



## School Safety Mapping - Questionnaire

The Southeast Asia Youth Network (SEAYN) is currently undertaking a mapping of Red Cross Red Crescent interventions in schools throughout Southeast Asia to support our collective advocacy and positioning with governments, ASEAN and external partners. This survey, supported by IFRC, aims to capture NS overall engagement at school level across all sectors of interventions.

You have been selected for this interview after the analysis of which units/ colleagues are involved in schools in the NS. We thank you to answer the questions below and please do not hesitate to send us any relevant document (such as evaluation reports, tools, strategies, pictures from the activities, etc.) for further analysis.

<b>Your Name</b>	
<b>Your Position</b>	
<b>Your unit</b>	

### Chapter 1: your NS working with schools

<b>1</b>	<p>What is the role of your unit in working with schools</p> <ul style="list-style-type: none"> <li>- Planning</li> <li>- Implementation in schools</li> <li>- Monitoring</li> <li>- Reporting</li> <li>- Fund-raising</li> <li>- Advocacy / networking</li> <li>- Coordination</li> <li>- Other</li> </ul> <p>More info.....</p>
<b>2</b>	<p>Is there a specific focal person in your Unit focusing on schools?</p> <p><b>Name and contact details:</b></p>
<b>3</b>	<p>Who usually implements activities in schools? (Please circle answers from the below)</p> <ul style="list-style-type: none"> <li>a. RC Branch volunteers</li> <li>b. Youth RC members</li> <li>c. RC staffs (from Branch)</li> <li>d. RC staffs (from HQ)</li> <li>e. RC staffs (from PNS or IFRC)</li> </ul>



	f. Teachers g. Parents h. Other (please describe)
4	Do you have RCY Clubs in schools established? YES NO Explain about their system (legal status, structure, responsibilities, main activities)
5	Given that many units work with schools, do you have any coordination mechanism within the NS to discuss issues related to schools? If yes, please describe.
6	Please check the list of units / colleagues interviewed as part of this mapping and propose any missing one.

## **Chapter 2: your PARTNERS in working with schools**

1.	Is your NS in contact with the Ministry of Education in relation with its work in schools? Yes No Please describe... More detailed hints if the interviewee needs more guidance to elaborate... - Any MoU / official document (year)...? - Does this relate to coordination? (if yes, explain the mechanisms. - Does this relate to working on policy / tools development ? please describe - Does this relate to advocacy work? Please describe - Any other type of collaboration with MoE...? Please elaborate
2.	Is your NS in contact with the National DM Office in relation with its work in schools? Yes No Please describe... More detailed hints if the interviewee needs more guidance to elaborate... - Any MoU / official document (year)...? - Does this relate to coordination? (if yes, explain the mechanisms. - Does this relate to working on policy / tools development ? please describe - Does this relate to advocacy work? Please describe - Any other type of collaboration with NDMO...? Please elaborate
3	<i>Consider replicating the same question as above for Ministry of Health if relevant in your country</i>
4	Does your NS have any partnership with RC partners or any specific school-based programme? Please specify by partner / project: - Financial assistance



	g. Support school committees / parent associations
<b>3</b>	<b>Pillar 1 – Safe learning facilities</b> Non-structural mitigation h. School building (including specific attention to building codes) i. School retrofitting (building, fence, chemistry lab, electricity system...) j. WatSan interventions (latrines, water tank, etc.) k. Facilities for children with disabilities
<b>4</b>	<b>Pillar 2 – School Disaster Management</b> l. Creation of school disaster committee m. School safety plan / evacuation route n. Contingency planning for school / neighboring community o. Simulation (desktop / real) p. Training on Search and Rescue / Evacuation q. First aid trainings
<b>5</b>	<b>Pillar 3 – Risk Reduction and Resilience education</b> r. Teaching sessions as part of the curriculum s. Awareness sessions after school (including RC principles and values, DRR awareness, hygiene promotion, etc.) t. Dissemination of IEC materials (i.e. DRR focused comic books, posters, games etc) u. Training / sensitization for teachers v. Awareness for parents w. Organization of campaigns (cleaning, planting trees, ...) x. Organization of competitions (drawing, sports, drama, etc.) y. Joint activities with scouts clubs, environment clubs
<b>6</b>	<b>Other (please specify)</b>

### **Chapter 5: your SUCCESS stories working in schools**

Please share any success story you had. Provide copies of case studies, extract from reports with quotes if possible

### **Chapter 6: your CHALLENGES and RECOMMENDATIONS working in schools**

<b>1</b>	What are the main challenges in working with schools according to you?
<b>2</b>	What would be your recommendations to overcome such challenges and scale up the school safety initiatives of your NS?

*Please share any report with further analysis related to such challenges and recommendations*

