

NATIONAL RED CROSS RED CRESCENT SOCIETIES WORKING TOWARD SCHOOL SAFETY



First aid competition among schools. Photo by Myanmar Red Cross

Since the Southeast Asia region is the most disaster-prone region, with increasing risks as a result of rapid urbanisation and climate change, building community resilience, disaster risk reduction (DRR) and climate change adaptation are high priorities for the Association of Southeast Asian Nations (ASEAN) region.

The ASEAN Safe Schools Initiative (ASSI) is a regional cooperation on a common safe school framework to ensure that children in ASEAN countries are more resilient to disasters and have a safe and secure learning environment. ASSI is incorporated in the legally-binding ASEAN Agreement on Disaster Management and Emergency Response (AADMER) Work Program for 2016-2020 within Priority 2, “Build Safely: Scaled-up ASEAN Safe Schools Initiative.”

The National Red Cross Red Crescent Societies in the 10 ASEAN Member States have contributed toward the implementation of ASSI through wide-ranging activities in collaboration with national Education Ministries and National Disaster Management Offices. Such activities include the establishment of youth clubs at schools, promotion of DRR activities, first aid, healthy lifestyle, road safety, hygiene, and water and sanitation.

In this context, the International Federation of Red Cross and Red Crescent Societies (IFRC) is committed to working alongside National Societies in scaling up their engagement in school safety at national, regional and global levels. IFRC is a founding member of the Asia-Pacific Coalition

for School Safety (APCSS) and a member of the **Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)** which is the key partner in support of the government-led **Worldwide Initiative for Safe Schools (WISS)**.

Furthermore, the National Societies in the Southeast Asia region established the Southeast Asia Youth Network (SEAYN) which promotes peer to peer learning and youth engagement in different programmes including in school safety. This overview of the school safety activities is part of a mapping exercise of the National Societies’ contribution to ASSI carried out by the SEAYN. The mapping highlights the relevant activities under the three pillars of the Comprehensive School Safety Framework, as well as some of the challenges and opportunities.

Three pillars of the Comprehensive School Safety Framework:



National Societies in Southeast Asia

Approaches to School Safety Promotion



Brunei Darussalam Red Crescent Society
recently launched an Action Plan to strengthen its 2017-2020 strategy including youth, volunteer empowerment, and school safety, as core component. At school level, most activities are implemented through its School Cadets, a uniformed group of students recognized by the government.



Indonesian Red Cross Society (PMI)
enjoys strong partnership with the Indonesian Government in implementing school safety initiatives. Its Red Cross Youth Clubs are mandated under the 2013 Ministerial Decree of the Education Ministry, followed by a MOU between PMI and the Ministry in 2016. PMI is in discussion with Ministry to formulate guidelines for the Red Cross Youth Clubs to outline their functions including in promoting school safety.



Malaysian Red Crescent
launched its Integrated School Flood Preparedness Programme after the 2014- 2015 floods in the east coast of Peninsular Malaysia. The programme's success has spurred a plan to ensure its sustainability through the action of the youth units.



Cambodian Red Cross Society
in 2006, established a formal relationship with Education Ministry to establish Red Cross Youth clubs "RCY clubs" aimed at strengthening youth capacity in schools. RCY club members are promoting health and safety in and around schools.



Lao Red Cross
partners with several institutions such as the Ministry of Education and Sports, Public Health Ministry, and the Youth Union to implement initiatives related to school safety. Coordination is ensured through several national level committees such as the National Blood Committee and the National Disaster Prevention and Control Committee.



Myanmar Red Cross Society (MRCS)
embeds its activities in schools into more general programmes implemented after emergencies or as development initiatives, and covering various sectors such as disaster risk reduction, health, and water and sanitation. MRCS benefits from its strong partnerships with both the Relief and Resettlement Department and the Ministry of Education.



Singapore Red Cross Society
Since 1952, the Singapore Red Cross has been recognized as one of the "uniformed groups" in primary and secondary schools, organizing extra-curricular activities for children and youth such as life-saving skills and local community service. The Singapore Red Cross engagement in school safety mostly focuses on School Disaster Management and Risk and Resilience Education.



Thai Red Cross Society
Strong partnership has been fostered with the Thai ministries whose work are related to education and community-based risk reduction initiatives with the priority given to youth education and safety. Thai Red Cross is also a member of the Thailand Safe School Network which provides an opportunity for coordination, information-sharing, and joint technical support to education authorities in the country.



Philippine Red Cross
School safety initiatives are led by Red Cross Youth councils and the Red Cross chapters in close cooperation with the Education Ministry. Over the years, the Philippine Red Cross has developed its policies and strategies to implement activities in schools, in addition to providing a set of tools for teachers, youth, and children.



Viet Nam Red Cross Society
contributes to the National Community-based Disaster Risk Management programme launched in 2009, which includes a school safety component targeting grade 4 and 5 students. In 2013, the Viet Nam Red Cross introduced a "Safe School" module which provides guidelines for the school management to develop a Disaster Risk Managment Plan for their schools. The module contributes to the Ministry of Education and Training's Action Plan.

Outreach



9,948
Number of
Schools Reached



1,008,837
Number of
Children Reached



3,615,404
Number of
Youth Members

Country	Schools	Children	Red Cross Youth
Brunei Darussalam	15	780	15 Youth Clubs
Cambodia	472	60,623	78 Youth Clubs
Indonesia	8,230	411,500*	17,956 Youth Clubs
Lao PDR	64	3,708	3,350 Youth Volunteers
Malaysia	15	3,878	2,068 Youth Clubs
Myanmar	84	2,520	184 Youth Committees
Philippines	422	163,874	576 Youth Clubs
Singapore	93	5,057	93 Youth Clubs
Thailand	NA	6,852	1,663 Youth Clubs
Vietnam	553	350,045	3,615,404 Youth Members

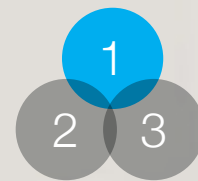
* assuming 50 children per school engage in activities.



"During the Youth in School Safety facilitators' training, I was one of the youth facilitators and conducted a school safety activity in my school. I shared my knowledge about disasters, risks and vulnerabilities and also the three pillars of the comprehensive school safety framework. In a group, we discussed how to make our school safe. All of us decided to learn more about school safety and agreed that one factor for the school safety is to have the clean surroundings."

Phoudhasin Sayasetha, a Lao Red Cross Youth from Vientiane-Ho Chi Minh Friendship High School in Vientiane.

Pillar 1: Safe Learning Facilities



Safe Learning Facilities involves education authorities, planners, architects, engineers, builders, and school community members in safe site selection, design, construction and maintenance (including safe and continuous access to the facility).

Here are the common approaches taken by the National Societies under this pillar:



Water and Sanitation Interventions

Conduct sessions on handwashing techniques and hygiene promotion at schools.



Providing Safe Water

Installation of water supply station and water purifying machines in communities.



Orphanage School Building

Indonesia established "Widya Kasih" or orphanage school building as part of the school safety programme.



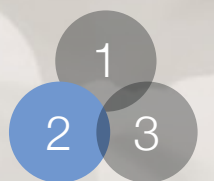
Small-Scale Construction

Construction of facilities for people with disabilities, hand-washing facilities, and perimeter fences.



Pillar 1 Safe Learning Facilities

Pillar 2: School Disaster Management



School Disaster Management is established via national and sub-national education authorities and local school communities (including children and parents), working in collaboration with their disaster management counterparts at each jurisdiction, in order to maintain safe learning environments and plan for educational continuity, conforming to international standards.

Here are the common approaches taken by the National Societies under this pillar:



School Safety Training

Providing training on first aid to students, and school safety module to school management.



Establishment of School Disaster Committee

Establishment of school DRR Committees in charge of risk assessment and safety planning.



School Safety Assessment Plan

Mapping of potential hazards, evacuation routes, emergency assembly areas in school, conducting fire drills, and providing response equipment.



Simulation Exercises

Students and teachers participate in emergency evacuation.



Pillar 2 School Disaster Management

Pillar 3: Risk Reduction and Resilience Education

Risk Reduction and Resilience Education should be designed to develop a culture of safety and resilience.

Here are the common approaches taken by the National Societies under this pillar:

Promoting Handwashing and Hygiene

Red Cross Youth and volunteers promote cleaning activities in school and teach children proper handwashing techniques and hygiene promotion.



Dissemination of Awareness Raising Materials

Promoting school safety through dissemination of materials on disaster preparedness and DRR in schools.



DRR Awareness Raising

Conducting DRR awareness raising sessions as part of school curriculum or after school.



Environmental Promotion

Red Cross Youth conduct tree planting and recycling campaign in schools.



Campaigning and Competitions

Students and Red Cross Youth enter competitions, and organize campaign such as DRR, first aid, and 'Youth for Behavioural Change'.



Pillar 3 Risk Reduction and Resilience Education

Challenges

Ways Forward

On school safety program development and sustainability

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| 1 Lack of funding and commitment by stakeholder or the youth in school safety programme | 1 Enhance assessments in schools to design appropriate interventions |
| 2 Sustainability of Red Cross Youth and school activities requires a strong commitment from education authorities at every level | 2 Raise awareness of school safety to all stakeholders and build strong partnership with government authorities, civil society, and private sector for resource mobilization to support school safety programme. |
| 3 School safety program is not recognized and included in the school's curriculum. | 3 Build partnership and develop a working model with education authorities to expand the reach of Red Cross Youth to more schools and to advocate for inclusion of school safety program into school curriculum. |
| 4 School safety activities are often regarded as extracurricular activities and given less priority | 4 Expand Youth in School Safety Programme by strengthening mechanisms and structures at national level. |
| 5 Limited human and financial resources by the National Societies. | 5 Long-term planning for activities and training volunteers to join the Red Cross movement and to maintain the spirit of humanitarianism. |

On youth engagement

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| 1 Limited youth engagement in school safety programme due to lack of trainers and commitment. | 1 Create a pool of trainers within the National Societies to facilitate learning and disseminate information about school safety practices. |
| 2 Some parents with lack of understanding of the program and/or Red Cross work are reluctant to allow children to participate. | 2 Promote Youth Engagement in school safety by knowledge dissemination and capacity building. |
| 3 Limited understanding of school safety within schools and related stakeholders (local authorities, parents, etc) due to lack of communication. | 3 Develop pathway for Red Cross youth to maintain their involvement with the Red Cross after they have left school. |
| 4 Limited continuing practice during and after the trainings. | 4 Develop and adopt more child friendly tools on school safety. |



“Understanding the disaster preparedness process is a priority for our community. We have gained these knowledge through the Vulnerability and Capacity Assessment which helped us become aware of the hazards and risk in our living and working environment. We also feel we are more receptive since we acquired skills on response and lifesaving measures with the First Aid and Basic Life Support Trainings and flood drills in our community.”

Racelia C. Palacio, one of the Philippine Red Cross Youth Advisers in Bakhaw Norte Elementary School, Kalibo, Aklan.

“I first received materials on disaster preparedness at school from a promotion activity conducted by PMI when I was escorting my students to a PMI jamboree. After our flag-raising ceremony at the start of the semester, and sometimes during class meetings, we practice evacuation simulations. We also give the students some theory on disaster preparedness both in the school auditorium and in the class. We also invite PMI to update us with awareness raising materials.”

Bu Ismiyati, an Indonesian Red Cross Youth coach at SMP Muhammadiyah 2



“When I was invited to participate in the school safety training, I didn’t really know what kind of training it would be. But after participating in all the activities, I found that it was very useful for our children. All the parents had to observe and participate in developing an ‘Action Plan’ for school safety. At first, some parents refused to participate because they thought they could not contribute to school safety, but the Red Cross Youth were really patient. They explained to us how important our role [as a parent] is.”

Parent from Hlaing Thar Yar township, Myanmar.

“At school, my team promotes road safety among friends and community in Dey Lo village, Sangkat Toek Tla, Khan Serey Sophorn and Banteay Meanchey. We want all friends and villagers to understand the importance of road safety and its impact. When we wear a helmet properly, it reduces the risk of a head injury and prevents us from being disabled by a road traffic accident. We will continue to carry out road safety awareness to support our friends and all road users.”

Ork Sirimongkol Cambodia Red Cross Youth club member Grade 11 student at Samdach Ov High School in Banteay Meanchey Province.



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