Southeast Asia Regional Lessons Learnt Workshop on School Safety Initiative and School-Based Disaster Risk Reduction,
15-16 September 2016, Bangkok, Thailand

IFRC Country Cluster Support Team (CCST) in collaboration with ASEAN and partners organized the **Southeast Asia Regional Lessons Learnt Workshop on School Safety Initiative and School-Based Disaster Risk Reduction** in Bangkok, Thailand, on 15-16 September 2016, and participated by 51 people, coming from Southeast Asia Red Cross and Red Crescent National Societies in, government agencies, partners (ADPC, World Vision, Save the Children, Plan International, ECHO, German Red Cross, Finnish Red Cross and Embassy of Canada), and the private sector (SCG-DOW Group).

For more information, see the Concept note | Agenda | Practical information | Participant list and the online library link which covers this event.

The objective is to support Red Cross Red Crescent (RCRC) National Societies, its governmental counterparts and relevant partners to ensure further engagement in the school safety initiative. This workshop is to identify the key learning points for further interventions and what can be collectively achieved in the region.

Specific Objectives of the Workshop are:

- Exchange knowledge and share best practices on school safety among partners, both within among National Red Cross and Red Crescent Societies, and with government representatives, as well as other technical partners of the Asia-Pacific Coalition for School Safety;
- To initiate a mapping study of DRR in education/school safety initiatives in the Southeast Asian region, particularly focusing on the type of programs, focus of intervention, scale, etc.;
- To discuss key lessons in school safety implementation including problems/challenges, as well as recommendations for the next intervention and ways forward.

Opening session

"Educating people about the disaster risk reduction elements will help save lives when it is needed," was the message from Mr. Chatchai Phromlert, Director-General of Department of Disaster Prevention and Mitigation (DDPM) and the Thailand National Focal Point for the ASEAN Committee on Disaster Management, and the Co-Chair of the ACDM Working Group on Disaster Prevention and Mitigation, as quoted by Mr. Arun Pinta, the Director of International Cooperation Division, Research and International Cooperation Bureau, Department of Disaster Prevention and Mitigation, Ministry of Interior , the Royal Thai Government, in his opening speech.

"It only takes one disaster to realize how we can fail dramatically, and it is an adequate warning for all of us to take this seriously. I'm happy to see this is being realized globally and regionally, that is why we work together. We complement each other," asserted Marwan Jilani, the Head of IFRC Bangkok Country Cluster Support Team (CCST) in his welcome remarks.In Day 1, after the opening speech, the workshop saw presentations and discussions on:

- School safety initiative at different levels: global level and regional level
- IFRC engagement in school safety.
- Good practices at country level in Myanmar, Timor-Leste, Indonesia and Vietnam.
- Working groups on key lessons learnt on each of the 3 pillars of the Comprehensive School Safety Framework on the successes, challenges and recommendations/opportunities.
- A good practice from Lao PDR on risk assessment tools to identify school facilities was presented at the end of the day.

Day 2 focused more on partnership, it saw the discussions on:

- Updates on the Regional Mapping Study conducted by ASSI,
- Key successes in building partnership in education sector.
- Group discussions on cross-cutting issues and technical recommendations,
- Interactive panel discussion in strengthening partnership and mobilizing country key stakeholders on school safety initiative as a good practice in Thailand.
- Way forward and recommendations (analysis of the added value of other organizations and country-wise key action points).
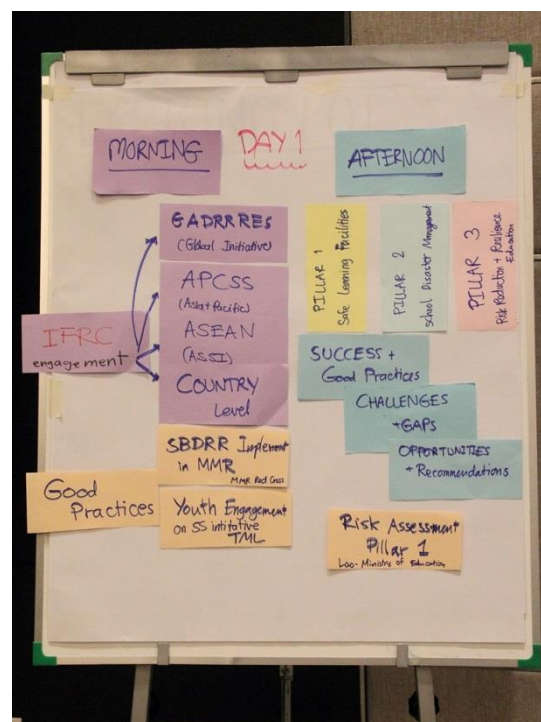
Session 1: Global & Regional Initiative on School Safety and SBDRR

- Presentation on global level school safety: Global initiative on school safety (GADRRRES/WISS) by Save the Children – Peuvchenda Bun
  Discussions are on: UNESCO is a member of GADRRES, and it works closely with national institutions in school safety, in keeping with the global agenda.
- Presentation on regional level school safety: Asia Pacific Coalition on School Safety (APCSS) by Plan International – Trinh Trong Nghia
- Presentation on ASEAN Safe Schools Initiative (ASSI) by Save the Children – Nadia Pulmano
  Presentation on IFRC Engagement in School Safety: IFRC – Marwan Jilani, **the Head of IFRC Bangkok Country Cluster Support Team (CCST**

The key message ; the safe school programming in different levels is aligned one another and interlinked – supporting each other with different/the same actors across all levels

Session 2: School–based Disaster Risk Reduction Implementation in Myanmar by Myanmar Red Cross Society (MRCS)

- MRCS implemented the School Based Risk Reduction (SBDRR) in compliance with Comprehensive School Safety framework which covers 3 pillars.
- Adaptive small scale mitigations (nonstructural) and water facilities were implemented to support *the first pillar*.

- Basic first aid training, road accident prevention and light search and rescue training have been conducted to promote *the second pillar* .

- The information education and communication (IEC) materials, Risk land game and the distribution of basic first aid kits were produced under this project to support *the third pillar.*

Session 3: Youth Engagement on School Safety Initiative and Good Practice

- Presentation on Youth Engagement on School Safety Initiative and Good Practice by Timor–Leste Red Cross (CVTL)
- Presentation on Youth Engagement on School Safety Initiative and Good Practice by Indonesian Red Cross (PMI)
- Presentation on Learning and Sharing from youth training for school safety by Viet Nam Red Cross

Key take-away messages:

- Peer-to-peer support: Myanmar can learn from Timor-Leste and Indonesia on puppet shows which it planned to conduct in October 2016.
- Youth is an essential part of the communities, by reaching to youth, their parents and families are also reached.
- The challenges for engaging youth in school safety include: the lack of materials which are youth-friendly, and the need of more Red Cross volunteers (mainly consisting of youth) in working at school.

Session 4: Parallel working groups: Sharing good practices, lessons learnt and challenges related to each pillar of the Comprehensive School Safety Framework

See more about the successes, challenges and opportunities/recommendations of Pillar 1, Pillar 2 and Pillar 3 of the Comprehensive School Safety Framework.
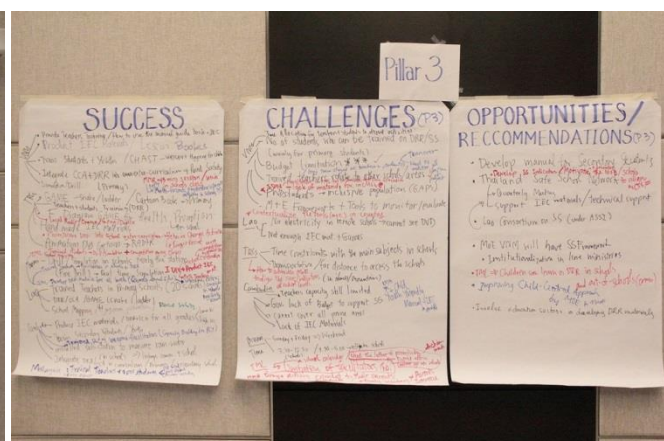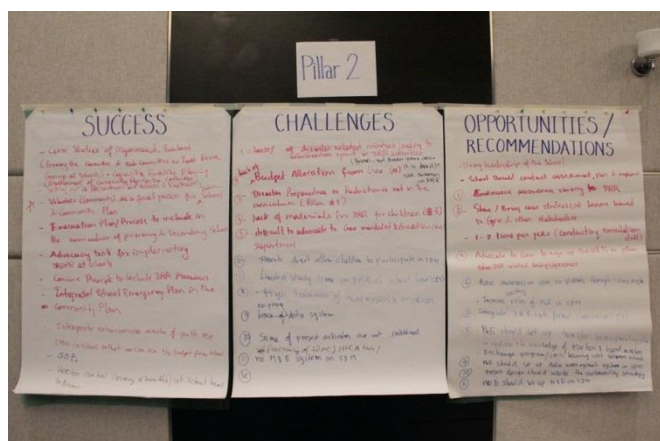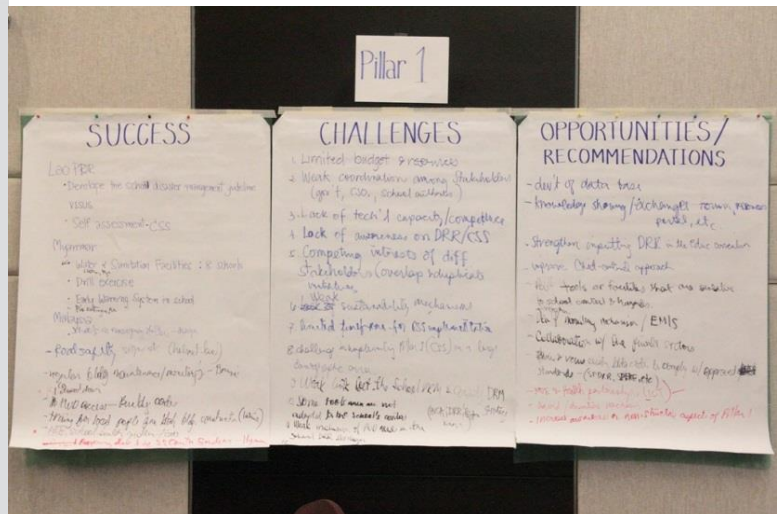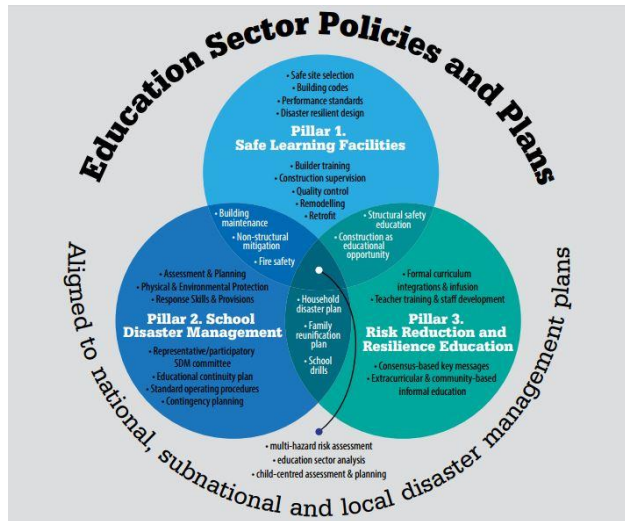
Session 5: Good Practice of Risk assessment on Pillar 1 (Safe Learning Facilities): VISUS CSS Application from Ministry of Education and Sports of Lao PDR – Thipphamonh Chanthalangsy

The Triaged Assessment Approach in the Application (slide 22 from the presentation powerpoint)

One most noted enabling factors that help Lao PDR to achieve the completion of the project is the planning that is conducted together with the community with informed information gathered from the triaged assessment approach. The updates are conducted at the start and end of school year, after which it was uploaded in the national portal, so that the results are accessible to
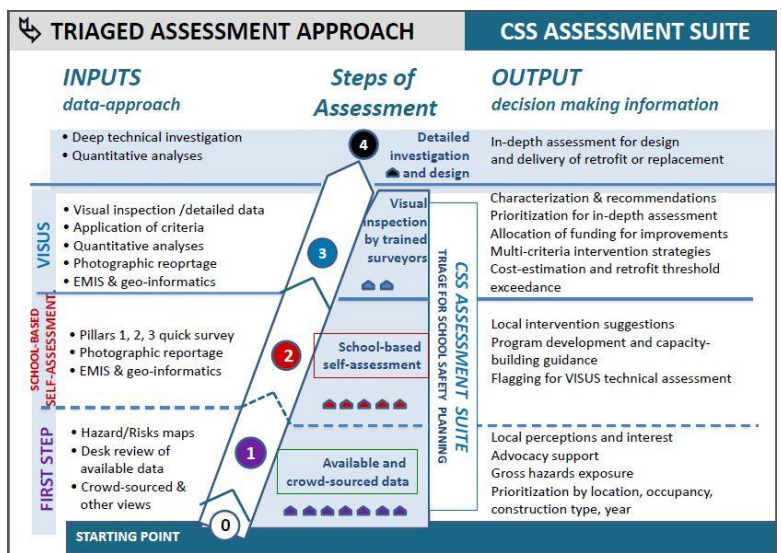
schools to be integrated in their school disaster management plan.

One of the challenges is to teach the application to every school, as such, there is a need to simplify the content and local translation of the tool, so that the participants are comfortable with the tools. Furthermore, engineer networks should be linked together to be able to translate the technical work/retrofitting.

The implementation of the application has been going since 2014, and it worked well as the various stakeholders work together and the government system is more fluid.

Day 2

Session 6: Comprehensive School Safety Regional Mapping Study by Save the Children – Nadia Pulmano

Please refer to related part (mapping on interventions) on Session 7.

Session 7: Parallel working groups on cross cutting issues on the themes of:

- Enabling environment and advocacy
- Mapping on interventions
- Coordination and networking
- Inclusive approach (people living with disabilities, gender and diversity, and migrants)
- Knowledge management

Enabling environment and advocacy

In Southeast Asian countries, there are existing policies, frameworks, guidelines, legislations on safe schools, including the engagement of networking with key stakeholders for advocacy work on safe schools.

Challenges in enabling environment and advocacy on safe school are:
- The implementation of school guideline or the policies on safe schools is not covered in wider area. However, the areas that are supported by INGOs/NGOs are more active.
- The safe school construction guideline is not yet approved in some countries in Southeast Asia. Also the existing disaster law focuses more on disaster response and recovery.
- Ministry of Education needs to engage more financial and human resources.
- The collaboration among agencies who work for safety school is not really strong.

Solutions that are collectively proposed are:
- Scaling up of the implementation of safe school guidelines with partner (government and INGO/local NGO).
- Involvement of media for advocacy work may help.
- More engagement of partners and stakeholders to support Ministry of Education to implement safe school guidelines.

Mapping on interventions

Comprehensive safe school (CSS) mapping is important to understand the following:

- Status of progress on CSS implementation in the region
- The challenges and gaps on CSS implementation
- Key CSS stakeholders and network

Suggestions for enhancing the methodology:

1. Define the scope and coverage of the mapping study
- Definition of school? Does it include all educational/learning entity? Primary schools only? secondary? Etc.
- Data gathering should be extended to other education authorities (i.e. Ministry of Religious Affairs, Social Welfare, Private School Authorities, etc.)
- Religious schools.
- Monastery schools.
- Private schools.
- Pre- schools.
- Temporary learning centers in refugee/evacuation camps.

2. The language to be used in the accomplishing the questionnaire is English. However, all documents/policies, etc. will be collected in the original Language together with their English translation, if available.

Suggestions for Report writing:

- Provide national reports and one regional report.
- Apart from the analysis of data gathered, include recommendations for improving CSS implementation in the report.
- Simplify access in the database once all the CSS initiatives and policies are documented and collated.

(Since Timor-Leste is not yet part of the ASEAN), Timor-Leste mapping will be supported by the National Societies which has a better link to the Ministry of Education and National disaster management office and other CSS partners in the country.

Coordination and networking

There are many agencies involve in safe school, the coordination and networking are very important for implementation the school safety program in every country.

- At regional level : Asia Pacific Coalition for School Safety (APCSS) , Worldwide Initiative for Safe Schools (WISS) and Asia Pacific Youth network
- At sub-regional level : The ASEAN Agreement on Disaster Management and Emergency Response or AADMER (AADMER), ASEAN Safe School Initiative (ASSI) , AADMER Partnership Group (APG), The South East Asia Youth Environment Network (SEAYN)
- At country level : Education cluster (INGO), Disaster Risk Reduction Management council (Government and INGO), DRR network(local NGO), Humanitarian response forum (which include NGO and government), Disaster management working group, climate change working group, partnership between INGO and government), etc.

Suggestion of coordination and networking:

- Networking mapping in country level for any resources (funding, stakeholder, etc.),
- Include peer-to-peer networking for school safety network,
- The approach of working together between RCRC, INGO, government and private sector,

- Joint project on Safe School between countries.

Inclusive approach (people living with disabilities, gender and diversity, and migrants)

The inclusive of diversity should be considered for safe school implementation program. Gender and diversity should be included in all process such as assessment and design activities.

For school activities:

- The expected role of boys and girls need to be modified for instance girl could be leading for first aid role, boys could be leading for early warning system. Gender roles can be changed or switched according to the situation.
- People with disabilities need to be included for building capacity, safe learning and IEC materials.

Knowledge management

Knowledge management in school safety is about capturing, sharing, practicing, applying the knowledge of safe school implementation and identifying resources to do so.

Challenges in knowledge management in school safety are :
- Lack of financial and human resources, other logistical problems
- Different contexts, so the knowledge in gathered in one context may not be applicable in different contexts.
- Long processes of approval for resources to be shared (even in informal sources such as social media),
- Lack of concrete media law (especially on copyrighted materials),
- Lack of coordination,
- Competing priorities.

Solutions that are collectively proposed in knowledge management are:
- Having an interagency agreements on knowledge sharing (as well as for copyrighted materials),
- Coordination to link up resources,
- More meeting to share knowledge and experiences,
- Involve the local authorities (to integrate indigenous knowledge),
- Collaborate with private sectors and other stakeholders,
- Better relationship with multi-stakeholders, and technical facilitation and support from other stakeholders.

Session 8: Key successes of the Philippine Red Cross in building relationships in partnership with education sector by Philippine Red Cross – Ms. Ana Mariquina

Discussion was on the teachers' involvement in school disaster management plan and incentive for them, and teaches are not rotated often in the context of Philippines, except when they are promoted.

As with the school being busy with academic activities, school is often hesitant to add more activities, so one of the challenges have been in allocating time to conduct the school safety initiatives and train teachers in school safety. For the first issue, it helps that school safety as conducted by Philippine Red Cross is recognized as co-curricular lesson, hence, it is treated as regular school subjects. Many of the awareness raising activities are done in regular school hours, connected with relevant school subjects, for example: climate change lesson is integrated in the science class. As for the second issue (training of teachers), indeed teachers have to be trained in the weekend or during class breaks, and teachers are given incentives (accrued points) that will support their career promotion.

Other challenges in maintaining relationship with multi-stakeholders include government 's turnover and Red Cross staff turnover in continuing relationship with partners. Relationship takes time.

While another challenge involves forging partnership is affirming trust and mutual interest for safer schools, so the Philippine Red Cross often have to assert to their partners, "We want to be your partner and not your competitor."

Session 9: Strengthening partnership and mobilizing country key stakeholders on school safety initiative: Good practice in Thailand

This panel discussion focuses on the partnership in school safety in Thailand, which highlights the partnership among:

- The Thai Red Cross Society(TRCS), represented by Let. Gen. Amnat Barlee, M.D.
- Private sector (SCG-Dow Group), represented by Ms. Poranee Kongamornpinyo.
- Thailand School Safety Network, represented by Mr. Theerawut Vorachat.
- Asian Disaster Preparedness Center(ADPC), represented by Mr. Israel Jegillos.
- Government of Thailand (Department of Disaster Prevention and Mitigation - DDPM, represented by Mr. Chainarong Vasanasomsithi, and
- Office of the Basic Education Commission(OBEC),-Ministry of Education (MOE), represented by Dr. SaipanSripongpankul).

The SCG-Dow supports the Thai Red Cross Society in conducting sanitation and hygiene promotion and building mobile purification unit for clean drinking water in some areas, including at schools. The Thai Red Cross works collectively with DDPM and Ministry of Education in Thailand. While ADPC works together with the OBEC-MoE and Thailand School Safety Network for implementing school safety.

Challenges of making a partnership work in school safety revolves on the need to identify our own resources and the reach out for common interest of community and school safety. It is clear that safety and school safety are everybody's business. We also need to promote self-safety awareness for young people.

As of now the Government of Thailand have most modalities in school safety and is working closely with their networks and partners to have a strategy and roadmap for school safety. They work closely with World Vision Thailand for training teachers, ADPC for national baselines and school safety indicators, and Save the Children for training module.

Thai Red Cross also explained about the integration of school safety by the Red Cross is conducted in their community based disaster risk reduction programmes, which work collectively with homes, temples and schools: the whole communities, for safety and resilience.

SCG-DOW explained that their principle is to do business in sustainable way and to grow together with the community they partner with. Being from private sector, they refrain from only providing financial resources, they provide also knowledge, innovation, technologies and solutions. During the great flood in 2011, they learned that many remote schools lack of clean water. Believing that only bringing financial resources will not forge a healthy partnership, they worked together with the Thai Red Cross and other networks to provide clean water. So for them, to sustain partnership, they need to ensure that they bring a positive impact in the community by aligning with their business and capabilities. They come and work together with all their partners (including Thai Red Cross) in this sustainable partnership.

While from DDPM, the representative explained that the triangle of success is the collaboration among public sector, private sector, academia and civil society organizations. He later added, "With close collaboration with all of them, we can move the mountain." DDPM also made a remark that there is ASEAN Safe Schools Initiative in the SEA region and it remains guided by the ASEAN Agreement on Disaster Management. The Disaster Management Policy and Activities in Thailand are aligned with the AADMER.

Representative from OBEC - Ministry of Education explained that the sustainability in the school safety relies on having room for the school safety in the curriculum. She added, "For sustainability of our partnership, we have to be friends that have the same goal and the sense of belonging for that goal, and keep working together. "

Session 10: Way forward and recommendations

Added value analysis of collaboration with other organizations: See more at the attached table

Working with international non-governmental organizations (INGO-s) brings the following added values for the RCRC and Governments:

- Financial support

- Technical support (experiences)
- Influence to other stakeholders
- Coordination, networking and collaboration with players on school safety
- Dynamic

Working with the RCRC brings the following added values for INGO-s and Governments:

- Strong preparedness and response capacity
- Systematic database
- Essential in implementing the 3 pillars of comprehensive school safety
- Red Cross youth as an agent to deliver the school safety knowledge
- Training youth in school safety in schools
- Strong presence in the community (all over the country)
- Incorporate SBDRR in the community based programmes
- Development of manual for SBDRR implementation
- Strong youth volunteers /engagement in school safety
- Development of IEC materials at school

Working with the government brings the following added values for INGO-s and RCRC:

- Resource mobilization (including for data bank for school safety)
- Driver in implementation of school safety
- Policy, commitment and decision-making power on programme implementation and budgetary commitment
- Influence to other government bodies, to other countries, showcase of good practice
- Drive multi-stakeholders engagement (including private, business climate, etc)
- Access to school safety curriculum
- Develop and disseminate the CSS manual

Follow up actions by country in the aftermath of the workshop:

Myanmar:

- To coordinate with other NGO-s and INGO-s who implement the SBRR activities
- Fund raising for SBRR program
- Advocate to private partner to involve in school safety intervention
- To ensure the SBRR curriculum
- To include CSSF into the current implementing project
- Set up and raise youth network
- Activate or participate the Disaster Preparedness and Response Education working group

Cambodia:

- CRC: Collaborate with existing DRR in education working group
- CRC: Adopt IEC materials from existing resources from NGOs and government
- MoE: Mapping DRR education partners in provincial level
- CRC: Share knowledge on school safety among programme implementers
- MoE: Develop implementation plan for safe schools guidelines, which MoE also needs technical support from partners

VietNam:

- MoE: Collect all related manuals in school safety to issue a standard school safety framework
- VNRC: Advocacy to leadership to organize a workshop on school safety.
- VNRC: Review implemented and ongoing activities.

Timor-Leste:

- Increase/improve the coordination with other stakeholders
- Follow MoU with MoE to implement school safety at schools as extra-curricular activities.
- Mainstream/orient internally the 3 pillars of CSS
- Risk mapping at target schools

Indonesia:

- Conduct a coordination with safe school actors in Indonesia
- MoU between Red Cross and MoE will be followed up with agreement in terms of school safety
- Enhance roadmap of school safety 2015-2020
- To mainstream inclusive SBDRR in PMI activities
- To enhance data management system on school safety integrated in education information system
- Share 3 pillars of CSS within PMI at every level.

Philippines, Malaysia, Brunei Darussalam:

- Mapping and coordination in terms of module/syllabus, training, implementation and M&E
- Disseminate information on ASSI to all chapters/branches

Feedback from Evaluation

Participants provided very positive feedback in following topics:

The most useful session were:
- The panel discussion among partners (Session 9)
- Parallel working groups on cross-cutting issues (Session 7)
- Parallel working groups on lessons learnt from 3 Pillars (Session 4)

The best practices that participants may consider to implement on school safety were:
- Investment in mitigation activities
- Implement safe school policy
- Disseminate CSS awareness at all levels
- Involvement of different stakeholders
- Way forward

All logistic and administrative arrangement were good. Participants would like to learn more about VISUS and Comprehensive school safety self-assessment.

END