



ADVANCING SCHOOL SAFETY in Asia

Safe Learning Facilities

School Disaster Management

Risk Reduction and Resilience Education

CONTEXT

Children and youth are especially vulnerable in disaster situations. They face particular risks to their health, psychosocial well-being, protection, nutrition, as well as access to education. Studies suggest that more than 175 million children will be affected by weather-related disasters every year¹ The 2011 Global Assessment Report (GAR) confirms that disasters impact significantly and negatively on child welfare, with estimates of at least 66 million children affected by both extensive and intensive disasters.

Of the estimated 1.2 billion students enrolled in primary and secondary schools worldwide, 875 million children are enrolled in high seismic risk zones; while millions also face regular flooding, storms, landslides, and fires. These children are spending up to 50% of their waking hours in school facilities that are often neither constructed nor maintained to be disaster resilient.²

The impacts of disaster to children and youth and to the education system are dire in Asia Pacific. The region is home to 750 million young people aged 15-24 (UNESCAP); while 25.3% of the region's population is under 14 years old. The region is also the most hazard-prone in the world, where children and the young are disproportionately affected by disasters. It is also predicted to be one of the most affected regions by the projected impacts of climate change.

WORLD VISION'S COMPREHENSIVE SCHOOL SAFETY INITIATIVE

"World Vision is a Christian humanitarian organisation dedicated to working with children, families and communities to overcome poverty and injustice. Motivated by our Christian faith, World Vision is dedicated to working with the world's most vulnerable people. World Vision serves all people regardless of religion, race ethnicity or gender."

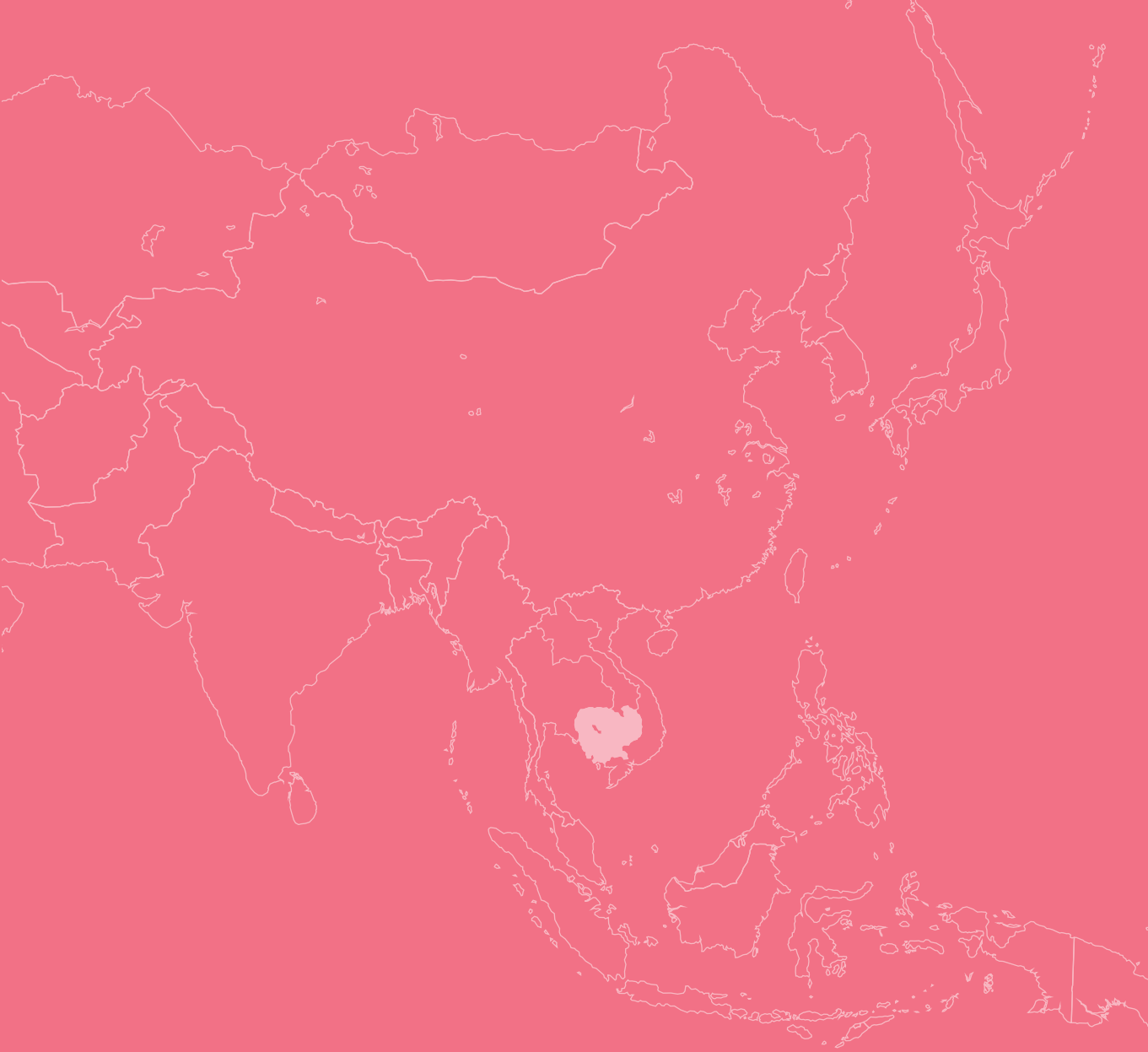
CHILDREN are at the heart of World Vision's work. Our disaster risk reduction (DRR) initiatives recognize children's right to survival, protection, development and meaningful participation.

In Asia Pacific, we are actively engaged in promoting the three pillars of the Comprehensive School Safety Framework (CSSF) as an integrated approach to reduce risk and promote resilience in the education sector. These three pillars are: Safe Learning Facilities; School Disaster Management; Risk Reduction and Resilience Education.

In advancing the implementation of our school safety initiative, we work with the following key strategic partners: UN International Strategy for Disaster Reduction (UNISDR); UNESCO; UNICEF; IFRC; PLAN; SAVE the Children; Asia Pacific Coalition for School Safety (APCSS); Children in a Changing Climate Coalition (CCCC); ASEAN Agreement on Disaster Management and Emergency Response (AADMER) Partnership Group (APG) consortium on the ASEAN Safe School Initiative (ASSI); Southeast Asia Ministers of Education Organization (SEAMEO). As a member of the APCSS, World Vision also works with the Global Alliance on DRR and Resilience in the Education Sector (GADRRRES).

¹ Save the Children. Legacy of Disasters – The Impact of Climate Change on Children.

² UNISDR, INEE, GFDRR. 2009. The Guidance Notes on Safer School Construction.



World Vision

▲ **Cambodia**

Enabling Children to
Raise Community
Awareness on DRR

World Vision Cambodia's (WVC) work with communities underscores the participation of children as agents of change. Its mainstreaming and community-based DRR projects have closely worked with schools to enable teachers and students promote school safety and contribute to raising awareness of community members on DRR.

BUILDING CAPACITY TO FACILITATE DRR INTEGRATION IN SCHOOLS



Under the Mainstreaming DRR in Local Development Plan project in 2008-2011 which was implemented in three provinces and 13 communes, teachers and students were trained on DRR. As a result of the trainings, a number of school officials and teachers who have been trained adjusted the schedule of classes to accommodate the teaching of DRR as a separate subject; others have integrated the DRR concepts in existing subjects. Aside from understanding hazards, children were also taught basic life skills such as first aid and what to do before, during, and after a disaster.

PROMOTING CHILDREN'S CAPACITY TO INCREASE DRR AWARENESS OF COMMUNITIES

Members of Children's Clubs also received similar sessions. Following the training for Children's Clubs, members of the clubs (about 7-10 per club) have been supported to:

- Conduct a series of orientation sessions to build capacity of club members
- Organize cultural/talent shows for children and communities to raise awareness on disaster preparedness, mitigation, prevention, etc.
- Conduct public awareness campaign activities in communities
- Allow non-club member access to the Club's Libraries for children to read club materials, including those on DRR

It is strongly noted that children are potent "agents of change". After an orientation training on DRR, the children quickly applied what they learned by organizing the cultural/talent shows to disseminate disaster preparedness and risk reduction measures to other children and community members.

Tim Sokheang, 15, a student at grade 6 of Dol Korea-Japan Primary School and an actor of drama said "If there is strong wind, children should not be away from the parent and we should enforce and pound our house."

The community people, local authorities and schoolteachers recognized the performance of the children as well. **Mr. Chhorn Thoy**, Director of Dol Korea-Japan Primary School, who led the children in organizing the cultural shows, said "I am so proud of my students' capacity to perform the cultural/talent shows perfectly, using the knowledge and skills they have learned from the training course". They are famous in organizing such performances in communities and the troupe is invited by communities to play during special festivals", he added. Mr. Chhorn Thoy observed that the communities have learned a great deal on DRR from watching the children's cultural/talent shows.



His Excellency, **Ponn Narith**, Deputy Secretary General of the NCDM, during his participation in a talent show in Ksach Kandal district on 09 February 2011 noted, "I really appreciate the talent show which was led by children. It is the best approach to build the capacity of the young generation on disaster risk reduction, and it really contributes in achieving the goal of the Hyogo Framework for Action (HFA) which the Royal Government of Cambodia is committed to".

PRACTICING ENVIRONMENTAL CARE TO REDUCE DISASTER RISK

The Building Community Resilience Project (BCRP) has likewise conducted DRR and CCA trainings for teachers, students and youth groups since 2012 in five districts. Trainings include fire, traffic law, first aid, and risk assessment. As a result of the trainings, students developed traffic signs posting them in visible places in the school and its surroundings. Similar to the Mainstreaming in Local Development Project, the students and youth who were trained conducted awareness raising activities for community members with the use of posters, billboards, etc. They also transferred and adapted their knowledge on DRR to students in the primary grade. In a concert show entitled “We participate to reduce the impacts of disaster and climate change”, students and youth performed in promoting DRR awareness while showcasing their talents.



Furthermore, the project links environmental care with disaster risk reduction. With increased awareness on how environmental concerns can cause diseases before, during, and after a disaster, students have promoted tree planting, regular cleaning of school vicinity, and the proper use of waste bins.

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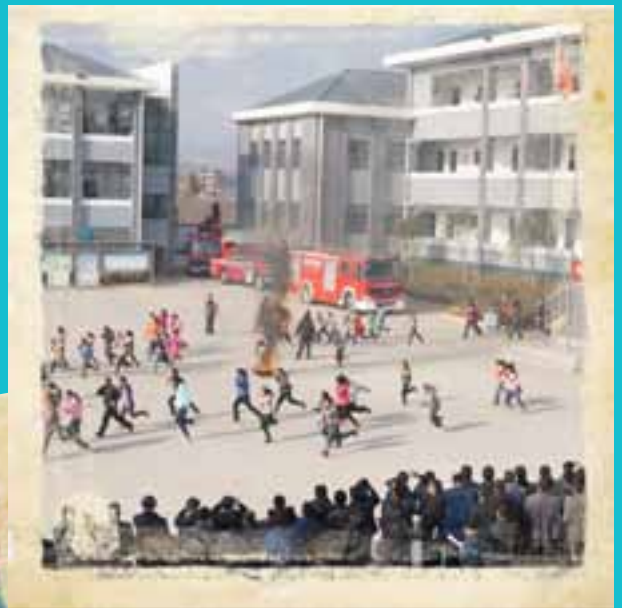
World Vision

▲ **China**

Advancing School Safety in Partnership with Government



After the tragic Sichuan Earthquake in 2008, DRR awareness all over China has been boosted. In 2011, the government put forward the “State Integrated Disaster Risk Reduction and Mitigation Strategy (2011-2015)” (國家綜合防災減災規劃 2011-2015). In line with the government’s DRR strategy, school safety has been a key focus for World Vision China (WVC). DRR integration in the curriculum including teacher trainings, and disaster management particularly preparedness activities are among WVC’s school safety initiatives. World Vision China has partnered with 300 schools and local government bodies particularly the Bureau of Education, Traffic, Fire, Health and Earthquake in their school safety initiatives.



SUPPORTING DRR INTEGRATION IN THE CURRICULUM

Since 2011, WVC has conducted 19 DRR trainings for 13,297 teachers from 124 schools in eight provinces in the country. In Yunnan, teacher trainings on DRR have been conducted starting 2012. The 19th and largest DRR training-workshop for teachers was organized by World Vision China (WVC) and the Zhaoyang Prefecture Education Bureau of Yunnan Province last December 2013. The training-workshop provided a platform for 247 teachers from over 210 secondary and primary schools to appreciate and discuss the importance of safety in schools.

Liu Jian-ron, Director of the Education Bureau of Zhaoyang Prefecture participated in the training-workshop and urged educators to take school safety seriously. “Zhaoyang Prefecture is located in an active seismic area. The Yiliang Earthquake on September 7, 2012 damaged 126 schools and over 46,000 square meters of education facilities. Over 180,000 students were affected from the quake disaster,” she said.

During the training-workshop, a session on the use of resources like teacher’s toolkit was developed by WVC, together with a specialist on children in emergencies, guided teachers on how to integrate DRR in their curriculum. Speakers from the Fire Bureau, Traffic Bureau and Earthquake Bureau shared their knowledge on how DRR measures can be integrated into education programmes. The teachers’ toolkit has included students’ and teachers’ input during the development process, especially in the trial phase.

The DRR materials for school use have been distributed in 300 schools in 14 provinces including, Gansu, Guangxi, Guizhou, Guangdong, Hebei, Hunan, Jiangxi, Ningxia, Tianjin Qinghai, Shaanxi, Sichuan, Xinjiang, and Yunnan. Games and teaching plans form part of the DRR Teacher’s Toolkit which is intended to help teachers in the integration of DRR in their lessons. WVC’s DRR education posters have also been widely utilized by teachers as teaching aids. WVC also put together a list of over 30 reference books and provided them to schools in their DRR resource corners. The books tackle different kinds of hazards as well as what to do during a disaster, e.g. how to safely evacuate. DRR Safety Handbooks were also developed and provided to schools to increase knowledge on preparedness. A total of 17,000 copies have been given to two schools in Zhaoyang Prefecture alone. Over 700,000 copies of the handbook have been provided to the 300 schools in the 14 provinces.



ENABLING SCHOOL PREPAREDNESS

Simulation exercises or drills are basic preparedness activities conducted by WVC with its partners. Since 2011, WVC has conducted drills in 39 schools in 10 provinces involving 36,482 students

To enable schools on how to conduct regular drills, WVC has developed the Disaster Drill Handbook and distributed over 5,000 copies to schools in the aforementioned 14 provinces. The handbook serves as a step-by-step guide for teachers and school officials on how to conduct disaster-related emergency drills.

Following the teachers' training-workshop in Zhaoyang Prefecture in 2013, a fire drill was also conducted for 700 students in a local school. Participants to the training-workshop observed how regular drills have helped students evacuate their school premises within 1 minute and 37 seconds. In the fire drill, the Fire Department sent three fire engines and demonstrated life-saving techniques. The department also shared knowledge on fire hazards.

World Vision China has also been supporting the establishment of early warning systems in partner schools. To support school simulations or drills, they have provided and helped install escape route signage, lightning prevention facilities, fire extinguishers, and early warning monitors (audio announcement systems, video monitoring systems, electronic message boards). Schools have taken on the responsibility of training teachers and other school personnel in operating and maintaining these facilities.



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World Vision

▲ Indonesia

Strengthening Students' Safety Through Green School Approach



With 17,508 islands, Indonesia has more coastline than all countries except Canada. It sits on active fault lines and is located on the edges of Pacific, Eurasian and Australian tectonic plates; so Indonesia is highly vulnerable to a wide range of natural disasters. Poverty and rapid population growth exacerbate the impact of disasters on Indonesian lives and livelihoods.

World Vision Indonesia works through transformational community development, advocacy, and emergency relief interventions in its long-term Area Development Programmes (ADPs). Through ADPs, poverty is comprehensively tackled across areas, involving several villages and communities. WV has worked among the communities and with local government to reduce communities' vulnerability in at least 20 provinces.

Children and families are the primary beneficiary of World Vision Indonesia's efforts over the past 50 years of ministry. Through several child-focused and integrated activities within ADPs, World Vision Indonesia empowers children to realize their potential as change agent for the community. One of the areas of work where this is happening is on disaster risk reduction. Due to underlying risk factors of children's well-being, DRR has become one of the key areas of work for World Vision Indonesia.



THE GREEN SCHOOL: A PIONEERING PROJECT

World Vision Indonesia implements child-focused DRR through several components. One of them is school-based DRR. Currently, there is a school-based project being implemented in Sambas, West Kalimantan. This project explores children's potential in DRR through the integration of the green school approach with risk reduction. SOLVE, as the main project is called, was established in 2012. Until 2014, this project is expected to increase student's capacity in reducing underlying factors that threaten their environment, focusing on schools as one of the targets.

Key activities of the project underscore meaningful participation of children and teachers; among them: (1) engaging children and teachers, parents, school management, local authorities and other key actors in developing risk mapping and monitoring, (2) investing in school infrastructure to make buildings and surrounding areas safer, (3) using schools as centers for DRR-related activities, (4) raising the awareness of children and their communities on disaster prevention and mitigation, (5) helping the vulnerable and disabled children to increase their participation and understanding on disaster risk reduction, (6) advocating to local authorities to incorporate DRR-related concerns of children into the development planning processes, (7) documenting and sharing experiences and learning with peers, governments, donors, and other potential partners. The success of the green school implementation in Sambas, West Kalimantan has been recognized both locally and nationally.





GREEN SCHOOL STORY BY NATASHA

This March, our school won the Indonesia MDG Awards 2013 from the President. We were selected as a WINNER in Community Organization for Education Innovation. Since the last 2 years our school has been implementing the Green School initiative. The goal is to raise awareness of children on environmental sustainability.

It's really sad, the sub-district where I live located in the border of Indonesia-Malaysia is the largest sub-district in Sambas; but environmental destruction is happening everywhere. Each summer, I see smoke everywhere, because many people burn the forests to make fields. Along the way from Sambas to the border, we can see oil palm plantations covering an area of rolling hills. We missed our forests as told by our parents and grandparents. Now the forests areas are getting smaller.

Through the Green School, we are taught to love the environment through learning and school activities. We do not only learn in the classroom; we frequently go outside the classroom. We learn from the natural surroundings, local culture, and the community around the school. Can you imagine that? It is really fun; we can learn and study while playing outside. Besides, now we already proficient in managing waste. We no longer litter, because we understand how littering contributes to environmental damage. We are also accustomed to transforming rubbish into useful things, such as ornaments and learning media. And you know what? We have a garden in school that we manage by ourselves! It's really exciting when harvest season comes, because we could sell to teachers and parents, and we use what we earn to buy chicken and cook together. So we are always enthusiastic to take turns caring for our garden every day. With so many fun activities in school, my friends and I are really excited to always come to school. Although I and my friends are children, we believe we can be the "knight" who love and safeguard the environment.



A CONTINUOUS COMMITMENT

Currently World Vision Indonesia continues to expand its work to promote and scale-up school-based and child- focused DRR as an integral element of development initiatives. By joining several consortia focusing in disaster management in schools, World Vision Indonesia tries to maximize the impact of the movement. Currently, World Vision Indonesia is part of the Education Disaster Consortium, organized by UNOCHA and UNICEF. As an active member, we are committed in undertaking joint efforts with other international and national organizations to support the government at all levels in increasing the capacity of schools to create a safer education environment for children.



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World Vision

▲ Mongolia

Scaling-up
Comprehensive
School Safety through
Effective Collaboration

Mongolia is prone to a broad spectrum of disasters resulting from natural hazards which include floods, earthquakes, harsh winter snow, storms and droughts, with frequent fatalities resulting from man-made hazards such as road accidents and house fires. In Mongolia, despite the high incidence of various types, most of the institutions including secondary schools remain comparably unprepared for the disasters. Each school is mandated to have a Disaster Preparedness Plan, but these are outdated and typically only reflect response interventions, and schools are ill-equipped and poorly trained. Disaster risk reduction (DRR) activities are usually not included, leaving government and communities poorly prepared for disasters, like dzud which commonly occur. Child Focused Disaster Risk Reduction (CF DRR) is a significant part of WV Mongolia's programs. Part of the CF-DRR being implemented focuses on school safety, using the Comprehensive School Safety Framework (CSSF). In order to build comprehensive school safety, WV Mongolia has been implementing initiatives at the national level in collaboration with the government.





USING CBDRM TO BUILD PREPAREDNESS CAPACITY OF STUDENTS

To support the Mongolian Government's National Program on Disaster Protection and Prevention, WV Mongolia and National Emergency Management Agency (NEMA) have been working together in the implementation of a Community-based Disaster Risk Reduction National Sub-Program (CBDRR NSP) across the country. The CBDRR NSP was approved by the State Deputy Prime Minister on 1 April 2013, and has since been implemented. The program which will last until 2016 covers nine (9) districts of Ulanbaatar City and 21 provinces of Mongolia.



One of the main objectives of the CBDRR NSP is to improve the knowledge and capacity of children on DRR. In line with this objective, WV Mongolia initiated training on improving earthquake preparedness, fire suppression and first aid skills among school children.

A total of 178 national trainers from all provinces and districts (21 provinces and 9 districts) of Mongolia were trained on these areas. These national trainers rolled out similar trainings (dubbed as "Gobi Bear") for school children in their respective communities; the trainings involved a total of 35,000 children which is approximately 20% of the total children in Mongolia. The "Gobi Bear" training approach provided knowledge and capacity to children in areas, such as basic DRR concepts; preparedness skills, fire suppression; rescue operation; first aid; survival.



In order to strengthen the capacity and knowledge acquired through the training, the NEMA branches in the provinces, together with WV Mongolia, have been organizing a competition named "Young Rescuer" among school children. Through this competition, children are able to refresh their knowledge, practice and enrich their skills on DRR.

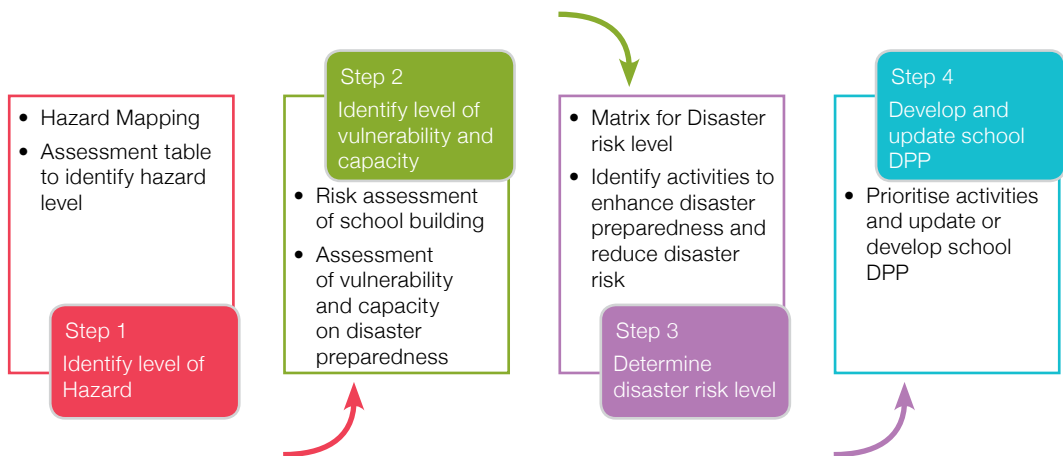


PROMOTING PARTICIPATORY RISK ASSESSMENT

A participatory risk assessment was conducted in three schools and villages in the provinces of Bayan Ulgii, Khovd, and Uvs last 16-26 September 2014. The assessment identified the hazards, level of vulnerability, and existing capacity of the schools. The assessment approach which includes methods such as focus group discussion, document review,

data analysis, etc. was developed by a working group consisting of the Disaster Research Institute, NEMA and World Vision. The assessment team consisted of representatives of children from 15-18 years old, teachers, school workers and school neighbors.

The steps undertaken in the assessment are illustrated below.



In addition to the methods mentioned, interviews with the school directors to identify the level of school disaster risk were conducted. The interview questionnaires consist of five dimensions with each dimension covering a few variables intended to measure the resilience of the schools against climate-related natural hazards. The five dimensions are: physical, human resource, institutional, external relationship, and natural.

The result of the survey showed that the level of school disaster risk is very high. If a school has a score of 5 for each dimension, it means

that the school's disaster risk level is low. In the case of the three schools, the score ranged from 0.7-2.8. As a result of the risk assessment, the schools updated their Disaster Preparedness Plan.

CONDUCTING SIMULATION EXERCISES AND DRILLS TO STRENGTHEN CAPACITY OF SCHOOL PERSONNEL AND STUDENTS

Simulation exercises to strengthen preparedness of the three schools mentioned above were also conducted. A total of 45 staff, including 19 women and 26 men participated, including the school director, teachers, social workers and school administrative workers. The participants tested their emergency operation and preparedness capacity based on a scenario of a particular disaster type. The simulation exercises indicated that the schools' disaster preparedness plans were not in place, and the school director, teachers and workers did not fully understand their roles in case of an emergency. At the end of the simulation, a guideline for developing the school disaster preparedness plan was shared to the participants, and the school directors were tasked to develop their respective school disaster preparedness plan.

Simultaneous trainings and drills to enhance the knowledge and skills of teachers and students on disaster preparedness and protection was also conducted for 1,622 students (973 girls and 649 boys) from schools in five (5) soums of Tsengel, Bulgan, Nogoonnuur soums of Bayan Ulgii, Tsagaankhairkhan soum of Uvs and Uench soum of Khovd aimag.

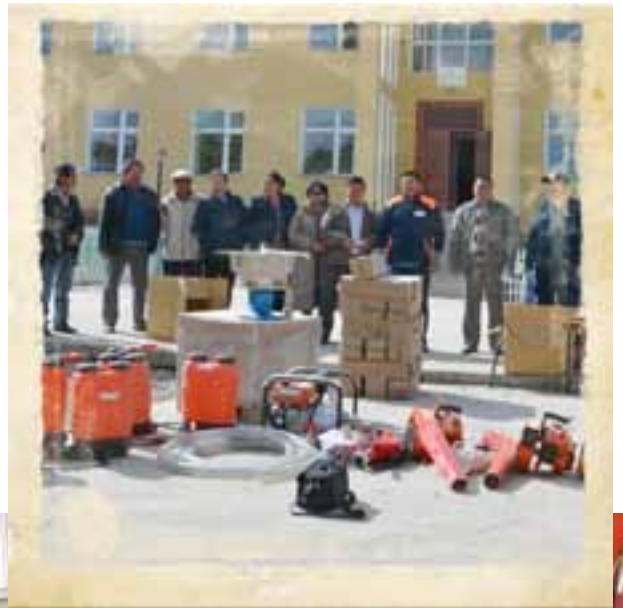


DEVELOPING MATERIALS FOR TEACHERS AND CHILDREN'S CLUBS

DRR education is one of the major pillars in building comprehensive school safety. But, the education system in Mongolia has not included disaster preparedness in the formal school curriculum. Accordingly, WV Mongolia has been developing DRR materials, particularly handbooks for teachers and children who are members of the peer educators' club in schools. Inputs from teachers and students have been gathered in the course of the development of the materials.

To further increase the capacity of schools on disaster preparedness, tools and materials developed and printed out were provided to eight (8 schools). This contribution aimed to strengthen school safety and build the skills and knowledge of children on DRR and disaster response.

DRR cabinets have been installed in some schools. These cabinets are used to store DRR materials such as brochures, posters, etc. The cabinets are for members of the peer educators' club in schools.





FORGING PARTNERSHIPS TO BUILD DRR CAPACITY OF SCHOOL SOCIAL WORKERS

In collaboration with the Institute of Teachers Professional Development - Government Education Agency and NEMA, WV Mongolia conducted training on “School DRR and Disaster Preparedness”. The training aimed to strengthen the knowledge and skills of school social workers.

A total of 614 or 90% of all secondary school social workers participated in the training. The training included topics such as the link of disasters with sustainable education; the importance of schools and what schools should do and prepare for to reduce the risk of children as well as protect them in case of emergency; how to assess disaster risk in school with the participation of children and school workers; and how to develop and update School Disaster Preparedness Plan based on risk assessment findings. As a result of this training, the trained social workers are expected to roll out similar training for the teachers and children of their respective schools and update their School DPP, based on their school disaster risk assessment. In other words, 95% of School Disaster Preparedness Plan of all schools in Mongolia would be updated based on each school’s disaster risk assessment.



ENABLING CHILDREN ADVOCATE FOR THEIR INCLUSION IN GOVERNMENT’S DRR POLICY

“Child Participation in DRR”, is a national children forum organized with the participation of 120 children from 17 provinces and 9 districts. During the forum, representatives of National Emergency Management Agency (NEMA), Save the Children, Mongolia Red Cross Society, Union of Students and WVI Mongolia conducted training sessions on DRR. Children participated actively and as a result of this activity, the children learned and improved their capacity on disaster preparedness. Delegates of the forum developed the appeal to government and non-government organizations to integrate children in DRR. As a result of the appeal, NEMA developed a “Child Protection Policy during Emergency”. This policy was approved by the head of NEMA in September 2014 and introduced to all partners of NEMA.



CASE STORY: FROM AN AVERAGE JOE TO A SUPERHERO

Drowning is the third leading cause of unintentional death worldwide (World Health Organization). On the 31st of May, an unfortunate woman fell into Kherlen River and was nearly taken by the current. Kherlen River is one of the biggest rivers in Eastern Mongolia within the Pacific Basin. The river takes its origin at the upper slopes of the Khentii mountain ranges about 180 km northeast of Ulaanbaatar, the capital of Mongolia.



The 31st of May started off as a regular day for the 14 year-old U. Minjbulgan. He lives with his mother and grandparents in Khentii province. Minjbulgan is a very talented student who participates in various types of activities like basketball and volleyball tournaments, music festivals, student association contests and dance competitions. However, his story took a great turn on that day, when he rescued the drowning woman from Kherlen River.

Rescuing a person or animal is a very difficult task, even for adults. However, this brave young boy rescued a drowning woman from Kherlen River without much hesitation. He recalls, “She was not breathing and her body has become blue. I was terrified, but then I remembered the Disaster Risk Reduction trainings I attended. I quickly did a CPR, started pumping on her chest, tilted her head back and blew into her mouth.”

Minjbulgan has attended various DRR trainings and competed in DRR activities like the ones organized by the “Junior Rescuers Club”. The club is dedicated in increasing awareness and skills of children on disaster risk reduction and prevention, and enhancing children’s physical development. Minjbulgan mentions, “I was scared. But I was very relieved when I saved her life.” Currently, in recognition of Minjbulgan’s remarkable action, a “Righteousness” Medal is being planned to be awarded to him.

A hero is someone who wants to make small changes in the world and takes steps towards fulfilling these changes. Size, age and gender after all, do not deter one from being a hero. It just takes someone who has the knowledge and courage to save a drowning woman. Who knows someday, this world will be filled with little superheroes like Minjbulgan.

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World Vision

▲ Myanmar

Linking Community-Based DRM with School Safety

World Vision Myanmar's (WVM) work on Community-based Disaster Risk Management clearly recognizes schools as part of the community. As such, school safety has been a key component of WVM's CBDRM initiative which has been implemented since 2010 in four townships, namely Hmawbi, Pathein, Tharbaung, and Kawthaung.

In addition to the CBDRM initiative, Myanmar Disaster Risk Reduction project (MDRR) funded by OFDA was implemented in three Townships from May 2012 to Jan 2014 (21 months). The townships covered Amapura, Pyigyitagon, and Loikaw. A total of 13 schools (primary and middle level) from these townships were targeted as part of the project. DRR awareness raising, development of school disaster preparedness plan, training and mock drills for school children were part of the MDRR project initiatives. A total of 4666 school children (girls 1714, boys 1733) participated in the MDRR project.



TRAINING TEACHERS TO BUILD A CULTURE OF SAFETY IN SCHOOLS AND COMMUNITIES

In collaboration with UNESCO and the Department of Education (DoE), World Vision Myanmar has organized awareness raising and trainings for teachers on DRR concepts and basic skills for preparedness as part of its CBDRM project. The trainings have enabled teachers not only to teach DRR to their students but also encourage them to participate in community activities to reduce disaster risk. **Daw Naw Lucy**, the headmistress of the San Pya village's primary school in the township of Hmawbi



for instance, confirms that after receiving the DRR training, "I'm now educating my students about what they can do to reduce risk and what they do and shouldn't do during disasters; I encourage them to take action in their communities." She emphasized that "children are the best agents; they are always eager to share what they have learned with their families and friends".

A total of 1,478 government staff in the four townships have received the capacity building trainings provided by the CBDRM project. These include teachers, health staff, township administration staff, members of Fire Brigade and Myanmar Red Cross Society. A number of them also provided technical inputs in the training. As a result of the trainings, school teachers were able to lead the development of their School Disaster Preparedness Plan (SDPP). The SDPP consists of the following:

1. School Profile
2. Analysis of school vulnerability and capacity
3. Roles and responsibilities of the School Disaster Management Committee
4. One year Action Plan (e.g. awareness raising, training, special events, mock drill focusing on earthquake)

The schools conducted monthly meetings to ensure that the action plan was being implemented. Community DMCs and CBDRR activities were linked with school disaster risk reduction initiatives to ensure coordination and effectiveness.

ENABLING STUDENTS TO BE AGENTS OF SAFETY

Partner communities of WVM's CBDRM initiative attest that children are enthusiastic to learn and practice what they have learned. They always share what they have learned with their parents. To enhance and realize the potential of children, students, and youth, their participation and leadership in DRR activities has been an important component of the CBDRM project.

Student-led awareness raising (i.e. role play, singing, concert, etc.) has been found to be more effective than other DRR awareness raising activities. This approach has been carried out in around 20 villages from non-project target area and subsequently some villages have undertaken DRR activities or measures on their own. Similarly, some teachers who were transferred to other schools outside of the project areas also replicated the DRR awareness raising activities in their schools.



Students participated in risk mapping exercises that focus on their schools and surrounding areas. Risk mapping exercise includes mapping of potential hazard-prone areas, identification of escape routes, development of evacuation plan, and the designation of rallying point in case of emergency.

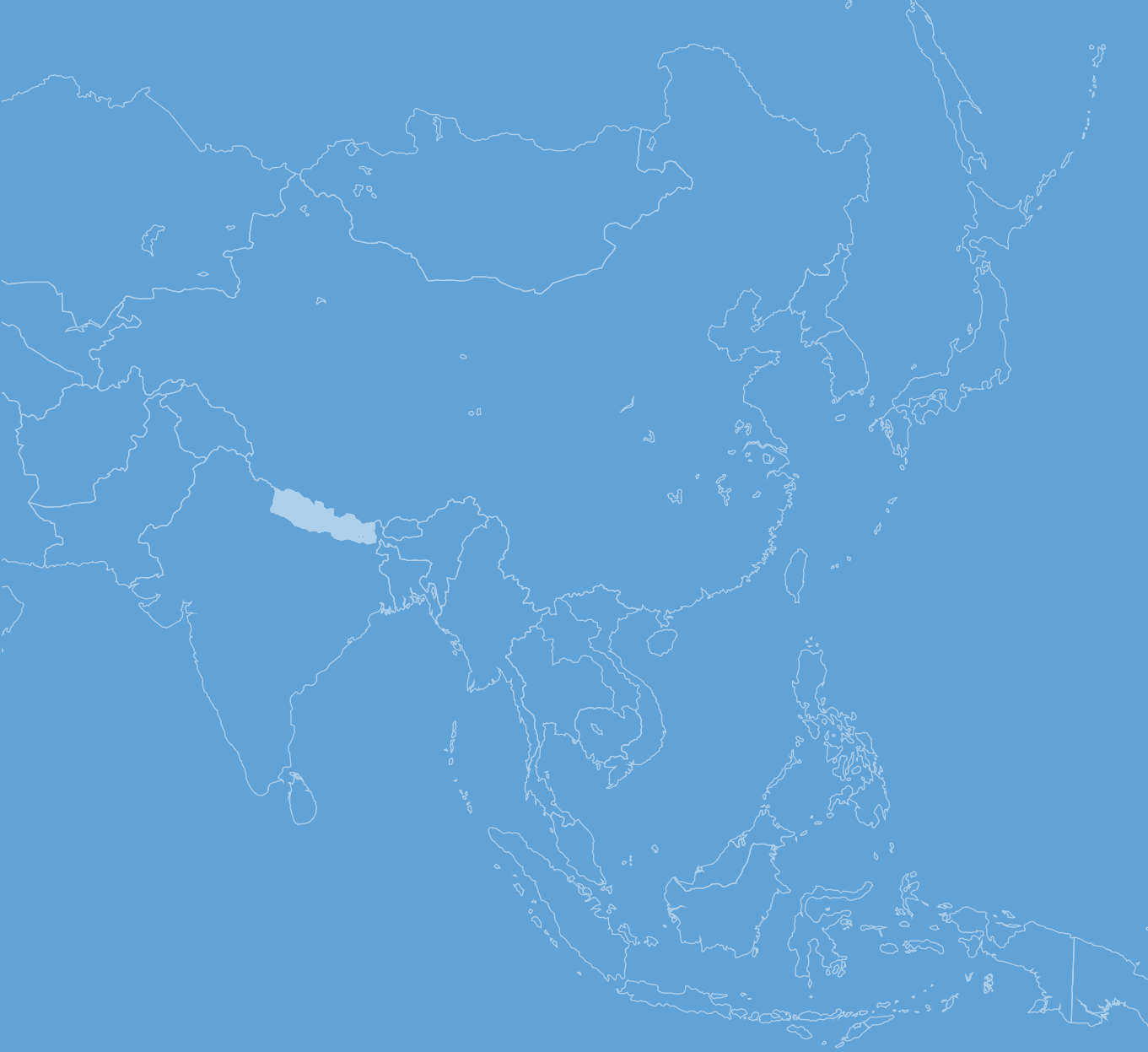
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World Vision

▲ **Nepal**

Reducing Earthquake Risk in Schools through Preparedness and Retrofitting



Nepal lies in a high seismic hazard zone. According to a UNDP study, it ranks 11th in terms of vulnerability to earthquake. The risk faced by the population is compounded by the lack of awareness by communities on how to prepare for and protect themselves in the event of an earthquake, and the poor construction of individual houses, schools and other public buildings.

To ensure the safety of children and school personnel, World Vision Nepal embarked on a project to reduce earthquake risk through preparedness and retrofitting of school buildings. The project which started in April 2014 targeted four lower secondary and one primary schools in five villages in Rupandehi District which lies in the Southern part of Nepal.



AWARENESS-RAISING FOR AND BY CHILDREN

To increase awareness and knowledge of children on self-protection during earthquake and the value of resilient buildings, intra-school speech competitions were conducted in the pilot schools. Part of the activity was to orient children on preventive measures when an earthquake strikes while they are in a classroom. Information included how to get under their desks, i.e. duck/drop, cover and hold, until the quake is over.

Children were also instruments in raising awareness of peers and community members. They have staged 25 street dramas in the villages, sharing in creative format what they have learned on earthquake

safety. Indeed, the drama covered the role of teachers after the quake is over, teachers leading them out of the building and calling the roll to make sure everybody is there and safe. While children are in the schoolyard, they are informed to gather in the middle, away from the school building. About 7-11 students took part in each street drama. The drama influenced community people so deeply that they started sharing with neighbouring villages about their understanding. Community people started influencing others and convincing them that human loss and property loss could be devastating in the absence of preparedness.



Through different awareness activities and regular discussions, students and teachers are now fully aware of earthquake risks. **Dharmaraj Tharu** from grade 7 said, *“After watching the drama, I came to know about the assembly point and open place that should be chosen first”*. Another student, **Mina Chaudhary** said, *“Under the desk in school and under the bed at home are other safer places for us”*. In addition, **Saraswati Chaudhary** shared, *“Now I have convinced my family not to store weighty material above cupboard and sleeping bed”*. All these interviews with children show that they are much more aware about earthquake preparedness. Another student, **Anita Pariyar** expressed, *“I’m able to explain earthquake risk and its effect to my friends and family”*. All the students were also happy promoting awareness in the community. School Head teacher **Bishnu Tharu** said, *“Students are better aware of earthquake and they talk and relate things in the classroom. They also started talking about saving lives from other hazards such as flood, landslide, and fire.”*

ENABLING STUDENTS AND SCHOOL PERSONNEL TO PREPARE FOR AND RESPOND TO EARTHQUAKE

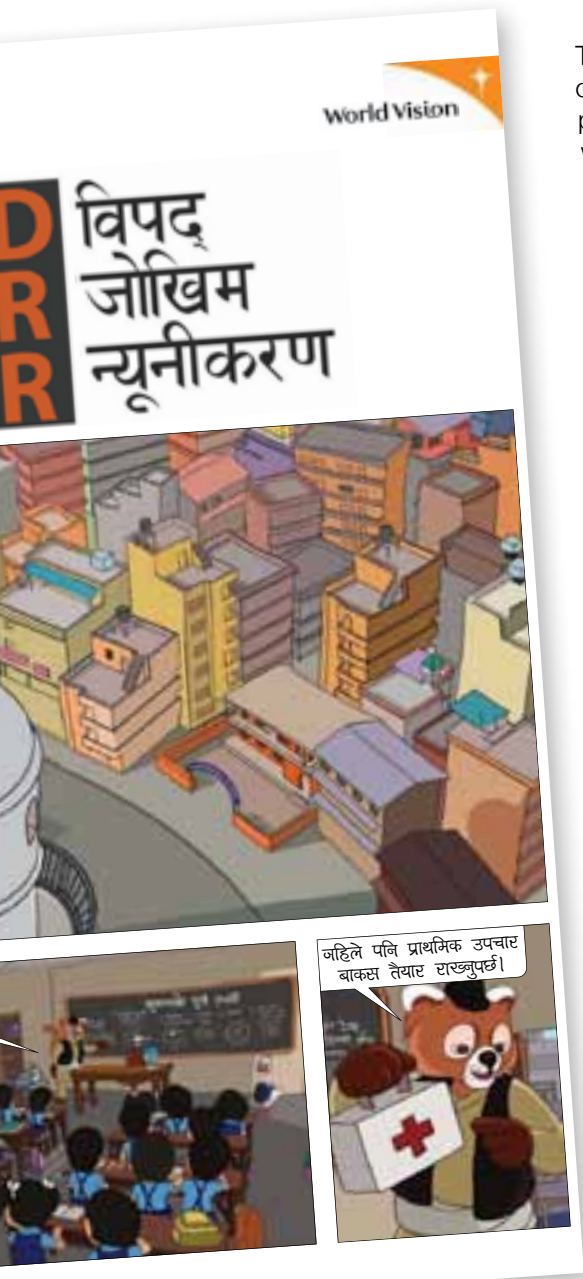
Trainings were organized in the pilot schools, focusing on earthquake risk assessment and development of a Disaster Preparedness and Response Plan (DPRP). All schools have prepared their DPRP which includes earthquake as a major disaster. Most importantly, the plan includes different functions and their role during emergency. Indeed, different committees: emergency response, emergency communication, resource management and mobilization, planning and review, risk assessment and mitigation, emergency evacuation support, and mock drill operation committees have been formed and their roles are clarified in the plan. The schools are also testing and enhancing their DPRP by conducting quarterly drills. Drills in schools are refreshing teachers' and students' knowledge and skills on earthquake preparedness. They are getting opportunity to test their knowledge and skill and to improve if there is anything missing. To support the schools' capacity for response, first aid as well as basic search and rescue kits were provided. First aid kit includes adhesive and other bandages, disinfectants and antiseptics, and search and rescue kit consists of dust masks, gloves, knee pads, hammer, tape, rope and flashlight.



These have been utilized during mock drills in schools and are properly maintained by the School Management Committee.

In another project focusing on disaster risk management, first aid training was also conducted for students of the Bhasi Higher Secondary School of Bhasi VDC. Usha Kumari Sardar, one of the students trained, commented "This training was far different from what I imagined. I have taken various other trainings but this was the most important as I have gained skills to do minor treatments during emergencies". The training has been reported as one of the best and useful trainings by SMC members as students have started to use the skills they have obtained and their confidence in providing first aid services in their school and community have increased. For instance; SMC chairperson from Navajyoti Shankarman Shrestha Primary School said "students performed very well during mock drill done in schools, members of first aid provided primary care and search and rescue team was also very proactive."

To retain and refresh knowledge, notebooks with cover messages on earthquake resilient construction, preparedness and key measures on earthquake safety were provided to the children. The messages are in the form of comic drawings that are accessible, easily understood and loved by children. As children use the notebooks, they repeatedly keep seeing the earthquake safety measures.



STRENGTHENING SCHOOLS TO REDUCE EARTHQUAKE RISK

Durga Devi Lower Secondary School

is situated in Paschim Amawa VDC ward 9. There are 265 students (123 boys and 142 girls); 9 teachers (6 male and 3 female); and 9 SMC members (7 male and 2 female) in the school. The school has poorly constructed buildings. A Construction Committee has been formed with 17 people for the retrofitting of the buildings including SMC and PTA members. At the early stages of the SMC and PTA meeting for school building retrofitting process, the head master refused to share the cost which he earlier agreed to. He claimed “school doesn’t have any funding source and doesn’t owe anything to do retrofitting”. Community stakeholders: FCHV, mothers’ group members and youths were also invited in the initial meeting. However, project staff regularly visited the school and organized formal and informal meetings with the construction committee and head master. To increase understanding and mobilize the community, the children’s clubs staged street dramas on the same theme, showing various scenarios in the school in case an earthquake happens and the classrooms are not retrofitted.



Awareness raising activities and ongoing retrofitting work were able to bring attention to the committee and teachers. They began to feel the need for retrofitting and started appreciating the work. Excitement and energy were restored in the committee as they continued the retrofitting work. The committee chairperson said “we will complete the retrofitting, no matter how costly it is and no matter how long it will take, people’s lives come first”. The committee also felt the need to renovate the school toilets, which they did simultaneously with the committee contributing full labor cost and other material expenses from the school fund. The retrofitting of the school building took approximately 4 months, and Thaman Singh Ranabhat, head master from Durga Devi LSS found changes in the building and said “now we are sure that school children are safe and it would be one of the safe shelters for the community during disaster”.

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World Vision

▲ **Philippines**

Child Focused
Disaster Risk
Reduction (CFDRR)

**EDUCATING CHILDREN AND COMMUNITIES
TOWARDS A CULTURE OF SAFETY**

The Philippines tops among the most disaster-prone country in the world. In the recent Germanwatch Climate Risk Index this 2014, the Philippines ranked 2nd in the most affected countries by disasters. Yearly, the country suffers from either climate induced extreme weather events, the worst so far is super typhoon Haiyan, and just recently, a major earthquake in the Visayas. WVP has supported DRRM efforts in the Philippines since 2008. It has become the lead convenor of the Disaster Risk Reduction Network (DRRNet) that advocated for the passage of Republic Act 10121 – The Philippine DRRM Act of 2010.

WVP has also been doing child focused disaster risk reduction since 2008, initiated under the Asia Pacific Community Resilience Project (ACRP) supported by World Vision Australia. The CFDRR modules, as a result of the project have jumpstarted

the integration of DRR into WVP's development programming.

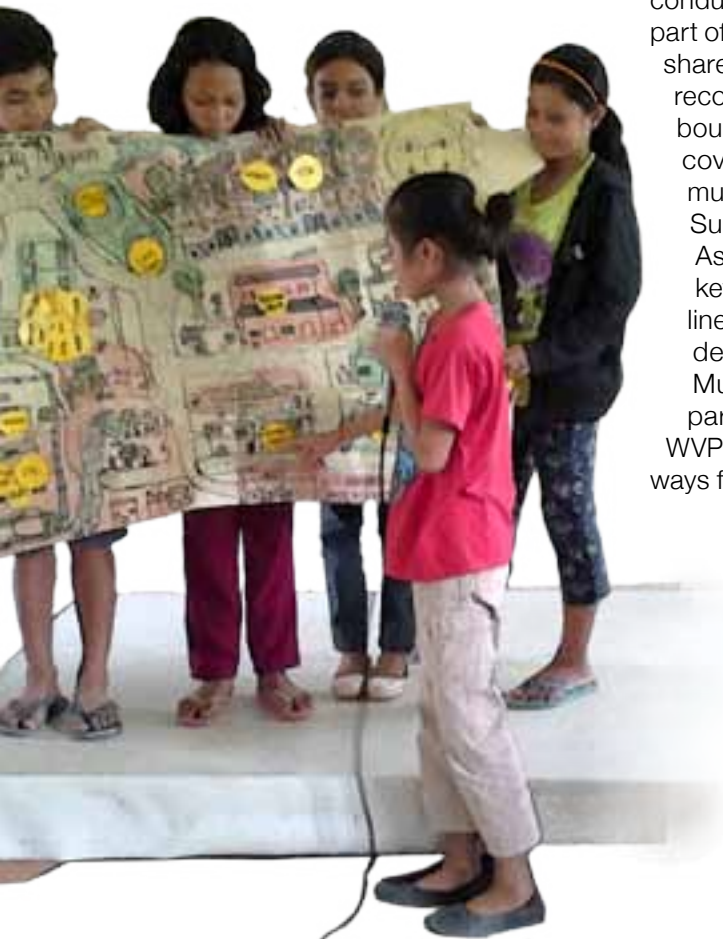


COMMUNITY-BASED CFDRR

CFDRR is a community-based approach to DRR where children are at the heart of all the processes. WVP recognizes that children's rights can be achieved through DRR and their participation is needed in DRR initiatives within their communities.

To date, a total of 6,662 children and 2,352 adults have benefitted from CFDRR capacity building programs, workshops and trainings conducted by either WVP staff or other key partner stakeholders throughout our Area Development Programmes (ADPs). Through CFDRR, children and adults conduct disaster risk assessments using child-friendly participatory tools, exploring the hazards that they face, their vulnerabilities, as well as their capacities as a community. They also work on their disaster action plans after a comprehensive risk assessment of their communities. Children recommend solutions to adults and to the authorities in their communities, which will then be integrated into the local government's Disaster Risk Reduction and Management Plan (DRRMP).

In WVP's Typhoon Bopha (2012) Emergency Response, a series of CFDRR trainings were conducted in areas affected by the typhoon, as part of the overall response. Children and adults shared their experiences of the typhoon and recommended measures that will help them bounce back after the disaster. The trainings covered 26 barangays (communities) in 4 municipalities of the provinces of Agusan del Sur, Davao Oriental & Compostella Valley. Aside from this, a workshop-training among key government officers/ heads of offices of line agencies of 2 municipalities of Agusan del Sur was conducted to improve their Municipal DRRM Plans. The mayors and participants appreciated the process and WVP for supporting them to recover and identify ways forward to prepare for the next calamities.

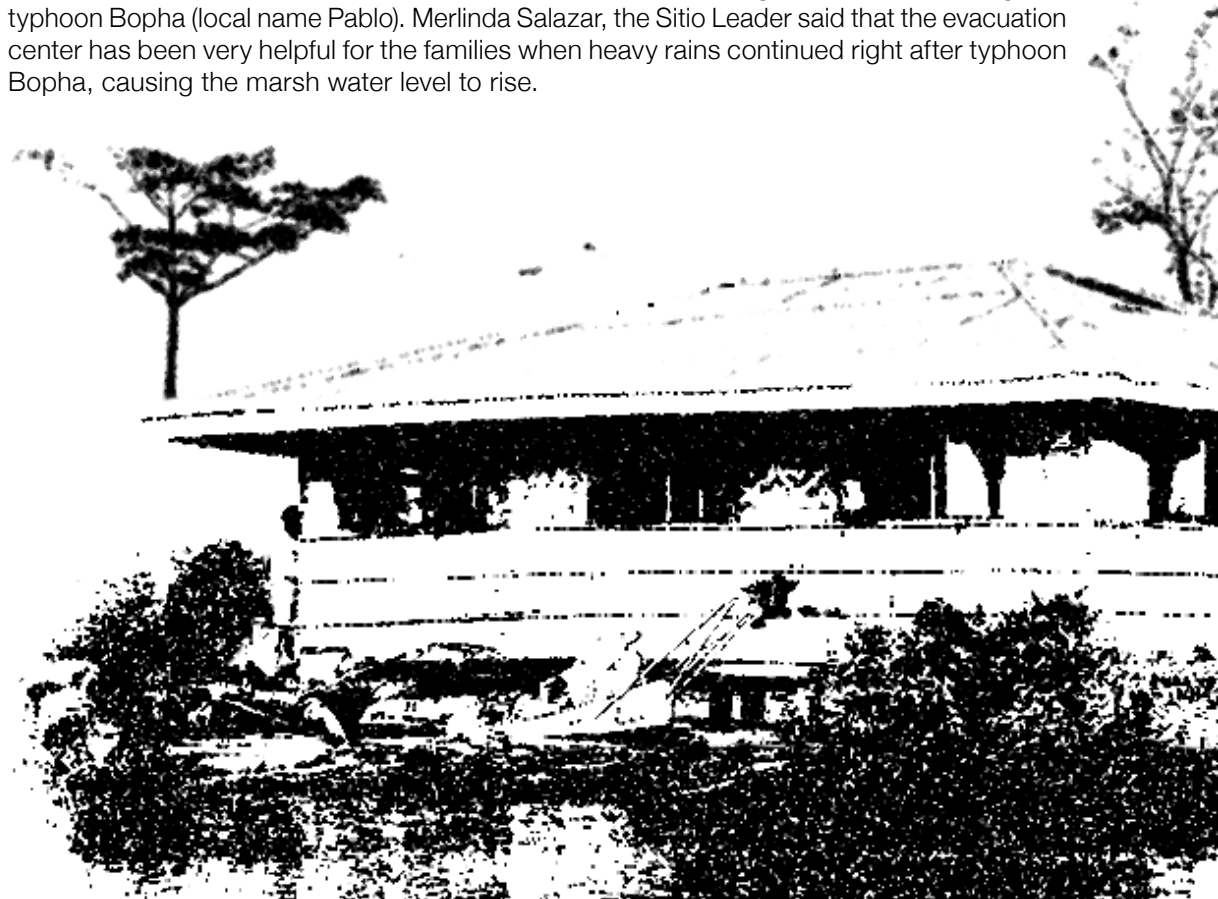


FLOATING EVACUATION CENTER: A SOURCE OF HOPE IN TIMES OF CRISIS

A floating 81-square meter evacuation center stands in the midst of the Agusan Marsh, a protected wild life sanctuary. This initiative started when WVP, through its ADP in the province of Agusan del Sur (BASAK Inc.) conducted a CFDRR Training last 2011.

This floating evacuation center is located in Sitio Kaliloan, Barangay Poblacion, municipality of Bunawan, province of Agusan del Sur. During the CFDRR training-workshop, children, together with adults, agreed to construct this structure as a refuge for residents during the rainy times of the year when water reaches up to 10-16 feet for more than a month. This facility can float when water reaches around six (6) feet and can accommodate around forty to fifty families in total.

A tribal leader named Datu Kabanbanan led the construction of this evacuation center. BASAK Inc. provided roofing materials, plywood and nails, and the rest of the materials like wood, bamboo, and human resource are all counterpart of the community, through Bayanihan, a traditional Filipino culture of helping one another. The construction of the center was completed last November 2012, right before the onslaught of typhoon Bopha (local name Pablo). Merlinda Salazar, the Sitio Leader said that the evacuation center has been very helpful for the families when heavy rains continued right after typhoon Bopha, causing the marsh water level to rise.





VAN-ARALAN IN SORSOGON

In Sorsogon, one of the most typhoon-prone provinces in the country, a project initiated by the partner community-based organization of WVP (Green Valley Development Program, Inc.) benefitted around 5,000 residents of the four coastal and urbanized barangays in the municipality of Casiguran. Outputs of the project were: DRRM Plans per barangay, risk maps, IEC materials, and a continuous education on DRR through the Van-Aralan, a mobile vehicle which carries DRR resource materials from the local government and Department of Education office. This vehicle moves around the targeted schools and barangays to conduct modular sessions on CFDRR to children and adults. The partner communities of the project recognized the nature and character of the different hazards that they face, given that Sorsogon is prone to volcanic hazards, flooding, typhoon, landslides, and human-induced hazard like armed conflict as well.



CFDRR PROJECT IN CAGAYAN DE ORO

The community-based CFDRR is a response to the concern of a significant number of child deaths caused by typhoon Washi that hit the cities of Cagayan de Oro and Iligan in the Northern part of Mindanao (a region in the southern part of the country) on December 16, 2011 and left an approximate total number of 1,240 deaths (missing bodies not counted). The project focused on the 12 rural and 2 city barangays covered by WVP's ADP in the province of Misamis Oriental. CFDRR training was conducted, with children and adults in these barangays as participants, in coordination with local government and relevant local line agencies. The output of the project is the development, improvement and installation of Risk Maps in conspicuous places in all 14 barangays. Children's ideas of safe and unsafe places were integrated in the final version of the maps before installation.



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World Vision

▲ Viet Nam

Promoting Children's Leadership in DRR and Resilience Education



In Viet Nam, Phuoc Duc Commune is prone to floods and flashfloods. Communities and their children are at risk from these hazards. While children's participation in the development process is recognized, the recognition of children's participation in disaster risk reduction is an emerging concern. Although much attention is given to the needs of children in emergencies, it is mostly from the point of view of adults acting on behalf and in the best interest of children. There is less focus on working with children in reducing their vulnerabilities and disaster risk. While much of the support for children are in the context of their family, community and culture, there should be an increased focus in working with children.

The government has launched a number of policies on DRR and CCA which has created favorable frameworks for the integration of DRR and CCA in the various works of sub-national and local agencies and NGOs.



CHILDREN FACILITATING EXTRA-CURRICULAR DRR EDUCATION FOR FELLOW STUDENTS

In particular, World Vision Viet Nam has integrated its Child-focused DRR (CFDRR) approach in its regular development programming (known as Area Development Program). As part of WV Viet Nam's CFDRR, DRR and resilience education has been initiated in Kim Dong Secondary School in Phuoc Duc Commune, Phuoc Son District, Quang Nam Province. Children led and facilitated extra-curricular activities focusing on increasing DRR and CCA knowledge for their fellow students.

Students were selected to be trained and taught about DRR and CCA by teachers and WV Viet Nam staff. The teachers and staff helped the children be acquainted with DRR and CCA through games and songs. The children were also taught how to use the camera in taking photo-voice activities. Through a series of art-based activities on DRR and CCA during the training, children easily adapted their acquired knowledge on DRR and CCA, demonstrating increased understanding of different types of risks and hazards more than just mechanically repeating DRR and CCA concepts.

The trained students became the key facilitators in disseminating DRR and CCA knowledge to other children in their school and locality. They organized extra-curricular activities on the topic of DRR and CCA. The extra-curricular led by children for their fellow children consist of the following nine activities.

1. Introduction on the purpose of the extra-curricular activities
 - The extra-curricular activities are intended to increase DRR and CCA awareness of children through peer-to-peer teaching and learning.



- Children are grouped according to hazard names and games are played to set an enjoyable learning environment.
2. Discussion on common hazards in the community
- Children are asked to identify the common hazards in their community. Children raise hands and give their answers upon being called by the child facilitator.
 - After, each group writes down the identified hazards in a matrix in a flipchart; then match those hazards with pictures that are given to each group.
 - The child facilitator then summarizes the major hazards confronting the community.
 - Through the use of pictures, children find out and discuss the causes and characteristics of those hazards.
3. Knowing what to do before, during and after a disaster
- Written messages in colored cut-out bond papers on what to do before, during and after a disaster are distributed to each group. An example of a message is “tell your parents to store food, medicine in a safe place”.
 - In each group, children arrange the messages in the flipchart, categorizing them into the appropriate column (what to do - before, during, after a disaster)
4. Learning and singing DRR and CCA songs
- The child facilitator introduces songs on DRR and CCA. An example of the lyrics of a song goes:



“Remember not to walk into the streams; be wise, don’t play near the rivers when it rains heavily”.

- After learning the tune of the songs, each group is asked to sing the song, coupled with a dance.
- There is a panel of child judges who score the best presentation.

5. Identify the do’s and don’ts during disasters

- Each group is given written messages in colored cut-out bond papers. The messages are either a do or a don’t do during disasters. Example of a message is “When a storm comes if you’re outside, quickly find a safe shelter”.
- Children are asked to separate the messages into a do or don’t do during disasters.
- Then the children match the messages with pictures that they are provided.
- Last activity under this session – each group draw in a blank flipchart their interpretation and understanding of two messages that they have chosen.

6. Conduct outdoor activities on DRR

- To refresh their memory on what they have learned in the above activities/sessions, children play games on DRR and CCA outside the classroom. This is also facilitated by a child/student.

7. Conducting risk assessment using photo-voice method

- First, students are trained on taking pictures before going to the surrounding community to do a risk assessment.
- The students then go around the school surroundings and take photos of hazard-prone areas and identify the risks involved.





- Then the students go back to their classroom, and each group is asked to draw in a flipchart a hazard map of the school surroundings that they have surveyed or assessed.
- Then they overlay in the hazard map the print out of the pictures they have taken.

8. Developing a DRR-CCA Plan

- Each group is given messages in colored cut-out bond papers.
- The children determine if the messages help them reduce their risk to disasters brought about by natural hazards, including climate-related ones.
- The children are asked to post the selected risk reduction messages in the flipchart on the board.
- The child facilitator goes over the messages and asks everyone if the message is a DRR measure. If the answer is yes, the child facilitator maintains the message in the flipchart.
- The entire flipchart with the DRR measures is then posted in the wall of the classroom for students to see and be reminded of daily.

9. Summary of activities and celebration

- Each group is being scored on the different activities above. At the end, the child facilitator announces the scores and the winning team.
- Children then go home to share their learning with their peers and family members in the community.

In the extra-curricular activities above which were led by children in Kim Dong Secondary School, there were 3 children facilitators throughout. With their participation and leadership, children were able to analyze and monitor disaster risks, vulnerabilities, and capacities in their community, to better protect themselves, and to share their knowledge and influence disaster management governance and planning. A video of this good practice entitled “DRR and Children: Learning in Action” has been disseminated and received much positive feedback from various audiences and concerned bodies, including NGOs and the government. The video can be accessed in <https://www.youtube.com/watch?v=GG2iBDNjBJg&feature=youtu.be>.



SCALING-UP DRR AND RESILIENCE EDUCATION IN THE COUNTRY

The initiative in Kim Dong Secondary School has been replicated in 248 schools in 22 areas where WV Viet Nam has been working. WV has also been facilitating DRR and resilience education in collaboration with the Ministry of Education and Training, PLAN, SAVE, and Live and Learn, among other partners.

With the expanding initiatives, children have learned how to protect themselves and their community against disaster risks by setting up the regular activities on DRR-CCA in their school and by participating in mapping the local natural hazards. They also contribute by sharing their knowledge on DRR-CCA throughout their community with other children and adults. Ongoing efforts to enhance more participation of relevant stakeholders including parents, teachers and local mass-based organizations working on Child-focused DRR and CCA activities are being undertaken. Increased participation of these stakeholders could help them realize that children have a unique perspective on disaster risks that can improve a community's overall resilience to disasters, and see children as effective communicators of risks to each other and to their communities.



The active and regular conduct of extra-curricular activities on DRR-CCA by students has been contributing to the increased awareness of other children and community members. Children are demonstrating that indeed, they are not passive victims of disasters, but that they are agents in building a culture of safety for their school and community. The leadership and contribution of children in increasing awareness of their peers and community members on DRR is proving their value and the importance of knowledge in building a culture of resilience.



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