

# Webinar: Trends in Comprehensive School Safety-related policies in the Asia Pacific region



Global Alliance for  
Disaster Risk Reduction & Resilience  
in the Education Sector



Asia Pacific Coalition  
for School Safety

March 2018

**C&A Foundation**



**GFDRR**  
Global Facility for Disaster Reduction and Recovery



**Save the  
Children**



## Research Programme: **Urban Child-Centred Disaster Risk Reduction and Comprehensive School Safety**

Research themes	Research topics	
<b>Policy, advocacy and the enabling environment</b>	Comprehensive School Safety (CSS) policy implementation challenges	Crosscutting: Research into Practice briefs and summaries Long-term agenda: Implementation science and CCDRR, Research mapping and agenda setting with partners
<b>Impacts of hazards on education</b>	Critical factors for post-disaster educational continuity in urban flood impact in South and Southeast Asia Hazard impacts in basic education in the Philippines Economic costs of disaster impacts on education	
<b>Solutions for Child-Centred DRR and Comprehensive School Safety</b>	Urban child-centred Hazard, Vulnerability and Capacity Assessment (HVCA) tools and planning process Child-centred DRR (CCDRR): Impacts on household safety Scalable CCDRR and CSS approaches	

For more information: follow the **Education Safe from Disasters** on workplace and visit [GADRRRES.net](http://GADRRRES.net)

# Research Programme: The guidance and tools

**Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector**

Research into Practice Brief

## Developing and Implementing Comprehensive School Safety Policy

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### Abstract

Comprehensive School Safety (CSS) has become an important policy design framework to help reduce disaster impacts in the education sector, and practitioners have a crucial role. Here, we review how policies are developed and the roles practitioners can have in developing and implementing policies. We then discuss how the CSS Framework was developed through both top-down and participatory policy development processes, and highlight how practitioners can be involved in implementing, monitoring and improving the CSS Framework.

### Glossary

Term	Definition
Community	A group of diverse people who are linked by social ties and engage in joint action in a particular place or setting.
Policy	Shared rules that evolve out of common practices and the 'way things are done' within communities.
Policy Compliance	The process of defining and creating desirable community changes.
Policy Enforcement	Individuals and groups conforming to policy goals out of internal motivation or self-interest, rather than a fear of punishment.
Participatory Policy Development	Ensuring policies are followed by monitoring behavior and punishing undesirable behavior through fines, sanctions or other negative actions.
	Policies purposefully designed by external policymakers seeking to achieve a specific goal.
	Policies developed through participatory processes that draw out a community's vision.

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## Assessing and Implementing Structural Interventions for School Safety in China

Ana Miscoata, Risk RED

### Overview

In 2009, the Ministry of Education (MoE) mandated the seismic assessment and reconstruction of every primary and secondary school building in China over a three-year period. The National Primary and Secondary School Building Safety Project (NSBSBP) was established in 2009 following the 2008 Sichuan earthquake, also called the Wenchuan earthquake, which resulted in the deaths of approximately 10,000 schoolchildren (Shuanglin, 2011).

The School Building Safety Project was a retrofitting or reconstruction of weak primary and secondary schools nationwide, including those unaffected by the earthquake. However, at the time of publication, however, only a limited number of schools had been reconstructed. The project followed on the heels of the earthquake recovery and reconstruction plan in 2008. The School Building Safety Project was an example of how states with strong central government, it has relied heavily on local governments, school administrative organizations for planning and implementation.

### Hazard and Educational Facility Assessment

China, a country with vast territory, is prone to various natural hazards, including earthquakes, landslides, floods, droughts, winter storms, and typhoons. Earthquake risk is especially concerning in parts of the country's western and central regions.

**United Nations Children's Fund (UNICEF) China**

**Ministry of Education (MoE)**

**Schools Impacted: 322,938**

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## Comprehensive School Safety Policy: Trends in the Asia-Pacific Region

**Keywords:** China, school facility assessment, seismic assessment, reconstruction, earthquake risk, school safety, disaster risk reduction, resilience, education sector.

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## Controlled hazard, community safety and capacity development and planning in disaster-prone settings

**Policy and needs assessment**

February 2018

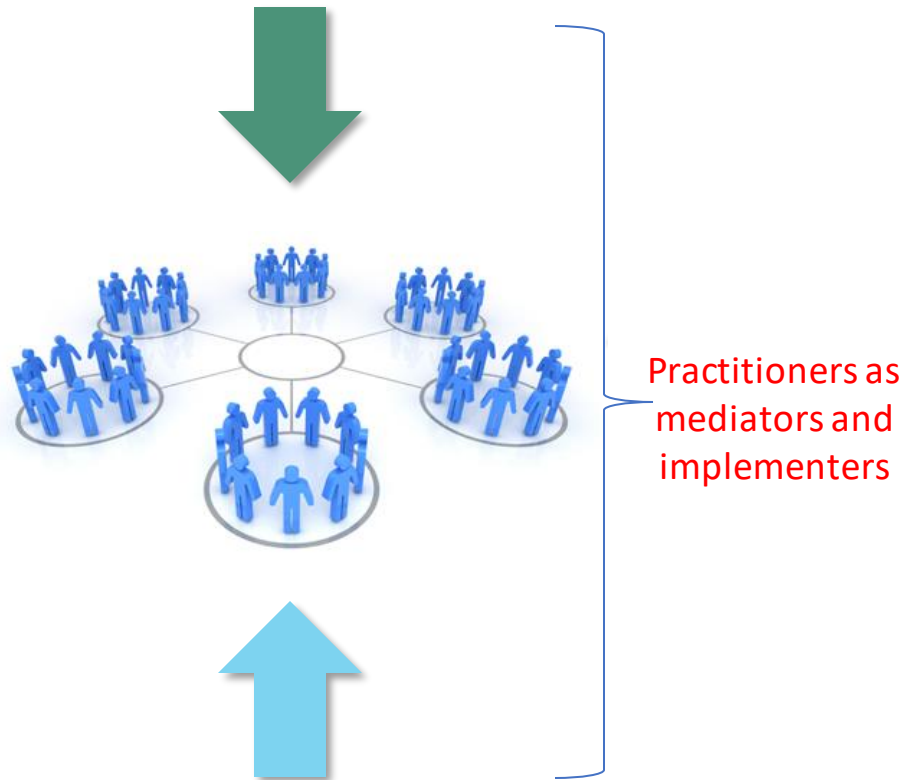
# Translating Research into Policy and Practice



- **Research to Policy and Practice**

- Policy -- defining and creating desirable community change
- Practitioners as advocates and mediators
- Role as implementers:
  - Public awareness and education
  - Rewarding desired behavior

'Top-Down' Policy Development



Emergent Policy –  
'the way things are done'

- **Research to Policy and Practice**

## **Roles of Practitioners**

<b>Top-down Policy Development</b>	<b>Participatory Policy Development</b>

# CSS Policy Baseline Survey in the Asia Pacific

- **Methodology**

- Survey data from Asia-Pacific countries shed light on CSS progress

**Southeast Asia**

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Cambodia  
Indonesia  
Laos  
Malaysia  
Myanmar  
Philippines  
Thailand  
Vietnam

**Pacific**

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Fiji  
Kiribati  
Papua New Guinea  
Solomon Islands  
Tonga  
Tuvalu  
Vanuatu

**South Asia**

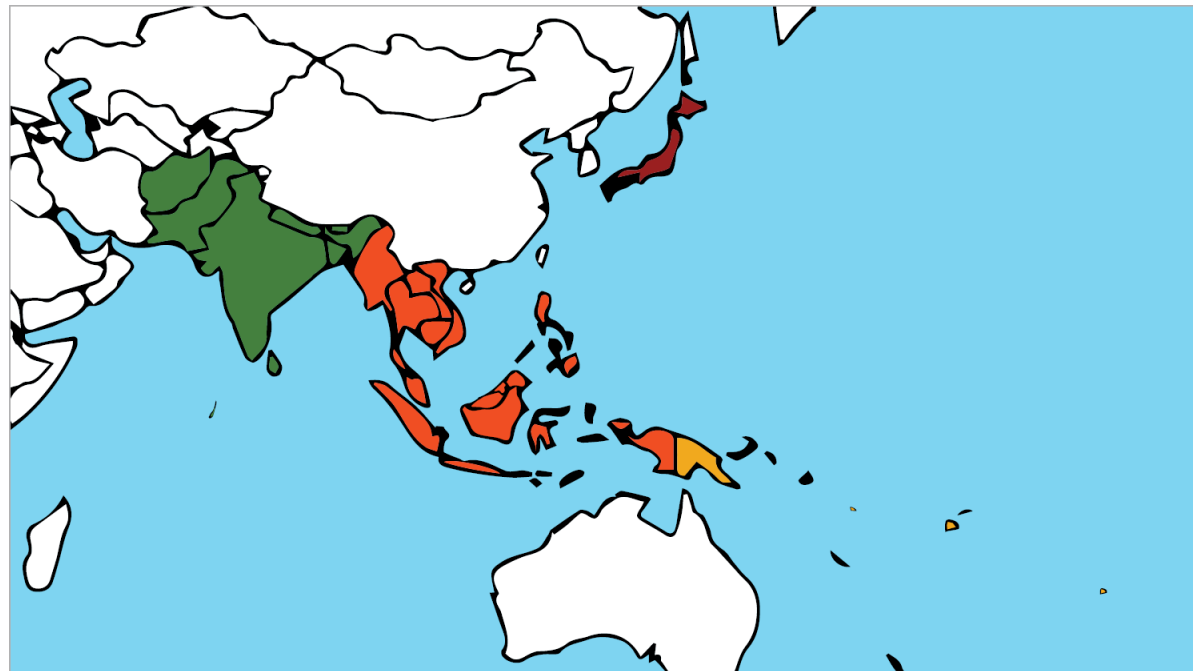
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Afghanistan  
Bangladesh  
Bhutan  
India  
Maldives  
Nepal  
Pakistan  
Sri Lanka

**Other**

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Japan

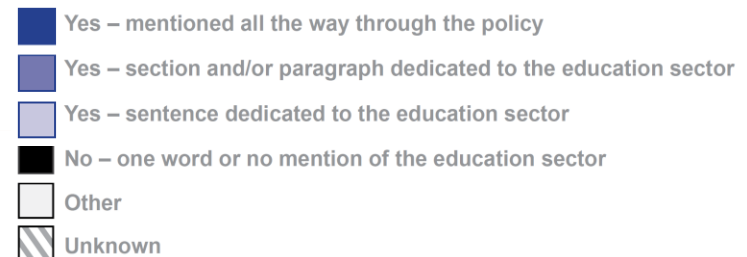
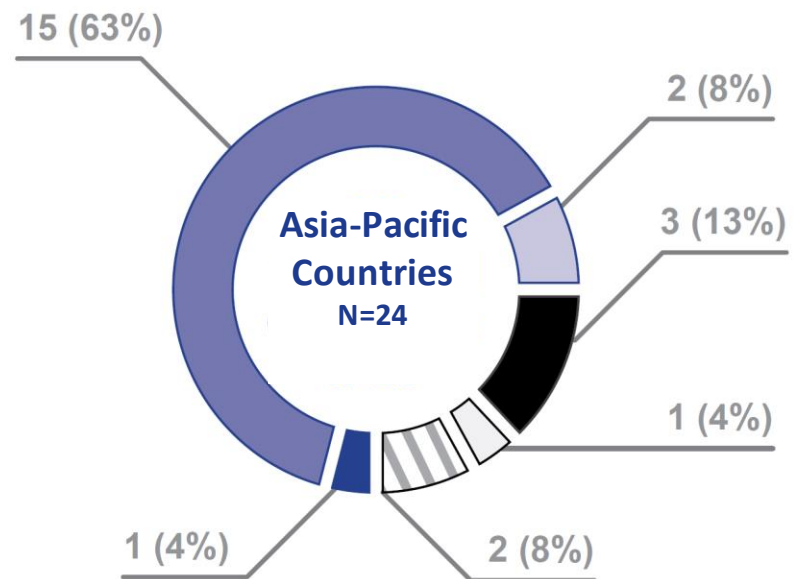




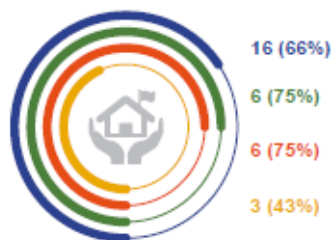
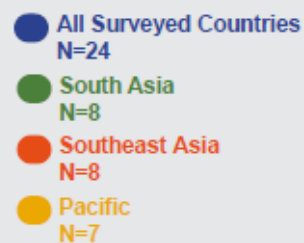
## • DRR and Education Policies

- 100% disaster management and education sector policies in place
- 75% have disaster management policies referring to the education sector
- Lack of integration

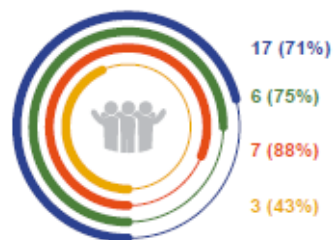
### Disaster Management Policies Refers to the Education Sector



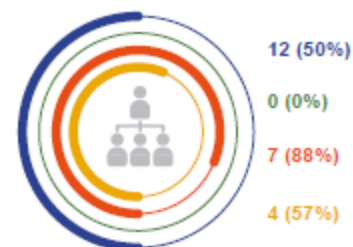
## Education Sector Policy Content related to Disaster Management



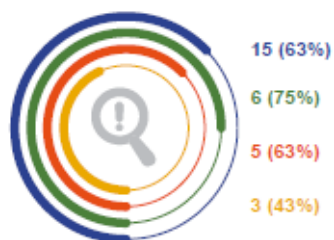
Safer school facilities



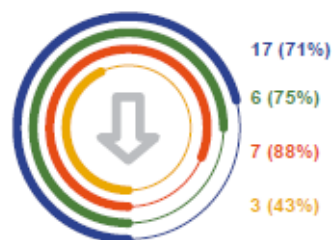
School disaster management



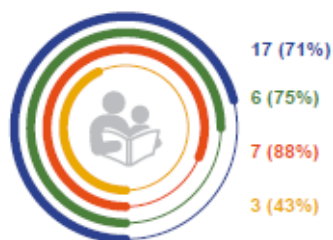
Response preparedness



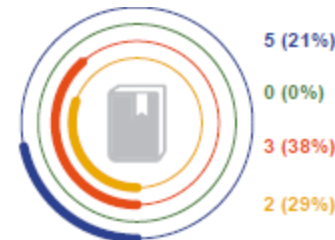
Risk assessment



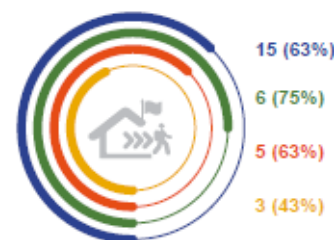
Risk mitigation



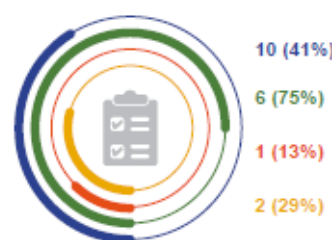
Risk reduction and  
resilience education



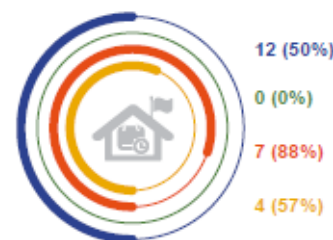
Teacher training in school  
disaster management



Regular fire and/or hazard drills



Standard Operating Procedures  
for disasters and emergencies



Education continuity planning



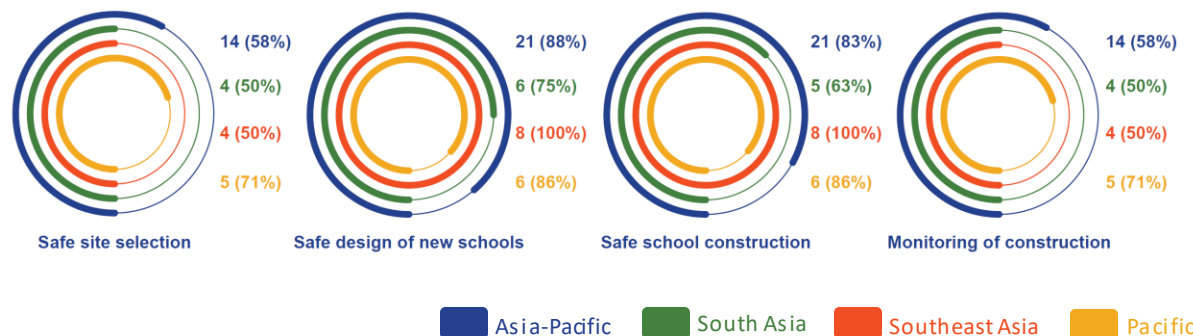
Role of students or  
youth volunteers

- Policy Comprehensiveness



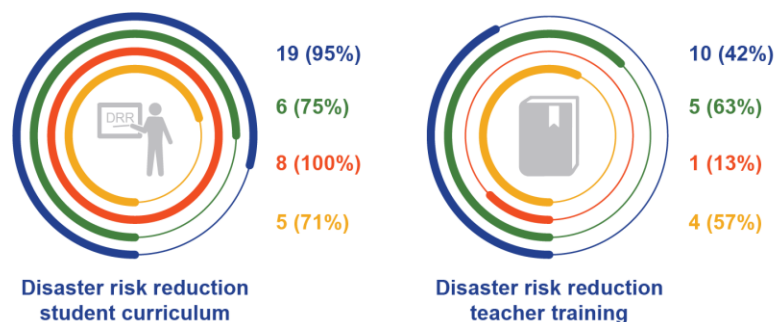
## Pillar 1: Safe Learning Facilities

Safe school construction not addressed uniformly



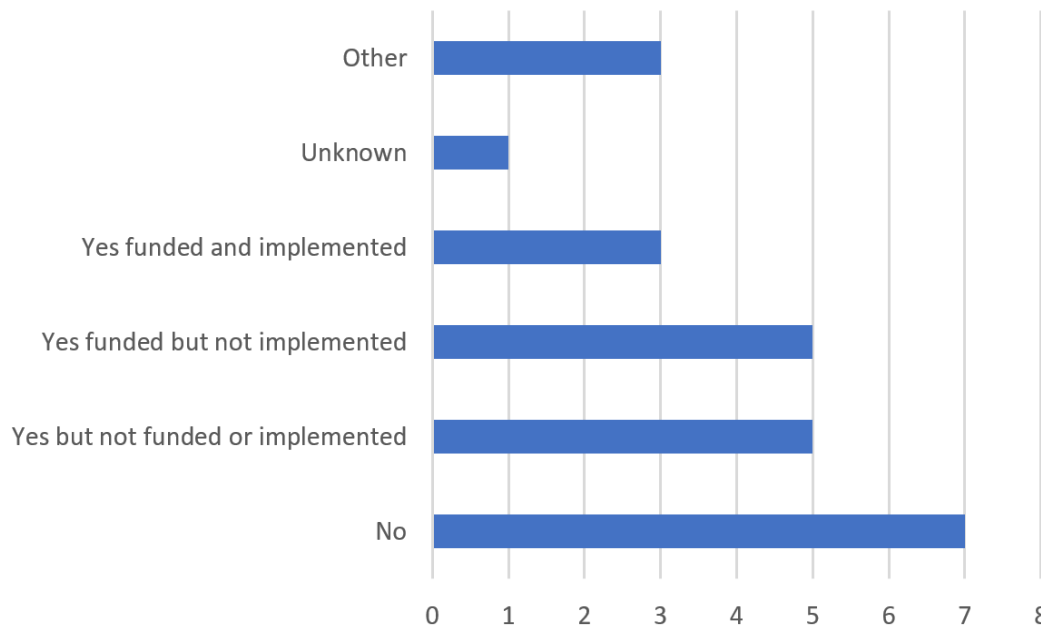
## Pillar 3: Disaster Reduction & Resilience Education

More student DRR curriculum than teacher training



- **Resource Challenges**

Multi-hazard assessment and retrofit programs:  
funding and implementation



- 40% have **no funding or implementation mechanism** for assessment/retrofit
- 33% of national education authorities have **full-time staff** dedicated to DRR
- 21% have **full-time staff** dedicated to EiE

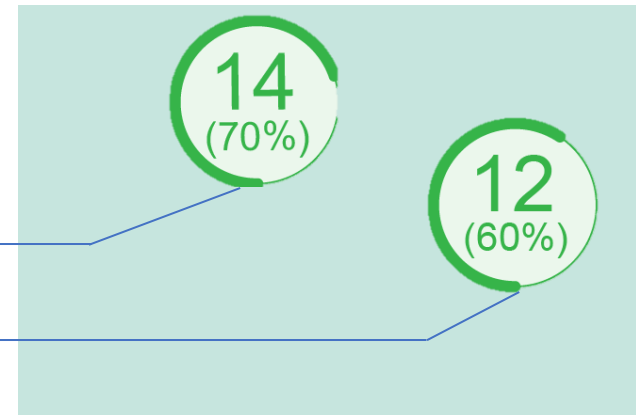
# CSS Policy Facilitators and Blockers

- **Top Facilitators**

- **Countries Listing as Top Facilitator  
(count and percent)**

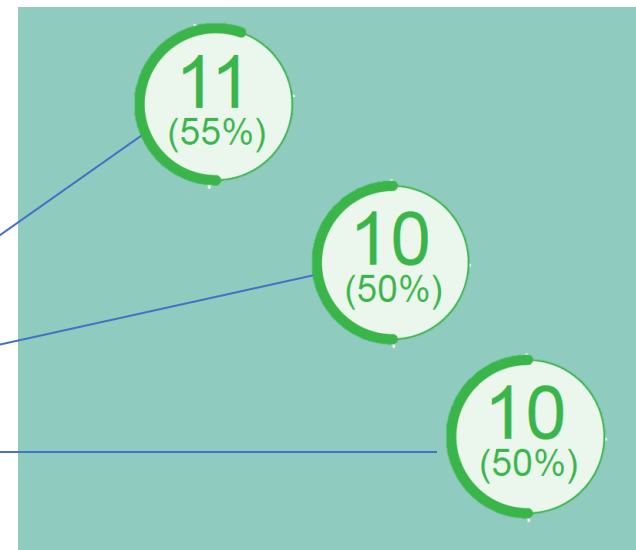
- **Education Sector Evidence**

- Impacts of disasters
- Large disasters or frequent hazards



- **Advocates**

- Senior & mid-level disaster management
- Senior & mid-level ed sector officials
- Civil society groups





- **Top Facilitators**

**Evidence as Facilitator →**

- Disaster reduction and response in ed sector policies
- DRR teacher training

**Civil Society Advocacy  
Facilitator →**

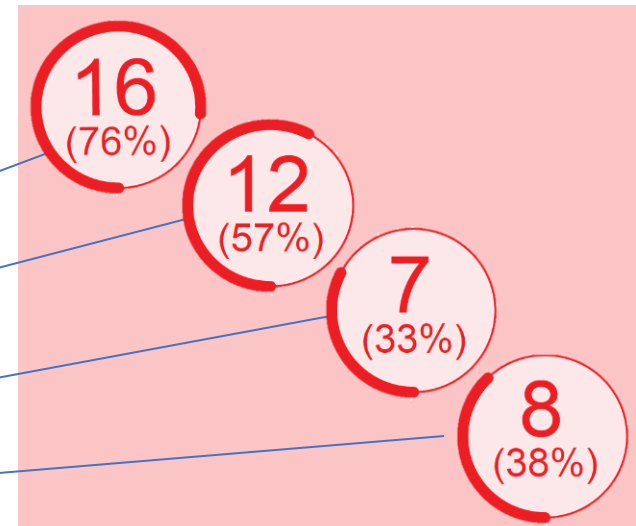
- Multi-hazard assessment
- Schools as temporary shelters
- School disaster management training

- **Blockers**

## Funding, Technical or Logistical

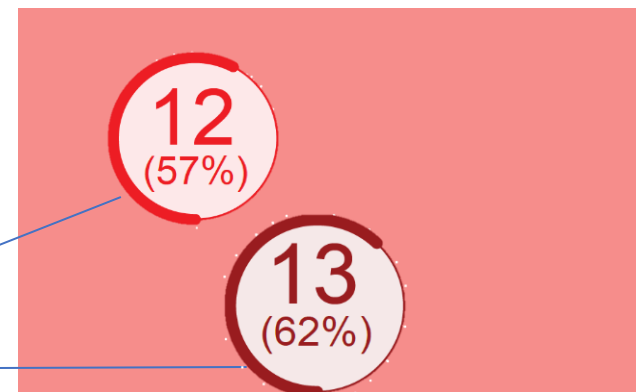
- No or insufficient funding allocation
- Lack of technical capacity
- Logistical problems in accessing funds
- No clear framework

- **Countries Listing as Top Blockers (count and percent)**



- **Human Resources Issues**

- Staff too busy or high turnover
- Education staff do not understand policies



- **Blockers**

**Insufficient Funding →**

- No less likely to have policies on SDM, DRR or disaster response
- *More likely* to have public awareness campaigns!

**Lack of Technical Capacity →**

- Less likely to have teacher training curriculum on SDM

**Lack of a Clear Framework →**

- *More likely* to include DRR and disaster response in education sector policy!

**Staff too Busy**

- *More likely* to have guidance on school hazard drills, require drills, and have teacher training on SDM!

# Case Studies





## Pillar 1: Safe Learning Facilities

- **Guiding Local Governments to Strengthen Unsafe Schools in Japan**

- **In 2003, retrofit guidelines published**
  - How to assess schools
  - Building prioritization
  - Retrofitting guidelines
  - Execution
- **2015, 52,000 schools assessed safe or retrofitted**
- **Number earthquake resistant schools increased from 44.5% to 98%**





## Pillar 2: School Disaster Management

- **Protecting Children in Emergencies by Law in the Philippines**

- **‘Children’s Emergency Relief and Protection Act’**
- Establishes child-friendly emergency shelter
- Ensures children immediate provision of basic necessities
- Develops stronger measures to ensure safety and security of children in emergencies
- Develops plan of action for quick resumption of educational services for children







## Pillar 2: School Disaster Management

### • Nationwide School Earthquake Drills in Iran

- MoE and Iranian Institute for Earthquake Engineering and Seismology (IEES) piloted earthquake drill in 1996
- Drills scaled up to national level, participation mandatory
- 13.5 million children participated in 2016
- School-based community outreach through **Safe Schools-Resilient Communities** program





## Pillar 3: Disaster Reduction & Resilience Education

### • Mainstreaming Road Safety Education for Children in South Korea

- Traffic safety in national curriculum
- Informal education
  - Traffic Parks
  - Walking School Buses
- Driver-focused policies
- 1988-2014, traffic-related child fatalities down by 97%



# Recommendations



1. Better integration of education and disaster management policies
2. Address all CSS responsibilities, targets and indicators
3. Include teachers and students
4. Invest in technical and human resources
5. Collect and use evidence as a policy-enabling tool



A young boy with dark skin and short black hair is smiling broadly at the camera. He is wearing a bright red short-sleeved button-down shirt. On the left side of his chest, there is a white graphic that reads "HEAR PATTARI" in an arc above a large, stylized letter "G". He is holding a stack of books and papers in his arms. The background is a wall made of vertical wooden poles and horizontal wooden beams, with a thatched roof visible above. The lighting is bright and natural, suggesting an outdoor setting.

Questions?



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