo En Los Colegios Oficiales	Colegio Departamental Catumare			Unidad Educativa Playa Rica			Colegio Flavio Caballero Medina,			Colegio Básico Buenos Aires			Colegio Luis Carlos Galán Sarmiento			Colegio Básico Nuestra Señora de la Paz			Colegio General Carlos Albán			Institución Educativa Las Palmas		
			TA	PA	NPI	TA	PA	NPI	TA	PA	NPI	TA	PA	NPI	TA	PA	NPI	TA	PA	NPI	TA	PA	NPI	TA	PA	NPI
CONOCIMIENTO DEL SISTEMA EN GESTIÓN DE RIESGO	1	Se implementa el proyecto para la gestión de riesgo en la institución educativa oficial donde labora, según lo establecido en la legislación vigente (la Resolución 7550 DE 1994)	50%	19%	3%	3%	57%	7%	12%	16%	20%	14%	20%	0%	47%	4%	9%	71%	0%	12%	19%	25%	3%	47%	0%	0%
	2	¿Conoce la ubicación y divulgación del listado de números telefónicos de las instituciones oficiales y públicas que le pueden prestar apoyo en caso de una emergencia?	48%	17%	15%	27%	17%	27%	8%	36%	47%	14%	45%	0%	18%	29%	22%	41%	18%	34%	0%	58%	19%	14%	10%	19%
	3	¿Ha recibido apoyo de la oficina de gestión del riesgo para la prevención y atención de emergencias?	8%	25%	22%	0%	27%	40%	0%	18%	47%	0%	29%	29%	10%	30%	25%	10%	12%	34%	0%	31%	14%	19%	0%	28%
	4	¿Usted sabe si hay comité educativo para la prevención y atención de emergencias en su municipio?	43%	18%	17%	23%	7%	33%	43%	18%	26%	20%	29%	0%	28%	12%	8%	43%	0%	29%	33%	28%	3%	53%	0%	17%
	5	¿En la institución educativa donde usted trabaja, celebran el "Día internacional para la reducción de desastres", el segundo miércoles del mes de octubre cada año?	17%	10%	33%	0%	33%	47%	0%	0%	50%	0%	29%	43%	29%	18%	19%	0%	0%	59%	6%	14%	19%	14%	0%	47%

Fuente: *Elaboración propia con base en el Conocimiento del sistema en gestión de riesgo. Colegios de la Comuna 8, Villavicencio (Meta).*

Tabla 3.

Capacitación del sistema de gestión del riesgo.

Componente		Diagnóstico Del Proyecto Para La Gestión Del Riesgo En Los Colegios Oficiales	Colegio Departamental Catumare			Unidad Educativa Playa Rica			Colegio Flavio Caballero Medina,			Colegio Básico Buenos Aires			Colegio Luis Carlos Galán Sarmiento			Colegio Básico Nuestra Señora de la Paz			Colegio General Carlos Albán			Institución Educativa Las Palmas		
			TA	PA	NPI	TA	PA	NPI	TA	PA	NPI	TA	PA	NPI	TA	PA	NPI	TA	PA	NPI	TA	PA	NPI	TA	PA	NPI
CAPACITACIÓN DEL SISTEMA DE GESTIÓN DEL RIESGO	6	Los miembros de la comunidad educativa han recibido capacitación en proyectos de gestión del riesgo?	27%	17%	15%	3%	10%	43%	4%	29%	47%	43%	0%	14%	30%	13%	7%	41%	0%	24%	25%	30%	0%	13%	0%	0%
	7	¿Conoce usted si existen evidencias (lista de asistencias, fotos, registros) de las capacitaciones para la prevención y atención de	22%	13%	18%	0%	13%	38%	0%	12%	13%	14%	14%	29%	30%	22%	10%	29%	0%	13%	22%	17%	14%	19%	19%	22%
	8	¿Ha recibido capacitación en prevención y atención de emergencia en los últimos doce meses en la institución educativa oficial donde labora?	10%	0%	27%	0%	10%	40%	4%	4%	47%	14%	0%	29%	23%	12%	16%	29%	12%	29%	17%	10%	0%	28%	14%	11%
	9	¿Existe el comité escolar de prevención y atención de emergencias en la institución educativa oficial donde labora?	43%	0%	7%	13%	33%	17%	32%	18%	33%	29%	0%	0%	62%	0%	7%	13%	0%	18%	63%	0%	0%	84%	0%	0%
	10	¿Está bien identificada la ubicación de los equipos para atención de emergencias?	22%	18%	0%	3%	17%	43%	0%	18%	47%	0%	29%	14%	30%	14%	10%	43%	0%	29%	17%	59%	0%	43%	14%	4%

Fuente: *Elaboración propia con base en la capacitación del sistema de gestión del riesgo. Colegios de la Comuna 8, Villavicencio (Meta).*

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27.1% of schools have received training in risk management, to question (7) 19% know that there are a list or registration photos for risk management training, in question (8), 15.5% have received training in the last 12 months risk management, to question (9), 42.2% know the emergency prevention and care committee, to question (10) 22% consider that emergency care equipment is well located.

• **Component 3: prevention brigades**

An important tool for risk management is to involve the entire academic community recognizes the participants of management groups within their community (Table 4), so the need arises to establish for the prevention and care of emergencies that are recognized by the educational community of the institutions.

In this sense, the Carlos Albán General School shows a greater commitment to the formation, training, and promotion of the human and technical resources available to address the threats of emerging events that impact the educational community.

On the other hand, it can be shown with great concern that educational institutions with low participation or knowledge in prevention brigades such as the Basic Colleges of Buenos Aires and Juan B. Caballero require greater commitment in the dissemination, promotion, and prevention against risk management.

According to the data, the response is analyzed entirely according to it can be concluded that for component 3. Question prevention brigades (11) on average 23.5% of schools identify the brigades where they work, to question (12) 15% is part of an emergency brigade, in question (13), 29% identify the people who can guide them in case of emergency.

• **Component 4: Alarm systems**

It is especially important in organizations to have an independent alarm system alternated in several places, since, in case of emergency it can be activated from a nearby point from where the emergency has an event. Every school must have adequate protection.

The information found in this study (Table 5) shows that in the Educational Unit Playa

Tabla 4.

Brigadas de prevención.

Componente	Diagnóstico Del Proyecto Para La Gestión Del Riesgo En Los Colegios Oficiales:		COLEGIO DEPARTAMENTAL CATUMARE			UNIDAD EDUCATIVA PLAYA RICA			COLEGIO TOAS B CABALLERO MEDINA			COLEGIO BÁSICO BUENOS AIRES			COLEGIO LUIS CARLOS GALÁN SARMIENTO			COLEGIO BÁSICO SUBESTELA SEÑORA DE LA PAZ			COLEGIO GENERAL CARLOS ALBAN			INSTITUCIÓN EDUCATIVA LAS PALMAS		
			TA	PA	NPE	TA	PA	NPE	TA	PA	NPE	TA	PA	NPE	TA	PA	NPE	TA	PA	NPE	TA	PA	NPE	TA	PA	NPE
BRIGADAS DE PREVENCIÓN	11	¿Están identificados claramente los brigadistas de la institución donde laboro?	38%	25%	38%	6%	27%	37%	6%	39%	53%	0%	43%	14%	28%	17%	9%	28%	6%	39%	58%	17%	8%	44%	6%	6%
	12	¿Usted hace parte de alguna brigada para la prevención y atención de emergencias?	28%	12%	18%	3%	7%	53%	6%	12%	41%	0%	43%	28%	16%	14%	13%	28%	12%	53%	19%	8%	19%	25%	11%	11%
	13	¿Identifica usted a las personas que le pueden orientar en caso de emergencia?	38%	25%	8%	6%	28%	36%	12%	18%	29%	0%	43%	0%	43%	14%	4%	28%	12%	28%	61%	17%	3%	47%	3%	3%

Fuente: *Elaboración propia con base en las brigadas de prevención y atención de emergencias. Colegios de la Comuna 8, Villavicencio (Meta).*

Rica and Colegio Juan B. Caballero Medina are 50 percent above the other schools in commune 8.

According to the data, the response is analyzed entirely according to the agreement it can be concluded that for component IV. Prevention brigades to the question (14) on average 27.5% of schools have an alarm, to question (15) 12.5% the alarm can be activated independently at different points..

- **Component 5: Protocol and evacuation routes**

There must be the appropriate scenarios in the different types of emergencies, establishing the evacuation routes and the corresponding signs, that is why you must have defined the concentration spaces or meeting points of the educational community when an emergency occurs on or off the premises.

According to the data, the total answer can be analyzed according to the agreement it can be concluded that for component V. Diagnosis of projects for risk management in official educational institutions, to question (16) on average 29.3% identify evacuation routes, to question (17) 20.7% of educa-

Tabla 5.

Sistemas de alarmas.

Componente	Diagnóstico Del Proyecto Para La Gestión Del Riesgo En Los Colegios Oficiales	COLEGIO DEPARTAMENTAL CATAMARÉ			UNIDAD EDUCATIVA PLAZA RICA			COLEGIO JUAN B. CABALLERO MEDINA			COLEGIO BÁSICO BUENOS AIRES			COLEGIO LUIS CARLOS GALÁN SARMIENTO			COLEGIO BÁSICO FUENTES HERRERA DE LA PAZ			COLEGIO GENERAL CARLOS ALBAN			INSTITUCIÓN EDUCATIVA LAS PALMAS		
		TA	PA	NDE	TA	PA	NDE	TA	PA	NDE	TA	PA	NDE	TA	PA	NDE	TA	PA	NDE	TA	PA	NDE	TA	PA	NDE
SISTEMAS DE ALARMAS	14 ¿La institución cuenta con un sistema de alarmas de emergencia?	33%	13%	38%	0%	13%	57%	0%	0%	63%	75%	0%	0%	13%	38%	13%	33%	12%	38%	38%	38%	0%	25%	38%	0%
	15 ¿El sistema de alarmas se puede activar en forma independiente en varios lugares?	38%	13%	25%	0%	7%	88%	0%	0%	50%	0%	43%	38%	14%	25%	38%	13%	38%	25%	0%	13%	13%	13%	25%	13%

Fuente: *Elaboración propia con base en los sistemas de alarmas. Colegios de la Comuna 8, Villavicencio (Meta).*

Tabla 6.

Protocolo y rutas de evacuación.

Componente	Diagnóstico Del Proyecto Para La Gestión Del Riesgo En Los Colegios Oficiales	COLEGIO DEPARTAMENTAL CATAMARÉ			UNIDAD EDUCATIVA PLAZA RICA			COLEGIO JUAN B. CABALLERO MEDINA			COLEGIO BÁSICO BUENOS AIRES			COLEGIO LUIS CARLOS GALÁN SARMIENTO			COLEGIO BÁSICO FUENTES HERRERA DE LA PAZ			COLEGIO GENERAL CARLOS ALBAN			INSTITUCIÓN EDUCATIVA LAS PALMAS		
		TA	PA	NDE	TA	PA	NDE	TA	PA	NDE	TA	PA	NDE	TA	PA	NDE	TA	PA	NDE	TA	PA	NDE	TA	PA	NDE
PROTOCOLO Y RUTAS DE EVACUACIÓN	16 ¿Las rutas de evacuación en caso de una emergencia en la institución	47%	13%	13%	3%	33%	27%	0%	42%	13%	29%	0%	0%	40%	0%	0%	41%	0%	35%	13%	38%	0%	47%	0%	0%
	17 ¿Evidencia que las rutas de evacuación están debidamente señalizadas?	25%	13%	13%	7%	27%	20%	0%	38%	25%	14%	29%	0%	21%	27%	0%	47%	0%	18%	0%	42%	0%	44%	0%	0%
	18 ¿El punto de encuentro en caso de una evacuación en la institución educativa oficial donde labora está debidamente identificado?	53%	13%	5%	7%	20%	27%	18%	12%	28%	17%	14%	0%	61%	18%	3%	47%	0%	18%	17%	28%	3%	58%	0%	0%
	19 ¿La comunidad educativa conoce el protocolo de evacuación correctamente?	42%	13%	12%	7%	17%	20%	0%	53%	41%	0%	43%	0%	48%	0%	0%	24%	18%	24%	0%	58%	0%	28%	25%	0%
	20 ¿Se han realizado simulacros de evacuación en los últimos seis (6)	42%	2%	13%	0%	13%	53%	0%	12%	41%	29%	0%	29%	68%	0%	0%	0%	0%	53%	3%	14%	17%	31%	14%	11%
	21 ¿Se generan planes de mejora a partir de los hallazgos encontrados en los simulacros efectuados y se les hace seguimiento?	25%	13%	13%	0%	13%	47%	0%	38%	13%	0%	43%	29%	18%	29%	13%	0%	0%	53%	14%	28%	0%	25%	0%	11%

Fuente: *Elaboración propia con base en el protocolo y las rutas de evacuación. Colegios de la Comuna 8, Villavicencio (Meta).*

tional institutions, evidence that routes are signposted, to question (18), 38%, considers that the meeting point of the school where it works is properly identified, to question (19) 19.5% know the evacuation protocol, to question (20) 24.3% have carried out an evacuation drill in the last 6 months and to the final question (21) 10.3% make improvement plans based on the findings found in the drills..

CONCLUSIONS

After the analysis of information obtained, which discloses the current state of projects for risk management in the official educational institutions of the commune eight of Villavicencio (General Carlos Albán, Our Lady of Peace, Luis Carlos Galán Sarmiento, Las palmas, Catumare Departmental College, Playa Rica Educational Unit, Juan B. Caballero College, Buenos Aires Basic College) and the level of knowledge that teachers have, administrative in the five components as they are: component 1 knowledge of the system in risk management, component 2 training of the risk management system, component 3 prevention brigades, Component 4 alar- mas systems, the average of the five components do not exceed 35% which leads to the thought that they do not know the guidelines of Law 1523 of 2012 By which the national policy of disaster risk management is adopted and the National Disaster Risk Management System is established and other provisions are issued.

Based on the information collected from the eight schools in the commune of the city of Villavicencio there is not sufficient knowledge around risk management projects and the elements that make up it resulting in failures in the response that is expected at the time of an emergency or situation that jeopardizes the physical integrity of the educational community and the facilities or even poses a high risk to members of the loss of human life, damage to physical facilities, suspension of academic activities, even affecting the environment in the areas surrounding the buildings of educational institutions, which veraciously confirms the hypothesis raised.

Official educational institutions show no preparation for risk management projects; to respond to the current state of the programs proposed by institutional, local, and regional ad- ministering to risk management, it is important to generate more training space that demands greater commitment from the educational community.

To diagnose the vulnerability of buildings, where academic activities are developed and the accuracy of the risks faced by the educational community as basic information to generate action plans in the face of the lack of problems, as proposed by Martínez (2018) "that, because of this complexity, organizations integrate a risk approach from the definition of the strategy to the execution of their operations. A process in which, in addition to anticipating risks, opportunities are identified."

Supported by the survey that was advanced to the community members of the schools of commune 8 of the city of Villavicencio, it can be shown that their knowledge of the components that make up the risk management project does not reveal acceptable levels thus proving a worrying lack in terms of instruments that guarantee the well-being of members of the educational community.

All of the above is put in context and exposed so that the managers of educational institutions and competent authorities in everything related to the risk management

project take a reflective position and with this start working on improving and strengthening risk management projects and thus safeguarding the greatest number of lives at the time of any eventuality or emergency , the article considers that the best way to deal with an emergency is to be prepared to provide a collective response, that each member of the educational community and its surroundings integrate by creating a solidarity link, identifying common interests and working together for emergency prevention, preparedness, and response; while it is true that responsible institutions must do the accompaniment, it is also true that inside of educational institutions there is human talent that could be harnessed in the education of all and thus be self-taught with the guidance of an expert and thus improve perception of disaster risk management.

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