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

risk RED
risk reduction education for disasters

C&A

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

Research themes	Research topics	
Policy, advocacy and the enabling environment	Comprehensive School Safety (CSS) policy implementation challenges	Crosscutting: Research into Practice briefs and summaries
Impacts of hazards on education	Critical factors for post-disaster educational continuity in urban flood impact in South and Southeast Asia	Long-term agenda: Implementation science and CCDRR, Research mapping and agenda setting with partners
	Hazard impacts in basic education in the Philippines	
	Economic costs of disaster impacts on education	
Solutions for Child-Centred DRR and Comprehensive School Safety	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

Research Programme: **The guidance and tools**

GADRRRES.net

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

Practitioners as mediators and implementers
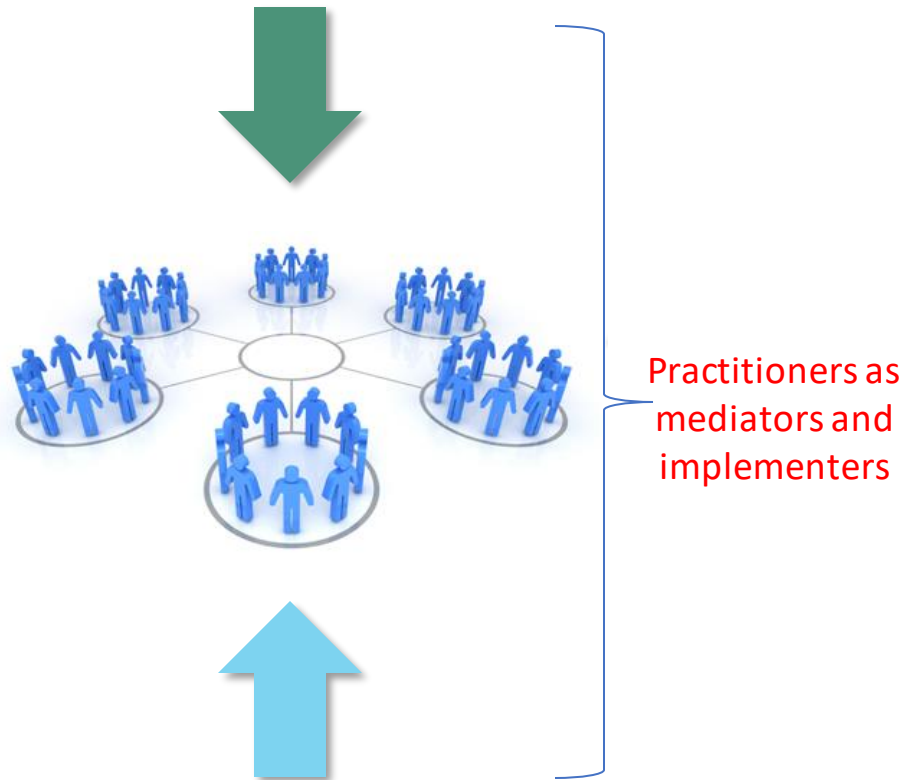
Emergent Policy –
'the way things are done'

- **Research to Policy and Practice**

Roles of Practitioners

Top-down Policy Development	Participatory Policy Development

CSS Policy Baseline Survey in the Asia Pacific

- **Methodology**

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

Southeast Asia

Cambodia
Indonesia
Laos
Malaysia
Myanmar
Philippines
Thailand
Vietnam

Pacific

Fiji
Kiribati
Papua New Guinea
Solomon Islands
Tonga
Tuvalu
Vanuatu

South Asia

Afghanistan
Bangladesh
Bhutan
India
Maldives
Nepal
Pakistan
Sri Lanka

Other

Japan
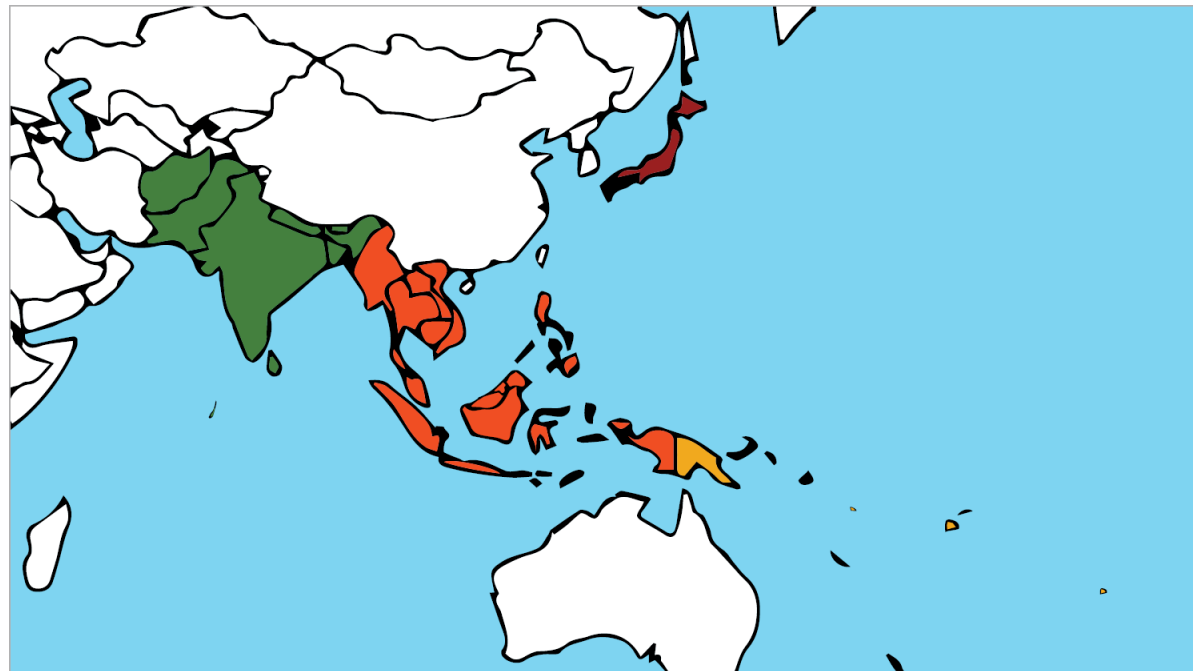
- **DRR and Education Policies**

- 100% disaster management and education sector polices in place

- 75% have disaster management policies referring to the education sector

- Lack of integration

Disaster Management Policies Refers to the Education Sector

15 (63%)
2 (8%)
3 (13%)
1 (4%)
2 (8%)
1 (4%)

Asia-Pacific Countries
N=24

■ Yes – mentioned all the way through the policy
■ Yes – section and/or paragraph dedicated to the education sector
■ Yes – sentence dedicated to the education sector
■ No – one word or no mention of the education sector
□ Other
▨ Unknown
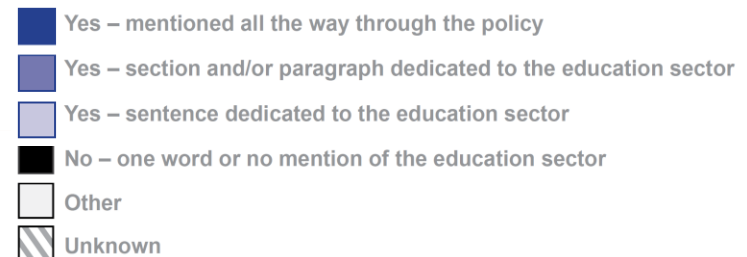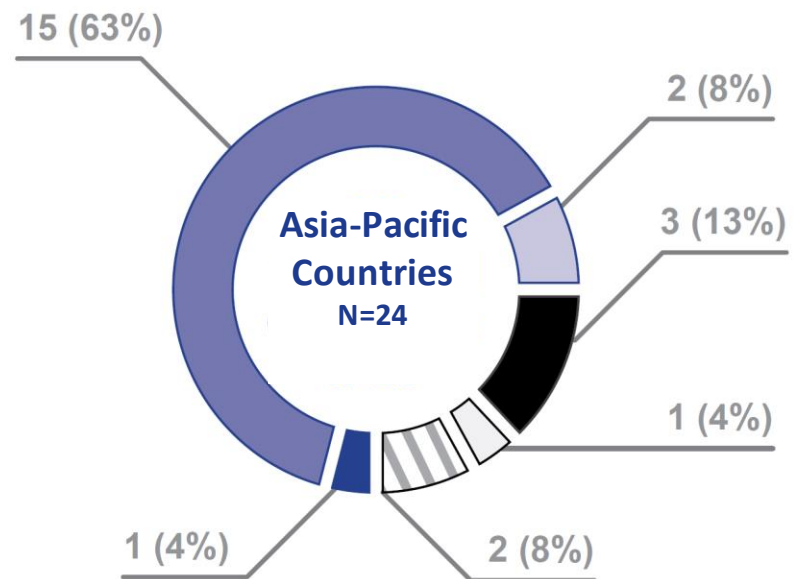
Education Sector Policy Content related to Disaster Management

All Surveyed Countries N=24
South Asia N=8
Southeast Asia N=8
Pacific N=7
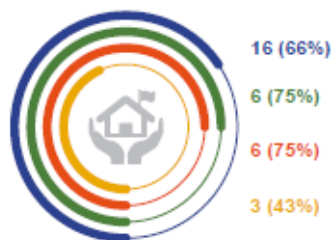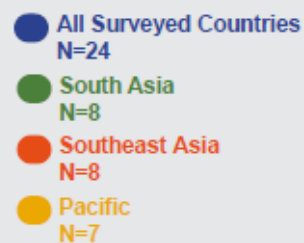
Safer school facilities
16 (66%)
6 (75%)
6 (75%)
3 (43%)
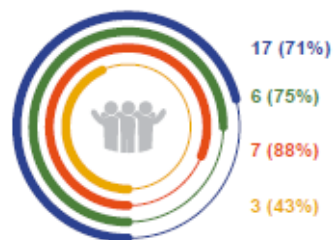
School disaster management
17 (71%)
6 (75%)
7 (88%)
3 (43%)

Response preparedness
12 (50%)
0 (0%)
7 (88%)
4 (57%)
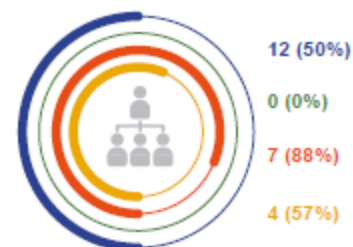
Risk assessment
15 (63%)
6 (75%)
5 (63%)
3 (43%)
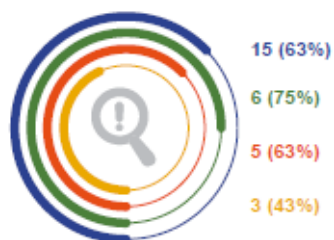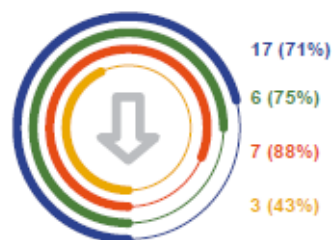
Risk mitigation
17 (71%)
6 (75%)
7 (88%)
3 (43%)
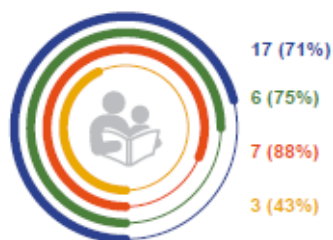
Risk reduction and resilience education
17 (71%)
6 (75%)
7 (88%)
3 (43%)
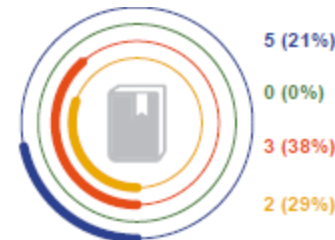
Teacher training in school disaster management
5 (21%)
0 (0%)
3 (38%)
2 (29%)
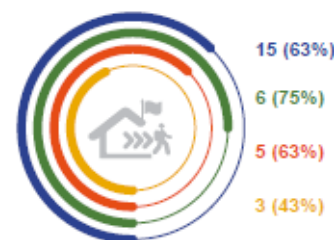
Regular fire and/or hazard drills
15 (63%)
6 (75%)
5 (63%)
3 (43%)
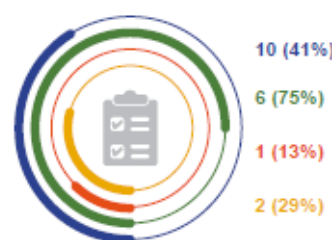
Standard Operating Procedures for disasters and emergencies
10 (41%)
6 (75%)
1 (13%)
2 (29%)
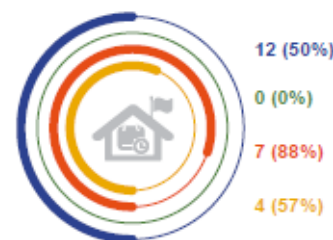
Education continuity planning
12 (50%)
0 (0%)
7 (88%)
4 (57%)

Role of students or youth volunteers
8 (33%)
1 (13%)
5 (63%)
2 (29%)

- **Policy Comprehensiveness**

Pillar 1: Safe Learning Facilities

Safe school construction not addressed uniformly

Safe site selection
- 14 (58%)
- 4 (50%)
- 4 (50%)
- 5 (71%)

Safe design of new schools
- 21 (88%)
- 6 (75%)
- 8 (100%)
- 6 (86%)

Safe school construction
- 21 (83%)
- 5 (63%)
- 8 (100%)
- 6 (86%)

Monitoring of construction
- 14 (58%)
- 4 (50%)
- 4 (50%)
- 5 (71%)

Asia-Pacific South Asia Southeast Asia Pacific
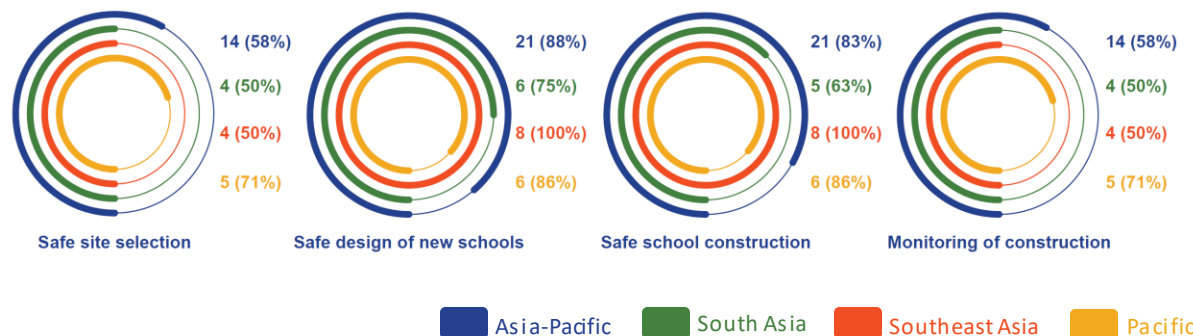
Pillar 3: Disaster Reduction & Resilience Education

More student DRR curriculum than teacher training

Disaster risk reduction student curriculum
- 19 (95%)
- 6 (75%)
- 8 (100%)
- 5 (71%)

Disaster risk reduction teacher training
- 10 (42%)
- 5 (63%)
- 1 (13%)
- 4 (57%)
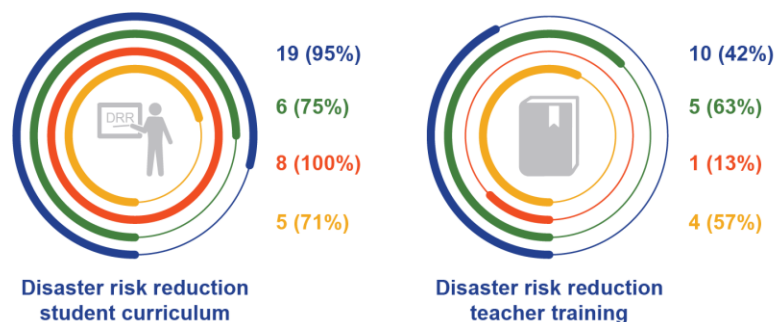
- **Resource Challenges**

Multi-hazard assessment and retrofit programs: funding and implementation
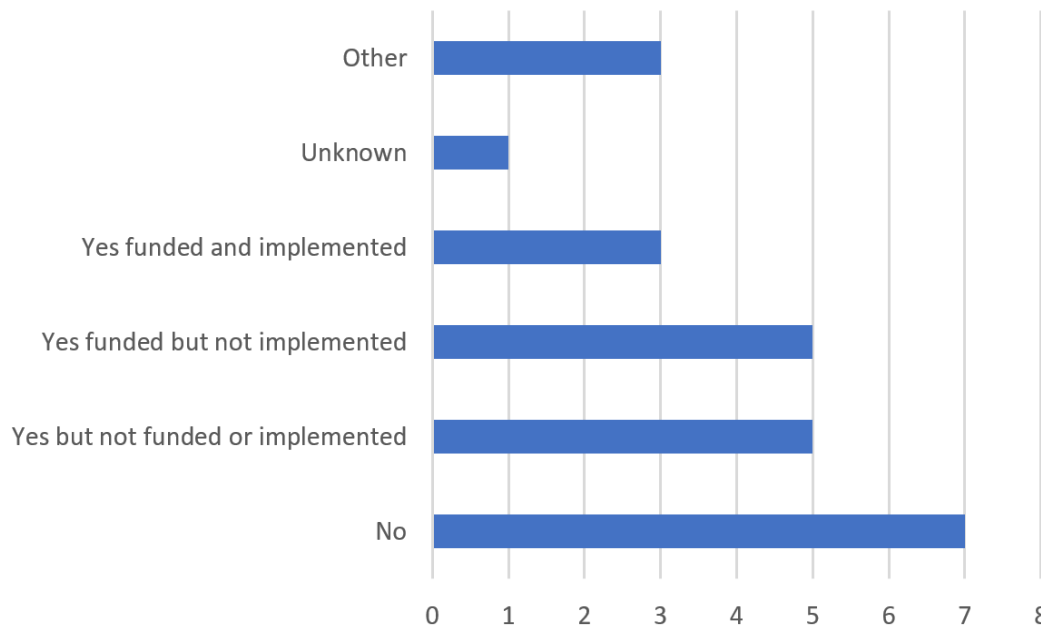
- 40% have **no funding or implementation mechanism** for assessment/retrofit

- 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

14 (70%)

12 (60%)
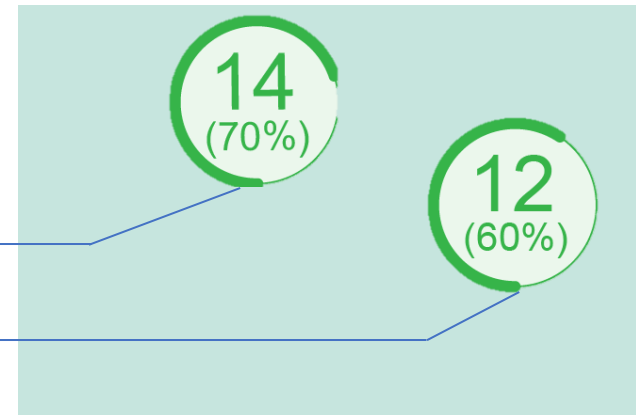
- # Advocates

  - Senior & mid-level disaster management

  - Senior & mid-level ed sector officials

  - Civil society groups

11 (55%)

10 (50%)

10 (50%)
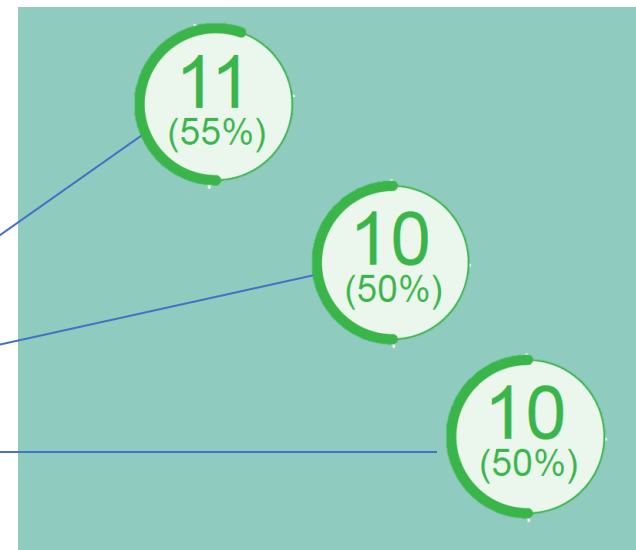
- **Top Facilitators**

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**

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

Funding, Technical or Logistical

- No or insufficient funding allocation

- Lack of technical capacity

- Logistical problems in accessing funds

- No clear framework

16 (76%)
12 (57%)
7 (33%)
8 (38%)
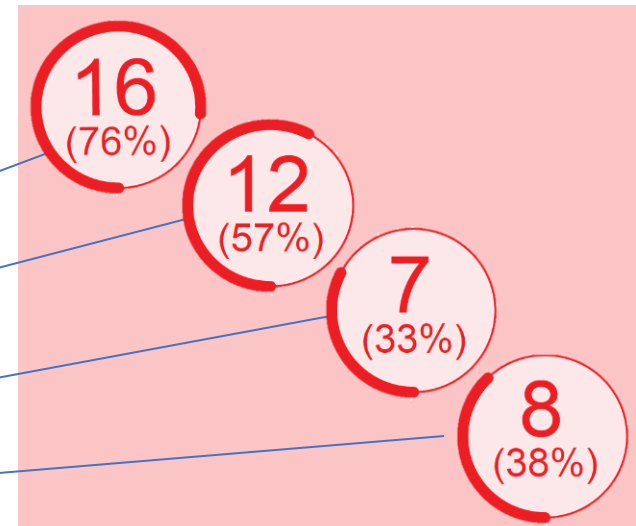
Human Resources Issues

- Staff too busy or high turnover

- Education staff do not understand policies

12 (57%)
13 (62%)
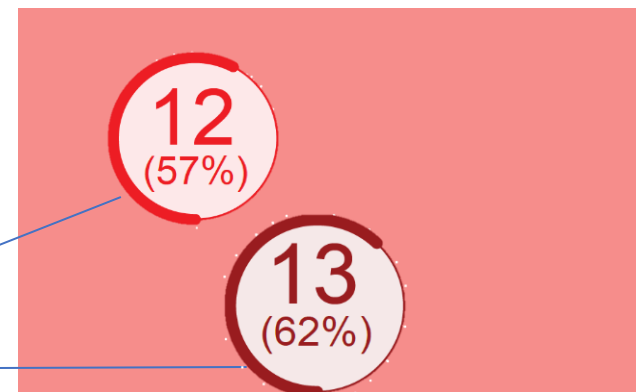
- **Blockers**

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

Questions?

Global Alliance for
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in the Education Sector