

MYANMAR

TRAINING TEACHERS TO BUILD A CULTURE OF SAFETY IN SCHOOLS AND COMMUNITIES

In collaboration with UNESCO and the Department of Education (DoE), World Vision Myanmar has organized awareness raising and trainings for teachers on DRR concepts and basic skills for preparedness as part of its CBDRM project. The trainings have enabled teachers not only to teach DRR to their students but also encourage them to participate in community activities to reduce disaster risk.

A total of 1,478 government staff in the townships of Hmawbi, Patheingyi, Tharbaung, and Kawthaung have received the capacity building trainings provided by the CBDRM project. These include teachers, health staff, township administration staff, members of Fire Brigade and Myanmar Red Cross Society. A number of them

also provided technical inputs in the training. As a result of the trainings, school teachers were able to lead the development of their School Disaster Preparedness Plan (SDPP). The SDPP consists of the following:

1. School Profile
2. Analysis of school vulnerability and capacity
3. Roles and responsibilities of the School Disaster Management Committee
4. One year Action Plan (e.g. awareness raising, training, special events, mock drill focusing on earthquake)

The schools conducted monthly meetings to ensure that the action plan was being implemented. Community Disaster Management Committees and CBDRR activities were linked with school disaster risk reduction initiatives to ensure coordination and effectiveness.



DEVELOPING MATERIALS AND STRENGTHENING DRR CAPACITY

DRR education is one of the major pillars in building comprehensive school safety. But, the education system in Mongolia has not included disaster preparedness and risk reduction in the formal school curriculum. Accordingly, WV Mongolia has been developing DRR materials, particularly handbooks for teachers and children who are members of the peer educators' club in schools. Inputs from teachers and students have been gathered in the course of the development of the materials.

To further increase the capacity of schools on disaster preparedness, tools and materials developed and printed out were provided to eight (8) schools. This contribution aimed to strengthen school safety and build the skills and knowledge of children on DRR and disaster response.

In addition, a total of 178 national trainers from all provinces and districts (21 provinces and 9 districts) of Mongolia were trained on basic DRR concepts, improving earthquake preparedness, fire suppression and first aid skills among school children. These national trainers rolled out similar trainings (dubbed as "Gobi Bear") for school children in their respective communities; the trainings involved a total of 35,000 children which is approximately 20% of the total children in Mongolia.

In collaboration with the Institute of Teachers Professional Development - Government Education Agency and NEMA, WV Mongolia conducted training on "School

DRR and Disaster Preparedness". The training aimed to strengthen the knowledge and skills of school social workers.

A total of 614 or 90% of all secondary school social workers participated in the training.

MONGOLIA

The training included topics such as the link of disasters with sustainable education; the importance of schools and what schools should do and prepare for to reduce the risk of children as well as protect them in case of emergency; how to assess disaster risk in school with the participation of children and school workers; and how to develop and update School Disaster Preparedness Plan based on risk assessment findings.

As a result of this training, the trained social workers are expected to roll out similar training for the teachers and children of their respective schools and update their School DPP, based on their school disaster risk assessment. In other words, 95% of School Disaster Preparedness Plan of all schools in Mongolia would be updated based on each school's disaster risk assessment.

CHILDREN FACILITATING EXTRA-CURRICULAR DRR EDUCATION FOR FELLOW STUDENTS

World Vision Viet Nam's DRR and resilience education has been initiated in Kim Dong Secondary School in Phuoc Duc Commune, Phuoc Son District, Quang Nam Province. Children led and facilitated extra-curricular

activities focusing on increasing DRR and CCA knowledge for their fellow students.

Students were selected to be trained and taught about DRR and CCA by teachers and WV Viet Nam staff.

The teachers and staff helped the children be acquainted with DRR and CCA through games and songs. The children were also taught how to use the camera in taking photo-voice activities.

Through a series of art-based activities on DRR and CCA during the training, children easily adapted their acquired knowledge on DRR and CCA, demonstrating increased understanding of different types of risks and

hazards more than just mechanically repeating DRR and CCA concepts.

The trained students became the key facilitators in disseminating DRR and CCA knowledge to other children in their school and locality. They organized extra-curricular activities on the topic of DRR and CCA. The extra-curricular led by children for their fellow children consist of the following nine activities.

- Introduction on the purpose of the extra-curricular activities
- Discussion on common hazards in the community
- Knowing what to do before, during and after a disaster



RISK REDUCTION AND RESILIENCE EDUCATION

VIET NAM

OUR COMMITMENT

World Vision works in 24 countries across Asia Pacific, supported by nearly 15,000 staff. Close to 600 long-term development programmes benefit 1.4 million children and their families.

Our education programmes in the countries are strategically placed to integrate disaster risk reduction (DRR). Since 2014, our national offices have started to develop technical approaches and programmes on education, particularly ensuring the integration of DRR and resilience building. Simultaneously, our DRR programmes continue to ensure that formal and non-formal education in the countries where we work are instrumental in raising DRR awareness and building the necessary skills of children and education workers to reduce the impacts of hazards and build a culture of resilience.

Both our education and comprehensive school safety programmes will strengthen partnership with the Ministry of Education, the National Disaster Management Office and development partners in the countries to advance the adoption of the Comprehensive School Safety Framework (CSSF) by governments and to provide them the necessary support to enable effective policy, planning, implementation and monitoring. Working with school principals/heads, teachers and students is key in ensuring that those at the frontline have the appropriate knowledge and capacity to prepare for and reduce the risk of hazards. We will continue to work with the School Management Committee, Parent-Teachers' Association and the community to ensure link and coordination between schools and the broader community initiatives on risk reduction. At the regional level, we will continue to collaborate with partners in developing relevant tools, frameworks, guidelines and other resources to support governments in undertaking comprehensive school safety initiatives. Our work at various levels will ensure that the perspectives of the most excluded and marginalized children are included, that our data is better disaggregated by sex, age, disability and social differences.

We will continue to pursue funding support to scale-up our regional and national initiatives to contribute to the resilience of the education sector and ultimately to the well-being of children.

For further information on World Vision's work on Comprehensive School Safety in Asia Pacific, contact:

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COMPREHENSIVE SCHOOL SAFETY INITIATIVES

Asia Pacific

Safe Learning
Facilities

School Disaster
Management

Risk
Reduction
and Resilience
Education





"World Vision is a Christian humanitarian organisation dedicated to working with children, families and communities to overcome poverty and injustice. Motivated by our Christian faith, World Vision is dedicated to working with the world's most vulnerable people."

"We serve close to 100 million people in nearly 100 countries around the world. World Vision serves all people regardless of religion, race, ethnicity or gender."

CONTEXT

Children and youth are especially vulnerable in disaster situations. They face particular risks to their health, psychosocial well-being, protection, nutrition, as well as access to education. Studies suggest that more than 175 million children will be affected by weather-related disasters every year.¹ The 2011 Global Assessment Report (GAR) confirms that disasters impact significantly and negatively on child welfare, with estimates of at least 66 million children affected by both extensive and intensive disasters.

Of the estimated 1.2 billion students enrolled in primary and secondary schools worldwide, 875 million children are enrolled in high seismic risk zones; while millions also face regular flooding, storms, landslide, and fire. These children are spending up to 50% of their waking hours in school facilities that are often neither constructed nor maintained to be disaster resilient.²

The impacts of disaster to children and youth and to the education system are dire in Asia Pacific. The region is home to 750 million young people aged 15-24 (UNESCAP); while 25.3% of the region's population is under 14 years old. The region is also the most hazard-prone in the world, where children and the young are disproportionately affected by disasters. It is also predicted to be one of the most affected regions by the projected impacts of climate change.

OUR GOAL

Children have access to safe and continuous quality education and their rights to survival and safety are protected in the face of hazards.

These will be achieved through duty-bearers who commit to adopt and implement a comprehensive school safety approach to reduce the impacts of disasters to children and education workers and build the resilience of the education system.

World Vision continues to promote, advocate for and support partners in the adoption and implementation of the Comprehensive School Safety Framework (CSSF).

OUR APPROACH

CHILDREN are at the heart of World Vision's work. Our disaster risk reduction (DRR) initiatives recognize children's right to survival, protection, development and meaningful participation.

¹ Save the Children. Legacy of Disasters – The Impact of Climate Change on Children.
² UNISDR, INEE, GFDRR. 2009. The Guidance Notes on Safer School Construction.

In Asia Pacific, we are actively engaged in promoting the three pillars of the Comprehensive School Safety Framework (CSSF) as an integrated approach to reduce risk and promote resilience in the education sector. These three pillars are: Safe Learning Facilities; School Disaster Management; Risk Reduction and Resilience Education.

In advancing the implementation of our school safety initiative, we work with the following key strategic partners: UN International Strategy for Disaster Reduction (UNISDR); UNESCO; UNICEF; IFRC; PLAN; SAVE the Children; Asia Pacific Coalition for School Safety (APCSS); Children in a Changing Climate Coalition (CCCC); ASEAN Agreement on Disaster Management and Emergency Response (AADMER) Partnership Group (APG) consortium on the ASEAN Safe School Initiative (ASSI); Southeast Asia Ministers of Education Organization (SEAMEO). As a member of the APCSS, World Vision also works with the Global Alliance on DRR and Resilience in the Education Sector (GADRRRES).

At school level, World Vision works with school heads/principals, teachers, social workers, and children in implementing safe school activities and programs. Our Child-focused DRR (CFDRR) approach is used in communities and schools, focusing on children's right to meaningful participation to enable them to unleash their potential as catalyst of change for their own well-being and that of their communities.



SAFE LEARNING FACILITIES

Nepal

RETROFITTING SCHOOLS TO REDUCE EARTHQUAKE RISK

Durga Devi Lower Secondary School is situated in Paschim Amawa VDC ward 9. There are 265 students (123 boys and 142 girls); 9 teachers (6 male and 3 female); and 9 SMC members (7 male and 2 female) in the school. The school has poorly constructed buildings.

A Construction Committee has been formed with 17 people for the retrofitting of the buildings including SMC and PTA members. At the early

stages of the SMC and PTA meeting for school building retrofitting process, the head master refused to share the cost which he earlier agreed to. He claimed "school doesn't have any funding source and doesn't owe anything to do retrofitting". Community stakeholders: FCHV, mothers' group members and youths were also invited in the initial meeting.

However, project staff regularly visited the school and organized formal and informal meetings with the construction committee and head master. To increase understanding and mobilize the community, the children's clubs staged street dramas on the same theme, showing various scenarios in the school in case an earthquake happens and the classrooms are not retrofitted.

Awareness raising activities and ongoing retrofitting work were able to bring attention to the committee and teachers. They began to feel the need for retrofitting and started appreciating the work. Excitement and energy were restored in the committee as they continued the retrofitting work. The committee chairperson said "we will complete the retrofitting, no matter how costly it is and no matter how long it will take, people's lives come first".

The committee also felt the need to renovate the school toilets, which they did simultaneously with the committee contributing full labor cost and other material

expenses from the school fund. The retrofitting of the school building took approximately 4 months, and Thaman Singh Ranabhat, head master from Durga Devi LSS found changes in the building and said "now we are sure that school children are safe and it would be one of the safe shelters for the community during disaster".



ENABLING SCHOOL PREPAREDNESS

World Vision China has partnered with 300 schools and local government bodies particularly the Bureau of Education, Traffic, Fire, Health and Earthquake in their school safety initiatives.

Simulation exercises or drills are basic preparedness activities conducted by World Vision China (WVC) with its partners. Since 2011, WVC has conducted drills in 39 schools in 10 provinces involving 36,482 students. To enable schools on how to conduct regular drills, WVC has developed the Disaster Drill Handbook and distributed over 5,000 copies to schools in the aforementioned 14 provinces. The handbook serves as a step-by-step guide for teachers and school officials on how to conduct disaster-related emergency drills.

Following the teachers' training-workshop in Zhaoqing Prefecture in 2013, a fire drill was also conducted for 700 students in a local school. Participants of the training workshop observed how regular drills have helped students evacuate their school premises within 1 minute and 37 seconds. In the fire drill, the Fire Department sent three fire engines and demonstrated life-saving techniques. The



SCHOOL DISASTER MANAGEMENT

China

department also shared knowledge on fire hazards.

World Vision China has also been supporting the establishment of early warning systems in partner schools. To support school simulations or drills, they have provided and helped install escape route signage, lightning prevention facilities, fire extinguishers, and early warning monitors (audio announcement systems, video monitoring systems, electronic message boards). Schools have taken on the responsibility of training teachers and school personnel in operating and maintaining these facilities.