



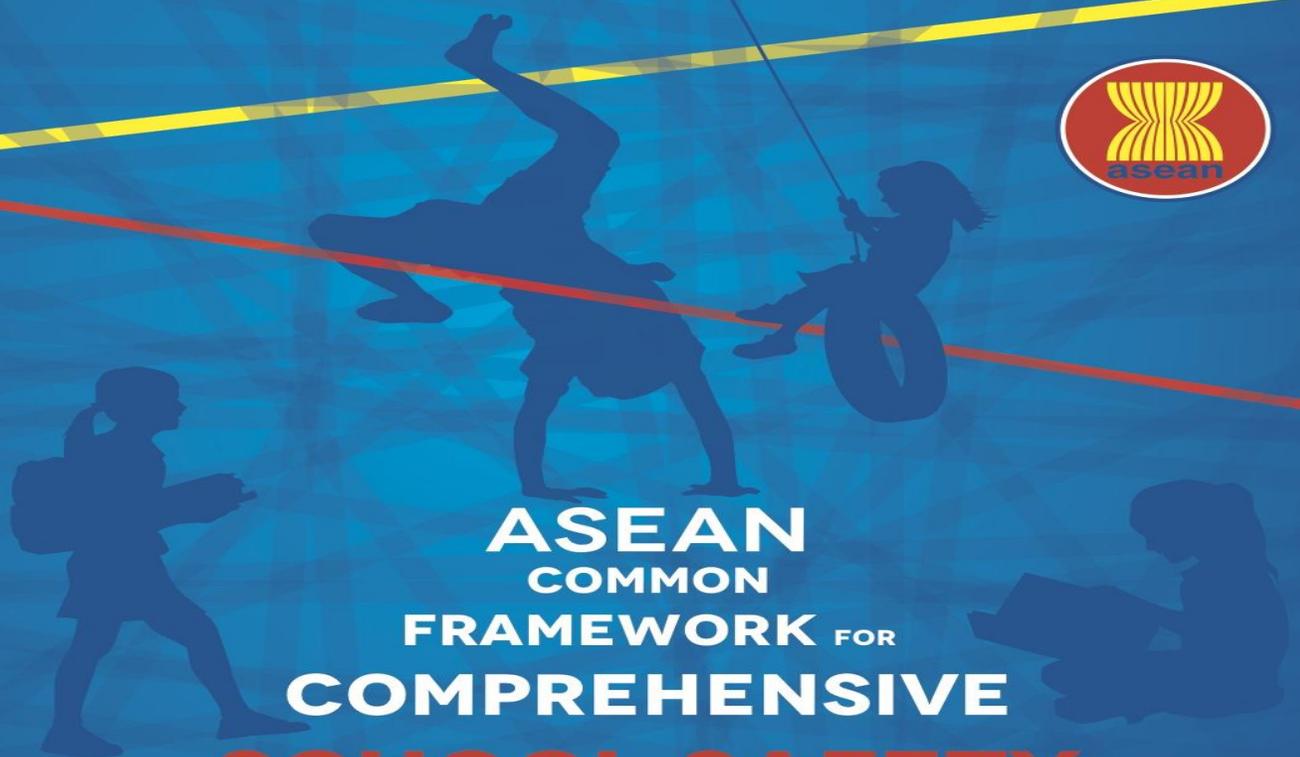
ASEAN REGIONAL CONFERENCE ON SCHOOL SAFETY

“ASEAN working together as One in making children in schools and communities resilient to disasters”

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In partnership with





ASEAN COMMON FRAMEWORK FOR COMPREHENSIVE SCHOOL SAFETY

Special Pre-Publication Copy



What is the ACFCSS?

- Regional framework for ASEAN to enhance school safety implementation
- Supports the operationalisation of the CSS Framework into workable plans and programmes incorporating ASEAN Perspectives and contextualising the efforts and initiatives undertaken in the region
- Brings together education authorities and disaster management agencies as well as the civil society organisations



Key Features of the ACFCSS

- Presents the conceptual framework to enhance SS against the adverse impacts of natural and man-made hazards in the ASEAN context
- Seeks to bring education and disaster management authorities together with the common goal to establish an enabling environment for integrating DRR in the education sector



Key Features of the ACFCSS

- Uses the comprehensive set of activities under the 3 Pillars of the CSSF
- Provide targets and indicators for measuring progress towards the goals of safety, education continuity, protection of education sector investments and resilience-building.



Comprehensive School Safety Framework

Why do we need the ACFCSS?

- That collaboration inherent in a regional and multi-country approach for SS demands that commitment and support, including clear delineation of roles are present at all stages and levels of implementation
- That mapping and sharing of resources and expertise, which are essential given limited resources, and increased accountabilities, can help facilitate the DRR and safe school initiatives within the region



Why do we need the ACFCSS?

- That strong policies and legal framework are critical in coordinating, harmonising, and spurring the various efforts that would strategically and efficiently prepare and assist schools
- That common metrics for comparing progress will help ASEAN nations to support one another in achieving their goals.



Objectives of the ACFCSS

- Provide a solid reference on the formulation and implementation of regional and country program on school safety
 - Elaborate sets of implementation actions pertaining school safety that create common understanding in the pursuit of concrete actions
 - Help promote coherence and foster regional cooperation on school safety that complement global school safety initiatives
 - Support country in setting priorities, achievable targets and monitoring indicators to gauge impacts over long term period
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What does the framework address?

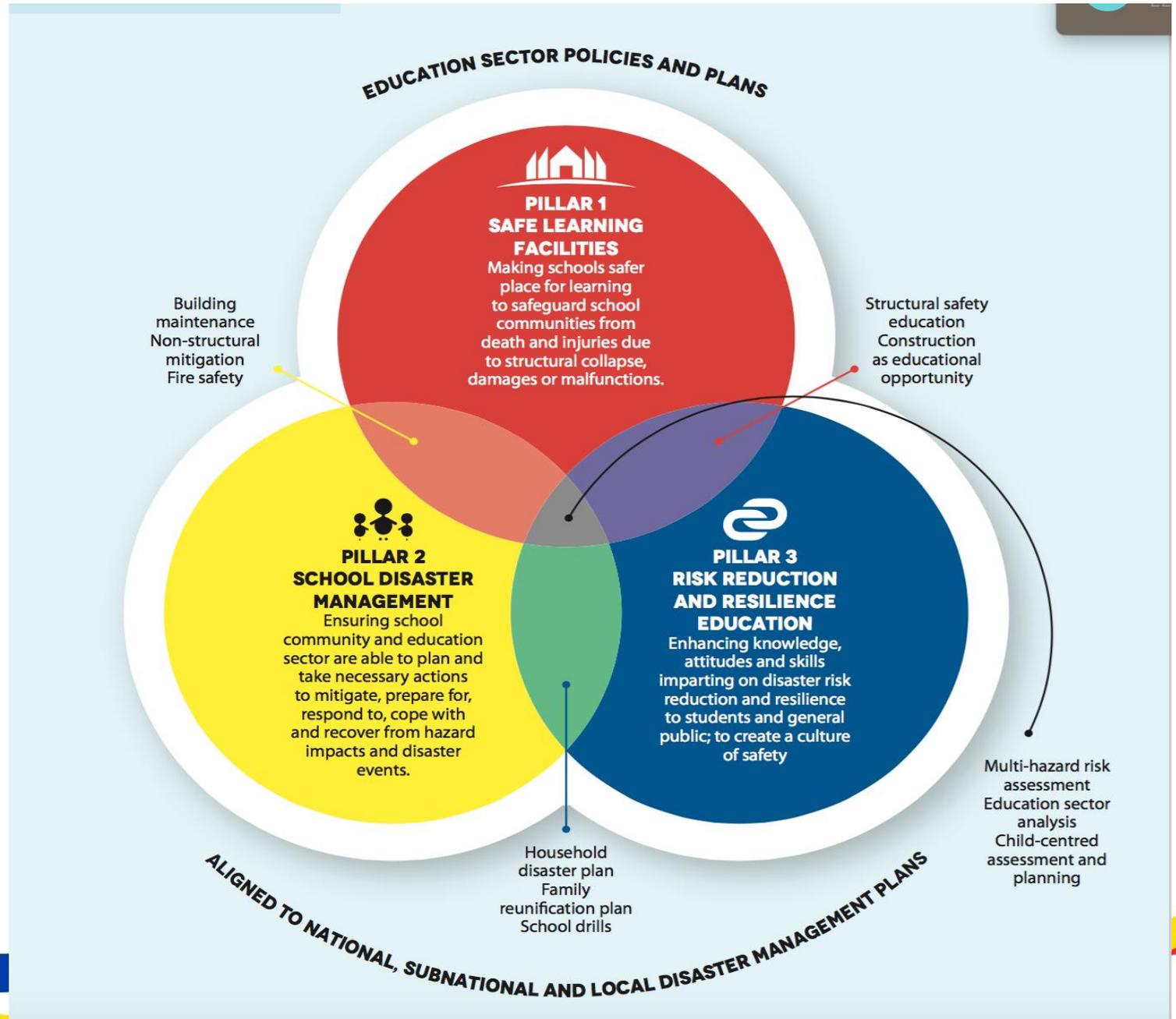
- Limited interventions at the country level
 - Prepositioning DRR among cross-cutting areas in the sector
 - Optimisation of multi-stakeholders engagement
 - Disparity between the framework and actual implementation
 - Lack of supporting system for progress monitoring and safety
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Target Users of the Framework

- Education Authorities (all levels)
- National Disaster Management Offices (all levels)
- School communities
- International and local non-government agencies advocating SS



The ASEAN Common Framework For Comprehensive School Safety



Underpinning Principles of the ACFCSS

- School as part of the Community in the ASEAN context
 - Local hazards and daily risks
 - Legislation, resources, and existing partnerships at the national and regional level
 - Learning settings in ASEAN
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Priority Activities at the Regional/National levels

- Identification of education authority focal points for DRR (all levels)
 - Identification of DM agency focal point for education sector (all levels)
 - Implementation of tools for CSS self assessment and integration with EMIS
 - Conduct comprehensive school safety self-assessment on risks and on all 3 pillars (esp. to triage prior to technical assessment)
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Discussion of Key Considerations for Operationalisation of the CSSF at different levels

KEY CONSIDERATIONS FOR OPERATIONALISATION AT NATIONAL LEVEL

The framework intends to assist the country in achieving its desired targets on school safety. However, it is suggestive rather than prescriptive. At the same time, determining country-driven actions, initiatives, and specific targets, should be jointly undertaken by the concerned agencies at national and local level, with assistance and technical support by ASSI focal points, DRR-Education agencies, UN Agencies, and others stakeholders. The framework is indicative, rather than prescriptive in order to assist the country in achieving its desired targets on school safety.

The table below summarises key considerations for contextualisation and operationalisation of the framework:

Operationalisation of the framework	With diverse hazard types and intensity, ASEAN member countries have flexibility to contextualise the operationalisation of the framework based on their local contexts, and in congruence with their DRR policies, planning, and programming within the education sector to meet their goals. Operationalisation of the framework could be designed to fit into the existing organisational arrangements on DRR and education, as well as the bureaucratic systems in each country.
Translating the framework to actions	While the framework intends to be comprehensive for conceptualisation, mechanisms to identify national targets, prioritise activities, identify modalities for implementation, and refinement of a set of monitoring indicators for tracking purposes, are needed to be established for operationalisation. A standard set of need-based activities for implementation should be agreed upon at the national level.
Key Actors	With several key actors on school safety implementation, leadership can be one critical issue. In most countries, national education authorities are tasked to take the lead in all aspects of school safety. The Ministry of Education or other concerned agencies in the education sector (i.e. religious education, pre-school, etc.) should provide leadership in planning and implementation of all activities on school safety with support from NDMOs, scientific government agencies for risk assessment or other local DRR agencies. Additionally, NDMOs through a designated senior education sector focal point, takes the lead to interface consistently, and to facilitate sharing of risk assessment, risk reduction financing, DM planning and developing response preparedness mechanisms for harmonisation. NDMOs can also lead in the identification of national consensus-based and evidence-based key messages on DRR for public education. Other authorities may have major roles to play in safer school facilities. Clarity on role definitions among actors is necessary.
Modalities for Operationalisation	As governments have different systems and structure to manage the education sector, it is important to note different strategies and modalities for operation. In federated and decentralised systems, sub-national administrative units could be the central unit to oversee and facilitate all school safety matters, including disaster management and education management in their respective jurisdiction, hence enhancing synergy on school safety at local levels is important. In more centralised systems, national education agencies and national disaster management offices adopt the top-down approach, thus the need for stronger partnership and coordination with the local levels and other key stakeholders.
Cross-cutting issues	School safety interventions should be able to address other issues that could aggravate the vulnerability of schools, school communities or education sector in critical circumstances. These are conditions which could lead to large and potentially damaging educational challenges. Some key issues include children with disabilities, sanitation, hygiene, conflict or political unrest, ethnic, cultural and linguistic issues, distance and geographical divide in school locations (i.e. rural vs. urban).

Contextualisation at the Country Level

- Framework is not prescriptive, contextualisation for country operationalisation is encouraged
 - Country's priorities and achievable targets to be identified by the MOE and other SS stakeholders
 - Synergy of school safety with other risk reduction programs/projects at all levels in the country
 - Setting realistic and manageable monitoring period
 - Country Standard (severely damaged, partially-damaged)
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Mechanisms of Cooperation on the ACFCSS

- National Level
 - ✓ Context-sensitive tools and instruments for risk assessment and SS programming
 - ✓ Leverage on disaster experiences and the existing/evolving factors of vulnerability
 - ✓ Tools/guidance mechanisms for capacity building
 - ✓ Provision/Augmentation of budgets for education sector/concerned agencies
 - ✓ Synergy of SS with other risk reduction programmes/projects at all levels
 - ✓ Combination of top-down and bottom up approach
 - ✓ Maximising existing systems for education sector monitoring

Mechanisms of Cooperation on the ACFCSS

- Regional Level

- ✓ Successor of AADMER WP 2010-2015 shall reinforce the ACFCSS, and guide member states towards achieving collective effort on SS at the ASEAN level
 - ✓ Regional facilitation, coordination and implementation of the ACFCSS shall contribute to achieving the global DRR targets and SDGs.
 - ✓ Implementation of the ACFCSS should capture individual country's outlooks and current status of SS, specific needs, constraints and ways forward
 - ✓ Framework shall be reviewed periodically
 - ✓ Progress monitoring plans should take into account the anticipation of intensive hazards and risks in the region
 - ✓ ASSI and other regional bodies should take proactive roles in identifying good progress on SS in ASEAN
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Thank you!

