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Evaluation of Fire Emergency Preparedness at Selected Private and Public Schools in Awka Capital Territory, Anambra State, Nigeria

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ABSTRACT

This research assesses the level of fire emergency readiness in private and public schools within the Awka capital region of Anambra State, Nigeria. The research aimed to determine the correlation between the presence of fire apparatus and the handling of fire emergencies in chosen private and public schools in Awka Capital Territory, among other goals. The study influenced the creation of the research questions. The research employed the notion of planned behaviour as its theoretical basis. The study used a survey research approach, with a population of five hundred respondents picked from 10 schools within the study region. The schools were deliberately picked based on random sampling technique, but the research respondents were recruited using a random sample method. The research had a sample size of 500 respondents, with 50 respondents picked from each of the 10 schools in the study region. Hence, a grand total of 500 questionnaires were distributed across the schools on a working day. The distribution included students, particularly those in senior secondary teaching and non-teaching personnel of the schools, and members of the school's administration. The State Fire Service, should enforce the requirement for schools, markets, and other organizations in the State to possess fully operational and comprehensive firefighting and safety equipment. Those who fail to comply should face strict consequences as a means of discouraging others from doing the same.

Key words: Evaluation, Fire Emergency, Disaster Management, Emergency Preparedness

INTRODUCTION

Fire outbreaks are significant disasters that often occur in constructed settings, including schools, workplaces, marketplaces, residential residences, and retail complexes, among others, on a global scale. The occurrence of fire disasters is a widespread worldwide phenomenon that affects both public and private secondary schools in every nation (Alade *et al*., 2020). A fire outbreak results in deaths, severe injuries, and extensive destruction of lives and properties. Regrettably, fire outbreaks have the potential to transpire in any location and at any given moment, without prior notice, leading to significant damages and casualties (Ansell, 2021; WHO, 2007). Over 95 percent of fire-related deaths take place in Low and Middle-Income Countries (World Health Organisation WHO, 2007), leading to an annual estimated death toll of over 300,000 persons.

According to a study from the United States Federal Emergence Management and Administration (FEMA) (2016), school buildings and infrastructure are particularly vulnerable to fires. It was also found that cooking fires (42%), purposeful acts (24%), and heating fires (10%) accounted for the majority of the approximately 4,000 fires that occurred in schools each year. The National Fire Protection Association (NFPA) in the United States reports that over 350,000 fires occur each year in dwellings despite this. Similar to any other calamity, when a disaster occurs, it significantly hampers the operations of institutions due to extensive human, material, economic, or environmental damages that surpass the affected institutions' capacity to handle using their own resources (Alimasunya *et al.,* 2019). Schools can't operate normally when fires destroy classrooms, libraries, and other structures, not to mention injure or kill people in the process (Babatunde *et al*., 2020; Ndetu & Kaluyu. 2016). When dorms are burned, students at schools are among the most vulnerable populations. Ilori

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and Sawa (2020), Glauberman and Qureshi (2018), Shibutse, Omuterema, and China et'al (2014) all report that secondary schools are more likely than elementary schools or colleges to experience a fire disaster and its subsequent effects. The major reason for fire alarms is because school fires have been known to inflict extensive damage and even the loss of life in a number of nations,

One of the most successful industries in Nigeria is the provision of secondary education. Significant investment in the sector by the governments, private individuals, and organizations like religious groups has led to a rise in the number of secondary schools, particularly in urban areas, which in turn raises the danger of fire outbreaks. The majority of fire outbreaks, however, are easily contained in their infancy if the proper tools and techniques are used. Fires may have devastating effects in a matter of minutes, making it imperative that authorities respond quickly and accurately (Lovreglio *et al*., 2020).

The situation underscores the importance of emergency preparedness in management of fire disaster. According to studies, emergency preparedness is an important aspect in disaster management (Chandrappa*et al*, 2021; Ilori and Sawa, 2020; Walker, 2011). In tackling fire related issues among other disasters in secondary schools, it is required of schools to have a written emergency action plan, thus, emergency preparedness plan (EPP) for the safety of lives and properties. Generally, emergency preparedness plans are frameworks that activate actions, improve response times and direct actions on human and material resources towards management of disaster and its victims (Glauberman and Qureshi, 2018); Ndetu & Kaluyu, 2016). The Fire Emergency Preparedness Plans (FEPP) is a documented protocol that outlines the steps to be taken in order to be prepared for and effectively respond to fire crises (United Nation International Strategies for Disaster Reduction, UNISDR, 2009). The document outlines the specific protocols that both tenants and management are required to adhere to in the event of a fire or any other kind of emergency. Emergency preparedness may provide fire safety and reduce the risk of fatalities or injuries during fire emergencies (Tac *al*., 2020). Therefore, due to the presence of several contributing variables to fire occurrences, additional research might be undertaken to elucidate the specific sequence or size of each cause of the fire outbreak (Alade e*t al*., 2020).

Statement of the Problem

The lack of sufficient fire emergency preparation in secondary schools is a pressing concern, as it exposes the potential for severe injuries, fatalities, and property damage (Ansell, 2021; U.S. Fire Administration, National Fire Data Centre, 2007). In contrast to industrialised nations, where the implementation of safety measures in schools has significantly reduced the impact of events, this problem is prevalent in schools in impoverished countries (U.S. Fire Administration, National Fire Data Centre, 2007). According to the 2001 URT-PMO, Tanzania disaster vulnerability assessment, the main danger to schools is fire, with disease outbreaks being the next most significant concern.

This is indicative of the increasing incidence of fires in educational institutions. Secondary Schools, especially those damaged by fire and afterwards rebuilt, have been found to have little to no disaster preparation, according to a recent study (Ansell, 2021). Machame Secondary School in the Kilimanjaro area, for instance, was destroyed by fires on three separate occasions in 2008, although the school currently only has three non-working fire extinguishers (Babatunde, *et' al* 2020).

Despite this, very few, if any, schools have implemented fire emergency preparation strategies to deal with fire disasters. The greatest way to mitigate its effects is to be ready for it in advance. It has been estimated that 75% of fires may be avoided. The ability to react quickly and efficiently in a crisis scenario is made possible by disaster preparation, as stated by Babatunde *et' al* (2020). Nigeria is not immune to this issue, sadly. In 1998, 26 young women killed in a dormitory fire at a secondary school in Lagos. A window was reportedly broken, there was no fire extinguisher, and the dorm was overcrowded. Despite this, data on fire safety and emergency procedures in Nigerian institutions, particularly secondary schools, is sparse.

It would seem that Awka, a city in Nigeria, is one of the fastest-growing in terms of both population and school enrollment. Whether or if local schools are taking necessary precautions in the event of a fire is unclear at this time. This is why we're looking at how well-prepared certain schools in the Awka Central Business

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District of Anambra State, Nigeria, are in the event of a fire. This will aid in guiding policy decisions and providing data for fire emergency preparation to safeguard people and *property*.

Objectives of the Study

The aim of this study is to investigate fire emergency preparedness at select private and public schools in Awka Capital Territory, Anambra State, Nigeria.

1. To ascertain the relationship between availability of fire equipment and fire emergency management in select private and public schools in Awka Capital Territory.

2. To determine the relationship between fire safety awareness and fire disaster management in the school community.

Research Questions

The following research questions guided the study;

1. What is the relationship between availability of fire equipment and fire emergency management in select private and public schools in Awka Capital Territory?

2. What is the relationship between fire safety awareness and fire disaster management in the school community?

Hypotheses

The following hypotheses guided the study:

1) **Ho:** Availability of fire equipment has no significant relationship with fire emergency management in select private and public schools in Awka Capital Territory.

2) **Ho**: Fire safety awareness has no significant relationship with fire disaster management in the school community.

REVIEW OF RELATED LITERATURE

Concept of Emergencies and Disaster: A disaster is an event that interrupts the standard state of existence. Disasters may be categorised as either man-made or a cause of mature, the latter being referred to as natural disasters. It may occur suddenly, akin to a flash flood, or progressively, as seen in erosion and droughts. Disasters typically result in extensive destruction and significant loss of life and property. A disaster occurs when an incident surpasses the capacity of a community or environment to manage it with its available resources. Disasters reveal the vulnerabilities present within a community and society at large. Examples of well-known disasters include earthquakes, explosions, fires, volcanoes, landslides, and floods. Recently, acts of terror have emerged as a prevalent disaster of the 21st century (Olivia, 2011).

According to Olorunfemi and Raheem (2010), a catastrophe is defined as an emergency situation resulting from natural hazards or human activities, which causes significant and often adverse changes in conditions within a short timeframe. The definition provided by Olorunfemi and Raheem (2010) highlights the similarities between the terms, disaster and emergency. The terms have been utilised interchangeably in this study; however, they are not entirely synonymous, despite their evident similarities.

An emergency is defined as a situation that poses significant danger or risk to an individual's health, life, or environment (Olivia, 2011). Emergencies are predominantly preventable and exert micro-level impacts. Medical emergencies can be effectively addressed through timely intervention. A riot or civil disobedience constitutes an emergency situation. Severe weather conditions and fire incidents represent emergencies that can be mitigated through prompt interventions and response actions. Any situation that presents a significant

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threat to human life qualifies as an emergency. The analysis indicates that both emergencies and disasters necessitate immediate response. Emergencies typically involve individuals or small groups, whereas disasters occur on a larger scale and have the capacity to inflict widespread destruction of lives and property.

Emergencies serve as precursors to disaster; consequently, comparable strategies are typically utilised in both emergency management and disaster management. Human casualty is a key factor that differentiates an emergency situation from a disaster; if individuals are not harmed, a disaster cannot be classified as such (Olorunfemi, 2010).

Fire Disaster, Rate and Trend of Occurrence: Natural disasters may range from being quite confined to having a worldwide influence. Any catastrophic event has the potential to inflict significant loss of life and property, therefore making it a matter of public health concern (Marion and Maingi, 2010). The consequences of fire catastrophes on human civilization may be extensive, including the destruction of buildings and infrastructure. Moreover, fires result in a significant number of deaths and severe injuries annually.

There seems to be a growing prevalence of catastrophic fires worldwide. The United Kingdom has included fire disasters into its curriculum as a means of educating future generations about the need of maintaining constant readiness for crises. It is currently mandatory for students in primary, middle, and high schools to get education and training on disaster preparedness as an integral component of their curriculum.

Alphonce (2019) asserts that Japanese schools consider knowledge of disaster preparedness and response to be essential. Research conducted at Kayamandi Schools has shown a lack of emphasis on disaster risk prevention or preparation. This is evident from the absence of fire drills, which are mandated by South African legislation. Despite global efforts to mitigate, anticipate, and recuperate from catastrophes, the prevalence of such occurrences remains steadfast. According to Alphonce (2019), Secondary School fires in Tanzania have continued to occur despite the government's attempts to resolve the problem. In 1994, a fire ravaged the dormitory of Shauritanga Secondary School in the Kilimanjaro region, where around 40 students were residing. In 2005, a similar incident took place at the same educational institution. In the same year, students at Nsumba Secondary School in Mwanza experienced complete loss of their belongings due to two distinct fires that occurred in the school's dormitories within the same week (Alimasunya *et al*., 2019).

Schools located in economically disadvantaged communities have a higher level of vulnerability due to the absence of early warning systems, in contrast to schools in more prosperous areas. The extent to which the fire propagates and inflicts harm is contingent upon the level of preparedness shown by individuals. The magnitude and severity of a school fire have been shown to potentially result in both immediate and lasting consequences. Common consequences cited include temporary closures of schools, disruptions in instruction, loss of teaching materials, demoralisation of educators and pupils, and negative media coverage of the school.

Due to the fatalities, casualties, and economic damages resulting from fires, a significant number of individuals are concerned about discovering more effective methods to safeguard their residences and establishments from conflagrations. According to Eunison's (2018) interview with the Fire Services, a mere three out of the total of twenty-three schools in the Stellenbosch Education Circuit had submitted their school safety plans for approval. The Fire Services approved two out of the three school safety plans that were presented. According to Alphonce (2019), none of the schools in the nation comply with the Disaster Management Act No. 57 of 2002 by conducting regular emergency drills. Two of the school representatives asserted their familiarity with the protocol for activating the alarm. The study's results indicate that these institutions lack the necessary resources and preparedness to effectively handle a fire incident. According to South African regulations, these institutions were judged to be non-compliant in conducting regular emergency fire drills. The educators and school officials lacked the knowledge and strategies to ensure the safety of pupils in the event of a fire. Their lack of preparedness was mostly caused by their clear lack of information about the degree of fire danger. Due to the absence of any significant fire incidents in the schools, students and staff have developed a minimal perception of the fire hazard.

Due to challenges such as overcrowding and limited resources, efforts to reduce fire risks and enhance schools' readiness have become the least important concern for the school administration. Nevertheless, authorities

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have attributed their lack of preparedness on a shortage of resources, including insufficient financing for student instructors. A deficiency in safety training is a significant risk factor in fires. The most effective approach to tackle this issue is via fire safety education, which includes comprehensive instruction on the appropriate use of extinguishers (Tac et al., 2020) and the implementation of emergency evacuation exercises.

The school fires in the selected African countries exhibit several distinctive features. The nations in question are Nigeria, Kenya, and Uganda. Several reasons contribute to the lenient enforcement of fire safety regulations. Many secondary schools in Africa have encountered fires as a result of student dissatisfaction and a lack of knowledge on fire safety among school administrators and parents.

Fire Emergency Preparedness: To ensure effective coordination during disaster response, emergency preparation is described as a continuous process including planning, organising, training, equipping, exercising, evaluating, and applying corrective measures (Tac *et al.,* 2020). Resilience, as defined by the UNISDR (2017), encompasses the knowledge and capabilities developed by governments, professional response and recovery organisations, communities, or individuals to effectively predict, respond to, and recover from the impacts of anticipated, imminent, or existing hazard events or conditions.

In the event of a fire, immediate response by emergency services is often required. According to Tac *et al.* (2020), taking measures to prepare for crises, such as fire disasters, may reduce the probability of injury or loss of life. This is facilitated by fire prevention. The phrase "fire safety" pertains to the implementation of measures aimed at mitigating hazards to people and assets resulting from fire incidents (Glauberman, 2020). In the case of a fire, it is important to prioritise the quickest and safest way to exit a building. Bongiovanni *et al.* (2017) provided their insights on mitigating the consequences of a catastrophic fire. They stimulated investigation into the theoretical aspects of crisis dynamics in critical infrastructures and the formulation of practical recommendations for healthcare emergency management, aiming to enhance preparedness, response, and recovery in the face of catastrophic fires.

In their study, Ilori and Sawa (2020) examined the presence of emergency preparedness plans in public and private secondary schools in Kwara State, Nigeria, with the aim of improving fire emergency response and mitigating associated risks. A total of eighteen (18) secondary schools, including both public and private institutions, were chosen at random using a multi-stage selection process for the purpose of this study. A total of 13 school administrators, 143 instructors, and 557 kids were selected randomly among the schools. Data was collected by face-to-face interviews and written questionnaires. None of the secondary institutions have implemented a contingency plan, as shown by the study. The results also indicated that secondary schools did not have safety committees in place to oversee emergency planning and fire prevention. A study revealed that secondary schools in Kwara State lack adequate fire safety precautions and do not possess any disaster or emergency preparedness plan.

Theoretical Framework

The idea of planned behaviour is a school of thought in psychology that postulates a connection between thought and action. Individuals' intents to act are influenced by their attitudes, their perceptions of social standards, and their sense of agency over their own behaviour. Maladaptive reactions are thought to be mitigated by an individual's assessment of the threat's seriousness and their own susceptibility to it (Subia *et al.,* 2020; Kan and Fabrigar, 2017). Since individuals might be prompted to act in a desired manner not only to avoid physical dangers but also to avoid social or interpersonal dangers, the Protection Motivation hypothesis has been expanded to account for this (Alimasunya, 2019).

Researchers had writers on the topic of disaster readiness discuss the importance of many different mindsets and attitudes, including critical thinking, self-efficacy, anxiety, fatalism, risk perception, societal norms, a feeling of community, and confidence in others (Alphonce, 2019). Unsafe actions on the part of humans are a leading cause of fires. Injury prevention may be achieved in part by restricting risky behaviour. Safety-focused initiatives are one way to accomplish this goal. Indeed, in recent years, the incidence of home fires and accompanying deaths have decreased because to the widespread dissemination of best practices in fire prevention, rescue and evacuation training, and the rewriting of regulations.

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In the event of a crisis, being prepared means taking the steps required to make sure you have access to the supplies you'll need to respond effectively. Intentions and feelings of agency both have a role in shaping Disaster Preparation Behaviour (DPB), according to Najafi (2017). While many respondents expressed enthusiasm for engaging in DPB, few actually did so. Unrealistic beliefs about one's ability to influence outcomes may be to blame for the gap between plans and actual actions (Glauberman, 2020; Eunison, 2018). According to Helsloot and Ruitenber (2014), individuals are more likely to take precautions against risks that they see as immediate if the risk high enough.

METHODOLOGY

Research Design: The researchers in this study relied on survey methods.

Study Area: The study area is Awka, Anambra State, Nigeria. The Study centered on fire emergency preparedness in Secondary Schools. The coordinates (figure 1) for this region are 60°06′N to 60°016′N and 7°01′E to 7°10′E. The city of Awka is divided into two LGAs: Awka South and Awka North. As of the 2006 Nigerian census (NPC, 2006), the city was home to an estimated 301,657 people; by 2018, that number was expected to rise to nearly 2.5 million. The estimated population is based on assuming a growth rate of 5% in every country. With a population of over 20,000, Awka clearly meets the United Nations' definition of a city (Albert, 1994). Ten of the approximately eighteen secondary schools in Awka Capital were chosen for this research (Figure 3.1). Popularity and convenient location are major factors in choosing a school, since they provide an accurate reflection of the surrounding environment. Ten secondary schools (five from the public sector and five from the private sector) in the Awka capital territory were randomly chosen as the research area and sample sites (see Figure 3.1).

The average humidity in this region is 80 percent, since it is located inside the tropical rainforest zone of West Africa. It experiences two different climate variations every year, with mean daily temperatures averaging 20C and yearly rainfall of 200cm. The dry season begins in April and lasts until October, when a wet air mass moves in from the Southwest. Many different kinds of rainforest trees and grasses may be found in the region where the researchers are working. Therefore, woods and woody shrub areas make up the majority of the area's vegetation. Rivers like the Uvunu River and the Obibia River flow in the opposite direction of Awka. During the height of the dry season, many rivers run dry, exposing the underlying sand. Vegetation may flourish in these river valleys.

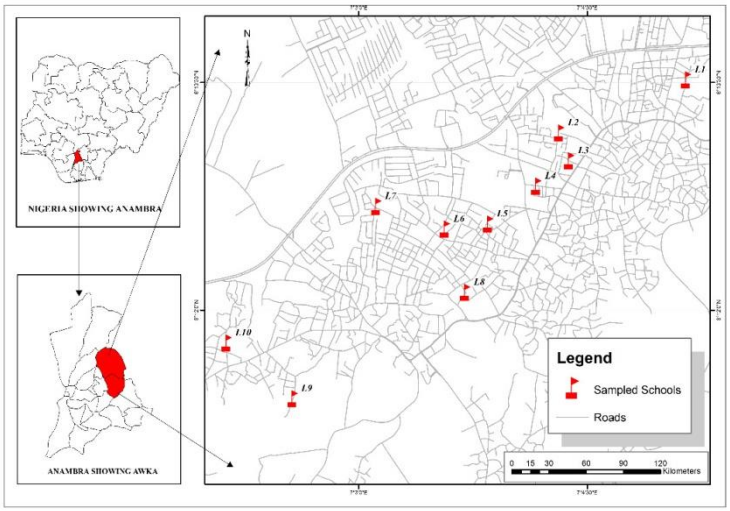

Figure 3: Map showing the study area and sampling locations

Source: archGIS, 2021

Population of the Study: Participants in the research were selected at random, whereas schools were chosen on purpose. In all, a population of five hundred respondents were selected from 10 schools within the study region.

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Method of Data Analysis: Descriptive statistics, including the mean and frequency distribution, were employed to enhance the understanding of the survey results. We employed the Pearson Product Moment Correlation coefficient to evaluate our hypothesis. This study aims to determine the relationship between the dependent and independent variables. The chosen significance level for interval reliability was 5 percent.

Data Analysis

Test of hypotheses

Decision rule*:* Acceptance of the null hypothesis and rejection of the alternative hypothesis occur when the probability is below the alpha threshold. A significance threshold of 0.05 is established. A total of 500 questionnaires were distributed to respondents, with 455 completed accurately, resulting in a return rate of 91 percent.

Hypotheses One

Ho: Availability of fire equipment has no significant positive relationship with fire emergency management in selected private and public schools in Awka Capital Territory.

Hi: Availability of fire equipment has a significant positive relationship with fire emergency management in selected private and public schools in Awka Capital Territory.

Correlations

		Fire Equipment.	Fire Emergency Management
Fire Equipment	Pearson Correlation	1	.661
	Sig. (2-tailed)		.041
	N	455	455
Fire Emergency Management	Pearson Correlation	.661	1
	Sig. (2-tailed)	.041	
	N	455	455

The correlation results for hypothesis one reveals a Pearson Product Moment Correlation Coefficient of 0.661, indicating a positive correlation between the availability of firefighting equipment and fire emergency management in selected private and public schools in Awka Capital Territory.

Decision Rule: The computed probability value of 0.041 is below the significance level of 0.05. Consequently, we dismiss the null hypothesis and endorse the alternative hypothesis, concluding that the availability of fire equipment significantly correlates with fire emergency management in the selected private and public schools within Awka Capital Territory.

Hypothesis Two

Ho: Fire safety awareness has no significant positive relationship with fire disaster management in the school community.

HI: Fire safety awareness has a significant positive relationship with fire disaster management in the school community.

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Correlations			
		Fire Safety Awareness	Fire Disaster Management
Fire Safety Awareness	Pearson Correlation	1	.732
	Sig. (2-tailed)		.044
	N	455	455
Fire Disaster Management	Pearson Correlations	.732	1
	Sig. (2-tailed)	.044	
	N	455	455

The correlation results for hypothesis two reveal that the Pearson Product Moment Correlation Coefficient is 0.732, indicating a positive correlation between fire safety awareness and fire disaster management within the school community.

Decision Rule: The computed probability value of 0.044 is below the significance level of 0.05. Consequently, we reject the null hypothesis and accept the alternative hypothesis, concluding that there is a significant positive relationship between fire safety awareness and fire disaster management within the school community.

Summary of Findings

1. That availability of fire equipment has a significant positive relationship with fire emergency management in selected private and public schools in Awka Capital Territory ($r = 0.661$, P value = $0.041 < 0.05$).

2. That fire safety awareness has a significant positive relationship with fire disaster management in the schools' community ($r = 0.732$, P value = $0.044 < 0.05$).

DISCUSSION OF THE FINDINGS

The purpose of this empirical study was to assess the level of readiness of several public and private schools in the Awka Capital Territory, Anambra State, Nigeria, in the event of a fire. The study's overarching goal was to better understand the connection between fire safety measures and their implementation at a sample of public and private schools in Awka Capital Territory; between fire emergencies and the way those schools' administrations prepare for and react to them; and between fire emergencies and the way those schools' administrations structure their response to them. Research questions and hypotheses were developed based on the unique aims of the study.

Findings from the relationship between fire equipment and fire emergency management

The findings on the relationship between fire equipment and fire emergency management emphasizes that there is existence of fire equipment in some Schools and some do not have at all. It was observed that most of the equipment's are not functional and this may be a major setback in effective fire emergency management.

Based on our data analysis and the results of our test of the first hypothesis, we found that there is a statistically significant positive link between the availability of fire equipment and fire emergency management in the sample of public and private schools in the Awka Capital Territory. A probability value of 0.041 was found, which was lower than the 0.05 significance threshold used in the research, and a correlation coefficient of 0.661. The results of the first hypothesis test corroborate the conclusions drawn from the research of Tac, Akyuz, and Celik (2020) and Glauberman (2020), namely that having access to firefighting resources is crucial in the event of a fire. Active protection system installation is substantially connected with nurse preparation for crises (p=0.012), according to research by Miranty (2021) and Setyawan et al. (2020).

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Findings from the relationship between fire safety awareness and fire disaster management

The results highlight the correlation between fire safety awareness and fire disaster management, indicating that most schools possess fire safety knowledge, whereas a minority have no experience with it. Most schools have implemented fire emergency response plans to effectively handle fire disasters.

The researcher obtained a document on the fire statistics in Anambra State for the last four years, 2019 to 2022(Appendix B). The figures from the data obtained agreed with the test of the fourth hypothesis where it was accepted that fire safety awareness has a significant positive relationship with fire disaster management in the school community. In 2019, only three fire incidents were recorded in schools within the area of the study, and seven in the whole state as a whole. This is as against 75 cases of fire incidents in homes and offices and 123 cases of fire incidents in the state in total. The figure for the year 2020 also shows similar statistics, while that of 2021 was significantly lower with only four cases of fire incidents in the state as a whole as against 114 cases of fire outbreaks in the state.

The fire statistics for 2022 also follow similar trend, helping to lend credence to the efforts of the Anambra State Fire Service in the areas of fire safety and emergency preparedness procedures in cases of fire outbreaks. Generally, for the last four years, 2019 to 2022, the fire statistics shows that there was total number of 9 fire outbreak in schools in Awka Capital territory.

CONCLUSION

Our study on the evaluation of fire emergency preparedness in selected private and public schools in Awka Capital Territory, Anambra State, Nigeria have shown that while availability of fire equipment has a significant positive relationship with fire emergency management, many of the firefighting equipment are not in perfect condition. Also, while fire safety awareness is strongly correlated with effective fire disaster management within the school community, we can therefore conclude from empirical evidence that the fire emergency preparation in the public schools examined is inadequate.

RECOMMENDATIONS

In light of the study's conclusions, the following suggestions were made;

1. Government, through the State Fire Service should insist that schools, markets and other organizations operating in the state must have functional and complete firefighting and safety equipment, and defaulters should be severely dealt with, to serve as deterrent to others.

2. In addition to capacity building and training, public education and enlightenment by the Anambra State Fire Service, in collaboration with the Anambra State Emergency Management Agency (ASEMA), is necessary at all levels since emergency response and disaster management is supposed to be a collective responsibility.

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