CREATING A CULTURE OF SAFETY AND RESILIENCE IN SCHOOLS: THE SEAMEO INITIATIVES

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ASEAN Safe School Initiative Workshop
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SEA COUNTRIES SHARE COMMON CHARACTERISTICS OF HAZARDS

Source: Economy and Environment Program for Southeast Asia
# Type of Hazards per SEAMEO Member Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Natural Hazards</th>
<th>Man-Made or Technological Hazards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei Darussalam</td>
<td>floods, landslide</td>
<td>haze</td>
</tr>
<tr>
<td>Cambodia</td>
<td>storms, floods, avian flu</td>
<td>land mines</td>
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<tr>
<td>Indonesia</td>
<td>volcanic eruptions, earthquakes, flood, landslides, drought, cyclone, tsunami</td>
<td>fire, transport accidents</td>
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<tr>
<td>Lao PDR</td>
<td>earthquake, floods, droughts, storms, landslides, disease outbreaks, epidemics</td>
<td>unexploded ordnance (UXO), fire</td>
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<tr>
<td>Malaysia</td>
<td>monsoon floods, landslides</td>
<td>haze</td>
</tr>
<tr>
<td>Myanmar</td>
<td>floods, cyclone, earthquake, tsunami</td>
<td>armed conflicts, inter-communal conflicts, unexploded ordnance, fire</td>
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<th>Country</th>
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<tr>
<td>Philippines</td>
<td>earthquakes, volcanic eruptions, typhoons, tsunami, landslides, floods/flash floods, sinkholes, debris flow and storm surges.</td>
<td>armed conflict</td>
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<tr>
<td>Singapore</td>
<td>health-related outbreaks</td>
<td>haze</td>
</tr>
<tr>
<td>Thailand</td>
<td>tsunami, floods, storm, drought</td>
<td>armed conflict</td>
</tr>
<tr>
<td>Timor-Leste</td>
<td>earthquakes, tsunamis, cyclones, flood, landslide, La Niña and El Niño</td>
<td>civil unrest and military disturbance</td>
</tr>
<tr>
<td>Vietnam</td>
<td>cyclone, flood, landslide, drought</td>
<td></td>
</tr>
</tbody>
</table>

Source: Country paper presentations, Regional Conference on EiE and Disaster Preparedness, 10-12 Dec. 2013, Phil. Dep’t of Education
TYPE OF HAZARDS PER SEAMEO MEMBER COUNTRIES

- Brunei Darussalam
- Cambodia
- Philippines
- Timor-Leste
- Lao PDR
- Malaysia
- Singapore
- Vietnam
- Myanmar
- Indonesia

Images sourced from various websites

Human-Induced Hazard
Natural Hazards
Over 100 million children (0-17 y.o.) in Southeast Asia are at risk in schools annually.
What do we have as a region?

- **Spirit as One SEAMEO Community**
- **Binding Commitment to Reaching the Unreached**
- **Existing Mechanisms for Disaster Management**
- regional inter-governmental organization among governments of Southeast Asian countries
- promote cooperation in education, science and culture in the region
- established on 30 November 1965
- 20 Centers all over the region and 1 Network (TROPMED)
SEAMEO Member Countries

Brunei
Lao PDR
Philippines
Singapore
Timor Leste
Vietnam
Cambodia
Malaysia
Indonesia
Myanmar
Thailand

Map of SEAMEO Member Countries
SEAMEO Regional Centers

**EDUCATION**

- RELC
- SEAMOLEC
- SEAMEO RIHED
- SEAMEO SEN
- SECSAM
- SEAMEO QITEP LANGUAGE
- SEAMEO QITEP SCIENCE
- SEAMEO QITEP

**SCIENCE**

- Microbiology, Parasitology and Entomology
- Public Health
- Tropical Medicine

**CULTURE AND HISTORY**

- SPAFA
- SEAMEO SEARCA
To address the needs of various unreached and disadvantaged population groups in Southeast Asia

10 prioritized unreached groups

10 Collaborative Projects to Reach the Unreached
At a Glance
**Project 10**
*Education in emergencies and disaster preparedness*

- **Philippines** and **Indonesia** are the lead countries

- **Target Group**: Children in difficult circumstances

- **Project Components**:
  - Provision of kits and guidelines
  - Teacher and community involvement
  - Refurbishment of structures
  - Advocacy
**Activities Conducted**

- Review of SEAMEO Member Countries’ Strategies on DRR
- Policies - R.A. 10121: Philippine DRRM Act and MoEC’s Decree on Mainstreaming DRR
- Children’s Kits and Guidelines on Emergency Preparedness & Safety
- Teacher and Community Involvement in Emergencies
- Philippine Education Cluster (DepEd, UNICEF, Save the Children, Plan International)
- Regional Conference on Education in Emergencies and Disaster Preparedness (Dec. 10-12, 2013)
Regional Conference on
Education in Emergencies and Disaster Preparedness

December 10-12, 2013 • Heritage Hotel Manila, Philippines

Good Practices in Disaster Preparedness and Education in Emergencies in Selected Southeast Asian Countries
harmonize and integrate current DepEd initiatives on climate change adaptation and disaster management for educators, administrators, policy makers, school managers, student development partners, NGOs and CSOs to reduce vulnerability of schools and the entire community

Source: Phil. Department of Education, 2014
Integrating Climate Change Issues in Southeast Asian Schools: A Teachers’ Guidebook

A collaborative effort of eight SEAMEO Centers

Aimed to provide teachers with useful initial resources to facilitate the capacity building of young people on the issues

Covers a range of related climate change concerns such as poverty, health and nutrition, and food security
Aimed at providing specific strategies, methods and activities to integrate ESD in secondary school social studies curriculum content and delivery in Southeast Asia

Helps teachers gain understanding of their critical role in promoting education for sustainable development
TOOLKIT FOR BUILDING DISASTER-RESILIENT SCHOOLS COMMUNITIES

KEY THEMES

1. Disaster profile and status of disaster risk reduction and management in Southeast Asia
2. Initiatives and innovations for safer schools in Southeast Asia
3. Anthology of reference materials
4. Disaster risk profiles and DRRM efforts of SEAMEO member countries
5. Organizations involved in DRRM projects in the education sector
Scope of the Toolkit

- DRM initiatives from over 40 schools in 9 SEAMEO member countries
- Great East Japan earthquake experiences from selected schools
“Schools and school leaders play a central role in the life of communities.”

LEADexCELS
(Excellence in Leading Education in Emergency Situations)

• strengthen the capacity of SEA school heads in preparing for, and responding to, natural and human-made disasters

• ensure that education and learning continue even in emergency situations
Competency Framework for Southeast Asian School Heads

- **Managerial Leadership:**
  - Supervises facilities and equipment management to ensure a safe and conducive learning environment
  - Engages the community in creating a safe, healthy, resilient and learner-centered environment

- **Instructional Leadership:**
  - Ensures that school facilities and learning resources are accessible to all learners
  - Maintains a school environment that is safe, clean, and hazard-free
  - Puts in place a system for disaster mitigation and resiliency
  - Assesses impact of school environment to students’ learning outcomes

Source: SEAMEO INNOTECH, 2014
LEADeXCELS Implementation

- Self-instructional modules (print, CD, web-based)
- Use of webinars and live chat discussions
- Certified flexible learning tutors
- Internet-based chat and discussion forums in iFLEX (INNOTECH Flexible Learning System)
Integrating Disaster Risk Reduction and Management in Mathematics Education

• SEAMEO QITEP in Mathematics is developing e-textbooks on integrating emergency preparedness in Mathematics education.

• Utilizes mathematical modeling of the disaster process and impact so that students can learn both mathematics and the nature of disasters.
The education system should integrate measures on DRRM and CCA as failure to do so can stall and impair the development of the education sector as a whole.
LESSONS LEARNED

1. The collaborative nature inherent in a regional and multi-country approach demands that the commitment and support, including the clear delineation of roles, are present at all stages of project implementation.

2. Mapping and sharing of resources and expertise, which are essential given the tight budgets, resource shortages, and increased accountabilities, can help facilitate the DRR and safe school initiatives within the region.

3. Strong policies and legal frameworks are critical in coordinating, harmonizing, and spurring the various efforts that would strategically and efficiently prepare and assist schools.
Regional Discussions on the Development of Post-2015 Education Scenarios and Post-EFA Agenda in Southeast Asia

• Regional discussion on the conduct of a foresight study applying methodologies that would find out possible and preferable depiction of post-2015 education in Southeast Asia.

• EiE and DRR education figures into this post-2015 agenda.
Moving Forward

**Strategic Ministerial Dialogue (Vientiane, Lao PDR, 13 Sept. 2014)**

- In a joint statement issued by Ministers of Education as output of the Dialogue, one of the priority areas for collaboration is “resiliency in the face of emergencies.”

**Asia-Pacific Regional Education Conference (Bangkok, Thailand, Aug. 2014)**

- Joint Asia-Pacific Statement on Education Beyond 2015 issued by the Ministers of Education that included commitments to addressing all forms of marginalization, disparities and inequalities in access to education and learning opportunities and outcomes, including in conflict and crisis situations.