



ASEAN Safe Schools Initiative :

A Compilation of Case Studies

The ASEAN Safe Schools Initiative (ASSI) is a partnership among ASEAN Member States and non-government organisations to scale up a regional safe school model in order to reach millions of school children across the ASEAN Region.



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Introduction

The ASEAN Safe Schools Initiative (ASSI) was initiated in 2012 under the purview of the ASEAN Committee on Disaster Management and supports the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) 2010-2015. ASSI is a partnership between the ASEAN Member States and civil society organisations to promote a comprehensive approach for school safety in the region so that children in South-East Asia become more resilient to disasters and have a safe and secure learning environment. ASSI was first approved and endorsed by the ASEAN Committee on Disaster Management (ACDM), during its 21st Meeting in January 2013, held in Chiang Mai, Thailand. The second phase of the initiative was later endorsed at the 22nd Meeting of the ACDM held in May 2013 in Hanoi, Viet Nam.

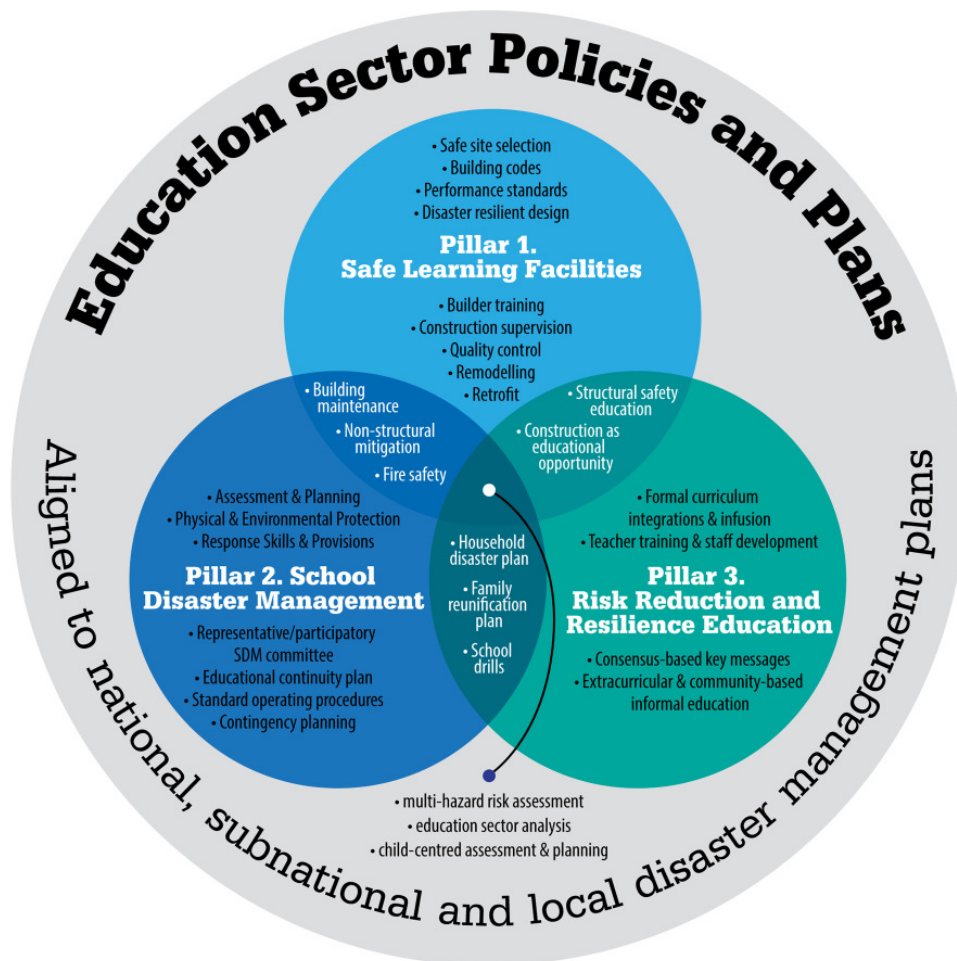
The first phase of ASSI involved a series of consultations in nine ASEAN Member States with key national and international stakeholders, to assess country and regional efforts towards school safety. ASSI Phase 2, which was launched in November 2014, is a three-year programme to support the ASEAN Member States in accelerating and scaling up school safety initiatives in the region.

Under the leadership of the ASEAN Secretariat, ASSI is currently being implemented in five countries — Cambodia, Indonesia, Lao PDR, Myanmar and Thailand. The initiative is implemented by the ASSI consortium comprised of Plan International, Save the Children, World Vision and Mercy Malaysia, with support from the Australian Department of Foreign Affairs and Trade (DFAT), the European Commission's Humanitarian Aid and Civil Protection Department (ECHO) and World Vision International. The implementation of ASSI engages both the National Disaster Management Offices (NDMOs) and Ministries of Education (MoEs) from the respective ASEAN Member States, as well as members of the AADMER Partnership Group.

By the end of December 2015, ASSI intends to achieve three key results:

1. Regional collaboration on the development of school safety across ASEAN Member States is strengthened with prioritised tools and approaches in place by the end of the project.
2. Policies, tools and technical capacity are in place and being utilised through inter-agency collaboration to promote school safety at the country and school levels.
3. Increase in advocacy and learning activities on school safety across the NDMOs, MoEs and other stakeholders in ASEAN Member States.

The ASSI consortium is committed to the Global Framework for Comprehensive School Safety defined by the Global Alliance for Disaster Risk Reduction and Resilience in Education Sector (GADRRRES), and seek alignment with the Sendai Framework for Disaster Risk Reduction and AADMER Work Programme 2016-2020. This framework is comprised of three pillars — safe learning facilities, school disaster management, and risk reduction and resilience education. ASSI's strategies and programmes are based on this Global Framework for Comprehensive School Safety.



Three Pillars of Comprehensive School Safety

Source: UNISDR and Global Alliance for Disaster Risk Reduction and Resilience in Education Sector, *Comprehensive School Safety*, <http://learningforpeace.unicef.org/wp-content/uploads/2014/10/11-Comprehensive-School-Safety.pdf>

This book is a compilation of six country case studies. Three of the case studies on Cambodia, Indonesia and Lao PDR showcase ASSI's good practices and discuss the key learnings. The other three case studies on Myanmar, Philippines and Thailand feature the good practices, key learnings and the enabling environment from various school safety initiatives in the countries, including ASSI in Myanmar and Thailand. The latter three case studies are adapted from a World Vision 2015 publication entitled, "Comprehensive School Safety Practices in Asia."

ASSI would like to acknowledge the NDMOs, MoEs and other government offices, the national offices of Plan International, Save the Children and World Vision, United Nations agencies and NGO partners, whose work on school safety has been profiled in this book. The case studies were developed by Ma. Bernadeth Lim, Cici Riesmasari, Kim Chaphearum, Ounkham Pimmata and Renar Berandi, and reviewed and edited by Christine Apikul and Ronilda Co.



ASSI Regional Profile

The ASEAN Safe Schools Initiative (ASSI) aims to strengthen regional cooperation across ASEAN to ensure that children are more resilient to disasters and have a safe and secure learning environment.

At the regional level, ASSI has led the development of the ASEAN Common Framework for Comprehensive School Safety, School Disaster Risk Management (SDRM) Guideline, and the Overview of School Hazard, Vulnerability and Capacity Assessment (HVCA) Tools.

The ASEAN Common Framework for Comprehensive School Safety is intended to be an operational modality for regional collaboration and cooperation, for school safety implementation and, for monitoring national and regional progress. ASSI also developed a rollout manual for the framework, and a set of indicators for monitoring progress of school safety initiatives in the ASEAN region. By the time this publication is developed, ASSI is conducting the country rollout of the framework and field testing the SDRM Guideline in ASSI target countries.

ASSI in collaboration with the ASEAN Disaster Management and Humanitarian Assistance (DMHA) Division and the ASEAN Education, Youth and Training Division engage with the National Disaster Management Offices (NDMOs), the Ministries of Education (MOEs) and other stakeholders in ASEAN Member States to increase advocacy and learning initiatives on school safety through the following: the National Consultation and Technical Review Workshop of the ASEAN School Safety Resources, the 4th Meeting of the ACDM Prevention and Mitigation Working Group in September 2015, ASSI cross learning visit in Jakarta and Rembang in September 2015 to increase the learning among target countries' delegates, ASSI participation in the WISS School Safety Leaders' Meeting in Iran, and the ASEAN Day for Disaster Management where ASSI took the lead on a panel discussion of school safety. To disseminate ASSI information and showcase its good practices and learnings, ASSI continues to maintain and update the APG web portal (<http://www.aadmerpartnership.org/>) and develops this compilation of case studies.



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School Safety in Cambodia

Good Practices

CSSF Pillars 1 and 2 – Case Study 1: Kolab Primary School and Kampong Luong Primary School in Pursat

In the safe school assessments that ASSI facilitated, hazards and vulnerabilities were prioritised, and school-based disaster mitigation projects were planned based on results from the safe school assessments. The process was participatory and involved teachers, students and the school support committee, which consists of parents and teachers. Additionally, a school disaster management plan was developed through school safety trainings to teachers, in coordination with the District Training and Monitoring Team of the Department of Education, Youth and Sport.

CSSF Pillars 1 and 2 – Case Study 2: Yukhntor Primary School, Kampong Chhnang

This is a floating school 44 kilometres from the Kampong Chhnang city centre. Following a hazards mapping exercise at the school with teachers, students and the school support committee comprised of 10 parents, small-scale disaster mitigation measures were identified. The school also developed standard operation procedures for emergencies and conducts regular drills together with the community.

Context

In Cambodia's Strategic National Action Plan for Disaster Risk Reduction, the education sector is highlighted in two of its six components, which have provided a framework for school safety efforts in Cambodia. Subsequently, a number of initiatives have been implemented, including: the integration of disaster risk reduction into the school curricula of Grade 8's Earth science and geography subjects, development of school construction guidelines, and issuance of a child-friendly school policy. NGOs in Cambodia have been actively involved in implementing school safety initiatives.

In Cambodia, the ASEAN Safe Schools Initiative (ASSI) started in September 2014 with Plan International as the lead agency of the consortium. To better reach out to the rural areas that are highly prone to floods and storms, Plan International Cambodia partnered with a local organisation, Padek.

Highlights

Through the process of school safety assessment and planning that involved teachers, students and parents, the programme has raised awareness of the importance of disaster risk reduction. Upon the assessment, the school developed small-scale disaster mitigation projects to mitigate the risks. It has also convinced teachers, parents and government officials that collaborative efforts result in positive change.

There has been some evidence of behavioural changes among students, teachers and parents.

"The [ASSI] programme has changed the students' behaviour, on safe drinking water for instance. Before, students would drink from the river, but when the school identified the need for a water filter and clean water reservoir, and then installed them at the school, the children no longer drink from the river. The parents also feel safe to send their children to the school."

~ Mr. Nychetra, Principal of Kampong Luong Primary School

For more information visit: <http://www.aadmerpartnership.org/assi-case-studies/>

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CASE STUDY

Context

In Cambodia's Strategic National Action Plan for Disaster Risk Reduction, the education sector is highlighted in two of its six components, which have provided a framework for school safety efforts in Cambodia. Subsequently, a number of initiatives have been implemented, including: the integration of disaster risk reduction into the school curricula of Grade 8's Earth science and geography subjects, development of school construction guidelines, and issuance of a child-friendly school policy, which promotes child's basic rights, and emphasises child-centred disaster risk reduction and school safety initiatives, including child protection from disasters.¹

A number of school safety initiatives took place in the sub-districts that were stewarded by NGOs in collaboration with local and national governments. For instance, Plan International Cambodia, in partnership with local organisations and government agencies, started a school safety programme in 2012 aiming to reach 84 schools and benefit 95,000 students by 2017. Save the Children developed disaster risk reduction materials for grades 4, 5 and 6 for integration into the curriculum, and is currently looking to develop similar materials for junior and senior high schools.

The ASEAN Safe Schools Initiative (ASSI)² started in September 2014 with Plan International Cambodia as the lead agency of the consortium. To better reach out to the rural areas that are highly prone to floods and storms, Plan International Cambodia partnered with a local organisation, Padek. The objective of ASSI in Cambodia is to create policies and tools, and increase relevant stakeholders' capacity through:

- School safety training for government officials of the Provincial and District Department of Education, Youth and Sport, and teachers;
- Safe school assessments with teachers and students, including child-led hazard, vulnerability and capacity assessments, and the development of action plans;
- Pilot safe schools and provision of support for their action plans; and
- School-based micro projects to mitigate the disaster risks. The micro-projects include instalment of hand rails for the floating school, and the provision of drinking water filter, first aid kit and traffic sign boards – all of which are needs identified by the school.

ASSI in Cambodia works in 15 schools in two provinces, Kampong Chhnang and Pursat, targeting to increase the knowledge, and gradually change the attitude and behaviour of about 75 teachers and 3,000 students. This case study will feature good practices and explore behavioural changes in three target schools and the community that they serve. The three schools are: Kolab Primary School and Kampong Luong Primary School in Pursat, and Yukhuntor Primary School, a floating school in Kampong Chhnang.



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¹ Fumiyo Kagawa and David Selby, "Enhancing Child-centred Disaster Risk Reduction for School Safety: Insights from Cambodia, China, and Indonesia", Plan International, 10 February 2013.

² For more information about ASSI, see <http://www.aadmerpartnership.org/what-we-do/assi/>.

Good Practices and Behavioural Changes

CSSF Pillars 1 and 2 – Case Study 1: Kolab Primary School and Kampong Luong Primary School in Pursat



© Mo Sarun/Padek

School safety planning with teachers

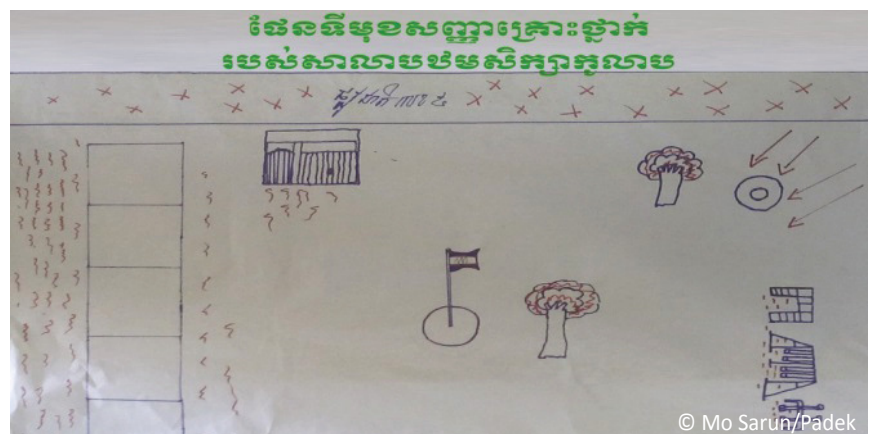
Kolab Primary School is a public school located in the Tonsay Koll Village bordering with four other villages. It has five classrooms where 351 students of grades 1 to 6 (of which 177 are girls) study with their ten teachers. Based on the safe school assessment that the teachers and students conducted through the ASSI programme, floods and storms are the major hazards that affect the school. Other hazards they face include the lack of access to clean water and traffic accidents.

In the safe school assessment, the hazards and vulnerabilities were prioritised, and school-based disaster mitigation projects were planned based on results from the safe school assessment. The process was participatory and involved teachers, students and the school support committee, which consists of parents and teachers. They identified the following top hazards that affect the school and impede students' access to their education:

1. Traffic accident – preventing students from arriving at school on time and raising parents' concerns for their children's safety
2. Flash flood – holding up the study time and interrupting learning and teaching activities, and creating a muddy school environment that increases the risk of mosquito-borne diseases
3. Clean water scarcity – increasing the likelihood of typhoid and diarrhoea
4. Storm – strong wind increasing the risk of injuries during school time

To improve the school infrastructure, and create a safe and secure learning environment for the students, the school identified small-scale disaster mitigation projects for implementation during the ASSI programme period and beyond. The range of mitigation measures include: the creation of traffic signs and traffic warning messages in high-risk spots, development of an information board about traffic safety, provision of loud speakers and helmets for use in times of disaster, and the organisation of hygiene and sanitation campaigns that include hand washing promotion and provision of trash bins.

A school disaster management plan was developed through school safety trainings to teachers, in coordination with the District Training and Monitoring Team of the Department of Education, Youth and Sport.



© Mo Sarun/Padek

A hazard map developed by the students, teachers and the school support committee

The teachers' involvement in the safe school assessment and planning increased their knowledge on basic disaster risk reduction concepts, as expressed by one of the teachers:

"I have learnt so much about school safety – a concept that I did not understand before: what is a hazard? How do we manage it? But now, I understand and can develop a school safety plan."

This process of risk knowledge exchange and sharing indirectly raised awareness of the parents who are part of the community. This highlights the importance of linkages and collaboration between the school and the community at large. Parents participating within the school support committee were supportive of the school safety initiative. They willingly participated in the school safety activities with their children, and learned the basic concepts of disaster risk reduction.

Kampong Luong Primary School, with 256 students and 8 teachers, is located near the river. The school and the community surrounding the school are exposed to flood risks. During the safe school assessment and hazard mapping, the school identified other hazards besides flood. For instance, the government had previously elevated the classrooms by about 5 metres above the ground to mitigate risks against flooding, and students now have to climb stairs to enter their classrooms. As identified in the safe school assessment, this elevated structure resulted in a new risk – falling from the elevation. Other hazards identified include traffic accidents, storms and broken wooden bridges.

A seasonal calendar was developed at the school to find out the type of disasters categorised by months, which resulted in the collation of a document, namely "School Safety Assessment and Planning Development". The document includes the roles and responsibilities of each member of the school, and an evacuation plan.

"The [ASSI] programme has changed the students' behaviour, on safe drinking water for instance. Before, students would drink from the river, but when the school identified the need for a water filter and clean water reservoir, and then installed them at the school, the children no longer drink from the river. The parents also feel safe to send their children to the school."

~ Mr. Nychetra, Principal of Kampong Luong Primary School

The school purchased the identified equipment and supplies to address the risk factors such as the water reservoir, life jackets, boat, generator, first aid kit and waste segregator. Through this process of a joint assessment involving teachers, students and parents, and then seeing the results of the joint assessment being acted upon, the programme has raised student's awareness of the importance of disaster risk reduction. It has also convinced programme stakeholders that collaborative efforts result in positive change. Although disaster risk reduction is yet to be integrated into the curriculum, the principal plans to have a "Life Skill" theme in all the subjects in the school every Thursday.



Water filter and water reservoir identified to minimize the hazards

CSSF Pillars 1 and 2 – Case study 2: Yukhutor Primary School, Kampong Chhnang

Yukhutor Primary School is a floating school 44 kilometres from the Kampong Chhnang city centre. This school was established by the community that lived in floating settlements by the river. After years of operation, the school was taken over by the government to provide education to children. It has 142 students and 5 teachers. It also has a school support committee and a student council. The community's livelihood is built mainly on fishing.

The school is frequently exposed to severe storms and the identified hazards that frequently affect education continuity include: students falling into the river due to poor barriers around the school, and the capsize of boats that students use to travel to and from school, causing drowning.



The floating school that sometimes move away due to the water level of the river. During the dry season, students can use the bridge to access the school

Following a hazards mapping exercise at the school with teachers, students and the school support committee, small-scale mitigation measures were identified such as: repairing the broken hand rails, constructing a bridge that connects the school to land, reinforcing the school foundation in the water, installing water reservoir, harvesting rain water and providing water filter to gain access to clean and safe drinking water, stocking life jackets, creating traffic signs to warn the passing boats to slow down during class times, and purchasing a larger boat to avoid overcrowding.

“Throughout the process, there has been an increase in school safety knowledge of the students. In Yukhutor, for example, the students can now develop school safety plans. They are now aware that the maximum capacity of a small boat is 3-4 students, and if the boat exceeds its capacity, it is likely to capsize and cause drowning.”

~ Kim Chanphearum, Padek's Monitoring and Evaluation Specialist



Life jackets for the students

The improvement of the school infrastructure, such as the hand rails reparation around the school prevents the students from falling into the water. Young students oftentimes wear the life jacket during the school hours. Recently, the principal issued a policy that parents must provide their children with life jacket if their children wish to be enrolled into the school. The school safety activities started to inculcate the students, and also the community, with a sense of preparedness.

Scenario of a School Drill

The bell rang at the school.

“Attention please! The storm has reached our school. Please evacuate to a safer place,” announced Mr. Samnang, a parent of one of the students assigned to warn students of an impending disaster.

Students rushed to put on their life jackets and hid under the table. Students remained under the table until the school announced that it was safe to return to their seats.

A group of students trained in first aid checked the classroom one by one and attended to those who were injured. Some were injured from falling down.

This school drill is performed regularly to get the students prepared when a storm affects their school. Storm is a major disaster risk and in every class, life jackets are available.

The school experienced a major storm in 2007 damaging the school roof, causing the school building to collapse and destroying study materials. Annually, students are injured or fall ill because of the storm and they miss classes.

The school drills aim to test the standard operating procedures in times of emergency, which are part of the school disaster management plan.



A school drill at Yukhantor Primary School

The school support committee consisting of 10 parents have been committed to creating a safe school environment, evident by the involvement in the school drills, organising a boat transfer to and from school, and the renovation and strengthening of the school infrastructures. The school support committee members are supportive of the initiative considering that their children’s safety is their key concern.



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Children taking responsibilities for their own safety at school

In Cambodia, the student council is responsible for school safety. The student council in the Yukhutor Primary School has members in charge of the library, students' skills development, supervision of other members, sport and arts, finance, lifeguarding, and conflict settlement. When asked what the student council knows about school safety, here is what one of the members had to say:

"I got to learn about hazards from the mapping exercise in the school. I am responsible for telling other students to watch their steps when crossing the bridge so they will not slip and fall into the water. 'Be careful when crossing the bridge, don't get stuck in between the wooden logs of the bridge,' I would say."

It is notable that there are more girl members than boys in the student council. The girls often take leadership of the student council, and are in charge of the school's first aid. They are active and confident.

Challenges and Lessons Learned

"It is a challenge to add on disaster risk reduction materials into the already-stretched teaching materials. Teachers would not have much time to adopt the materials. But, I have appointed myself to be the focal point of disaster risk reduction in the school."

~ Mr. Nychetra, Principal of Kampong Luong Primary School

The principal of Kampong Luong expressed a challenge that typically faces schools when applying disaster risk reduction and school safety. The other challenge is despite the increased knowledge of teachers and students on disaster risk reduction, strong school facilities are the key to children safety in school but they do not have enough engineering knowledge to understand and apply the disaster-resistant building code.

Learnings from partnership in ASSI implementation

One of the success factors of ASSI implementation is the partnership between Plan International Cambodia, the lead agency, and Padek, the local partner. Plan International Cambodia's knowledge and experience in school safety, together with Padek's strong presence in the communities of Pursat and Kampong Chnnang has contributed to positive results within a short period of time. Padek has field offices in Pursat and Kampong Chnnang, they have a well-established relationship with the communities, and the communities trust the work of Padek. Through technical support from Plan International, Padek assisted the school in conducting safe school assessments, training the teachers, students and local government officials on school safety, and procuring essential equipment and supplies for the schools.



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Way Forward

The schools recognise the challenge of continually reviewing and revising the school disaster management plan, but they are keen to build upon what they have initiated through ASSI. For example, the Kampong Luong Primary School plans to improve the environment of the school by establishing more green space to minimise the disaster risks, and assign clear roles and responsibilities of the school support committee and provide more trainings. Through ASSI, schools and other stakeholders involved have seen the value of partnership. For example, Padek would like to engage with the Cambodian Red Cross on school safety, and request their support on first aid training, and the provision of equipment and supplies to reduce their disaster risks.



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School Safety in Indonesia

Good Practices

CSSF Pillars 1 and 2 – Case Study 1: Al Muzayyanah Madrasa, North Jakarta

The teachers and students started with conducting a risk assessment using visual methods, facilitated by World Vision, which resulted in the building of toilets and a wall at the school backyard. A school disaster preparedness team was established and standard operating procedures for emergency response and evacuation were developed by teachers and students in the school together with parents and the government staff of the *kelurahan*. A school drill was conducted based on the standard operating procedures, which also involved the wider community.

CSSF Pillars 2 and 3 – Case Study 2: Al Muttaqien Madrasa, North Jakarta

In this *madrasa*, Save the Children was involved in strengthening the capacity of students and teachers in the assessment of disaster risks, development and implementation of action plans, and creation of standard operation procedures for emergencies. To raise disaster awareness in the school, the teachers and students worked together to devise creative ways to deliver school safety messages, for instance, through a *lenong* (or hand-puppet performance) and through songs, role play and games.

Context

The Government of Indonesia has shown strong commitment to ensuring school safety. The Disaster Management Law and National Action Plan for Disaster Risk Reduction acknowledge education as one of the priority sectors. In 2010, the Ministry of Education and Culture established the National Secretariat for Safe Schools (Sekretariat Nasional Sekolah Aman – SEKNAS) issuing a circular letter that encouraged the mainstreaming of disaster risk reduction into the school curriculum, and created a Special Allocation Fund for safe school rehabilitation. In 2012, the government issued Guidelines for the Implementation of Safe Schools and *Madrasas* (Islamic schools). With funding support from the Government of Australia, Department of Foreign Affairs and Trade (DFAT), the ASEAN Safe Schools Initiative (ASSI) was initiated in Indonesia since October 2014 and promotes school safety in Indonesia. In Indonesia, ASSI is implemented by three ASSI consortium members – Plan International, Save the Children and World Vision.

Highlights

Student-led risk assessments and students' involvement in disaster preparedness lead to increased knowledge and positive behaviour changes in students and in the parents.

Andre was able to administer first aid to those who were injured, including our neighbour who fell out of a vehicle. After the flood, our first aid kit provided by Save the Children was used up. From that experience, we have committed to always replenish the first aid kit.

~ Rini, mother of Andre, a fourth-grade student at Al Muttaqien

Through student-led risks assessments, teachers and other adults realise that children can contribute and add value to school safety.

"If we did not involve the students from the beginning, we would not know what the students' exact needs are when flooding occurs. An example was the path in front of the school. As adults, we never realised that the path on the ditch was too narrow for the children. We thought that the path was fine. Yet through their eyes, it was a problem particularly during evacuation as the children might push each other and the smaller kids could fall into the ditch."

~ Irwan F., a fourth grade teacher of Al Muzayyanah

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Context

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With funding support from the Government of Australia, Department of Foreign Affairs and Trade (DFAT), the ASEAN Safe Schools Initiative (ASSI) was initiated in Indonesia since October 2014 and promotes school safety in Indonesia. In Indonesia, ASSI is implemented by three ASSI consortium members – Plan International, Save the Children and World Vision. The range of activities include the following:

- Pilot activities in two primary schools in North Jakarta that are vulnerable to fire and flood hazards.
- Development of a school safety facilitation handbook, and child-friendly monitoring and evaluation tools, and the provision of training for school safety facilitators in collaboration with SEKNAS and UNICEF.
- Organisation of a school safety radio jingle competition in collaboration with the Prudence Foundation and the Nature Planet. Fifteen schools participated and five groups of children were invited to a final competition held in Jakarta. The jingles were broadcasted on the national radio station.
- Development of awareness materials for the school bulletin board, and the creation of school safety games.
- Organisation of a school safety conference.
- Organisation of cross-learning visits between teachers and students of schools in Jakarta and Rembang.

The two case studies presented here focus on the good practices in the two pilot schools in North Jakarta. The initiative focuses mainly on strengthening CSSF Pillar 2, resulting in some activities in CSSF Pillars 1 and 3.

Good Practices

Case Study 1: Al Muzayyanah Madrasa, North Jakarta

Al Muzayyanah, an Islamic school with 222 students and 14 teachers, is located in a flood-prone area near the Gubug Genteng riverbank. Flooding is a regular incident that affects the school once or twice a year. When the heavy rain starts, the water could reach up to 50 centimetres in the school, and up to a metre in the surrounding low-lying areas.

Over eight months, World Vision, a member of the ASSI consortium, worked closely with the *madrasa* to strengthen the capacity of students and teachers in assessing disaster risks, developing and implementing action plans, and creating standard operation procedures for emergencies.



A student explains the contents on a bulletin board that regularly features disaster risk reduction and school safety topics

¹ Indonesia's National Disaster Management Agency, *Sharing Experiences on Safe School Initiatives in Indonesia*, presentation made by Lilik Kurniawan at the Global Platform for Disaster Risk Reduction: Fourth Session - Invest Today for a Safer Tomorrow, in Geneva, Switzerland, on 19-23 May 2013.



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Students at the backyard of Al Muzayyanah with the wall

CSSF Pillars 1 and 2: Student-led Risk Assessment Identifies Structural Improvements to Make School Safer

The teachers and students started with conducting a risk assessment using visual methods, facilitated by World Vision. To get students' perception of risks, the teachers lent them a few cameras, which they used to take snapshots of the vulnerabilities that they face. In a meeting, the students discussed their findings with the teachers and the facilitators, and suggested interventions to reduce their risk to flooding. This method proved successful in gaining the active participation of students in the risk assessment.

"If we did not involve the students from the beginning, we would not know what the students' exact needs are when flooding occurs. An example was the path in front of the school. As adults, we never realised that the path on the ditch was too narrow for the children. We thought that the path was fine. Yet through their eyes, it was a problem particularly during evacuation as the children might push each other and the smaller kids could fall into the ditch."

~ Irwan F., fourth-grade teacher at Al Muzayyanah

Following the risk assessment that involved teachers, students and parents, the construction of a two-metre tall, ten-metre long wall behind the school was agreed upon as a risk reduction measure to prevent flooding in the school, and to stop communities from littering their backyard.

Another issue identified during the risk assessment was insufficient toilets. The school only had three toilets. The intervention to build additional toilets aimed to improve the school's sanitation and hygiene, promote good hygiene practice, and reduce the risk of water-borne diseases.

CSSF Pillar 2: Teams and Procedures Established for School Disaster Preparedness

To strengthen the school's disaster preparedness, World Vision organised a two-day training of trainers for seven teachers on emergency response, first aid and health-related issues. The trained teachers then passed on their learnings to the students, and established a school disaster preparedness team.

In addition, standard operating procedures for emergency response and evacuation were developed by teachers and students in the school together with parents and the government staff of the *kelurahan* or village. A school drill was conducted based on the standard operating procedures, which also involved the wider community.

Scenario of a School Drill Conducted at Al Muzayyanah Madrasa

"Attention, please! Attention, please!"

"The water level has reached 30 centimetres in our school yard."

"Please walk to the mosque using the evacuation route."

"Students from the first grade...please go first."

A woman's voice could be heard from a loudspeaker several times that morning. After the announcement, the teachers organised the students to march in order to the mosque, which had been agreed by the school and the surrounding communities as the evacuation location whenever flood hits this area.

Suddenly, a student fell down. A couple of students helped him and carried him to the mosque.

After they arrived at the mosque, the teachers organised the students and did a quick headcount. A teacher made a phone call to a mother and informed her that she could pick up her daughter from the mosque.

At the same time, another group of students administered first aid to the student who had fallen during the evacuation process. This group of students were members of the school's Disaster Preparedness Team.

Achievements and Impact

The community's involvement in various disaster risk reduction activities played an important role in shifting community's mindsets on the value of disaster risk reduction. Parents were content that their children were participating in disaster risk reduction activities at school.

"I'm happy that my daughter is active in the disaster preparedness team in her school. Today, she can perform first aid for her family at home."

~ Nurjannah, mother of Hanna, a fifth-grade student at Al Muzayyanah

Following ASSI interventions, the students' knowledge on disaster preparedness and risk reduction increased.

"They are now aware that if they litter, the trash could block the ditch and it could lead to flooding."

~ Subani, teacher who oversees the students of the disaster preparedness team



Hanna with her mother, Nurjannah



Subani, a teacher at Al Muzayyanah, is showing the school disaster preparedness team how to help an injured student

The initiative motivated the school to further develop the capacity of their teachers and students to ensure school safety. Through the school's own initiative, the teachers and the school disaster preparedness team received first-aid training from the community health centre and the Red Cross at no cost to the school.

The Red Cross also conducted an assessment of the school's evacuation route to the mosque and found that the alley was too narrow and dangerous for the children. Following the assessment, a safer route was agreed upon. As this new route has a well nearby, the teachers came up with the idea of placing a rope along the evacuation route to guide the children during the evacuation process.

Case Study 2: Al Muttaqien Madrasa, North Jakarta



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Al Muttaqien, an Islamic school with about 430 students, is located in Kapuk Muara, an area in North Jakarta that is prone to flooding and fires. The North Jakarta Fire Department recorded 93 fires between January 2010 and August 2012. Furthermore, an index created by the Agency for Survey Coordination and National Mapping categorised Kapuk Muara as very prone to flooding. Whenever flooding hits the area, the school becomes a temporary shelter for those affected by floods.

In this *madrasa*, Save the Children, a member of the ASSI consortium, was involved in strengthening the capacity of students and teachers in the assessment of disaster risks, development and implementation of action plans, and creation of standard operation procedures for emergencies.

CSSF Pillar 2: Multi-stakeholder involvement leads to a more prepared and safer school

Save the Children started the initiative by facilitating a risk assessment with the teachers, students and parents. One of recommendations that came from this exercise was to form a school disaster preparedness team, which they named Disaster Preparedness Friends (*Sahabat Siaga*). The students were tasked with roles and functions such as conducting early warning, coordinating evacuation and administering first aid. The team consisted of 28 students (13 boys and 15 girls from grades four to six) who were trained by the Indonesian Red Cross to administer first aid. They were also trained to coordinate the evacuation process. Students had to undertake a written test to assess their motivation to be the team members and as it turned out, more female students signed up and were selected as members.

From the risk assessment, the school also realised that desks with sharp corners are dangerous for the students. Thus, the school decided to replace all sharp-edged desks with round-edged ones in order to reduce the risk of injury. By February 2016, the school targets to have all their desks round-edged.

Save the Children facilitated the development of standard operating procedures for emergency response and evacuation. The principal, vice principal, teachers, students, security officers, food vendors in the school, head of foundation and the youth group were all involved in the development of the standard operating procedures, a process that took three days. Upon its completion, the community was informed and the document was displayed at strategic locations. The school invited all parents and guardians to observe this document. A school drill was conducted based on the standard operating procedures, which also involved the wider community.



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School fire drill in Al Muttaqien, Jakarta, Indonesia, on 24 November 2015

CSSF Pillar 3: School promotes creative learning among students

To raise disaster awareness in the school, the teachers and students worked together to devise creative ways to deliver school safety messages, for instance, through a *lenong* (or hand-puppet performance) and through songs, role play and games. There were four girls in the hand-puppet group. They often performed the hand-puppet show to deliver school safety messages. “Mr. Jamal helped us the first time we wrote the dialogue. After that, we created the show by ourselves,” Sintia, a fourth-grade student said proudly. Teachers also made use of the training received by Save the Children to incorporate disaster risk reduction topics in the classroom and in extra-curricular activities.



School children perform “the lenong” to raise awareness on school

Achievements and Impact

The school principal was very active in raising disaster awareness and involving the community and government in school safety activities. The principal’s active networking with government officials, including the Ministry of Religious Affairs, resulted in the issuance of a letter of support in the implementation of school safety.

There is evidence of strengthened capacity in disaster preparedness and emergency response, and change in behaviour among both teachers and students.

Following the school drill, the school management became aware of some of the unsafe features of the school. For instance, there is only one narrow stairway from the second floor to the first. The school is now planning to build another stairway.

Karmila, a teacher at the school, noticed that teachers have started to volunteer to help in flood response as the school acts as a temporary shelter during floods.

“Previously, the principal had to call us and instruct us to be volunteers to organise the temporary shelter in case of a flood, but now teachers are proactively volunteering to help.”

~ Karmila, teacher at Al Muttaqien

Teachers noticed changes in students’ behaviour, particular the school disaster preparedness team members who were trained and participated in school drills.

“The children who are participating in the Disaster Preparedness Friends are more confident in expressing their opinions.”

~ Taufik Halit, teacher at Al Muttaqien

Parents also noticed changes in their children’s behaviour, and their increased knowledge on disaster preparedness and risk reduction. The children tell their parents about their activities in disaster risk reduction at school. Sintia is a good example. *“I practice the skills I learned from the training in the school with my dad or my mom,”* she said.

Andre, a fourth-grade student at the school, was able to administer first aid during a flood in February 2015 near his home.

Andre was able to administer first aid to those who were injured, including our neighbour who fell out of a vehicle and was injured by a shard of glass. After the flood, our first aid kit provided by Save the Children was used up. From that experience, we have committed to always replenish the first aid kit.”

~ Rini, Andre’s mother

The change in behaviour is also evident from children’s reaction to disaster events. Previously, whenever there was a fire, children would get curious and just watched the fire. Now, when they see a fire, instead of watching, the children would run to their homes and report it to their parents.



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Key Learnings and the Way Forward

The capacity and motivation of teachers to incorporate disaster risk reduction in their lessons vary, but most teachers are overloaded with work and find this aspect a huge challenge. Yet, the two pilot *madrasas* have shown that they are effective entry points for integrating disaster risk reduction in schools, and Al Muttaqien has developed creative ways to integrate disaster risk reduction elements into extra-curricular activities.

Working with *madrasas* requires the buy-in from the Ministry of Religious Affairs to ensure the sustainability and replication of disaster risk reduction activities in Islamic schools. However, the Ministry of Religious Affairs' awareness of school safety issues is limited. It is important that awareness raising events and school safety campaigns include the Ministry of Religious Affairs and the Working Group for *Madrasa* Principals.

Behaviour changes take time for all stakeholders, including for teachers and community members. During student-led risk assessments, it was found that the teachers were still in control and made the decisions, for example, in determining the evacuation route or developing notices for the bulletin board. In Al Muzayyanah *Madrasa*, the community continues to throw trash into the school backyard despite the construction of a wall. Al Muzayyanah plans to involve the local government officials in this matter, and has asked World Vision to facilitate dialogue.

School safety activities should include building communities' resilience to disasters. It is important to involve community members and local government officials in school safety activities. Other key stakeholders include the community health centres and the Red Cross.

Strong leadership skill is needed by the head of the school to encourage other school members and the surrounding community to participate in school safety initiatives.

It is important to display the standard operating procedures in public spaces in the school and in the community, and test and revise the standard operating procedures on a regular basis.

Creative and innovative ways of integrating disaster risk reduction issues in the school curriculum and in teaching should be explored, documented and incorporated in the training for teachers. They include the use of games, role play, songs, dance and theatre.

As the school and the community better understands the risks in their environment through risks assessments, and gets involved in building their resilience to disasters, ideas and solutions to further strengthen their resilience emerge. For example, Al Muttaqien is seeking funds from its foundation to retrofit the roofs that are infested by termites, and are at risk of collapsing.

These two schools are now model safe schools with experiences and lessons that can be shared with other schools nationwide and worldwide. The INGOs involved have plans to replicate the initiative in other schools.



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School Safety in Lao PDR

Good Practices

Context

The Government of Lao PDR has been building the resilience of the education sector through the development of specific disaster risk reduction curriculum from grades 3 to 6 of primary and secondary schools. More recently, Lao PDR is focusing on safe building construction. Guidelines for school building construction, approved by the Ministry of Education and Sports, are available.

Highlights

The tablet-based tools are not only easy and convenient to collect information, they are also very handy for sharing the results of the assessment with school management and school teachers, particularly because of the presence of visuals.

"All the information and photos are on the tablet and this is useful when we talk to school management and teachers, and show them photos that pinpoint areas of vulnerability in the schools. The photos are very effective in getting teachers and communities to consider the safety of their schools. The photos show clearly the parts of their school that require attention, and help identify the expenditures for retrofiting. The photos can also be used to raise awareness and initiate discussions on school safety among local government, the school and the community."

*~ Mr. Bounkong Khamvongsa,
trainee from the Department of Education and Sports in Bolikhamxay province*

Following the roll out of the Disaster Risk Reduction Handbooks, the capacity of the schools, teachers, students and the communities to cope with disasters has increased. Communities are more actively involved in the safety of the school.

"Before the project, teachers told children to hurry back home ahead of an impending storm. But now, teachers tell the students to stay at the school until the storm or rain has passed."

*~ Somchai Luangthep,
teacher at Napaeng Primary School*

CSSF Pillars 1, 2, 3 – Case Study 1: Tablet-Based Comprehensive School Safety Assessment

Building on existing school safety initiatives, the ASEAN Safe Schools Initiative (ASSI) in Lao PDR has, since September 2014, focused on leveraging the potential of information and communication technology for comprehensive schools safety. The project, led by Save the Children in Lao PDR, developed a Comprehensive School Safety Assessment Suite that includes a self-assessment tool and the Visual Inspection for Safety Upgrading Strategy (VISUS) tool. The self-assessment tool was piloted in 50 schools in four districts, and the VISUS tool in nine schools in three districts of Bolikhamxay Province.

CSSF Pillar 3 – Case Study 2: Disaster Risk Reduction Handbooks for Schools

A Save the Children project in Lao PDR rolls out Disaster Risk Reduction Handbooks for teachers to use as guides to prepare lessons on disaster risk reduction. It includes the development of the handbooks with the Ministry of Education and Sports from grades 3 to 6, and teacher training on the use of the handbooks.

For more information visit: <http://www.aadmerpartnership.org/assi-case-studies/>

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CASE STUDY

Context

The Government of Lao PDR has been building the resilience of the education sector through the development of specific disaster risk reduction curriculum from grades 3 to 6 of primary and secondary schools. This initiative is a partnership between the National Disaster Management Office, the National Research Institute for Education Sciences and the Ministry of Education and Sports. It includes the development of disaster risk reduction manuals for teachers, and disaster risk reduction training for teachers and education officials. More recently, Lao PDR is focusing on safe building construction. Guidelines for school building construction,¹ approved by the Ministry of Education and Sports, are available.

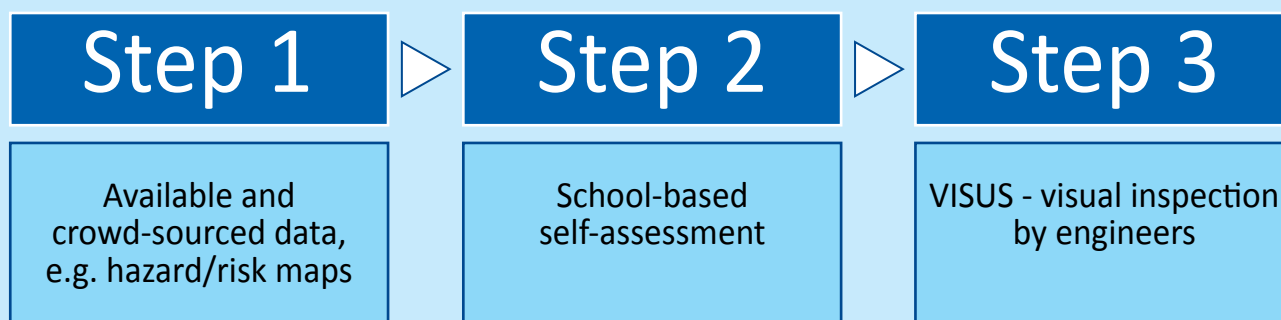
The good practices of two school safety initiatives are discussed here. The first case study is an ASEAN Safe Schools Initiative (ASSI)². Building on existing school safety initiatives, ASSI in Lao PDR has, since September 2014, focused on leveraging the potential of information and communication technology for comprehensive school safety. The project, led by Save the Children in Lao PDR, developed a Comprehensive School Safety Assessment Suite that comprises a self-assessment tool and the Visual Inspection for Safety Upgrading Strategy (VISUS) tool. The self-assessment tool was piloted in 50 schools in four districts, and the VISUS tool in nine schools in three districts of Bolikhamxay Province. The second case study looks at another Save the Children project in Lao PDR that rolls out Disaster Risk Reduction Handbooks for teachers to use as guides to prepare lessons on disaster risk reduction.

Good Practices

CSSF Pillars 1, 2, 3 – Case Study 1: Tablet-Based Comprehensive School Safety Assessment

Under the framework of the ASSI consortium partnership with funding support from European Commission's Humanitarian Aid and Civil Protection (ECHO), Save the Children in Lao PDR led the development of tablet-based tools for comprehensive school safety assessment for government officials and schools.

The Comprehensive School Safety Assessment Suite is multi-hazard assessment tools composed of the self-assessment and VISUS, based on the three pillars of the Comprehensive School Safety Framework (CSSF). Lao PDR is the first country to have a complete school safety assessment suite following the triage approach to help authorities identify at-risk schools and take proactive decisions.



Comprehensive School Safety Assessment Suite: Triage for school safety planning

¹ See http://www.rccdm.net/index.php?option=com_docman&task=doc_view&gid=77&Itemid=215.

² For more information about ASSI, see <http://www.aadmerpartnership.org/what-we-do/assi/>.



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District government officials receive training on the tablet-based tools for comprehensive school safety assessment

Save the Children in Lao PDR developed, tested and improved a self-assessment tool for government officials and school teachers to do a quick survey of their level of safety against the three pillars of the Comprehensive School Safety Framework. This step aims to collect reliable and comprehensive data on schools. In cases where this quick self-assessment “red-flag” the results in pillar 1, the school needs to seriously consider structural interventions to ensure safe learning facilities, VISUS can be used.

VISUS is a technical assessment for use by engineers to assess the site, location, and external and internal parts of the building. The tool generates a thorough report with clear recommendations and provides cost estimates for school retrofitting/repairing activities. VISUS has been developed and tested in Italy by SPRINT Laboratory of the University of Udine on earthquake, and adapted and improved by Save the Children in Lao PDR, the government’s Comprehensive School Safety Technical Working Group and the United Nations Educational, Scientific and Cultural Organization (UNESCO Paris).

Both the self-assessment and VISUS tools are tablet-based to enable officials and teachers to collect data and information using a holistic approach, for example, the input of information must be supported by evidence-based pictures. The aim of this approach is to give a quick report with clear recommendations to officials and teachers on safer school building and environment, which they can use for decision-making and for improving disaster risk reduction knowledge.

During March and October 2015, training and field test on the self-assessment tool and the VISUS tool were carried out, respectively. Save the Children, in collaboration with the Ministry of Education and Sports, and the Department of Education and Sports in Bolikhamxay province conducted the training and field test. The VISUS tool training was supported by UNESCO Paris and SPRINT Laboratory. Save the Children presented four tablets for use in the province’s four target districts, and selected two officials from each district whose work is related with the Education Department to be trained in their use.

“School safety assessment on tablet makes my work easier in terms of collecting information and taking photos of school buildings and locations. There are many useful questions in the assessment suite, which makes it easier to ask teachers and community members, and document their answers.”

*~ Mr Bounkong Khamvongsa,
trainee from the Department of Education and Sports in Bolikhamxay province*

“I thought of using the tablet-based tools would be difficult, but I realised tablets are like smartphones. After one day training, I preferred it to pen and paper for data collection. For example, the tablet would show a question, and I just had to tap on the appropriate answer choice...The tablet is very useful for developing disaster risk reduction plans of schools in our district.

*~ Mr. Niphon Luangsuvannavong,
trainee from the Department of Education and Sports in Bolikhamxay province*

It is neither easy nor convenient to collect information, it is also very handy for sharing the results of the assessment with school management and school teachers, particularly because of the presence of visuals.

“All the information and photos are on the tablet and this is useful when we talk to school management and teachers, and show them photos that pinpoint areas of vulnerability in the schools. The photos are very effective in getting teachers and communities to consider the safety of their schools. The photos show clearly the parts of their school that require attention, and help identify the expenditures for retrofitting. The photos can also be used to raise awareness and initiate discussions on school safety among local government, the school and the community.”

*~ Mr. Bounkong Khamvongsa,
trainee from the Department of Education and Sports in Bolikhamxay province*

Achievements and Impact

Government officials from four districts of Bolikhamxay province now find it easier to work in disaster management and disaster risk reduction at local schools, by using digital-based data collection tools such as the self-assessment and the VISUS tool on tablets.

The digitisation of data and information on school safety has made it easier for district government officials to search, retrieve and collate relevant information for strategic planning. The dissemination and sharing of information is also more effective and quicker, by being able to show visuals directly from the tablet, and by sending the information via the Internet.

Some district government officials have found that the tablet-based assessment enhances school management and teachers' understanding of the problems and the vulnerabilities a particular school faces. This in turn enhances cooperation between the school and the district education office.

CSSF Pillar 3 – Case Study 2: Disaster Risk Reduction Handbooks for Schools

Save the Children, in cooperation with the Ministry of Education and Sports developed Disaster Risk Reduction Handbooks for grades 3 to 6. In coordination with Bolikhamxay Provincial Education Department, the handbooks were distributed to enable teachers to integrate disaster risk reduction in their teaching and learning activities. The handbooks primarily address school disaster risk reduction and emergency management.

This initiative that started in 2013 is part of the outcome of a project entitled, "Scaling Up Community-based Disaster Risk Reduction" in Bolikhamxay province. This project aims to contribute to securing a child's right to education and survival to disasters, and contribute to the implementation of the Comprehensive School Safety Framework in Lao PDR. The development of the Disaster Risk Reduction Handbooks is part of pillar 3 of the Comprehensive School Safety Framework, to reinforce teachers' skills and increase both teachers' and children's knowledge on disaster risk management. The handbooks are also intended to better prepare the schools and children to access safe zones at schools, and help schools learn to cope with and reduce the impact of natural disasters.

The handbooks were distributed to education government officials at provincial and district levels as part of their mandate to support schools in quality education. During 2014-2015, the project moved into its second phase, and worked with 29 primary schools and 7 lower-secondary schools in three districts of Bolikhamxay. The project distributed 5,318 Disaster Risk Reduction Handbooks during this period.

Teacher Training to Integrate Disaster Risk Reduction in Lessons

Save the Children is part of a consortium with Care, OXFAM and French Red Cross on a Community-Based Disaster Risk Reduction Project. This project is a programmatic complement to ASSI in Bolikhamxay Province. In addition to ASSI activities, Save the Children provided one-week training for the teachers, and they have been using the handbooks as a guide to prepare lessons on disaster risk reduction.

Teachers were trained to formally integrate disaster risk reduction in their lessons, but they were also trained on informal education meaning that were focused on games, songs and drawings with children. A training of trainers approach was used to create a multiplier effect. The teachers and school principals, supported by the district education officials, are in charge of replicating the training and developing the lessons.



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Schools emphasise practical exercises in disaster risk reduction lessons



Teachers have been using formal and informal methods to teach disaster risk reduction to their students. As part of the teaching process, schools have organised drills with students in order to make it more realistic and alive. The different teaching methods have enabled children to gain skills and knowledge about disaster risk reduction, which they have shared with their family and peers.

“My teachers taught me how to save myself from earthquakes, landslides, floods and storms, which will be very useful for me when I have to face a real disaster. I can now share what I have learned with my friends, about how we should prepare for disasters.”

~ Airnoy, 10-year-old student

“Last year, I had disaster risk reduction lessons for one hour every week. The lessons gave me a better understanding of the dangers of thunderstorms and flooding, and how to protect myself from disasters. I can now teach my younger sister and my parents, and encourage them to prepare for disasters. I have learned that we should move our properties and livestock to higher ground before a flood.”

~ Bai, 12-year-old student

“After introducing disaster risk reduction lessons, we planted trees to reduce the danger from storms and high winds.”

~ Phethmany Vongphenh, Director of Napaeng Primary School

The schools emphasised practical exercises, including school drills, and creative ways of learning, e.g. through songs, games and multimedia presentations.

“After learning the concepts, the teachers would take us to the playground to practice how we should prepare for disasters and how we should act when a disaster occurs... We are not only learning about how to cope with disasters. My teachers taught me about keeping myself safe from diseases at school such as drinking clean water or boiling water, and washing my hands before and after I eat.”

~ Bai, 12-year-old student

“I like practicing disaster risk reduction in the school playground because they help me understand what I should do if I am faced with a disaster.”

~ Airnoy, 10-year-old student

“We have composed a song for students about how to save themselves when disasters occur, which makes it easier for children to remember. They will enjoy singing the song, and at the same time, learn about how to cope with disasters.”

~ Somchai Luangthep, teacher at Napaeng Primary School



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School uses multimedia presentations to engage the students

Parents' Involvement in School Safety

Schools and communities in small villages of Lao PDR are often very connected because the school disaster management committees work in close collaboration with village disaster preparedness units (VDPU), and very often, VDPU members and school committee members are the same people. This arrangement helps to engage parents and community in disaster risk reduction at school level. Through these members, schools and parents have been working as a network to take decisions benefitting schools and the entire community, including choosing the mitigation activities that will be implemented.

The schools involved parents and the community in disaster risk reduction, including raising their awareness, and engaging them in the school safety assessment process.

"The combination of the disaster risk reduction lessons and the district authorities' tablet-based comprehensive school safety assessment has been very beneficial for the school. Save the Children helps us hold discussions with the community to develop a school safety plan, and parents and district officials are cooperating with the school to repair our facilities."

~ Phethmany Vongphenh, Director of Napaeng Primary School

Achievements and Impact

The capacity of the schools, teachers, students and the communities to cope with disasters has increased. Communities are more actively involved in the safety of the school.

"Before the project, teachers told children to hurry back home ahead of an impending storm. But now, teachers tell the students to stay at the school until the storm or rain has passed."

~ Somchai Luangthep, teacher at Napaeng Primary School

Challenges and Lessons Learned

Comprehensive school safety assessment tool

The VISUS tool is available so far only in English, as translation of technical/engineer work in Lao PDR is complex and difficult. The quick self-assessment, however, is available in both languages – Lao and English.

Translation of content into the Lao language is essential for ease of understanding and usage. For the quick self-assessment that is in the Lao language, users have commented that the questions that need to be answered are not always clear. This makes it difficult for the district government officials to collect information. It is important to conduct more than one test to ensure that the translated content in the self-assessment is easy to understand and user-friendly.

Equipment and the Internet infrastructure

One tablet per district is insufficient for conducting district-wide school assessments. Moreover, Lao PDR's Internet penetration is 14% in 2014³, which is relatively low compared with other countries in the region. Working with the government to identify equipment and infrastructure needs for the roll out of the tablet-based school safety assessment tools is important.

Training on the VISUS tool

A stand-alone one-day training is insufficient. Mechanisms need to be in place for longer training courses, refresher courses, and help desk support.

Creating disaster risk reduction lessons

Teachers generally find it challenging to create disaster risk reduction lessons as disaster risk reduction is a new topic for them and it takes time to understand the concepts. There are also insufficient teaching and learning materials such as posters and brochures in Lao language that teachers can use. Models and multimedia simulations to demonstrate the effects of disasters that do not occur frequently, like earthquakes, are needed. Moreover, each school is faced with unique challenges depending on its location, and the hazards that it is exposed to. Other challenges include ensuring the safety of the school for persons with disabilities, and for ethnic minorities that have difficulty understanding the Lao language.

³ World Bank, *The Little Data Book on Information and Communication Technology*, 2015.



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Way Forward

VISUS is a technical tool for engineers so there is a strong need to engage more engineers from the Ministry of Education and Sports and the National University of Lao PDR to make sure the skills and knowledge are rooted in the country and human resources are available to support the field work. A next step identified involves making sure that there is at least one VISUS focal point in the National University of Lao PDR to work closely with the Construction Unit of the Ministry of Education and Sports.

Government officials from the Ministry of Education and Sports at national, provincial and district levels are generally convinced of the value of the tool for promoting school safety. Discussions on the use of tablets in schools for teaching activities at the district level, the translation of the application into the Lao language, further field testing of the tool, and additional training programmes have been identified as some next steps to follow up. Moreover, the self-assessment needs to be widely disseminated for use as part of a safe school tool package. The Comprehensive School Safety Assessment Suite needs to be better integrated in the Education Management Information System to reinforce the importance of disaster risk reduction data for decision-making in the education sector. The data collected is reported to and owned by the Ministry of Education and Sports. Public access to the data stored in the government's server is still under discussion.

ASSI identified that further enhancement of the capacity of schools, teachers, students and community in school safety and disaster risk reduction are required to ensure that findings of the assessments are incorporated in school and community plans and addressed.



School Safety in Myanmar

Good Practices

CSSF Pillar 1: Safe Learning Facilities

- The Sub-Working Group on School Construction leads the development of national guidelines for the construction of safe schools that will serve as the standard. To be finalised by April 2016.
- UNICEF Myanmar created child-friendly school standards in the design and construction of schools.

CSSF Pillar 2: School Disaster Management

- World Vision's Myanmar Disaster Risk Reduction Project strengthened the capacity of schools to conduct assessments, prepare plans and set up school disaster management committees.
- Save the Children Myanmar developed child-led disaster risk reduction methodology.
- Action Aid Fellows used a participatory planning process and developed village books, a disaster preparedness tool.
- Seeds Myanmar established disaster risk reduction community centres that link schools and communities.

CSSF Pillar 3: Risk Reduction and Resilience Education

- In 2009, a Disaster Risk Reduction Training Resource Pack was developed by the Sub-Working Group on Disaster Preparedness and Response in Education, and improved upon in 2010 and 2012.
- Another set of Disaster Risk Reduction in Education Training Material, comprised of seven training modules, a glossary, an activity book and nine disaster awareness posters was developed.
- These two sets of training packages have been used by INGOs and NGOs nationwide to train teachers, reaching over 10,000 teachers since 2009.
- A School Safety Toolkit has been developed by the ASEAN Safe Schools Initiative (ASSI) to supplement these training resources with more concrete tools.
- The integration of disaster risk reduction in the school curriculum is underway.

Context

The Myanmar Action Plan for Disaster Risk Reduction 2009-2015 is a primary instrument for advancing disaster risk reduction in the country, and education is one of the priority sectors in the plan. The Disaster Management Law was enacted in 2013 with guidelines and regulations on its implementation provided in 2015. The government has also issued a Guidance on Mainstreaming Disaster Risk Reduction in the Education Sector, Myanmar – Rural Settings. Established multi-stakeholder working groups under the Ministry of Education are dedicated to the implementation of different aspects of school safety. The forthcoming National Education Sector Plan 2016-2021 will integrate the Comprehensive School Safety Framework (CSSF).

Key Learnings and the Way Forward

- Through the various school safety initiatives, many stakeholders in the education sector in Myanmar are now aware of the need to prepare for disasters and reduce disaster risks. Efforts should now focus on translating this raised awareness to policy changes and actions.
- Mechanisms for better connection, coordination and collaboration are required between: 1) the educational stakeholders, particularly government and NGOs; and 2) schools and communities.

For more information visit: <http://www.aadmerpartnership.org/assi-case-studies/>

Source: Content adapted and photos taken from a World Vision 2015 publication entitled, "Comprehensive School Safety Practices in Asia." For more information contact Meimei Leung, Humanitarian Emergency Affairs Director, East Asia, World Vision International, meimei_leung@wvi.org.

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CASE STUDY

Context

Since Cyclone Nargis devastated Myanmar in 2008, the Government of Myanmar made strong commitments to ensure safety in schools through the development of policies, plans and guidelines, and the establishment of multi-stakeholder working groups dedicated to the implementation of different aspects of school safety.

The Myanmar Action Plan for Disaster Risk Reduction 2009-2015¹ has been a primary instrument for advancing disaster risk reduction in the country. The plan sets clear targets for mainstreaming disaster risk reduction in education. The Ministry of Education and the Ministry of Social Welfare, Relief and Resettlement has also issued the Guidance on Mainstreaming Disaster Risk Reduction in the Education Sector, Myanmar – Rural Settings². It includes structural, non-structural and pedagogical approaches, and opportunities for mainstreaming, including the incorporation of disaster risk reduction elements in school construction. The Disaster Management Law³ was enacted in 2013 with guidelines and regulations on its implementation provided in 2015.

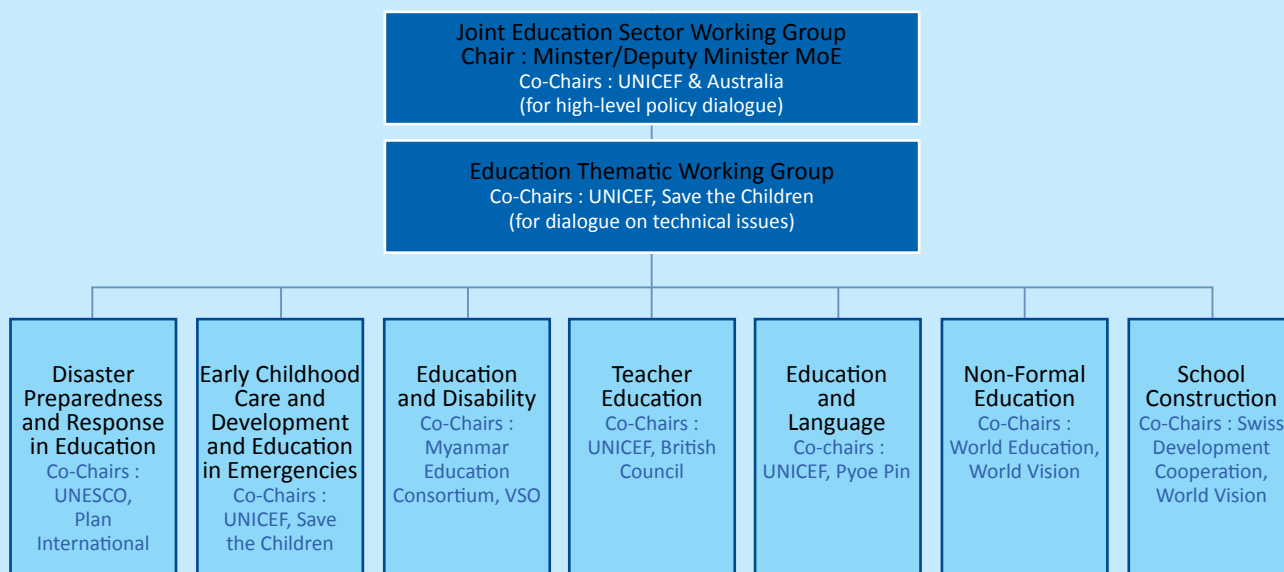
The Ministry of Education has been leading the implementation of school safety programmes and activities. The forthcoming National Education Sector Plan 2016-2021 integrates the Comprehensive School Safety Framework (CSSF) with clear objectives, targets and programme activities for each of the three pillars in the framework.

In Myanmar, the Ministry of Education is responsible for disaster risk reduction in schools. The multi-stakeholder working groups established under the Ministry of Education are comprised of government offices, United Nations agencies, NGOs, professional associations and academic institutions. The Sub-Working Group on Disaster Preparedness and Response in Education is the main working group promoting the CSSF.

1 See <http://www.preventionweb.net/english/policies/v.php?id=18657&cid=118>.

2 See http://www.themimu.info/sites/themimu.info/files/documents/Guidelines_MainstreamingDRRinEducation%20in%20Myanmar_MoE-RRD.pdf.

3 See http://www.themimu.info/sites/themimu.info/files/documents/Natural_Disaster_Management_Law_2013_ENG.pdf.



Structure of the Working Groups under the Ministry of Education

Good Practices

CSSF Pillar 1: Safe Learning Facilities

Multi-stakeholder cooperation in the development of National School Construction Guidelines

The Sub-Working Group on School Construction leads the development of national guidelines for the construction of safe schools that will serve as the standard. The guidelines will be finalised by April 2016.

The working group brought together about 20 organisations from government, UN agencies, NGOs and other organisations with expertise in school construction to develop these guidelines. This initiative, led by government, is being supported technically and financially by the ASEAN Safe Schools Initiative (ASSI) Consortium, Australia Aid, Swiss Development Cooperation, UN Habitat, UNESCO, UNICEF and USAID.

UNICEF Myanmar created child-friendly school standards in the design and construction of schools, and constructed 49 child-friendly model schools. They consist of reinforced concrete structure on wooden piles, interlocking brick with reinforced concrete sub-structure, and light weight construction.



Children draw map of their village in the Irrawaddy Delta, Myanmar. Save the Children is helping children identify the dangerous areas and safer places.

CSSF Pillar 2: School Disaster Management

World Vision's Myanmar Disaster Risk Reduction Project **strengthened the capacity of schools** to conduct assessments, prepare plans and set up school disaster management committees.

Save the Children Myanmar **developed child-led disaster risk reduction methodology**.

Action Aid Fellows **used a participatory planning process and developed village books**, a disaster preparedness tool. The village books include: school profile, emergency contacts, school calendar, maps showing hazardous areas and safe places, list of assets and action plans. The books are endorsed by the Township Administration Offices and the head of schools.

Seeds Myanmar **established a network of disaster risk reduction community centres that link schools and communities**. A process for establishing these centres has also been developed that include: needs assessment, choosing centre location, building rapport with the community, and managing and operating the centres.

CSSF Pillar 3 : Risk Reduction and Resilience Education

Teachers' capacity development in promoting school safety

In 2009, a **Disaster Risk Reduction Training Resource Pack** was developed by the Sub-Working Group on Disaster Preparedness and Response in Education, and improved upon in 2010 and 2012. It contains materials for schools to conduct risk assessments, develop disaster management plans, conduct drills, and use for teaching and learning. A training manual was developed on how to use the Training Resource Pack.

Another set of **Disaster Risk Reduction in Education Training Material**, comprised of seven training modules, a glossary, an activity book and nine disaster awareness posters was developed.

These two sets of training packages have been used by INGOs and NGOs nationwide to train teachers, reaching over 10,000 teachers since 2009.

A School Safety Toolkit has been developed by ASSI to supplement these training resources with more concrete tools. This toolkit is adapted from the Toolkit for Building Disaster-Resilient School Communities in Southeast Asia developed by SEAMEO INNOTECH,⁴ and in line with ASSI's School Disaster Risk Management Guidelines for South-East Asia. This toolkit is intended for school principals and teachers, School Disaster Management Committees, Parent-Teacher Associations and the Myanmar Red Cross Society.



Disaster Risk Reduction Training Resource Pack

4 See http://www.seameo-innotech.org/wp-content/uploads/2014/11/DRRM%20TOOLKIT%20BOOK_FINAL.pdf.



School drills



In developing the Toolkit, a series of meetings and workshops were conducted at the community level, with civil society organisations and government authorities.

Outline of the School Safety Toolkit

- Module 1: Why School Safety and How to Use this Toolkit
- Module 2: CSS Pillar 2 - School Disaster Management
- Module 3: CSS Pillar 3 - Risk Reduction and Resilience Education
- Module 4: CSS Pillar 1 - Safe Learning Facilities
- Module 5: Addressing Cross-Cutting Themes and Implementing School Safety in a Sustainable Manner

The Toolkit, available in Burmese and English, has been piloted in 12 schools in Yangon and Rakhine States where teachers have been trained to use the toolkit by World Vision and Save the Children. Once finalised, the Toolkit will be disseminated to 500 schools in hazard prone areas.

Key Milestones for the Development of the School Safety Toolkit

- Organised project launch workshop
- Drafted the School Safety Toolkit
- Piloted the School Safety Toolkit in 12 schools
- Trained teachers using the Ministry of Education and UNESCO methodology
- Toolkit endorsed by national disaster risk reduction stakeholders
- Toolkit will be disseminated to 500 schools

Key Learnings and the Way Forward

Through the various school safety initiatives, many stakeholders in the education sector in Myanmar are now aware of the need to prepare for disasters and reduce disaster risks. Efforts should now focus on translating this raised awareness to policy changes and actions. However, the school disaster preparedness plans are not integrated into the community plans. It is important that the school safety initiatives emphasise the school-community linkages for more effective results and impacts. In the view of the incorporation of the CSSF into the forthcoming National Education Sector Plan 2016-2021 and finalisation of the National School Construction Guideline, the government also sees it important to integrate disaster risk reduction into the school curriculum, and the appointment of the MoE focal points at national and local levels is one of the recommendations to support the school safety implementation in the country.



Parent-Teacher Association involved in the pilot of the School Safety Toolkit in Rakhine



Teachers, students and parents being trained to check the safety of the school in Rakhine



© Plan International

School Safety in the Philippines

Good Practices

CSSF Pillar 1: Safe Learning Facilities

To ensure the safe construction and management of school facilities, a Handbook on Education Facilities was published. This handbook was revised in 2010 as the Physical Facilities Manual. Disaster-resilient designs for 1-storey and 2-storey classroom buildings were prepared. Temporary learning spaces as alternative to tents were also designed.

CSSF Pillar 2: School Disaster Management

Plan International, World Vision and UNICEF have been strengthening school disaster management in the Philippines through the training of government officials, school administrators, teachers, students and communities in risk assessment and planning. Guidelines have also been developed to support this process.

CSSF Pillar 3: Risk Reduction and Resilience Education

In 2013, the Philippine Basic Education System widely adopted the K-12 Programme that covers kindergarten and 12 years of basic education. With the change in the education system, entry points for integration of disaster risk reduction were identified, and now disaster risk reduction is integrated in the curriculum in a more comprehensive manner. In Grades 1-10, disaster risk reduction is integrated in the health, science and social science subjects. In Grades 11-12, in Earth science. UNICEF, Save the Children and SEEDS Asia have been supporting this process through the capacity development of government offices and schools.

Context

Since 2007, the Philippines Department of Education (DepEd) has started to mainstream disaster risk reduction into the education sector. DepEd issued a policy, DepEd Order no. 55, that prioritises the mainstreaming of disaster risk reduction in the school system.

In 2010, the Philippine Disaster Risk Reduction and Management Act was passed, and DepEd created the Disaster Risk Reduction and Management Office (DRRMO) as the focal point in mainstreaming disaster risk reduction in education. In October 2015, the DRRMO has been elevated to a DRRM Service, which is granted equal authority with other offices in DepEd, i.e. hire full-time regular staff to carry out its roles and functions. The process of hiring regular staff (17 DRRM Coordinators for the regions and 221 for the divisions) has been ongoing at all levels.

Also in 2015, DepEd issued an order with a framework to incorporate comprehensive disaster risk reduction and management in basic education.

Key Learnings and the Way Forward

- Develop the capacity of DRRM Coordinators at all levels, train them to organise their teams, develop and implement their plans, and encourage them to work in the field.
- Orient more schools on the DRRM in Basic Education Framework and other DepEd DRRM initiatives, enhance their capacities on developing their plans, and implementing and performing their roles and responsibilities.
- Use school DRRM data to formulate policies and plans.
- Build human resources and release new learning and training/retooling resources for public school teachers in line with the roll out of the new K-12 curriculum.
- Invest in physical facilities, which targets the construction of 20,000 senior high school classrooms and 455 technical vocational laboratories.
- Encourage greater private participation through completion and release of policy brief to key stakeholders (e.g., private school associations).

For more information visit: <http://www.aadmerpartnership.org/assi-case-studies/>

Source: Content adapted from a World Vision 2015 publication entitled, "Comprehensive School Safety Practices in Asia." For more information contact Meimei Leung, Humanitarian Emergency Affairs Director, East Asia, World Vision International, meimei_leung@wvi.org.

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Context

Since 2007, the Philippines Department of Education (DepEd) has started to mainstream disaster risk reduction into the education sector. DepEd issued a policy, DepEd Order no. 55, that prioritises the mainstreaming of disaster risk reduction in the school system. A **Disaster Risk Reduction Resource Manual** was developed for school administrators, principals, supervisors and teachers on the implementation of disaster risk reduction projects.

In 2010, the Philippine Disaster Risk Reduction and Management Act was passed, and DepEd created the **Disaster Risk Reduction and Management Office (DRRMO)** as the focal point in planning, implementing, coordinating and monitoring activities related to disaster risk reduction, education in emergencies and climate change adaptation. Other roles included initiating and coordinating activities with government agencies and civil society organisations, and serving as the clearinghouse for all school safety resources including production and issuance of teaching and learning materials, and distribution of school kits. With the creation of DRRMO, a Disaster Risk Reduction and Management (DRRM) Focal Point for each region and division was assigned.

In October 2015, the DRRMO has been elevated to a DRRM Service, which is granted equal authority with other offices in DepEd, i.e. hire full-time regular staff to carry out its roles and functions. With the elevation of the DRRMO to a Service, the post of a designated Focal Point in the regions and divisions has been replaced with a regular-hired DRRM Coordinator. The process of hiring regular staff (17 Coordinators for the regions and 221 for the divisions) has been ongoing at all levels.

The following are other key policies related to school safety that have been issued:¹

- Disaster Preparedness Measures for Schools (DO 83, s. 2011)
- Guidelines on the Use of the Quick Response Fund (DM 104, s. 2011) – that can be used by disaster-affected schools
- Enforcement of support to implement grant calamity loans to teaching and non-teaching staff in areas affected by calamities (DO 10, s. 2011)
- Quarterly conduct of the National School-based Earthquake and Fire Drills (DO 48, s. 2012)
- Continuing Fire Safety and Awareness Program (FSAP) in Schools (DO 72, s. 2012)
- Integration of disaster risk reduction in the data collection forms incorporated in the Enhanced Basic Education Information System (EBEIS) (DO 23, s. 2014)
- Guidelines on Student-Led School Watching and Hazard Mapping (DO 23, s. 2015)
- Promoting Family Earthquake Preparedness to all elementary and secondary schools with instruction and guidance (DO 27, s. 2015)
- Comprehensive Disaster Risk Reduction and Management in Basic Education Framework (DO 37, s. 2015)

The **Comprehensive Disaster Risk Reduction and Management in Basic Education Framework** adopts the Global Framework for Comprehensive School Safety. It provides guidance in:

- The inclusion of DRRM in the school, division and regional education development plans.
- The implementation of DRRM for education practitioners' and partners' planning and programming at all levels.
- Defining the agency's preparedness, response, recovery and rehabilitation initiatives with respect to hazards affecting school operations.
- Serving as mechanism for engaging partners and aligning their thrust to DepEd priorities.
- Guiding collaboration with the private schools.

¹ See <http://www.deped.gov.ph/orders>.

Roles and Responsibilities of Schools, Divisions and Regions



Schools are mandated to form School DRRM team, which is headed by a designated coordinator. The DRRM Team and Coordinator are expected to: ensure the establishment of an early warning system for the school, conduct an annual student-led risk identification and mapping within and around the school premises, plan and implement disaster preparedness measures, maintain the safekeeping of vital school records and learning materials, track all school personnel during disasters, conduct damage assessments, facilitate immediate resumption of classes, and monitor recovery and rehabilitation interventions being implemented in the school, among other roles and responsibilities.

The School Division Office (SDO) provides support to and leads schools in the implementation of DRRM initiatives, and integrates DRRM in the Division Education Development Plan. Additionally, the SDO monitors safe site selection and construction of new school buildings, and recommends possible class suspension to the local DRRM Council. During emergencies, the SDO prepares for and facilitates possible deployment and provision of resources to affected SDO personnel and schools.

The Regional Office supports the SDOs in implementing DRRM initiatives, issues policies and monitors DRRM activities, conducts policy research on DRRM, and integrates DRRM in the Regional Education Development Plan. The Regional Office also maintains close coordination and collaboration with the Regional DRRM Council.

Clear structure and mechanisms are in place for early warning and emergency response from national to school levels. Immediately after the occurrence of any hazard, all affected schools are required to report the effects using the Rapid Assessment of Damages Report (RADAR) templates via SMS. All RADAR should be submitted within 72 hours after any hazard occurrence to facilitate the immediate determination of needs and necessary provision of assistance. Immediate, as well as, recovery and rehabilitation assistance, including school clean-up and repair, construction of temporary learning space, provision of learning materials, and reconstruction of classrooms are based on the RADAR submission of schools.

At the same time, the general public is involved in the reporting of damaged schools through posting of photos and information on DepEd's social media sites –Twitter and Facebook.

The Education Cluster

The Education Cluster started in 2005 as the Education in Emergencies Cluster with about 20 member organisations working together to respond to Typhoon Reming in 2006. Since then it has become a coordination mechanism for school safety among the members. With DepEd as the Convener, and UNICEF as the co-lead, members include the Department of Social Welfare and Development, Department of the Interior and Local Government, ABS-CBN, ChildFund, GMA Network, Plan International, Save the Children, Union of Local Government Association in the Philippines and World Vision, among others.

The Education Cluster has been instrumental in carrying out policy advocacy with DepEd on disaster management and preparedness, including the mainstreaming of risk reduction measures into development policy, planning and programme implementation. The Education Cluster provided technical assistance and inputs in the process of developing key manuals and guidelines for school safety, such as the Disaster Risk Reduction Resource Manual and the Physical Facilities Manual. The Education Cluster is one among the few national clusters that is actively engaged with partners even during non-disaster periods.

Good Practices

CSSF Pillar 1: Safe Learning Facilities

To ensure the safe construction and management of school facilities, a Handbook on Educational Facilities was published. This handbook was revised in 2010 as the **Physical Facilities Manual**. Disaster-resilient designs for 1-storey and 2-storey classroom buildings were prepared. Temporary learning spaces as alternative to tents were also designed.



Disaster-resilient designs for 1-storey and 2-storey classroom buildings

CSSF Pillar 2: School Disaster Management

Incorporation of Disaster Risk Reduction in School Improvement Plans

The school improvement plan (SIP), formulated in collaboration with the community, is a roadmap that lays down the school's specific solutions to corresponding identified priority improvement areas covering a period of three years. The SIP is the basis for the school's Annual Implementation Plan. UNICEF worked with DepEd to enhance the disaster risk reduction component in the school improvement planning process. Over 200 schools were trained. The revised SIP guidelines embrace child-centred and child-friendly approaches as its core planning principles and encourage schools to conduct evidence-based planning through more comprehensive data collection and analysis of children's and communities' situation and needs.

Strengthening of School Disaster Management

Plan International Philippines enhanced the capacity of school-based DRRM offices (SBDRRMO) and the Junior Emergency Response Team (JERT), equipped schools with early warning systems, trained teachers on alternative delivery mode of teaching and learning, and reproduced self-learning kits and guidebook for teachers. The project, supported by Prudence Foundation, covered three public primary schools and three public secondary schools, directly benefitting 6,180 students and 190 teachers.

In each school, the SBDRRMO was established to facilitate planning and assessment, and lead the implementation of risk reduction activities. JERT comprised of trained students were formed to increase students' involvement in preparing and responding to emergencies. Self-learning kits were used as homework for students or in evacuation centres when classes were suspended during emergencies in order to facilitate continued learning.

One of the participating schools is Tanay National High School, which has been conducting school drills twice a month, and has designated safe places in the school, established a school-based early warning system and made life boats and other equipment from recyclable materials. This school has become a benchmark for other schools in the municipality to learn from. The students are providing support to other schools such as serving as resource persons, and showcasing emergency preparedness drills.

Child-Focused Disaster Risk Reduction Programme



Participants and resource persons of the Child-Focused Disaster Risk Reduction Training in Iloilo City

World Vision Philippines implemented a Child-Focused Disaster Risk Reduction Programme in which 6,662 children and 2,352 adults benefitted from various training courses and workshops. During the trainings, children and adults conducted disaster risk assessments using child-friendly participatory tools, exploring the hazards they face, their vulnerabilities, as well as their capacities as a community. They also worked on their disaster action plans after a comprehensive risk assessment of their communities. Children recommended solutions to adults and to the authorities in their communities to be integrated into the local government's DRRM Plan. The trainings were conducted by DepEd officials and World Vision.

In another initiative led by World Vision in Sorsogon, one of the most typhoon-prone provinces in the Philippines, targeted villages developed risk maps and DRRM plans. The project also set up Van-Aralan, a vehicle that carries disaster risk reduction resource materials from the local government and DepEd offices to targeted schools and villages, and conduct sessions on child-focused disaster risk reduction for children and adults.

Emergency Psychosocial Support for Secondary School-aged Students Affected by Typhoon Yolanda

The UNESCO Jakarta Office and the Psychological Association of the Philippines with support from the Government of Japan revised DepEd's Psychological Interventional Training Manual to incorporate issues related to addressing post-disaster stress among school children. The revised manual was piloted by teachers in selected secondary schools in three regions most affected by Typhoon Yolanda.

CSSF Pillar 3: Risk Reduction and Resilience Education

The integration of disaster risk reduction in both formal and non-formal curriculum in the Philippines was first outlined in the 2007 DepEd Order No. 55 on Prioritising the Mainstreaming of Disaster Risk Reduction Management in the School System. It directs the utilisation of DepEd's Disaster Risk Reduction Resource Manual as a guide for mainstreaming disaster risk reduction concepts in primary and secondary school curricula, and developing multimedia modules on disaster preparedness. The subjects identified for integration of disaster risk reduction include science and social science for grades 6 and 7.

Lesson exemplars and teacher/student modules were developed, tested and validated by experts from the Department of Science and Technology and Department of Environment and Natural Resources. The Instructional Materials Council-Secretariat and the National DRRM Council also reviewed and approved the materials for printing.

In 2013, the Philippine Basic Education System widely adopted the K-12 Programme that covers kindergarten and 12 years of basic education. With the change in the education system, entry points for integration of disaster risk reduction were identified, and now disaster risk reduction is integrated in the curriculum in a more comprehensive manner. In Grades 1-10, disaster risk reduction is integrated in the health, science and social science subjects. In Grades 11-12, in Earth science.

UNICEF supported this process of integrating disaster risk reduction in the K12 curriculum, and trained 844 kindergarten to grade 3 teachers, school principals and supervisors, on child development principles and learner-centred approaches.

Save the Children, in collaboration with DepEd and with support from the United States Agency for International Development, implemented a Mainstreaming Disaster Risk Reduction in the School System initiative since 2011. The initiative trained at least 4,000 students, and 300 public secondary school teachers and DepEd officials on mainstreaming disaster risk reduction in the school system. On 30 May 2012, this initiative organised the National Congress on School Disaster Risk Reduction that was participated by over 200 students, school officials, government agencies representatives, NGOs and development partners from all 17 regions of the country to share and learn school safety best practices.



Risk map prepared by participants of the Child-Focused Disaster Risk Reduction Training in Barangay Ticud Primary School, Iloilo, Philippines

SEEDS Asia with the Hyogo Prefectural Board of Education in Japan and the Japan International Cooperation Agency partnered with DepEd in the integration of disaster risk reduction in the curriculum. The project called Capacity Building on Disaster Risk Reduction Education through Cooperation with Local Community in Cebu Province and started in November 2014. Activities involved creating a system to promote disaster risk reduction education at DepEd Region 7 Office, training DepEd officials and teachers, establishing two model schools, and replicating the models to seven schools in Cebu Province.

Key Learnings and the Way Forward

Although the Comprehensive Disaster Risk Reduction and Management in Basic Education Framework is now in place, achievements need to be consolidated and expanded, and pilots scaled up in order to fully integrate comprehensive school safety in government system, schools and communities.

Having champions at the local level is crucial in ensuring that interventions are implemented and sustained. These champions help prioritise the implementation of disaster risk reduction needs, and should come from DepEd central and local offices, or other government offices.

Turning DRRM coordinators at all levels into advocates of DRRM is important. To do this, provision of technical support, guidance and encouragement from immediate supervisors is necessary.

Establishing communication and coordination protocols is helpful in monitoring and evaluating DRRM interventions at all levels.

Change in the behaviour of key stakeholders and people in the community who are at-risk of hazards is important in moving forward school safety programmes.

It is helpful that NGOs and other partners are well-informed of the developments of comprehensive school safety work undertaken by DepEd, for them to be able to align what they are doing. This contributes to more effective and concerted efforts towards attaining common goals.

At the school level, there will always be outward movement of people who were trained on disaster risk reduction, due to reasons like graduating for students or change of jobs or assignments for school teachers. This has always been a challenge and is impacting the sustainability of school activities. It is necessary to ensure that schoolchildren or teachers who were trained also pass on their knowledge and skills to the next generation.

The following are the main focus of school safety work in the next couple of years:

- Develop the capacity of DRRM Coordinators at all levels, train them to organise their teams, develop and implement their plans, and encourage them to work in the field.
- Orient more schools on the DRRM in Basic Education Framework and other DepEd DRRM initiatives, enhance their capacities on developing their plans, and implementing and performing their roles and responsibilities.
- Use school DRRM data to formulate policies and plans. Data have also been given to other government partners and researchers to aid the development of recommendations on DRRM interventions. DepEd's database will be improved, with more DRRM-related data and information to be integrated.
- Supervise the SIP planning cycle, and monitor and evaluate implementation.
- Build human resources and release new learning and training/retooling resources for public school teachers in line with the roll-out of the new K-12 curriculum.
- Invest in physical facilities, which targets the construction of 20,000 senior high school classrooms and 455 technical vocational laboratories.
- Encourage greater private participation through completion and release of policy brief to key stakeholders (e.g., private school associations).





School Safety in Thailand

Context

In Thailand, the Office of the Basic Education Commission (OBEC), under the Ministry of Education is responsible for education from primary to high school level. Since 2007, OBEC has recognised school safety and has been working with the Department of Disaster Prevention and Management (DDPM) and other organisations to promote school safety.

The Thailand School Safety Network (TSSN) is jointly led by UNICEF in Thailand, the Ministry of Education and OBEC to promote coordination, collaboration and mutual capacity building among the network members, towards implementation of the Comprehensive School Safety Framework (CSSF) in Thailand.

Key Learnings and the Way Forward

- The TSSN promotes more effective programming.
- OBEC and TSSN plan to develop a Framework for School Safety Implementation in Thailand.
- A mechanism to monitor and evaluate schools' level of resilience is being discussed.
- OBEC also plans to review existing school designs against potential hazards and assess the structural integrities of schools, prioritising those in hazard-prone areas.

For more information visit: <http://www.aadmerpartnership.org/assi-case-studies/>

Source: Content adapted from a World Vision 2015 publication entitled, "Comprehensive School Safety Practices in Asia." For more information contact Meimei Leung, Humanitarian Emergency Affairs Director, East Asia, World Vision International, meimei_leung@wvi.org.

Good Practices

CSSF Pillar 1: Safe Learning Facilities

- World Vision Thailand supported the retrofitting of 12 schools in Nonthaburi, Ayudhaya and Pathumthani in 2012-2013.
- The Ministry of Education with TSSN are developing a checklist for the assessment of school facilities.

CSSF Pillar 2: School Disaster Management

- OBEC developed guidelines and programmes to promote school safety through the 225 Educational Service Area Offices (ESAOs) established nationwide.
- OBEC in cooperation with DDPM and the Japan International Cooperation Agency launched a project in 2011 to develop model ESAOs and model schools.
- The Asian Disaster Preparedness Center enhanced the capacity of 15 primary schools to prepare for floods and develop their action plans for disaster risk reduction.
- The ASEAN Safe Schools Initiative (ASSI) is implemented in Thailand through World Vision Thailand starting this year through March 2017 with 20 pilot schools.
- Plan International Thailand is implementing school safety projects in 29 schools in Thailand focused on raising awareness on and strengthening the disaster risk reduction capacity of children and teachers.

CSSF Pillar 3: Risk Reduction and Resilience Education

- In 2007, OBEC led the development of a national curriculum on disaster education, which is integrated into social sciences, science, and health subjects.
- OBEC with TSSN developed the Disaster Risk Reduction Teacher Manual that is now used by teachers nationwide.
- DDPM operates in all 76 provinces of Thailand and has 18 regional centres. Every year, DDPM conducts capacity building activities for about 3,600 children through these regional centres.
- Save the Children is targeting flood-affected schools in four provinces of Thailand. Child-friendly learning materials such as "Alert Little Tun" are produced and broadcasted on television.
- With support from UNICEF, Save the Children is planning to develop a school safety teacher training package that will be tested in five regions across Thailand.
- UNICEF is planning to organise an expo to gather all Thai-based learning/training materials on disaster risk reduction, and provide training to ESAO administrators.

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Context

In Thailand, the Office of the Basic Education Commission (OBEC), under the Ministry of Education is responsible for education from primary to high school level. Since 2007, OBEC has recognised school safety and has been working with the Department of Disaster Prevention and Management (DDPM) and other organisations to promote school safety. In 2011, Thailand committed to improve the safety of 32,000 schools as part of the United Nations One Million Safe Schools and Hospitals Campaign.

A standing order for mainstreaming disaster risk reduction in education has been issued that emphasised the production and dissemination of textbooks and teachers' guide, and the training of school teachers on disaster education. This is reinforced by the country's Compulsory Action Plan as stated in their Strategic National Plan for Disaster Risk Reduction 2010-2019, which states the provision of knowledge on hazards and disaster risk reduction at all educational levels.

Good Practices

Thailand School Safety Network Promotes Collaboration Among School Safety Stakeholders

The Thailand School Safety Network (TSSN) is jointly led by UNICEF in Thailand, the Ministry of Education and OBEC to promote coordination, collaboration and mutual capacity building among the network members, towards implementation of the Comprehensive School Safety Framework (CSSF) in Thailand. Since 2012, TSSN has convened bi-monthly meetings to provide updates on the work being done by the members, share information and resources available, and discuss programmes and activities that can be done collaboratively. One of TSSN's outputs is the Disaster Risk Reduction Teacher Manual that is now used by teachers nationwide.

Members of TSSN include: DDPM, OBEC, Ministry of Education, UNICEF, United Nations Office for Disaster Risk Reduction, Plan International, Save the Children, World Vision, Raks Thai Foundation, Right to Play, Thailand Red Cross Society, and International Federation of Red Cross and Red Crescent Societies.

Pillar 1. Safe Learning Facilities

- School retrofit projects
- Checklist for assessment of school facilities to be used by school administrators is being developed

Pillar 2. School Disaster Management

- Guidelines for management of safe schools for ESAOs
- ESAOs develop action plans
- Some schools conduct risk assessments and develop action plans

Pillar 3. Risk Reduction and Resilience Education

- Disaster risk reduction integrated in national curriculum mostly in social science, science and health subjects
- Guidebooks on teaching and learning for schools developed
- Textbooks and teaching materials produced

Summary of programmes and activities in Thailand

CSSF Pillar 1: Safe Learning Facilities

World Vision Thailand supported the retrofitting of 12 schools in Nonthaburi, Ayudhaya and Pathumthani in 2012-2013. The schools were assessed for damages and needs for retrofitting were identified.

The Ministry of Education with TSSN are developing a checklist for the assessment of school facilities. The checklist is being designed for teachers and school directors to identify specific areas and facilities in the schools that are unsafe for students. This will help them identify mitigation measures and plan for actions in making school facilities safer for children.

CSSF Pillar 2: School Disaster Management

OBEC developed programmes to promote school safety through the 225 Educational Service Area Offices (ESAOs) established nationwide. In 2012, OBEC issued an order to school administrators to ensure the safety of students in schools. Guidelines for disaster management and education were developed that outline the responsibility of OBEC, ESAOs and schools, and the processes for risk assessment, action planning, evacuation drills, etc. Through the guidelines, ESAOs were encouraged to develop action plans on disaster risk reduction for educational services in their areas.

OBEC in cooperation with DDPM and the Japan International Cooperation Agency launched a project in 2011 to develop model ESAOs and model schools in the Northern, Central, North-Eastern and Southern parts of Thailand that adopts the CSSF. A series of workshops in the four regions were conducted on hazard mapping, action planning, organisation of evacuation drills, and development of teaching and learning materials. By 2013, over 1,000 educational officers and teachers benefited from the series of workshops.

The ASEAN Safe Schools Initiative is implemented in Thailand through World Vision Thailand starting this year through March 2017. Currently, World Vision and partners, which include the Asian Disaster Preparedness Center, DDPM and OBEC, are preparing the national baseline on school safety. The baseline aims to map out the risks profile of schools in Thailand and identify schools with high risks. It is expected to be completed by March 2016, after which ASSI will select 20 pilot schools to conduct disaster risk assessments and develop school disaster management guidelines. By 2017, ASSI intends to scale up the programme in partnership with OBEC, and apply the guidelines nationwide.

Earlier on, World Vision Thailand developed disaster risk reduction colouring books and guidebooks for students and for communities.

Plan International Thailand is implementing school safety projects in Thailand focused on raising awareness on and strengthening the disaster risk reduction capacity of children and teachers (e.g., risk assessment, action planning and child-led activities). Currently, Plan International Thailand is working in 29 schools in Ayudhaya, Pathumthani, Phang-Nga, Chiang Mai, Chiang Rai and Maesod Tak. From these experiences, Plan International Thailand has developed a school safety guideline that provides information on how to set up school safety teams, conduct risk assessment, and develop action plans. This guideline is being reviewed by OBEC with members of the TSSN, for possible adjustments and contextualisation for use in all schools in Thailand.

The Asian Disaster Preparedness Center enhanced the capacity of 15 primary schools to prepare for floods and develop their action plans for disaster risk reduction. The project was implemented in flood prone areas in Ayutthaya, Chinat, Lopburi and Nakornpanom.



Disaster Risk Reduction Teacher Manual developed by OBEC and TSSN



WorldVision's Colouring Book and Guide Book for grade 1-3 students

CSSF Pillar 3: Risk Reduction and Resilience Education

In 2007, **OBEC** led the development of a national curriculum on disaster education, which is integrated into social sciences, science, and health subjects. School textbooks about disaster preparedness and management, and a teacher's guide were also developed to deliver the curriculum. DDPM offers technical assistance to OBEC in integrating disaster risk reduction into teaching and learning materials, and provides resource persons for training teachers and teaching students in schools.

DDPM operates in all 76 provinces of Thailand and has 18 regional centres. Each regional centre manages 4-5 provinces. Through these regional centres, DDPM provide awareness raising and capacity building activities for teachers and children in schools. Every year, budget is allocated to cover capacity building activities for about 3,600 children.

Save the Children has been raising disaster risk reduction awareness in the 2011 flood-affected schools in four provinces of Thailand. Child-friendly learning materials such as "Alert Little Tun" are disseminated, and teachers are trained in disaster risk reduction. Save the Children produced and broadcasted an animation of the Alert Little Tun in collaboration with Thai Public Broadcasting Service. Twelve episodes were made. In addition to this, Save the Children has been conducting fire prevention trainings with refugee camp committees, refugee communities and schools.

With support from **UNICEF**, **Save the Children** is planning to develop a school safety teacher training package that will be tested in five regions across Thailand. Targeted participants are 50 OBEC educators/teachers, who will serve as technical resources for CSSF implementation. With the training package being developed, the TSSN will also be strengthened through trainings and collaborative efforts.

UNICEF is planning to organise an expo to gather all Thai-based learning/training materials on disaster risk reduction, and provide training to ESAO administrators. UNICEF will also collaborate with the Department of Disease Control of the Ministry of Public Health and OBEC to implement a drowning prevention project in ESAOs. The project will target flood prone areas such as Sukhothai, Ayuthaya and Lopburi.



Firefighting training for school children



DDPM Team promoting disaster preparedness in schools in Nan Province

Key Learnings and the Way Forward

The TSSN promotes more effective programming. Knowing what needs to be done and what resources and expertise are available help OBEC leverage the pool of human, technical and financial resources.

OBEC and TSSN plan to develop a Framework for School Safety Implementation in Thailand. Capacity building activities as well as other needs in schools and ESAOs will be included in the framework.

An inventory of existing teacher and learning materials on disaster risk reduction, climate change adaptation in Thailand is being completed.

A mechanism to monitor and evaluate schools' level of resilience is being discussed. It is important to know what activities and programmes are being implemented, and what needs schools have in order to know the resources and assistance to be provided. It also helps in the prioritisation of programmes and resources.

OBEC also plans to review existing school designs against withstanding hazards and assess the structural integrities of schools, prioritising those in hazard-prone areas.

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The ASEAN Safe Schools Initiative (ASSI) is a partnership between the ASEAN Member States and civil society organisations to promote a comprehensive approach for school safety in the region so that children in South-East Asia become more resilient to disasters and have a safe and secure learning environment.

This book is a compilation of six country case studies that discuss ASSI's good practices, key learnings and the enabling environment (policy and guidance) for implementing the Comprehensive School Safety Framework (CSSF) in South-East Asia. Three of the case studies on Cambodia, Indonesia and Lao PDR specifically showcase ASSI's good practices. The Cambodia and Indonesia case studies highlight the importance of applying the CSSF in schools through the participation of teachers, students and communities. The Lao PDR case study features the innovative use of digital technologies for school safety assessments, and the roll out of Disaster Risk Reduction Handbooks for teachers to use as guides to prepare lessons on disaster risk reduction. Policy advocacy and continuous engagements with government remain unprecedented to support these efforts. The other three case studies on Myanmar, Philippines and Thailand focus on national policy supports and initiatives, and the good practices from various school safety initiatives in the countries, including ASSI in Myanmar and Thailand. Using the three pillars of CSSF as a framework, the case studies examine the achievements, impact, challenges and key learnings from the good practices, and discuss the way forward for each country.

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