



# TOWARDS SCHOOL SAFETY in ASEAN

Capturing the Initiative

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Efforts to promote the region’s resilience and capacity to respond to the adverse effects of disasters and climate change lie at the forefront of the ASEAN agenda. We are aware that our region is one of the most disaster-prone in the world and that the impacts of disasters are wide and can be extremely disruptive. We are currently moving forward to building a ‘Resilient and Innovative’ ASEAN, in line with the theme of Singapore’s 2018 ASEAN Chairmanship, and the goals of the ASEAN Vision 2025 on Disaster Management and the ASEAN Socio-Cultural Community Blueprint 2025. ASEAN is, thus, committed to lifting the quality of life of its people through cooperative activities for an ASEAN Community that is safe, secure, environmentally-friendly and geared towards the promotion of the 2030 Agenda of the Sustainable Development in the region.

The United Nations Sustainable Development Goal 4 on “Quality Education”, in particular, highlights the importance of improving the quality of education and educational facilities that are child, disability and gender-sensitive within a safe, non-violent, inclusive and effective learning environment for all. In reality, however, millions of children are still deprived of full primary education due to lack of access to schools and high drop-out rates. This is aggravated by the fact that education is one of the sectors immensely susceptible to natural disasters. Often times damaged school infrastructures hinder children’s access and right to education.

The greater demand on the role of the ASEAN Secretariat in mainstreaming disaster risk reduction in the education sector well coincides with the establishment of the ASEAN Safe Schools Initiative. This Initiative promotes the inclusion of disaster risk reduction in national curriculums. We have also developed an ASEAN Common Framework on School Safety to foster national policy development, enhance technical capacity, institutionalise school safety procedures and document school-based good practices.

The ASEAN Safe Schools Initiative as shown in this compilation of case studies represents our collective resolve to create a safer and better learning environment for our young generation – the future of ASEAN. This dovetails with our larger efforts to inculcate an ASEAN ‘Culture of Prevention’, especially to promote a culture of resilience and care for the environment. I am optimistic that with prudent disaster risk reduction initiatives like this one, the future of a strong and resilient ASEAN Community is within our reach.

## Foreword

Living in one of the most disaster-prone regions and in Indonesia made me realise the importance of having a resilient community in which children and youth are given full access to community engagement. Where I grew up in North Sulawesi, I experienced several earthquakes, volcanic eruptions and landslides at different scales. The turning point for me was when I found myself becoming a survivor of the 2006 earthquake in Yogyakarta and saw how school buildings had collapsed into ruins, children affected and out of school. Since that moment, I had become committed to promoting school safety.

We need to see disaster preparedness and response in a bigger framework of disaster risk management. We need to invest our resources in building resilience and reducing risks as we enter into development work. In ASEAN, we cannot work alone in disaster risk reduction. Over the last six years, I have been involved in AADMER Partnership Group (APG), a group of seven agencies committed to partnering with ASEAN in implementing AADMER Work Programme (AADMER WP). Having witnessed different programmes under the AADMER WP, I commend ASSI as a programme that demonstrates collaboration and partnership between civil society organisations (CSOs) and ASEAN governments to create a resilient region.

For the safety of children at schools, four organisations—Plan International, Save the Children, World Vision and Mercy Malaysia—work together to provide technical support to ASEAN governments in implementing school safety. One of the milestones from this programme that we need to appreciate is the good practices, lessons learnt and different learnings that countries can exchange among themselves. These selected case studies capture safe school knowledge worth documenting and sharing for ASEAN children to become resilient to disasters.

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# Introduction:

## ASEAN Safe Schools Initiative

Southeast Asia lies on several tectonic plates that make it one of the regions in the world prone to earthquake, tsunami, and volcanic eruptions. Thus it is one of the most disaster-prone regions in the world. Besides, the historical records show that the number of disasters that hit the Southeast Asian region has triggered many casualties and economic loss. The region has an expected loss of 4.4 billion every year because of incidences.<sup>1</sup>

Education is one of the sectors that are highly exposed and affected by the disasters. Children are spending up to 50 percent of their waking hours in school facilities. Often times, these school facilities are neither constructed nor maintained to be disaster resilient.<sup>2</sup> In this context, teaching children in schools and their communities on disaster risk reduction (DRR) is key to building the awareness and increasing children's capacity to be prepared and resilient against the disasters.

ASEAN governments acknowledged that the growing incidence of disasters in the region adversely affects the Education sector. As a response to this, ASEAN Safe Schools Initiative (ASSI) was established as a unique partnership that brings together disaster management and education sectors in ASEAN Member States (AMSs) and civil society organisations together to promote a comprehensive approach for school safety. The initiative started in 2013 with a baseline survey identifying gaps and challenges in implementing school safety and entered into its implementation phase in 2014 to date.

ASSI is a part of the Programme Priority 2, Building Safe ASEAN Infrastructure and Essential Services in the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) Work Programme 2016-2020 and integrated as a Priority 5.2 of the Education Work Plan on Education 2016-2020, *including disaster risk reduction in the national curriculum and supporting its development*.<sup>3</sup> In 2015, in consultation with the ASEAN Disaster Management and Education sectors, ASEAN Secretariat,



ASSI consortium partners and practitioners working in DRR/School Safety, ASSI developed ASEAN Common Framework for Comprehensive School Safety (ACFCSS). The objective was to support the operationalisation of the Comprehensive School Safety Framework (CSSF) into workable plans and to have a programme that incorporates ASEAN perspectives and contextualises the efforts and initiatives undertaken in the region.

In 2016, ASSI developed the ASSI Programme Strategy 2017-2020. The strategy was guided by five underpinning technical thrusts: 1) supporting the development of a member-state-driven inter-sectoral leadership and coordinating structure, 2) strengthening national capacities on school safety, 3) facilitating and supporting the country and regional monitoring and assessment of Comprehensive School Safety progress, 4) building communities of practice, and 5) developing information and knowledge management.<sup>4</sup>

MoEs and NDMOs across the AMSs lead the ASSI implementation in the region. A number of stakeholders including ASSI consortium partners (Plan International,



<sup>1</sup> The International Bank for Reconstruction and Development/The World Bank. (2012). *ASEAN Advancing Disaster Risk Financing and Insurance in ASEAN Member States: Framework and Options for Implementation*. Retrieved April 15, 2018, from [https://www.gfdr.org/sites/gfdr/files/publication/DRFI\\_ASEAN\\_REPORT\\_June12.pdf](https://www.gfdr.org/sites/gfdr/files/publication/DRFI_ASEAN_REPORT_June12.pdf)

<sup>2</sup> UNISDR, INEE, GFDRR. 2009. *The Guidance Notes on Safer School Construction*. Retrieved June 25, 2018, from <https://plan-international.org/publications/advancing-comprehensive-school-safety-asia-and-pacific>

<sup>3</sup> Association of Southeast Asian Nations (ASEAN). (2016). *AADMER Work Programme 2016-2020*. Jakarta: ASEAN Secretariat.

<sup>4</sup> ASEAN Safe Schools Initiative (ASSI). (2016). *ASEAN Common Framework for Comprehensive School Safety*. Retrieved April 27, 2018, from the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) website: <http://gadrrres.net/resources/asean-common-framework-for-comprehensive-school-safety-acfcss>



... Introduction: ASEAN Safe Schools Initiative

Save the Children, World Vision and MERCY Malaysia), internal and local non-government organisations, UN agencies, and coalition of like-minded organisations working in school safety and disaster risk reduction provide technical supports to the AMSs.

The initiative targets and is implemented in eight ASEAN Member States, including Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Thailand and Viet Nam through funding supports from the European Commission’s Humanitarian Aid and Civil Protection Department (ECHO), Australian Aid and consortium partners.

This publication presents progress and achievements, lessons learned, challenges and case stories around school safety implementation in ASEAN over the course of 2007-2017. This showcases different initiatives of school safety initiated by different stakeholders including ASEAN government, non-government organisations and other civil society organisations that contribute in achieving the ASSI.

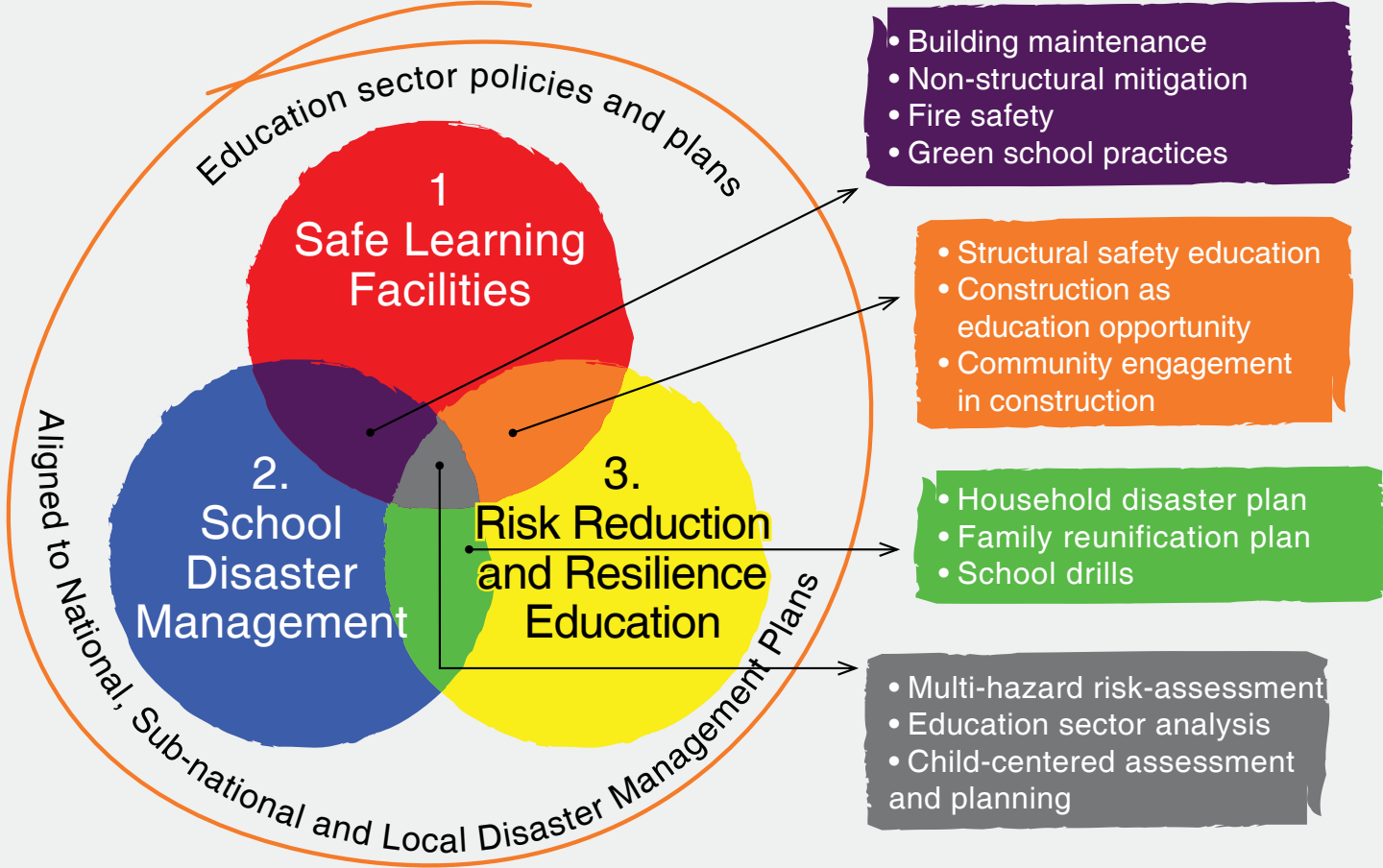
Comprehensive School Safety Framework <sup>5</sup>

The Comprehensive School Safety Framework (CSSF) is designed to support and guide disaster risk reduction (DRR) and resilience management in the education sector. This framework was developed in 2012 by the members of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES). It contributes to the fulfilment of the Sendai Framework for Disaster Risk Reduction (SFDRR) and Sustainable Development Goals (SDGs).

The CSSF addresses a child-centred and all-inclusive approach to promote school safety as a priority area for sustainable development, risk reduction and resiliency. Specifically, the CSSF is aimed at protecting students, school staff, and school properties from adverse impacts of disasters; ensuring continuous access to education even at times of emergencies; and building up disaster risk reduction and resilience of school-communities through education.

The framework builds on three main pillars as the basis for intervention: safe learning facilities, school disaster management, and risk reduction and resilience education, in alignment with disaster management and education sector plans and policies. The multi-hazard risk assessment is a central element supporting the planning for CSS. It provides the necessary evidence to guide identification of needs and formulation and implementation of appropriate programmes to fill in the gaps toward school safety.

<sup>5</sup> ASEAN Safe Schools Initiative (ASSI). (2016). *ASEAN Common Framework for Comprehensive School Safety*. Retrieved April 27, 2018, from the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) website: <http://gadrrres.net/resources/asean-common-framework-for-comprehensive-school-safety-acfcss>



PILLAR 1  
Safe School Facilities

This first pillar involves education authorities, planners, architects, engineers, construction workers, and school communities in determining a safe location, planning, design, construction and maintenance of the school.

PILLAR 2  
Disaster Management at School

This pillar is determined by parties in charge of education at the national, sub-national, and local level. The school community is also involved, including the students and parents, in cooperation with partners in disaster management, to maintain a safe learning environment and to plan education sustainability, in accordance with these international standards.

PILLAR 3  
Risk Reduction and Resilience Education

Risk Reduction and Resilience Education must be designed to develop a safe culture and resilient community.

Source: ASEAN Common Framework for Comprehensive School Safety (ACFCSS)





Viet Nam



Cambodia



Thailand



Malaysia



Indonesia



Philippines



Myanmar



Lao PDR



Road accidents are one of the leading causes of injuries for children in Cambodia. They also learnt how to understand road signs and traffic rules for their safety. © Fauzan Ijazah for Plan International



# School Safety in Cambodia

## CONTEXT

Cambodia is one of the world's most vulnerable countries to disasters. The World Risk Report 2017 has ranked this country as the eight most disaster vulnerable countries in Asia.<sup>1</sup> In recent times, the country has suffered from destructive flooding, drought, and strong winds, which caused loss of lives, damage to infrastructure, and loss of livelihoods.

Flooding is the main hazard that affects many schools across Cambodia. During a twenty-year period from 1993 to 2012, floods have affected the greatest number of people, caused the greatest number of fatalities, damage of properties, followed by epidemics.<sup>2</sup> Between July and December of each year, flooding occurs and continues for up to three months, making access to schooling very difficult for many children and disrupting regular teaching.

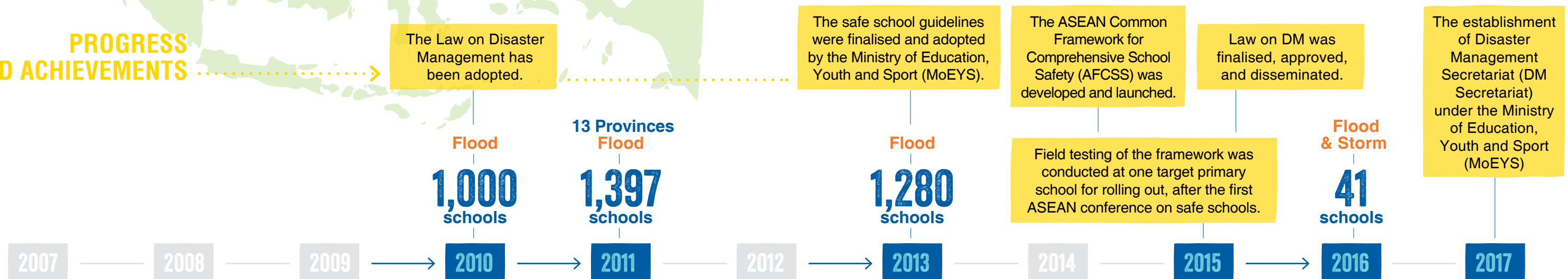
According to the National Committee for Disaster Management, in 2016, storms and lightning, drought, and floods caused 21 deaths and 193 injuries. Of the fatalities, nine people were killed from collapsed houses, three killed from falling trees and nine from sinking boats. The storms completely destroyed 1,997 houses and blew off the roofs of 8,147 others. Forty-one school buildings and 43 other buildings were damaged<sup>3</sup>.

<sup>1</sup> Bündnis Entwicklung Hilft. (2017). *WorldRiskReport: Analysis and prospects 2017*. Retrieved June 20, 2018, from [https://reliefweb.int/sites/reliefweb.int/files/resources/WRR\\_2017\\_E2.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/WRR_2017_E2.pdf)

<sup>2</sup> [www.emdat.be](http://www.emdat.be)

<sup>3</sup> [khmertimeskh.com](http://khmertimeskh.com), 2016

## PROGRESS AND ACHIEVEMENTS



# PROGRESS AND ACHIEVEMENTS

(2013-PRESENT)

As of January 2013, a comprehensive safe school guideline document in Cambodia has been finalised and adopted by MoEYS. To develop the guideline, MoEYS formed a Safe School Guidelines Development Task Force consisting of six senior MoEYS officials and two CSO representatives from the Child Rights Foundation (CRF) that also assigned a writing committee of four government officials and two Task Force members. It was developed based on the global framework with three pillars and tools for hazard assessment and planning for risk mitigation.

After the Strategic National Action Plan of Cambodia has come to an end in 2013, then the National Action Plan of Disaster Risk Reduction (NAP-DRR) was developed for 2014-2018. The NAP describes Cambodia’s roadmap to DRR and proposes to continue the effective actions in place, offers activities to tackle new risks and suggests foundational investment in the following five years for dealing with long-term risks associated with climate change, urbanisation, and industrialisation.<sup>4</sup>

In 2015, with a strong support from the MoEYS and the National Committee for Disaster Management (NCDM), the ASEAN Common Framework for Comprehensive School Safety (ACFCSS) was developed and launched in Pnom Penh, Cambodia during the first ASEAN Regional Conference on School Safety. In the same year, MoEYS conducted a roll out workshop for the ACFCSS and field tested the ASEAN School Disaster Management Guideline. Also, within this year, DM Law was finalised, approved, and disseminated.



Children return to their homes in groups with boats from their floating school.  
© Fauzan Ijazah for Plan International

<sup>4</sup> The Royal Government of Cambodia. (2013). *National Action Plan for Disaster Risk Reduction (NAP-DRR) 2014-2018*. Retrieved June 20, 2018, from [http://www.rcrc-resilience-southeastasia.org/wp-content/uploads/2017/12/2014\\_national\\_action\\_plan\\_for\\_disaster\\_risk\\_reduction\\_\\_nap-drr\\_2014-2018\\_english.pdf](http://www.rcrc-resilience-southeastasia.org/wp-content/uploads/2017/12/2014_national_action_plan_for_disaster_risk_reduction__nap-drr_2014-2018_english.pdf)



## BEST PRACTICES

Under the leadership of the MoEYS, school safety initiatives are implemented in the country by engaging with different stakeholders including civil society organisations. The initiatives generated a number of good practices of school safety implementation at schools<sup>5</sup>:

- Through student-led campaigns, children councils (as part of School Management Committee or SDMC) at school were actively engaged in implementing the three pillars of school safety framework and actively participated in school needs assessment, hazard analyses, identified mitigation strategies, practiced drills and conducted first aid training to raise awareness around school safety. The children councils also involved the participation of different stakeholders, including community groups around the schools. They also implemented their school action plans with their teachers;
- In some schools, funding to maintain school safety activities were mobilised through close coordination with the Commune Committee for Disaster Management (CCDM) to ensure that a budget for school safety is allocated regularly. Some schools contributed their own funding resources.
- Local authorities, including the village and commune governments, supported the schools and were invited to participate in school meetings. And this is also considered as building the linkages between school and the community as school safety is provided resources within the local community plan.
- At the policy level, in an effort to strengthen the national coordinating mechanism for school safety, a network of non-government organisations entitled “Joint Action Group” worked together with the MoEYS to build the capacity of the Disaster Management Secretariat to tighten coordination and strengthen ownership from MoEYS on school safety in the country.

<sup>5</sup> The information for this sections was from the Plan International Cambodia (2018, April)



A meeting between the teacher and the children council on school safety programme. © Plan International Cambodia

## CHALLENGES

Despite the progress and achievements of the disaster-related education programmes, school safety in Cambodia still faces a number of challenges, as follows:

- Some teachers were busy with their teaching load and they have difficulty in managing student participation for safe school programmes. This issue was compounded by the students' limited understanding of DRR concepts. As a result, the child-led hazards, vulnerability and capacity assessments (HVCA) was slow and took longer than anticipated.
- The majority of target schools were in poor condition and there were many risks identified. The project could only provide support for small-scale retrofits, but there were not enough resources for building new schools in a safe site.
- Community groups contributed their resources to support school activities, but the level of support remains low. Meanwhile, the local authorities such as: village and commune governments intend to support schools and are invited to participate in school meetings. However, they do not have enough materials or funds to support safe school activities.
- Need more support from the national government, especially related to policies and funding to implement safe schools' initiatives.



LESSONS LEARNED

Although it initially took some time to build the capacity of teachers, children, school committees, and commune committees for disaster management, the safe school initiatives in Cambodia demonstrated a good progress. We learned that cooperation with local authorities, teachers, district training and monitoring team (DTMT) and officials from PoEYS (province) and DoEYS (district) to support the project was very important. It is also very critical to raise more awareness and training for students to increase their knowledge on DRR and safe schools. Monthly meetings conducted with the project team in coordination with relevant stakeholders ensured activities were carried out as planned. Furthermore, there is a need to provide a venue for teachers and school community to participate in exchange visit to learn school safety project implementation in other provinces.



A country-wide campaign on school safety was conducted in November 2018 participated by school girls and boys. © Plan International Cambodia

WAYS FORWARD

- In the future, to strengthen the implementation of school safety in the country, the establishment of national coordinating mechanism under the leadership of MoEYS is critical.
- Development of Disaster Management Plan (that is currently under review with the leadership of Disaster Management Secretariat of MoEYS). The support from different stakeholders to develop such a plan is also important to make sure that DRR and Climate Change Adaptation (CCA) are integrated into the Education curriculum. Partnership and collaboration among all stakeholders including ASSI consortium partners, MOE, NDMO, DRR working group, holds an important role to foster advocacy efforts in DRR and school safety.
  - The exchange of experience and good practices on school safety with other stakeholders at the national and provincial levels, including other schools through meetings, workshops and exchange visits.
  - Further collaboration for different stakeholders to share good practices, lessons learnt, challenges through project documents, reports, videos, and case studies facilitated by DM Secretariat of MOEYS.



Zahwa and Zalfa are members of the school disaster management committee at Kampung Melayu Elementary School in Jakarta, Indonesia. They are on their way to school, which is located in a densely-populated area. YTSC-Save the Children assisted this school in the school safety programme. © Eka Nickmatulhuda for Plan International



# School Safety in Indonesia



## CONTEXT

Indonesia is located on the Pacific Ring of Fire and at the borders of three major tectonic plates in the world: The Eurasian, Indo-Australian, and Pacific Plates. This has made the country vulnerable to earthquakes, tsunamis, and volcanic eruptions. Indonesia is also vulnerable to other types of disasters, such as strong winds, floods, droughts, and forest fires.<sup>1</sup> The most notable disaster to affect this country was the 2004 Indian Ocean earthquake and tsunami, which left over 150,000 people dead and rendered over 500,000 people homeless according to the Australia Aid's report, in response to the Indian Ocean tsunami for the period ending June 30, 2015 (Commonwealth of Australia, 2005).

According to the National Disaster Management Authority (*Badan Nasional Penanggulangan Bencana/BNPB*)<sup>2</sup>, the number of disasters that have struck Indonesia has increased by more than 20 times between 2002 and 2016. More than 90% of disaster

events in Indonesia were caused by hydro-meteorological hazards (i.e. floods and landslides), where more than 28 million people were affected in that period.

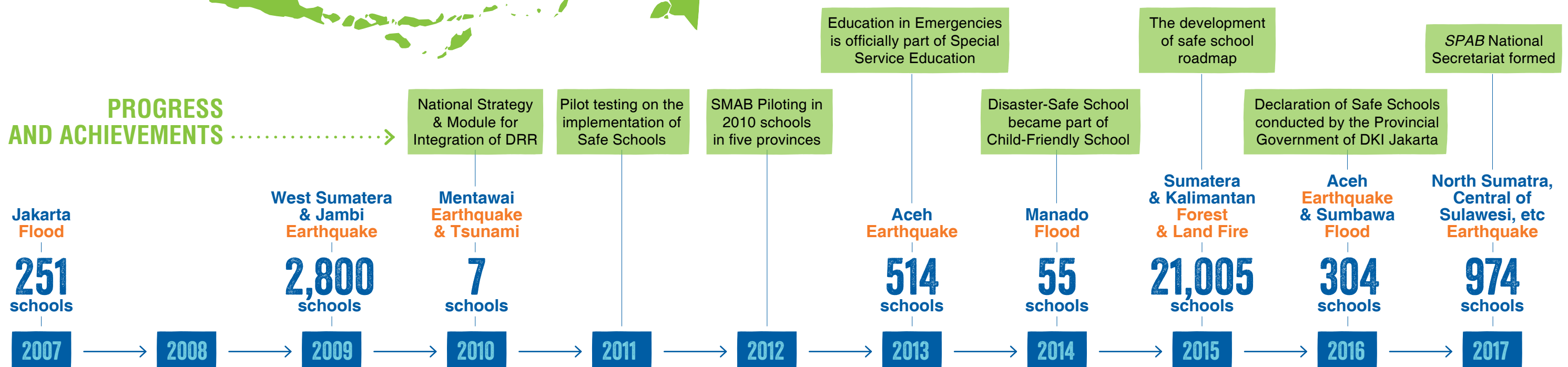
In many disasters, school and *madrasah* (Islamic school) buildings are among the many public facilities that are damaged by disasters. A disaster assessment carried out by the BNPB and the World Bank in 2014 indicated that 250,000 or 75% of school buildings in Indonesia are located in disaster prone areas. Further, the Indonesian Disaster Data Information (DIBI) reports that approximately



<sup>1</sup> UNESCO, AIFDR, Plan Indonesia, Save the Children, and Yayasan Kerlip. (2014). *Making school safer from natural disasters Guide*. Retrieved June 21, 2018, from <https://www.wcdrr.org/wcdrr-data/uploads/881/Making%20school%20safer%20from%20natural%20disasters%20Guide%20-%20Indonesia.pdf>

<sup>2</sup> Badan Nasional Penanggulangan Bencana (BNPB). (2018). *Trend Bencana Indonesia Tahun 2013-2017*. Retrieved June 21, 2018, from <https://www.bnpb.go.id/infografis/detail/trend-bencana-2017>

## PROGRESS AND ACHIEVEMENTS





...CONTEXT

40 million school children in Indonesia are vulnerable to earthquakes and nearly 3,900 schools across Indonesia are located in tsunami prone areas. School buildings that are vulnerable to disasters not only expose the students and teachers to increased risks, but could also disrupt the learning processes.<sup>3</sup> Based on these conditions, children are considered one of the most vulnerable groups in Indonesia during and after disaster.<sup>4</sup>

After the 2004 Aceh tsunami, the Government of Indonesia (GoI) has shown a strong commitment in ensuring school safety by taking a number of critical measures in reducing risks in the education sector. The most notable measure was enacted after 2010, when the Ministry of Education and Culture (MoEC) established the National Secretariat for Safe Schools (*Sekretariat Nasional Sekolah Aman* – SEKNAS). In the same year, Indonesia joined the launch of “One Million Safe Schools and Safe Hospitals” campaign led by the Coordinating Minister of Social Welfare, supported by Head of BNPB, Minister of Health, Vice Minister of National Education, representatives of other Ministries, non-government organisations (NGOs), development partners, and academe.

After the establishment of SEKNAS, MoEC issued a circular letter recommending for the mainstreaming of disaster risk reduction into the school curriculum, as well as creating a Special Allocation Fund (*Dana Alokasi Khusus/DAK*) for safe school rehabilitation. In 2011, aside from budget allocation by the Central Government, GoI allocated DAK fund of more than 250 million USD annually for Safe School rehabilitation and construction that can directly be transferred to the local government<sup>5</sup>. Furthermore, pilot testing on the implementation of Safe Schools/

*Madrasahs* from Disasters (*Sekolah/Madrasah Aman Bencana* or SMAB) was carried out. In 2012, the Head of BNPB issued Regulation No. 4 of 2012 on Guidelines for Implementation of School/*Madrasah* Safety from Disaster.

In 2013, DRR sector in Indonesia managed to incorporate Education in Emergencies into the Ministerial Decree No 72/2013 titled ‘Special Service and Special Education’. Aside from that, other milestones were achieved when in 2014, the government integrated earthquake-resistant building code into the technical guidelines of the DAK fund for Junior High School and integrated the concept of safe school and safe madrasah into the Regulation on Child-Friendly Schools (Ministry of Religion PPPA Decree No.8/2014).

In implementing the ASSI Project in Indonesia, Plan International, Save the Children, World Vision Indonesia, with funding support from DFAT, carried out school-based activities and conducted national advocacy at national level. With coalition of DRR Education, MOEC finally developed a Safe School Roadmap in 2015.

<sup>3</sup> ibid with footage no. 1

<sup>4</sup> Center for Excellence in Disaster Management & Humanitarian Assistance. (2015). *Indonesia Disaster Management Reference Handbook*. Retrieved June 20, 2018, from <https://reliefweb.int/sites/reliefweb.int/files/resources/disaster-mgmt-ref-hdbk-2015-indonesia.pdf>

<sup>5</sup> Ministry of Education and Culture. (2014). *A Presentation of Achievements of Safe Schools Implementation in Indonesia*. Retrieved June 20, 2018, from [http://bit.ly/SafeSchoolsAchievementPresentation\\_Indonesia](http://bit.ly/SafeSchoolsAchievementPresentation_Indonesia)

<sup>6</sup> International network for education in emergencies (INEE). (2000-2018). *Education in Emergencies*. Retrieved June 19, 2018, from <http://www.ineesite.org/en/education-in-emergencies>



A student is reading a colourful booklet about school safety. The students can learn how to be aware and prepared from the hazard surrounding their school area. © Eka Nickmatulhuda for Plan International

PROGRESS AND ACHIEVEMENTS (2016-PRESENT)

In 2017, National Secretariat for Safer School was formed through a Ministerial Decree, while in the same year, DAPODIK Application (Data Center for Education and Culture) as part of its Education Management and Information System) was developed. Through this system, school committee can upload the information of their school safety activities online onto the basic education data. Therefore, school safety practitioners including teachers and civil society organisations can monitor the progress of school safety on-line.

In addition, in the same year, a DAPODIK application version 2017 was launched. DAPODIK<sup>7</sup> - *Data Pokok Pendidikan-Kebudayaan*, or Basic Data on Culture-Education, is an integrated system of education and cultural data management, to support integrated data and information governance. The school committee can update their schools’ activities related to the school safety online to basic data for education. Thus, any school safety programme actors in Indonesia (teachers as well as the civil society organisations) can monitor the implementation progress of SPAB through the Education Management Information System (EMIS).<sup>8</sup>

<sup>7</sup> Pusat Data dan Statistik Pendidikan dan Kebudayaan. (2015). *DAPODIK*. Retrieved July 25, 2018, from <http://dapodik.data.kemdikbud.go.id/>

<sup>8</sup> Avianto Amri. (2017). *Disaster Resilient Education “Establishing all Education Units to be Safe from Disaster in Indonesia”*. Indonesia: Sekretaris Nasional SPAB et all.



## CASE STORY

### Members of Preparedness Team Involved in School Kits Distribution after a Fire

There was an air of hustle and bustle in the field of SDN Kampung Melayu 01 Pagi elementary school, as people brought supplies and logistics to the shelter and children smiled during what could be considered as an unpleasant situation. A fire had broken out on Sunday, 20 August 2017 on Jalan Perata 2 Kebon Pala, Kampung Melayu, Jatinegara, East Jakarta. This is the village (*kampung*) where Yayasan Sayangi Tunas Cilik (YSTC) – Save the Children had implemented a safe school programme in SDN Kampung Melayu 01 Pagi.

A young child named Agiel Putra Ferdianto was smiling, keen to join the Health and Hygiene knowledge dissemination on disaster with the Emergency Response Team of YSTC – Save the Children, who was also distributing school kits at the time. Agiel is a member of the school disaster preparedness team at SDN Kampung Melayu 01 Pagi school. He was one of 149 children affected in the area who lost their homes in the fire. There were 158 houses burned down, affecting 279 households and 1,004 people. Agiel and his parents had to move to his grandparents' house in another sub-district of East Jakarta. Despite not having any shoes or school books and hardly any clothes left except the clothes on his back, Agiel was still smiling.



Agiel accepted school kits to continue his school after the fire.  
© YSTC-Save the Children/Ria Camelina

“I still want to go school to see my friends, because it’s important, and I can play with my friends and forget that I don’t have a home anymore,” he said. “As a part of the school disaster preparedness team, I learned about disasters and hazards, first aid, and school drills. My teachers always told us to be more aware of hazards that could strike us at any time, so being a disaster preparedness team member is really useful.”

## CHALLENGES

A 2017 survey conducted by Avianto Amri in Jakarta highlighted the strong desire for children to learn more on how to stay safe from disasters and reduce disaster risks in their communities. It also demonstrated that children are extremely interested in assisting their families and schools to become better prepared for disasters. However, there is still a gap in children’s knowledge on DRR.

Below are some challenges that could hinder the implementation of safe schools’ initiatives implementation in Indonesia<sup>9</sup>:

1. There are still very few people in the education sector who are aware of the Disaster-Safe Education Unit<sup>10</sup> (or SPAB in Indonesian acronym) existence and how to implement it. Teachers have a low awareness and capacity in implementing DRR in schools. Also, many parents were unaware that their children’s schools are vulnerable to disasters.
2. There is limited support for SPAB at the local level, which was initiated by BNPB, the local disaster agency (BPBD) and other stakeholders.
3. The parties involved in safe school initiative are limited. Meanwhile, the school safety programme needs all relevant stakeholders’ active involvement (including the school community). However, it was the teachers who mostly decided on the evacuation route and developed notices for disaster-themed bulletin board.
4. Many school staff members were unaware that they could use the school operational assistance funds (BOS) – the government’s social assistance programme in education by transferring block grants to schools with the objectives of providing free basic education from grade one to nine to poor students<sup>11</sup> – to support safe school programmes.
5. Indicator accreditations for safe school do not yet exist.
6. Many schools in Indonesia continue to lack an understanding of the importance of safe schools. This is because materials and information about safe schools are limited. We need more dissemination of safe school materials and information.

<sup>9</sup> Avianto Amri. (2017). *Disaster Resilient Education “Establishing all Education Units to be Safe from Disaster in Indonesia”*. Indonesia: Yayasan Sayangi Tunas Cilik, Plan International, & UNICEF.

<sup>10</sup> There are several terms used by various institutions (government and non-governmental). Despite having a different name, the purpose of the programmes remain the same: to save the lives of school community, especially, children, from the threat of disaster. (Avianto Amri. 2017).

<sup>11</sup> International Labour Organization (ILO). (2017). *BOS – School Operational Assistance*. Retrieved June 20, 2018, from [http://www.ilo.org/dyn/ilossi/ssimain.viewScheme?p\\_lang=en&p\\_scheme\\_id=3149&p\\_geoaid=360](http://www.ilo.org/dyn/ilossi/ssimain.viewScheme?p_lang=en&p_scheme_id=3149&p_geoaid=360)



# LESSONS LEARNED

- The following are some lessons learned from the implementation of school safety programmes and activities in Indonesia:
- It is very important for governments to adopt safe school indicators as part of their accreditation indicators. This programme could escalate more quickly by rewarding schools that have implemented safe school initiatives.
  - In many cases, it is not easy for school staff and children to evacuate during a disaster. One of the three pillars, safe learning facilities, needs to be designed to be more inclusive so everyone can have access to it.<sup>12</sup> It is also essential to locally contextualise the application of the three pillars based on the school needs.
  - **Pilot project.** Despite the fact that many schools were provided with safe school trainings by the government and non-government organisations, there has yet to be a school that can be used to demonstrate a good model for safe schools. The three pillars of safe school need to be implemented comprehensively in order to create at a minimum one school model. A model is needed so other schools can replicate the school that has improved safe school programme.
  - **Target focus.** Many schools were trained on how to save themselves from an earthquake when their schools were not prone to earthquakes. Training should be targeted based on the school's risk assessment.
  - **Funding.** Safe schools programme can be funded by various government budget sources, such as BOS or village funds (*dana desa*). Contributions from the community and non-government organisations should complement these funds.

Safe schools should be institutionalised into practical operations to align with policy advocacy at all levels, including from a pilot project level to the national level. To achieve that goal, the major priority should be to ensure that school safety is embedded into the national curriculum.

# WAYS FORWARD

After the development of the Safe School Roadmap in 2015, it is important that the government and the other DRR actors revisit the roadmap and conduct an evaluation to check if the roadmap is running on the track or not. Currently, the National Secretariat is drafting Ministry of Education and Culture Regulation on a Disaster-safe Education Unit. It is hoped the Ministry of Religion can replicate the regulation after the draft finalised and passed.<sup>13</sup>

<sup>12</sup> UNISDR & GADRRRES. (2017). *Comprehensive School Safety*. Retrieved 20 June, 2018, from <http://gadrrres.net/uploads/files/resources/CSS-Framework-2017.pdf>

<sup>13</sup> Based on interview with Widowati, the programme manager of Humanitarian Forum Indonesia, July 27, 2018.



A girl student is sharing her knowledge on disaster risk reduction to her peers.  
© Save the Children Lao PDR



# School Safety in Lao PDR



Vientiane

## PROGRESS AND ACHIEVEMENTS<sup>2</sup>

<sup>2</sup> Based on data collected by the Disaster Management focal point in MoES for 2013 – 2015

The School Construction Guidelines were developed by the Division of Education Construction Design and Management (ECDM), Department of Finance, and the MoES.

Save the Children worked with MoES to institutionalize guidance for national training on School Disaster Management (SDM), which was rolled out in 2014.

The Ministry of Planning and Investment's current project with the Asian Disaster Preparedness Centre (ADPC) is working to mainstream DRM into various sector plans, such as agriculture, health, and education, in accordance with its planning guidelines.

The MoES allocated funds to implement a national curriculum on disaster risk (executed by the Institute for Educational Research and worked with Save the Children).<sup>3</sup>

MoES issued a Ministerial Decree on the establishment and movement of Disaster and Climate Change Prevention, Management Committee of Education and Sports Sector.

The MoES increasingly improved the disaster management topic into the school curriculum, textbooks, and other means of communications.

**Flood, Windstorm, & Landslide in 12 Provinces**

impact on  
**229**  
schools

**Flood, Windstorm, & Landslide in 5 Provinces**

impact on  
**70**  
schools

**Flood, Windstorm, & Fire**

impact on  
**21**  
schools

**Luang Prabang Province Fire and Bridge Collapsing**

**53**  
injured

2007

2008

2009

2010

2011

2012

2013

2014

2015

2016

2017

## CONTEXT

Lao People's Democratic Republic (Lao PDR) is prone to natural hazards, specifically storms, floods, flash floods, and landslides. Among these hazards, flooding caused by storms is the deadliest and causes the most economic loss. Lao PDR is frequently hit by typhoons, most recently Jebi and Mangkhoud (2013). In addition, there was widespread flooding in 2000. During the monsoon season, landslides and droughts commonly occurred with

notable negative impacts on crops during recent years. Earthquakes with a negligible to moderate risk level tend to occur every year with different magnitudes, but their impacts are not widely reported.<sup>1</sup>

According to the data on investment losses in the education sector in 2011 and 2013-2016, the sector experienced the following losses or damages:

<b>16</b>	<b>540</b>	<b>87</b>	<b>5</b>	<b>14</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>2</b>
kindergartens	primary schools	lower secondary schools	upper secondary schools	complete secondary schools	pre-primary school classrooms	teachers training college	incomplete primary school	Information and Communication Technology (ICT) Centers	teacher dormitories	student dormitories experienced

<sup>1</sup> Asian Disaster Preparedness Center (ADPC) & Public Works and Transport Institute (PTI), Ministry of Public Works and Transport. (2010). *National Risk Profile of Lao PDR*. Retrieved June 24, 2018, from [https://www.adpc.net/igo/category/ID275/doc/2013-sWNa61-ADPC-Final\\_Report\\_Part1.pdf](https://www.adpc.net/igo/category/ID275/doc/2013-sWNa61-ADPC-Final_Report_Part1.pdf)

<sup>3</sup> PreventionWeb. (2015). *Lao People's Democratic Republic: National progress report on the implementation of the Hyogo Framework for Action (2013-2015)*. Retrieved June 20, 2018, from [https://www.preventionweb.net/files/41813\\_LAO\\_NationalHFAprogress\\_2013-15.pdf](https://www.preventionweb.net/files/41813_LAO_NationalHFAprogress_2013-15.pdf)

The cost of the losses and damages was estimated at 549,996 USD in 2011; 537,494 USD in 2013; 352,075 USD in 2014; 331,927 USD in 2015 and 337,932 USD in 2016. Disaggregated data by specific intensive and non-intensive hazard impacts was not collected. The magnitude of losses caused by the disaster experienced in Lao PDR has driven the country to make significant investments in disaster risk reduction. Currently,



...CONTEXT

disaster risk reduction is acknowledged as a national priority for the Government of Lao PDR (GoL) and is referenced in key strategic documents, such as the current National Socio-economic Development Plan (7th NSEDP) and 8th NSEDP (2016-2020), and reflected in the national goal for “reduced effects of natural shocks and climate change and sustainable management of natural resources”. Mainstreaming and enhancing community capacities on disaster and climate change resilience are also amongst the main outcomes and targets highlighted in the Ministry of Natural Resource and Environment’s (MoNRE) 2030 Vision and its 5-year Strategy.

According to the National Progress Report on the Implementation of the Hyogo Framework for Action (2013 - 2015), the GoL has integrated disaster risk reduction (DRR) into the curriculum for upper primary and lower secondary schools from Grade 3 to Grade 6. Safety construction guidelines for schools were also developed. Through pilot projects developed by International Non-Government Organisations (INGOs), capacity-building programmes and community-based disaster risk reduction projects have been implemented at the local and community levels. These are programmes such as community risk assessment, planning and implementation of the village disaster risk reduction plan, awareness raising and education for school children and communities.

GoL has signed up for the Worldwide Initiative for Safe Schools (WISS) in 2015, a governmental global partnership that aims to secure political commitment and fosters implementation of school safety. At the regional level, Lao PDR is also a signatory to the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) and the co-Chair of ASEAN Committee on Disaster Management Prevention and Mitigation Working Group that purviews the ASEAN Safe Schools Initiative (ASSI).

MoES also issued the Ministerial Decree on the roles and responsibility of its disaster risk management and climate change reduction committee. Based on this Decree, the DRR curriculum has now existed for students



A principal and a teacher are practicing on school survey using a self assessment tool. © Save the Children Lao PDR

from third up to sixth grade in Primary School, which was piloted in provinces of Luang Prabang, Xieng Khouang, Sayabouly, Bolikhamxay, and Bokeo and was integrated into the subject called “The World Around Us”. The MoES has now made a commitment to review and revise the curriculum and textbooks every five years. Although DRR is not integrated in the teacher training centres, the teachers also gain knowledge on DRR through this subject, “The World Around Us”.

An innovation within the Education sector has been the informal education and leadership development programmes, such as the Volunteer Team Model (previously called Child-Club) supported by Save the Children. School-based children’s clubs and extra-curricular activities engage students in leadership roles in risk reduction and response-preparedness. The clubs have been instrumental in developing awareness, advocacy, and achieving results on improved DRR.

PROGRESS AND ACHIEVEMENTS (2016-PRESENT)

To ensure the integration of DRR in Education sector, MOES increasingly improved disaster management topics into the school curriculum and other means of communication, starting in year 2016. GoL is also currently working to draft a number of provisions related to school safety including a disaster management law, a Strategic Plan on Disaster Management 2016-2020, Meteorology and Hydrology Law and Prime Minister’s Decree on Climate Change. In terms of monitoring and evaluation, the MOES has developed a system to track the progress of school safety indicators to meet the Sustainable Development Goals (SDGs), particularly Priority 4: Quality Education. The tracking system is being put in place in 2018<sup>4</sup>.

Furthermore, it is under the MOES’ Five Year Disaster Risk Management Plan 2016-2020 that each school is expected to designate one DRM focal point. The focal point represents the school on the Village Education Development Committee. Below is the number of the focal points.

National level (Sector or Department of Ministry Education and Sport)	Capital city and Province Education and Sport	District Education and Sport	School
16	18	33	266

CHALLENGES

A clear system for planning, budgeting, and monitoring for Disaster Risk Reduction/ Management (DRR/M) specific activities has progressed at the village and school levels through Socio-Economic Development Plans. Lao PDR still poses challenges in implementing school safety in the country<sup>5</sup>:

1. MoES needs additional funds to be able to integrate the comments and revise the decree, with input from MoNRE.
2. MoES does not have a specific budget to support DRR/M activities, and DRR/M is not yet mainstreamed into each MoES department as the capacity to create plans based on DRR/M policies and regulations requires strengthening; As a result, budgets for DRR/M activities are not allocated. Furthermore, the donation mechanism is still irregular. Education during emergencies is not a priority for the country, so the Disaster Prevention Fund has not been used to set up a response for continuing education during the event of a disaster.

<sup>4</sup> Save the Children Lao. Unpublished document. 2018.

<sup>5</sup> ibid





# LESSONS LEARNED

More support and effort will be required to integrate and strengthen systems for planning, budgeting, and monitoring of DRR/M progress. Key MoES staff, working for DRR/M are required to strengthen their capacity to support the robust MoES DRR/M policy.

At the school level, DRR education needs to adopt the child-centred and child-led framework/ pedagogy, focusing on the interests of children and engaging in an active learning. This pedagogy not only provides knowledge on DRR, it also fosters achievement of life skills. Strong policies and legal frameworks are critical in coordinating, harmonizing, and advancing Comprehensive School Safety (CSS) implementation in the country.

More engagement needs to be put into place to support the GoL to allocate more funding for the running costs of the integration of DRR into the Education Management and Information System (EMIS). MoES is planning to set up a storage system for the full transition of the adopted CSS Self-Assessment Suite<sup>6</sup>. Focus is needed on the MoES staff capacity enhancement to manage and handle issues related to the Suite as well as approach development partners such as UNICEF and NGOs to help raise funds and support the continuous usage of the assessment systems.

<sup>6</sup> MoES supported by Save the Children and other development partners developed and field tested CSS Self-Assessment Suite, a digital platform to conduct a risk assessment in school. The data collected will be integrated into the Education and Management Information System.

# WAY FORWARD

Moving forward, there are still priorities to be addressed in school safety implementation in the country. One of them is that the GoL plans to promote the development of Provincial Education Development Plan at provincial level to incorporate a section on the Education sector's Disaster Risk Reduction, Preparedness and Response by 2020.



TOWARDS  
SCHOOL SAFETY  
in ASEAN

Malaysia



The students are practicing a quick step to put school supplies and goods in higher place during floods. © MERCY Malaysia



## School Safety in

## Malaysia



Kuala Lumpur

## PROGRESS AND ACHIEVEMENTS

The Malaysian Government released a Manual of Selangor State Planning Guidelines and Standards which included school facilities.

**Johor-Pahang Floods**  
affected  
**137,533**  
people  
**17**  
people killed

**East Coast Floods**  
affected  
**4,000**  
people  
**7**  
people killed

**Floods in many areas**  
affected  
**2,000**  
people

**Johor Floods**  
affected  
**24,000**  
people  
**5**  
died

2007

2007

2009

2010

2011

2012

2013

2014

2015

2016

2017

## CONTEXT

Malaysia is geographically outside the Pacific Ring of Fire. Based on its geographical location, it is less vulnerable to disasters than other countries in Southeast Asia. However, the country is vulnerable to natural hydro-meteorological hazards including floods, drought, forest fires, haze, cyclonic storms, and landslides. Floods are the major disaster threat facing Malaysia. Landslides and droughts are also a significant hazard and are the most prevalent in the eastern part of the country.<sup>1</sup> In recent years, Malaysia's exposure to a range of climate-related disasters has increased. Extreme weather events have been occurring more frequently and with higher intensity.<sup>2</sup>

<sup>1</sup> UN Office for Disaster Risk Reduction (UNISDR). (2018). *Malaysia Natural Disaster Profile*. Retrieved June 1, 2018, from <https://www.preventionweb.net/countries/mys/data/>

<sup>2</sup> Center for Excellence in Disaster Management & Humanitarian Assistance. (2016). *Malaysia Disaster Management Reference Handbook*. Retrieved June 1, 2018, from <https://reliefweb.int/sites/reliefweb.int/files/resources/disaster-mgmt-ref-hdbk-Malaysia.pdf.pdf>

<sup>3</sup> Ibid

Children are amongst the most vulnerable in the community during disasters. They spend a large part of their time in school; hence it is vital to make sure children are safe in school. Emergencies can come without warning. Being prepared is the best way to handle unexpected incidents and disasters. Malaysia is one of the ASEAN Member States (AMSs) that are committed to ASEAN Safe Schools Initiative (ASSI) and the country currently serves as the Chair of Senior Official Meeting on Education (SOM-ED), composed of senior representatives of the Minister of Education/Higher Education of AMSs.

This section will draw out school safety implementation initiated by MERCY Malaysia, an ASSI consortium partner based in Malaysia. It has the School Preparedness Programme (SPP) since 2007 where it expanded the knowledge of disaster preparedness among school children.

Most significant disasters in the past 10 years:<sup>3</sup>

**Floods triggered by torrential monsoon rains in the east coast**

**21**  
people killed

almost a quarter of a million people were displaced

**Kinabalu Earthquake**  
**18**  
people died



# PROGRESS AND ACHIEVEMENTS ON SCHOOL SAFETY

(2016-PRESENT)

As a contribution to the development of school safety in ASEAN, MERCY Malaysia has implemented Pillar 3 (Education on Disaster Risk Reduction) of comprehensive school safety framework (CSSF), which is enhancing knowledge, attitudes and imparting skills to students and the general public.

Building up on its success in implementing the Pillar 3, from 2016, MERCY Malaysia started incorporating Pillar 2 of the CSS framework, to ensure that school communities and the education sector are able to plan and take necessary actions to mitigate, prepare for, respond to, cope with, and recover from hazard and disaster impacts. Teachers of the respective schools have conducted their simulation exercise, updated schools' committee for emergency events and presented school's action plan for disaster in duration of two months between Phase 1 and Phase 2.

MERCY Malaysia has developed modules on DRR and SPP adapted from various countries especially Japan. These modules are focused on building the resilience of students and teachers to disasters. The MoE provided the list of schools affected by disasters and

gave the approval for MERCY Malaysia to apply these modules in the targeted schools. This is done through creating awareness of the importance of disaster preparedness and facilitating the development of better school disaster action plans and infrastructure. Briefly, MERCY Malaysia has carried out the SPP for 12,248 students and 972 teachers from 2007 to 2017.

The flagship programme that MERCY Malaysia is implementing in reference to school safety is SPP, to provide a basic understanding of the concepts of DRR plans for students and teachers. This project was started in January 2018 and is a 12-month programme that encourages students to be part of disaster preparedness initiatives. It focuses on hands-on safety training to prevent and prepare for potential disasters, by highlighting the steps to take in the event of a specific emergency or disaster. This programme aims to involve 1000 students and 100 teachers from 20 selected schools in Malaysia. In the ASEAN context, Malaysia is currently the Chair of Senior Official Meeting on Education (SOM-ED), high-level meeting on Education Sector in ASEAN. SOM-ED has been involved in ASSI consultations to promote school safety in ASEAN.



# CHALLENGES

## Limited Budget and Technical Capacity

Limitation in funding and technical capacity of the Malaysian Ministry of Education tends to be the major challenge to provide disaster preparedness training and modules in schools. Therefore, with limited knowledge in DRR, schools in Malaysia are in a state of constant vulnerability to the impact of disasters.

## Language Barriers

Most of the modules of the SPP are only available in English and Bahasa Malaysia and consequently, facilitators are only prepared to deliver knowledge in those two languages. This becomes an issue in implementing SPP in selected schools in Selangor and Sarawak where students mostly speak Mandarin while the facilitators do not have any references in Mandarin.

## Clashing Schedules

One of the challenges in implementing this programme was schedules clashing with existing activities in schools, such as religious events and national events. Examination periods, *Hari Sukan Negara*, *Mesyuarat Agung PIBG* (*Persatuan Ibu Bapa dan Guru* or parent-teacher association), and Holy Communion ceremonies might take place at the same time and in the same venue as the SPP.

# LESSONS LEARNED

From the challenges faced, several lessons have been learned to improve the SPP in future. Firstly, Training of Trainers (ToT) holds an important role for the programme scale-up. Reflecting on SPP that depends on the participation of core volunteers and new volunteers, it is critical to engage with diverse groups such as volunteers of Indian and Chinese descent to be able to deliver content in their languages to spread the disaster preparedness knowledge to other community groups in Malaysia. The Constructivism, Hands-on and Inquiry Based (CHI) approach will still be highlighted to ensure facilitators are able to communicate effectively and efficiently with students.

Secondly, coordination with MOE will better support the implementation of school safety in schools to specifically request school calendars/*takwim sekolah* to avoid school activities clashing with the SPP in the future.

Thirdly, in order to attract more Chinese and Indian volunteers to be engaged in SPP, MERCY Malaysia will work closely with the Volunteer Management Department to identify potential volunteers and outline new requirements for recruitment. SPP volunteers are required to attend TOT and certificates will be given upon completion of participation in TOT and any SPP programme, either for Phase 1 or Phase 2.



# WAYS FORWARD

In responding to the challenges faced, there are several ways forward in addressing gaps in school safety in Malaysia:

- Addressing the funding issue on government side, prioritising the high-risk areas can be a solution proposed to the government.
- To synchronize the schedules for conducting the SPP, coordination with local government and relevant stakeholders is important. For example, MERCY Malaysia has given the list of the SPP dates to schools during a meeting with *Jabatan Pendidikan Negeri* (JPN) and teachers, approximately two months before the programme starts. A mitigation strategy was employed whereby an officer in charge would cross-check with teachers two weeks earlier to ensure there are no other school activities taking place on the same date. MERCY Malaysia will reduce the number of targeted schools in 2018 to have more alternate dates in the future.
- With regards to human resources, MERCY Malaysia plans to invite universities' volunteers to run the SPP in order to overcome the logistical challenges and to ensure that the programme is implemented with good quality.

Note: Source of the publication content is from the project notes of MERCY Malaysia on Safety School Programme, 2017.

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A simulation exercise in Hlaing Thar Yar high school.  
© Plan International Myanmar/Phyohaymar Thanhtun





# School Safety in Myanmar



Naypyidaw

- <sup>6</sup> United Office for the Coordination of Humanitarian Affairs (OCHA). (2011). *Myanmar: Earthquake in Shan State. Situation Report No. 6*. Retrieved June 23, 2018, from [https://reliefweb.int/sites/reliefweb.int/files/resources/Fullreport\\_4.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/Fullreport_4.pdf)
- <sup>7</sup> Department of Disaster Management of the Government of Myanmar. (2016). *Myanmar Disaster Loss and Damage Database (MDLD)*. Retrieved July 15, 2018, from <http://www.mdld-rrd.gov.mm/DesInventar/main.jsp?countrycode=mmr>

Working group on Disaster Preparedness and Response Education was formed within the Education Cluster with the support of UNESCO.

Ministry of Social Welfare, Relief and Resettlement (MoSWRR) and Ministry of Education (MoE) launched Guidance on Mainstreaming DRR in Education launched.

The DRR Resource Pack was developed by MoE and has been distributed in all schools at regular intervals

Myanmar Action Plan for Disaster Risk Reduction (MAPDRR) launched by MoSWRR

MoE launched Safe School Design Manual

ASEAN Agreement on Disaster Management and Emergency Response (AADMER) and ASSI under Work Program Phase 2

The Myanmar Government has announced that their first training school for natural disaster management will be operational

Myanmar CSSP becomes one of the priorities in Myanmar Action Plan on Disaster Risk Reduction (MAP DRR)

School Safety Toolkit Endorsement by the Department of Basic Education, MoE

Cyclone Nargis

4,500  
schools

Cyclone Giri

350  
schools affected

Tarlay Earthquake<sup>6</sup>

350  
schools affected

Cyclone Komen, flood and landslides

4,116  
schools affected

Chauk Earthquake<sup>7</sup>

93  
schools damaged

2007

2008

2009

2010

2011

2012

2013

2014

2015

2016

2017

## CONTEXT

Myanmar is one of the ASEAN countries that are prone to disasters, including cyclones, storm surges, floods, landslides, earthquakes, drought, and forest fires. It is currently ranked 12th amongst 191 countries on the Index for Risk Management 2018, which assesses the risks of humanitarian crises and disasters. It also ranks the second on the Long-Term Climate Risk Index (CRI) of countries most affected by climate events between 1996 and 2015.

Myanmar's climate is changing and climate variability affects communities and socioeconomic sectors in the country. This puts the communities, especially children, at increased risk from disasters. There has been a rise in disaster losses over the past decades primarily due to increased population and assets in hazardous zones. The education sector in particular, is regularly impacted by natural hazards resulting in disasters. In areas such as Rakhine or Kachin, where there is ongoing displacement, inter-communal tensions and conflict, such disasters compound the barriers to safe and quality education. In these areas, the high cost of education, restrictions of movement, insufficient educational space, facilities and materials, and inadequate provision and retention of

qualified and trained teachers continues to pose barriers for children to access education.

With earthquakes, flooding, and the ever-present danger of cyclones, the importance of disaster risk reduction (DRR) education is becoming more important in Myanmar with each passing year. Since 2014, great strides have been made for the advancement of Safe Schools in the Southeast Asian region, in particular with the development and endorsement of the ASEAN Common Framework for Comprehensive School Safety (ACFCSS).

- <sup>1</sup> Inter-Agency Standing Committee (IASC). (2018). *INFORM Country Risk Profile. Myanmar*. Retrieved June 23, 2018, from [http://www.inform-index.org/Portals/0/Inform/2018/country\\_profiles/MMR.pdf](http://www.inform-index.org/Portals/0/Inform/2018/country_profiles/MMR.pdf)
- <sup>2</sup> Germanwatch. (2017). *Global Climate Risk Index 2017*. Retrieved June 23, 2018, from <https://germanwatch.org/en/download/16411.pdf>
- <sup>3</sup> Myanmar National Environmental Conservation Committee. (2012). *Myanmar's National Adaptation Programme of Action (NAPA) to Climate Change*. Retrieved June 22, 2018, from <https://unfccc.int/resource/docs/napa/mmr01.pdf>
- <sup>4</sup> National Disaster Management Committee, Republic of the Union of Myanmar. *Myanmar Action Plan on Disaster Risk Reduction*, 2017. October 2017.
- <sup>5</sup> Sarah Ireland. (2016). *Education Disrupted*. Australia: Save the Children Australia.





School volunteer on DRR to lead awareness activities to student member on their schools.  
© Plan International Myanmar

## PROGRESS AND ACHIEVEMENTS (2016-PRESENT)

In Myanmar, ASEAN Safe Schools Initiative (ASSI) projects focused on these priorities: (i) the development of a Safe School Toolkit, (ii) the implementation of activities in targeted schools with capacity building and coordination, and (iii) advocacy efforts to influence greater commitment of the government. The Safe School Toolkit has successfully been developed and already been endorsed by the Department of Basic Education (DBE) under the Ministry of Education (MoE). Between 2016 and 2017, the ASSI projects successfully implemented school safety in three urban schools with a total of 6,612 beneficiaries including teachers, students, parents, and government officials in Yangon. After a series of advocacy and consultation workshops with DBE, teachers and school authorities participated in Comprehensive

School Safety training (CSSF) training and received technical assistance to develop its school disaster management plans (SDMPs). In Myanmar, DBE is taking the leadership role on school safety including monitoring its implementation.

At the national level, ASSI also participated in developing the National School Construction Guidelines for Myanmar. This development of the guidelines was led by the Ministry of Education with the support of the School Construction Sub-Working Group and Swiss Development Co-operation (SDC). In this regard, the need for the design and construction of child-friendly school buildings with due consideration for safety from natural hazards is well recognized. This guideline will be launched and handed over to MoE in August 2018.

## CASE STORY

### Taking the Lead in School Safety, Making Positive Changes

Ma May Mon Thant is a female student attending eighth grade at No. (2) Basic Education High School in Latha Township, Yangon. She is one of many students who participated in the School Safety Training organised by Plan International Myanmar.

“I have become more confident in myself and now I know how I can help others,” she said, reflecting on her participation in the School Safety Training. Most of all, she has learned how to work in a team. This is an important piece of her training now that she serves on the Early Warning Taskforce Committee as a leader for school mapping. “I think all of these activities are in line with Pillar (3) of Safe School Project - Risk Reduction and Resilience Education,” she said. “I always share my school safety knowledge with my family and friends, especially with my younger brother, on what to do in the event of an earthquake or cyclone. I’m also more aware of gender issues and differences between equality and equity,” she added.



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Ma May Mon Thant also faced different challenges. She felt that the younger students were not as interested as their older peers, because they were too young to absorb the information easily. In order to make it accessible to these children, she believes that teachers should use visuals to communicate



May Mon Thant is preparing the emergency kit at her school.  
© Plan International Myanmar

disaster risk reduction terminology, while targeting younger students to aid in their understanding of the risks that they face.

Just as she has taken a leading role at school, she has also made some changes at home. “I prepared an emergency kit at home after learning about the disaster management cycle, and how to be prepared,” she explained. This is how she has ensured that the risks she and her family face are reduced as much as possible.

She noticed that the changes occurred not only within her, but amongst people she knew as well. Some of her friends became more involved and interested in the school safety activities, for example, and her parents are now more alert of disasters and mitigation measures and have removed potentially dangerous furniture at home. Along with these changes and new skills, she has also developed a greater sense of self-confidence.





A simulation exercise in Hlaing Thar Yar high school. © Plan International Myanmar/Phyohaymar Thanhtun

## CHALLENGES

Many initiatives on safe schools have been implemented and various strategies have been applied in Myanmar. Nevertheless, there are still some challenges that if unaddressed, increase the potential impacts that disasters can have on youth and their education:

- Unsafe learning facilities are still an issue in the country, mostly due to its high investment and lack of quality control. Although MoE has shown some commitment to allocate some budget for safe learning facilities, more resources are still needed.
- There is still no clear policy or guidance on school safety in the National Education Strategic Plan (NESP). Specifically, there is a lack of coordination between the Department of Education, Ministry of Social Welfare, and Department of Disaster Management regarding budget commitments on school safety.
- There is a lack of advocacy/coordination among safe school actors, particularly regarding sharing and learning platforms. The Disaster Preparedness and Reduction in Education (DPRE) Working Group is one of the key mechanisms to promote school safety in Myanmar, but meetings are not conducted regularly. The group's current term of reference and work plan are outdated and the resources needed to hold quarterly meetings possible are lacking.
- Awareness-raising and capacity-building efforts and resource-based support for teachers, principals and government education officials in the implementation of MoE-led DRR initiatives at schools are insufficient. Although budgets for these activities have been allocated since the government issued MAPDRR in 2017, this mechanism remains weak. Currently, teachers are not required to be trained in school safety and there is a lack of DRR-related lessons being taught and tested in classrooms.
- Although a Safe School Toolkit has been developed to fit the context of Myanmar and was handed over to the Department of Basic Education in 2017, it is not currently being implemented properly. There is a lack of application among local stakeholders, and an untapped opportunity to expand its use nationwide to include other UN agencies, non-government organisations (NGOs), international non-government organisations (INGOs) and civil society organisations (CSOs).
- The high turnover rate amongst senior levels of education officials makes retaining the institutional knowledge and advocacy for safety initiatives difficult. Therefore, the World Initiative for Safe School (WISS) advocacy must be continued.
- Although a National Action Plan (MAPDRR) 2017 for disaster risk and reduction has been developed, the committed points are often not implemented. There is a lack of commitment to both reinforcing and monitoring the progress towards meeting the MAPDRR.
- Government involvement in ASEAN capacity building trainings is limited due to the selection protocol of relevant departments.
- The lack of equal involvement among the ASSI consortium members makes it difficult to coordinate funding and organise activities in country.



# LESSONS LEARNED

The following are some lessons learnt through the implementation of school safety programmes and activities in Myanmar:

- More coordination is needed with the DBE, General Administration Department (GAD), Department of Forestry (DOF), and Department of Disaster Management (DDM) at the township level, particularly when changes in township or village level authorities are expected (every five years).
- Although the local partners understand safe school/DRR principles, local authorities know very little about them due to lack of training on Safe School/DRR for township and village authorities. Many CSOs and local non-governmental organisations (LNGOs) are not adequately trained in safe schools, so the CSS principles are not well integrated into their existing programmes.



Student read Disaster risk reduction curriculum in classroom when teacher integrating to National curriculum.  
© Plan International Myanmar

# WAYS FORWARD

Disaster preparedness in Myanmar remains a major challenge. There is a continued need for DRR and activities aimed at strengthening national capacity to prepare for and respond to disasters, including in the education sector. The following are some ways forward to implement school safety programmes and activities in Myanmar:

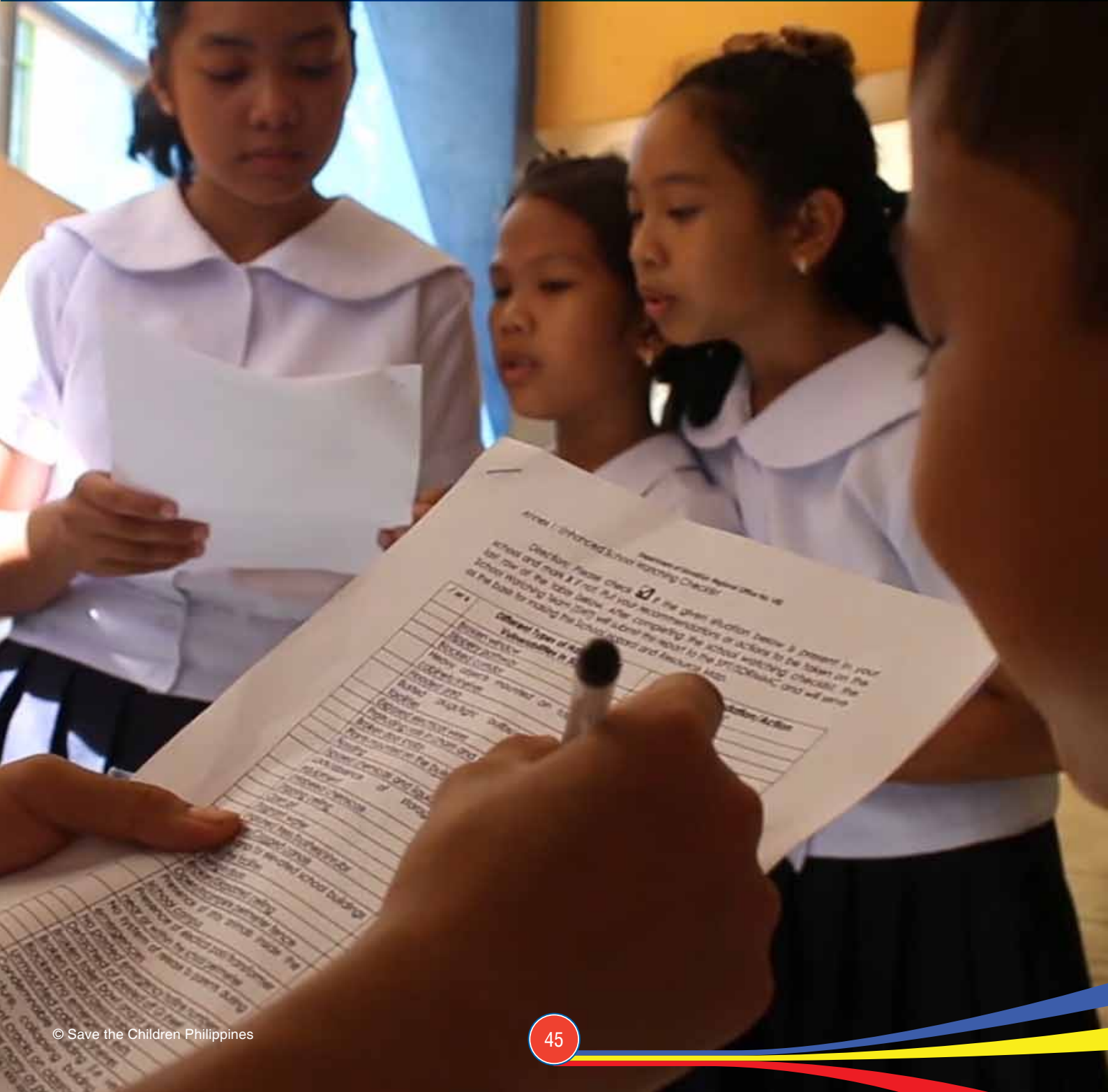
- There is an urgent need for the MoE to establish a national, computer-based Education Monitoring system (EMS) that tracks the performance of NESP programmes, integrates CSS components and assesses the value for money of investments made in national programmes and receive accurate and reliable information on the education system.<sup>8</sup>
- Plan International Myanmar will also support the development of a platform for school safety, in close collaboration with the Myanmar Information Unit (MIMU) and the Disaster Preparedness and Response Working Group (DPRE WG). The platform will enable teachers, children and officials to communicate with each other about school safety and other disaster related topics as well as facilitate the wide sharing of information among the safe school practitioners, education government officials and CSOs. The aim of this online platform will be to centralize and make easily accessible all the useful information and key documents (guidelines, toolkits, information, education, communication (IEC) materials, research and case studies etc.) to understand and monitor the progress of school safety in Myanmar.<sup>9</sup>
- The capacity building provided to government officials in CSS will also include support for wider regional and international exposure. Safe schools' practitioners need to work in close collaboration with the DPRE WG, as co-chair of the DPRE WG with UNESCO.
- It is recommended to produce a documentary targeted to government officials, CSOs, and NGOs clearly explaining key CSS messages and how to implement CSS programme in school.

<sup>8</sup> MCCR Proposal to ECHO, document of 22nd of May 2018.  
<sup>9</sup> ibid



TOWARDS  
SCHOOL SAFETY  
in ASEAN

Philippines



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## School Safety in

## Philippines



Manila

PROGRESS  
AND ACHIEVEMENTS

## CONTEXT

As one of the countries that lie on the Pacific ring of fire, there are many risks for a country like the Philippines. This country is highly prone to cyclones, earthquakes, floods, landslides, tsunamis, and volcanic eruptions. The Global Facility for Disaster Reduction and Recovery (2017) reported that the Philippines has been affected by 565 disasters and have costed nearly 70,000 lives and an estimated \$23 billion since 1990.<sup>1</sup> The 2017 World Risk Report ranks the Philippines 3rd worldwide, based on the risk of disaster and the most number of people exposed and displaced annually due to disasters. Some of the strongest typhoons have hit the country in recent years, most notably, Category 5 typhoons including Bopha (Pablo) in 2012 and the devastating Haiyan (Yolanda) in 2013.<sup>2</sup>

Disasters have caused the disruption of education services due to damage to school buildings, teaching materials and school supplies, as well as injury or death among teachers and students. Moreover, classrooms in public schools have been primarily used as evacuation centres during disasters, although they were not designed as emergency shelters. The classrooms are damaged and are left unclean by evacuees. After a disaster, teachers and students spend longer hours in school to make up for the missed lessons and complete the required number of school days.<sup>3</sup>

Project notes of Save the Children Philippines (2018) on the ASEAN Safe School Initiative (ASSI) mentioned that the Philippines Department of Education's (DepEd) decade-long efforts towards achieving school safety have resulted in a series of robust national policies on Disaster Risk Reduction and Management (DRRM) and the establishment of appropriate governance structures. The Government of the Philippines, as a signatory to the Worldwide Initiative on School Safety (WISS) in 2014, has adopted and adapted the Comprehensive School Safety Framework (CSSF) and is committed to advancing school safety across the country.

<sup>1</sup> Global Facility for Disaster Reduction and Recovery. (2017). *Philippines*. Retrieved July 10, 2018, from <https://www.gfdr.org/philippines>

<sup>2</sup> Bündnis Entwicklung Hilft. (2017). *WorldRiskReport: Analysis and prospects 2017*. Retrieved July 9, 2018, from [https://reliefweb.int/sites/reliefweb.int/files/resources/WRR\\_2017\\_E2.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/WRR_2017_E2.pdf)

<sup>3</sup> Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector. (2015). *Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies Philippines*. Retrieved July 9, 2018, from <http://gadrres.net/resources/education-sector-snapshot-for-comprehensive-school-safety-css-and-education-in-emergencies-eie>

<sup>4</sup> NDRRMC. (2014). *Updates on Effect of Typhoon Yolanda (Haiyan)*. NDRRMC Situational Report as of April 17, 2014. Retrieved from [http://www.ndrrmc.gov.ph/attachments/article/1329/Update\\_on\\_Effects\\_Typhoon\\_YOLANDA\\_\(Haiyan\)\\_17APR2014.pdf](http://www.ndrrmc.gov.ph/attachments/article/1329/Update_on_Effects_Typhoon_YOLANDA_(Haiyan)_17APR2014.pdf)

The Philippines Department of Education (DepEd) issued a policy, DepEd Order no. 55, that prioritises the mainstreaming of disaster risk reduction in the school system.

Typhoon  
Fengshen557  
people killed

The Philippines 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.

The Philippines 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.

Tropical Storm  
Washi1,080  
people killedTyphoon Bopha  
local name:  
Typhoon Pablo600  
people killedTyphoon Haiyan<sup>4</sup>  
local name:  
Typhoon Yolanda7,000  
people killed

DepEd issued an order with a framework to incorporate comprehensive disaster risk reduction and management in basic education. (DepEd Order no. 37, s. 2015 – DRRM in education sector framework; DepEd Order no. 21, s. 2015 – DRRM Coordination and IM Protocol; DepEd Order no. 23, 2015 – Student-led school watching and hazard mapping).

The DRRMO was elevated to a DRRM Service, which is granted equal authority to other offices in DepEd.

The Children's Relief and Protection Act (Republic Act 10821) was signed, a law which seeks to protect children before, during and after emergencies and disasters when they are most vulnerable.

2007

2008

2009

2010

2011

2012

2013

2014

2015

2016

2017



# PROGRESS AND ACHIEVEMENTS ON SCHOOL SAFETY

(2016-PRESENT)

Championed by Save the Children and other child rights organisations, the Children’s Relief and Protection Act (Republic Act 10821) was signed in 2016, a law that seeks to protect children before, during and after emergencies and disasters when they are most vulnerable. This is the first and only law of its kind in Asia. In relation to education, the law seeks to ensure that DepEd has concrete plans for the immediate resumption of classes following an emergency or disaster. Another provision of the law relevant to the education sector is on the limited use of schools as temporary shelter.

the Government of Philippines has committed to WISS by adopting and adapting the CSSF as well as committed to advancing school safety across

the country. According to the Save the Children project notes on ASSI (2018), through this commitment, there has been tremendous energy from the national government and DepEd to promote and institutionalise DRRM in the education sector in recent years. DepEd has proactively established the only national DRRM Office in ASEAN region. This office has now been upgraded to DRRM Service (DRRMS), which is headed by a director. At sub-national levels, all 18 regional offices and 219 division offices of DepEd have full-time DRRM coordinators responsible for planning, implementing, coordinating and monitoring DRRM-related activities. At the school level, school heads or a designated focal person functions as the DRRM coordinator voluntarily.

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## CASE STORY

### A Young Journalist in DRR Youth Club for Resilient School and Beyond

As an editorial writer for the Journalism Club at Sapang Palay National High School, Niña aims to be a source of information for her friends, her family and for the community. “As they would always say, it is better to be informed,” she shared.

At the same time, Niña is also a member of her school’s Disaster Risk Reduction (DRR) Youth Club. Her passion for news led her interest to DRR. “As I was monitoring the news, I learned about “The Big One,” the devastating earthquake that could strike anytime. I want to let other children know how to prepare for it,” Niña said.

Through the activities of Save the Children’s Enhancing the Resilience of Urban Communities to Disasters and Climate Change (ENCORE) project<sup>5</sup>, Niña gained new knowledge that she used for her next piece: an article about the Filipinos’ preparedness in the face of disasters.

“I wrote about the Filipino resiliency, but I think we should still strengthen our ability to prepare for and cope with disasters. That is why I continue to raise awareness through the DRR Youth Club” Niña said.

Although the DRR Youth Club is a school-based group, they were able to raise awareness on DRR beyond their school. Last February, the club partnered with local village officials and conducted a community risk assessment in their village.

“Not all hazards in our community may be addressed immediately, so we should also plan in case of a disaster. We hope that disaster preparedness is



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not only limited to our school. We want to spread the message to the whole community,” Niña explained.

Last November, in celebration of National Children’s Month, different child-led DRR groups organised a Children’s DRR Congress that was attended by approximately one hundred student leaders from Metro Manila and Bulacan. The congress aimed to share experiences and skills on how to strengthen the capacity of children in keeping their communities safe from disaster.

“At first, I was nervous about getting the facts and definitions straight. But then I realized that I could give my own views. It was a great experience, because I got to share what I think,” Niña added.

“I feel good because, at the very least, I am able to share my knowledge and I consider that a great accomplishment.”

Niña aspires to be a journalist someday and spread awareness on disaster preparedness through her writing. She hopes to publish stories that could be read across the Philippines.

<sup>5</sup> The ENCORE project was implemented by Save the Children Philippines from July 2012 to July 2017. It was funded by Australia’s Department of Foreign Affairs and Trade with the goal of strengthening the capacity of Local Government Units (LGUs) and Department of Education (DepEd) Division offices and schools.



# CHALLENGES, LESSONS LEARNED, AND WAYS 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 the government system. In addition, actors in DRR and school safety in the Philippines identify these following ways forward:<sup>6</sup>

- Contextualisation of national policies at the local level for better appreciation and implementation
- Need consistent quality implementation of programmes at the school level

- Continuous capacity building of schools to interpret and implement the policies
- Strengthen the schools' capacity to collect data and information and use these for decision making
- Linkage between schools and local government units for safe school initiatives needs to be strengthened

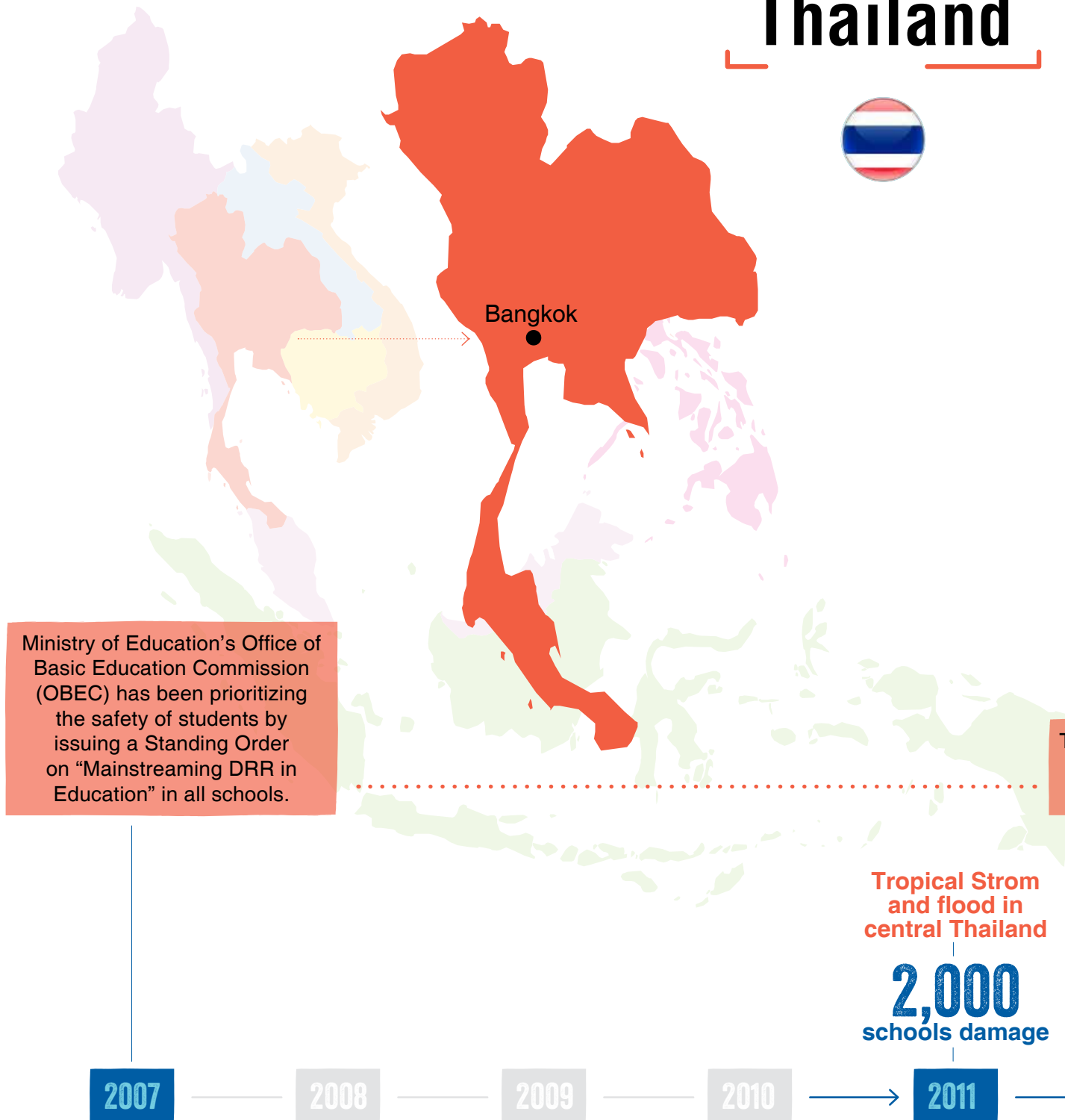
<sup>6</sup> Save the Children Philippines. Unpublished document. 2018.

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# School Safety in Thailand



## CONTEXT

In the last few decades, Thailand was hit by a few major disasters, including the 2004 Indian Ocean tsunami, the 2011 floods, the 2015-16 droughts, irregular rainfalls, decreased agricultural and fishery yields and sea level rise.<sup>1</sup>

An advanced search of the Emergency Events Database (EM-DAT) reports a total of 131 disaster events occurred in Thailand during 1955-2014 including floods (72) and storms (33) being the major disasters categorised by disaster type. Flooding is the most-frequent hazard in Thailand, occurring during monsoon season in June to September. It causes more property damage than any other kind of disasters and affects approximately 55,542,471 or 30.7 per cent of Thai population) and economic loss of as much as 45 billion USD.

Disasters such as flash floods, wind storms, landslides, droughts and forest fire have impacted the education sector. Schools are among public facilities affected.

The Indian Ocean Tsunami in 2004 was a wake-up call for disaster management in Thailand. Following the disaster, the Thai government established a Disaster Warning Centre to lead and coordinate a disaster warning system in the country. Tsunami Disaster Warning Towers were installed in some school areas. The Ministry of Natural Resources and Environment also developed landslide warning systems developed for schools in landslide prone areas.<sup>2</sup>



<sup>1</sup> Tadashi Nakasu. (2017). *Natural Disasters and Disaster Management in Thailand: Status, Risks, and Trends*. Retrieved July 9, 2018, from [https://www.researchgate.net/publication/318446964\\_Natural\\_Disasters\\_and\\_Disaster\\_Management\\_in\\_Thailand\\_Status\\_Risks\\_and\\_Trends](https://www.researchgate.net/publication/318446964_Natural_Disasters_and_Disaster_Management_in_Thailand_Status_Risks_and_Trends)

<sup>2</sup> Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector. (2015). *Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies Thailand*. Retrieved July 9, 2018, from <http://gadrres.net/resources/education-sector-snapshot-for-comprehensive-school-safety-css-and-education-in-emergencies-eie>

## PROGRESS AND ACHIEVEMENTS

A national baseline survey in school safety conducted under the leadership of TSSN.



Since 2007, the Ministry of Education’s Office of Basic Education Commission (OBEC), the government agency that is responsible for the education management of primary education to high school levels (kindergarten to grade 9), has prioritised students’ safety by issuing a Standing Order on “Mainstreaming DRR in Education” in all schools, under their Strategic National Plan (SNAP) for DRR 2010-2019. Thailand is among 41 countries worldwide that have signed on the Worldwide Initiative for Safe Schools (WISS), a global partnership in implementing school safety at the national level. Also in 2007, the Bureau of Academic Affairs and Educational Standards developed a DRR-sensitive curriculum. Thailand also serves as a co-Chair to the ASEAN Committee on Disaster Management Working Group on Prevention and Mitigation (ACDM WG on P&M) that purviews the ASSI.

OBEC had collaboration with disaster management agencies, such as the Department of Disaster Prevention and Mitigation (DDPM), the Ministry of Interior, and international organisations such as JICA, UNICEF, UNISDR, Asian Disaster Preparedness Centre (ADPC), Save the Children, Plan International and Right to Play, on handling disaster risk reduction, disaster management and climate change adaptation. For several years, the partnerships have established knowledge transfer activities, capacity building, and exchange of expertise through project activities.

World Vision Foundation of Thailand (WVFT) as the ASSI Country Facilitator representing the ASSI consortium partners in Thailand conducted the Thailand Safe School Network (TSSN) meeting on 9 December 2015. Eight government and non-governmental organisations joined the meeting including OBEC, Save the Children, UNISDR, Red Cross, IFRC, Plan International, DDPM and World Vision. A total of 10 participants joined the meeting that was held at OBEC and the ASSI in Thailand agreed to prepare a workshop that would discuss on national baseline survey and resources for schools. The workshop was organised in March 2016 resulting in these following outputs: 1) the conduct of safe school national baseline survey and the roll out of ASSI activities under the coordination of World Vision; 2) the drafting of roles and functions of school disaster management committee, led by ADPC as the consultant.

The Comprehensive School Safety programme has been initiated in cooperative partnership with key government agencies such as: OBEC, Ministry of Interior–DDPM and international NGOs and national NGOs grouped under the framework of the Thailand Safe School Network (TSSN). This network was established in 2012 as a platform for coordination, collaboration and capacity building among the members to support the Ministry of Education (MoE) in building technical capacity on the Comprehensive Safe School Framework. Since 2012, the network has convened bi-monthly meetings to provide updates, share information and resources available and discuss programmes and activities that can collaboratively be done.

## PROGRESS AND ACHIEVEMENTS ON SCHOOL SAFETY (2016-PRESENT)

In 2017, OBEC, with support from the TSSN, conducted a baseline survey on school safety in the country. The World Vision Thailand supported the fund and implemented the national baseline survey with the coordination with TSSN. Out of the 30,717 schools in Thailand under MoE and OBEC, 12,225 schools participated in the survey. The draft report of the baseline survey (July 2018) mentioned that 83 percent of the schools were at risks of hazard such as drought, thunderstorm, cold, and flood.

Despite that, there are a couple of achievements from the initiative that have positive impacts on individuals, in schools, in communities, and/or at the policy level:

- More than 5,000 students from 40 schools trained on DRR and participated in risks assessment, disaster response trainings, and participated in practical DRR/safe school exercises. Teachers and civil society organisations (CSOs) reported that several trained students were able to simulate to save drowning people, as well as saving themselves and others from a fire at a school boarding house.<sup>3</sup>
- More than 600 teachers trained on DRR/safe school’s three pillars have become a group of facilitators in other schools and CSO networks.<sup>4</sup>
- Approximately 15 out of the 40 participating schools become the DRR/Safe School learning schools.
- A cooperative partnership through a Memorandum of Understanding between Plan International Thailand, Provincial Education Office and DDPM was issued to strengthen technical supports on disaster management or response skill training, information sharing, budget and policy recommendations. Through this partnership, good practice of a “Safe School Champion” is advocated at national policy level.<sup>5</sup>



A member of school disaster preparedness team is showing the map of her school area. © Cecilia Novarina for Plan International

<sup>3</sup> Number of students is the compilation of the students trained under 3 safe school projects since 2015 up to the publication is developed (annual report projects of Plan International Thailand, 2018).  
<sup>4</sup> Number of teachers is the compilation of the teachers trained under 3 safe school projects since 2015 up to this publication is developed (annual report projects of Plan International Thailand, 2018)  
<sup>5</sup> Plan International Thailand, 2018.



## CASE STORY

### Learning to reduce the natural hazards at school, sharing the knowledge at home

“This year, my school was flooded three times. When the rain came, we [the students] had to run to check whether the kindergarten students were well-prepared to quickly move to the safe place,” said Shwe Poe Eain, a 13-year-old, grade 8 Burmese student at the Unified Learning Center (ULC), as she recalled her experience on flooding at her school in 2017.

Poe migrated to Thailand with her parents, who were illegal construction labourers, along with her young sister and brother. She was very young when she moved to Phang Nga and could not remember much. Poe is very active in participating in DRR activities. She has learned new knowledge that had never been taught in the class and found it fun to do the activities outside the classroom and with new friends from other Thai schools. Poe is confident in her knowledge of disasters and with her disaster skills. She knows what to do if the flood comes again and can share her knowledge and experience with her friends and family.

“Pi Poj (CSO partner from the Foundation for Education and Development) encourages us to create any necessary equipment that can help us be prepared when disaster comes. We thought about what we needed in case of disasters like flooding and decided that we needed life jackets for the kindergarten students. These life jackets are made of plastic bottles that were tied together with a t-shirt. We have learned that when the water level begins to rise, we should hold on to any floating object and that the most important thing is to not panic,” Poe said.

The ULC student group discussed among themselves about how to incorporate DRR into their situation at school. The students agreed to plant trees around the school to prevent the debris in case of flooding in their school building.

“If my family had to return to Myanmar, I would bring back the knowledge I have learned from Pi Poj and share that with my friends in Myanmar. I think my knowledge can help them,” Poe added.

Pu Pu is practicing to check her friend's heart sounds using a stethoscope. © Plan International Thailand



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## CHALLENGES

Some targets of school disaster management and DRR integration in the curriculum have been accomplished. However, a lot of work still needs to be done, especially on safe school facilities. The following are the challenges identified in the implementation of school safety programmes and activities in Thailand:

- Due to the teachers' workload and tight classroom schedule, some teachers are not willing to participate and allow students to participate in the DRR/safe school activities. The reason behind this is that teachers and education officials have limited knowledge and skills in disaster responses and management, such as SDMP and evacuation drill practices. Meanwhile, having a school disaster management plan has been made mandatory by all provincial education offices (ESAO) in Thailand since 2012, based on the Guidelines on Disaster Management and Education issued by MoE's Office of Basic Education Commission (OBEC). Policy enforcement and monitoring at the national level is required to mainstream a disaster management policy and practice institutionalized at the school level. Capacity building for school directors and school management teams on DRR/CSSF and SDMP is highly recommended.
- Key ministries have not set aside some budget (from DDPM or OBEC) to provide a technical support on DRR and trainings on survival skills and technical capacity, which have caused a delay in the implementation of DRR/safe school. Cross ministerial cooperation and budgeting allocation should be directed at disaster education and preparedness rather than disaster response and recovery.<sup>6</sup>
- As the media tends to report a single disaster event, then it is essential to encourage the media to address a long-term national disaster management framework as it could play a more significant role in disaster education at schools and for the public by bridging good local practices to the national policy platform.<sup>7</sup>

<sup>6</sup> Minister of Education. (2016). *Basic Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies in Thailand*. Retrieved March 30, 2018, from <http://www.gadrrres.net/uploads/files/resources/Thailand-Education-Sector-Snapshot-2016.pdf>

<sup>7</sup> Main sources of analysis are from OBEC and DDPM budget allocation specifying on a school safety programming and interviews to the government officials in provincial level (DDPM and provincial education officials). (Plan International Thailand, 2018)



# LESSONS LEARNED   WAYS FORWARD

The following are lessons learned identified from the implementation of school safety programmes and activities in Thailand:

- The collaboration among OBEC, World Vision Thailand, and ADPC as the agencies in the TSSN for organising the national baseline survey in 2016 managed to reach more than 12,000 schools of 30,000 schools. Thus, working in a network and having the commitment of the government in implementing the baseline will give more significant opportunity to reach targeted schools nationally.
- A child-led DRR/safe school activity has proven how well girls and women have performed in managing disaster risks and preparedness throughout the entire disaster cycle (pre, during, and post disaster).

- Institutionalising DRR/school safety into practical operations at the school level will help align with policy advocacy from the local to national/regional level. The major priorities of ASSI in Thailand in 2018 up to 2020<sup>8</sup> are:
- Completing the national safe school baseline to the rest of 30,000 schools under MoE.
  - Sharing the evidence-based research, policy analyses and research findings to advocate MoE and Ministry of Interior (MoI) to improve the resilience of schools and education in emergencies.
  - Capacity building for students and teachers through e-learning solutions around disaster preparedness, life-saving skills, child-focused education in an emergency (including the national monitoring and reporting).
  - Expanding a School Safety Champion Network across sub-national and national levels for sharing good practices amongst schools and students through a partnership of the TSSN.
  - Students-centred peer-to-peer learning among students (i.e.: senior students facilitate DRR/safe school/CCA activities to junior students). This approach is aimed at training students' leadership and facilitation skills. Moreover, it helps to facilitate transfer of knowledge and effective communications amongst students, particularly students from different ethnic groups.
  - It is also important to have the monitoring and evaluation on the progress of SDMC implementation.
  - Based on the CSS framework, a mechanism of collaboration between MoE, MoI, local community and CSOs will be developed.

<sup>8</sup> Theerawut Worachat. (2018). *Thailand Safe School National Baseline*. A presentation at the ASSI Regional Internal Evaluation and Project Reflection July 17-19, 2018, Yogyakarta.



Sang, the leader of Children Call Group, is explaining about the evacuation route to his learning group as part of his regular meeting on disasters.  
© Eka Nickmatulhuda for Plan International



# School Safety in Viet Nam



## CONTEXT

The Global Facility for Disaster Reduction and Recovery (2017) mentioned that Viet Nam is a developing country that is highly exposed to disasters such as drought, earthquake, floods, forest fires, landslides, seawater intrusion, typhoons, and volcanic eruption. The country has suffered around 240 deaths and lost approximately 1.4 billion USD due to disaster. Extreme droughts had taken place up to the year 2016, and to the people of Viet Nam, this had been the worst drought in the last 100 years. Floodings have also affected the country in its Central and Southern parts. 2016 also recorded disasters that killed 160 lives and destroyed 370,000 home.<sup>2</sup>

Floods occur very often in Viet Nam, several time a year affecting about 3.5 million people that mostly live in large metropolitan areas. Most of them live in large metropolitan areas. Large floods like these have affected over a million people at once in the past.<sup>3</sup>

Viet Nam has shown integrating disaster risk reduction (DRR) within the National Sectoral Plans. In 2007, the National Strategy on Disaster Prevention, Response and Mitigation was developed as a key policy document related to disaster risk management (DRM). However, most of the DRR implementation in the Education sector occurred after MoET approved the Action Plan for implementation of the National Strategy on Disaster Reduction, Preparedness and Response in the Education sector from 2011-2020 through decision No. 4068/QĐ-BGDĐT dated September 8, 2011.<sup>4</sup>



- <sup>1</sup> Global Facility for Disaster Reduction and Recovery. (2017). *Vietnam*. Retrieved June 20, 2018, from <https://www.gfdr.org/index.php/vietnam>
- <sup>2</sup> David Eckstein, Vera Künzel and Laura Schäfer. (2017, November). *Global Climate Risk Index 2018*. Berlin: Germanwatch e.V. The publication can be downloaded at: [www.germanwatch.org/en/cr/](http://www.germanwatch.org/en/cr/)
- <sup>3</sup> Evelien Thieme Groen & Carolien Jacobs. (2012, January). *Risk Mapping Vietnam: Sector Disaster Risk Reduction & Emergency Aid*. Vietnam: Cordaid.
- <sup>4</sup> PreventionWeb. (2015). Viet Nam's: National progress report on the implementation of the Hyogo Framework for Action (2013-2015). Retrieved June 20, 2018, [https://www.preventionweb.net/files/42305\\_VNM\\_NationalHFAprogress\\_2013-15.pdf](https://www.preventionweb.net/files/42305_VNM_NationalHFAprogress_2013-15.pdf)

## PROGRESS AND ACHIEVEMENTS

The National Strategy on Disaster Prevention, Response and Mitigation was developed as a key policy document related to disaster risk management.

Introducing the National Target Programme on Climate Change Adaptation.

typhoon  
Ketsana

**2,4 M**  
people affected

Integration of natural disaster prevention and control into National and Local Socio-economic Development Master Plans and Sectoral Development Plans.

The Ministry of Education and Training (MoET) approved the Action Plan for implementation of the National Strategy on Disaster Reduction, Preparedness and Response in the Education sector from 2011- 2020.

MoET has approved DRR materials as a reference resources for teachers.

Viet Nam signed the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) and took part in implementing the ASEAN Safe Schools Initiative (ASSI).

MoET and the Ministry of Agriculture and Rural Development (MARD) signed a cooperative education program on DRR in 2018-2023 period.

**16 typhoons**  
**4 M**  
people affected

2007 — 2008 — 2009 — 2010 — 2011 — 2012 — 2013 — 2014 — 2015 — 2017 — 2018



## ...CONTEXT

To implement this plan, MoET also approved the following programmes:

- Mainstreaming content of disaster prevention and control into curriculum at schools.
- Developing a disaster information management system for training and education sector for the 2013-2020 period;
- Disseminating information and campaigns in response to climate change and disaster prevention and control in schools for the 2013-2020 period.

MoET has been also cooperating with other countries and international organisations through the DRR and climate change adaptation (CCA) cooperation working group to support training and the education sector. Another progressive step also took place when Viet Nam signed the AADMER and committed more to implementing ASSI in 2014. To make schools safer in the face of multi-hazard risks, the MoET approved DRR materials as reference resources for teachers, who could use them to integrate the information into their lesson plans and extra curriculum activities. These include a teaching and learning manual on DRR, teaching and learning manual on CCA and the ABCs of climate change in 2012.

## PROGRESS AND ACHIEVEMENTS

In 2017, the Government launched the General Department of Disaster Prevention and Control in Viet Nam. This drill is under the Ministry of Agriculture and Rural Development (MARD) related to the legal documents, mechanisms, and policies on disaster prevention and control, mobilization of social resources and the participation of the all stakeholders in disaster prevention and control. Besides, the unit would train and strengthen capacity for all levels such as senior leaders to local forces. The objective is to raise people's awareness and understanding of disasters so that they can reduce the risks caused by the disasters.<sup>5</sup>

Meanwhile in 2018, according to the Viet Nam's MoET (Plan International Viet Nam, 2018), the MoET and the MARD signed a cooperative education programme on disaster prevention and reduction for 2018 up to 2023 period, on May 8, 2018. The programme aims to improve the awareness, ability, and mentality of teachers, students, and pupils on the topic by providing lessons, decreasing the damage and interruption caused by natural disasters to schools. The two Ministries will also cooperate on conducting research about school designed that are more durable, resistant against natural disasters. Besides, both departments will research and provide documents on essential knowledge, skills against natural disasters, and input or integrate all of that into lessons.

### A Glimpse: Plan International Viet Nam's Engagement in School Safety

Plan International Viet Nam started implementing the safe school framework in one province with the target of 2,447 children in 42 classrooms and 80 teachers in 2012. Through different projects, Plan International Viet Nam is currently implementing the safe school framework for 19,195 school children at 112 schools, of which eight schools are from ASSI. Most of the schools are located in the central and the northern areas of Viet Nam where a number of typhoons, flooding and landslide usually occur.

<sup>5</sup> Ministry of Natural Resources and Environment of the Socialist Republic of Vietnam. (2017). *Launched the General Department of Disaster Prevention and Control*. Retrieved July 10, 2018, from <http://www.monre.gov.vn/wps/portal/news>

## CHALLENGES

Though there have been couple of progress and achievements beyond 2015, there have been challenges in the implementation of school safety programmes and activities in Viet Nam. According to the Government of Viet Nam (Plan International Viet Nam, 2018), one challenge is on the increasing extreme weather events. the increasing extreme weather events entails not only their frequency but also intensity and impacts of climate change. For instance, in 2017, Viet Nam was hit by 16 different tropical storms and the floods that lasted from October to December 2017, the impacts of which are still being felt. Fifteen of the most severely affected provinces had been hit by a series of storms since 2016, weakening school coping capacities.

In the meantime, based on the observation of the non-government organisations (NGOs) that working on the safe school programme, here are some more challenges faced by the DRR actors in this country (Plan International Viet Nam, 2018):

- The guideline on safe school framework implementation has not yet been endorsed by the MoET. This has made it difficult for schools/educators to follow up on guidelines related to the safe school framework. To resolve this issue, Plan International Viet Nam has been working with UN agency such as UNICEF and with international non-government organisations (INGOs) such as Save the Children and World Vision in a concerted effort to advocate the MoET on their endorsement of the guideline in the months to come.

- Getting the full data of damages related to school needs is quite difficult, especially for the disaster-prone areas, which has been affected by disasters several times during the last few months.
- Dissemination of DRR, school safety and climate change adaptation knowledge and skills poses a challenge for the population of ethnic minority groups in remote mountainous areas. Many local residents, especially women, do not understand Vietnamese language (the national language), making it very hard for them to take part in collecting or updating information on the damages of disasters. Moreover, there are school buildings in these areas that are unstable and vulnerable to extreme weather events.
- The education sector has an over-burdened curriculum, which creates a huge workload on students with too many subjects. There is also a lack of practical experience and resources to bring DRR into different subjects within the existing curriculum.



## CASE STORY

### The Importance of Having a School Contingency Plan

It was raining all day and teachers of the Trung tâm nuôi dạy trẻ khuyết tật Đồng Hới or The Foster Centre for Disabled Children of Dong Hoi in Quang Binh province were about to get off from work and go home. All of sudden, the school grounds, surrounded by rice paddy fields, was inundated. Nguyễn Thị Hoàng Anh, the vice principal recalled on the flood happened in October 2016. “The flood was caused by the heavy rain all day, and the dam could no longer hold the water from the mountains”. It was the worst flood to have ever affected the school in the last 10 years.

“[The flood water reached] up to 1.2 meters,” she added. When the flood hit the school, no students were at school and the teachers prepared to go back home. Fortunately, the students had been sent home and it was about a week that the school was empty. Sadly, the water damaged the computers, air conditioners and student’s school supplies. It also damaged the rice stocks for children.

The Foster Centre for Disabled Children of Dong Hoi was established in 1990, and currently foster and teach almost 100 children of the age 6 to 14. Most of its students live in Dong Hoi City which is around 20 kilometres but some are even more far away from the school, but some 30 children from the neighbouring districts are accommodated in a few dorm rooms in the school during the weekdays.

“Now we are okay, and confident. When disaster strikes, we would know what to do”, said Nguyễn Thị Hoàng Anh. She proudly explained that the school is prepared in the face of disaster. They have also established a school disaster management committee that consists of the school management board, teachers, parents, and students. As a result, they are now used to follow weather forecast.

**“Whenever the forecast alerts you of a storm or potential disaster, we would tell our children to stay at home, move all belongings to a higher place and evacuate themselves to a safer place.”**



The students of The Centre for Fostering Disabled Children of Dong Hoi in Quang Binh Province are in their classroom.  
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They have built a second floor in 2017 and been repairing the roofing of one of the school buildings with a traditional material sturdy enough to withstand storms. This was based on their bad experience of the flood happened in 2016.

She also added that Children Call Group, as part of the committee, has now identified clear roles and responsibilities of each member. In case of disaster, they would know immediately who is in charge of taking care of the children, of equipment and belongings.

Plan International Viet Nam supports the implementation of school safety with disability inclusion. Children Call Group has become a means for peer-to-peer communication among students. The group has 25 members age 8 to 9, and works in different sub-groups of different disabilities. In this way, those with hearing impairment and speech impediment can better transfer DRR knowledge especially tropical storms and floods among themselves and likewise, for those with physical disabilities.



# LESSONS LEARNED

The following are lessons learned identified from the implementation of school safety programmes and activities in Viet Nam:<sup>6</sup>

- **Close partnership with relevant local authorities/the education sector.**  
Collaborating closely with MoET to boost the legalisation and endorsement of a safe school framework implementation nationwide.
- **Strengthen linkages among INGOs towards a safe school framework.**  
The MoET needs to legalise the guidelines on assessment and implementation of the safe school framework nationwide. INGOs working towards safe school have continuously made joint efforts to advocate MoET to approve this guideline.
- **Reduce the impact of climate change and extreme weather events.**  
The MoET issued the DRR-related policies (National Action Plan for Climate Change Adaptation in the Education sector 2011-2015 and National Action Plan for Operationalisation of Viet Nam's Strategy on Prevention and Mitigation of Natural Disaster in the Education Sector 2011-2020) to promote local residents' awareness and strengthen different organisations' participation, such as youth unions, women unions, and police and soldier forces to respond to emergencies.



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# WAYS FORWARD

Institutionalising the DRR and school safety into practical operation in school will help a scale-up of the implementation at local, national and regional levels. Actors also identified ways forward in implementing school safety in the country:<sup>7</sup>

- Advocating the endorsement of the CSSF guideline including standardizing school construction/retrofits, information, education, communication (IEC) materials for inter-curriculum integration and infusion while promoting child participation in CSSF implementation in the country.
- Supporting the MoET to strengthen its commitment to contribute in ASSI and advocating the Viet Nam's sign-up for being a Safe School Leader under the framework of Worldwide Initiative on Safe School (WISS).
- Supporting the government to establish a national coordinating mechanism that also involves the active participation of civil society organisations and facilitate the coordination and sharing of good practices.

<sup>6</sup> Based on the NGOs' observation that working on the safe school programme in Viet Nam (Plan International Viet Nam, 2018).

<sup>7</sup> Ibid.



# LIST OF ACRONYM

AADMER	Agreement on Disaster Management and Emergency Response
AADMER WP	AADMER Work Programme
ACDM WG	ASEAN Committee on Disaster Management Working Group
ACFCSS	ASEAN Common Framework for Comprehensive School Safety
ADB	Asian Development Bank
ADPC	Asian Disaster Preparedness Centre
AMSs	ASEAN Member States
ASEAN	Association of Southeast Asian Nations
ASSI	ASEAN Safe Schools Initiative
BOS	school operational assistance funds
BPBD	local disaster agency
BPNB	Badan Nasional Penanggulangan Bencana or National Disaster Management Authority
CCA	climate change adaptation
CCDM	Commune Committee for Disaster Management
CHI	Constructivism, Hands-on and Inquiry Based
CRF	Child Rights Foundation
CSOs	civil society organisations
CSS	Comprehensive School Safety
CSSF	Comprehensive School Safety Framework
DAK	Special Allocation Fund or Dana Alokasi Khusus
dana desa	village funds
DBE	Department of Basic Education
DDM	Department of Disaster Management
DDPM	Department of Disaster Prevention and Mitigation
DepEd	Department of Education
DIBI	Indonesia Disaster Data Information
DMS	Disaster Management Secretariat
DoEYS	District Office of Education, Youth, and Sport

DOF	Department of Forestry
DRM	disaster risk management
DRR	disaster risk reduction
DTMT	district training and monitoring team
ECDM	Education Construction Design and Management
ECHO	European Commission Humanitarian Aid Department
EMIS	Education Management and Information System
GAD	General Administration Department
GADRRRES	Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
GDP	Gross Domestic Product
GoI	Government of Indonesia
GoL	Government of Lao PDR
HFA	Hyogo Framework for Action
HVCA	hazards, vulnerability and capacity assessments
INGOs	international non-government organisations
JPN	<i>Jabatan Pendidikan Negeri</i>
LaoPDR	Lao People's Democratic Republic
LNGOs	non-governmental organisations
MAPDRR	Myanmar Action Plan for Disaster Risk Reduction
MARD	Ministry of Agriculture and Rural Development
MoE	Ministry of Education
MoEC	Ministry of Education and Culture
MoEs	Ministries of Educations
MoES	Ministry of Education and Sports
MoET	Ministry of Education and Training
MoEYS	Ministry of Education, Youth, and Sport
MoNRE	Ministry of Natural Resource and Environment
MoSWRR	Ministry of Social Welfare, Relief and Resettlement

NCDM	National Committee for Disaster Management
NDMOs	National Disaster Management Offices
NGOs	non-government organisations
NSEDP	National Socio-economic Development Plan
OBEC	Office of Basic Education Commission
PIBG	<i>Persatuan Ibu Bapak dan Guru</i>
PIP	Priority Implementation Partnership
P&M	Prevention and Mitigation
PoEYS	Province Office of Education, Youth, and Sport
PVCA	participatory vulnerability and capacity assessment
RCC	Regional Consultative Committee on Mainstreaming Disaster Risk Reduction
RRD	Relief and Resettlement Department
SDGs	Sustainable Development Goals
SDMP	School Disaster Management Plan
SEKNAS	<i>Sekretariat Nasional Sekolah Aman</i> or National Secretariat for Safe Schools
SFDRR	Sendai Framework for Disaster Risk Reduction
SMAB	<i>Sekolah/Madrasah Aman Bencana</i>
SNAP	Strategic National Action Plan
SOM-ED	Senior Official Meeting on Education
SPP	School Preparedness Programme
SS	Safe School
ToT	Training of Trainers
TSSN	Thailand Safe School Network
TWG	Technical Working Group
UNDP	United Nation Development Program
UNISDR	United Nations International Strategy for Disaster Reduction
WISS	Worldwide Initiative on Safe School
WVFT	World Vision Foundation of Thailand
YSTC	<i>Yayasan Sayangi Tunas Cilik</i>



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