

# **Enhancing Child-centered Disaster Risk Reduction for Safe Schools: Insights from Cambodia, China and Indonesia**



**Commissioned by Plan Asia Regional Office**

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## Foreword

We all know about the devastating effect disasters can have on education systems. When a disaster strikes, children and teachers alike are placed under enormous mental and physical stress. Buildings are damaged and classes are often shelved as communities attempt to deal with everything that has happened to them. This kind of impact can unravel much of the good work that has been done in the past decade to put us on the right path to achieving key education goals, including the Millennium Development Goal on universal primary education.

Any disruption in a child's education can have a lasting impact and delay development. In the long run, this means a child will struggle to fully realise his or her full potential, which has consequences for the whole of society. Disasters also leave children particularly vulnerable to exploitation. When they are not in school, they are at risk of abuse and trafficking.

It's with these factors in mind that Plan International is devoting itself to making schools safer for children in Asia, the world's most disaster-prone continent. When we ensure education can continue, even in the face of a major disaster like an earthquake or a typhoon, we are giving children the opportunity to continue learning and stay on the path towards reaching their dreams and aspirations.

This is why in November 2011, Plan launched a two-year project to ensure children who live in areas at high risk of disasters can access education safely at all times. The Strengthening Children's Voices in Promoting Safe Schools project sees Plan working with civil society in communities in Cambodia, China and Indonesia to help minimise the impact disasters have on children's right to quality education.

The results of our research, presented here, give us an insight into school safety from the perspective of children, based on their experiences and those of the communities in which they live. With this newfound knowledge, we are now better equipped to implement our child-centered disaster risk reduction approach and national-level advocacy work.

This research document also outlines the level of understanding relevant

stakeholders have of the concept and of child participation in making our vision a reality. The research shows how the Safe Schools initiative engages marginalised children and explores the roles and responsibilities of duty bearers such as government staff, civil society organisations and teachers. In addition, case studies from Cambodia, China and Indonesia on the implementation of Safe Schools are also included to show readers some examples of best practice.

The recommendations contained within this report can inform governments, civil society organisations, school principals and teachers on how to make schools safer for all. Together, we can ensure no child is denied his or her right to a quality education.

A handwritten signature in black ink, appearing to read 'Mark Pierce', with a long horizontal stroke extending to the right.

**Mark Pierce**  
**Plan Asia Regional Office, Regional Director**

## Acknowledgements

We owe a considerable debt of gratitude to all those who contributed their invaluable insights to this study (the names of all adult research participants are to be found in *Appendix 4*). In particular, children, principals, teachers and school support committee members from the following schools contributed to this research: Lbeuk Primary School, Sre Kvav Primary School, Kampong Raing Primary School, Bakkheng Primary School and Prek Tarath Primary School in Cambodia; Qiao Cai Ping Primary School, Yue Jin Primary School and A De Bo Primary School in China; Ringinpitu 4 Primary School and Padas Primary School in Indonesia. We would like to acknowledge colleagues from the following Plan partner organizations who made important contributions to the study: National Committee for Disaster Management, Ministry of Education, Youth and Sports, Child Rights Foundation, Save the Children, Angkor Chum District Committee for Disaster Management and Nokor Pheas Commune Committee for Disaster Management in Cambodia; Ministry of Education, Yunnan Province and Jinping County Women's Federation in China; National Agency for Disaster Management (BNPB), Ministry of Religious Affairs, National Secretary on Safe School/KERLIP, UNESCO Jakarta, Save the Children, District Agency for Disaster Management (BPBD) Grobogan, Grobogan District Education Office and KYPA in Indonesia.

We would also like to acknowledge the wonderful support given by a number of colleagues from Plan Asia Office as well as Plan Country Offices in Cambodia, China and Indonesia during the research. In particular, we are very grateful to: Peuvchenda Bun (Regional Safe School Project Manager, Plan Cambodia) for her overall coordination and support throughout the research and writing period; Avianto Amri (Disaster Risk Management Specialist for Plan South East Asia, Plan Asia Regional Office) for his advice at critical points in the research; Khun Bunna (Disaster Risk Management Project Coordinator, Plan Cambodia) for his coordination and support of the research in Cambodia (including all Khmer/English translation during interviews); Amin Magatani (DRR Project Manager, Plan Indonesia) for his coordination and support of the research in Indonesia (including Bahasa/English translation in Jakarta) and for answering our many queries; Wahyu Agung Kuncoro (Partnership and Data Management Coordinator, Plan Indonesia) for his support with Bahasa/English translation in Grobogan; Handoko (Plan

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## **A Note about the Authors**

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### **Front page pictures**

*Top:* Students discussing disaster photos, Qiao Cai Ping Primary School, China

*Bottom:* A boy drawing what he has learnt about natural disasters, Padas Primary School, Indonesia

## Executive Summary

This report presents the findings of safe school research conducted in Cambodia, China and Indonesia, September to November 2012. The main objective of the research was to examine a child rights approach to school safety within the overall aim of ensuring children's access to quality education. The methodology employed for the study was one of desk-based meta-research coupled with empirical, at a distance and on the ground research using focus group and individual interviews with key stakeholders. School based stakeholders participating in the research were all from Plan's ongoing project, *Education in CCDRR- Strengthening Children's Voices in Promoting Safe Schools*. During the research period the project was still at a fairly early stage of development.

Disaster impacts on educational systems and school communities are evident around the world. Internationally, safe school initiatives are being framed around three complementary components: safe school facilities, safe school management and disaster prevention education. Child rights as enshrined in the Convention on the Rights of the Child are all negatively impacted by disasters. Child Centered Disaster Risk Reduction (CCDRR) is Plan's unique participatory rights-based approach to safe schools.

This report highlights key developments and achievements linked to a child-rights approach to safe schools in Cambodia, Indonesia and China both at national and sub-national levels, and identifies what is common and what is distinctive in the experience of the three countries.

Across the three countries, at both national and sub-national levels, there is an emphasis on physical aspects of the safe school among stakeholders participating in the research, and a correlative concern with securing children's protection and survival rights. Only limited reference to curricular aspects of safety and risk reduction is made in participant conceptualizations of the safe school. The range of hazard concerns of participants covers both the climatological and geo-seismic but also hazards that are neither climate nor geology induced. Climate change and slow onset hazards do not seem to figure in the current safe school landscape.

There is strong support for the idea of child participation in safe school

initiatives, but what child participation connotes diverges significantly across the participant sample. A participatory, child rights based safe school philosophy is predominantly voiced by CSO participants in the study but, for the majority of the participants, child participation is viewed as simply a matter of their following adult instruction. There is a clear need to engender a richer and deeper understanding of what the child's right to participate and have a voice involves. Asked about what they have learned with regard to dangers and also about actions they have taken to help make school safe, children in focus group interviews predominantly speak of having acquired knowledge of basic safety measures to protect themselves from hazard, but actions related to disaster risk prevention and mitigation are rarely described. Children share a sense of appreciation at being involved in safe school initiatives, while calling for more such learning opportunities.

Inclusion of marginalized children and groups in safe school initiatives needs to be set within the wider context of access to school, school enrolment, retention, and dropout. Although the usefulness of child-to-child approaches is generally acknowledged, conscious efforts to employ peer learning in engaging with marginalized children about school and community safety are currently limited. Inclusion of systematic programs for self-esteem building - an important pre-requisite for confident, proactive social engagement - is so far a missing element in safe school developments as are learning approaches and materials giving voice to the marginalized. Strategies to engage with marginalized children and groups need to be deepened and nuanced by critically examining, unpacking and working with the diverse degrees and experiences of marginalization evident in any community.

In terms of inter-ministerial and inter-sectorial collaboration and coordination for child rights-based safe schooling, there are some notable developments in Cambodia and Indonesia at national level, but collaborative mechanisms are rather limited at sub-national levels. In China, coordination mechanisms exist at national level but are restricted to disaster and emergency management as well as school construction aspects of safe schools.

In terms of establishing national guidelines covering both structural and non-structural components of the safe school, the three countries are at different stages. Indonesia has established guidelines through a rich consultative process; Cambodia is close to finalizing guidelines; China so far

shows no sign of their being developed. One strategic way to develop and implement child-centered disaster risk reduction is to create synergies with existing initiatives to improve quality education. Child Friendly School initiatives have great potential in this regard, especially in Cambodia and China. Across the three countries, no evidence has been found of strategic links being forged between climate change adaptation education and the safe school.

Systematic across-the-curriculum and through-the-grades safety and risk reduction curriculum provision have yet to be developed in all three countries, as has a progression of knowledge, skills and attitudinal learning outcomes. Allied to this, teachers need further grounding in facilitating participatory pedagogies if child-centered safety and disaster risk reduction learning and engagement are to be sustained. In this regard, teachers for the most part remain reliant on being handed ready-made activities that, at present, are in short supply. The longer-term goal needs to be for teachers to achieve a level of creativity enabling them to design their own participatory learning approaches.

Current and anticipated CSO roles in supporting safe school initiatives are identified as follows. First, CSOs in Indonesia and Cambodia have played an active role in the complementary activities of networking and policy advocacy for safe schools using a number of strategies. In China evidence-based advocacy for comprehensive safe schooling ('advocacy by demonstration') is something to emerge through the Yunnan Safe School Project. Second, CSOs play an innovation role in safe school development. This can be done through innovative pilot project implementation working closely with local school communities employing a child rights framework. Plan's 'Champion School' model as currently emerging will offer a valuable example in this regard. Third, CSOs play a role of safe school providers at local level where government-led initiatives are absent or insufficient. Fourth, CSOs play an ongoing catalytic and facilitative role in safe schools, supporting and monitoring government in their principal responsibility of ensuring the right to education. Potential pitfalls of CSO involvement in safe school development include: creating a dependency culture; operating safe schools through too narrow a framework; disempowering local stakeholders; creating a provision and quality gap between areas where they have intervened and they have not.



There is a need for clearer and fuller delineation of roles for all school level stakeholder groups (principals, teachers, school support committee members and students) in taking forward school-based and school-in-community safety initiatives.

A summary list of recommendations for each country as well as for Plan Asia concludes the report.

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## Section 1: Introduction

Asia is the most disaster-prone and vulnerable region in the world. The region is highly exposed to a variety of hazards including floods, storms, earthquakes, landslides, tsunamis, drought and volcanic eruptions. In 2011, Asia accounted for 86.3% of natural disaster victims globally. Seven of the ten countries most afflicted by deaths from natural disasters are located in Asia. Average annual economic damage from natural disaster in Asia that stood at US\$ 41.6 billion between 2001 and 2010 significantly increased to a staggering US\$276 billion in 2011 (mainly due to the March 2011 earthquake and tsunami in Japan).<sup>1</sup>

Governments in the Asian region are committed to disaster risk reduction through the *Hyogo Framework for Action (HFA) 2005-2015*, which was adopted by 168 governments in 2005 to achieve an overarching goal of 'building the resilience of nations and communities to disasters.' HFA lays out a strategic and systematic approach to reducing risk from natural hazard incorporating strategic goals, five priorities for action and key activities.

While each of the five priorities carries implications for school systems, schools and other learning institutions, HFA priority 3 is of most direct relevance to education. The priority calls upon governments, regional and international organizations and other stakeholders including local jurisdictions and communities to 'use knowledge, innovation and education to build a culture of safety and resilience at all levels.'<sup>2</sup>

This report analyzes and elaborates the findings of child-centered safe school<sup>3</sup>

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<sup>1</sup> Guha-Sapir, D. *et al.* 2012. *Annual Disaster Statistical Review 2011. The Number and Trends*. Brussels: CRED/IRSS.

<sup>2</sup> UNISDR. 2005. *Hyogo Framework for Action 2005-2015: Building Resilience of Nations and Communities to Disasters*. Geneva: UNISDR.

<sup>3</sup> No literature has been found offering a clear and concise definitional and conceptual distinction between the terms 'safe school' and 'school safety'. In fact, the terms are generally employed interchangeably. Plan prefers the former term (Peuvchenda Bun to Fumiyo Kagawa, email, 15 November 2012) and we have gone along with that preference save when the term 'school safety' has been the term used in interviews and documents (including Plan documents) and we are citing verbatim or drawing directly from the data.

research commissioned by Plan Asia Regional Office. The main objective of the research is 'to examine what taking a child rights approach to School Safety means within an overall aim of ensuring children's access to quality education.' The research 'seeks to understand children's rights to quality education and school safety from the perspective of children's experiences and those of their communities.'<sup>4</sup>

The research focuses on experiences and developments in Cambodia, China and Indonesia. The terms of reference drawn up by Plan (see *Appendix 1*) identify the following specific questions to guide the research. The questions are addressed directly and indirectly in different parts of the report. Sections and sub-sections directly responding to a question are given first in the list below with sections and sub-sections indirectly responding to a question following in brackets:

- Why is school safety important to promote child rights to quality education? How can school safety contribute to fulfilling children's rights to quality education in disaster-prone areas?  
*Sections 3; 8 [Sub-sections 7.1; 7.2]*
- What are the roles of teachers, school directors and administration staff, school management committees and local government disaster management committees in Cambodia, China and Indonesia regarding school safety?  
*Sub-sections 7.4.1; 7.4.3; Section 8 [Sub-sections 7.1; 7.2]*
- What are the roles of civil society organizations (CSOs) in supporting school safety? What are the advantages and disadvantages of involving CSOs in implementing school safety? What are the relationships existing and required between CSOs and governments in support of school safety initiatives?  
*Sub-sections 4.5.6; 7.4.2; Section 8*
- Why is children's engagement in school safety important?  
*Section 3*

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<sup>4</sup> Plan Asia Regional Office. 2012. *ToR for the Safe School Research*.

- How to engage marginalized children/groups in school safety?  
*Sub-section 7.3; Section 8*
- What policy processes and government arrangements at national level can ensure that school safety interventions are well adopted and implemented?  
*Sections 4; 5; 6; 8; Sub-section 7.4.1*
- How can school safety interventions add value to Plan's Child Centered Disaster Risk Reduction (DRR) approach?  
*Section 8 [Sub-section 7.2]*
- What are the best practices and lessons learnt from school-based disaster management interventions in the countries of the Asian region?<sup>5</sup>  
*Appendix 3*

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<sup>5</sup> Plan Asia Regional Office. 2012. *ToR for the Safe School Research*.

## Section 2: Methodology

The methodology employed has been one of desk-based meta-research of available English language documentation coupled with empirical research conducted at a distance and on the ground.

After reviewing electronic copies of relevant documents furnished by Plan as well as documents gathered by the consultants themselves, semi-structured individual and focus group interview schedules were drafted for the following six stakeholder categories: national and sub-national Ministry and governmental officials; Plan and other CSO personnel; school support committees<sup>6</sup>; school principals; teachers; children. Semi-structured interview schedules were finalized, incorporating feedback from Plan on draft schedules. The data collection instruments were then forwarded to Plan ahead of the consultancy visit for translation and for sharing with adult research participants. The instruments form *Appendix 2*.

The consultants also developed a case study template in order to capture Plan's key school-based disaster risk management experiences at country level in the Asian region. After feedback from Plan on a draft, the template was finalized and forwarded to relevant Plan officers by the Plan Regional Safe School Project Manager. The case studies submitted, as edited by the consultants, form *Appendix 3*.

Field research was conducted from 17 to 21 September 2012 in Cambodia and from 24 to 28 September 2012 in Indonesia. In the case of China, which consultants were not able to visit, desk-based interviews took place with Plan staff using Skype facility between 9 September and 8 October 2012. Plan China staff undertook on-the-ground interviews involving non-English speaking participants between 24 and 26 October 2012.

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<sup>6</sup> Although the size and function of school support committees in Cambodia, Indonesia and China are different, they commonly include or, in the case of China, will include, a small number of community representatives (e.g village chiefs/leaders, representative adult members of the community, parents) who support the school's operation. During the research period, school committees in China did not include community members but, in November 2012, Plan China recommended to schools that community representatives be added (Lingling Liu to Fumiyo Kagawa, email, 23 November 2012).

One consultant undertook field research and pre-and post-visit desk research, while the second consultant worked exclusively from his desk.

In the case of Cambodia and Indonesia, Plan country offices identified and recruited research participants, ensuring that there were participants from different levels (national, sub-national and school). In China there was no national level involvement in the research, and identification of provincial (Yunnan) and school level participants fell to the Plan country office based in Xi'an.<sup>7</sup> Of schools participating in Plan's ongoing project in Cambodia, China and Indonesia - the *Education in CCDRR- Strengthening Children's Voices in Promoting Safe Schools* project<sup>8</sup> - locations and schools particularly vulnerable to hazard were selected to participate in this research. At the time of research, the project was still at a fairly early stage of development. The number of schools participating in the field-based research differs from country to country due to issues of accessibility within the field research period.<sup>9</sup> See *Box 1* below for the list of schools participating in this research and *Appendix 4* for the list of research participants.

***Box 1. Schools participating in this research***

- **Cambodia:** Bakkheng Primary School; Kampong Raing Primary School; Lbeuk Primary School; Prek Tarath Primary School; Sre Kvav Primary School
- **Indonesia:** Padas Primary School; Ringinpitu 4 Primary School
- **China:** A De Bo Primary School; Qiao Cai Ping Primary School; Yue Jin Primary School

In addition, one Plan Regional Disaster Risk Management Specialist was interviewed via Skype to obtain a regional perspective on safe school initiatives.

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<sup>7</sup> In China, Plan's focus for the project is at provincial level only.

<sup>8</sup> This is a SIDA (Swedish International Development Agency) funded project for 27 months from November 2011 to December 2013. The overall goal of the project is as follows: 'Children in the most at-risk communities in Cambodia, China, and Indonesia have access to safer education through duty bearers minimising the impact of disasters on their right to quality education with the support of civil society' (Plan Asia Regional Office 2011). 12 schools in Cambodia, 10 schools in China and 30 schools in Indonesia are involved in the project.

<sup>9</sup> Five schools in Cambodia, three schools in China and two schools in Indonesia.



The field consultant's interactions with non-English speaking participants were supported by the Plan Cambodia Disaster Risk Management Project Coordinator, the Plan Indonesia Partnership and Data Management Coordinator and the Plan Indonesia Disaster Risk Reduction Project Manager, all possessing deep understanding of the educational and DRR contexts in their own countries. During the school visits, officers from Plan's partner organizations in implementing the above-mentioned project <sup>10</sup> also accompanied the consultant and gave necessary logistical support.

Individual or focus group interviews with adult participants took approximately 60 minutes, while focus group interviews with children lasted about 45 minutes. In order to maximize research participant engagement, adult participants were invited to discuss and fill in, as appropriate, a SWOT (strengths, weaknesses, opportunities, threats) chart regarding safe school development and implementation.



*Teachers completing a SWOT chart, Padas Primary School, Indonesia*



*School Support Committee members completing a SWOT chart, Prek Tarath Primary School, Cambodia*

For child participants, focus group sessions started with discussion using a number of hazard pictures as an ice breaking introductory activity. Children were also encouraged, as a springboard for discussion, to draw a picture of, or write a few words on, what they have learnt about safety and/or about things to do to make the school safe.

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<sup>10</sup> Child Rights Foundation in Cambodia and KYPA in Indonesia.



*Students drawing a picture, Yue Jin  
Primary School, China*



*A girl student explaining her drawing,  
Ringinpitu 4 Primary School, Indonesia*

Interviews were recorded with prior permission. Artifacts created during the interviews (i.e. SWOT diagrams by adult participants and drawings by children) were gathered with creator permission. (See *Appendix 5* for examples of drawings by children.) Interview data gathered by Plan China staff was translated into English before being forwarded to the consultants. Following analysis of the empirical research and review of further documentation, the report sections that follow were written and recommendations drawn up. The report was finalized by incorporating feedback on two successive draft versions from Plan Cambodia, China, Indonesia as well as Plan Asia Regional Office.

### Section 3: Safe School Initiatives at Regional and Global Level: An Overview

Disaster impacts on education systems and school communities are evident around the world. Disasters threaten physical safety of staff and students, disrupt student access to quality education, cause economic losses, and negatively impact the psychosocial wellbeing of school communities.<sup>11</sup> Disasters undo hard-earned progress towards realizing international educational goals, including Millennium Development Goal 2 focused on achieving universal primary education by 2015.<sup>12</sup>

The drive for the 'safe school' gathered momentum during UNISDR's 2006-2007 global campaign on 'Disaster Risk Reduction Begins at School' aimed at mobilizing global efforts to integrate disaster risk reduction into school curricula as well as making school buildings safer. During the third UNISDR Global Platform for Disaster Risk Reduction in 2011, a renewed international commitment to the safe school was underlined: 'By 2015, concrete action plans for safer schools and hospitals should be developed and implemented in all disaster prone countries. Disaster risk reduction should be included in all school curricula by the same year.'<sup>13</sup>

In the Asian region, there are a number of commitments and agreements promoting the safe school. For instance, the 2007 *Ahmadabad Action Agenda for School Safety* sets a goal of achieving 'zero mortality of children in schools from preventable disaster by the year 2015'.<sup>14</sup> The 2007 *Bangkok Action Agenda* urged all stakeholders to take action in: integrating disaster risk reduction into school education; strengthening disaster risk reduction education for community resilience, making schools safer and empowering children for disaster risk reduction.<sup>15</sup> More recently, the Association of

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<sup>11</sup> UNISDR. 2008. *Disaster Prevention for Schools: Guidance for Education Sector Decision-Makers. Consultation Version*. Geneva: UNISDR.

<sup>12</sup> UNDP. 2004. *Reducing Global Risk: A Challenge for Development*. New York: BCPR-UNDP.

<sup>13</sup> UNISDR. 2011. *Chair's Summary: Third Session of the Global Platform for Disaster Risk Reduction and World Reconstruction Conference*.

<sup>14</sup> *Ahmedabad Action Agenda for School Safety adapted at International Conference on School Safety*. 18-20 January 2007. Ahmedabad, India.

<sup>15</sup> UNISDR, UNESCO, UNICEF, UNESCAP, UNCRD, UNOCHA, IFRC, ASEAN, ADPC, ADRC & ASB. *Bangkok Action Agenda. Outcome of the Asia-Pacific Regional Workshop on School Education and Disaster Risk Reduction*. 8-10 October 2007.

Southeast Asian Nation (ASEAN)'s *Agreement on Disaster Management and Emergency Response Work Program for 2010-2015* has specified two education components: embedding DRR in school curricula and securing school facilities, with output targets (e.g. development of sets of tools and guidelines).<sup>16</sup> The *Yogyakarta Declaration on Disaster Risk Reduction* adopted at the fifth Asian Ministerial Conference on Disaster Risk Reduction on 25 October 2012 supports 'local efforts for safe schools' so as to build local community resilience, recognizes the importance of the protection of the rights of children from disaster risk and encourages 'child and youth participation in DRR and development processes at all levels'.<sup>17</sup>

Multi-faceted and diverse safe school initiatives around the world have begun to be understood through a comprehensive three-pillar approach to protecting schools against disasters. The complementary three pillars are: safe school facilities (i.e. safety of new and legacy school construction, safe site selection, assessment of building safety); safe school management (i.e. school-based risk reduction and safety plans, disaster drills, school safety committees); disaster prevention education (i.e. DRR in formal curricula and in extra/co-curricular activities).<sup>18</sup>

The 1989 UN Convention on the Rights of the Child (CRC) has provided a framework for the development of a rights-based and child-centered, or child-friendly, approach to achieving the overall goals of quality education. Over its 53 articles CRC considers the child holistically as rights' holder and beneficiary, deserving of protection and safeguarded development, while also having a voice and the right to participate. The child survival, development, protection and participation rights enshrined in CRC are all subject to negative

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Bangkok, Thailand.

<sup>16</sup> ASEAN *Agreement on Disaster Management and Emergency Response Work Program for 2010-2015*.

<http://www.aseansec.org/publications/AADMER%20WP%202011.pdf>

<sup>17</sup> *Yogyakarta Declaration on Disaster Risk Reduction in Asia and the Pacific 2012*, Fifth Asian Ministerial Conference on Disaster Risk Reduction, Yogyakarta, Republic of Indonesia, 22-25 October 2012.

[http://www.preventionweb.net/files/29332\\_01yogyakartadeclarationdraffinalcl.pdf](http://www.preventionweb.net/files/29332_01yogyakartadeclarationdraffinalcl.pdf)

<sup>18</sup> UNISDR. 2012. *Assessing School Safety from Disasters – A Baseline Report*. (Draft). Geneva; UNISDR; UNICEF, ADPC, Plan, World Vision, UNESCO & Save the Children. 2012. *Comprehensive School Safety: Working Towards a Global Framework for Climate-smart Disaster Risk Reduction, Bringing Development and Humanitarian Action in the Education Sector*.

[http://www.preventionweb.net/files/31059\\_31059\\_comprehensiveschoolsafetyframe.pdf](http://www.preventionweb.net/files/31059_31059_comprehensiveschoolsafetyframe.pdf)

impact from disasters. On the opposite side of the same coin, inalienable child rights find strong resonance and reinforcement in safe school initiatives. Children have a right to education under any circumstances. They have a right to be safe and learn how to stay safe in home, school and community. Children have the right to participate in decisions and efforts to protect their own safety and wellbeing in the face of actual and potential threat, and to participate in reducing vulnerabilities by resilience building in their own school and community. Child centeredness and friendliness and the safe school are mutually reinforcing concepts.

Child Centered Disaster Risk Reduction (CCDRR) is Plan international's unique rights-based approach that emphasizes children and youth as change agents in making their own lives and communities safer and disaster resilient. It sets out to respect their rights, needs, views and vulnerabilities while supporting their empowerment through both child-centered (*for* children) and child-led (*by* children) activities. CCDRR is a non-discriminatory and enabling approach for both boys and girls from diverse abilities and backgrounds. It aims at strengthening the capacities of duty bearers at all levels (parents, communities, governments) so they are better placed to safeguard the wellbeing of all children.<sup>19</sup> CCDRR is but one of Plan's approaches to safe schools. Based on previous experience of working with children in DRR, Plan considers that: 'children's participation in the identification of hazards and the monitoring of risks in their communities is a central component of a child-centered DRR program. Training children in DRR, therefore, is most effectively centered on conducting, with children, a child-friendly, participatory Hazard, Vulnerability and Capacity Assessment (HVCA)'.<sup>20</sup> Children apply what they have learned through HVCA to planning and action in pursuit of the prevention, preparation and mitigation activities that they prioritize. These include 'small projects that children manage themselves to effect change, awareness raising, and advocacy in cooperation with adult groups and NGOs to hold local governments accountable to their responsibilities, with the aim of creating spaces for children's voices to be heard on a regular basis on disaster management decision making'<sup>21</sup>.

What follows is a non-exhaustive list illuminating reasons why all children's

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<sup>19</sup> Plan. 2010. *Child Centred Disaster Risk Reduction: Building Resilience through Participation. Lessons from Plan International.*

<sup>20</sup> Plan International. 2010. *Child-Centred DRR Tool Kit. 2.*

<sup>21</sup> Ibid.

engagement in safe schools is important:

- Children have a right to freely express an opinion on all matters affecting themselves and to have that opinion given due weight in accordance with their age and maturity.<sup>22</sup> Hazards and disasters affect children and so they have the right to express their opinions on disaster risks.
- Learning and participating in DRR from a young age is likely to benefit them for the rest of their lives, yielding a higher benefit than adults belatedly acquiring the same knowledge and skills set.
- Children represent a large segment of the population (between 50% and 70 %) of most countries at risk from natural hazard, so their direct involvement in reducing vulnerabilities can contribute to building the resilience capacity of the larger population.
- Children have a fresh, oftentimes unique, perception that can illuminate blind spots in adult ways of seeing the world (including how adults see risk).
- Children can effectively communicate risk related messages to family, peers and communities through their informal communication networks, often using innovative means (theatre, video, radio, songs, murals, social networking).<sup>23</sup>

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<sup>22</sup> CRC Article 12.

<sup>23</sup> The list was informed by: Back, E. *et al.* 2009. *Children and Disaster Risk Reduction: Taking Stock and Moving Forward*; Plan. 2010. *Child Centred Disaster Risk Reduction: Building Resilience through Participation. Lessons from Plan International*; UNICEF/Plan. 2010. *The Benefits of a Child-Centred Approach to Climate Change Adaptation*.

## Section 4: The Safe School in Cambodia

Cambodia is one of the most disaster prone countries in all of South East Asia. It has been affected by a number of hazards including floods, droughts, forest fires, landslides, storms, typhoons and occasional epidemics. During the twenty-year period from 1993 to 2012, floods caused the greatest number of fatalities (followed by epidemics), affected the greatest number of people (followed by droughts) and caused the greatest economic damage.<sup>24</sup> The impacts of these disasters are disproportionately felt in rural areas, intensifying socio-economic vulnerabilities amongst those who depend on agriculture, fisheries and forestry. Floods and typhoons have especially impacted the education sector. School buildings suffer damage, causing death and injury among teachers and students. Approximately 21 percent of schools in Cambodia are located in flood prone areas. In the July to December period, flooding continues for up to three months, which makes many students' access to schooling very difficult and disrupts regular teaching. It is estimated that around 40 to 50 percent of the total drop out of students from school is due to floods.<sup>25</sup> The Secretary General of the National Committee for Disaster Management (NCDM) explains: 'In Cambodia, schools start on 1 October when flood threats still remain. Normally floods and storms come together. How to make children safer, especially smaller children, is difficult. In the flood prone areas, poor children are vulnerable by travelling by palm tree boat... Currently the majority of school buildings are not strong enough to protect children from storms and floods... Safe school concepts should be taught to children so that they can escape from the dangers. Both students and school buildings should be strong.'<sup>26</sup>

The Royal Government of Cambodia is committed to implement the HFA. The *Strategic National Action Plan (SNAP) for Disaster Risk Reduction 2008-2013*<sup>27</sup> was developed through a government-led participatory process

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<sup>24</sup> [http://www.emdat.be/result-country-profile?disgroup=natural&country=khm&period=1993\\$2012](http://www.emdat.be/result-country-profile?disgroup=natural&country=khm&period=1993$2012)

<sup>25</sup> MoEYS, NCDM, UNDP, ADPC & ECHO. 2010. *Mainstreaming Disaster Risk Reduction in the Education Sector in Cambodia*.

<sup>26</sup> Interview with Ponn Narith, Secretary General, Office of the Council of Ministers, National Committee for Disaster Management, 21 September 2012.

<sup>27</sup> National Committee for Disaster Management and Ministry of Planning. 2008. *Strategic National Action Plan for Disaster Risk Reduction 2008-2013*.

as the road map for achieving HFA goals. *SNAP* synthesizes existing government policies and strategies, notably, the *National Strategic Development Plan for 2006-2010* and the *2006 National Adaptation Program of Action for Climate Change*. Two of six DRR components of *SNAP* specifically touch upon the education sector. Priority four ('use knowledge innovation and education to build a culture of safety and resilience') includes promotion of DRR education and training as one of the actions to be undertaken. Priority five ('mainstreaming DRR into policies and programs of relevant government ministries') highlights themes that can be pursued within various ministries. In the case of the Ministry of Education, Youth and Sports (MoEYS), DRR themes include 'incorporation of disaster risk management and risk reduction into school curricula' and 'elevated schools in flood areas.'<sup>28</sup>

As one of the critical priorities put forward in *SNAP*, the *Law on Disaster Management* was drafted in 2010. Although this draft law does not specifically refer to the role of the education sector, it offers a broad backcloth for safe school initiatives together with a strong rationale for CSO involvement. Article 5 emphasizes multi-stakeholder inclusion in disaster management efforts: 'Citizens, private institutions, the Cambodian Red Cross, civil society organizations, Non-Government Organizations, international organizations, and (the) United Nation system have an obligation to participation in disaster management activities.' Once the law is passed, NCDM, the current coordination and policy recommending body for all governmental disaster-related activities<sup>29</sup>, will be instituted as the National Disaster Management Council (NDMC). NDMC will 'lead, coordinate, harmonize efforts and enhance the cooperation' among relevant ministries and government authorities at all levels, UN systems and CSOs. NDMC will have a separate budget and acquire legal powers<sup>30</sup> - important advantages in promoting a safe school agenda.

Under the Regional Consultative Committee on Mainstreaming Disaster Risk Reduction (RCC), Cambodia implemented a Priority Implementation Partnership (PIP) to mainstream DRR in the education sector. It was

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<sup>28</sup> Ibid. 16.

<sup>29</sup> NCDM is chaired by the Prime Minister and consisting of representatives from 17 ministries including MoEYS. The practical implementation of the NCDM's work is supported by the DRR Forum, a national level network and partnership among CSOs led by NCDM.

<sup>30</sup> Kingdom of Cambodia. *Law of Disaster Management (Draft)*. September 2010.



implemented in two phases (Phase 1: January 2007 to April 2008; Phase 2 September 2008 to December 2009) by MoEYS, together with NCDM, the Asian Disaster Preparedness Centre (ADPC) and UNDP with support from the European Commission Humanitarian Aid Department (ECHO). During the implementation, a Technical Working Group (TWG) was formed including representation from MoEYS, NCDM and ADPC. Through this initiative, DRR was integrated into Grade 8 Earth Science and Geography subjects. DRR student modules and a *Teacher's Guide* developed by means of contributions from a number of CSOs (including Plan Cambodia) were approved and disseminated by MoEYS.<sup>31</sup> Due to the urgent need for improved hazard resilient school construction, a school construction guideline was also developed.<sup>32</sup> A school construction guideline – as drafted by ADPC during the project period - was not approved by MoEYS. The guideline was later further developed by Asian Development Bank (ADB) and approved by MoEYS in October 2012.<sup>33</sup>

As of January 2013, a safe school guideline document in Cambodia has almost been finalized. In order to develop the guideline, MoEYS formed a Safe School Guidelines Development Task Force consisting of six senior MoEYS officials and two CSO representatives from the Child Rights Foundation (CRF).<sup>34</sup> Under the management of the Task Force, a writing committee was established to write the guidelines. The committee consists of four governmental officials and two Task Force members. Due to lack of time among the writing committee members, CSOs such as Plan Cambodia hired a consultant to work with the committee to draft the guidelines. As wide CSO engagement was strongly expected in the process of guideline development, key CSOs came together to form a Disaster Risk Management (DRM) in Education Working Group that includes Plan Cambodia, Save the Children, the Child Rights Foundation (CRF) and World Vision. The DRM in Education Working Group provides technical support to the writing committee and also to the Task Force through the two CRF members of the Task Force.<sup>35</sup> As part of its safe school project, Plan Cambodia is active in supporting guideline development and, once the guidelines are in place, will help foster its

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<sup>31</sup> MoEYS, NCDM, UNDP, ADPC & ECHO. 2010. *Mainstreaming Disaster Risk Reduction in the Education Sector in Cambodia*.

<sup>32</sup> Ibid.

<sup>33</sup> Khun, Bunna, Plan Cambodia, 7 November 2012, (email).

<sup>34</sup> The Child Right Foundation (CRF) is Plan Cambodia's project partner. See p.24 for further information on CRF.

<sup>35</sup> Peuvchenda Bun, Plan Cambodia, 29 January 2013, (email).

dissemination.<sup>36</sup>

The 2007 *Child Friendly School Policy* of MoEYS is based on the ‘content, strategies and principles for effective provision of basic education’. A Child Friendly School is described as ‘a school that recognizes and nurtures the achievement of children’s basic rights.’ The *Policy* offers a strong rationale for overall CCDRR and safe school initiatives. One of the six dimensions of the child friendly school framework concerns ‘health, safety and protection of children’ (Dimension 3): ‘To ensure that all children participate in education are cared for and supported by all concerned people and institutions to keep them healthy and safe and protect them from violence at school, in the family and in society.’<sup>37</sup> Most of the Cambodian national level stakeholders interviewed for this research hold that Dimension 3 can be ‘deepened’ by including issues surrounding child protection from natural hazards.<sup>38</sup> Dimension 5 on ‘the participation of children, families and communities in the running of their local school’ also offers a strong justification for advocating CCDRR both at school and in community. One of the activities under this dimension is the Children Council, an elected student body, which is mandated by MoEYS for all Cambodian Schools. Children Councils present an ideal platform for child-led safe school initiatives. Plan’s safe school project includes capacity building of Children Councils at target schools by having them work with Plan’s project implementation partner, the Child Rights Foundation (CRF). CRF, a national NGO established in 2000, aims at full implementation of CRC in Cambodia by raising awareness and advocating child rights at all levels. Since 2002 CRF has worked in close partnership with MoEYS on embedding and mainstreaming child rights and child rights-related issues and child-centered participatory approaches in the Cambodian education system. Their contribution includes developing Child Friendly School Guidelines in line with the *Child Friendly School Policy*.<sup>39</sup>

At sub-national level in Cambodia, there are three layers of disaster management authority: the Provincial Council for Disaster Management (PCDM); the District Council for Disaster Management (DCDM); the

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<sup>36</sup> Plan Cambodia Focus Group, 21 September 2012.

<sup>37</sup> MoEYS. 2007. *Child Friendly School Policy*. 33-4.

<sup>38</sup> MoEYS Focus Group, 17 September 2012; Plan Cambodia Focus Group, 21 September 2012; Child Rights Foundation Focus Group, 17 September 2012; Interview with Khim Phearum, Save the Children, 17 September 2012.

<sup>39</sup> Child Rights Foundation Focus Group, 17 September 2012.

Commune Council for Disaster Management (CCDM). Focus group interviews conducted at DCDM and CCDM levels have revealed that their collaboration with the education sector has focused on emergency response, not on safe school aspects. See *Appendix 6* further details on the participating CCDM and CCDM members' perspectives on safe schooling as well as elaborated contextual information on the schools taking part in this research.

## Section 5: The Safe School in Indonesia

Indonesia, the world's largest archipelago situated at the meeting point of four large tectonic plates, is prone to geo-seismic hazards including earthquakes, tsunamis, landslides and volcanic eruptions. The western part of the country is exposed to flooding and landslide hazards due to high rainfall, while a dry zone in the eastern part of the country is vulnerable to drought. Combined with climate change impacts and increasing population density, rapid urbanization and poverty in some parts of what is a complex plural society, Indonesia presents a high level of disaster risk.<sup>40</sup> In Indonesia, more than 90 percent of government elementary schools were built in the 1970s when disaster risk reduction was barely considered and the majority of the now aging buildings do not measure up to today's earthquake resistant standards. There are more than 110,000 severely damaged classrooms requiring urgent rehabilitation.<sup>41</sup>

Since the devastating tsunami tragedy of 2004, disaster risk reduction has become a top national priority for the government of Indonesia. The new prioritization is manifest in greater proactivity with regard to safe school initiatives in recent years.

*Disaster Management Law* (No 24/2007), a legal umbrella for disaster management, states that everyone has the right to 'enjoy social security and sense of security, particularly for disaster-prone community groups', 'to have education, training and skills in disaster management,' and 'to participate in decision making-on disaster management activities, particularly those related to him/her and to his/her community.'<sup>42</sup> Although the *Disaster Management Law* does not make particular reference to children, child rights or schools, it clearly provides an important point of reference for CCDRR and safe school development. The National Agency for Disaster Management (BNPB),

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<sup>40</sup> Consortium for Disaster Education (CDE). 2011. *A Framework of School-based Disaster Preparedness*. Plan Indonesia. (no date). *Draft Situation Analysis: The Right to Protection and Assistance in Emergencies and Improved Resilience to Natural and Man-Made Hazard*.

<sup>41</sup> BNPB. 2012. *5th Asian Ministerial Conference on Disaster Risk Reduction: Strengthening Local Capacity for Disaster Risk Reduction Background Studies on Conference Sub-themes*.

<sup>42</sup> Article 26.

established in 2008 as a result of the *Disaster Management Law*, is responsible for policy, coordination and implementation aspects of disaster management. BNPB, working in cooperation with the Ministry of National Education<sup>43</sup>, formulated a strategy on mainstreaming disaster risk reduction into national education. Ensuring safe schooling is one of the strands within the strategy.<sup>44</sup> The *National Action Plan (NAP) for Disaster Risk Reduction 2010-2012* acknowledges education as one of its priorities.

Although there had been a great number of school-based DRR initiatives and advocacy efforts in Indonesia, safe school initiatives really gathered momentum when the One Million Safe Schools and Hospitals Campaign, a UNISDR global advocacy initiative aimed at making schools and hospitals safer from disasters, was launched in 2010. The campaign was led by the Ministry of National Education, the Ministry of Health, the Ministry of Public Welfare and BNPB, and was supported by a number of other governmental organizations, private sector entities, UN Agencies, national partners, members of the Consortium for Disaster Education (CDE) and the Indonesian National Platform for Disaster Risk Reduction. It aimed at creating schools that guaranteed the education, health, safety and security of students and their communities, fostering communities committed to a safety culture and ensuring safe school buildings.<sup>45</sup> This campaign was followed up by a number of safe school initiatives in Indonesia.

Later in 2010, the first National Safe School Conference organized by Plan Indonesia in close collaboration with the Ministry of National Education, BNPB and UNESCO offered an important opportunity to share and map out existing safe school related initiatives, to synthesize safe school principles and concepts and to explore country-specific safe school indicators/standards. Through conference discussions, five basic aspects of the safe school were identified:

1. Disaster safe locations;
2. Knowledge, attitudes and behaviors (e.g. increasing knowledge and developing appropriate attitudes and actions for pre-, in- and post-disaster contexts through workshops/seminars, regular simulations,

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<sup>43</sup> It is now called Ministry of Education and Culture.

<sup>44</sup> Interview with Sugeng Triutomo, Deputy Chief for Prevention and Preparedness, BNPB, 27 September 2012.

<sup>45</sup> Plan Indonesia. 2010. *Safe School National Conference Report*.

- communication network development, risk management training, school curricula);
3. Building structures;
  4. Class design and layout;
  5. Facilities and service support (e.g. DRR learning resources, a school emergency room, evacuation routes, adequate clean water, safety equipment).<sup>46</sup>

Following the conference, in 2011 the Ministry of Education and Culture inaugurated the Special Allocation Fund (DAK) on School Rehabilitation and Reconstruction program. This funding program is open to all 497 districts in Indonesia. In 2011 BNPB recommended 60 districts prone to specific hazard priorities (e.g. earthquakes) based on criteria laid out in the *Technical Guideline on Safe School Rehabilitation by Special Allocation Fund*<sup>47</sup> and the 60 districts were approved by the Ministry of Education and Culture. In 2011 the total annual budget for this program was 10.7 trillion IDR (65 % of the allocation being for structural use and 35 % for non-structural use). In 2012 the allocation was increased to 17.6 trillion IDR (80 % for structural and 20 % for non-structural use).<sup>48</sup> The increase in funding allocation in structural use is in line with the *Technical Guideline on Safe School Rehabilitation by Special Allocation Fund*. In 2012 the Government of Indonesia further prioritized allocation of the fund for the rehabilitation and reconstruction component rather than for non-structural use. The *Technical Guideline* also refers to the number of damaged schools requiring rehabilitation and reconstruction in 2012.<sup>49</sup>

The Ministry of Religious Affairs, which is responsible for religious schools (i.e. madrasahs) in Indonesia, currently focuses on madrasah rehabilitation. It published a *Technical Guideline on Classroom Rehabilitation for Primary Madrasah, Junior Secondary Madrasah, Senior Secondary Madrasah* in 2012 aimed at concretely applying existing governmental guidelines and regulations related to safe schools to the madrasah context. It highlights success indicators that include supporting and realizing a safe and comfortable learning environment and fostering community stakeholder participation in implementing the rehabilitation of classrooms. Due to budgetary limitations,

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<sup>46</sup> Ibid.

<sup>47</sup> BNPB/National Secretary of Safe School, 2011.

<sup>48</sup> Amin Magatani, Plan Indonesia, 11 October 2012, (email).

<sup>49</sup> Amin Magatani, Plan Indonesia, 23 January 2013, (email).

safer madrasah initiatives are currently limited in scope and number. For instance, the initiatives lack planning and monitoring components.<sup>50</sup>

Among a number of initiatives to address non-structural safe school issues, a noteworthy example is the school based disaster preparedness model/tool developed by the UNESCO Office in Jakarta working in partnership with the Indonesian Institute of Science (LIPI), local NGOs and schools from 2006 to 2010. The model is based on five parameters to assess the state of disaster preparedness of primary, junior secondary and senior secondary schools and decide on intervention priorities: school policy; knowledge, attitudes and behaviors; emergency planning and response; early warning system; resource mobilization capacity. During the project period, the tool was pilot tested and modified and context-specific interventions for capacity building were offered at project schools.<sup>51</sup>

In 2009, the Center of Curriculum (PUSKUR), Ministry of Education and Culture in collaboration with Safer Communities through Disaster Risk Reduction (SCDRR), funded by UNDP, developed teaching modules on five hazards (i.e. tsunami, floods, earthquakes, landslides and fire) and actions to be taken at primary, junior secondary and senior secondary levels (total 15 modules). PUSKUR also developed three training modules targeting facilitators and teachers on how to integrate DRR into the education system.<sup>52</sup>

In the development of non-structural components of the safe school, the Consortium for Disaster Education (CDE), established in 2006, provides an important co-ordination and advocacy platform for more than 60 governmental and CSO members. CDE's mission is to 'support the development of sustainable policy and DRR education practices at national and local levels through formal, non-formal as well as informal approaches by improving the capacity, coordination, and synergy among parties and making the commitment to DRR education'.<sup>53</sup> Collective advocacy efforts made by CDE

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<sup>50</sup> Ministry of Religious Affairs Focus Group, 27 September 2012.

<sup>51</sup> Interview with Ardito M. Kodijat, UNESCO Office Jakarta, 27 September 2012. This model is explained in Chapter 4 of *Build Disaster Preparedness in School* (UNESCO & LIPI, 2008). Details of lessons learned from this project activities are found in *Story from Aceh: Building Capacity and School Disaster Preparedness* (UNESCO, LIPI & TDMRC, 2009) and *Story from Maumere: Build Disaster Preparedness in School* (UNESCO, LIPI, Indonesian Red Cross & Mitra Bahari Foundation, 2009).

<sup>52</sup> Bun Peuvchenda, Plan Cambodia, 15 November 2012. (email)

<sup>53</sup> CDE. 2011. *A Framework of School-based Disaster Preparedness*.

have been successful. For instance, they triggered the 2010 Ministry of Education and Culture Education Circular Letter (No.70a/SE/MPN/2010) sent to the heads of regions, local education offices, provincial and district disaster management offices and other relevant offices calling for the mainstreaming of DRR in primary and secondary education by addressing the following three components: 1) empowering the institutional roles and capabilities of the school community; 2) integrating DRR into the curriculum of formal education (both intra- and extra-curricular activities); 3) building partnerships and networks among stakeholders to support the implementation of DRR in school.<sup>54</sup> Key values and principles for DRR education articulated in the CDE *Framework of School-based Disaster Preparedness*, such as empowerment, a participatory and action orientation, a rights-based approach, inclusivity and partnership have been integrated into the 2012 safe school guideline document described immediately below. CDE's parameters, indicators and verifications have also been adopted within the guideline.

The 2012 *Guideline for Implementation on Safe School/Madrasah from Disasters Initiatives*<sup>55</sup>, is a regulation enacted by the Head of BNPB (Regulation of Head of BNPB No.4/2012). It is a noteworthy achievement for a number of reasons. First, it has a strong emphasis on the fulfillment of child rights and ensuring child participation. For instance, a general definition of safe school states that the 'Safe school is a school recognizing and protecting child rights by providing an atmosphere and environment that ensure [quality] learning process, health, safety and security of their students at any time.' 'Active participation of stakeholders including children,' the document asserts, 'is the key to the implementation of this guideline'. Second, it covers both structural aspects (i.e. safe location, safe construction, safe classroom setup and design, safe facilities and infrastructure) and non-structural aspects (i.e. improving knowledge, attitudes and action, safe school/madrasah policy, preparedness planning, mobilization of resources) of the safe school by synthesizing previous initiatives. Third, it is an outcome of a 'movement' which involved a significant number of stakeholders from governmental and non-governmental institutions as well as the general public (including children) through various consultative forms, arenas, avenues and approaches, such as seminars, focus groups, informal meetings and the union of student movement,

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<sup>54</sup> CDE. 2011. *A Framework of School-based Disaster Preparedness*; Bun Peuvchenda, Plan Cambodia, 15 November 2012. (email).

<sup>55</sup> English translation (Draft Version)



an existing student community.<sup>56</sup> As part of the safe school project, Plan Indonesia launched a dissemination workshop for the safe school guideline in Sikka District, East Nusa Tenggara Province in August 2012, with the further intention of launching workshops in Rembang and Grobogan Districts, Central Java Province.<sup>57</sup>

KERLIP Association, a national NGO established in 1999 is Plan Indonesia's safe school project partner at national level. KERLIP's educational work is based on the principal of 'best interests of children' and aims at realizing the right to quality education especially for disadvantaged groups. It has a strong track record of advocacy at community/school, district, provincial and national levels. Its advocacy work has been focused on Education for All since 2009. KERLIP strategically chose school structural safety as an entry point for safe schools since it is in line with the purposes of the above-mentioned Special Allocation Fund, the structural safety element having been previously left behind by national and international NGOs due to lack of funding. Realizing that there was no focal point for safe school advocacy and implementation, KERLIP, working with a number of other organizations,<sup>58</sup> created the National Secretary on Safe School in 2011 following the One Million Safe Schools and Hospitals Campaign (see p.29). The National Secretary on Safe School, a flexible network for inter-ministerial coordination as well as public and private collaboration including CSOs, became the Task Force for the implementation of Safer Schools/Madrasahs during the March 2012 coordination meeting of the Indonesian National Platform for DRR drawing together local forums for DRR. The target of the National Secretary is to make 75 % of all Indonesian schools safe schools.<sup>59</sup>

At sub-national level in Indonesia, there are two layers of disaster management authority: the Provincial Agency for Disaster Management (BPBD) and the District Agency for Disaster Management (BPBD). All 33 provinces have already established Provincial Agencies for Disaster Management, while there are 387 District Agencies for Disaster Management across the 497 districts. In the case of Grobogan District, the newly

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<sup>56</sup> National Secretary on Safe School/KERLIP Focus Group, 27 September 2012.

<sup>57</sup> Nofri Yohan & Amin Magatani. 2012 (15 September). *SNO Midterm Narrative Report 2012*. Plan Indonesia.

<sup>58</sup> They include: ITB'88, PPMB ITB, Skala, BMP, Sekolah Pelangi, Majelis Dikdasmen Muhammadiyah, IA ITB, Universitas BINUS, Plan Indonesia, UNESCO Jakarta Office, PT TMI.

<sup>59</sup> National Secretary on Safe School/KERLIP Focus Group, 27 September 2012.

established District Agency for Disaster Management and District Education Office has not collaborated in safe school initiatives. See *Appendix 7* for further information on safe schooling in Grobogan District as well as elaborated contextual information on the schools taking part in this research.

## Section 6: The Safe School in China

Between 1980 and 2010 China encountered some 597 natural disaster events incurring, on average, 5,018 deaths per year, and affecting, on average, some 90,808,104 people per year. While storms and floods were the most frequent source of natural disaster, affecting millions of people and causing significant economic damage, the 98 earthquakes in the thirty-year period proved the most destructive in terms of loss of human life.<sup>60</sup> The 12 May 2008 Sichuan earthquake, magnitude 8.0, was the most devastating natural disaster in China since the Tangshan earthquake of 1976, disrupting the lives of millions of people, killing 87,476, injuring 400,000 and leaving 5 million homeless.<sup>61</sup> Occurring in the early afternoon of a normal school day, its effects on schools and children were horrendous with more than 7,000 schools collapsing or incurring radical structural damage. An official figure of 5,335 student deaths from school collapse was released twelve months after the earthquake.<sup>62</sup>

Alongside a rapid and effective emergency response aimed at returning all children to school (in rebuilt, temporary or makeshift premises) by the start of the new school year, controversy raged over the part substandard building had played in school collapse and consequent child deaths, with allegations of corruption and negligence being leveled against local government officials and construction companies.<sup>63</sup>

An effect of the Sichuan earthquake and its aftermath was to focus national attention more keenly and decisively on the provision of safe schooling. Later in 2008 *Design Instructions for School Planning and Construction* were jointly issued by the Ministry of Education, the Ministry of Construction and the National Development and Reform Commission. The *Design Instructions* lay out guidance on hazard resilient location and design of school buildings, the retrofitting of buildings, and the design and installation of equipment and

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<sup>60</sup> Prevention Web. 2012. *China – Disaster Statistics*.

<http://www.preventionweb.net/english/countries/statistics/index.php?cid=36>

<sup>61</sup> Ibid. UNICEF. 2011 (May). *Sichuan Earthquake: Three Year Report*. Beijing: UNICEF Office for China. 5.

<sup>62</sup> <http://web.archive.org/web/20090508114052/http://www.cnn.com/2009/WORLD/asiapcf/05/07/china.quake.deaths/index.html>

<sup>63</sup> <http://www.telegraph.co.uk/news/worldnews/asia/china/1969382/China-earthquake-Building-work-blamed-for-child-death-toll.html>

furniture likely to pose minimal risk to occupants in the event of hazard conditions. In 2009 the Ministry of Education undertook a nationwide vulnerability assessment of school construction, with technical and financial support from UNICEF China. In the same year, the Ministry launched a *National Safe School Building Program (2009-12)* co-jointly with the Ministry of Construction aimed at building new schools and retrofitting others, using qualified engineering and other technical support.<sup>64</sup> The *Program* enjoys substantial central government funding with a consequent progressively increasing percentage of safely constructed schools.<sup>65</sup>

Another post-Sichuan school facility safety development has been the collaboration between the Ministry of Education and UNICEF in developing the *National Guideline on Safe School Construction and Management* and in co-jointly disseminating the *Guideline* nationwide through face-to-face and online training of provincial education administrators and school principals,<sup>66</sup>

Safety and disaster risk reduction awareness programs also gained greater momentum and influence following the Sichuan tragedy. On the first day of the new school year following the earthquake (September 2008) China Central Television aired a program on disaster prevention, readiness and response which the Ministry of Education made required viewing for all school students.<sup>67</sup> In 2009 the Ministry of Education designated 12 May as the national day for disaster reduction and prevention with awareness raising events happening in schools and communities each year.<sup>68</sup> There have been training initiatives such as the Ministry of Education/UNICEF national program on safety education and management for teachers and principals, first implemented in 45 high-risk counties in Sichuan and two other provinces but then rolled out to schools in other parts of China.<sup>69</sup> *A Primary and Secondary*

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<sup>64</sup> Bastides, P. 2011. *School Safety Baseline Study*. UNISDR Thematic Platform of Knowledge and Education. 18.

<sup>65</sup> Fang, W. 2012 (October). *National DRR Platform of China: Progress Report*. Presented at the 5<sup>th</sup> Asian Ministerial Conference on Disaster Risk Reduction, October 22-5, Yogyakarta, Indonesia.

<sup>66</sup> UNICEF. 2011. *UNICEF Annual Report for China*. Beijing: UNICEF Office for China. No pagination.

<sup>67</sup> Ibid. UNICEF. 2011 (May). *Sichuan Earthquake: Three Year Report*. Beijing: UNICEF Office for China. 51.

<sup>68</sup> *China: National progress report on the implementation of the Hyogo Framework for Action (2011-2013) – Interim*. 25.

[http://www.preventionweb.net/files/28446\\_chn\\_NationalHFAprogress\\_2011-13.pdf](http://www.preventionweb.net/files/28446_chn_NationalHFAprogress_2011-13.pdf)

<sup>69</sup> UNICEF. 2011. (May). *Sichuan Earthquake: Three Year Report*. Beijing: UNICEF Office for China. 51.

*School Safety Guide*, co-jointly produced by the Ministry and UNICEF, covers safe school management, safety education and rehearsal, handling school safety incidents, and dealing with psychological crises in school. The guide takes a comprehensive view of risk, covering threats as diverse as floods, earthquakes, infectious diseases, fires and interpersonal violence.<sup>70</sup>

Additionally, there has been some curriculum development especially in provincial level grade 1 to 9 life skills and safety curricula, such as the Sichuan Province *Living, Life and Safety* curriculum, introduced as compulsory curriculum in the autumn semester of 2009,<sup>71</sup> and the Yunnan Province *Life, Live, Living* curriculum, introduced in 2008.<sup>72</sup> In its response to the national *Comprehensive Disaster Prevention and Reduction Plan (2011-2015)*, the Ministry of Education lays down 'precise requirements on various local departments to develop local disaster prevention and reduction curriculum and school-based curriculum according to the laws and characteristics of local natural disasters'.<sup>73</sup>

There is recognition, however, that curriculum provision remains patchy. In response to Hyogo priority for action 3, core indicator 2, 'school curricula, education material and relevant trainings include disaster risk reduction and recovery concepts and practices,' the most recent Chinese progress report refers to the following contextual and other constraints: 'Relevant knowledge is yet to be perfected or has poor regionalism, poor pertinence or other problems. Close connection with family and society is yet to be built and a long-term mechanism is yet to be formed'.<sup>74</sup>

China's *National Plan for Medium and Long-term Education Reform and Development (2010-2020)*, responding to the call to 'give priority to education and turn China into a country rich in human resources' and outlined in a July 2010 document, identifies school building refurbishment and reinforcement 'for anti-earthquake purposes' and to meet safety standards as a major project

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<sup>70</sup> Xiangzhen Agnes Wang, UNICEF, 11 November 2011 (email)

<sup>71</sup> Bastides, P. 2011. *School Safety Baseline Study*. UNISDR Thematic Platform of Knowledge and Education. 19.

<sup>72</sup> Lingling Liu, Plan Xi'an, Skype interview, 19 September 2012.

<sup>73</sup> *China: National progress report on the implementation of the Hyogo Framework for Action (2011-2013) – Interim*. 23.

[http://www.preventionweb.net/files/28446\\_chn\\_NationalHFAProgress\\_2011-13.pdf](http://www.preventionweb.net/files/28446_chn_NationalHFAProgress_2011-13.pdf)

<sup>74</sup> *China: National progress report on the implementation of the Hyogo Framework for Action (2011-2013) – Interim*. 23.

[http://www.preventionweb.net/files/28446\\_chn\\_NationalHFAProgress\\_2011-13.pdf](http://www.preventionweb.net/files/28446_chn_NationalHFAProgress_2011-13.pdf)

to be undertaken. Under the heading of ‘maintaining harmony and stability in (the) education system’, the *National Plan* also calls for school emergency management systems that are in ‘a high level of readiness,’ education in safety precautions for teachers and children, intensified campus safety management and enhanced campus disaster prevention.<sup>75</sup>

The letter and spirit of the *National Plan* taken in conjunction with a growing commitment on the part of the Ministry of Education to child-friendly and interactive learning offers promise for child-centered disaster risk reduction education. In 2009 the Ministry of Education adopted the UNICEF child friendly school model as a standard for measuring quality in China’s schools while the new national curriculum calls for interactive and inquiry-based learning.<sup>76</sup> Key to success in this regard will be the thorough retraining of teachers and the availability of appropriate learning stimuli.

China does not have a national coordinating platform for taking forward the five Hyogo priorities, the focal point for HFA being the Ministry of Civil Affairs (Administration).<sup>77</sup> A ‘normative and unified national disaster risk management data standard system at the national level is yet to be established.’<sup>78</sup>

See *Appendix 8* for elaborated contextual information on Jinping County in Yunnan Province as well as on the Yunnan Safe School Project.

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<sup>75</sup> Government of China. 2010. *Outline of China’s National Plan for Medium and Long-term Education Reform and Development (2010-2020)*. Beijing: Ministry of Education. 5; 43-4; 50.

<sup>76</sup> UNICEF. 2012. *Child-friendly Schools*.

<http://www.unicef.cn/en/index.php?m=content&c=index&a=lists&catid=125>

<sup>77</sup> <http://www.preventionweb.net/english/countries/asia/chn/>

<sup>78</sup> *China: National progress report on the implementation of the Hyogo Framework for Action (2011-2013) – Interim*. 22.

[http://www.preventionweb.net/files/28446\\_chn\\_NationalHFAProgress\\_2011-13.pdf](http://www.preventionweb.net/files/28446_chn_NationalHFAProgress_2011-13.pdf)

## Section 7: Discussion, Key Findings and Reflections

### 7.1. Understandings of the Safe School

Stakeholder understandings of the safe school and child participation influence both the direction and implementation of safety initiatives. In this section key safe school perceptual issues emerging from the research are reflected upon through a child rights lens.

In **Cambodia**, the safe school is a new concept.<sup>79</sup> Participating national and sub-national governmental personnel predominantly see the safe school in terms of child protection from harm. Most participating government official and DCDM and CCDM members conceive safe schooling as about school location (e.g. avoiding low lying ground vulnerable to floods), robust school buildings, and providing equipment for emergency responses.<sup>80</sup> Key safety concerns were identified as keeping children safe from storms, typhoons, floods, insect/snake bites, as well as ensuring health safety (e.g. safe drinking water and installing proper, easily accessible toilets at school).<sup>81</sup> At the time of the research, MoEYS, Cambodia, did not have an established and operative definition of safe schools but conceived it as falling under Dimension 3 of the Child-friendly School Framework referring to child protection (see p.26) and as also contained within the new ministerial *Guideline for Education Before, During and After Emergencies*.<sup>82</sup>

A more amorphous understanding came from adult stakeholders at school level who frequently explained safe schooling in terms of general student welfare ('students come to schools without fears,'<sup>83</sup> 'students are physically and emotionally safe,'<sup>84</sup> or 'student are happy'<sup>85</sup>). Their 'fears' for the safety

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<sup>79</sup> Plan Cambodia Focus Group, 21 September 2012.

<sup>80</sup> Interview with Ponn Narith, Secretary General, NCDM, 21 September 2012; Angkor Chum DCDM Focus Group, 18 September; Nokor Pheas CCDM Focus Group, 18 September.

<sup>81</sup> Interview with Ponn Narith, NCDM, 21 September 2012

<sup>82</sup> MoEYS Focus Group, 21 September 2012.

<sup>83</sup> Interview with Principal, Lbeuk Primary School, 18 September 2012; Interview with Principal, Kampong Raing Primary School, 19 September 2012; Interview with Principal, Prek Tarath Primary School, 21 September 2012; Teacher Focus Group, Prek Tarath Primary School, 21 September 2012.

<sup>84</sup> Teacher Focus Group, Kampong Raing Primary School, 19 September 2012.

of children concerned natural hazards (i.e. floods, lightning, storms) but also perennial or haphazard accident and injury threats (i.e. from traffic, falling from trees, fruit dropping from trees, falling on an uneven classroom floor/school ground surface, insect and snake bites). The threat from violence and criminality was also mentioned.

Asked about future safe school developments, principals, teachers and community support group members commonly talked about school construction and improved facilities and equipment (such as school fences, safer classroom spaces, lightning rods, equipment to enable safe road crossing, better school ground conditions), while the other two pillars of safe schools - safe school management and DRR curriculum development - were overall not mentioned. None mentioned child empowerment and participation in relation to safe schools.

Safe travel on foot to school (and by boat during floods in the case of Prek Tarath Primary School) is also an important daily safe school concern. A school support committee member at Lbeuk Primary School - where road conditions are very poor and the school cut off by floods every year – thinks that ‘if roads are fixed in villages, more students will come to school.’<sup>86</sup>

Plan Cambodia - and its project partner, the Child Rights Foundation - understand the notion of safe school structurally and non-structurally. The former embraces UNISDR’s three components of school safety: school facilities and buildings (including safe travel to school), school disaster management and DRR education.<sup>87</sup> The latter conceives of the safe school as providing a ‘safe, healthy and friendly learning environment for both boys and girls all the time’ with structural and non-structural aspects.<sup>88</sup> In addition to child protection, CSO participants, unlike principals, teachers and community members, commonly emphasized child participation as a key feature of the safe school (see *Section 7.2* below).

As explained in *Section 5* above (pp.28-33), understandings of the safe school

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<sup>85</sup> School Support Committee Focus Group, Prek Tarath Primary School, 21 September 2012.

<sup>86</sup> School Support Committee Focus Group, Lbeuk Primary School, 18 September 2012.

<sup>87</sup> Plan Cambodia Focus Group, 21 September 2012.

<sup>88</sup> Child Rights Foundation Focus Group, 17 September 2012.



in **Indonesia** have evolved over the past few years and synthesized into the 2012 *Guideline for Implementations on Safe School/Madrasah from Disasters Initiatives*, embracing both structural and non-structural components. Safe school initiatives are 'not a single organization's initiative but a collective one' and 'MoE, donors, UN agencies, INGOs and NGOs already have more or less (the) same understanding on Safe School initiatives'.<sup>89</sup> Echoing the view that there are shared perceptions of the safe school, the Project Officer for Jakarta Tsunami Information Centre/Coordinator for Disaster Risk Reduction in the UNESCO Jakarta Office points out that coordination among key players is a unique strength in Indonesian safe school development. In contrast, in other Asian countries which UNESCO Jakarta Office represents (i.e. Brunei, Malaysia, the Philippines, Timor Leste), each organization works separately with less mutual understanding.<sup>90</sup>

An emergent shared understanding of what the notion of safe school involves at national level in Indonesia embracing both structural and non-structural components did not necessarily mean that safe school initiatives were implemented in a comprehensive manner. The earlier 'primary focus on physical components' at national policy level did not match the five components as articulated at the first National Safe School Conference held in 2010 (pp.29-30)<sup>91</sup> This is now in process of being rectified by the growing number of safe school initiatives being implemented by different organizations since 2010 focusing on non-structural components<sup>92</sup>.

Most school-based stakeholders in Indonesia understand the safe school as providing protection for children from natural hazards. The principal and teachers at Ringinpitu 4 Primary School – where flooding frequently interrupts learning - were at pains to emphasize the safe school as protection of the child's right to education. Termites brought by floodwaters have damaged schoolbooks as well as wooden school buildings.<sup>93</sup> Asked about their aspirations for future safe school development, school-based adult stakeholders at two Indonesian schools limited their response to the provision of better building facilities and construction materials. Similar to their

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<sup>89</sup> Maharani Hardjoko, Save the Children, 10 October 2013 (email).

<sup>90</sup> Interview with Ardito M. Kodijat, UNESCO Jakarta, 27 September 2012.

<sup>91</sup> Plan Indonesia Focus Group, 27 September 2012.

<sup>92</sup> Bun Peuvchenda, Plan Cambodia, 15 November 2012. (email)

<sup>93</sup> School Committee Focus Group, Ringinpitu 4 Primary School, 25 September 2012.

Cambodian counterparts, child empowerment and participation, safe school management and DRR curriculum development did not figure within their future school safety aspirations.

Colored by the devastating Sichuan earthquake experience and the devastating loss of schools and student life, the notion of safe school at national level in **China** continues to be primarily construed in structural terms. The structural and management emphasis in governmental initiatives reported in *Section 6* supports this contention, as does the emphasis within the Yunnan Provincial Ministry of Education. The leader of the Life Live Living Department of the Ministry defines 'safe education' as 'a wide concept that includes safe school building construction, safe people in the school and safe hygiene in the school but also the safe governance of the school'. He identifies key ongoing work as involving: school location selection, the building process, technical construction and school building safety mapping; financial support for school construction or retrofitting; equipping schools safely and guarding them; equipping a safe school bus; public health work for safety.<sup>94</sup>

At the local school level understandings include but move beyond protection through safe structures. Teachers at A De Bo Primary School talk of a 'school safety culture' that embraces infrastructure but also teacher and student safety awareness, food safety and 'cultivating students' healthy psychology'.<sup>95</sup> Their colleagues at Qiao Cai Pang Primary School describe the safe school as an initiative 'to minimize the occurrence of security incidents' while those at Yue Jin Primary School summarize the safe school as about 'reduction of accidents and protection of life and property'.<sup>96</sup> For School Support Committee members at Yue Jin Primary School the primary focus of safe school initiatives is accident avoidance at school and on the way to school. 'The key to a school safety culture is the active participation of children,' they add.<sup>97</sup> A counterpart at A De Bo Primary School was more specific: 'My understanding of safety in school is that it should include students' life safety, traffic safety, food safety, and safety when children are taking extracurricular activities. The key factors to create a safe school are

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<sup>94</sup> Interview with Pan Guangwei. Provincial Ministry of Education, 26 October 2012.

<sup>95</sup> Teacher Focus Group, A De Bo Primary School, 26 September 2012.

<sup>96</sup> Teacher Focus Group, Qiao Cai Pang Primary School, 24 September 2012;  
Teacher Focus Group, Yue Jin Primary School, 26 September 2012.

<sup>97</sup> School Support Committee Focus Group, Yue Jin Primary School, 26 September 2012.

publicizing laws, drills of escaping, talk under the national flag every Monday and the publicizing of safety at class meetings.<sup>98</sup>

Divergence from the national emphasis also emerges from CSOs connected to the Yunnan Safe School Project. For Plan officers, safe schooling involves an equal emphasis on making good 'physical shortfalls' (infrastructure and equipment) on the one hand and 'mental shortfalls' (knowledge, awareness) on the other.<sup>99</sup> For the Vice Chairwoman of the Women's Federation, Plan's project partner, the project has been a learning journey: 'My understanding of school safety changed a lot. At the beginning, I believed if we can ensure the basic facilities the students would be safe. But with the development of the program, I realized that it is necessary to promote safety awareness among teachers and students as well as the capacity in carrying out relevant activities.'<sup>100</sup>

Across the three countries something approaching a common pattern emerges. At the national governmental level there is a clear emphasis on physical aspects of the safe school, an emphasis that tends to be echoed at provincial decision-making level. Amongst many stakeholders on the ground understanding moves beyond the infrastructural to encompass safety measures that are not linked to facility provision including instruction and raising awareness. But, what unites both levels is an almost exclusive emphasis on securing the wellbeing of children by better realizing their *protection* and *security* rights. Save at the national level in Indonesia, what is for the most part absent is a conceptualization of the safe school that places central importance on children's *right to be empowered and to participate*. This aspect tends to be captured to a greater or lesser extent by involved spokespeople for CSOs but so far they do not seem to have successfully passed that understanding to co-stakeholders at either national level in Cambodia or China or at sub-national level in all three countries. Issues surrounding child participation are picked up in the next section.

In terms of curricular aspects of the safe school, **Indonesian** initiatives are

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<sup>98</sup> School Support Committee Focus Group, A De Bo Primary School, 26 September 2012.

<sup>99</sup> Lingling Liu, Plan Xi'an, Skype interview, 19 September 2012; Liu Bing, Plan Xi'an, Skype interview, 8 October 2012.

<sup>100</sup> Interview with Wang Mingxian, Vice Chairwoman, Women's Federation, Jinping County, 13 September 2012.

most advanced among the three countries. DRR curriculum development is strongly advocated by the Consortium of Disaster Education (see pp.31-2), the *Guideline for Implementations on Safe School/ Madrasah from Disasters Initiatives* containing a section on curriculum. The 2010 Ministry of Education Circular Letter facilitates DRR mainstreaming within the primary and secondary education sectors (see p.32). DRR teaching modules have been developed by a few organizations including PUSKUR (see p.31), Save the Children, Lingkar Association, PILI Green Network, Muhammadiyah Disaster Management Center (MDMC).<sup>101</sup> Challenges remain at school level in terms of implementation.

There is limited reference in the data emanating from Cambodia and China to curricular aspects of safe schools. In **Cambodia**, some governmental and school based stakeholders referred to DRR-related topics in social studies and Khmer language subjects. General agreement was expressed that more DRR curriculum development is needed. Interestingly, invited to provide examples of safe school in the curriculum, principals and schoolteachers in the three schools in Jinping, **China** made only scant reference to connections between their safe school and disaster risk reduction initiatives and Yunnan's recently developed *Life Live Living* curriculum which they were teaching (see p.37). In each of the three countries, opportunities for embedding safe school and disaster risk issues across the curriculum at each grade level need to be capitalized upon, with desired learning outcomes systematized and, hence, reinforced through the grade levels.<sup>102</sup>

Although there are Plan school- and/or community-based climate change adaptation programs in Cambodia and Indonesia,<sup>103</sup> and a UNICEF project for climate change education in China,<sup>104</sup> conceptual and strategic links are not being made between climate change and safe school programs. There is a strong case for embracing climate change adaptation within understandings of the safe school. There is also a persuasive case for safe school learning initiatives to look more closely at so-called slow-onset disasters, i.e. disasters, such as environmental decline and biodiversity loss that, lacking in immediate

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<sup>101</sup> Bun Peuvchenda, Plan Cambodia, 15 November 2012. (email)

<sup>102</sup> Selby, D. & Kagawa, D. 2012. *Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries*. Paris/ Geneva: UNESCO/UNICEF.

<sup>103</sup> Plan Cambodia Focus Group, 21 September 2012; Plan Indonesia Focus Group, 24 September 2012.

<sup>104</sup> Qing, T. Undated. *UNICEF Project for Climate Change Education*. Beijing: Environmental Education Center, Beijing Normal University.

visibility and sudden impact, can easily fall below the curricular radar.<sup>105</sup>

While hazards and prioritization of hazards relating to safety in school and community vary from country to country, there is a commendably broad conception of hazard obtaining across the schools researched. A number of participating adult and child stakeholders in Cambodia and China perceive traffic accidents as a key hazard alongside natural hazards. Safe access to school is a priority. In all three countries non-climatological and non-geo-seismic threats (such as disease outbreaks, injuries and accidents, insect and snake bites, child trafficking and abuse) are part of the basket of hazard concerns. While the holistic, multi-various treatment of hazard has much to recommend it, there are attendant dangers in mixing what is essentially accident avoidance with prevention and safety education that is directed towards disaster risk reduction. Falling from a tree is not in the same category as a landslide crushing a school. Putting the two strands together, unthinkingly done, can do a disservice to the task of understanding and acting on the seriousness, drivers, causes and effects of disaster vulnerability.

The multi-various treatment of hazard also begs the question of the child participation implications of the hazards addressed. A different cocktail of pedagogies needs to be mixed for helping students understand and address different hazards. Let us now turn to child participation understandings.

## ***7.2. Understandings of Child Participation in Safe School Development***

Unanimous support for the idea of child participation in safe school initiatives is manifest in the responses of adult research participants at all levels in all three countries. For instance, the Deputy Chief for Prevention and Preparedness of BNPB, Indonesia, confirms that active child participation in safe schools is 'very important' and 'only through the children, can we disseminate knowledge of disaster preparedness.'<sup>106</sup>

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<sup>105</sup> OCHA PDSB (Policy Development Studies Branch) 2011. *OCHA and slow-onset emergencies. OCHA Occasional Policy Briefing Series.*

[http://ochanet.unocha.org/p/Documents/OCHA\\_OPB\\_SlowOnsetEmergencies190411.pdf](http://ochanet.unocha.org/p/Documents/OCHA_OPB_SlowOnsetEmergencies190411.pdf)

<sup>106</sup> Interview with Sugeng Triutomo, Deputy Chief for Prevention and Preparedness, BNPB, 27 September 2012.

However, what 'child participation' connotes differs significantly across the participant sample.

The spectrum of meanings is well set out by the Plan Program Manager in Xi'an, China. At one end of the spectrum there is teacher dominated child participation with 'children participating because they are there' and essentially being told when and how to act and what to do. At the other end of the spectrum there is 'child participation in the whole process from the start and including assessment and children proposing actions'. The latter involving 'full child integration in a process' she refers to as 'child participation leading to a better result'. 'The quality of child participation,' she adds, 'depends on teacher capacity and the particular situation.'<sup>107</sup> In applying the philosophy to safe school initiatives, according to her Plan colleague: 'children's ideas and voices should be heard as central to safety promotion' with the child as 'leading person'.<sup>108</sup>

Such articulation of a participatory, child rights based safe school philosophy is shared by other civil society personnel participating in the study as well as some teachers but, for the majority of participants, engaging children is taken as simply a matter of their falling in with adult instructions.

Asked for their understanding of child participation in effecting safe schooling, school level research participants in **Cambodia** offered the following examples, all more or less predicated on an assumption of child followership: 'parents bring children to school (so that children travel to school safely),'<sup>109</sup> 'children follow teacher advice on disaster prevention,<sup>110</sup> 'children carry equipment to block traffic for safe road crossing',<sup>111</sup> 'children disseminate messages from teachers,'<sup>112</sup> and 'children do light work (e.g. cut grass, clean school compounds), while adults do heavy work (e.g. fixing roads)'.<sup>113</sup>

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<sup>107</sup> Liu Bing, Plan Xi'an, Skype interview, 8 October 2012.

<sup>108</sup> Lingling Liu, Plan Xi'an, Skype interview, 19 September 2012.

<sup>109</sup> School Support Committee Focus Group, Lbeuk Primary School, 18 September 2012.

<sup>110</sup> Ibid.

<sup>111</sup> School Support Committee Focus Group, Bakkheng Primary School, 20 September 2012; Teacher Focus Group, Bakkheng Primary School, 20 September 2012.

<sup>112</sup> Teacher Focus Group, Prek Tarath Primary School, 21 September 2012.

<sup>113</sup> School Support Committee Focus Group, Prek Tarath School, 21 September 2012.

On the other hand Cambodian CSO personnel embraced more proactive or child-led forms of participation. For instance, an officer from the Child Rights Foundation states: 'We need to empower youth and children to learn prevention, response, protection from disasters. They are key players as rights holders. Child participation is crucial... Children are the core at all stages of (the) project cycle. (The) child should participate in a meaningful way.'<sup>114</sup>

In Cambodia, according to MoEYS officers, 'Children Councils give a concrete platform for child participation [in fostering the safe school]. Children Council members can present children's voices. Older children can teach younger children. Children identify appropriate safe school activities, supported by teachers.'<sup>115</sup> Although Children Councils are not as yet fully functioning at all schools, in the opinion of a Save the Children officer: 'Children Councils play many different roles for school safety. Children can warn communities. One of the themes Children Council addresses is safety. Child participation in the process of school development plan should be emphasized. Children also should be involved in school construction development and monitoring.'<sup>116</sup>

Children Councils normally discuss activities among themselves supported by teachers. At both Lbeuk Primary School and Sre Kvav Primary School, Children Council members initiated tree planting around the school compound and carried soil and sand bags to block floodwaters, involving other students.<sup>117</sup> Children Council members at Kampong Raing Primary School are active in disseminating messages (on traffic safety, domestic violence) to the whole school using dramas they themselves devise. They also pass on messages to parents and relatives at home.<sup>118</sup> At Bakkheng Primary School, where the Children Council is newly established, its members took action to raise awareness of the importance of a clean school environment, safe road crossing, food hygiene and flood safety.<sup>119</sup> At Prek Tarath Primary School initiatives by the Children Council include cutting down grasses, making

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<sup>114</sup> Child Rights Foundation Focus Group, 17 September 2012

<sup>115</sup> MoEYS Focus Group, 21 September 2012

<sup>116</sup> Interview with Khim Phearum, Emergency DRR& CCA Program Coordinator, Save the Children, 21 September 2012.

<sup>117</sup> Children Focus Group, Lbeuk Primary School, 18 September 2012; Children Focus Group, Sre Kvav Primary School, 18 September 2012.

<sup>118</sup> Children Focus Group, Kampong Raing Primary School, 19 September 2012.

<sup>119</sup> Children Focus Group, Bakkheng Primary School, 20 September 2012.

school grounds higher and planting trees. Children Council members meet once a week to discuss issues and actions to be taken.<sup>120</sup> Council membership changes every year, with newly elected members needing to be trained. Sustained support from school principal, teachers and school support committee members is held to be critical to success.

Similar to Cambodia, school level research in **Indonesia** has thrown up a range of examples of lack of or very limited understanding of child participation. Examples given of child participation in fostering the safe school include the following: 'children take actions after floods by following teachers' instruction,'<sup>121</sup> 'children follow adult instructions,'<sup>122</sup> 'children collect and sort out garbage, are involved in hygiene practices (e.g. wash hands), bring masks to school during the dry season'.<sup>123</sup> School support committee members at two schools were unfamiliar with the concept of child rights.<sup>124</sup>

In Indonesian primary schools, there is no mandatory student representative body equivalent to the Children Council in Cambodia.<sup>125</sup> In order to facilitate active involvement by children, Plan Indonesia's ongoing safe school project will establish a 'disaster preparedness team' at all 30 project target schools further to HVCA. The general formula is to include 20 students, the school principal and some teachers and divide them into three/four thematic units (e.g. first aid, DRR, emergency response). Each school will determine the details, including the name, of the group.<sup>126</sup>

At the national level, the *Guideline for Implementations on Safe School/ Madrasah from Disasters Initiatives* highlights 'improved public participation including children' as one of three strategies. Children and youth are identified as equal 'partners' with adults in implementing disaster-safe school/madrasah initiatives.<sup>127</sup> This reflects a strong, in principle,

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<sup>120</sup> Children Focus Group, Prek Tarath Primary School, 21 September 2012.

<sup>121</sup> Principal and Teacher Focus Group, Ringinpiti 4 Primary School, 25 September 2012.

<sup>122</sup> School Support Committee Focus Group, Padas Primary School, 26 September 2012.

<sup>123</sup> Principal and Teacher Focus Group, Padas Primary School, 26 September 2012.

<sup>124</sup> School Support Committee Focus Group, Ringinpitu 4 Primary School, 25 September; Padas Primary School, 26 September 2012.

<sup>125</sup> Most of the primary schools in Indonesia have established a school health unit with children's membership. This unit, however, only addresses health related issues.

<sup>126</sup> Plan Indonesia Focus Group, 24 September 2012.

<sup>127</sup> BNPB. 2012. *Guideline for Implementations on Safe School/ Madrasah from*

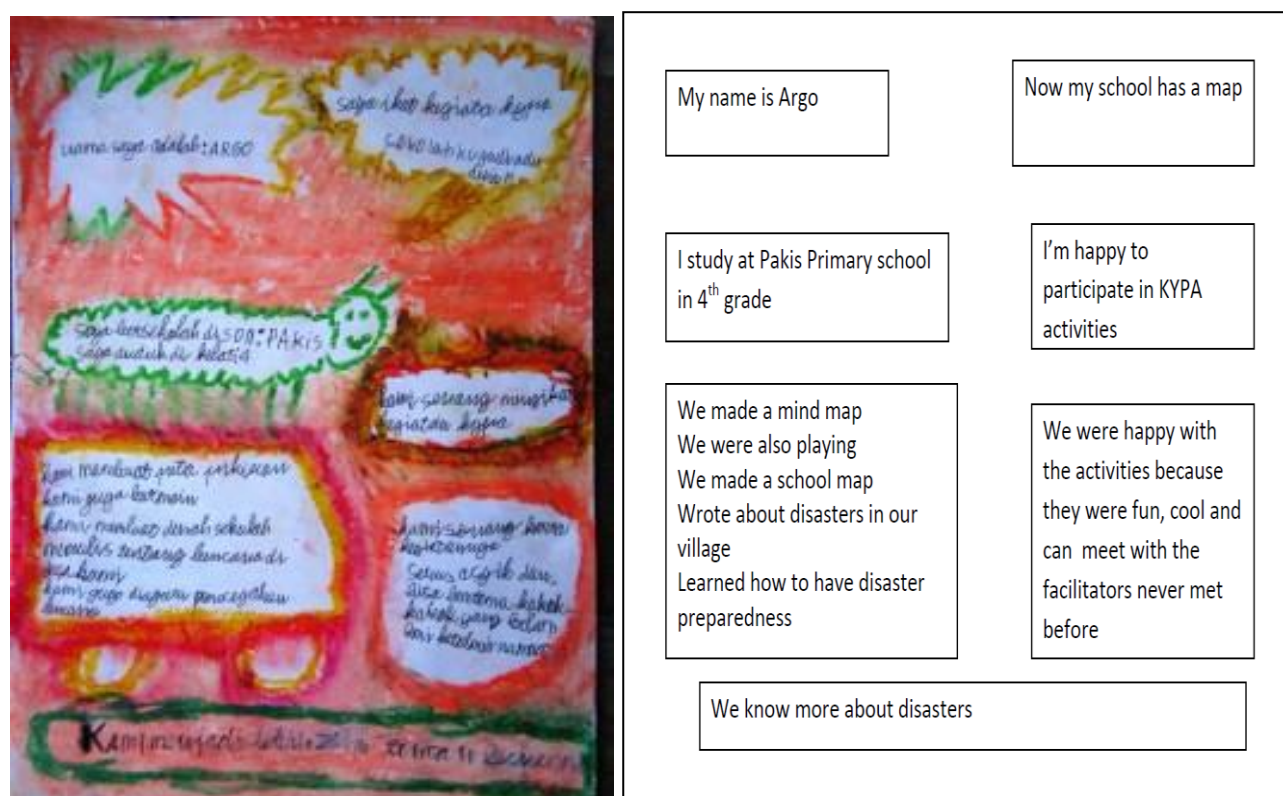


commitment to promoting child participation in safe school initiatives.

To promote and implement CCDRR initiatives, changing the perceptions of adults is a big challenge. During school based Save the Children DRR programs focusing on child participation in Indonesia, there were instances of somewhat hostile responses from adults and in some areas it was found very difficult to change adult attitudes.<sup>128</sup> Another challenge is lack of teacher capacity to facilitate child participation. 'Most of the teachers are not creative. They do not know how to use participatory methods,' so after being trained about new DRR concepts they cannot communicate new knowledge with children properly.<sup>129</sup>

One important element of child participation is child involvement in project monitoring and evaluation. For Plan Indonesia's safe school project, Plan's partner KYPA has introduced monthly monitoring by children to inform project planning and implementation.

**Figure 1. Monthly Monitoring by a Child**<sup>130</sup>



*Disasters Initiatives [Draft English Translation]*

<sup>128</sup> Interview with Maharani Hardjoko, Emergencies Program Manager, Save the Children, 28 September 2012.

<sup>129</sup> KYPA Focus Group, 25 September 2012.

<sup>130</sup> Mariana Pardede, KYPA, 28 September 2012. (email).

Child participation in monitoring and evaluation can be very challenging in some contexts but relatively easy to effect in others. For instance, through one of the Save the Children's school-based DRR projects in Indonesia, children were trained to contribute to project monitoring and evaluation. Children from slum areas in Jakarta (who are exposed to other projects, TV and technologies) soon became confident in conducting monitoring and evaluation activities, while the task proved too challenging for children in North Sumatra.<sup>131</sup>

In **China** school-based research participants had all attended March and August 2012 training events (see *Appendix 8*), and interviews occurred not long after the August event that was aimed at consolidating understanding of participation and facilitation. In consequence the weighting of theoretical understanding of child participation veers towards a child rights participatory perspective but oftentimes there is a retreat into teacher directed participation in discussion of concrete practice. 'The DRR program concentrates on children. It does not follow the standard of adults. The participators are mainly children. For example, when making designs for an escape route, we must consider children's needs. That's what a child centered activity really means.'<sup>132</sup> A teacher at A De Bo Primary School identifies the August training as the moment 'I specifically knew child participation'. 'After finishing the training, I started to teach my students drawing the vulnerability map, to show them the vulnerabilities of our school and to conduct a drill of escaping and emergency response.'<sup>133</sup> The School Committee at the same school included students learning to 'stay calm, follow arrangements and escape in the designated routes' as features of child participation.<sup>134</sup> 'In my opinion,' said a teacher from Yue Jin Primary School, 'child participation is a good way for children to find potential risks in the school. It requires them to find problems by themselves.'<sup>135</sup> A member of the Yue Jin School Committee sees child participation as 'very effective' in that children have 'learned knowledge of safety in process of participation'.<sup>136</sup>

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<sup>131</sup> Interview with Maharani Hardjoko, Save the Children, 28 September 2012.

<sup>132</sup> Interview with Wang Mingxian, Vice Chairwoman, Women's Federation, Jinping County, 13 September 2012.

<sup>133</sup> Teacher Focus Group, A De Bo Primary School, 26 September 2012.

<sup>134</sup> School Committee Focus Group, A De Bo Primary School, 26 September 2012.

<sup>135</sup> Teacher Focus Group, Yue Jin Primary School, 26 September 2012.

<sup>136</sup> School Committee Focus Group, Yue Jin Primary School, 26 September 2012..

The impression given by the school level Chinese data (see *Appendix 8*) is one of increasing comfort levels on the part of teachers in facilitating HVCA as well as other game-based participatory activities encountered during training but of teachers not translating any acquired facilitative skills into other parts of their teaching repertoire and not being able to be creative in thinking up and implementing new activities. 'After the first training, school vulnerability mapping was not understood. After the second training, people were clear about what to do. A vivid example: on visiting one school and requesting to see the map, it was found that the principal had drawn it himself!<sup>137</sup> After the second training, the principal said that "the children will draw a better one than me" '. 'In our school,' said another principal, 'we carry our HVCA through games. The students also participate in some escape simulations and they are encouraged to draw the HCVA map. Besides, we arrange a safety lecture for each class every week. I agree with the method of learning through playing. I think some interesting games will attract students to actively participate in the activities.'<sup>138</sup>

Some problems emerge. First, teachers cannot build a thoroughgoing and constantly reinforced child participation approach on a limited stock of activities. There is a need in Yunnan project schools for the devising and assembling of a wide and varied range of interactive learning forms and models. 'There is a great need for more activities and materials,' says a Plan officer. 'We must avoid teachers and children becoming bored. The availability of mature activity models is very limited.'<sup>139</sup> Second, nuancing the first point, there is a need for the development of a systematic, through the grades, provision of participatory learning approaches that incrementally build a culture of participatory learning. At the moment a relatively sophisticated HCVA activity is being implemented in a barely developed participatory culture leading to the participatory opportunities it offers not being fully capitalized upon. 'Creative HCVA is very challenging.'<sup>140</sup> Hand in glove with this point, there is a need for more sustained training of teachers in the theory, facilitation and design of interactive learning. The frequent reference to participatory learning as 'games' serves to make the point in that gaming is only one aspect

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<sup>137</sup> Interview with Lingling Liu, Disaster Risk Management Program Officer, Plan Xi'an, 19 September 2012.

<sup>138</sup> Interview with Mr.Dao, Principal, Qiao Cai Ping Primary School, 24 September 2012.

<sup>139</sup> Interview with Lingling Liu, Disaster Risk Management Program Officer, Plan Xi'an, 19 September 2012.

<sup>140</sup> Interview with Lingling Liu, 19 September 2012.

of child-centered experiential and interactive learning. See *Box 2* below for various types of DRR learning approaches.

### ***Box 2. DRR Participatory Learning Approaches***

- Interactive Learning (e.g. brainstorming; discussions in pairs, small groups and with the whole group; interactive multi-media presentations)
- Affective Learning (e.g. sharing feelings about threats and disasters; empathetic exercises based upon those caught up in disasters)
- Inquiry Learning (e.g. team case study research and analysis; internet inquiry; project work)
- Surrogate Experiential Learning (e.g. filmmaking; board games; role plays: drama)
- Field Experiential Learning (e.g. field trips; hazard mapping and vulnerability assessment; community hazard transects; interviewing local community members)
- Action Learning (e.g. street theatre; risk reduction campaigns; poster campaigns, street theatre)

Selby, D. and Kagawa, F. (2012) *Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries*. Paris: UNESCO/Geneva: UNICEF. p. 29

Teacher facilitation is an issue that will be returned to later (p.69).

At school level across the three countries there is a simplistic assumption that particular learning methods by dint of their very nature mean that ‘child participation’ is happening. For instance, across the data singing a song is often referred to as a participatory method. Although it is a fun and engaging way to remember certain messages especially for younger children, this can easily remain a tokenistic form of child participation, when children sing a song made by others, not fully understanding the meaning, implications and inferences of the song. Having a class sing a song begs questions such as: Who initiates the song?; What do children do with the song?; Do the children have an opportunity to compose a song and teach others? Children Club (as distinct from Children Council<sup>141</sup>) members in Kampong Raing Primary School

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<sup>141</sup> Children Clubs are informal groups which every child can join. They were originally created by previous NGO programs. A Children Council is a formally

in Cambodia devise their own songs - on hygiene and malaria prevention - and sing them at school.<sup>142</sup> In contrast, children in Ringinpitu 4 Primary School and Padas Primary School in Indonesia sing a song prepared by Plan's partner, KYPA: 'Let's study disaster preparedness. If we understand we will no longer be afraid'.<sup>143</sup> The question needs to be asked as to which constitutes the more effective form of child participation.

In **Cambodia, Indonesia** and **China** children in all focus group interviews commonly expressed their fears of natural hazards. Asked what they had learnt about dangers and about what to do to make the school safe, they predominantly talked about the importance of knowledge of basic safety measures so as to protect themselves from hazards:

- Travel on the right side, wear a helmet when riding a motorbike, respect traffic lights (Cambodia)
- Don't hold metal materials and phones and turn off TVs/radios, don't stay near big trees when it rains/during lightning (Cambodia)
- Don't hide under trees on thunderstorm days (China)
- When there is a flood, take our cattle to a safe hill (Cambodia)
- Build a house on a safe hill (Cambodia)
- Don't climb up trees (Cambodia, China)
- Pay particular attention to traffic safety when going to school or back home (China)
- Don't go near floods, do not play with flood water (Cambodia, Indonesia)
- Run away from a volcanic eruption (Indonesia)
- Drawing a school map on floods, singing together and watching a movie on floods (Indonesia).

See *Appendix 5* for sample child drawings of their safety understandings from child focus group interviews.

Examples of actions relating to disaster prevention and mitigation were but rarely expressed by Cambodian, Indonesian and Chinese students. Among the few examples are:

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constituted institution consisting of elected child members.

<sup>142</sup> Children Focus Group, Kampong Raing Primary School, 19 September 2012.

<sup>143</sup> Children Focus Group, Padas Primary School, 26 September 2012.

- We should not cut down trees because trees absorb water; we should build wells; we should harvest rain waters (Cambodia)
- Protect water sources. Don't throw garbage in them (Cambodia)

In term of children's own sense of their participation in safe school initiatives, children in all three countries expressed appreciation of the opportunity to be involved, but declared that they were not entirely satisfied with either the quality or number of opportunities so far afforded. Some responded with a less than full understanding of what participation might involve. This may be because Plan's safe school project is only a third of the way through its implementation period.

For example, in **Cambodia**, children in focus groups commonly expressed interest in being involved in more activities to make their school safer. They are keen to learn more about safety from hazards because it is very important for them and their lives. For instance, children in the Lbeuk Primary School focus group said that they were aware that natural hazards existed all around them but that they do not know how to protect themselves and how to prevent disasters.<sup>144</sup>

In **Indonesia**, a number of children felt that safe school activities with Plan's partner KYPA were 'too short' and they wanted to have more opportunities.<sup>145</sup> Children said they wanted to have the chance to learn about safety not only with KYPA but also with their own teachers and principal.<sup>146</sup>

In **China** students at the three schools involved in the study expressed their satisfaction with the level of participation so far afforded them, the participation described being mainly restricted to training drills with little reference to engagement in interactive learning. Typical is the following: 'We have accepted the training given by our teachers on school safety. They organized us to learn how to protect ourselves and how to use the fire extinguisher in case of fire. They told us to hide under the desk or near the wall, to cover our mouth and nose and to run out in a safe way'.<sup>147</sup> There is clearly some way to go before student expectations are informed by routinely experienced and

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<sup>144</sup> Children Focus Group, Lbeuk Primary School, 18 September 2012.

<sup>145</sup> Children Focus Group, Ringinpitu 4 Primary School, 25 September 2012 and Padas Primary School, 26 September 2012.

<sup>146</sup> Children Focus Group, Padas Primary School, 26 September 2012.

<sup>147</sup> Children Focus Group, A De Bo Primary School, 26 September 2012

reinforced student-centered participatory learning.

An issue facing the Yunnan Safe School Project is usage of a child rights lexicon and child rights concepts at local level. While child rights are not a sensitive issue at national level in China, in provinces and counties with no experience of cooperation with UNICEF, Save the Children and Plan there are sensitivities arising from an appreciation that human rights is a sensitive area in Chinese society.<sup>148</sup> There is clearly an advocacy challenge here in terms of explaining and reinforcing the acceptability of child rights notions.

### ***7.3. Engaging with Marginalized Children/Groups in Safe School Initiatives***

Plan's ongoing safe school initiatives in Cambodia, China and Indonesia have chosen target schools in communities that are most at risk from and vulnerable to hazard on account of geographical location and significant levels of poverty and underdevelopment. In some cases the communities include a high proportion of ethnic minorities. In China in particular there is a strong aspiration that project activities be adapted to ensure that ethnic minorities are able to participate in the project.<sup>149</sup>

The need to address marginalization in the Yunnan Safe School Project is borne out by evidence from teachers. As a teacher at Qiao Cai Ping Primary School put it: 'The participation of marginalized children in educational activities concerning disaster risk reduction is very low because their sense of participation is weaker. Therefore, I will try my best to encourage them to take part in activities'.<sup>150</sup> A teacher at A De Bo Primary School responded similarly: 'Some of them have difficulties in exchanging and communicating with other students. Therefore, I think to improve their participation, common education and one-on-one helping are necessary. Moreover, we should also encourage them to take an active part in the activities and enhance their self-confidence'.<sup>151</sup> For the principal at Qiao Cai Ping Primary School, teachers needed to make the extra effort with minority children, to 'strengthen

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<sup>148</sup> Liu Bing, Plan Program Manager, Skype interview, 8 October 2012; Lingling Liu, Plan Xi'an, Skype interview, 19 September 2012.

<sup>149</sup> Plan. 2011. *Education in CCDRR – Strengthening Children's Voices in Promoting Safe Schools*. 4

<sup>150</sup> Teacher Focus Group, Qiao Cai Ping Primary School, 24 September 2012.

<sup>151</sup> Teacher Focus Group, A De Bo Primary School, 26 September 2012.

communication so as to know their psychological condition' for 'only when these children feel love from their teachers can they actively participate in school safety activities.'<sup>152</sup>

Engagement with marginalized children - children who are marginalized on account of gender, ethnicity, disabilities, native language, the economic status of their families, their rural location, their status as orphans - in safe school initiatives needs to be set within the wider context of addressing school enrolment, retention and dropout. Identification of out-of-school children by villagers and by children themselves is an important first step. Campaigns to involve out-of-school children can be done using children to children approaches. This is one of the areas of work to which Children Councils in Cambodia contribute.<sup>153</sup> Children Council members at Bakkheng Primary School are very aware that there are many children who are not enrolled in school in their community and they have tried to reach out to out-of-school peers.<sup>154</sup> Principals, teachers or school support committee members can advise village chiefs and parents as to the benefits of schooling and seek their support for child engagement in safe school initiatives.<sup>155</sup> At Kampong Raing Primary School in Cambodia where about 20 percent of parents are illiterate and another 20 percent only partially literate, reaching out to that forty per cent constitutes a huge challenge for teachers.<sup>156</sup> As yet untried approaches that might reap dividends include inviting ethnic minority leadership to join school support committees, holding in-community joint classes for at-school and out-of-school students on safety and disaster risk reduction issues, and holding in-community risk reduction workshops for marginalized groups led by teachers and CSO members.

Some schools in the research sample are already providing materials (i.e. learning materials and clothes) and/or scholarships to encourage children from poor families to attend school, initiatives that have proved to be successful.<sup>157</sup> Connecting safe school initiatives to school feeding programs,

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<sup>152</sup> Interview with Mr.Dao, Principal, Qiao Cai Ping Primary School, 24 September 2012.

<sup>153</sup> MoEYS. 2007. *Child Friendly School Programme. Dimension 5: Participation by Children, Families and Communities. Student Councils*. Phnom Penh: MoEYS.

<sup>154</sup> Children Focus Group, Bakkheng Primary, 20 September 2012.

<sup>155</sup> Interview with Principal and Teacher Focus Group, Lbeuk Primary School, 18 September 2012.

<sup>156</sup> Teacher Focus Group, Kampong Raing Primary School, 19 September 2012.

<sup>157</sup> Principal/Vice-Principal Focus Group, Bakkheng Primary School, 20 September



if provided by the school, could be another incentive to promote access to learning.<sup>158</sup> Another potentially significant attractor would be the use and development of safety-related and child-centered learning approaches that case study or otherwise feature local marginalized groups or minorities. Elders from minorities could be invited to school to speak to students and/or participate in question and answer sessions, something that could well boost the self-esteem of minority and marginalized children. Learning materials could include minority case studies and give voice to minority perspectives. Additionally, minority children could be encouraged to 'show and tell' about their people and worldview, including how they have traditionally reduced risk to themselves. As discussed earlier (pp.46-52), only a limited range of participatory pedagogies are currently being employed in most schools in the research sample. Should the range be expanded, minority and other marginalized children might well be emboldened to share ideas in, for example, safe one-to-one pair work contexts and then be more ready to share with larger groups and the whole class. Put another way, introducing processes of quality learning that recognize the importance of building learner security before heightening learner challenge can develop a disposition to contribute on the part of the most reticent.

The effectiveness of peer learning and interaction explains why child to child engagement in safe school processes is identified as an important form of child participation by a number of stakeholders at all levels in the research sample. Peer teaching from older children to younger children, from members of the Children Council to other children are already happening on the ground (see pp.47-8). However, conscious efforts to employ child-to-child approaches in engaging with vulnerable children such as out-of-school children, ethnic minority children, and children with disabilities are rather limited. Although there is some evidence that peer learning 'naturally happened' between children without disabilities and children with disabilities,<sup>159</sup> more proactive use of the child-to-child approach to bridge gaps between children should be explored.

Plan Indonesia has an inclusive DRR project focusing on improving

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2012; Interview with Principal, Prek Tarath Primary School, 21 September 2012.

<sup>158</sup> Interview with Principal, Lbeuk Primary School, 18 September 2012; Interview with Principal and Teacher Focus Group, Kampong Raing Primary School, 19 September 2012.

<sup>159</sup> KYPA Focus Group, 25 September 2012.

accessibility of children with disabilities and Plan has started to integrate the safe school project with its inclusivity-oriented DRR project at four of ten target schools in Rembang district.<sup>160</sup> Plan is going to make sure that every new school which it builds will be not only be safe but also accessible to children with different abilities by installing wheel chair accessible slopes, entrances and toilets as well as special signs for children with weak eyesight. It is anticipated that accessibility of children with disabilities will be part of their advocacy efforts linked to national school rehabilitation initiatives.<sup>161</sup> Judging by the available data, the link between safe school facility and infrastructural improvement and accessibility of children with disabilities are unaddressed in both Cambodia and China.

A missing element in safe school developments in the three countries is the inclusion of systematic programs of self-esteem building for children. There is a high correlation between sense of personal self worth on the one hand and level of altruism and willingness to take action for the good of the community on the other.<sup>162</sup> Self-esteem building programs would, on that basis, seem crucial for the engagement of minority and other marginalized children but also for the wider project with its goal of encouraging proactive child participation in school and community. Teachers should encourage marginalized children and help them to enhance their self-confidence before promoting their participation in safe school activities.<sup>163</sup> Self-esteem building is vital in creating participatory, proactive children, but is conspicuously absent in current safe school conceptualizations, deliberations and initiatives.<sup>164</sup>

At some of the Chinese schools engaged in the research, bilingual learning and teaching support is urgently needed to communicate with ethnic minority children who do not understand the language of instruction of the school, but a dearth of bilingual teachers is the reality.<sup>165</sup>

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<sup>160</sup> For instance, at Sanetan Primary School, Plan built toilets which were accessible for children with disabilities.

<sup>161</sup> Plan Indonesia Focus Group, 24 September 2012.

<sup>162</sup> Selby, D. 1995. *EarthKind: A Teacher's Handbook on Humane Education*; Selby, D. & Kagawa, F. 2012. *Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries*. Paris/Geneva: UNESCO/UNICEF. 30.

<sup>163</sup> Teacher Focus Group, A De Bo Primary School, 26 September 2012.

<sup>164</sup> Selby, D. 1995. *EarthKind: A Teacher's Handbook on Humane Education*; Selby, D. and Kagawa, F. 2012. *Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries*. Paris/ Geneva: UNESCO/UNICEF. 30.

<sup>165</sup> School Support Committee Focus Group, Qiao Cai Ping Primary, 24 September 2012.

A final point emerging from the Yunnan research concerns the importance of finessing strategies with respect to marginalized peoples and areas. The Yunnan Safe School Project selected a county, Jinping, that is marginalized and then schools within the county that are themselves marginal by dint of geography, poverty and ethnicity. In the eyes of the Plan Program Manager, there is a need for further reflection on the nature of marginalization as the project rolls out; the need for a 'deeper strategy' on marginalization especially when the project moves to community intervention. There is a need to look at 'layers of marginalization' (i.e. gradations in the degree of marginalization) within and between communities in the school catchment area, and to choose schools and communities accordingly, nuancing the approach to dovetail with the context.<sup>166</sup> Simply treating the 'marginal' as a homogenous and undifferentiated entity is likely to hinder efforts to bridge existing gaps.

#### ***7.4. Roles of Duty Bearers***

##### **7.4.1. Government (National/Sub-national)**

###### ***a) Creating inter-ministerial (and inter-sectorial) platforms at national and sub-national levels and supporting their operation***

To effectively plan and implement safe school initiatives, creating mechanisms for inter-ministerial collaborations and wider partnerships is essential. This is because each pillar of the safe school concept (i.e. safe school facilities, school disaster management, DRR curriculum) requires inter-sectorial knowledge and expertise.<sup>167</sup>

As discussed in *Section 5* (pp.29-33), **Indonesia** has been particularly successful in establishing collaborative networks, joint initiatives and platforms at national level. Horizontal collaborations and coordination at provincial and district levels, however, remain a challenge due to local autonomy as guaranteed by law. The fact that not all districts have established the District Agency for Disaster Management (BPBD) and a lot of existing BPBDs are not yet fully functioning<sup>168</sup> poses a challenge in creating safe school alliances at

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<sup>166</sup> Liu Bing, Plan Xi'an, Skype interview, 8 October 2012.

<sup>167</sup> UNISDR. 2012. *Assessing School Safety from Disasters – A Baseline Report (Draft)* Geneva: UNISDR.

<sup>168</sup> Interview with Sugeng Triutomo, BNPB, 27 September 2012.

district level. Schools generally lack much needed technical support for safe school development and implementation, especially in districts where CSOs do not engage in supporting schools and local governments.

At national level **Cambodia** also has an existing (and soon-to-be institutionalized) inter-ministerial platform as well as networks involving both governmental and non-governmental organizations linked to an emerging safe school agenda (see *Section 4*, pp.24-6). At sub-national (provincial, district and commune) levels, links between disaster management authorities and education authorities exist but are currently very much limited to emergency response. Most of the school-based stakeholders participating in this research have expressed keen interest in strengthening communication and collaboration with the Commune Council for Disaster Management (CCDM) on safe school initiatives that deal not only with emergency responses but also include disaster prevention, mitigation and preparedness components.<sup>169</sup> CCDM members participating in the research also recognized the importance of working with schools to address disaster management.<sup>170</sup> Since CCDM and Village Disaster Management Groups (VDMG)<sup>171</sup> are expected to play an important role in rolling out safe school initiatives,<sup>172</sup> horizontal coordination and collaboration involving key actors (CCDM, VDMG, local education authority, schools, CSOs) at district level needs to be established and strengthened.

**China** has well-developed national coordination mechanisms for disaster emergency response and disaster risk reduction. A National Committee for Disaster Reduction provides unified leadership for coordinating and organizing disaster reduction and relief efforts.<sup>173</sup> There is also a National Disaster Risk Reduction Centre based in the Ministry of Civil Administration that, amongst other things, undertakes the Hyogo progress reporting function.<sup>174</sup> Neither National Committee nor National Centre is particularly involved in coordinating a comprehensive approach to safe school development and school-based

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<sup>169</sup> Interview with Principal, Kampong Raing Primary School; Principal and Vice-Principal Focus Group, Bakkheng Primary School; Interview with Principal, Prek Tarath Primary School, Cambodia.

<sup>170</sup> Nokor Pheas CCDM Focus Group, 18 September 2012.

<sup>171</sup> Village Disaster Management Groups (VDMG) are located under CCDMs. Some villages have created VDMGs.

<sup>172</sup> MoEYS Focus Group, 21 September 2012.

<sup>173</sup> *China: National progress report on the implementation of the Hyogo Framework for Action (2011-2013) – Interim*. 3.

<sup>174</sup> *Ibid.* frontispiece.

disaster risk reduction efforts, the National Safe School Building Program being a joint initiative of the Ministries of Education and Construction (see p.36). At provincial level, school safety is the 'Education Department and officials' accountability to maintain' with regulations covering building safety, management of institutional safety and the inclusion of safety education in the general education curriculum. Within the regulations, there is fuzziness concerning departmental cooperation with stakeholder groups. Accordingly, in Jinping, 'there is some participation from other organizations but not much that is as systematic as what Plan is doing'. Intercommunication between local level and national level concerning reporting and monitoring is well established especially with respect to school construction but, it appears, rather less so for other aspects of safe schooling.<sup>175</sup>

### ***b) Establishing, implementing, evaluating and monitoring safe school policies and guidelines***

Establishing national safe school guidelines covering both structural and non-structural aspects is itself an important milestone and helps institutionalize school safety within the education system. Participatory processes for guideline development are equally important because they help create shared vision and commitment among stakeholders. In terms of comprehensive national safe school guideline development, the three countries are at different stages: China does not have national guidelines and, judging from available data, there is no sign as yet of any being developed (influencing the development of national guideline is not a focus of Yunnan Safe School Project<sup>176</sup>); Cambodia is developing guidelines at the time of writing; Indonesia has recently published a guideline document.

The Indonesian safe school guideline (the *Guideline for Implementation on Safe School/Madrasah from Disasters Initiatives*), which also serves a regulatory function, is the outcome of a 'movement' which involved a significant number of diverse stakeholders using multiple consultative forms, avenues and approaches (see pp.32-3). The movement has clearly helped create shared understandings of the safe school at national level. In the context of localization, sub-national and district level government authorities

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<sup>175</sup> Interview with Pan Guanwei, Leader, Life Live Living Department, Ministry of Education, Yunnan Province, 26 October 2012.

<sup>176</sup> Liu Bing, Plan Xi'am, 17 November 2012. (email)

have responsibilities for policy and guideline implementation. Sub-national government officers rotate very frequently, so DRR and safe school related training given to sub-national government officers does not tend to have a cumulative impact on capacity. To address this challenge, establishing an internal focal point within local government offices as well as working closely with CSOs with specific expertise seems to be vital.

Monitoring and evaluation are covered in one chapter in the Indonesian safe school guideline, but the chapter does not discuss the specific roles which school community members (principals, teachers and students) should play in monitoring and evaluation processes. In contrast to monitoring and evaluation done *on* stakeholders (involved as *objects*), monitoring and evaluation can be a learning opportunity for those who are involved and can contribute to building a 'culture of continuous improvement' when it is conducted *by* and *with* key stakeholders (involved as *subjects*).<sup>177</sup> Therefore, the safe school guideline monitoring and evaluation tool, currently under development, should include identification of active roles for school-based stakeholders, including children, in the monitoring and evaluation process. It should be informed by a 'participant as subject' philosophy.

### ***c) Creating synergies with existing initiatives and structures to improve quality education***

One way to promote child centered disaster risk reduction (CCDRR) in pursuit of safe schooling is to capitalize on the family likeness between CCDRR and other cross-cutting quality education initiatives fostering individual empowerment and active citizenship that are already mainstreamed.<sup>178</sup> It is a cost effective way to mainstream CCDRR in promotion of safe schools.

In **Cambodia** Child Friendly School (CFS) initiatives offer fertile ground for effective implementation of safe school strategies (see p.26). MoEYS is progressing a mainstreaming effort for CFS. It is targeting at least 75% of primary schools to become child friendly schools by school year 2013-14.<sup>179</sup>

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<sup>177</sup> Selby, D. & Kagawa, F. 2013 (forthcoming). *Towards a Learning Culture of Safety and Resilience: Technical Guidance on DRR in School Curricula*. Paris/Geneva: UNESCO/UNICEF.

<sup>178</sup> Selby, D. & Kagawa, F. 2012. *Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries*. Paris/Geneva: UNESCO/UNICEF.

<sup>179</sup> MoEYS. 2010. *Education Strategic Plan 2009-2013*.

A *Child Friendly School Policy* has been issued and detailed child friendly school guides are available.<sup>180</sup> A pre-service teacher training curriculum for CFS is in place in all 18 teacher training colleges and a new generation of teachers are emerging who are much more familiar with the rights of the child and their implications for teaching and learning as well as overall school management. One of the under-exploited links between the CFS Framework and safe schools is developing teacher proficiencies for active, creative and child-centered pedagogies (Dimension 2 on 'effective learning'). It is vital for teachers to develop facilitating capacities for both in-class and in-community CCDRR. This issue is returned to below (p.69).

In **Indonesia** creating synergies between existing initiatives and policies to achieve quality education is a strategy consciously employed by the National Secretary of Safe Schools in developing the above-mentioned safe school guideline. Working with 13 ministries, mutual appreciation of respective programs (e.g. the Ministry of Environment's Green Schools program, the Ministry of Health's Clean and Healthy Schools program, the Ministry of Women's Empowerment and Child Protection Child Friendly Schools program) has proved vital. 'Safe schools mean schools that are healthy, green, child-friendly and inclusive.'<sup>181</sup>

In **China** the Ministry of Education's adoption of the child friendly school model as a quality measure (see p.38) is not, so far, being integrated with the safe school concept. No research participant connected to the Yunnan Safe School Project made direct reference to the child friendly school concept. There is a clear case for alignment of the two initiatives.

In all three countries there is disconnect between safe school initiatives and initiatives aimed at developing school and community programs for climate change adaptation (see p.44). This is clearly a link that needs forging.

In all three countries, too, learning opportunities presented by school construction and retrofit efforts are not being actively used to enable children to learn about key principals of disaster resilient construction and how to apply what is learnt to their communities.<sup>182</sup> A forthcoming publication explains

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<sup>180</sup> MoEYS Focus Group, 21 September 2012.

<sup>181</sup> National Secretary of Safe School/ KERLIP Focus Group, Indonesia.

<sup>182</sup> UNISDR. 2012. *Assessing School Safety from Disasters – A Baseline Report*. Geneva: UNISDR.

how this can be done.<sup>183</sup>

#### ***d) Integrating DRR in the school curriculum***

As discussed above (see pp.44-5), DRR curriculum development requires further attention in safe school initiatives. Developments made in some subjects and grade levels are neither comprehensive nor interlinked enough to develop and reinforce children's capacity for disaster prevention, mitigation and preparedness. There is no evidence of the systematic development of safe school and disaster risk reduction knowledge, skills and attitudinal learning outcomes for each grade level and each subject to ensure cumulative learning progression. Raising student safety awareness, more often than not, stops at the level of training and instruction in safety practices and procedures, thus falling short of a thoroughgoing education in safety. The 'participation' involved is, accordingly and oftentimes, about practicing procedures in the event of hazard rather than about engaging with issues and learning how to be proactive in minimizing risk. DRR integration in school curricula is an international target<sup>184</sup> as well as regional target'.<sup>185</sup> Systematic DRR curriculum development linked with pre-service and in-service teacher training, need further development.

#### **7.4.2. CSOs**

The civil society sector is very varied in its nature and composition. The term Civil Society Organization (CSO) is an umbrella descriptor for a wide array of organizations<sup>186</sup> working at local, national and international levels to deliver social services, development and humanitarian programs that complement government initiatives. Their intention is also to shape national and international policy.

Obviously CSO status and influence depends on the operating context and

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<sup>183</sup> Selby, D. & Kagawa, F. 2013 (forthcoming). *Towards a Learning Culture of Safety and Resilience: Technical Guidance on DRR in School Curricula*. Paris/Geneva: UNESCO/UNICEF.

<sup>184</sup> UNISDR. 2011. *Chair's Summary: Third Session of the Global Platform for Disaster Risk Reduction and World Reconstruction Conference*.

<sup>185</sup> AADMER Work Programme 2010-2015; *The 2007 Bangkok Action Agenda*

<sup>186</sup> According to World Bank, CSOs include 'community groups, non-governmental organizations, labor unions, indigenous groups, charitable organizations, faith-based organizations, professional associations and foundations.'



environment. In some contexts, CSO participation is very limited and the concept of CSO itself might be alien, while in other contexts CSOs have enjoyed wide and active participation in governance and social development. The political system as well as the level of democratization and decentralization in a country tends to influence the nature and degree of CSO activities. 'The more open, democratic and decentralized a political system, the more there is scope for state-civil society partnerships. Peace and political stability are other preconditions for viable partnership.'<sup>187</sup>

In China, in contrast to an active governmental initiative in safe school awareness raising via media such as TV (see p.36), CSO involvement seems to be very limited in terms of awareness raising efforts. This is partly explained because many CSOs in China are engaged in charity work rather than social change/advocacy work. Advocacy work by CSOs in China remains challenging in that the government is strengthening its regulatory oversight of CSOs (including stronger controls on international NGOs working in China).<sup>188</sup>

Current and anticipated CSO roles in supporting safe school initiatives are identified as follows.

First, the complementary activities of policy advocacy and networking for safe schools are clearly key roles that CSOs in Indonesia and Cambodia have been actively fulfilling especially at national level. Collective, unified advocacy and ownership among the players has been critical in Indonesia. Using children's direct voices, employing simple consolidated messages, taking policy makers into the field for direct observation of school activities are some of the important advocacy strategies CSOs have already employed.<sup>189</sup>

In the Safe School project in Yunnan Province, China, Plan has adopted a strategy of 'advocacy by involvement'<sup>190</sup> coupled with what might be termed

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<sup>187</sup> UNESCO. 2001. *Special Session on Involvement on Civil Society in Education for All*. 46th Session on the International Conference on Education. Geneva: IBE, 14, 15.

<sup>188</sup> Lingling Liu, Plan Xi'an, 24 January 2013. (email)

<sup>189</sup> Interview with Khim Phearum, Save the Children, 17 September 2012.

Plan Cambodia Focus Group, 21 September 2012; Plan Indonesia Focus Group, 24 September 2012; National Secretary of Safe School/KERLIP Focus Group, 27 September 2012; Interview with Maharani Hardjoko, Save the Children, 28 September 2012.

<sup>190</sup> Lingling Liu, Disaster Risk Management Program Officer, Plan Xi'an, Skype

'advocacy by demonstration'. Although the Yunnan Education Bureau was a partner from the outset, its role was more or less that of sleeping partner until the project got underway, began to bear results, and the Bureau began to realize that 'a lot can be done'.<sup>191</sup> After the successful August 2012 training (see *Appendix 8*), the Bureau was brought actively into the project through an agreed and quite extensive school-monitoring role.<sup>192</sup> At the same time the higher echelons began to take note, resulting in two provincial government representatives attending the Fifth Asian Ministerial Conference on Disaster Risk Reduction, Yogyakarta, 22-25 October 2012. The idea has been to 'engage with government when there is value-added to demonstrate.' 'There is awareness on the part of government (after the devastating earthquakes in China) so talking for awareness raising is not enough but rather there is a need to demonstrate best models of activity that have added value.'<sup>193</sup> Such evidence-based advocacy looks the best way of addressing an abiding project fear – that 'in a huge country like China, the fear that what is achieved will be too tiny to make a contribution and have an impact on the China Hyogo report'.<sup>194</sup> To be truly impactful at national level, the Yunnan Safe School Project will need to work with a distinctively holistic model that integrates and conflates safe buildings, campus safety and DRR management and more systematic curriculum development allied with a well-developed participatory pedagogy.

Second, CSOs assume an innovative role in developing safe schools. By taking full advantage of their flexibility in educational provision, their familiarity with local/grassroots levels, their expertise in addressing the needs of communities, especially those who are marginalized, CSOs can advance innovative thinking and practice for safe schools. CSOs play an essential role in implementing safe school pilot projects by working with school communities, critically analyzing experience and sharing lessons learned with governments and other partners to achieve greater scale and impact. Their placing of safe schooling within a child rights framework and their advocacy of child-centered and participatory pedagogies is particularly important but there are depths and layers to effective implementation that call for sustained and

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interview, 19 September 2012.

<sup>191</sup> Ibid.

<sup>192</sup> Plan China. 2012 (18 August). *Report on the Phase II Training of the Safe School Project in Jinping County of Hunnan Province*. 10-11.

<sup>193</sup> Liu Bing, Plan Program Manager, Skype interview, 8 October 2012.

<sup>194</sup> Lingling Liu, Disaster Risk Management Program Officer, Plan Xi'an Skype interview, 19 September 2012.

long-term application. Developing a 'Champion School' model through Plan's Educating in CCDRR project in the three countries is a way to advance innovation in safe school content and methodology. A small number of target schools<sup>195</sup> will become learning laboratories for safe school innovation with additional investments. This is to showcase good practice so that others (e.g. teachers, government officials, international visitors) can learn from the experience of these champion schools. The model is expected to play an important role in dissemination and advocacy at national and international levels.<sup>196</sup>

Third, CSOs play a role in providing safe school initiatives at local level where state provision is absent or insufficient. Interviewed government and school-based stakeholders have commonly expressed appreciation of CSO support for safe school implementation in terms of financial and material resources and/or technical assistance (e.g. capacity building training for stakeholders including local government officials, community members, principals, teachers, children). In the words of the Deputy Chief for Prevention and Preparedness of BNPB, Indonesia, CSOs 'directly disseminate national policies at district level'.<sup>197</sup> The Secretary General NCDM in Cambodia confirms the important contribution CSOs can make to disaster management (including safe schools), very much welcoming the CSO contribution at commune level.<sup>198</sup>

Obviously not all CSOs, especially local CSOs, are well equipped to offer expected resources and technical support to other stakeholders. 'Mentoring' of local CSOs, an approach used by Plan for their ongoing safe school project, has had a positive influence on capacity in the CSO community. Interviewed non-Plan CSO personnel in the three countries have remarked upon their increased level of confidence and technical capacity in supporting safe school project planning and implementation as a result of the Plan partnership. It is important to note that CSOs themselves face actual and potential resource shortages for sustaining safe school initiatives.

Fourth, given CSOs are not permanent providers of education and their work needs to be eventually handed over to government which has the primary

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<sup>195</sup> Two target schools in Cambodia; three in China; six in Indonesia

<sup>196</sup> Plan Cambodia Focus Group, 21 September 2012.

<sup>197</sup> Interview with Sugeng Triutomo, BNPB, 27 September 2012.

<sup>198</sup> Interview with Ponn Narith, NCDM, 21 September 2012.

responsibility for ensuring the right to education, it is critical for CSOs to play an on-going catalytic and facilitative role in safe school development and implementation, by continuously bringing field-based experiences and innovations as well as the voices of local stakeholders (including children) to policy dialogue, supporting governmental scaling-up safe school efforts, and by monitoring government accountability as a duty bearer.

Whether, in the time allotted for a project intervention, a CSO can leave a lasting legacy is an arguable point. A potential disadvantage of CSO involvement in safe school initiatives is the building of a dependency culture. Unless schools, local communities and mentored CSOs are supported in becoming technically and financially independent, an initiative will always be in danger of fading away when the project ends. After the UNESCO Jakarta school based disaster preparedness project (see p.31), the initiative discontinued at schools in one target area when a local partner CSO simply moved to another agenda, while schools from another target location working closely with a local CSO could further carry on work by attracting new funding.<sup>199</sup> Another danger of CSO involvement in safe school initiatives concerns their operating with a narrow focus and understanding of what achieving the safe school involves. This can become an obstacle in forging sufficiently wide alliances for a comprehensive safe school agenda.<sup>200</sup> Also, if a CSO enters into a context with an over-heavy adherence to their own agenda and not respecting the existing knowledge and experience of the stakeholders, it can be a disempowering experience for the latter.<sup>201</sup> CSO interventions based on donor's preferences mean that not every area in a country is covered.<sup>202</sup> Certain areas that did not host an intervention can be left behind if scaling-up efforts do not reach them.

#### **7.4.3. Principals, Teachers and School Support Committees**

In the three countries school-level adult stakeholders such as principals, teachers and school support committee members currently have a vague conception of their own role as duty bearers in promoting CCDRR and safe school initiatives.

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<sup>199</sup> Interview with Ardito M. Kodijat, UNESCO Jakarta, 27 September 2012.

<sup>200</sup> Plan Indonesia Focus Group, 24 September 2012.

<sup>201</sup> KYPA Focus Group, 25 September 2012.

<sup>202</sup> Maharani Hardjoko, Save the Children. 10 October 2012. (email).

**Principals** participating in the research commonly highlighted their general leadership and communication role with parents, local communities and local government authorities, but did not elaborate and unpack their safe school role further. Principals' leadership roles are critical in a number of ways: promoting child participation in safe school activities; developing synergies between different aspects of school safety (structural and non-structural, curricular and co-curricular; safety culture and safety management); supporting and monitoring curriculum development and new pedagogies; knowing and applying relevant government policies and regulations to overall school management and operations; playing a monitoring and evaluation role in safe school implementation; liaising with other schools on safety issues; linking and integrating safe school and disaster risk reduction efforts with community initiatives.

**Teachers** generally see themselves as a guide or mentor to children. However, most teachers interviewed are not creating CCDRR learning opportunities in and outside the classroom oriented towards school and community safety. Although motivated, they are more or less waiting for instructions and materials to be given to them. For instance, teachers in Padas School in Indonesia said they are waiting for a DRR curriculum model to be passed on to them.<sup>203</sup> In Yunnan Province, China, teachers did not know how to advance school safety learning further once they have conducted a Hazard, Vulnerability and Capacity Assessment (HVCA). This suggests, as stated earlier (p.51), that teachers need to be trained in using a variety of pedagogical approaches to facilitate CCDRR for safe schools. It is important that a raft of CCDRR activities is made available for teachers (including both stepping stone activities to systematically develop the skills and dispositions for proactive engagement in HVCA and activities following on from and capitalizing upon the HVCA experience including a range of child-led community engagement activities). Teacher training should be successively reinforced so that teachers can go beyond needing a 'recipe book' of provided learning activities and become creatively reflective practitioners (able to develop and continuously refine their own child-friendly safe school and disaster risk reduction learning activities).<sup>204</sup>

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<sup>203</sup> Principal/Teacher Focus Group, Padas Primary School, 26 September 2012.

<sup>204</sup> Selby, D. & Kagawa, F. 2012. *Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries*. Paris/Geneva: UNESCO/UNICEF.

**School support committee's** roles are normally decided in consultation with the school principal. Their actual and envisaged contributions are very much focused on offering their own labors and materials for improving the physical safety of the school (e.g. fixing roads, school buildings) across almost all the schools involved in this research. In a very few cases, school support committees have taken on or at least envisaged an advocacy and educational role (e.g. holding parent meetings for awareness raising, offering training to students at school further to their own training<sup>205</sup>). The contribution that school support committee members might make in supporting infrastructural, management and teaching and learning developments as well as becoming the lynchpin in joint school/community safety and disaster risk reduction efforts is something that needs fleshing out as a matter of priority. They also have a part to play in ensuring that the participatory rights of the child as evinced through child-centered pedagogies in school are echoed and, hence, reinforced in how children are treated and related to in home and community.

The chart that follows, extracted from a forthcoming publication,<sup>206</sup> lays out the potential roles of school-level stakeholders in safe school and disaster risk reduction development.

Key Stakeholders at School	Roles and Responsibilities
School Principal	<ul style="list-style-type: none"> <li>✓ Provides overall leadership in embedding school safety initiatives in the formal curriculum, campus, community and institutional spheres and in maximizing the level of connectedness between all spheres</li> <li>✓ Encourages the participation of all students and all school staff members in curriculum-linked DRR campus-based and community-based learning opportunities</li> <li>✓ Knows and applies all relevant policies on school safety and DRR to overall school management</li> </ul>

<sup>205</sup> School Support Committee Focus Group, Yue Jin Primary School, China.

<sup>206</sup> Selby, D. & Kagawa, F. 2013 (forthcoming). *Towards a Learning Culture of Safety and Resilience: Technical Guidance on DRR in School Curricula*. Paris/Geneva: UNESCO/UNICEF.

	<p>and operation</p> <ul style="list-style-type: none"> <li>✓ Oversees special days on DRR to educate the whole school (and wider) community and makes sure the special day experiences are linked with formal learning</li> <li>✓ Leads the school community in creating and communicating a collective vision for whole school DRR learning</li> <li>✓ Creates school and school-in-community open dialogic spaces for discussion of DRR, ensuring ample opportunities for student participation</li> <li>✓ Mobilizes resources and promotes collaboration between the school and local community in order to achieve the school's intended DRR goals</li> <li>✓ Monitors whole school DRR learning (of students, teachers and non-teaching staff)</li> <li>✓ Sensitizes the PTA and School Management Committee/School Council/Board of Trustees on the importance of linking DRR formal learning with safe school facilities, safe school management, and an overall school culture of safety and resilience</li> <li>✓ Engages actively with and builds constructive partnerships with community organizations, local municipalities and traditional leaders to support student DRR learning</li> </ul>
<p>School Management Committee/School Council/Board of Trustees</p>	<ul style="list-style-type: none"> <li>✓ Ensures training of teachers and student leaders on DRR and DRR applications in the school and community</li> <li>✓ Monitors and ensures evaluation of overall school performance on DRR with respect to school facilities, management and curriculum and, particularly, the quality and depth of inter-linkage between spheres</li> <li>✓ Develops special DRR programs to actively support and motivate the whole school community towards achieving identified goals</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Ensures effective and efficient management of resources within the school</li> <li>✓ Oversees the establishment of a School Safety Committee tasked with developing and updating a school safety plan, making sure that the plan covers each of the spheres of curriculum, campus, community and safety culture</li> <li>✓ Has student representation and ensures that students are well represented in all DRR arenas and developments and that in-curriculum learning opportunities so opened up are capitalized upon</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>✓ Know how to integrate DRR in their lessons and how to embed campus, community and whole school DRR issues and initiatives in the curriculum</li> <li>✓ Know how to facilitate DRR learning both inside and outside of the classroom</li> <li>✓ Bring DRR learning alive both inside and outside of the classroom by using a mixture of pedagogical approaches</li> <li>✓ Create a supportive learning environment where learners feel comfortable and motivated to participate and share knowledge and experience</li> <li>✓ Hold regular meetings with parents to exchange views on student achievement relating to DRR learning inside and outside of the classroom</li> <li>✓ Continuously improve their own teaching through their own reflection and learning, modeling and projecting themselves as learning members of a continuous safety-oriented learning organization</li> </ul>



## Section 8: Strengthening Safe Schools in Asia: Recommendations

The list of recommendations below captures recommendations that are explicit and/or implicit in the research findings. The country or countries to which a recommendation applies is indicated in brackets.

### 8.1. Recommendations for Cambodia, Indonesia and China

#### ***Recommendation 1: Mainstream comprehensive understandings of safe schools at all levels***

- ✓ Ministries at national and sub-national levels, supported by CSOs, should develop pamphlet form, electronic and filmic media promoting a comprehensive vision of the safe school that stretches beyond attending to questions of school location, robust school buildings and emergency response to also include whole school management and ethos, proactive child participation in developing a culture of safety and resilience inside and outside the school, and DRR curriculum, teaching and learning. Alongside the comprehensive vision, a working holistic definition of safe school should be broadcast widely. (Cambodia)
- ✓ Ministries at national level, working closely with CSOs, should effectively transfer the comprehensive understanding of safe school at national level to sub-national, especially school, level where there remains an over-emphasis on physical aspects of safe school. (Indonesia)
- ✓ Face to face or at-distance training programs for education officials, principals and teachers on how to enact the comprehensive vision and concretize the working definition should also be made more readily available. (Cambodia, China, Indonesia)
- ✓ CSOs should make concerted advocacy efforts to help wean national, sub-national and school level stakeholders away from the prevailing narrow understanding of the safe school through their contribution to national forums and participation in multi-stakeholder national through local partnerships. As part of that concerted effort, CSOs should place special emphasis on advocacy and training in non-structural aspects of

- safe schools for an interim period so as to soonest effect a readjustment of perception. (Cambodia, China, Indonesia)
- ✓ CSOs should provide capacity building training - for governmental officials (at national level in Cambodia and China but at sub-national level in all three countries) and for local and school-based stakeholders throughout - that places the rights of the child to participate and have a voice (i.e. *participatory rights*) at the core of safe school conceptions alongside presently emphasized child *protection* and *survival* rights. (Cambodia, China, Indonesia)
  - ✓ National ministries responsible for education, supported by CSOs and working closely with sub-national level education authorities, should fully and systematically embed safety and disaster risk issues in the school curriculum horizontally (i.e. across the subjects at any grade level) and vertically (i.e. reinforced cumulatively through the grade levels) with learning outcomes identified for every subject and grade level. The embedding process – involving working groups of curriculum developers at national and sub-national level and training at sub-national, local and school levels - should be undertaken in step with the national curriculum development and renewal cycle, with all appropriate fore-planning. (Cambodia, China, Indonesia).
  - ✓ As an initial step in curricular embedding, there is a strong case that existing opportunities for implementing disaster risk reduction curriculum opportunities be better exploited so that already-developed teaching modules and materials are better and more fully implemented in Indonesia, DRR-related topics in the Cambodian curriculum are more effectively exploited as are life skills curriculum opportunities in China. In-service teacher training will be required so teachers become adept at exploiting curriculum opportunities and linking curriculum to safe school issues. (Cambodia, China, Indonesia)
  - ✓ Schools should continue to work with a multi-hazard approach to school and community risk reduction taking local context and needs into consideration. In doing so, distinctions need to be made between safety education as accident avoidance education and safety education as disaster risk reduction education. There tends to be over-emphasis on accident avoidance aspects of the safe school especially at local and school levels and some consequent overshadowing of disaster risk reduction aspects. (Cambodia, China, Indonesia)
  - ✓ As safe school developments mature, curriculum developers, CSOs,

teacher trainers, principals and teachers should consider the specific and concrete teaching and learning and child participation implications connected to learning about and acting upon different hazards. Each hazard calls for dedicated pedagogical treatment. (Cambodia, China, Indonesia)

***Recommendation 2: Expand, deepen and concretize adult stakeholder understandings of child participation for safe schools especially at school level***

- ✓ CSOs should provide capacity building training for principals, teachers and community members to facilitate their better understanding of child participation so that it is less and less conceived of as action that falls in with adult instructions and more and more understood as about giving voice and space for engagement to children at all stages in the learning process. Put another way, there should be a move away from participation as child *followership* towards participation as child *leadership*. The existing gulf between CSO conceptions of child participation and those of national and sub-national personnel as well as those involved at local and school levels needs to be urgently bridged. Case study exemplars of proactive child engagement should be made widely available in all three countries for stakeholders to emulate. (Cambodia, China, Indonesia)
- ✓ Schools, actively supported by CSOs, should consider establishing culturally and contextually appropriate versions of the Cambodian Children Council model to facilitate child participation in everyday decision-making and developments at the school. (China, Indonesia). Alternatively, schools should consider reformulating the purposes, roles and responsibilities attached to existing school structures as a means of addressing safe school issues, such as the school health unit (p.48) in Indonesia.
- ✓ Schools, actively supported by CSOs, should also consider complementing the Children Council model by establishing Safe School Councils in which students are well represented alongside teachers and community members. Such Councils would provide an additional platform for proactive child engagement in fostering safe schooling and help create a richer school and community ethos of child participation. Plan Indonesia's proposed 'disaster preparedness teams', expanded to

also include community members, may offer a model in this regard.

(Cambodia, China, Indonesia)

- ✓ National ministries of education, in partnership with CSOs and working closely with sub-national level educational authorities, should focus on developing a larger canon of participatory methods and activities for safe school initiatives inside and outside the classroom, including in the community. The development could be undertaken by national and/or sub-national curriculum development teams and channels made available for teachers to contribute activities they have developed and successfully implemented. A national safe school activity clearinghouse would be a good idea. (Cambodia, China, Indonesia).
- ✓ Ministries, local education authorities and CSOs should make sure that children are actively involved in monitoring and evaluation processes for safe school initiatives. As part of the involvement, children should be regularly asked what gaps they see in their learning and what more they want to learn and do (ideas being pooled in small groups that are not closely directed by the teacher). Training needs to be offered to principals and teachers on how to facilitate and provide child-friendly contexts for student monitoring and evaluation. (Cambodia, China, Indonesia)
- ✓ Ministries of education (as well as sub-national education authorities, in partnership with CSOs, should provide sustained and reinforced professional development opportunities to teachers so as to enhance their interactive and participatory learning facilitation understandings and capacities. Elaborating the recommendation made above, they should aim to ultimately provide through-the-grades provision of participatory learning approaches and activities that incrementally build and reinforce a culture of participatory learning in schools. At an appropriate point, teachers should be given training in both the theory of participatory learning and in the creative design of participatory learning activities. A cost-effective way of realizing this recommendation would be through employing a training of trainers (TOT) cascade approach to training. (Cambodia, China, Indonesia).
- ✓ At local level, CSOs should sensitively explain and advocate for child rights in fostering active child participation in safe school initiatives, confirming the acceptability of child rights concepts at national level. (China)
- ✓ CSOs should raise awareness among adult stakeholders (including

parents and other adults in the community) of child rights in order to create a positive community environment for children to take action not only at school but also in the community. This could be achieved through occasional community workshops but also through the Safe School Council model proposed above. (Cambodia, China, Indonesia)

***Recommendation 3: Engage with marginalized children/groups for safe school initiatives more proactively***

- ✓ Schools, supported by CSOs, should give in-school children a facilitative role in inducing out-of-school children to come to school through forms of child-to-child contact and communication. The work of some Cambodian Children Councils in having in-school children outreach to their out-of-school peers is a model that merits replication. (Cambodia, China, Indonesia)
- ✓ Schools, supported by CSOs, should invite ethnic minority leadership to join school support committees (Cambodia, Indonesia but, especially, China)
- ✓ Schools, supported by CSOs, should hold joint classes on safety and disaster risk reduction for out-of-school and in-school children in a community context away from the school. They should also offer community risk reduction workshops periodically for adult members of marginalized groups (Cambodia, China, Indonesia)
- ✓ Schools, supported by CSOs and local education authorities, should offer contextually appropriate incentives to out-of-school children to encourage their school attendance (Cambodia, China, Indonesia). In Cambodia, schools that have school feeding programs should link them to involvement in school and community safety initiatives.
- ✓ Schools, supported by CSOs and local education authorities, should introduce learning materials and learning occasions that highlight and give voice to ethnic minority and other marginalized groups, and that also focus on how they have traditionally reduced risk (Cambodia, China, Indonesia)
- ✓ Teachers, supported by CSOs and local education authorities, should employ participatory teaching and learning processes that give a sense of security to the minority or marginalized child so they are better able to relate and interact (for instance, use of pair or small group work to

build confidence leading, by stages, to work in larger groups). Teachers should also employ child-to-child learning to build levels of interaction within student groups (including, importantly, minority and marginalized students teaching their peers) (Cambodia, China, Indonesia)

- ✓ National and sub-national education authorities as well as CSOs working for safe schools should forge links between developing safe school facilities and ensuring accessibility for those with disabilities. The Plan Indonesia project (pp.57-8) may prove an important exemplar in this regard. (Cambodia, China, Indonesia)
- ✓ Teachers, supported by CSOs, should give much more attention to incorporating self-esteem building into safe school initiatives in that improved self-esteem helps the marginalized and also fosters a mindset for proactive participation. Culturally-appropriate self-esteem building activities should be developed and made available in each country as well as a 'does' and 'don'ts' checklist for teachers so that they relate to students in ways that bolster self-esteem. (Cambodia, China, Indonesia)
- ✓ Sub-national government authorities should, as much as feasible, make bilingual teaching support available (China)
- ✓ Sub-national education authorities, CSOs and schools should develop a deeper understanding and nuanced strategies concerning child marginalization so as to address and work with layers of marginalization within and between marginalized communities and localities. The notion of marginalization, in short, needs further unpacking and scrutiny. (Cambodia, China, Indonesia)

***Recommendation 4: Create inter-ministerial (and inter-sectorial) safe school platforms at national and sub-national levels and support their operation***

- ✓ At district level CSOs and local governmental authorities should establish collaborative and coordinating mechanisms and platforms for safe school planning and implementation. Specifically, there needs to be closer collaboration, sharing and mutual up-skilling between district education offices and BPBDs supported by CSOs. (Indonesia)
- ✓ Local government authorities and CSOs should develop mechanisms to facilitate stakeholder communication and collaboration at commune

level for comprehensive safe school initiatives going beyond emergency responses. Specifically, CCDMs, VDMGs, local education authorities, schools and CSOs need to engage in closer collaboration, sharing and mutual up-skilling. (Cambodia)

- ✓ National coordinating mechanisms for emergency response and disaster risk reduction should be adjusted to encompass safe school concerns. Provincial level regulations and processes regarding cooperation with CSOs should be made clearer and all parties apprised of those regulations and processes. (China)

***Recommendation 5: Establish, implement, evaluate and monitor safe school policies and guidelines***

- ✓ Plan Cambodia working closely with MoEYS-led Technical Writing Group should identify ways of mobilizing as many stakeholder groups as possible at sub-national, local and school level (including children) and facilitate their input into the current ongoing development of the national safe school guideline document. (Cambodia)
- ✓ To cope with the frequent rotation of sub-national governmental officials, a local government safe school focal point in close alliance with local safe school CSOs should be established (Indonesia)
- ✓ National government, supported by CSOs, should identify active roles for local and school level stakeholders including, crucially, children in safe school guideline development as well as monitoring and evaluation processes. The monitoring and evaluation chapter of the already published Indonesian safe school guideline should be revised to include roles for all members of the school community, including children. (Cambodia, Indonesia)
- ✓ A comprehensive safe school guideline should be developed, the work involving both national and sub-national governmental authorities and relevant CSOs but drawing on the experience and insights of those involved at local level. The guideline should include guidance on how to involve all stakeholders in monitoring and evaluation processes. (China)

***Recommendation 6: Create synergies with existing initiatives and structures to improve quality education***

- ✓ MoEYS should infuse safe school practice into the well-established Child Friendly School initiative in Cambodia, including into its pre-service teacher-training program, with intending entrants to the teaching profession being trained in safe school child-centered pedagogies. (Cambodia)
- ✓ The ministry of education at both national and sub-national levels, supported by CSOs, should proactively align safe school and disaster risk reduction learning initiatives with current child friendly school initiatives under the banner of providing quality education. (China)
- ✓ Schools, supported by sub-national education authorities and CSOs, should capitalize upon the curriculum and learning opportunities for students afforded by ongoing school construction and retrofitting work. Training for teachers on how to link structural aspects of the safe school with curricular aspects should be offered. (Cambodia, China, Indonesia)
- ✓ Overall, a predisposition should be established that safe school initiatives be as much as possible dovetailed with other elements of relevant quality education. The 13-ministry alliance in Indonesia linking safe schools with, amongst others, environmental, gender, health and child friendly programs (p.63), offers a clear way forward. (Cambodia, China)

***Recommendation 7: Progress systematic and holistic integration of DRR in the school curriculum in safe school initiatives***

- ✓ The present haphazard treatment of school and community safety and disaster risk resilience in the school curriculum needs to be subjected to systematic curriculum development, with a progression of clearly identified topics and themes with associated knowledge, skills and attitudinal learning outcomes drawn up by a task force bringing together ministerial and CSO personnel. (China). In this regard, Cambodia might renew its Technical Working Group while Indonesia should continue working through the Consortium for Disaster Education.
- ✓ Climate change adaptation and mitigation education should be married with safe school and disaster risk reduction education. Many of the hazards schools and communities face are the result of climate change. Children need to learn what they and their community can do to avoid climate change getting worse; also, what they and their community can



do to adapt to climate change and, hence, reduce the risks they face. Consideration of climate change should be embedded in disaster risk reduction curricula as part of quality education, a task for the ministry of education in partnership with CSOs. Teachers, through training, should be alerted to the links between hazard and climate change, and curriculum materials developed illustrating the links and addressing climate change mitigation and adaptation in practical and locally relevant ways. (Cambodia, China, Indonesia)

- ✓ Similarly, curricular attention should also be given to slow onset disasters such as deforestation, desertification and bio-diversity loss, all of which have the potential to endanger life and livelihood. This, like climate change, can happen through curriculum development, learning materials development and attendant teacher training. (Cambodia, China, Indonesia)

***Recommendation 8: Harmonize and enrich advocacy efforts for safe schools***

- ✓ CSOs should continue to harmonize and so progressively enrich the quality of their safe school collective advocacy. (Cambodia, Indonesia)  
There should be increasing engagement of children in their advocacy efforts through events and media channels that 'give voice to children'. (Cambodia, China, Indonesia)
- ✓ The strategies of 'advocacy by involvement' and 'advocacy by demonstration' being used in Yunnan Province, China (pp.65-6) look very promising. CSOs in each country should explore further ways to build and multiply the effectiveness of such experience and evidence based strategies in their interactions with provincial and local governmental levels (for instance, co-gathering with ministry personnel of project impact evidence coupled with co-dissemination events). Holding a brainstorming session in each country to strengthen and diversify the use of the two strategies would be a good idea. (Cambodia, China, Indonesia)
- ✓ CSOs should also employ 'advocacy by demonstration' to promote a holistic safe school model which demonstrates the integration of the building/facility, management/ethos and learning/teaching dimensions of the safe school (Cambodia, China, Indonesia)
- ✓ The Plan 'Champion School' model being developed for its safe school

project and aimed at showcasing best practice, should be vigorously pursued and should incorporate relevant key recommendations advanced in this report. (Cambodia, China, Indonesia)

- ✓ Plan should continue its very effective mentoring and capacity building of non-Plan CSOs as part of its safe school initiatives. (Cambodia, China, Indonesia)
- ✓ CSOs should play an active catalytic and facilitative role in safe school development and implementation by bringing lessons learnt and innovative experience into governmental scaling-up efforts and by monitoring governmental performance for safe school initiatives. (Cambodia, Indonesia)
- ✓ Plan should explore contextually appropriate ways and phasing to actively engage with relevant UN organizations and CSOs at national level to take forward safe school development (China).

***Recommendation 9: Expand school-level stakeholders' (e.g. principals, teachers and school support committees) current roles and responsibilities for safe school initiatives***

- ✓ School-based stakeholders, supported by CSOs, should make considerable efforts to clarify their various roles in taking forward safe school initiatives in a comprehensive manner. In particular, CSOs working closely with local education authorities, should give leadership training to principals so that they are fully aware of the multiple aspects of their leadership role. The training could be based upon the *Key Stakeholders: Roles and Responsibilities* chart offered in this report (see p.70-2). The role of school support committees should be broadened to include a community advocacy and educational role in line with what is proposed in the chart. School support committees should be reconceived as providing the nexus between DRR initiatives in the school and DRR initiatives in the community with an educative and watching brief to ensure child participation in both school and community moves forward unhindered. To better link school and community, committees should include representation from marginalized groups wherever appropriate. (Cambodia, China, Indonesia).
- ✓ Deeper and more sustained teacher training should be organized by ministries of education so teachers are more effectively skilled up to be

creative and reflective DRR practitioners, no longer reliant on hand-fed activities (Cambodia, China, Indonesia)

## 8.2. Recommendations for Plan Asia

It is recommended that the Plan Regional Office in Asia:

- **Mainstreams comprehensive understandings of safe schools at all levels** by, for instance, preparing and widely circulating to all key stakeholders in all relevant languages a short definitional and descriptive document explaining the multi-dimensional nature of the safe school. A short DVD film exploring the different dimensions of the safe school and how they interrelate, with concrete examples from different countries, would also be very helpful.
- **Works to expand, deepen and concretize adult, especially local and school level, stakeholder understandings of child participation for safe schools** by, for instance, organizing workshop for principals, teachers and community groups to discuss the pros and cons of different types of child participation and their implications in the specific local context; helping to establish culturally appropriate and contextually diverse versions of the Cambodian Children Council model in different countries; promoting Safe School Councils of teachers, community members and children (with children given proactive and leadership roles).
- **Provides practical advice on means whereby marginalized children and the communities they come from can be more actively engaged in safe school initiatives** by, for example, actively employing child-to-child approach to reach out to marginalized children, giving voice to the marginalized within learning and teaching materials, promoting self-esteem building programs within safe school initiatives. Plan should also make efforts to sensitize partners and stakeholders towards nuanced and calibrated understanding of 'layers of marginalization'.
- **Promotes best practice in inter-ministerial and inter-sectorial safe school collaboration at national, sub-national and local levels** by identifying and recording best practice in the region and developing electronic and face-to-face arenas and channels for sharing,

disseminating and exchanging on best practice.

- **Works closely with the national ministries responsible for education and disaster management to establish, implement, monitor, review and evaluate safe school policies and guidelines** by (1) analyzing existing national safe school policies and guidelines to see if they comprehensively cover the three pillars of safe schools and fully embrace the idea of child participation; (2) mobilizing stakeholders in consultative processes on policy and guideline development; (3) coming up with clear implementation mechanisms including monitoring and evaluation components that engage stakeholders, including children, as co-participants and subjects.
- **Flags the importance of integrating safe school initiatives with other initiatives aimed at creating a quality education of relevance** such as life skills and child friendly learning. This makes good sense financially, logistically and tactically. Under this heading, it is of vital importance that links are effected with climate change education in particular and environmental education in general (in that the latter embraces other 'slow onset' disasters, such as bio-diversity loss, that will sooner or later make schools and their communities vulnerable and unsafe unless effective action is taken). Given the climate change threat to communities in the Asian region, it is of particular urgency that climate change education and disaster risk reduction education do not remain as disconnected initiatives.
- **Places much greater emphasis in its deliberations and advocacy on curricular and pedagogical aspects of the safe school** by, for instance, creating an electronic clearinghouse of best curriculum practice in the region, by developing an Asian safe school learning activity exchange (to avoid the reinvention of the pedagogical wheel), by insistently calling for the integration of school building and facility, school management and extra-curricular aspects of the safe school with curricular aspects, by engaging with and seeking to influence the curriculum development cycle of each country.
- **Advocates for the expansion and diversification of the role and responsibilities of school level stakeholders - principals, teachers, school support committees, students - for safe school and disaster**

**risk reduction initiatives** by, for instance, working to actualize the roles laid down in the *Key Stakeholders at School: Roles and Responsibilities* chart (pp.70-2) through training workshops, local advocacy and strategizing, and through DVD training films depicting principals, school support committees, teachers and students fulfilling the expanded and diversified role.

# APPENDICIES

## Appendix 1. TOR

### ToR For the Safe School Research Plan Asia Regional Office

#### I. Background

Plan has received funding from Sida to implement the “Strengthening Children’s Voices in Promoting Safe School” project from November 2011 to December 2013 in three Asian countries. The project’s goal is *“Children in the most at-risk communities in Cambodia, China, Indonesia have access to safer education through duty bearers minimizing the impact of disasters on their right to quality education with the support of civil society”*. The project’s implementation strategy focused on Plan’s Child Centered Disaster Risk Reduction approach, Plan’s partnership approach, and Plan’s contribution to the UNISDR global safe schools campaign. The project has three purposes: 1) to promote a culture of school safety in the project target countries and regionally by advocating for policies, regulations, and guidelines at all decision-making levels on structural safety, 2) to embed the participation of children in the local and national process of establishing safe schools in the target countries, and 3) to strengthen the role of civil society organizations in developing and monitoring disaster risk reduction and preparedness measures in schools through capacity building and networking both in-country and regionally.

#### II. Objective

The overall objective of the research is to examine what taking a child rights approach to School Safety means within an overall aim of ensuring children’s access to quality education. This research seeks to understand children’s rights to quality education and school safety from the perspective of children’s experiences and those of their communities, in order to inform Plan’s Child Centered Disaster Risk Reduction approach and its national level advocacy work. To support the latter, this research will conduct a School Safety policy process review at the national level in the three countries (Cambodia, China and Indonesia) investigating the government arrangements that provide opportunities for greater commitment and action on how to minimize impacts of disasters on children, particularly their education.

More specifically the research project seeks to address the following questions:

- Why School Safety is important to promote child rights to quality education? How School Safety can contribute to fulfill children’s rights to quality education in disaster prone areas?
- What are the roles of teachers, school directors and administration staff, school management committees and local government disaster management committees in Cambodia, China and Indonesia regarding school safety?
- What are the roles of CSOs in supporting School Safety? What are the advantages and disadvantages to involve CSOs in implementing School Safety? What are the relationships existing and required between CSOs and governments to support School Safety initiatives?
- Why children’s (boys and girls) engagement in School Safety is important?
- How to engage marginalized children/groups in School Safety?
- What policy processes and government arrangement at the national level can ensure that School Safety interventions are well adopted and implemented?
- How School Safety Interventions can add value to Plan’s Child Centered DRR approach?

- What are the best practices and lesson learnt from School Based Disaster Risk Management interventions in the countries of Asia Region?

### III. Methodology/Tool

The research is to be conducted with key stakeholders and informants at different levels including Plan's field locations. It will be conducted in close collaboration with Plan Country Offices in Cambodia, China and Indonesia and the communities they work with. A combination of participatory research methodologies will be used – promoting inclusion (disability) and gender equality.

Stakeholders and policy analysis will also be conducted at national, regional and global level to assess the relevant policy processes concerning School Safety and Children's Rights to quality education.

Further methodological detail is to be established by the consultant in consultation with Plan's regional and country offices in Cambodia, China and Indonesia.

Good practices and lesson learnt on School Safety collection, are to be collected by the consultant, who will send the case studies format to each country in the Asia region to be completed.

### IV. Consultant task and activities

- Elaboration of the work plan
- Literature review on School Safety and Children's Right to quality education
- Conduct policy and stakeholder analysis at the national level in Cambodia, China and Indonesia linking with regional and global school safety policies, frameworks and guidelines
- Conduct field research in Cambodia, China and Indonesia
- Good practice case studies collection on school based disaster risk management in the countries in Asia
- Field reports with the gathered information
- Document findings and analyze the information
- Feedback meeting on the draft report
- Complete final report

### V. Timeframe or schedule

Activity	Timescale
<ul style="list-style-type: none"> <li>• Overview and introduction to consultant</li> <li>• Desk review</li> <li>• Prepare field work plan</li> <li>• Review questions guide for field work</li> </ul>	3 days
<ul style="list-style-type: none"> <li>• Field research in Cambodia</li> </ul>	5 days
<ul style="list-style-type: none"> <li>• Field research in Indonesia</li> </ul>	5 days
<ul style="list-style-type: none"> <li>• Empirical desk research in China</li> </ul>	5 days
<ul style="list-style-type: none"> <li>• Data Analysis and case studies collection</li> <li>• Write 1<sup>st</sup> draft report</li> </ul>	5 days

<ul style="list-style-type: none"> <li>• Present 1<sup>st</sup> draft report to DRM staff of Plan's Regional Office in Asia</li> <li>• Send report to Country Offices for comments</li> </ul>	1 day
<ul style="list-style-type: none"> <li>• Final report</li> </ul>	3 days
Total	27 days

#### VI. Consultant qualifications

The consultant must fulfill the following requirements:

- Bachelors or Masters degree in Development, Research Methods or related fields
- Experience of leading a research team, including supervising Research Assistants
- Familiarity with a range of participatory research methods – particularly gender sensitivity and child participation
- Background in Disaster Risk Reduction and/or School Safety related fields that consider school and community based vulnerabilities reduction and disaster resilience
- Knowledge of the international school safety initiatives
- Awareness/knowledge of School Based Disaster Management approaches and national Disaster Risk Reduction/School Safety strategies
- Experience of working with, or familiarity with the work of, child-centred development agencies. Ideally the consultant will have conducted research work in which children have been active participants.
- Demonstrable experience of conducting policy and practice-oriented research that has considered rights and inclusion of marginalized groups in policy processes (e.g. women and girls rights, people with disability ethnic minority rights) and development programmes.
- Familiarity with, and some experience of, rights-based approaches, human rights approaches, broad knowledge of international human rights frameworks (CRC, CEDAW), and of the International Convention on the Rights of the Child in particular.

#### VII. Contact Person from Plan

To respond to the TOR, please submit research proposal with work plan outline and timeframe (max 3 pages) and also a copy of your CV and details/expertise of your institutional affiliation if applicable to [Peuvchenda.Bun@plan-international.org](mailto:Peuvchenda.Bun@plan-international.org) by **7 Aug 2012**.

Please state your daily rate or approximately budget for 28 days work. Travel costs and expenses will be covered separately.



## Appendix 2. Data Collection Instruments

### Semi-structured Individual Interview Schedule (SSI) for National and Sub-national Ministry and Government Officials

**Interview Length:** 45-60 minutes

1. (In your national/provincial/local context) how is the idea of 'safe schools' or 'school safety' understood? Are there common understandings among key stakeholders? What are key components and strands of safe schools? What is the Ministry's (or other administrative unit's) understanding of the terms? What contribution does the Ministry (or unit) make to safe school initiatives?
2. What are the existing key government policies, regulations and guidelines that have *direct* relevance/significance to school safety? What are key government policies, regulations and guidelines that have *indirect* bearing on school safety? (Could you share the relevant documents?)
3. What is your understanding of what active involvement of children in safe school development means? Do government policies, regulations and guidelines reflect and promote child participation in the safe school agenda? If so, how? What has been taken on board by government from Plan's child participation advocacy? What part, in your opinion, do child rights play in safe school development?
4. What specific implementation mechanisms, processes and plans are put forward in policies, regulations and guidelines for school safety? What have been the key achievements and challenges so far? Can you explain what monitoring mechanisms have been put in place?
5. What are the existing inter-ministerial/governmental working/co-ordination mechanisms for the safe school agenda? How well are they functioning?
6. Within government policies, regulations and guidelines related to school safety, are there specific references to roles of key stakeholders at school level (i.e. school management committee, principals, teachers, students, parents)? If so, what do they say? If not, could you elaborate possible roles each stakeholder group might be able to play in advancing the safe school agenda?
7. Is marginalized/out-of-school children's participation important in school safety initiatives? If so, please elaborate, and explain what is done. If not, why not?

8. Within government policies, regulations and guidelines related to school safety, are there specific references to the roles of civil society organizations (SCOs)? If so, what is said? If not, could you elaborate possible roles that SCOs might be able to play at national, sub-national and local levels in advancing the safe school agenda?
9. Are there other existing collaborations at national, sub-national and local levels between government and CSOs to promote school safety? How effective are they? What kinds of further collaboration would you like to see develop with CSOs to advance school safety?
10. How is the safe school agenda at the national level linked to provincial and local levels? What are the mechanisms and forms of (two-way) communication and coordination? Are they sufficient? What have been enabling and disabling factors in effective coordination?
11. [To be used, as appropriate] Looking at the SWOT diagram and completing it as we talk, please discuss the strengths and weaknesses of safe school development and implementation in (name of country), as you see it, as well as the opportunities presented and threats to be faced.

Strengths	Weaknesses
Opportunities	Threats

**Semi-structured Individual or Focus Group Interview Schedule (SSI) for Plan and other CSO Personnel**

**Interview Length:** 45-60 minutes

1. What is your understanding of school safety or safe schools? What are the key components and strands?
2. What is your working understanding of Child Centered Disaster Risk Reduction Education (CCDRR)? What part, in your opinion, do child rights play in safe school development?
3. Could you describe the strategies and advocacy styles you have used at national and regional decision-making levels to promote a culture of safety in

schools through policy development and through regulation and guidelines development?

4. How successful, in your estimate, have you been at influencing decision-making levels? What have been the achievements? What, in retrospect, could have been done differently and to greater effect?
5. How would you summarize the quality of relationship you have enjoyed with government at different levels? What would improve the relationship further?
6. Reviewing school safety implementation progress so far, what has been achieved in promoting a culture of school safety, what still needs to be done at different levels and what needs to be put in place to firm up and sustain progress?
7. What does child participation in safe school development and practice concretely mean to you?
8. Can you describe and critically review what has been accomplished so far in embedding child participation in safe school and DRR initiatives? Additionally, what has been done to engage marginalized children in school safety? What more could be done in this latter regard?
9. What role has your organization played in school safety efforts? How have you supported schools? Can you describe the ways you work with principals, teachers and children? With school support committees (or disaster management committees)? How effective are the school and local partnerships you have developed? How could they be improved? Is government policy helping or hindering partnership?
10. In safe school developments, what role are you playing in national, regional and local capacity building? What training and support do you offer? How do you assess the quality of the training and support you have so far offered? How could it be improved? What role are you playing in monitoring and in channeling the voice of the community and children into overall developments? How could you do better in both regards?
11. Overall, what factors make for effective and well-received CSO involvement at national, provincial and local levels? If you were to suggest the three most important things to do and three most important things to avoid, what would they be?
12. Looking at the SWOT diagram and completing it as we talk, please discuss the strengths and weaknesses of safe school development and implementation in (name of country), as you see it, as well as the opportunities presented and threats to be faced.

Strengths	Weaknesses
Opportunities	Threats

### **Semi-structured Individual Interview Schedule (SSI) for School Principals**

**Interview Length:** 45-60 minutes

1. What is your understanding of school safety or safe schools? What do you see as the key elements involved in building a culture of safety at school?
2. When you hear of child participation in safe school development and practice, what is your perception of what this means? What links, if any, do you see between school safety and the rights of the child?
3. How have you gone about embedding child participation in safe school processes at your school? What opportunities have you exploited? What challenges have there been? How have teachers, children and the local community responded?
4. Who have been the school's main partners in its safe school initiatives? What have partners contributed? What CSOs have engaged with the school on school safety initiatives? What have been the positives and challenges of working with CSOs? Generally speaking, have school safety partnerships been effective? How could the partnerships be improved in the future?
5. What role has the school support committee (or disaster management committee) played in school safety developments? Can you evaluate the usefulness of its role? How might the role be further developed?
6. What relationship exists between the school and the local government disaster management committee? Are you the link person between the committee and the school? Is it an effective relationship? How could the relationship be improved?
7. Could you add more detail to what safe school initiatives look like at your school? Have school guidelines been developed? How was this done? Has the school been equipped to improve safety? What has been done? What has happened in terms of curriculum development? Have teachers received training in disaster risk reduction? Of what kind? Have you received

training? Of what kind? How have children been engaged in an active way?

8. How deep is internalization of the culture of safety at your school (amongst teachers, other staff, children)? What needs to be done, and what help is required, to make the culture of safety more robust? How do you go about engaging marginalized children/groups in school safety?
9. How are you made aware, as principal, of what current governmental policies and guidelines are for school safety?
10. Can you explain, with examples, the various aspects of your role as principal in promoting a culture of safety at school and child participation in school safety initiatives?
11. What further developments in safe school approaches would you like to see in the next few years, and how would those developments affect your role? How might CSOs contribute more effectively in the future?
12. Looking at the SWOT diagram and completing it as we talk, please discuss the strengths and weaknesses of safe school developments at your school, as you see them, as well as the opportunities presented and threats to be faced.

Strengths	Weaknesses
Opportunities	Threats

### **Semi-structured Focus Group Interview Schedule (SSI) for Teachers**

**Interview Length:** 45-60 minutes

1. What is your understanding of school safety or safe schools? What do you see as the key elements involved in building a culture of safety at school?
2. When you hear of child participation in safe school development and practice, what is your perception of what this means? What links, if any, do you see between school safety and the rights of the child?
3. Please share examples of key child centered disaster risk reduction initiatives at your school. Where do they happen – in the formal curriculum and/or extra-curriculum (please give examples)?

4. How do students react to being involved in school safety processes? Are students satisfied with the level of involvement? Should student involvement be increased and improved? If so, in what ways?
5. What do you think are your specific roles as teacher in promoting the safe school and child participation in developing culture of safety at school?
6. Have you received training on child centered disaster risk reduction? If so, of what kind?
7. What importance do you think is given to child centered disaster risk reduction in your school and local community? Do the principal, and all teaching and administrative staff, school support committee/school disaster management committee and parents give it the same level of importance?
8. What is your assessment of the current level of involvement of marginalized children in child centered disaster risk reduction initiatives? What are your suggestions for promoting or further promoting their active participation?
9. What further developments in safe school approaches would you like to see in the next few years, and how would those developments affect your role? How best could CSOs support your initiatives? How best could local government offices responsible for education or disaster management support your initiatives?
10. Looking at the SWOT diagram and completing it as we talk, please discuss the strengths and weaknesses of safe school developments at your school, as you see them, as well as the opportunities presented and threats to be faced.

Strengths	Weaknesses
Opportunities	Threats

**Semi-structured Focus Group Interview Schedule for School Support Committee/ School Committee**

**Interview Length:** 45-60 minutes

1. Please explain the role, function and types of membership of the School Support Committee (Cambodia)/School Committee (Indonesia) and Chinese equivalent.
2. What is your understanding of school safety or safe schools? What do you see as the key elements involved in building a culture of safety at school?
3. When you hear of child participation in safe school development and practice, what is your perception of what this means? What links, if any, do you see between school safety and the rights of the child?
4. What are the specific contributions your committee is making to advance the school safety agenda? Please explain key achievements as well as key challenges.
5. Who have been your school's main partners in its safe school initiatives? What have the partners contributed? What CSOs have engaged with the school on school safety initiatives? What have been the positives and challenges of working with CSOs? Generally speaking, have school safety partnerships been effective? How could the partnerships be improved in the future?
6. Have the members of the School Support Committee/School Committee and local community members received any training relating to safe schools and/or child participation? If so, what kind?
7. How deep is the internalization of the culture of safety in your school community (among teaching and administrative staff, students, parents)? What need to be done, and what help is required, to make the culture of safety more robust? How do you go about engaging marginalized children in school safety?
8. What further developments in safe school approaches would you like to see in the next few years, and how would those developments affect the role of School Support Committee/School Committee? How might CSOs contribute more effectively in the future?
9. Looking at the SWOT diagram and completing it as we talk, please discuss the strengths and weaknesses of safe school development and implementation in (name of community), as you see it, as well as the opportunities presented and threats to be faced.

Strengths	Weaknesses
Opportunities	Threats

## Semi-structured Focus Group Interview Schedule for Children/Students

**Interview length:** 30-40 minutes (including 5-10 minutes of drawing)

1. [Show a few pictures – country-specific or general] All around the world countries face dangers from disasters caused by floods, storms, earthquakes and other natural causes as well as human-caused risks. What can you tell me about dangers that are faced where you live and which might harm your home or school? Maybe you have experienced dangers yourselves?
2. I understand that at this school there are efforts made to protect children and adults from danger, that you learn about risks and safety and that children are involved in making the school and community safe. Can you each draw me a simple picture using your marker and paper of ways in which you learn about dangers and do things to make the school safe? Use a few words, if you wish, but mainly do a drawing.
3. [Researcher asks each child to describe their picture and asks questions in elucidation.]
4. Can you describe what you learn in class about hazards and disasters? In which subjects? In what grade levels? What is taught? How is it taught? Does your teacher do the teaching or does a visitor also teach you? Who is the visitor?
5. Can you describe how you are involved in projects to make your school safer and/or your community safer? What do you do? Are you satisfied with the level and type of involvement?
6. Have you been trained in how to go about making your school and community safer? If so, who trained you? What was the training like? What did you learn?
7. If and when you are involved in school and community safety projects, whom do you work with? Your teachers? What do they do? The principal? What does s/he do? Members of local organizations? What do they do? Local community members? What is their role?
8. As you go around the school and have your lessons each day, what signs are there that the school is very concerned about keeping you safe from dangers?
9. Do you think you are given enough chances to join in making the school safer? What would you like to do that you are not asked to do now?
10. [Cambodia] You are members of the Children Council. What do you do to help make the school safer?



## Appendix 3. Case Studies

### Education in Child-centered Disaster Risk Reduction: Strengthening Children's Voices in Promoting Safe Schools in Cambodia

Khun Bunna, Disaster Risk Management Project Coordinator, Plan International Cambodia

#### Context

Cambodia is exposed to different hazards such as floods, drought, storms, lightning, epidemics and traffic accidents. Between 1987 and 2007 floods affected 9,514,614 people, causing great damage estimated at USD\$327 million. The country has an estimated 14% drop out rate from primary education. Some parents do not fully understand or appreciate the benefits of child education and there is inadequate dissemination and practice of child friendly school programs allied with failure to integrate DRR into the school curriculum.

Typhoon Ketsana in Cambodia in 2009 caused flooding in 11 provinces, affected 66,399 families, and brought extensive disruption and widespread destruction to approximately 1,100 school buildings. Floods in 2010, 2011 and 2012 significantly impacted on the most vulnerable families' economies and infrastructures and brought death to animals and humans, particularly schoolchildren.

During floods many children are unable to attend schools, parents being afraid that their children will drown. For example, Lbeuk Primary School in the northern part of Angkor Chum district of Siem Reap province with a total of 526 students and Prek Taroth Primary School in Khan Russey Keo, Phnom Penh City with a total of 390 students face flooding every year. These two schools always open only in November while schools nationally open classes from early October.

Having due regard for the natural and man-made disaster context, 12 primary schools in three provinces and Phnom Penh city were selected for implementing the pilot project, *Education in CCDRR-Strengthening Children's*

*Voices in Promoting Safe Schools.* The three provinces are Siem Reap, Kampong Cham and Rattanakiri provinces. Siem Reap is prone to flash floods and the flooding of lake Tonle Sap, as well as storms, lightning, epidemics and drought. Kampong Cham is disaster prone because of the flooding of the river Tonle Mekong, storms, lightning, epidemics and drought. Rattanakiri suffers from flash floods, the flooding of the river Tonle Sesan, storms, epidemics and drought. Phnom Penh City, the fourth project focus, is prone to flood of lake Tonle Sap, lightning and traffic accidents.

The project aims at supporting children aged 7 to 12 attending the twelve schools (all public schools) in learning the basic concepts of disaster risk reduction, identifying potential hazards, and developing and implementing DRR action plans. It aims, too, to review and revise the roles and responsibilities of the School Support Committee so as to include school disaster management, and to equip the schools with facilities and equipment to prevent, mitigate and prepare for disasters so that children can continue their schooling for a whole year uninterrupted and free from fear of disaster.

### **Promoting a Learning Culture of Safety**

Cambodia's Disaster Management draft law of 2011 and its Strategic National Action Plan for Disaster Risk Reduction, 2008-2013, both contain no articles addressing the inclusion of DRR in the school curriculum or related to safe school facilities and management. This is a major gap. Additionally, there is no mainstreaming of DRR in the policies and programs of relevant ministries and government institutions. There is however a national DRR Forum led by the National Committee for Disaster Management in which Plan is an active member.

Plan Cambodia has been working together with the Cambodian government, the Asian Disaster Preparedness Center (ADPC) and Action Aid to mainstream DRR and CCA (climate change adaptation) in the school curricula. This is happening in cooperation with the Ministry of Education, Youth and Sports, but so far only in a limited way given there is no standard curriculum for DRR for different grade levels. Teacher capacity has so far not been widely addressed and awareness and understanding of DRR among teachers and students remains limited.

Developments so far in advancing the *Strengthening Children's Voices in Promoting Safe Schools* initiative are outlined in the next three sub-sections.

### **Safe School Facilities**

During the second semester of 2012, all 12 target primary schools in Siem Reap, Kampong Cham, Rattanakiri provinces as well as Phnom Penh City were provided with diverse equipment and facilities; for instance, life jackets, buoys, loud speakers, ropes, whistles, first aid kits, info boards, safety vests and barricades after using the Hazard Vulnerability and Capacity Assessment (HVCA) tool to promote school safety. A few of the 12 schools made temporary wooden bridges and walk-paths so that students and teachers could get into school easily.

HVCA at all 12 schools was completed by the members of the Children Council as a means of identifying potential natural and human-made hazards. The Child Rights Foundation (CRF), Plan's local project partner, facilitated the HVCA process. During the process the members of the school Children Council were divided into five groups. Each group was assigned an area at the four corners as well as the center of the school compound. They identified, discussed and agreed on hazards at their assigned location.

Twenty minutes later all groups of children returned to the meeting room. A representative from each group presented their hazard findings to the big group. The facilitator listed all identified hazards by groups separately and consolidated hazards confirmed by the big group on a flipchart. Next, the big group discussed and determined an action plan, timeframe and responsible stakeholders. After the HVCA survey had been completed by all schools, the Child Rights Foundation documented the results and submitted the documentation to Plan for funding.

Different stakeholders have subsequently implemented actions identified through HCVA. For example, school equipment and facilities were purchased and sent out to each school by the Child Rights Foundation as these are hard to come by locally. Teachers and elderly built temporary bridges and pathways, and fixed broken roofs, toilets and wells. Children Council members imparted knowledge on DRR to other children during school assemblies and in classroom. Children also learned DRR from their own room

teacher to a whole-year schedule using Action Aid's DRR student textbook, teachers' guide and posters. All students cleaned up the school compound for removing garbage, grasses and branches of trees.

### ***School Disaster Management***

In the course of the project during 2013, all 12 schools will develop DRR action plans. To come up with the plans, the staff of the Child Rights Foundation (CRF) will facilitate discussions with Children Councils at all 12 target schools. As described earlier, members of the Children Council at each school have so far identified potential hazards and agreed on DRR actions, timeframes, and stakeholders responsible for each action. CRF will consolidate the results and submit them to Plan for funding.

According to the plan, responsible stakeholders will carry out their appointed activities. For example, children will plant trees in the school compound while Children Council will raise awareness of DRR amongst other children through school assemblies on Monday and Friday. The Children Council will also lead the DRR day or campaign to make the children and community aware of disasters and to equip them with the skills and understanding for disaster prevention, mitigation, response preparedness, rehabilitation and reconstruction.

Currently each target school has its own School Support Committee that consists of the school principal, representatives of the teachers, Children Council, elderly and members of the Commune Committee for Disaster Management. At the time of writing, the Committee has general roles and responsibilities for school development planning but their roles and responsibilities do not encompass early warning, first aid assistance, search and rescue, evacuation of children, and coordination of drills and simulation exercises. The roles and responsibilities of each School Support Committee will be reviewed, revised and refined in 2013.

Based on the review, each School Support Committee will be assigned to giving early warning by blowing a whistle or ringing a bell to alert students and teachers to escape from an impending hazard. The School Support Committee will carry out search and rescue in the wake of a disaster strike and provide first aid assistance when there is injury to a student. The School

Support Committee will seek out an appropriate trainer to provide simulation exercises, for example on evacuation.

### ***Disaster Risk Reduction Education***

Recently, the 12 target schools received copies of a student DRR textbook, a teachers' guide and posters on pre-, in- and post-disaster scenarios. The materials were the result of Action Aid's cooperation with the Ministry of Education Youth and Sport. The textbook, used for teaching in all 12 schools from October 2012 to July 2013 as part of the mainstream curriculum, consists of 10 lessons covering different hazards relevant to the Cambodian context. The lessons aim to address children's emotional needs during a disaster while raising awareness of DRR.

### **Child Participation in Safe School Processes**

The project is seeking to address the right to education (Article 28, the right to free education), protection (Article 20, the right to special protection and assistance) and participation (Article 12, the right to be heard) under the UN Child Rights Convention.

Children in the 12 target schools have been participating in the Safe School project through a number of activities. First, the members of the Children Council at all 12 primary schools participated in two-day Child Centred DRR (CCDRR) training. The Children Council passed what they learnt to other children through school assembly on Mondays and Fridays. And they imparted their learning to children in classrooms based on the lesson schedule.

Second, members of the Children Council in their role as the members of the School Support Committee conducted school hazard assessment after receiving practical training from the Child Rights Foundation.

Third, members of Children Council at each school worked together to develop a DRR action plan based on identified hazards. The DRR action plan included hazards, timeframe for DRR actions to be taken, and roles and responsibilities of school-based stakeholders. After DRR action plans were developed, actions were implemented accordingly.

Fourth, all members of the Children Council attended their Monthly Meeting to discuss school development plan issues, to review and plan for future DRR actions, and to agree on and prepare the best methods to pass DRR messages on to other students (for example, through assemblies and drama).

Fifth, two children - one boy and one girl - were chosen, one from a target school and one from a school not involved in the project, to attend the 5<sup>th</sup> Asian Ministerial Conference on DRR organized by UN International Standard Disaster Reduction at Yogyakarta, Indonesia from 22 to 25 October 2012. Both children joined the event, learning from and sharing their experiences of disaster and DRR with conference participants.

Sixth, during 2013 representatives of the Children Council who are also members of the School Support Committee will work together with adult members to review and revise and make more specific roles and responsibilities for school disaster management.

### **Reflections and Aspirations**

So far the project *Education in Child Centered Disaster Risk Reduction (CCDRR) – Strengthening Children’s Voices in Promoting Safe Schools* has been implemented in the 12 selected primary schools in four at-risk and vulnerable locations as a means of identifying best safe school practice.

By implementing the project through the Child Rights Foundation, in cooperation with the Ministry of Education Youth and Sport, a significant number of developments have occurred in project schools: provision of CCDRR training to School Support Committees and Children Councils; cascading of CCDRR learning to other schoolchildren by Children Councils; Children Councils conducting Hazard Vulnerability and Capacity Assessments leading towards the development and implement of a DRR action plan and the equipping of schools with facilities to protect children from potential hazards; DRR learning in the classroom using supplied textbooks and posters.

There have been some important outcomes. School Support Committees, Children Councils, school principals and teachers, children, the elderly and members of Commune Committees for Disaster Management can now demonstrate the concept of CCDRR, understand natural and man-made

hazards, and are aware of actions to prevent, mitigate, and prepare for potential disaster. Each school had never thought of these things before.

Based on lessons learnt, in 2013 the project will continue to support the established National Task Force and Document Development Committee of the Ministry of Education Youth and Sport to finalize a draft Safe School Guideline. Once adopted by the Ministry of Education, Youth and Sport, it is planned to launch the Guideline nationally during the first quarter of 2013. The Safe School Guideline will cover the three pillars – safe school facilities, safe school management and disaster prevention education - that make for comprehensive school safety.

Plan Cambodia intends to use the adopted Safe School Guideline to expand its support to more local NGO partners, target provinces and schools, cooperating with the Ministry of Education, Youth and Sport to test how the Guideline works. Once it is seen to work, Plan, CRF and the Ministry of Education will mobilize financial and technical resources from donors, government, private contributors and NGOs behind applying the Guideline to help protect the most-at-risk and vulnerable schools from natural and human-made disasters.

## **The Change in Teacher Huang: Fostering Understanding of Child-centered DRR Learning in Yunnan Province, China**

**Lingling Liu, Plan DRM Program Officer, Xi'an, China**

### **Context**

China has been improving its policies and regulations for school safety ever since the 12 May 2008 Wenchuan Earthquake. School structures and curricula are being improved so as to ensure a safe school culture across the country.

Jinping County in the Honghe Autonomous Region, Yunnan Province, is a poor area bordering Vietnam that frequently experiences landslide and earthquake hazards. Traffic accidents happen very often. Plan China CSPIII is targeting marginalized children in the county over the coming five years, Jinping being selected for the Child Centered Safe School DRR Education Project. The ten most vulnerable schools in the county were selected for conducting a two-year program aimed at building a safety culture in each school while embedding child participation in the process. A contribution to policy development is expected as an outcome of the project.

Ma An Di Primary School is one of the ten schools targeted by the project. The school is located amidst tremendous mountains where landslides happen very often. 18 male teachers and 8 female teachers serve the school. There are 285 boys and 215 girls, 3 among them being disabled children. 154 boys and 127 girls are boarding students. Students mainly belong to the Miao, Yao and Dai minorities with very few Han children in the school.

### **Promoting a Learning Culture of Safety**

#### ***Safe School Facilities***

The Micro School DRR project, Initiated at Ma An Di Primary School following the hazard, vulnerability and capacity (HCVA) training of the principal and three teachers includes both facilities (hardware) and software components. A first activity was the establishment of a School Safety Committee comprising the principal, teachers and some grade 4 and 5 students. The Committee



has organized a number of activities, beginning with a meeting with the whole teaching staff to discuss the organization and conduct of the project. In the light of their newly acquired understanding teachers have since orchestrated a risk review of school facilities, identifying risk concerns needing addressing.

The Local Land and Resource Bureau has identified the need for the school to be protected from the dangerous mountain behind it, and the Education Bureau has confirmed that it will support a hardware project to protect the school from the mountain. Other hardware measures to make the school safer are to be supported by Plan China, the list coming from teacher and student involvement in the hazard, vulnerability and capacity assessment (HVCA) class.

### ***School Disaster Management***

In accordance with educational system requirements, the school conducts a simulation of fire and earthquake safety procedures two times each semester. The school principal has overall responsible for safety at the school. He chairs the School Safety Committee. The Committee develops new guidelines for the school but also follows the school safety policy rules issued by the Education Bureau. Committee members share the role of school safety monitoring and development and, managed by the principal, directly conduct safety activities, including the fire and earthquake simulations.

### ***Disaster Risk Reduction Education***

Disaster risk reduction (DRR) education in primary schools in China is a new phenomenon begun after 2008 Wenchuan earthquake. Yunnan Province launched a curriculum of *Life Live Living* for the whole education system. Schools offer a 40-minute lesson per week to all the students. The curriculum is not just about DRR but covers various aspects of students' physical and psychological safety.

All students have received a traffic safety class led by an invited trainer from the Township Police Bureau. They have also received self-rescue and self-protection classes mainly focusing on dangers from drowning, fire, thunder and lightning, food poisoning and landslides.

The Safe School DRR Education program is an activity planned for delivery through *Life Live Living* lessons. Through the program, children have access to a vulnerability, capacity and hazard assessment activity from which they learn about disasters and how to do to protect their school and ensure their personal safety. Before delivery of the activity, teachers learnt about the approach through two training events.

Here is a story about Mr. Huang, a teacher at Ma An Di Primary School:

### ***The Change in Teacher Huang***<sup>207</sup>

*From 12 to 16 August 2012, in cooperation with the Education Bureau of the county and with the support of Plan, the Women's Federation in Jinping County conducted a second-stage child-centered training class for teachers as part of the Safe School Program. The training lasted 5 days. 40 people attended this class, including three teachers from each of the 10 schools in the program as well as program directors from the Women's Federation and the Education Bureau.*

*It was the first time that Huang Zhenghe, a teacher from Ma An Di Primary School, had attended a Safe School Program training. He missed the phase I training for some reason and for phase II training he was a replacement for a teacher unable to attend. At the very beginning, Huang was so reserved that he was ashamed to take part in the activities and showed more shyness and unease than others as he experienced the training process. After the training on the first day, the trainer started a Q&A exchange. When participants were asked whether they had some troubles with conducting similar activities in class, Huang blankly answered 'much more than some,' and no further word followed. As he saw it, he must be doing worse than other teachers, or even could not do the lessons at all, because he had received less training. But in the following training, I noticed that he listened to the trainer very carefully and took an active part in the activities guided by the trainer. As the second day passed, he seemed a little bit more relaxed.*

*On the third day, two teachers were to be chosen by lot from the 30 teachers to demonstrate the conduct of a vulnerability analysis activity with a class of*

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<sup>207</sup> Story written by Wang Mingxian, Vice Chairwoman of the Women's Federation, Jinping County

students. Huang was chosen. Other teachers made fun of him and said, 'you are so lucky.' I worried about him and wondered how he would conduct the activity and what methods he would employ to communicate with students and to work on the school's vulnerability analysis map. But, when the other partner complained that he had no confidence in leading, Huang replied, 'well, let me prepare.'

The next day, before the live demonstration at A De Bo Primary School, the model school, Huang involved himself in learning about the school's location, surrounding environment, existing problems and other relevant conditions. Then he himself made an orientation map for students' reference, step by step. He inspired them to use their wisdom and finally had them quickly work out an excellent school vulnerability map, which was spoken of highly by the headmaster of A De Bo Primary School. He said: 'Now I know my students' high level of painting!' What is more, when examining vulnerability, the students and Huang had also identified many effective solutions for how to respond to disasters. At the end of this activity, the students conveyed their regards to Huang and he also happily said goodbye to them.

Through this case, I found that participation and experience really could make teachers from backward areas change and progress. Huang was so anxious before, but he did so well after participation and practice and even made so many extra discoveries. The methods of communicating for students are no longer limited to echoing what the book says; instead, they will be inspired to use their brains and to put forward their own ideas. The wisdom of both students and teachers has been developed. If participation could change Mr. Huang, it certainly can change more teachers and students. Now, I believe this is definitely a great way forward, and worth promoting.

### **Child Participation in Safe School Processes**



*Mr. Huang leads the HCVA activity*

Teachers at Ma An Di Primary School guided the HVCA activity and all the children were involved through their *Life Live Living* class. They participated in discussion of disaster situations in the country, in the school, and in their communities. They went out to observe real life situations and they organized what they had witnessed through the activity.

Concerning child participation, here is another story that especially reflects teachers' understanding of child participation:

***Actually It's Not the Problem of Students***<sup>208</sup>

*During the Safe School Program's phase II training, half a day was arranged for teachers to personally lead students in simulating a class guiding children through HVCA activities.*

*After the HVCA activity of teacher Huang (described above), teacher Liu from Plan organized the students to play a basketball-passing game called 'Passing Up and Down' as a way of demonstrating some key features of child-centeredness. Children followed the teacher in playing the game excitedly and other teachers watched from the side. In this activity, according to their favorite fruit, children were divided into four groups: banana, apple, strawberry and grape. Introducing the game, Liu reminded children to pay attention to their safety, and told them that they still had the chance to choose a different group and that there might be several chances to reorganize their formation as the game progressed. Before the game started, three minutes were given to allow children to hold a group discussion on how to pass quickly. After several rounds of the game, members were asked whether they would like to support the weak group. For example, whether the winning group was willing to take on some members from the weak group in return for their fine members? During this stage, someone could make suggestions to other groups about optimizing their formation.*

*This activity was conducted over quite a long period of time, and during the process, some teachers became confused, 'why would such a simple game*

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<sup>208</sup> Story written by Wang Mingxian, Vice Chairwoman, Women's Federation, Jinping County.

*be played again and again?’ ‘Why can’t we just absolutely give the kids some good methods to win?’ However, when the game was over and trainers and teachers exchanged their thoughts many of them said:*

- *Students may have fun when playing the game;*
- *Students suddenly found that there were so many methods to win, which is much more beneficial than us telling them what to do;*
- *This game can give students the lesson that there is always a rule whatever we do; we can discuss or even argue before drawing up the rule, but once it is passed through, everyone should obey.*
- *In this game, each of the students thought actively and had a lot of tries. Their interest was finally aroused and they discussed cheerily and gave their own opinions, which totally demonstrates the participation of the children.*

*The next day, some teacher told me, ‘I eventually came to the conclusion that sometimes it is the teacher’s problem, not the student’s. A little change in the teacher may create a huge one in the students.’*



*Du Kou Primary School students start vulnerability mapping with their teacher*      *A De Bo Primary School students work on their own school vulnerability map*

## **Reflections and Aspirations**

Child-centered DRR activities aim to embed the participation of the children but that participation will have to be mobilized by the teachers in the school and the parents in their homes. In school DRR activities, teachers will be essential in motivating children to participate. So teacher support needs to be strengthened in the future so they better understand child-centered and child-led DRR learning and how to conduct classes in a child participatory way.

## **Hazards, Vulnerability and Capacity Assessment in the School with School Community Members: Disaster Risk Reduction in Grobogan and Rembang Regency, Central Java, Indonesia**

**Mariana Pardede, Program Manager, KYPA, Yogyakarta, Indonesia**

### **Context**

Located on Java Island, Rembang District has diverse geographical characteristics. The northern region is coastal, the southern region is hilly with a limestone geology, the eastern and western regions sit on a limestone plateau. Rembang District faces diverse hazards including droughts, landslides, floods, and fires.

Grobogan District is located in the plains and hills. It is vulnerable to threats from flash floods, drought, landslides and hurricanes. Today almost all the hills in the Grobogan district present a critical danger because of illegal logging activities and the conversion of land into cornfields.

People living in these two districts have a low economic income and their level of education limited. A majority are farmers, while a small number work as traders, part-time workers or civil servants.

School begins at 7:00 am and ends at 13:00 am. After school, most children continue learning at the Islamic school/madrasah. Therefore, there are no extra-curricular activities in the afternoon, except on Friday.

Most schools, including Plan's 20 target schools in the two districts, are located in remote areas and are prone to a number of natural hazards such as landslides, floods, drought, windstorms/whirlwinds and wildfires. In some schools, the risk of traffic accidents is also identified as a hazard

In Grobogan, unstable land conditions have caused structural damage to many school buildings. All ten target schools in Grobogan have not met safe school standards so far. Children and adults in target schools have not been involved in disaster risk reduction activities before. Activities started with Plan's safe school program intervention in April 2012, so school stakeholders' knowledge of DRR is still low.

## **Promoting a Learning Culture of Safety**

### ***Safe School Facilities***

In each school a hazard vulnerability and capacity assessment (HVCA) has been conducted. This activity involves grades 3, 4 and 5 students as well as teachers, representatives of committees and parents, the village government and the school superintendent (district education office). Before HVCA, KYPA carried out technical preparations including the coordination of the implementation schedule with schools. KYPA facilitators conducted HVCA with children who worked in groups. As children were conducting HVCA, teachers observed the process, but did not facilitate it. This was to allow children to express their opinions freely without teacher intervention.

Further to children's HVCA, adult members at school separately carried out HVCA with a KYPA facilitator. Results of HVCA conducted by children were shared with the adult participants and they compared them with their own results. During HVCA, adults were engaged in discussions, group work and presentations. Then the KYPA facilitator explained disasters and DRR as well as the importance of HVCA mapping.

The result of the activity was a series of hazard maps identifying vulnerabilities and evacuation routes for school. Maps have been collected and will be used as a medium to convey DRR related information. To date, maps have not been displayed. KYPA is going to support schools in creating evacuation route maps and signs through school action plans and child proposals.

The school principal and teachers actively participated in KYPA activities, such as HVCA, safe school socialization activities at school, multi-stakeholder coordination meetings and safe school socialization events at district level. Target schools were very supportive in giving their permission to conduct safe school activities during school hours, school holidays and fasting.

The safe school project, currently implemented in 20 schools in Rembang and Grobogan districts, does not require extensive funding. What are required are commitment, political will, and both autonomous and collaborative action

of stakeholders at school. At Sanetan primary school, the first step was to create a school action plan. One of the activities in the action plan was to blunt the corners of tables and chairs. This is based on the consideration that the corners present a keen risk to the safety of children when they are playing and learning. On 8 and 9 October 2012 all school stakeholders (the school committee, parents, village officials, teachers and principals, as well as children) worked together to carry out the blunting of tables and chairs. Within two days they completed blunting tables and chairs in three classes for grades 1, 2 and 3. This activity cost only IDR 200,000 (US\$20).

Two schools from Grobogan district will get assistance for new school buildings from the local education office through the government's Special Allocation Fund (DAK) on School Rehabilitation and Reconstruction programme.

### **Child Participation in Safe School initiatives**

Children were actively involved in assessing threats, vulnerabilities and capacities at school, including determining evacuation routes and rallying points for classes. It was interesting to find that children knew more than adults about how to be safe and where to go in the event of flooding.

In the HVCA process, KYPA facilitators asked adult participants questions such as: What are the existing hazards around the school?; If a disaster strikes, where do you go to evacuate? Although adult participants could mention various types of hazards, they did not know where to evacuate to escape a disaster. For instance, in Sudan primary school, it took a long while for adult participants to elaborate examples of disaster preparedness actions. They did not know how to save themselves in case of flooding and were not aware there was a higher ground around the school. In contrast, children knew about flood hazards and fully understood evacuation procedures and where to find a safe location - the mosque close to their home. Only after KYPA facilitators shared children's statements did it dawn on adult participants that public buildings constructed on the higher ground can be used as an evacuation place in the event of flooding.



In the HVCA activity, participating grade 3,4, and 5 boys and girls discussed definitions of disasters, signs of impending hazards, as well as causes and effects of disasters. Children first discussed in small groups and wrote down their ideas on a sheet of paper before sharing them with the large group.

Children with special needs also engaged in HVCA. They did the same activities – writing, map drawing, singing, playing, sharing opinions - with their friends who acted as ‘peer facilitators.’ Messages from KYPA facilitators were delivered to children with special needs and messages of children with special needs were also delivered by their friends.

Children were involved in the monitoring program. For instance, KYPA facilitators asked children simple questions, within a game framework to ascertain their level of DRR knowledge.

Genta, a child from Pakis primary school, was invited to participate and voice his aspirations in the Asian Ministerial Conference on Disaster Risk Reduction (AMCDRR), 23 - 25 October, 2012 in Jogjakarta. He took part in a side event on the safe school and shared his experiences of safe school initiatives. Genda asked the audience to support safe school activities, in particular, child participation in DRR activities.

## **Reflection**

After getting involved in the training and assessment of hazards, vulnerabilities and capacities at each school, children decided for themselves the evacuation routes and meeting points in case of landslides at school. Otherwise adults would not have known the evacuation routes at school and where to go to save their lives in the event of a natural disaster.

Adult members generally assume that children are too small to know anything important about natural disasters. They knew that children had conducted HVCA, but did not know exactly what they had done and learnt. It might be because in Indonesia, especially in rural areas, adults are so preoccupied with economic activities that they are not so concerned about what children have learnt at school.

Children need to be brought into disaster risk reduction discourse, since they have the ability to convey information to their peers and to adults using their own language and in their own way; for instance, through games and performances.

All the children attending the 20 pilot schools have not gained full DRR knowledge yet since they had not encountered DRR activities before the safe school project intervention. It is important to increase the capacities of teachers, parents and school committees to help children to gain knowledge about DRR outside of school. In the future, schools should be encouraged to carry out their safe school initiatives through developing school action plans, implementing DRR activities (such as simulations and mock drills) on a regular basis so that children can keep in mind DRR knowledge.

## Appendix 4. List of Research Participants

### Asian Region

Name	Professional Position, Organization	Date of Interview
Avianto Amri	Disaster Risk Management Specialist for Plan South East Asia, Plan Asia Regional Office	4 October 2012

### Cambodia

Level	Name	Professional Position, Organization	Date of Interview
National	Ponn Narith	Secretary General, Office of the Council of Ministers, National Committee for Disaster Management	21 September 2012
	Chan Sophea	Director of Primary Education Department, Ministry of Education, Youth and Sports	21 September 2012
	Eng Kimly	Director of Department of Curriculum Development, Ministry of Education, Youth and Sports	21 September 2012
	Mom Thany	Executive Director, Child Rights Foundation	17 September 2012
	Ngeng Teng	Program Manager, Child Rights Foundation	17 September 2012
	Tonn Sythim	Project Manager, Child Rights Foundation	17 September 2012
	Sok Sokun	Project Officer, Child Rights Foundation	17 September 2012

	Sok Heng	Disaster Risk Reduction Specialist, Plan Cambodia	21 September 2012
	Khnn Bunna	Disaster Risk Management Project Coordinator, Plan Cambodia	21 September 2012
	Khim Phearum	Emergency DRR& CCA Program Coordinator, Save the Children	17 September 2012
Sub-National/ Local	Rath Chum	District Chief, Angkor Chum District Committee for Disaster Management	18 September 2012
	Ing Phally	Vice District Chief, Angkor Chum District Committee for Disaster Management	18 September 2012
	Moeu Sophy	Admin Chief, Angkor Chum District Committee for Disaster Management	18 September 2012
	Chuon Pek	Chief, Nokor Pheas Commune Committee for Disaster Management	18 September 2012
	Nou Nal	Vice Chief of Commune Police Post, Nokor Pheas Commune Committee for Disaster Management	18 September 2012
	Lop Chedna	Member of Commune Health Centre, Nokor Pheas Commune Committee for Disaster Management	18 September 2012
	Kem Keo	Member, Nokor Pheas Commune Committee for Disaster Management	18 September 2012
	Ith Phorm	Member, Nokor Pheas Commune Committee for Disaster Management	18 September 2012

School	Toek Samnang	Principal, Lbeuk Primary School	18 September 2012
	Bouy Dun	Teacher, Lbeuk Primary School	18 September 2012
	Boeun Morn	Teacher, Lbeuk Primary School	18 September 2012
	Lat Sdoeng	Chief of Lbeuk Village, School Support Committee, Lbeuk Primary School	18 September 2012
	Khat Khoan	Chief of Romeat Village, School Support Committee, Lbeuk Primary School	18 September 2012
	5 students	5 grade five students (5 girls), Lbeuk Primary School, Lbeuk Primary School	18 September 2012
	7 students	1 grade five student (1 boy), 6 grade six students (3 girls, 3 boys), Sre Kvav Primary School	18 September 2012
	Ouk Chanthy	Principal, Kampong Raing Primary School	19 September 2012
	Heng Sokunthea	Teacher, Kampong Raing Primary School	19 September 2012
	Thoeur Kanha	Teacher, Kampong Raing Primary School	19 September 2012
	Chhoeung Daly	Teacher, Kampong Raing Primary School	19 September 2012
	Logn Mara	Teacher, Kampong Raing Primary School	19 September 2012
	Dim Srey	Member, School Support Committee, Kampong Raing Primary School	19 September 2012
	9 students	8 grade five students (7 girls, 1 boy), 1 grade 6 student (1 girl), Kampong	19 September 2012

	Raing Primary School	
Pao Mengheng	Principal, Bakkheng Primary School	20 September 2012
Uon Raksmeay	Vice Principal, Bakkheng Primary School	20 September 2012
Chan Bunthy	Vice Principal, Bakkheng Primary School	20 September 2012
Meng Khy	Teacher, Bakkheng Primary School	20 September 2012
Chen Khom	Teacher, Bakkheng Primary School	20 September 2012
Keo Khan	President, School Support Committee, Bakkheng Primary School	20 September 2012
Ou Samath	Member, School Support Committee, Bakkheng Primary School	20 September 2012
5 Students	2 grade five students (1 girl, 1 boy), 3 grade six students (1 girl, 2 boys), Bakkheng Primary School	20 September 2012
Yin Sam Arng	Principal, Prek Tarath Primary School	21 September 2012
Phoung Sotheavy	Teacher, Prek Tarath Primary School	21 September 2012
Chhey Sokny	Teacher, Prek Tarath Primary School	21 September 2012
Nhem Thoeun	Teacher, Prek Tarath Primary School	21 September 2012
Mech Vei	Teacher, Prek Tarath Primary School	21 September 2012
Sang Sim	Chief, School Support Committee, Prek Tarath Primary School	21 September 2012
Samrith Kai	Vice Chief, School Support Committee, Prek	21 September 2012

		Tarath Primary School	
	Chea Chum	Member, School Support Committee, Prek Tarath Primary School	21 September 2012
	Hay Khun	Member, School Support Committee, Prek Tarath Primary School	21 September 2012
	Yin Sopha	Member, School Support Committee, Prek Tarath Primary School	21 September 2012
	7 students	1 grade four student (1girl), 3 grade five students (3 boys), 3 grade six students (3 girls)	21 September 2012

## Indonesia

Level	Name	Professional Position, Organization	Date of Interview
National	Sugeng Triutomo	Deputy Chief for Prevention and Preparedness, National Agency for Disaster Management (BNPB)	27 September 2012
	M. Munir, S.Ag. MM	Head of Infrastructure Section from MTS Directorate Moslem Education, Ministry of Religious Affairs	27 September 2012
	Ida Nor Qosim	Deputy of Infrastructure Section from MTS Directorate Moslem Education, Ministry of Religious Affairs	27 September 2012
	Yanti Sriyulianti	Chairperson, National Secretary on Safe	27 September 2012

		School; Chairperson, KERLIP	
	Zamzam Muzaki	Secretary General, National Secretary on Safe School; Director of Research, KERLIP	27 September 2012
	Nurui Fifry Azizah	Support and Data Management Officer, National Secretary on Safe School; Director of Green Simile, KERLIP	27 September 2012
	Nurasiah Jamil	Support ad data management office, National Secretary on Safe School; Secretary Office, KERLIP	27 September 2012
	Vanda Lengkong	Disaster Risk Management Program Manager, Plan Indonesia	24 September 2012
	Amin Magatani	DRR Project Manager, Plan Indonesia	24 September 2012
	Wahyu Agung Kuncoro	Partnership and Data Management Coordinator, Plan Indonesia	24 September 2012
	Ratih Widayanti	Climate Change Adaptation Coordinator, Plan Indonesia	24 September 2012
	Eliza Paparia	Engineer, Plan Indonesia	24 September 2012
	Ardito M. Kodijat	Program Officer for Jakarta Tsunami Information Centre/ Coordinator for Disaster Risk Reduction, UNESCO Jakarta	27 September 2012
	Maharani Hardjoko	Emergencies Program Manager, Save the	28 September 2012



		Children	
Sub-National/ Local	Agus Sulaksono	Chief, District Agency for Disaster Management (BPBD) Grobogan	25 September 2012
	I.Wayan Sri Nata Darmawan	PLH Head, Grobogan District Education Office	25 September 2012
	Mariana Pardede	Program Manger, KYPA	25 September 2012
	Muhammad Andreanto	Team Leader, KYPA	25 September 2012
School	Maskuri	Principal, Ringinpitu 4 Primary School	25 September 2012
	Retno Wijayanti	Teacher, Ringinpitu 4 Primary School	25 September 2012
	Cicik Indrawati	Teacher, Ringinpitu 4 Primary School	25 September 2012
	Prajintno	Teacher, Ringinpitu 4 Primary School	25 September 2012
	Joko Purwito	Teacher, Ringinpitu 4 Primary School	25 September 2012
	Sudai Tami	School Committee, Ringinpitu 4 Primary School	25 September 2012
	Suratmi	School Committee, inginpitu 4 Primary School	25 September 2012
	10 students	3 grade four students (2 girls, 1 boy); 3 grade five students (3 girls); 4 grade six students (2 girls, 2 boys), Ringinpitu 4 Primary School	25 September 2012
	Sutrisno	Principal, Padas Primary School	26 September 2012
	Bapak Suroyo	Teacher, Padas Primary School	26 September 2012
Chairui Hidayat	Teacher, Padas Primary	26 September	

		School	2012
	Wiwin Zulaichah	Teacher, Padas Primary School	26 September 2012
	Siti Kholifah	Teacher, Padas Primary School	26 September 2012
	Siti Lailatul M	Teacher, Padas Primary School	26 September 2012
	Sungidah	Teacher, Padas Primary School	26 September 2012
	Sutarno	Teacher, Padas Primary School	26 September 2012
	Titie Mairmi	Teacher, Padas Primary School	26 September 2012
	Bapak Tarimin	School Committee, Padas Primary School	26 September 2012
	Ibu Purtyiem	School Committee, Padas Primary School	26 September 2012
	13 students	4 grade three students (1girl, 3 boys), 4 grade four students (4 boys), 5 grade five students (3 girls, 2 boys)	26 September 2012

## China

Level	Name	Professional Position, Organization	Date of Interview
National	Liu Bing	Program Manager, Plan China	8 October 2012
	Lingling Liu	Disaster Risk Management Program Officer, Plan China	19 September 2012
Sub-National/ Local	Pan Guangwei	Department leader of the Life Live Living department, Ministry of Education in Yunnan Province	26 October 2012

	Wang Minxian	Deputy Chairwoman of Jinping County Women's Federation	13 September 2012
School	Dao Jiaying	Principal, School Committee, Qiao Cai Ping Primary School	24 September 2012
	Yang Zizhong	Teacher, School Committee, Qiao Cai Ping Primary School	24 September 2012
	Wang Hongwu	Teacher, School Committee, Qiao Cai Ping Primary School	24 September 2012
	Wu Yonghua	Teacher, School Committee, Qiao Cai Ping Primary School	24 September 2012
	6 students	2 grade five students (1 girl, 1 boy), 4 grade six students (1 girl, three boys)	24 September 2012
	Li Wenhong	Principal, School Committee, Yue Jin Primary School	26 September 2012
	Hujing	Teacher, School Committee, Yue Jin Primary School	26 September 2012
	Li Jianchao	Teacher, School Committee, Yue Jin Primary School	26 September 2012
	Yangyong	Teacher, School Committee, Yue Jin Primary School	26 September 2012
	Yi Zizhao	Teacher, School Committee, Yue Jin Primary School	26 September 2012
	Zhong Mazhen	Teacher, School Committee, Yue Jin Primary School	26 September 2012
	6 students	3 grade three students (3	26 September


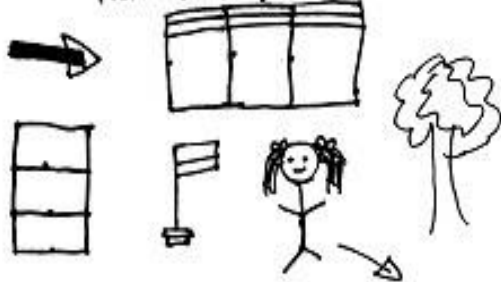
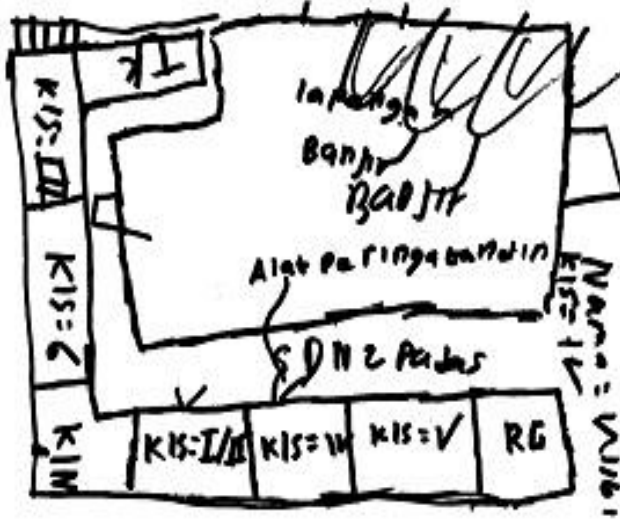
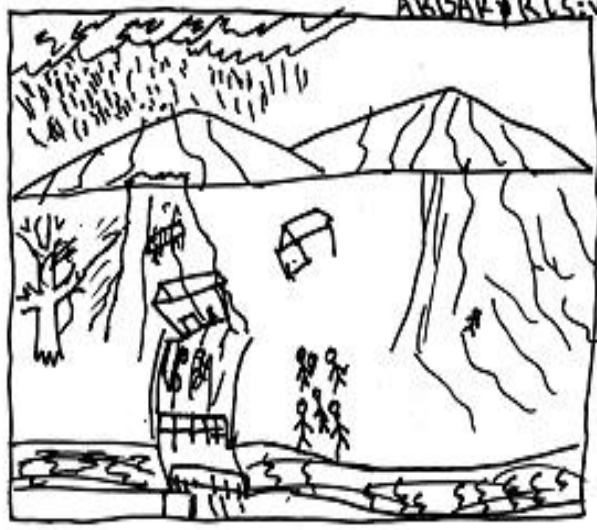
		girls), 3 grade four students (3 boys)	2012
	Yan Wengang	Principal, School Committee, A De Bo Primary School	26 September 2012
	Feng Chunyu	Teacher, School Committee, A De Bo Primary School	26 September 2012
	Huang Yunzhong	Teacher, School Committee, A De Bo Primary School	26 September 2012
	Yan Wengang	Teacher, School Committee, A De Bo Primary School	26 September 2012
	Min Jiazhen	Teacher, School Committee, A De Bo Primary School	26 September 2012
	Li Weiling	Teacher, School Committee, A De Bo Primary School	26 September 2012
	Gao Bi	Teacher, School Committee, A De Bo Primary School	26 September 2012
	Pu Jinxiang,	Teacher, School Committee, A De Bo Primary School	26 September 2012
	Liu Yingying	Teacher, School Committee, A De Bo Primary School	26 September 2012
	8 students	3 grade five students (3 girls), 5 grade six students (5 boys)	26 September 2012

## Appendix 5. Artifact Samples

### Cambodia

<p>How to prevent drought (Girl, Grade 6, Kampong Raing Primary School)</p>	<p>Cars should travel on the right side (Boy, Grade 5, Kampong Raing Primary School)</p>
<p>Do not go outside when it is raining. (Boy, Grade 6, Bakkheng Primary School)</p>	<p>Don't swim in the flood water. Don't climb a tree. Traffic accident (Boy, Grade 5, Prek Tarath Primary School)</p>

Indonesia

 <p>INI ADALAH Gunung Merapi</p>	<p>Hari pertama: bernyanyi membuat Peta sekolah Perkenalan Nonton film tentang bencana</p> 
<p>Mountain eruption. (Boy, Grade4, Ringinpitu 4 Primary School)</p>	<p>Singing. Develop a school map. Introduce to others. Watch movies. (Girl, Grade 4, Ringinpitu 4 Primary School)</p>
	
<p>Floods. Early warning systems. (Boy, Grade 5, Padas Primary School)</p>	<p>Heavy rains. Landslides. (Boy, Grade 5, Padas Primary School)</p>

China

<p>(Boy, Grade 6, A De Bo Primary School)</p>	<p>(Girl, Grade 5, A De Bo Primary School)</p>

## Appendix 6. The Safe School in Cambodia: Sub-national Snapshot

Angkor Chum District Council for Disaster Management is in Siem Reap province in the northwest part of the country. Over 75 percent of the inhabitants are rain-dependent rice farmers.<sup>209</sup> Angkor Chum DCDM has 34 members from all government departments including District Education, Youth and Sports as well as representatives from the police, military police and hospitals. In terms of safe schooling, interviewed members from the Angkor Chum DCDM expressed particular concern about student safety from flash floods, which happen for just a few hours following heavy rains.<sup>210</sup> Except when it comes to emergency response, there is currently no collaboration between Angkor Chum DCDM and the education sector. The same holds true at commune level; for instance, the Nokor Pheas Commune Committee for Disaster Management (one of the CCDMs under Angkor Chum DCDM) has not worked with the education sector specifically on safe school matters. The Commune enjoys a good degree of communication and collaboration with disaster management authorities at different levels in terms of emergency response, but initiatives on disaster prevention, mitigation and preparedness barely exist. Interviewed CCDM members are keen to have ‘a whole package’ of disaster management and think that ensuring school safety ‘should be in the package.’<sup>211</sup>

Five of the twelve Plan target schools participated in this study. Two schools are based in Siem Reap Province. Lbeuk Primary School has a total of 12 teachers (6 male and 6 female) and 526 students (252 boys and 274 girls). The principal sees floods, lightning and storms as the main threats to the school.<sup>212</sup> Sre Kvav Primary School has 10 teachers (6 male and 4 female) and 373 students (209 boys and 164 girls). Floods, lightning and storms as well as traffic accidents are hazards about which students are concerned.<sup>213</sup> One school (Kampong Raing Primary School) is based in Kampong Cham

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<sup>209</sup> <http://plan-international.org/where-we-work/asia/cambodia/where-we-work/siem-reap>

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<sup>210</sup> Angkor Chum DCDM Focus Group, 18 September 2012.

<sup>211</sup> Nokor Pheas CCDM Focus Group, 18 September 2012.

<sup>212</sup> Interview with Principal, Lbeuk Primary School, 18 September 2012.

<sup>213</sup> Children Focus Group, Sre Kvav Primary School, 18 September 2012.



Province, the most populated province in the south east of the country. The Mekong River runs through the centre of the province and causes frequent flooding. Over 82 % of the inhabitants are crop farmers.<sup>214</sup> Kampong Raing Primary School has 9 teachers (4 male and 5 female) and 454 students (218 boys and 236 girls). Although this school previously had a number of serious social problems, the situation has dramatically improved through the efforts of the new principal helped by CRF's interventions in terms of child rights and child participation training.<sup>215</sup>

Two schools (Bakkheng Primary School and Prek Taroth Primary School) are in Phnom Penh City. Bakkheng Primary School has 19 teachers (12 male and 7 female) and 641 students (337 boys and 304 girls). One side of the school faces a lake while another side faces a busy road. Floods, storms and traffic accidents are the main concerns among school community members.<sup>216</sup> Prek Taroth Primary School has 10 teachers (8 male and 2 female) and 390 students (194 boys and 196 girls). The school is prone to flooding and some students have to access the school by boat.<sup>217</sup> Interviewed, the principal, teachers and children showed themselves very familiar with child rights. There is a display of key child right messages at the entrance to the school.

All the target schools have completed HVCA exercises facilitated by the Child Rights Foundation, with both boys and girls from the Children Council involved. Following HVCA, schools were given safety equipment and facilities they had identified as needed by Plan Cambodia. All the schools also received DRR teaching and learning support materials (see further details in the Cambodian Case study in *Appendix 3*). The Child Rights Foundation trained the teachers, principals and school support committee members from all target schools on DRR and safe school concepts. They also trained Children Council members for capacity building.<sup>218</sup>

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<sup>214</sup> <http://plan-international.org/where-we-work/asia/cambodia/kampong-cham>

<sup>215</sup> Interview with Principal, Kampong Raing Primary School, 19 September 2012.

<sup>216</sup> Principal/Vice Principal Focus Group, Bakkheng Primary School, 20 September 2012.

<sup>217</sup> Teacher Focus Group, Prek Taroth Primary School, 21 September 2012.

<sup>218</sup> Khun Bunna. 2012 (15 September). *Interim Narrative Report for SNO funded Project 2011* (SIDA-framework); Child Rights Foundation Focus Group, 17 September 2012.

## Appendix 7. The Safe School in Indonesia: Sub-national Snapshot

Grobogan District in Central Java Province lies between two limestone mountains and consists of 19 sub-districts with 280 villages. Agriculture is the main income source for the inhabitants. Plan Indonesia has one of nine project units in the district, offering programs on child survival and development, basic education, water and sanitation, youth economic empowerment, child protection and DRR.<sup>219</sup> 10 of Plan's 30 target schools for its safe school project are based in the district. During the dry season, there is scarcity of water. Although drought is not new to the district, in September 2012, in the supposed rainy season, 15 sub-districts suffered from drought, lacking a water source since July. The eastern part of the district suffers from drought more, while the western part, especially near the river, is prone to flooding.<sup>220</sup> Grobogan is also exposed to typhoons and every ten years or so it experiences big floods because of unstable karst ground.<sup>221</sup>

In this context, the Chief of the newly established District Agency for Disaster Management (BPBD) Grobogan has emphasized the importance of developing children's knowledge of disaster mitigation, especially as regards drought, at community level when it comes to fostering the safe school. Although BPBD does not have any specific role with respect to schools, nor specific budget for safe school activities, it is keen to convey information on hazards and knowledge on disaster management to children and contributes to teacher training for disaster preparedness upon request.<sup>222</sup>

Grobogan District Education Office has been working with the Provincial Agency for Disaster Management (BPBD) Central Java to jointly provide annual teacher training. Every year three teachers per district (normally sports teachers from a primary, lower secondary and senior secondary school) are trained and go on to themselves offer training for teachers at sub-district

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<sup>219</sup> <http://plan-international.org/where-we-work/asia/indonesia/where-we-work/grobogan-programme-unit>

<sup>220</sup> Interview with Agus Sulaksono, Chief, BPBD Grobogan, 25 September 2012.

<sup>221</sup> Interview with I. Wayan Sri Nata Darmawan, Grobogan District Education Office, 25 September 2012.

<sup>222</sup> Ibid.

level. In Grobogan, all 865 sports teachers at sub-district levels have been trained, supported by the District Education Office. At secondary level, trained sports teachers also disseminate information to some 137 principals. In each school, sports teachers use the sports curriculum at a chosen grade level to teach and train students on how to deal with hazards, typhoons and floods in particular. Now BPBD has been established at district level, the District Education Office sees an opportunity to work with them by allocating a budget for safe school initiatives. Collaborating with BPBD at district level is important in terms of sustainability of the initiatives.<sup>223</sup> Lack of regulations, policies and guidelines related to safe schools at district level, however, is one of the key weaknesses in implementing national regulations on safe school.<sup>224</sup> The newly created BPBD Grobogan does not have a budget for safe school development and its staff members have uneven knowledge and expertise in disaster management.<sup>225</sup>

Plan's partner organization, KYPA, a local NGO based in Java, is in charge of safe school project implementation at school level in Grobogan District. KYPA has a wide range of program implementation experience in education, DRR, livelihood support, water, sanitation and hygiene (WASH), and emergency response. In particular, they have implemented school-based as well as pre-school based DRR projects.<sup>226</sup> KYPA also brings strong experience and understanding of participatory learning methodologies to the project. As a component of safe schooling, the organization highlights the importance of a 'learning process that is joyful and respectful of child rights'.<sup>227</sup> At the time of this research KYPA had already implemented HVCA in nine target schools.<sup>228</sup> According to project baseline research conducted by KYPA, all the target schools in Grobogan District had no prior school-based DRR programs. Save for school principals, no other school stakeholders (children, teachers or school support committee members) had participated in DRR training and activities beforehand. Prior to the project, none of the target schools had school DRR policies and all lacked safety and evacuation

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<sup>223</sup> Ibid.

<sup>224</sup> Interview with Agus Sulaksono, BPBD Grobogan, 25 September 2012; Interview with I.Wayan Sri Nata Darmawan, Grobogan District Education Office, 25 September 2012.

<sup>225</sup> Interview with Agus Sulaksono, BPBD Grobogan, 25 September 2012.

<sup>226</sup> Plan Asia Regional Office. 2011. *Project Proposal: Education in CCDRR – Strengthening Children's Voices in Promoting Safe School.*

<sup>227</sup> KYPA Focus Group, 25 September 2012.

<sup>228</sup> Ibid.

procedures and equipment.<sup>229</sup>

Two of the ten district schools participated in this research (Ringinpitu 4 Primary School and Padas Primary School). Both had developed a good working relationship with Plan Indonesia through previous programs. Ringinpitu 4 Primary School has a total 9 teachers (6 male and 3 female) and 144 students (82 boys and 62 girls). The principal and teachers in focus group interview expressed their concerns about insufficient school teaching time due to frequent interruptions caused by floods during the rainy season.<sup>230</sup> Padas Primary School has 10 teachers (7 males and 3 females) and 101 students (51 boys and 50 girls). The school is in an isolated location with very poor road conditions that make travel to school very difficult for many students. Floods during the rainy season further disturb children's access to school. At these two schools, local communities have offered their support for school infrastructural improvement in the form of labor and material contributions.

HVCA exercises were completed in all 30 of the project target schools in July/August 2012.<sup>231</sup> In the case of the ten target schools in Grobogan District, KYPA organized nine meetings on HVCA per target school.<sup>232</sup>

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<sup>229</sup> KYPA. *Baseline Survey Result* (English translation).

<sup>230</sup> Principal and Teacher Focus Group, Ringinpitu 4 Primary School, 25 September 2012.

<sup>231</sup> Nofri Yohan & Amin Magatani. 2012 (15 September). *SNO Midterm Narrative Report 2012*. Plan Indonesia.

<sup>232</sup> KYPA Focus Group, 25 September 2012.

## Appendix 8. The Safe School in China: Sub-national Snapshot

Plan has been operating in China since 1995. With a country office in Xi'an, Plan has program offices in six counties, each for the most part mountainous and remote and/or marked by significant levels of poverty, underdevelopment and proneness to disaster: Chunhua JIaxian; Longde; Pu Cheng; Xixiang; Yulin.<sup>233</sup>

The Plan *Educating in CCDRR* project in China operates from the Xi'an country office but is implemented in Jinping County in the south of Yunnan Province. Jinping is 'a national poverty county which integrates the attributes of borderland (with Vietnam), mountain area, ethnic minority area, and poverty'. It constitutes a 'landslide and debris flow-prone area'. It is an autonomous area for three large minorities, eight minorities in all being represented in the county.<sup>234</sup> Driving forward and monitoring the project represents a considerable logistical and management task for Plan staff based in Xi'an, several hours of travel being required to reach the project area, with consequent cost implications. There is a Plan office in Kuming City, Yunnan Province, and a newly appointed member of the office has received one day of project training. Members of the Plan partner organization, the Jinping County Women's Federation (see pp.134-5), have received systematic training but, until recently, have tended to follow the Plan lead (see p.135). At the time of writing, there are plans under consideration to put in place a locally based Advocacy Advisor for the project. Given this situation, the project is only slowly weaning itself from Xi'an-dependency.<sup>235</sup>

Ten village schools in Jinping County are involved in the project. All were chosen as 'marginalized villages and schools within a county that is marginalized'.<sup>236</sup> All are located in areas of considerable hazard and poverty with significant minority communities. The population of the ten schools

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<sup>233</sup> <http://plan-international.org/where-we-work/asia/china>

<sup>234</sup> Plan. 2011. *Project Proposal: Educating in CCDRR – Strengthening Children's Voices in Promoting Safe Schools*. Plan China, Cambodia, Indonesia & Asia Regional Office. 16.

<sup>235</sup> Lingling Liu, Plan Xi'an, Skype interview, 19 September 2012.

<sup>236</sup> Liu Bing, Plan Xi'an, Skype interview, 8 October 2012.

comprises 3709 children (2156 boys and 1553 girls) and 189 teachers (108 male, 81 female).<sup>237</sup>

Three of the ten project schools participated in the present research. *Yue Jin Primary School* is located in Yue Jin Village whose population mainly belongs to the Miao and Hani minorities. There are mountains behind the village and landslides are an ever-present and significant threat. There is also considerable potential for traffic accidents involving children, as the school stands adjacent to a highway with the school toilets located on the other side of the road. There are 69 grade 0 (pre-education) to 6 students in the school (42 boys and 27 girls) and five teachers (all female). *Qiao Cai Ping Primary School* belongs to the Hong He Autonomous Region and is located at a distance from Meng La Township. Principal hazards faced are landslides, electric storms, and dangers posed by the nearby river (students bathing in the river after the school day ends) and by traffic. There are 441 students (180 girls and 261 boys), grade 0-6, and 16 teachers (seven female, nine male). *A De Bo Primary School*, 'one of the top primary schools in the county', faces landslide and mudslide hazards, as well as the risk of traffic accidents given the lack of fencing between school and the road and hazards presented by dilapidated infrastructures. There are 431 grade 2-6 students (256 boys, 175 girls) and 38 teachers (20 male, 18 female).<sup>238</sup>

A key goal in the Plan Education in CCDRR project – referred to locally as the Yunnan Safe School Project - is to develop CSO technical and advocacy capacity by means of partnership. In China 'civil society is relatively weak,' 'political and regulatory contexts pose a challenge, and the development of civil society is a sensitive political issue'.<sup>239</sup> Plan's CSO partner in the project is the Jinping County Women's Federation.

The Women's Federation is 'a social community for women to unite and strive for liberalization with (a) focus to represent and protect women's rights and interests'. It also 'cares (for) and serves children by coordinating and promoting laws, regulations and policy measures of relevant government

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<sup>237</sup> Data provided in email communications from Lingling Liu, Plan Xi'an, to David Selby, 27 September and 6 November 2012.

<sup>238</sup> Ibid.

<sup>239</sup> Plan. 2011. *Project Proposal: Educating in CCDRR – Strengthening Children's Voices in Promoting Safe Schools*. Plan China, Cambodia, Indonesia & Asia Regional Office. 8.

departments'.<sup>240</sup> Compared to other government departments, the Women's Federation is in receipt of only limited financial support from the government system. 'Its functions cross almost every area. It is a comprehensive department but does not focus on an exact area. Women and children are all their target groups in principle but older people and other family issues also report to them. But they are not a direct functional department who can directly solve problems but need to report to and coordinate with other departments'. As Women's Federation staff members have better understood the project and experienced training, their capacity has grown. 'Originally, the Women's Federation enjoyed a 20% role, now moving to a 50% role.'<sup>241</sup> In the initial stages of the project the Women's Federation had more or less assumed a watching brief. 'Up till now, we are mainly responsible for following the progress of projects. To be frank we are not confident enough to give effective instructions.' Since August 2012 there have been stirrings of more proactive engagement especially in the form of monitoring and reporting.<sup>242</sup>

The Jinping County Education Bureau is also a signatory to the Yunnan Safe School Project. The Bureau has responsibility for pre-school, basic and secondary vocational education. It has in recent years been responsible for overseeing some key national projects within Jinping County including the Compulsory Education in Undeveloped Regions Project and the Secondary School Dangerous Building Reconstruction Project.<sup>243</sup> Like the Women's Federation, the Education Bureau has recently been encouraged to assume a more active project role through monitoring and reporting on activities, including undertaking field visits.<sup>244</sup>

The Yunnan Safe School Project has been taken forward through two training events; the first in March 2012, the second in August 2012. The first training event took place over two days and was attended by principals with some

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<sup>240</sup> Plan China/Jinping County Women's Federation/Jinping County Education Bureau. 2012 (15 March). *Safe School Education in CCDRR Project in Yunnan: Project Cooperation Agreement*. 4.

<sup>241</sup> Lingling Liu, Plan Xi'an, Skype interview, 19 September 2012.

<sup>242</sup> Wang Mingxian, Vice Chairwoman, Women's Federation, Jinping County, interview, 13 September 2012.

<sup>243</sup> Plan China/Jinping County Women's Federation/Jinping County Education Bureau. 2012 (15 March). *Safe School Education in CCDRR Project in Yunnan: Project Cooperation Agreement*. 5.

<sup>244</sup> Plan China. 2012 (18 August). *Report on the Phase II Training of the Safe School Project in Jinping County of Yunnan Province*. 10-11.

teachers present. At the second, five-day, training, the principal and three teachers from each of the ten schools attended together with three staff members from the Women's Federation (namely the Chairwoman, the Vice-Chairwoman and the Program Officer) and one representative of the Education Bureau (Vice Leader, Department of Safety).

The March 2012 training was aimed at:

- Enabling teachers to understand children's perceptions of disasters and risks (by having them reach back into childhood and recount their own child stories)
- Establishing the importance of child-focused DRR (by looking at contemporaneous disasters and their impact on children)
- Exploring the hazard<->vulnerability<->disaster link
- Having participants think through what to do at school in disaster situations (through a group discussion and reporting back exercise)
- Having participants undertake a vulnerability mapping analysis in their school setting before presenting their findings
- Experiencing and drawing lessons from a flood simulation exercise
- Having participants conceptualize emergency response plans for their schools (through group planning)
- Having participants develop school-level micro DRR projects involving children and focused on a risk thrown up by the earlier vulnerability assessment exercise
- Considering the merits of including DRR in the curriculum and where in the curriculum it might be placed.<sup>245</sup>

In retrospect, Plan staff felt that participants had understood the general idea behind child-focused disaster risk reduction education but that 'teachers did not know how to design child-centered learning or to how to facilitate child participation'.<sup>246</sup> The knock-on effect was that the principal and teachers who had attended felt insufficiently skilled to undertake the intended training function with their colleagues back at school. 'Trained principals went back to school and asked others to implement.'<sup>247</sup>

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<sup>245</sup> Plan China. 2012. *Report on the Safe School Training of Trainers (TOT) Workshop for School Teachers and Headmasters, Jinping County, 25-26 March 2012.*

<sup>246</sup> Lingling Liu, Plan Xi'an, Skype interview, 19 September 2012.

<sup>247</sup> Lingling Liu, Plan Xi'an, Skype interview, 19 September 2012.



These reflections informed the five-day August 2012 training which focused to a large degree on communicating with children and facilitating HVCA and other participatory activities. A field visit to A De Bo Primary School enabled participants to experience a simulated participatory HVCA class involving 24 students and co-facilitated by a teacher from the school and a Plan officer. Time was also given over to developing school micro-projects, first aid training, and practicing emergency and evacuation procedures.<sup>248</sup> Teacher implementation in the wake of the second training began in October 2012, too late for data to be collected on how learning from the training was translating into effective teaching (or effective training of other school colleagues in HVCA and general activity facilitation).

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<sup>248</sup> Plan China. 2012 (18 August). *Report on the Phase II Training of the Safe School Project in Jinping County of Yunnan Province.*