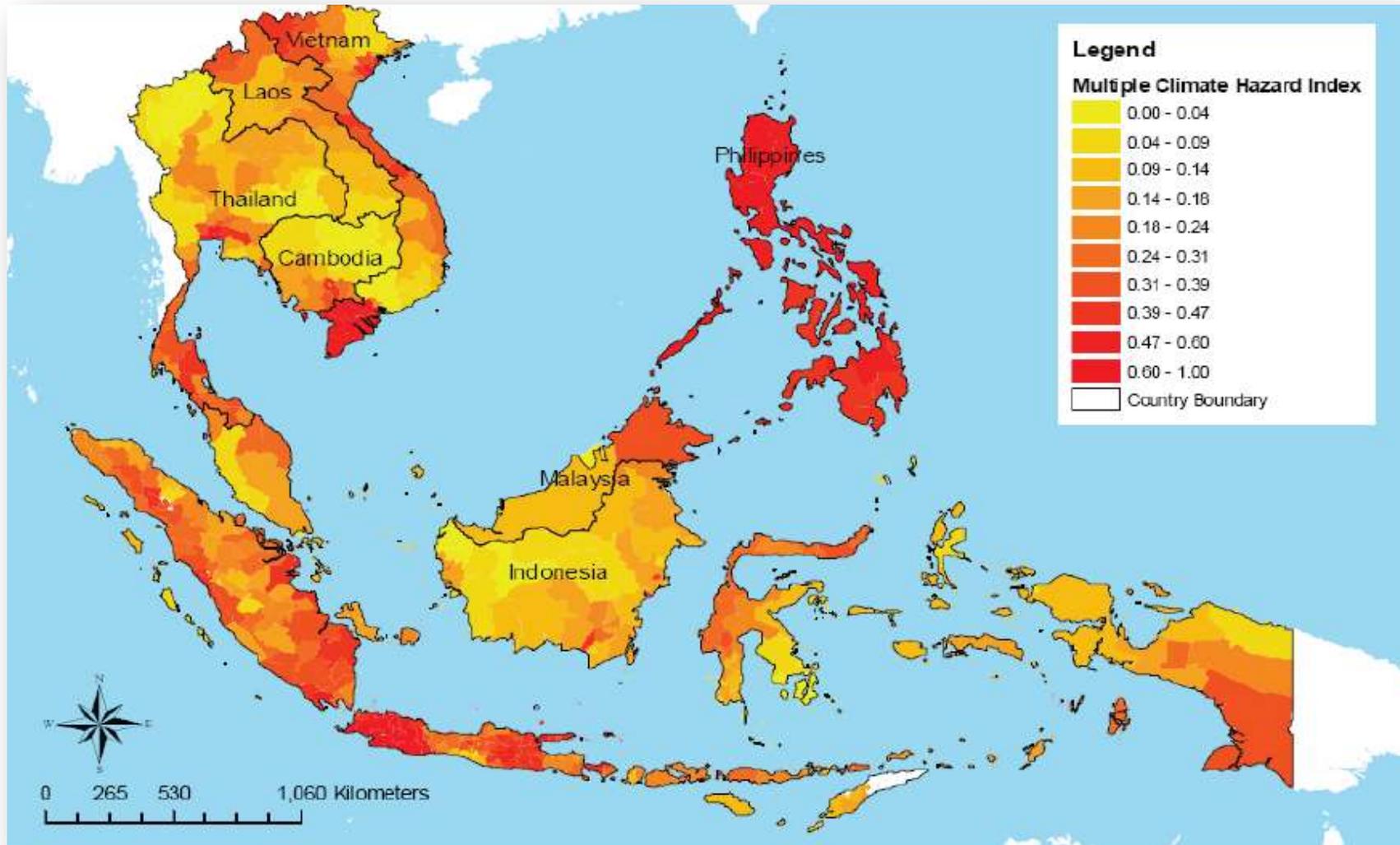


CREATING A CULTURE OF SAFETY AND RESILIENCE IN SCHOOLS: THE SEAMEO INITIATIVES

**Elaissa Marina E. Mendoza, SEAMEO INNOTECH
ASEAN Safe School Initiative Workshop
24 November 2014, Jakarta**



SEA COUNTRIES SHARE COMMON CHARACTERISTICS OF HAZARDS

Source: *Economy and Environment Program for Southeast Asia*

TYPE OF HAZARDS PER SEAMEO MEMBER COUNTRIES

Country	Natural Hazards	Man-Made or Technological Hazards
Brunei Darussalam	floods, landslide	haze
Cambodia	storms, floods, avian flu	land mines
Indonesia	volcanic eruptions, earthquakes, flood, landslides, drought, cyclone, tsunami	fire, transport accidents
Lao PDR	earthquake, floods, droughts, storms, landslides, disease outbreaks, epidemics	unexploded ordnance (UXO), fire
Malaysia	monsoon floods, landslides	haze
Myanmar	floods, cyclone, earthquake, tsunami	armed conflicts, inter-communal conflicts, unexploded ordnance, fire

Philippines	earthquakes, volcanic eruptions, typhoons, tsunami, landslides, floods/flash floods sinkholes, debris flow and storm surges.	armed conflict
Singapore	health-related outbreaks	haze
Thailand	tsunami, floods, storm, drought	armed conflict
Timor-Leste	earthquakes, tsunamis, cyclones, flood, landslide, La Niña and El Niño	civil unrest and military disturbance
Vietnam	cyclone, flood, landslide, drought	

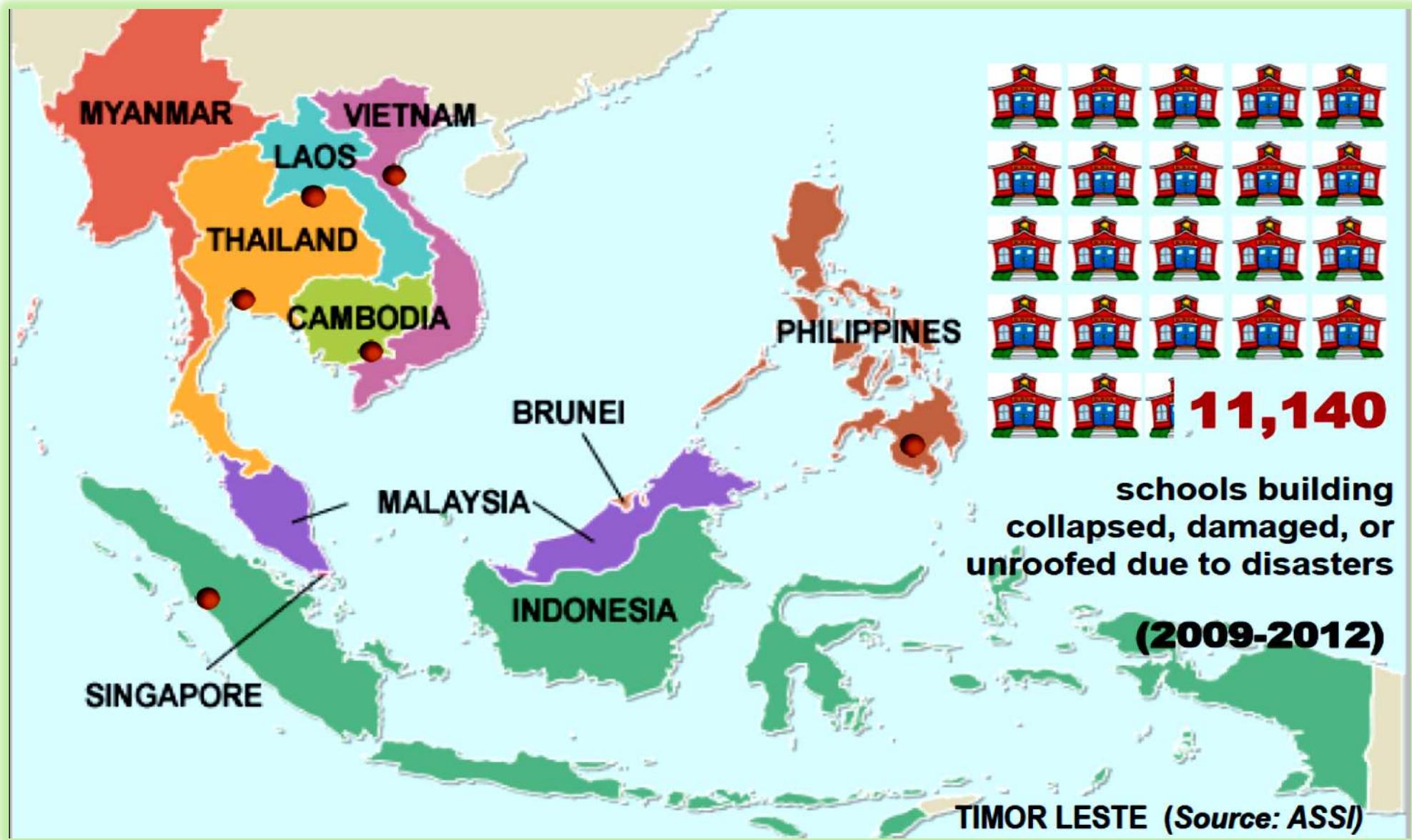
Source: Country paper presentations, Regional Conference on EiE and Disaster Preparedness, 10-12 Dec. 2013, Phil. Dep't of Education

TYPE OF HAZARDS PER SEAMEO MEMBER COUNTRIES



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

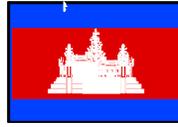


- **regional inter-governmental organization among governments of Southeast Asian countries**
- **promote cooperation in education, science and culture in the region**
- **established on 30 November 1965**
- **20 Centers all over the region and 1 Network (TROPMED)**

SEAMEO Member Countries



Brunei



Cambodia



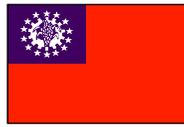
Indonesia



Lao PDR



Malaysia



Myanmmar



Philippines



Singapore



Thailand



Timor Leste



Vietnam



SEAMEO Regional Centers

EDUCATION



SCIENCE



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



CULTURE AND HISTORY



PROPONENTS

*SEAMEO in coordination with ASEAN
secretariat and UNESCO*

AIM

*To address the needs of various
unreached and disadvantaged
population groups in Southeast Asia*

TARGET

10 prioritized unreached groups

**10 Collaborative Projects to
Reach the Unreached**

At a Glance

Project 1
Transition support for learners with disabilities



Lead Country: Malaysia

Target Group: Learners with disabilities or with special educational needs

Activities: Policy formulation, data collection, exchange programme and training, and establishment of a regional centre

Project 2
Tracking system for students at risk of dropping out



Lead Country: Philippines

Target Group: Underperforming students, students at risk of dropping out

Activities: Inventory of existing resources, identification of student tracking and monitoring systems, workshop to develop a monitoring system, development, launch, development, capacity building

Project 3
Conference to promote awareness of education for girls and women



Lead Country: Malaysia

Target Group: Girls and women in rural areas and ethnic minorities

Activities: Sharing of best practices in budget-based gender, school supplementary food programme, gender responsive projects, basic education for girls

Project 4
Tracking mechanism for unreached populations



Lead Country: Vietnam

Target Group: Learners from remote and rural communities, children who are out registered in schools

Activities: Research, exchange visits and capacity building

Project 5
Pre-school programme for all



Lead Country: Brunei Darussalam

Target Group: Children from poor families

Activities: Study visits, capacity building, development of regional school readiness programmes, provision of technical assistance in curricular materials to secondary schools, standards and curriculum, establishment of pre-schools in remote areas, provision of support services such as health, monitoring & evaluation

Project 6
Multi-Grade Teaching



Lead Country: Lao PDR

Target Group: Learners from remote, dispersed and isolated areas

Activities: Development of guidelines for training of multi-grade teachers, capacity building, monitoring & evaluation

Project 7
Development of more community-based learning centres in rural areas in Southeast Asia for Literacy and Livelihood



Lead Country: Thailand

Target Group: Children, youth and adults from poor families in rural/remote/less developed areas

Activities: Assessment and work planning, establishment of centres, capacity building, entrepreneurship, monitoring & evaluation

Project 8
Inter-country schooling programmes for stateless and undocumented children (joint initiative between governments)

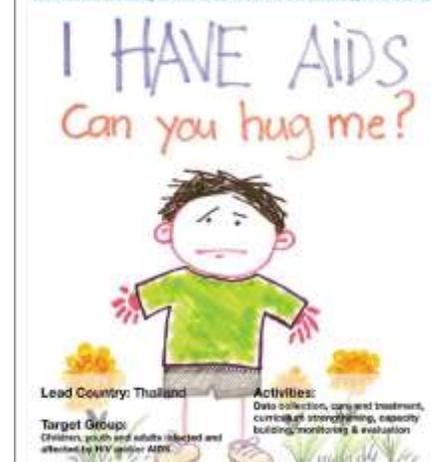


Lead Country: Indonesia

Target Group: Stateless/undocumented children at the state's borders

Activities: Inter-Ministerial coordination, setting-up of special border schools

Project 9
Project on HIV and AIDS using an integrated approach (linking education, care, treatment and of counseling services to learners affected or infected by HIV and AIDS)



Lead Country: Thailand

Target Group: Children, youth and adults infected and affected by HIV and/or AIDS

Activities: Data collection, care and treatment, curriculum strengthening, capacity building, monitoring & evaluation

Project 10
Education in emergencies and disaster preparedness



Lead Country: Indonesia and Philippines

Target Group: Children in difficult circumstances

Activities: Provision of kits and supplies, teachers and community involvement, rehabilitation of structures, advocacy

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

**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)**

Activities Conducted



Department of Education
Philippines

Regional Conference on Education in Emergencies and Disaster Preparedness

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



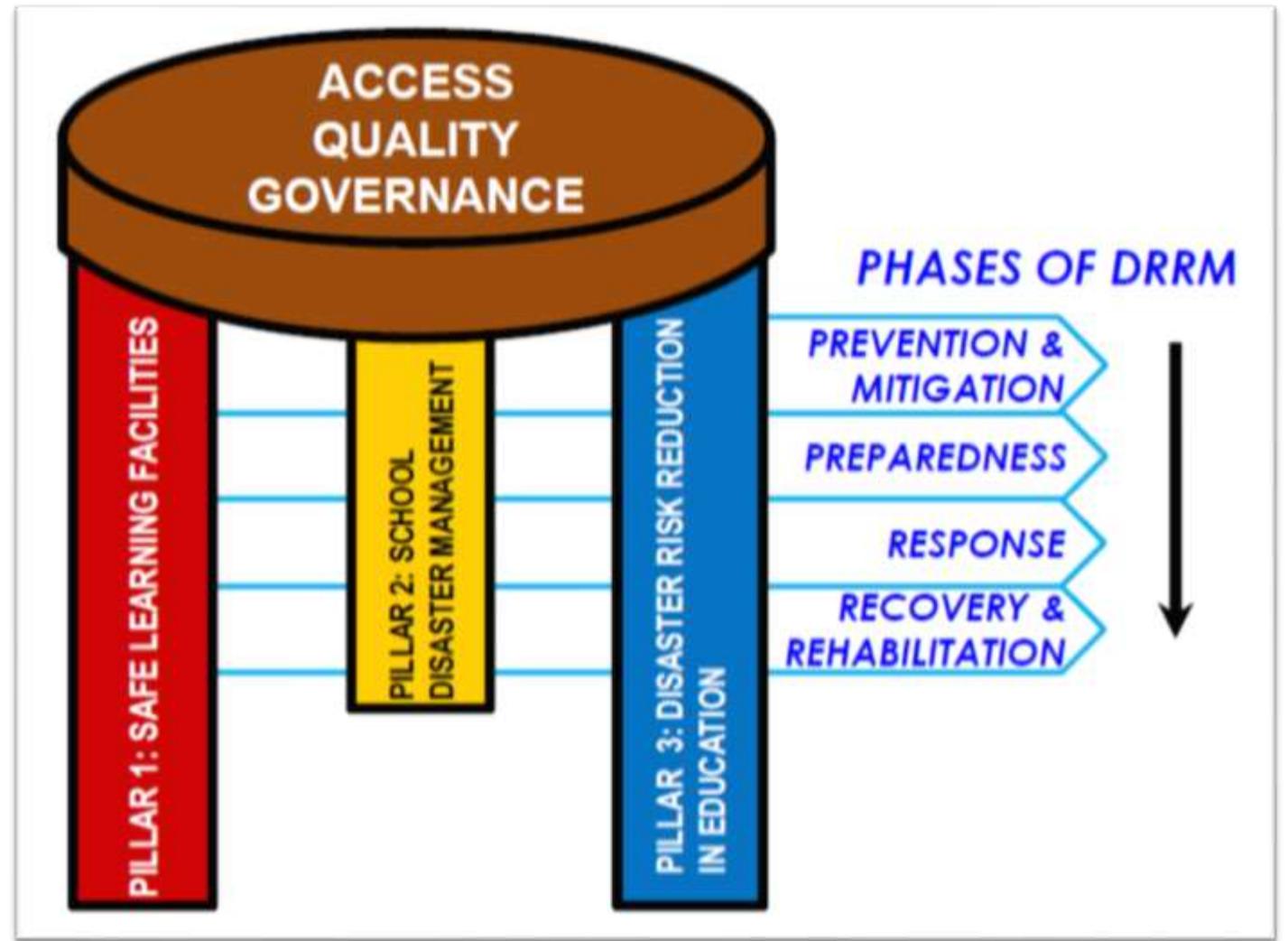
Good Practices in Disaster Preparedness and Education in Emergencies in Selected Southeast Asian Countries



Outputs

DRR Framework

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



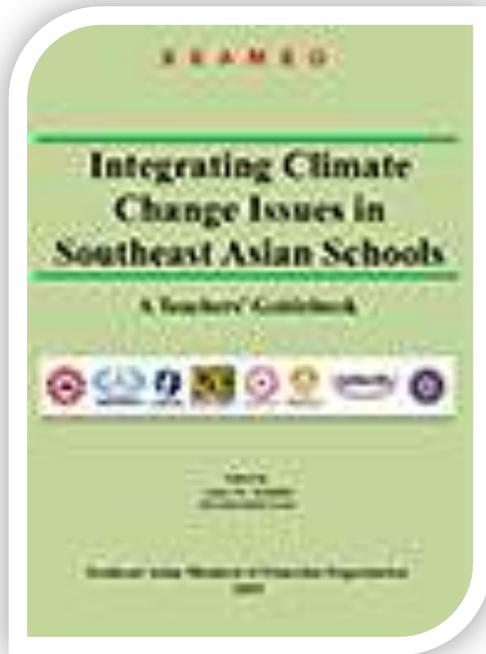
Source: Phil. Department of Education, 2014

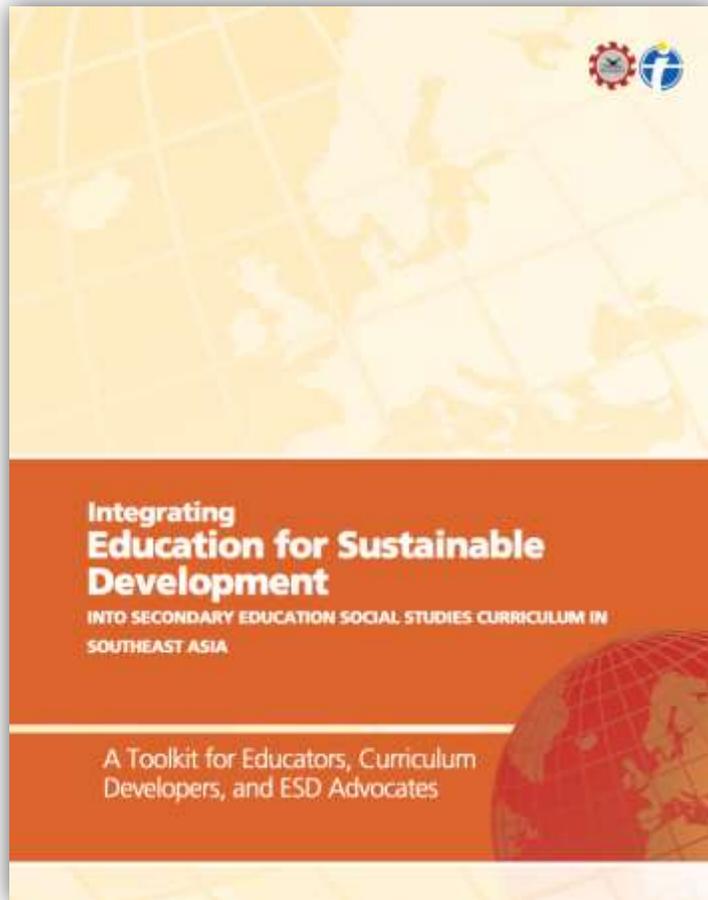
Integrating Climate Change Issues in Southeast Asian Schools: A Teachers' Guidebook

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



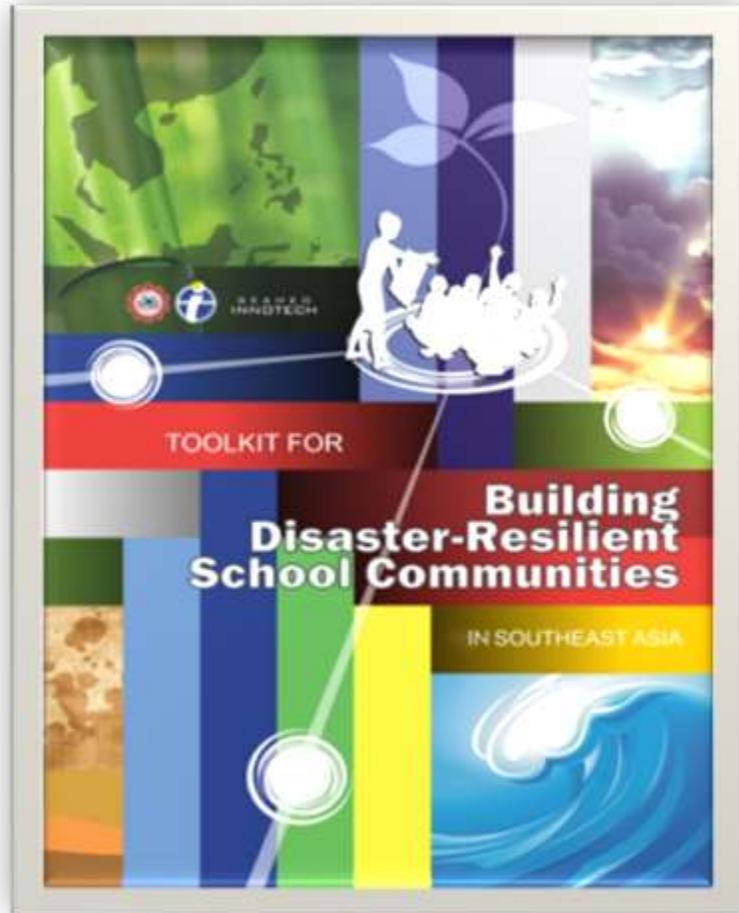


Integrating Education for Sustainable Development into Secondary Education Social Studies Curriculum in Southeast Asia: A Toolkit for Educators, Curriculum Developers and ESD Advocates

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

TOOLKIT FOR BUILDING DISASTER-RESILIENT SCHOOLS COMMUNITIES



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

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

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)

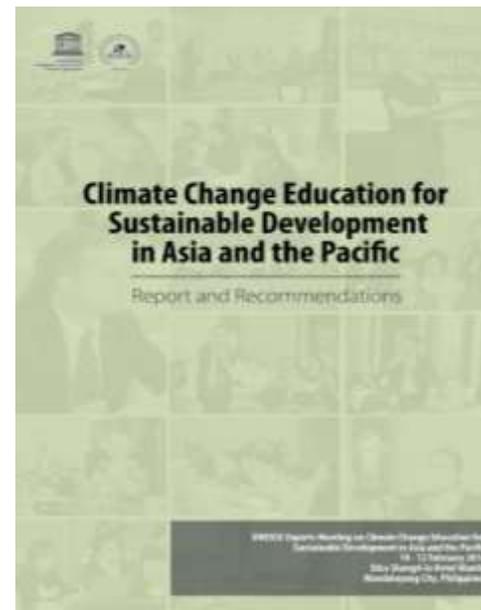
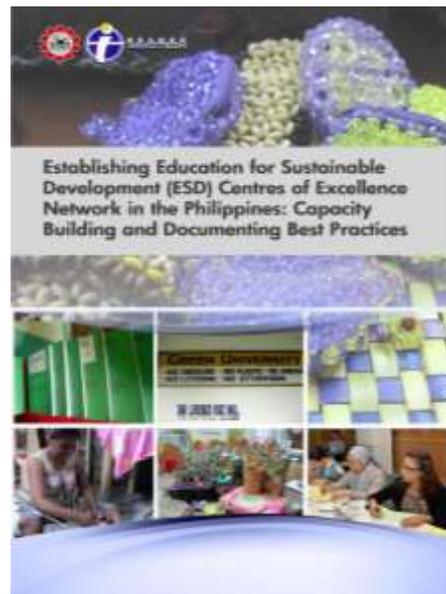
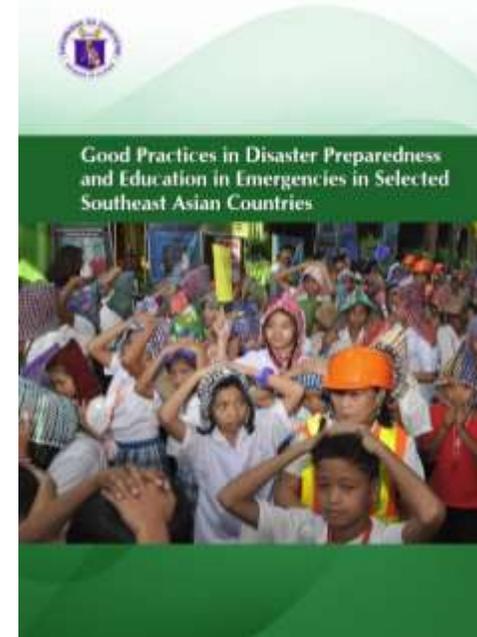
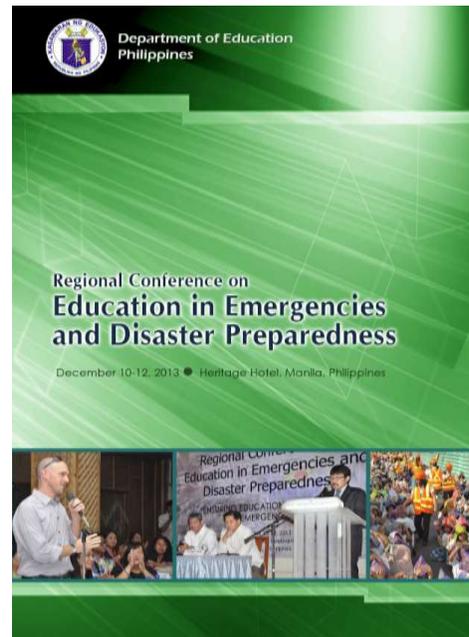
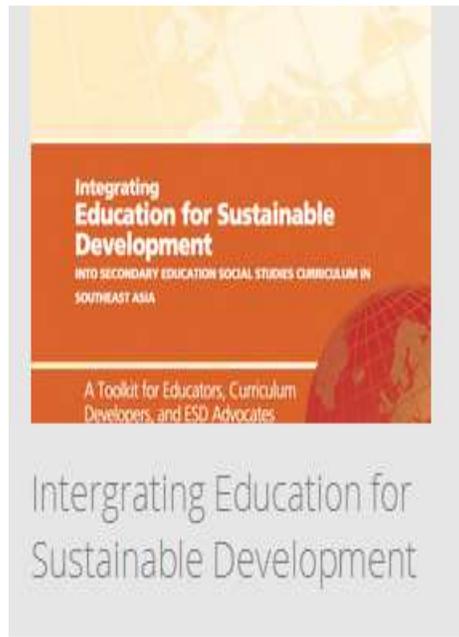
The screenshot shows a course management system interface for 'Dr. Richard Albert Daenos' Class'. The header includes the instructor's name, 'DepEdXCELS Batch 3 Class 14', and the time 'Monday, 9am - 12pm'. A 'BULLETIN BOARD' on the right contains a reminder: 'Last day for the submission of Module 1 Assignment Friday October 23, 2009'. The main area is divided into four columns: 'interact' (with links for Forum, My Chat, My Ratings, and Modules), 'submit requirements' (with links for My Assignment, My Reflections, My Activities, My Competency Checklist, and My Course Evaluation), 'access resources' (with links for Professional Journals, Opinions, and Research, Video Tutorials, Readings and References, and Support Resources), and 'get support' (with links for Chat with TechSupport, Discuss with TechSupport, and Course Calendar).



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





SEAMEO Advocacy

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 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

Moving Forward

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.



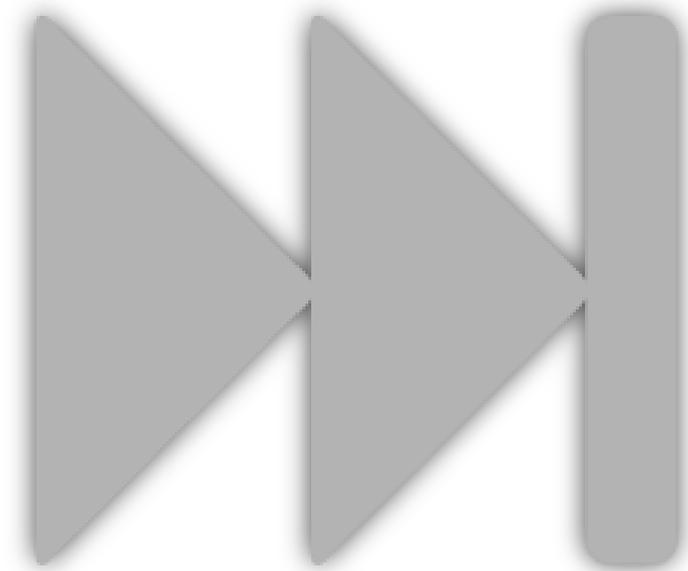
Moving Forward

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



THANK YOU

GRACIAS
ARIGATO
SHUKURIA

DANKSCHEEN
JUSPAXAR

TASHAKKUR ATU
GRAZIE
MEHRBANI
PALDIES
BOLZİN

BIYAN
SHUKRIA
MERCI

YUHQANYELAY
SUKSAMA
EKHMET
YUSPRGARATAM
TINGKI
MAKETAJ

SPASSIBO
SNACHALHUYA
NUHUN
CHALTU
WABEEJA
MATTEKA
HUT
UNALCHEESI
MATUR GI
SIKOMO
MINMONCHAR

ATTO
ANHA
MERSI
SPASIBO
DENKAUJA
HENACHALHYA
MAAKE
LAH
AGUYJE
FAKAAUE
KOMAPSUMNIDA
SAHCO
MERASTAWHY
GAEJTIO
GOZAIMASHITA
EFCHARISTO
TAVTAPUCHI
MEDAWRGSE
BAMKA