

School Construction Sub Working Group (SC SWG) of Educational Technical Working Group (ETWG)

## **Stock Taking of Actors, Coordination Mechanisms and Initiatives on School Construction, Assessment and Retrofitting in Myanmar**

Supported by Swiss Agency for Development Cooperation (SDC)<sup>1</sup>

### **Section 1: Background and Introduction, scope and purpose**

At the 25th meeting of the DPRE SWG on 30 September 2014, a number of the initiatives on school construction were reported by member agencies. It was recognised that the School Construction Sub Working Group under the ETWG, whose need had been felt as early as 2009, had remained dormant/inactive. Recognising the priority of the subject, a group of interested agencies, in partnership with the ETWG chairs and secretariat, convened a series of meetings to re activate the SCSWG. At the first meeting of the group held on 20<sup>th</sup> October, it was decided to do a rapid Stock Taking of Initiatives, Actors, Coordination Mechanism, and prepare a Road Map with possible options for the future process for a joint discussion in the SWG mid November.

The second meeting of the SC SWG held on 19<sup>th</sup> November discussed the draft outline of the stocktaking, noted several ongoing projects of related to guidelines for construction of new schools and agreed on the need for a harmonization and synergy between these initiatives. Commenting on the draft outline, the meeting agreed that focus should be on Myanmar and results be summarized as far as possible in a tabular format.

The stocktaking has 5 sections besides this introduction as follows:

Section 2: Overview of AGENCIES active/interested in safe school construction in MYANMAR

Section 3: Overview of the NATIONAL COORDINATION MECHANISMS with Government, Civil Society, UN/INGO and Donors in Myanmar, related to DRR with special reference to SCGL at policy and operational level

Section 4: Overview of NATIONAL INITIATIVES on Safe Schools with emphasis on School Construction

Section 5: Current/ongoing initiatives on school construction

Section 6: Current/ongoing regional and global initiatives on school construction

Section 7: Analysis, Recommendations and Next Steps for an inclusive process of elaboration of safe School Construction Guidelines in Myanmar

Where possible the six focussed areas identified in the TOR of the SC SWG, have been used when presenting and analysing the initiatives.

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<sup>1</sup> Written by Mr Loy Rego, Consultant to SDC

Section 2: **Overview of AGENCIES active/interested in the field of safe school construction in MYANMAR**

<b>GOVERNMENT OF THE UNION OF MYANMAR</b>		
	<b>Name of Ministry/department</b>	<b>Role in School Construction</b>
	<b>Ministry of Education (MoE)</b>	Functionally the main sponsor of education and training especially basic education, teacher education and higher education.
	Departments of Basic Education - DBE 1,2 and 3	DBE 1 : Kayin, Tanintharyi, Bago, Mon, Rakhine, Ayeyarwady  DBE2 : Kachin, Kayah, Chin, Sagaing, Magway, Mandalay, Shan  DBE3 : Yangon
	Department of Educational Planning and Training, DEPT	Training of pre- service and in-service teachers, capacity building of educational personnel at different levels, and curriculum development for basic education. Also run 21 higher Education Colleges and MoE focal point for ECCD
	<b>Ministry of Social Welfare, Relief and Resettlement (MSWRR)</b>	Focal Ministry for Early Childhood Care and Development (ECCD), inclusive education and DRR
	Relief and Resettlement Department (RRD)	Focal point for disaster risk reduction (DRR)
	Department of Social Welfare (DSW)	Focal department for day-care centers, residential nurseries, mother circles, and pre-primary schools. Also special schools for blind and deaf
	<b>Ministry of Home Affairs (MHA) – General Administration Department (GAD)</b>	Key role in overall oversight at Region/state, district and township over all education officers, and also in site selection et al
	<b>Ministry of Construction (MoC)</b>	Key Ministry for Myanmar National Building Code (MNBC)
	Department of Human Settlements and Housing Development (DHSHD)	Responsible for development and administration of provisional MNBC and also land use planning
	Public Works Department (PWD)	Experience in construction of rural infrastructure
	<b>Ministry of National Planning and Development (MNPED)- Planning Department</b>	Responsible for preparation of National Comprehensive Development Plan (NCDP) and allocation of budget for education sector plan

	<b>Ministry of Religious Affairs</b> (MORA) – Department for Promotion and Propagation of the Sasana (DPPS)	Administration of monastic schools (normally residential) for children from poor families and children without primary caregivers
	<b>Ministry of Science and Technology</b> (MoST) - Universities	Universities can play a role in implementing building code and be a resource for school construction guidelines development and review, and also in school vulnerability assessment

<b>REGION/STATE GOVERNMENTS</b>		
	<b>Region and State Minister for Social Affairs</b>	Oversees educational activities in the respective state/region.
	State and Region Education Offices headed by Director	Responsible to DBE for educational management and administration. Supervise schools and educational activities within S/R
	District Education Officers	ditto
	Township Education Officers	ditto

<b>DEVELOPMENT PARTNERS</b>		
	Donors	EU, DFID, Switzerland, Australia, Japan, Korea,
	Multilateral organisations	World Bank, ADB
	Donor funded development cooperation partner	SDC, JICA, KOICA
	UN Agencies	UNICEF, UNESCO, UN Habitat, UN HCR
	Regional Organisations	ASEAN, SEAMEO, Asian Disaster Preparedness Center (ADPC),
	Child Focussed INGOs	Plan, World Vision, Save the Children
	Development/ Humanitarian NGOs	Malteser, Action Aid, Norwegian Refugee Council (NRC), SEEDs Asia
	Local NGOs	Metta, Shalom, CDA,

	Red Cross	Myanmar Red Cross Society, IFRC, PNS
	Professional Societies	Myanmar Engineering Society (MES), Myanmar Professional Social Workers Association (MPSWA), Association of Myanmar Architects (AMA)

Within many of the categories of development partners, they are country offices /national organizations that are part of global or regional organizations, who are active in the subject of school safety. In addition there are global and regional organizations who are active on the subject, without having a country presence in Myanmar. A list each of global and regional organizations active and interested in the subject are given in Annex 1 and 2 respectively.

Section 3 : **Overview of the NATIONAL COORDINATION MECHANISMS with Gov., Civil Society, UN/INGO and Donors in Myanmar, related to DRR with special reference to SCGL at Policy level and on operational level**

**Government**

**National Disaster Preparedness Central Committee (NDPCC)**

Since 2005, the Myanmar Government has established institutional arrangements for DM through national and corresponding local bodies, with defined roles and responsibilities. The NDPCC was constituted in 2005 and consisted of 37 members; the chairmen of the 16 State and Division Peace and Development Councils, the senior Ministers from 17 Ministries and the two Chairmen of the Yangon and Mandalay City Development Councils. In May 2013, the National Natural Disaster Preparedness Central Committee (NNDPCC) was reconstituted by the President<sup>2</sup>, with Vice President (2) as Chairman, Union Ministers of Ministry of Home Affairs and Ministry of Social Welfare, Relief and Resettlement (MSWRR) as Vice chairmen, and members comprising 17 Union Ministers and Chief Ministers of the 14 State and region Governments and the Deputy Minister of MSWRR as Secretary with the DG, Union Government Office as Joint Secretary.

**National Natural Disaster Preparedness Management Work Committee (NDPMWC)**

The National Natural Disaster Preparedness Management Work Committee (NNDPMWC) with 10 sub-committees was constituted by the President<sup>3</sup> to systematically undertake preparedness measures for natural disasters, to swiftly carry out reliefs and aids and implement policies and directives set by the NNDPCC. The sub-committees deal with a) Information, b) Hotline, c) Search and Rescue, d) Collection of preliminary damage, news and emergency aids, e) Confirmation of damage and losses, f) Transport and route clearance, g) Disaster risk reduction and building of emergency tents, h) Healthcare, i) Rehabilitation and reconstruction, j) security . The Work Committee NNDPMWC has the Union Minister

<sup>2</sup> Notification no 45/2013 issued by the Office of the President

<sup>3</sup> Notification no 46/2013 issued by Office of President published in New Light of Myanmar dated Wednesday 15 May 2013.

of Ministry of Social Welfare, Relief and Resettlement (MSWRR) as Chairman, and Deputy Ministers of Ministries of Home affairs and MSWRR as Vice chairmen, and members comprising deputy ministers of Ministries of Information and Education, Chairmen of all subcommittees and the Ministers of the Ministry of Security and Border Affairs of the 14 State and region Governments, with the DG, Relief and Resettlement Department (RRD) of MSWRR as Secretary and the DG, General Administration Department (GAD) of Ministry of Home Affairs as Joint Secretary.

### **Myanmar Action Plan for Disaster Risk Reduction 2009-2015 (MAPDRR) Taskforce and Working groups**

The Myanmar Action Plan for Disaster Risk Reduction is a primary instrument for advancing DRR in the country. MAPDRR was developed by an Inter Agency Task Force of the Government coordinated by RRD, under the guidance of MSWRR, and comprising of senior officials of 18 departments of 12 Ministries of the Government of Myanmar, along with eight other organizations. ADPC provided overall technical assistance and secretariat support to RRD and the Task Force, with funding support from UK's Department for International Development (DFID) and the Royal Government of Norway. Four Working Groups drawn from the members of the MAPDRR Task Force were constituted to develop the specific components of MAPDRR, namely: (I) Hazard, vulnerability and risk assessment and Multi-hazard early warning systems, (II) Policy, Institutional arrangement and further Institutional development and Preparedness and response programs at National, State/Division, District and Township levels, (III) Mainstreaming Disaster Risk Reduction into development and (IV) Community based Disaster Preparedness and Risk Reduction and Public Awareness, Education and Training. Ministry of Education is the chair of the working group on CBDRM and PEAT. The Government endorsed MAPDRR in 2012. Under Chapter 3 of MAPDRR entitled "Actions to be taken for implementation of MAPDRR" a role is assigned to the MAPDRR Task Force and its working groups in implementation of the MAPDRR.

### ***Sector Working Groups under FESR process***

The Framework for Economic and Social Reforms (FESR) outlined 'Policy priorities for 2012 -15 towards the Long-Term Goals of the 20 year National Comprehensive Development Plan (NCDP) that aims to make Myanmar become a modern, developed and democratic nation by 2030. This FESR was launched at the first Myanmar Development Cooperation Forum in Nay Pyi Taw in January 2013.

Under the Nay Pyi Taw Accord for Development Cooperation and in the context of the current FESR, sixteen sector working groups (SWGs) were set up, each led by a Government Ministry supported by co lead development partners (donors and UN agencies), who lead the planning and implementation process in the sector. Membership of these groups comprises various Ministries of GoUM, development partners, CSOs, private sector and others. SWGs are expected to meet 6 to 12 times a year. These groups aim to ensure that sectoral strategies and priorities are elaborated by Government, identify priority programmes and 'quick win' initiatives to be implemented with DP support, and then to ensure that such support is provided in a coordinated manner, without imposing undue transaction costs on GoUM. SWGs therefore act as a one stop shop for coordination in their respective sectors.

**Joint Education Sector Working Group (JESWG)** – chaired by Minister of Education with co lead support by UNICEF and Australia – is one such SWG. The Joint Education Sector Working Group was in existence prior to the establishment of the other SWGs. The scope of the JESWG is to bring together GoM and DPs to discuss progress on the education reforms, covering Early Childhood Care and Development (ECCD),

school level and tertiary education. This includes technical and vocational education which is provided in a school setting, but not Technical and Vocational Training (TVT) which is instead managed by the Employment Opportunity SWG or sector specific SWGs, e.g. Hotels & Tourism, Media. GoUM members include the Ministries of Agriculture & Irrigation, Border Affairs, Cooperatives, Culture, Environmental Conservation & Forestry, Health, Industry, Labour, Livestock & Fisheries, Science & Technology. DP members include ADB, Australia, British Council, Germany, ILO, Japan/JICA, KOICA, Switzerland, UK, UNESCO, UNICEF, WFP, World Bank. Other members include Open Society Institute, Terre des Hommes, World Education, 2 x MNGOs (TBA). The JESWG has held 5 meetings till June 2014 on 19/06/13, 24/10/13, 13/12/13, 21/01/14, and 19/02/14 (update). In context of the sector strategy and budget, the Comprehensive Education Sector Review (CESR) and Education Pragmatic Implementation Committee (EPIC) analysis are informing the preparation of the first Education Sector Plan. Sector analysis has been coordinated through the CESR and EPIC processes. A DP-funded international expert is now assisting a core group of planners to draft and cost the plan as well as to prepare the budget for 2015/16. Initially identified quick win areas were \$US100m investment in GoM's school grants and stipends and recruitment of 50,000 new teachers. Other JESWG achievements<sup>4</sup> include a) a mid-term review of the Quality Basic Education Program funded by Australia, DFID, EU and UNICEF submitted to GoM in late June 2014 (CH), b) establishment of representational membership arrangement, c) matrix of DP support to sector completed, d) CESR website established at: <http://www.cesrmm.org>. The lessons learned from the JESWG process recognize that the JESWG was i) an essential forum bringing together GoM and DPs, which by meeting regularly has maintained coordination and momentum for the education reforms necessary for Myanmar's development, ii) being formed to manage the CESR, over this period participants had the necessary time to build a shared understanding of SWGs' roles, responsibilities and functions, aided by their work being focused on a common goal, c) has evolved from discussions on process to ones on strategy, policy and implementation, d) a key forum for GoM to coordinate future donor investment in the sector linked to the new Education Sector Plan, e) be chaired by either the Minister or Deputy Minister to facilitate strong direction from the GoM on education planning and ensure that decisions get made and followed through, f) Pre and post-SWG meetings of the GoM Chair with the DP Leads facilitate the smooth functioning and follow-up of SWG meetings, g) Pre and post-SWG DP-only meetings allow DPs to speak and act consistently, h) the Secretariat plays an important role in supporting the SWG and requires dedicated resources from GoM and DPs, i) a representational membership structure works well to ensure all have a voice but that the SWG is still small enough to operate effectively. Some of the pending issues identified from the Feb 14 meeting were i) need to ensure regular meetings, ii) need to prepare ToR for the Secretariat, iii) need to finalise nomination of MNGO representatives, iv) GoM would like to schedule more meetings in Nay Pyi Taw as opposed to Yangon, v) proposal to combine CESR meetings with SWG meetings, vi) given the focus on school education, DPs request that GoM membership of the SWG be amended to include the Ministry of Finance and the Ministry of National Planning and Economic Development.

**Social Protection and Disaster Risk Reduction Sector Working Group (SPDRR SWG)** – Chaired by DG, DSW and co lead support by UNICEF, whose is a) Social Protection: focus on “safety net” type programs, for those who are unable to support themselves (orphans, aged, disabled, etc.) and those who cannot find a job (e.g. public works program), as well as other programs such as pensions and unemployment insurance, b) Disaster Risk Reduction: focus on both a long-term strategy to reduce disaster risks (often through environmental conservation) and a shorter-term strategy to improve

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<sup>4</sup> These and other information on the JESWG are drawn from the Sector Working Groups Dashboard

disaster preparedness (warning systems, rapid response capacity, etc.). GoUM members include Ministries of Border Affairs, Environmental Conservation & Forestry, Labour, Transport (Weather-DMH). DP partners include ADB, EU, FAO, France, ILO, IOM, Japan / JICA, OCHA, OHCHR, Sweden, Switzerland, UK, UNAIDS, UNDP, UNESCO, UNFPA, UN-HABITAT, UNHCR, UNISDR, UN WOMEN, USAID, World Bank, WFP. Other members include Myanmar Women Entrepreneurs' Association, Help Age International. The Sector Strategy and budget is 1) Social Protection: analysis of policy requirements and gaps + costing calculations underway, with National Social Protection Masterplan finalised in April 2014 and shared with DPs, providing a roadmap for agreeing a national strategy, to be completed by December 2014. Data on expenditure on social protection from Government agencies has been collected. 2) DRR: UNDP provided support to GoM's Relief and Resettlement Department for the establishment of a Monitoring & Evaluation Framework for the Myanmar Action Plan on Disaster Risk Reduction in January 2014. GoM's convening of the next Sub-SWG meeting is now awaited in order to finalise the Framework. Capacity Building strategy : 1. Social protection: establishment of a national technical working group, and of a drafting unit, including representatives of all the relevant ministries, with the aim of ensuring a government-led process; DPs committed to contribute with assistance and technical expertise to the work of the defined working groups – and to identify other opportunities of capacity development of Government officials (such as workshops, study visits, professional exchanges etc.). International consultant identified with UNICEF's support to facilitate the process of development of the national strategy, in support to the DSW Drafting Unit. Some Quick Wins for the SPDRRSWG are : Dialogue initiated on options for social protection interventions to increase equity and social stability, and support peace building, with more specific discussions to be developed as part of the 2014 consultations on options for social protection. Coordination of analysis on social protection interventions is on-going with the contribution of DPs and the full involvement of the Department of Social Welfare. Achievements of the SPDRR SWG include i) National dialogue workshop on the social protection assessment matrix conducted in March 2014, with policy gaps and implementation issues of current social protection provisions identified and some first recommendations formulated to be converted into policy options and concrete scenarios at a second national dialogue workshop planned in June 2014, ii) Mapping of DPs initiatives in social protection completed, iii) Clear commitment of DPs to jointly contribute to the development of the national social protection agenda, aligning contributions. Pending issues identified were the need to appoint bilateral DP Leads for overall SWG and sub-groups and draft Action Plan with the next meeting of the DRR Sub-SWG expected to finalize the DRR Action Plan M&E Framework.

**Disaster Risk Reduction Sub Sector Working Group** – Chaired by DG, RRD and co lead support by UNDP Under the Social Protection and DRR Working Group, a separate DRR sub sector working group (DRRSSWG) has been formed led by DG RRD with the country director, UNDP as the co lead support. The first meeting was held in Sept 2013, and a second meeting held in July 2014. This DRRSSWG has initiated a process of monitoring and reviewing the progress of implementation of components of MAP DRR as part of its work. A draft MAPDRR M&E framework was prepared by Relief and Resettlement Department with technical support of UNDP, in follow up to the decisions of the first meeting. The draft M&E Framework was discussed in the one-and-half day Workshop on 1-2 July, participated by 14 government officials of MAPDRR Task Force member departments.

**Coordination groups of development partners (UN, INGOs, LNGOs, professional associations )**



**Education Technical Working Group (ETWG) , Sub Working Groups** on Disaster preparedness and Response in Education (DPRE SWG) School Construction (SC SWG) and Education and Disability SWG of ETWG among others

**The Education Thematic Working Group (ETWG)** has been functioning since 2008, with MoE as Honorary chair, with the main purpose of coordinating the efforts that support the realization of the Education For All (EFA) plan in Myanmar, in accordance with the international obligations and commitments namely the Convention on the Rights of the Child (CRC), the Millennium Development Goals (MDG), and the Hyogo Framework for Action (HFA). ETWG is led by UNICEF and Save the Children.

Within the general framework of the educational priorities and objectives of the Myanmar Government<sup>5</sup>, the main objectives of the ETWG are threefold: i) To provide a regular opportunity for open dialogue between key education stakeholders in support of the priority areas in achieving the Education For All in Myanmar; ii) To provide a mechanism which facilitates the coordination of educational activities; iii) To provide opportunities for capacity building for the inter-agency and government-supported activities, including preparedness and recovery activities;

The ETWG has established a number of sub-groups in key technical areas, responsive to the context and evolving as deemed appropriate by members. As part of its 2009 TOR, two of the five sub working groups (SWG) were established in the area of Education, Emergencies and Disasters namely 1) Education in Emergencies: a) Disaster Preparedness and Response Education Sub Working Group (DPRE WG- led by UNESCO since inception and Plan<sup>6</sup>); and b) Inter-Agency Network for Education in Emergencies SWG/Cluster ( EiE/INEE) (led by Save & UNICEF); 2) School Construction Sub-Working Group (SC SWG).

**Disaster Risk Reduction Working Group (DRRWG)** , established in 2009 is the predominant mechanism for networking, coordination and joint action on DRR by its 63 member agencies with UNDP as the chair. Building on the implementation of its DRR Sector Plan and workplan developed in 2010, the DRR WG operates under its new Strategic Framework 2013-2018 with the vision of “a disaster resilient Myanmar where everyone is safe” and mission as “collective efforts of a diverse mix of partners for disaster resilience through sharing, learning and working together”. It ‘s annual work plan for 2014 is implemented by six Task forces i.e. Policy Review & Implementation Support, Local NGO Strengthening, Capacity Development, Advocacy & Public Awareness, CBDRR Programmes & Partnerships.

**The Disaster Preparedness and Response Education (DPRE) Working Group**, formed in August 2008 with representatives from MOE, UN Agencies, INGOs and NGOs, is a sub-group of the Education Thematic Working Group (ETWG) to coordinate with its members, share information and implement DRR education activities in Myanmar (see Annex O & Annex P for further details). The purpose of establishing the Disaster Preparedness and Response Education (DPRE) Working Group is to share information on disaster risk reduction among members, and to coordinate and jointly plan Disaster Risk Reduction in Education activities relevant to the Myanmar context, including capacity building of educational personnel on DRR in education. The specific objectives of the DPRE Working Group will be to support the Government of Myanmar in: i) Recommending existing resource materials

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<sup>5</sup> Including, but not limited to, the Myanmar Basic Education Development Plan 20-30, and the National Education for All (EFA) Plan of Action 2003-2015.

<sup>6</sup> Elected as co chair in 26<sup>th</sup> DPRE meeting in October 2014



and best practices on DRR in Education relevant to Myanmar, and sharing information on disaster risk reduction among members and also with related working groups; ii) Mainstreaming DRR into the education sector and promoting DRR practices implemented in schools of Myanmar, iii) Facilitating the organization of training, seminars, workshops and potentially model implementation of DRR in Education at school level

### **NGOS : AADMER Partnership Group (APG)**

A group of international and regional NGOs supporting ASEAN to work on people centred programs in partnership with civil society focused on implementation of the AADMER, in partnership with ACDM. The members of the group include Mercy Malaysia, Oxfam, World Vision, Helpage International, Plan International and ChildFund. The focal point for APG in Myanmar is World Vision.

## Section 4: **Overview of NATIONAL INITIATIVES on Safe Schools with emphasis on School Construction .**

### **National Government**

#### **4.1 National Planning : Framework for Economic and Social Reform (FESR) Chapter 5 -“Health and Education”**

The Framework for Economic and Social Reforms (FESR) document outlined ‘Policy priorities for 2012 - 15 towards the Long-Term Goals of the 20 year National Comprehensive Development Plan (NCDP) that aims to make Myanmar become a modern, developed and democratic nation by 2030. This FESR was launched at the first Myanmar Development Cooperation Forum in Nay Pyi Taw in January 2013. On 9<sup>th</sup> August 2013, the President outlined the Integrated Action Plan for the second 30 months of his Government, which highlighted a people-centered development approach based on FESR.<sup>7</sup> Sectoral policies largely developed by line ministries and departments and with a primary objective of collectively contributing to people-centered development are compiled in Chapter 5 of FESR. Section 5.7 on Education recognizes the importance of investment in education for inclusive growth and “a top government priority. To address the currently low level of provision of education, the government has already increased public expenditure on education significantly and increase further in the coming years both absolutely and as a proportion of the total government budget.” FESR committed to put in place “an overarching education sector reform policy and strategy, to expand the quantity and quality of education and recognizes the complementary roles of government, private sector and non-government sectors in service provision.” GOM is moving ahead with the decentralization of education management in line with the requirements of the Constitution by integrating locally-designed teaching curriculum as well as non-formal programs in basic education system. This reform policy and strategy will focus on the need to expand the system of basic education from eleven to twelve years, on child-centred teaching methodologies, upgrading teacher training and other curriculum reforms necessary to enhance the quality of basic education, on teacher remuneration and broader issues of education financing, on establishing a rigorous system for education quality assessment and performance, and on further reforms in the management of basic education including the importance of active engagement in the process by the parents themselves. In addition, GOM will also pay attention to other supportive measures that can address high drop-out rates and out-of pocket cost burdens on the families.

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<sup>7</sup> Myanmar’s Experiences with the Millennium Development Goals and perspectives on the post 2015 Agenda’, published by MDRI-CESD and International Management Group with support from the EU

DRR : MAPDRR

4.2 The **Myanmar Action Plan for Disaster Risk Reduction (MAPDRR)**, 2009-2015 endorsed by the Government of the Republic of the Union of Myanmar in 2012 sets clear targets for the mainstreaming of Disaster Risk Reduction in education, including safe learning environment, school-based disaster management and resilient education. Component 4, 5 and 7, dealing with preparedness, mainstreaming, and public education are relevant. Subcomponent 5.6 “integration of DRR in School and Health Facilities” notes the “Array of government and non-government institutions have been working on reconstruction and rehabilitation of school and health facilities in the Nargis affected areas after May 2008. The said constructions are based mainly on cyclone resistance designs, provided either by the organization itself or by some other agency. Under this sub-component, efforts will be undertaken jointly by the Ministry of Education and Ministry of Health, with technical support from Public Works, UN Agencies and other related NGOs, to produce standardized school and health facility design specifications. The specifications will be of multi-hazard nature and each specific hazard will be given due consideration for both construction of new facilities and the retrofitting of existing structures. In addition, a contingency plan on installation of temporary schools and health facilities immediately after a hazardous event will be developed to ensure continuation of education and provision of primary health care services to the affected communities. Information exchange will be facilitated through organizing workshop to share experiences and knowledge”. School disaster management is also the focus of a dedicated program under MAPDRR - component 4.8: school disaster preparedness.

### ***Building Safety :***

#### **4.3 Myanmar National Building Code (MNBC)**

Since 2012, UN-Habitat and the Myanmar Engineering Society have been supporting the Ministry of Construction in developing a National Building Code. MNBC Phase I (2011-2012) involved establishment of a Technical working group and sub groups (Ministry of Construction, Myanmar Engineering Society (MES) and UN Habitat leading the process) and starting up the drafting of the code through development of the scope and process; while Phase II (2012-2013) covered the development of the provisional code, and consultations/ review of specific sections with international partners.

The provisional code was published in 2014 and includes references to safe school constructions, which will be complemented in coming months by a dedicated chapter. School construction schemes should therefore be compliant with the National Building Code, which requires to increase awareness and understanding of the code within MOE and key education stakeholders and development partners.

### ***4.4 Education Sector :***

#### **4.4.1 Law**

The Government has already passed a National Education Law and sub-sector laws such as the Basic Education law are currently being developed.

#### **4.4.2 Comprehensive Education Sector Reform (CESR)**

The Government Comprehensive Education Sector Review (CESR), launched in 2012, aiming to provide a strong body of evidence on which to base decisions around policy and planning. Achievements to date include a commitment to substantially increase the education budget in order to improve both quality

of and access to education. The reform process involves strengthening the legal and policy framework for education, improving the quality of the education system, increasing access to education, increasing the number of teachers and the quality of their training and reforming the curriculum. Phase 1, the assessment phase, has now been completed. Under phase 2, budgets and policies for the overall education reform are due to be presented to the Government by the end of 2014. The CESR Rapid Assessment Report (Phase 1) recommended to 'set a policy framework for implementation based on *five broad child-friendly school dimensions and indicators*: Inclusiveness; effectiveness (relevance, quality); health, safety and protection; gender friendliness; involvement of students, families, communities' CESR Phase 2 covered recommendations on i) curriculum, ii) Education, iii) Higher Education, iv) Information and Communication Technology, v) Language, vi) Non Formal Education (NFE), vii) Education Policy, Law, Administration, Financial Supervising and Quality Assurance (PLMF), viii) Primary Education, ix) Secondary Education; x) Teacher Education, xi) Technical Vocational Education and Training (TVET). Phase 3 will be dominated by the development of a National Education Sector Plan, which will support the implementation of the reform with clear objectives, strategies, targets and milestones, main programme activities, programme monitoring and management, and financial planning within a five year timeframe

#### **4.4.3 Education Promotion Implementation Committee (EPIC)**

EPIC was formed by the President's Office to take CESR recommendations forward. It functioned through a number of Government and specialist led Working groups and Task Forces and presented 16 reports as follows : a) Administration Capacity Enhancement, b) Agriculture, Livestock and Forestry Studies, c) Basic Education, d) Curriculum and Syllabus (Basic); d1) child centred approach, e) Health Education, f) Higher Education including Curriculum and Syllabus, g) Information and Communication Technology TF, h) Law Advisory and Legislation, i) Monastic Education and Religious Organization Teaching Education, j) Non Formal Education (NFE), k) Pre School , l) Raising Applied Researches, m) Staff Capability Enhancement & Capacity Assessment, n) Supervision and Provision Good Physical Academic Atmosphere, o) Teacher education, p) Technological and Professional Studies The proposal of the Working Group for Supervision and Provision Good Physical Academic Atmosphere covers some dimensions of school safety especially i) 18 processes for creating good physical academic atmosphere will be implemented; ii) Desks, chairs, furniture, teaching departments, teaching halls, laboratories, seminar halls, computer-labs, multi-media rooms, students' recreation centers, rest rooms, admin-department and office facilities will sufficiently be provided iii) place ever-green plants and mini-gardens in campuses, iv) Safety issues will be applied to the parking grounds where school-ferries, trains, cars, motorcycles and bicycles stop in. This WG and possible chapter in the NESP represents an opportunity to place ideas of school safety in the NESP.

#### **4.4.4 National Education Sector Plan (NESP)**

A core team with representatives from both the CESR and EPIC will be formed to work on the education sector plan with support from international experts. The Terms of Reference for the National Education Sector Plan (TOR for the NESP) is under finalization and approval by the MoE.

#### **4.4.5 Education Quick Wins**

On Monday 29th September 2014, the Myanmar Government announced 12 major new initiatives in Education Reform, which it will implement during 2015-16. These initiatives, or 'Quick Wins' will increase the Myanmar Education budget by approximately 10%. The initiatives are as follows:

1. Strengthening 3,000 primary school-based ECCD Centres, prioritizing remote and border areas
2. Primary Education sub-sector: fully establishing 44,401 kindergartens in all primary schools
3. Secondary Education sub-sector: National School Mapping Study and construction of 2,000 new classrooms in schools in remote and border areas
4. Secondary Education sub-sector: Strengthening libraries in 2,795 High Schools and establishing e-libraries in 300 High Schools (pilot)
5. Primary and Secondary Education sub-sectors: Establishment of a new, rationalized basic education curriculum and student assessment system
6. Primary and Secondary Education sub-sectors: National Study on Impediments for Effective Teaching and launch of National In-service Teacher Training Program
7. Primary and Secondary Education sub-sectors: Quality framework-based school inspection system and linked planning system reaching 5,000 schools by June 1 2016, plus training for 5,000 Head teachers, BoT, and PTA members
8. TVET sub-sector: Provision of TVET competency-based modular short courses for 5,000 out-of-school, disadvantaged youth and young adults
9. TVET sub-sector: Establishment of a TVET Council
10. Launch of a new University entrance policy and system design
11. Education Management Training Centre offering a diploma in education management for managers and launch of a Capacity Building Program to support the Ministry of Education restructure
12. Communication campaign and launch of an Education TV Channel

Quick win projects 2 and 3 represent the most important opportunities for the use of the SC guidelines in construction of new schools and classrooms while quick win projects 3 ( mapping) and 7 offers the opportunity of integrating vulnerability assessment of existing schools.

#### **4.4.6 National Network/Campaign (NNCER)?**

### **4.5 Education, Disaster Preparedness and DRR**

#### **4.5.1 MoE UNESCO publications on School Safety /DPRE Resource Pack (2009)**

The DPRE resource pack (described in more details in the next section) includes information and guidance on risk assessment, school disaster management plans, and drills and practices. A number of co-curricular reading materials and exercise books have been developed in partnership with MOE. These include, but are not limited to:

- DPRE resource pack (formal and non-formal)
- Glossary – Basic DRR terminology
- 9 awareness posters Cyclone, Climate Change, Earthquake, Fire, Flood, Tsunami, Road Safety, Landslide, Tornado
- Activity Book (formal and non-formal)
- EXCEL book on flooding and Earthquake (primary non formal)
- Storm and Tsunami Preparedness handbook (primary non formal)

- Ready – Set – Prepared! (Life Skills)

The DPRE resource pack was first developed by MOE and Save the Children in early 2009. It gathers key materials developed by MOE as well as NGO resources and pamphlets on DRR. It was distributed in all schools in May 2009 for the first time. The resource pack was later revised and updated by UNESCO and Plan in partnership with MOE and the revised version distributed in all schools in September 2009. It was also accompanied by a training of teachers and management staff, for which a TOT manual was developed. The resource pack was re-printed a third time by UNICEF and RCC and distributed once again to all schools, with no significant change to the content. The DPRE resource pack covers the following:

- Risk assessment
- Individual school disaster management plans
- Drills and practices
- Teaching and learning materials
- Recovery and support

In addition, a number of pamphlets containing broad DRR messages have been developed and distributed by MOE to all schools over the years with support from UNESCO, Plan, UNDP, Oxfam, CARE and UNICEF, etc.

#### **4.5.2 MoE and UNESCO : Teachers & staff training**

MOE and UNESCO jointly developed seven training modules through 3 consultative workshops and 2 TOT training:

- Module 1: Introduction to disaster risk reduction in education
- Module 2: Localizing disaster risk reduction in education
- Module 3: Identifying, assessing and monitoring disaster risks in the education sector
- Module 4: Building a culture of safety through DRR education
- Module 5: Reducing the underlying risk factors in the education sector
- Module 6: Preparing for effective emergency response and recovery in education
- Module 7: Implementing Community-based disaster education

Using these training modules or other training curricula, a number of organizations have been providing DRR training to teachers such as Myanmar Red Cross, Action Aid, Save the Children, Plan, SEEDS Asia, and UNESCO. Over 10,000 teachers in different colleges and in schools across the country have received trainings on DRR, although locally-initiated trainings are difficult to capture and record.

#### **4.5.3 School Safety Manual, UNDP and ADPC, 2009**

This manual is **targeted at** School Principal, Teachers, Students, Parents and Teachers Association (PTA) and other concerned authorities and stakeholders for safe schools. It contains Chapters on awareness raising, school DM committees, hazard, vulnerability and capacity assessment, school DM plan, school DM team, mock drill and how to update and evaluate the plan. It contains a checklist on school safety indicators. It emphasizes that it should be used with other manuals such as the CBDRM and Fire Safety Manuals, and the DPRE Resource Pack.

#### **4.5.4 MOE RRD ASEAN UN ADPC (2010) Guidelines on Mainstreaming Disaster Risk Reduction in the Education Sector**

In 2009, the Ministry of Education and the Ministry of Social Welfare with support from ASEAN, the United Nations and ADPC published guidance on the mainstreaming of DRR in the education sector in rural areas of the country. General guidelines on school disaster management (school preparedness and emergency planning) are provided in the Guidance on Mainstreaming, as well as provided preliminary guidance on site selection, and incorporation of resilience into design and repair of schools, and identified the development of national guidelines on Safe school construction as a priority. It contains under section 3.2 a inspection checklist cum vulnerability assessment from floods format for schools drawn from the ADPC manual on School Flood Safety (2007)

#### **4.5.5 MOE and UNICEF Myanmar (2010). Maintenance Manual for Child Friendly Schools:**

Interlocking Concrete Block Construction, Light weight construction, and Reinforced Concrete Structure, Yangon: UNICEF Myanmar.

*(To be summarized)*

#### **4.5.6 MOE (August 2012). One Storey School Building Design for Primary, Middle and High Schools, Nay Pyi Taw.**

MOE has prepared a manual outlining the construction design for a low-cost and simple one-level school design(60 feet in length), whose estimated cost in 21.6 lakh Myanmar Kyat (about US\$ 21,600).

*(To be further summarized)*

#### **4.5.7 School Safety Assessment Report and Guideline for School Safety by Plan International (ch)**

*(To be checked and summarized)*

#### **4.5. 8 Cyclone shelter Assessment by Shelter Working Group and UN Habitat (2012)**

Assessment conducted by UN-HABITAT indicates that shelters that were also built as schools were more likely to be maintained and thus had a longer life expectancy, an approach promoted by the Relief and Resettlement Department (RRD) in their plans to increase the coverage of shelters in the country.

#### **4.5.9 Manual on school maintenance for schools constructed by SDC (2010)**

*(To be summarized)*

#### **4.5.10 Construction of 41 schools by SDC**

#### **4.5.11 Reconstruction of schools after cyclone Nargis (UNICEF, MRCS, Metta, World Vision, Malteser**

### **4.6 Development of guidelines for Safe School Construction: Recent initiatives ( 2013 –mid 2014)**

4.6.1 Myanmar: National School Construction Guidelines (Concept Note SDC) Dec 2012

4.6.2 Plan International Schweiz, UNESCO, UN Habitat , SDC Consortium on Comprehensive Safe Schools Programme in Myanmar Sept 2013

4.6.3 SDC Assessment Mission Report of National School Construction Guidelines Feb 2014

## **Section 5 : Current/ongoing initiatives on school construction with emphasis on SC guidelines ( mid 2014 onwards**

5.1 There are 5 projects specifically on different elements of safe school construction, developed by SDC, WV, UN Habitat, Plan, and IOM. Four of these five were presented at 25<sup>th</sup> DPRE WG meeting on 30 Sept 2014 and discussed in more detail at the first meeting of SC SWG on 20 October 2014. Individual concept notes on each were tabled at 2<sup>nd</sup> meeting of SC SWG on 19 Nov 2014 and are summarized in this section. Full text of these notes are attached as Annexes 3, 4, 5 and 6 respectively.

**5.2 SDC Concept Notes** entitled “**National School Construction Guidelines (SCGL)** : Rationale for SDC to support introduction of national SCGL in Myanmar” and Workshop on SCGL, ( Sept 2014)

Subsequent support to “**Stocktaking of Actors, Mechanisms and Initiatives**” and “ **Development of a roadmap on SCGL**” (October 2014)

SCGL is seen as a Framework of guiding principles and general steps for safe school construction. These guidelines should serve as a Planning, Implementation and Management Tool, to promote Safety and Integrate DRR in the school construction process, provide a Motivating learning environment which is child-friendly, healthy and hygienic, comfortable, gender sensitive, etc. while respecting regional values and habits. The SCGL should promote Social inclusiveness/Equity and achieve cost-effectiveness, with standardized infrastructure solutions representing good value for money at a time when far more overseas development assistance is needed to achieve the MDGs. The standards will be developed as a complementary document at the regional level with AADMER (ASEAN Agreement on Disaster Management and Emergency Response) and ASSI (ASEAN Safe School Initiative) and at National level with MAPDRR ( Myanmar Action Plan for Disaster Risk Reduction) and CESR (Comprehensive Education Sector Review). SDC contributes its experience of school constructions and DRR engagement in the Delta and South East since 2008. Guidelines should be developed by Government with support of partners with experience and expertise and also civil society, UN and technical institutions involved with DRR and Education. The identified target group is Policymakers and planners of local, regional and national government bodies, Bi- and multilateral donor agencies, Disaster management organizations, NGOs and community-based organisations, Engineers, architects, planners and construction managers, Academic institutions and educators, Education sector groups and/or clusters. Key activities: 1) Establish coordination mechanism with lead ministry (MoE) include local participation and coordination in the establishing processes. Relevant lead ministries and institutions (Universities, Professional Associations, etc.) will be consulted during the early project definition phase, as well as during planning and implementation phases. 2) Review of current school construction design and standards guidelines and codes considering economical affordability of construction technologies; 3) Develop *National School Construction Guidelines* for construction of primary and secondary education facilities in the different climatic zones of Myanmar (Example of Laos); 4) Dissemination of National School construction Guidelines to all the stakeholders and compliance enforcement through MoE, who will be the custodians for follow up and long-term implementation and dissemination to related ministries and sectors. Dissemination will be extensive, aiming to reach different varied stakeholders in rural communities through multimedia interventions.

**5.3 ASEAN Safe School Initiative (ASSI) Phase 2:** Regional program involving Lao PDR, Cambodia and Myanmar implemented by **Plan** (lead), World Vision, and Save the Children ( July 2014-Dec 2015)



The ASEAN Safe School Initiative adopted by the ACDM in 2013 aims to establish common standards for school safety across the ASEAN community. In support of ASSI, a DIPECHO-funded project led by Plan in Myanmar aims to develop a School Safety Toolkit that would bring together and update existing resources as well as address potential gaps. Key activities in Myanmar include : i) Development of School Safety Toolkit; ii) Piloting of School Safety Toolkit (Plan & WV) in Taungup and Kyaukphyu Townships ; iii) Endorsement of Toolkit by MoE and National DRR stakeholders; iv) Dissemination of Toolkits; v) Teacher training according to MOE/UNESCO Methodology - Plan & WV; vi) Workshop on School Safety – Myanmar; vii) Workshop on mainstreaming school safety into the CESR (Myanmar) ( activities i), iii), iv), vi), vii) led by Plan

**5.4 Safe School Construction Guideline Development** funded by DFAT (Australia) Regional program involving Bangladesh, Philippines and Myanmar implemented by **World Vision** Project period : 15 months ( October 2014 to Dec 2015)

Through implementing programs and conducting consultations with key stakeholders, WV Myanmar identified a current gap – the lack of national, standardized school construction guidelines. The basic guidelines that exist do not incorporate user friendly instructions for including DRR concepts, nor vital monitoring and evaluation components. Guidelines on retrofitting and maintenance of schools also differ across the country. In addition, there is a lack of institutional and specialist expertise on DRR practice and management, particularly relating to the construction, retrofitting and maintenance of schools. The project addresses this gap by developing comprehensive and user friendly national standardized school construction guidelines in consultation with the Ministry of Education, Relief and Resettlement Department (the National Disaster Management Office), (UNESCO, UN-Habitat, and UNICEF, INGOs (WV, Plan), the private sector and professional societies, such as Myanmar Engineering Society. These best practice guidelines will address technical aspects of construction as well as social inclusiveness especially for children with disabilities and female students, and be developed through an iterative process, both at the central level in Naypyidaw, where government departments are located, and in Yangon. WV Myanmar is a member of the DRR Working Group, and intend to form a Technical Taskforce (TTF) working on DRR to coordinate the development of these safe school guidelines and a unified advocacy strategy to emphasize the importance of having national guidelines.

#### **5.5 Myanmar National Building Code MNBC Phase 3 UN Habitat**

Phase 3 builds on phases 1 and 2 (see earlier section ) and is planned to be implemented by UN Habitat MES partnership. The intended scope is : a) Development of simplified guidelines for specific type of building types in critical infrastructure such as Hospital, School, undertaken through consultation with relevant Government agencies for infrastructure, b) Initiate dialogue with Technical Universities to recommend inclusion of MNBC in their current courses, c) Develop IEC Materials such as Posters / Pamphlets on MNBC for broader dissemination and outreach, d) Orientation and awareness raising on provisional MNBC (2012), e) Orientation of High level Government Officials (through short meetings to solicit their interest for department level support- or in some cases guidelines development for type design), f) Department specific orientation meeting (based on preceding activity of orientation of senior officials) to identify specific needs as recommendation, f) Orientation on MNBC at Technical Universities under MOST (targeting faculties)

**5.6 Comprehensive action on safe schools construction and retrofitting<sup>8</sup>** proposed by **UN Habitat**, funding under mobilization for gap activities

**Planned Output:** Guidelines for Construction, Retrofitting, and schools safety assessment toolkit are endorsed by the Ministry of Education, including tools to assess vulnerability of existing schools with guidance for repair/retrofit to meet minimum performance standards. These guidelines and tools should be part of the School Safety Toolkit which will cover both structural and non-structural aspects of safety, **Key activities:** i) Review and develop School Construction Guidelines based on minimum standards (hazard exposure, climatic zones, building materials etc with clear cost benefit analysis) adapted through multi-sectoral technical working group, ii) Develop School Safety Assessment Tool kit, iii) Develop Retrofitting Guidelines based on minimum performance standards (building types etc.)iv) Sensitization of policy makers/relevant stakeholders on the School Safety Guidelines and Tools at National and States/Regional level, v) Piloted in 30 schools to provide feedback on applicability for wider replication, vi) Training of Engineers at MOE (National/State Region) and strengthen it to be a design cell to provide technical assistance and advice.

### **5.7 IOM led USAID funded Comprehensive Disaster Management Program in Rakhine State ( 2014-2017)**

Component 2 of above CDMP covers safer construction practices, of government and community buildings including schools. (further details awaited)

### **5.8 UNESCO MoE DPRE SWG organized workshop on Mainstreaming DRR in Education**

Ongoing projects with MoE on developing and implementing NESP (further details awaited)

### **5.9 UNICEF collaboration with MoE DPRE SWG organized workshop on Mainstreaming DRR in Education**

Support to further action to advance CSS framework and as ETWG chair to support SWGs

Inclusion of elements of Comprehensive School Safety (including Pillar 1 on Safe Learning Environment) in the School Quality Assessment Framework

Ongoing projects with MoE on developing and implementing NESP (further details awaited)

### **5.10 MRCS and ARC Program on school based DRR**

This program includes a component on assessment of vulnerability of existing schools (further details awaited)

### **5.11 Myanmar Education Consortium minimum standards framework for quality programming**

Myanmar Education Consortium (MEC) has prepared minimum standards framework for quality programming for the projects with 13 local NGOs that it supports throughout the country under

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<sup>8</sup> Initially developed as Outcome 4 of “Comprehensive Safe School Programme in Myanmar” of the joint proposal (Sept 2013) by Plan International Schweiz, UNESCO-Ministry of Education, UN Habitat and SDC. The lead agencies for this outcome were to be UN Habitat and SDC.

implementation till 2015/2016. One criteria under the framework, includes safe, healthy, inclusive and child friendly learning environments. The three indicators proposed for measurement are : a) Building can be constructed out of any material, but have to be constructed to protect children from injury due to accidents, b) Buildings are physically accessible for all, including disabled children, c) Annual checks and renovations must be made on structural safety of all buildings.

#### **5.12 Education and Disability SWG : advocacy on access as part of its work plan for 2015**

The SWG's workplan for 2015 includes advocacy on increasing access to schools as a key feature of new school construction and retrofitting of existing schools.

#### **5.13 "Step by Step Guide for development of Construction Guidelines and Codes for Housing and Buildings"**

based on experience of ADPC in Cambodia under NCDM/World Bank Project "Strengthening the Disaster Management Systems in Cambodia through Risk Assessment, Early Warning Systems and developing Building Codes" completed in 2014. Note presented by ADPC at 20 October 14 meeting of SC SWG

Based on above experience of the above recent project, and earlier work in Cambodia, Lao PDR and Philippines with the Ministries of Education and NDMOs on mainstreaming DRR in education and promoting safe school construction, and its work of the 2009 school safety manual with UNDP and with the Ministry of Education and RRD on developing Guidance on mainstreaming DRR in Education sector in rural settings in Myanmar, ADPC expressed interest to be associated with this process and work of the SCSWG.

#### **5.14 SDC Construction of new schools in South East Myanmar with Ministry of Border Affairs**

#### **5.15 UNESCO IOC supported RRD/DMH Tsunami Preparedness and Risk Reduction Program 2015-2020**

Under the proposed program there are 2 of the 8 projects in the program that deal with use of schools as multi purpose shelters. Project 5 entitled "Mainstreaming Tsunami and Storm Surge Mitigation into Integrated Coastal Area Management, Land Use Planning, Livelihood and Infrastructure Protection" deals with standards of construction for infrastructure to appropriate standards of tsunami and storm surge resilience in coastal areas. Project 6 entitled "Strategy for identifying and developing Tsunami Evacuation locations and Shelters in Coastal Regions including feasibility of Multi hazard shelters" looks at the use of schools as shelters.

#### **Section 6: Overview of GLOBAL and Regional INITIATIVES on Safe Schools with emphasis on School Construction**

*Global ( summary overview for each initiative to be added)*

- Comprehensive School Safety Framework by GADRRE & UNISDR
- Worldwide Initiative on Safe Schools
- 1 Million Safe Schools and Hospitals Initiative
- Essential 5 of the Making Cities Resilient Campaign
- Global Programme for Safe School Facilities by WB and ACSS

**Regional** ( summary overview for each initiative to be added)

- RCC Mainstreaming DRR in Development (MDRD ) ( 2004-2015): Mainstreaming DRR into Education sub component 6.2 - “Construct all new schools located in hazard prone areas to higher standards of hazard resilience”
- AADMER Work Program (2010-2015): Prevention and Mitigation Component- Program 2.3.2 – “Disaster Safety of Educational Facilities”,
- ASEAN Safe School Initiative (ASSI) – Concept note 15 of AADMER WP Phase 2
- SEAMEO Regional Toolkit on Building Disaster-Resilient School Communities in Southeast Asia

**Section 7 : Analysis, Recommendations and Next Steps for a future inclusive process of elaboration of safe School Construction Guidelines in Myanmar**

**7.1 Overview of past and ongoing Initiatives in Myanmar according to the six focused thematic areas of engagement of the SCSWG**

	<b>Focused Thematic Area for engagement by SCSWG</b>	<b>Past initiatives upto mid 2014</b>	<b>Ongoing, planned and proposed initiatives</b>
1a	Vulnerability Assessment (VA) of existing schools and educational facilities	UNESCO (4.5.2), UN,ADPC,ASEAN (4.5.4), Plan? (4.5.7)	Plan (5.3?) VA : UN Habitat (5.6) MRCS/ARC (5.10)
1b	Inspection, Quality Assurance (IQA) of existing schools and educational facilities	UNDP,ADPC (4.5.3)	IQA : UNICEF (5.9), MEC (5.11) Plan (5.3 ?)
2a	Maintenance of existing schools and educational facilities	UNICEF (4.5.5) SDC (4.5.9) (both on Maintenance)	
2b	Retrofitting of existing schools and educational facilities		UN Habitat – Retrofitting (5.6)
3	Use of Schools as Emergency Shelters	UN Habitat (4.5.7)	UNESCO IOC ( 5.15
4a	Guidelines for Construction of new schools and educational facilities	MoE (4.5.6) UN,ADPC,ASEAN (4.5.4), SDC (4.6.1, 4.6.3), Plan/UNESCO/ UN H	SDC (5.2) Plan (5.3) World Vision (5.4) UN Habitat (5.5) IOM (5.7) ADPC (5.13)

		/SDC (4.6.2)	
4b	Construction of new schools and educational facilities	SDC (4.5.10) UNICEF, UNHCR, MRCS, Metta, World Vision, Malteser (4.5.11)	SDC (5.14)
5	Safe and continuous access to schools for all children		E & D SWG (5.12)
6	Climate smart investments to enhance water, energy and food security in schools		

As can be seen from the above table, there is a range of interest, experience and expertise among the agencies in the context of the six areas of focus that the SC SWG has identified to engage the Government with. In order to demonstrate the nuances in some of the areas, three of the categories have been broken down into subcategories, to help with analysis of the needs, patterns and trends. In effect while the first column can be said to represent the needs of the education system in relation to school safety and its pillar 1 related to the safe learning environment, the second and third columns can be said to reflect the limited expertise, experience and interest among the implementing agencies and the development partners.

## **7.2 Recommendations on next steps and roadmap on development of safe school construction guidelines**

The development of guidelines and manuals on safe school construction, 4 b above, has been undertaken in part in the past few years, and has also been the subject of a number of unfunded proposals. However moving ahead, as was in evidence since the first meeting of SC SWG, there is a new momentum, and secure funding from several donors and agencies. It is necessary now to take advantage and build synergies of the interested agencies, many of whom are funded.

The direct overlap between the proposals of SDC ( 5.2) and World Vision (5.4) and the potential and necessity for harmonization with the UN habitat MNBC phase 3 (5.5) were well recognized in the 2<sup>nd</sup> meeting of the SC SWG. A comparative analysis of the proposals of WV and SDC and identification of possible harmonization, and a meeting to discuss this harmonization, has led to the drafting of a concept note entitled “Development of National Guidelines for Construction of Safe Schools & Learning Centres in Myanmar - Government of Myanmar Ministry of Education project in cooperation with associated Ministries (GAD, RRD, MoC, MoRA) in partnership with School Construction Sub Working Group of Education Technical Working Group (ETWG)” to be supported technically and financially by SDC ( 5.2) and World Vision DFAT, Australia (5.4) funded projects , in collaboration with UN Habitat/MES MNBC project ( 5.5), Plan led EU funded ASSI Phase 2( 5.3), IOM led USAID funded CDMP in Rakhine ( 5.7), UNICEF and UNESCO. This draft concept note has been circulated and will be discussed at the 3<sup>rd</sup> meeting of the SCSWG on 8<sup>th</sup> December. Once broad concurrence has been reached among the

collaborating partners, this will form the basis of the discussions and reaching agreement with the Ministry of Education.

### **7.3 School Construction- recommendations to involve planning and finance ministries of the government and donors and development partners in the process of development and use of the guidelines**

School construction-4 a above, (especially reconstruction after Nargis) has been an area of interest, experience and expertise of a number of agencies. However as we move away from the recovery program, it is only SDC of among the members in the SWG who continues to do construction. There are other agencies who are funding or likely to fund infrastructure construction in the future. Contacting these agencies and orienting them about the development of the guidelines and getting them to adopt this as a standard part of their minimum procurement standards, is an item identified as needed to be done.

### **7.4 Recommendations on Vulnerability assessment**

In relation to vulnerability assessment, 1a above, this has been a globally prioritized subject for action, and the decision of the Global Platform to undertake vulnerability assessment of all schools by 2011. Even on this relatively easy task progress globally and regionally has been slow, and this is reflected in Myanmar as well. While the efforts in past projects listed at 4.5.2, 4 and 7 have been initial steps at adapting some existing tools to the Myanmar context, it is unclear how widely they have been used and whether there is any systematic compilation of results of use of these tools and whether these have been shared with the relevant authorities in MoE, RRD and GAD. It is in this context, that the small effort of MRCS/ARC in project 5.10, and the proposal of UN Habitat in 5.6 are very important and significant. Planning to do vulnerability assessment of schools in at least 2 multi-hazard prone states/regions should be prioritized so as to understand the challenges of doing the assessment and also assessing the size of the problem. Given that such exercises are planned, funded, executed and acted upon in a post disaster setting, it should be possible to mobilize the necessary will and political commitment. Perhaps it can be made a small part of the quick win projects 3 and 7 on mapping and inspection.

### **7.5 Recommendations on Inspection and quality assurance**

In relation to Inspection and quality assurance , 1 b above , the initiatives of UNICEF and MEC in 5.9 and 5.11 are significant because they help set up aspirational standards on safety, health, access, and educational continuity in the educational planning process and quality based programming in the sector among administrators at national, region/state, district township and even at the individual school and PTA. Getting standards fro safe construction, and maintenance routinised into the minimum acceptable standards of the education system will set up incentives and demands for safety. This must continue and become part of education planning initiatives under the quick win project number 7, on setting up a school inspection system in 5000 schools.

### **7.6 Recommendations on maintenance of existing schools and development of a maintenance guideline and manual**

Maintenance ( 2 a above ) is a difficult area as its benefits are hard to prove, and this is often the lowest priority in budget allocation, both in national and sector budgets, and also in international development

assistance. However the existence of two manuals developed in specific contexts by UNICEF (4.5.5) and SDC (4.5.9) bodes well for having a practical basis to address the need to have a manual and also use that as a basis for advocacy for more investments in maintenance.

### **7.7 Recommendations on Retrofitting of vulnerable schools**

Retrofitting and repair of vulnerable buildings ( 2 b above) is the logical corollary and next step following vulnerability assessment ( see 7.4 above), yet very costly and therefore very difficult to mobilize the resources for in any context , especially pre disaster when the uninformed decision making will much prefer to spend money for a new school meeting an unmet need, than invest that some money to retrofit 2 unsafe schools that are not visibly damaged and still standing. The UN Habitat proposal 5.6 makes a coherent and convincing case and should be supported to develop some practical experience in the challenges of doing retrofitting in Myanmar and how to overcome them.

### **7.8 Schools as Emergency shelters**

Not much has been done on the issue of the challenges of dealing with schools as emergency shelters (3 above). UN Habitats report and findings, ( 4.5.7) and UNESCO IOC's proposed project (5.15) are two ways of drawing attention to the subject, and having RRD and MoE developing a joint approach to simultaneously increasing the number of safe learning spaces and also emergency shelters with a common expenditure of a single amount from national or international funds.

### **7.9 Safe and continuous access**

Safe and continuous access to schools ( 5 above) is a much bigger subject as identified in the Comprehensive school safety framework than access for children with disability. Yet even this is still a serious problem in a majority of schools in the country. The Education and Disability group has resolved to be active on this ( 5.12) and this work need s to be supported an advanced, not only in new school construction and in the guidelines, but also in retrofitting. In fact advocacy and action on building ramps in existing schools may be one way to get the broader subject of retrofitting on the agenda in many settings. Access is also a wider subject, and we need special attention, both in the guidelines and then during school management and operation to get the other issues of access (freedom from physical risks, e.g. pedestrian paths, road and river crossings, well designed access for children with disability) discussed and resolved.

### **7.10 Climate smart investments**

Climate smart investment (6 above) is the most orphan issue with it not having been a subject of action or reflection by any of the agencies in the SWG. Yet as climate change becomes a reality, and climate funding an important supplementary source for DRR actions , and in view of the recognized need to get DRR and CCA actors to works together, inclusion of this subject in the broad purview of this SWG makes sense.



### 7.11 identifying additional government ministries and development partners to be associated

	Focussed Thematic Area for engagement by SCSWG	Government Ministries required to be associated	Additional actors and mechanisms required to be associated by the SC SWG
	Inspection and Vulnerability Assessment of existing schools and educational facilities		
	Maintenance and Retrofitting of existing schools and educational facilities		
	Use of Schools as Emergency Shelters	MSWRR, State Governments in coastal areas	UNESCO IOC
	Construction of new schools and educational facilities including Guidelines	MoF, MNPED, DRD	ADB, World Bank, JICA, KOICA, Australia, UK
	Safe and continuous access to schools for all children	MSWRR/DSW, MoC	Disabled peoples organisations
	Climate smart investments to enhance water, energy and food security in schools	MoECAF, DRD	MCCA, Development NGOs interested in nutrition and renewables, private sector in solar power, FSWG, LIFT

The table above gives an initial indicative list of additional Ministries and development partners that need to be engaged by the SCSWG at appropriate times in its discussions. This list needs to be reviewed and agreed to as well as elaborated.

## ANNEXES

### Annex 1: **Overview of active AGENCIES and COORDINATION MECHANISMS GLOBALLY**

UN Agencies (UNESCO, UNICEF, UN ISDR, UNDP, UNCRD, UN Habitat? ....)

Multi lateral Development Banks (World Bank, ADB, JBIC?, Islamic Development Bank?)

Donors ( EU, DFID, Switzerland, Australia, Japan, Korea, .....)

Child Centred INGOs (Plan, World Vision, Save the Children, ChildFund, Action Aid?, ..... )

IFRC?

Other Humanitarian and Development NGOs (OXFAM, Malteser, Islamic Relief??.....

Global Alliance for Disaster Reduction and Resilience in Education (GADRRE ) - chaired by UNESO and UNICEF, members UNISDR, GFDRR, IFRC, Save, Plan, World Vision, ChildFund, INEE, ADPC, ADRRN, SEAMEO

Thematic Platform on Knowledge and Education (TPKE- a UNISDR Thematic platform) and Coalition on Global School? Safety (COGSS) ( ch have they merged in GADRRE?)

Inter agency Network on Education in Emergencies (INEE)

IASC Global Education Cluster (co-chaired by UNICEF and Save)

### Annex 2: **Overview of active AGENCIES and COORDINATION MECHANISMS REGIONALLY**

South East Asia Ministers of Education Organisation (SEAMEO)

Regional Education Task Force of the UNISDR Asia Partnership (RETF- IAP)

Regional Education Cluster under Regional IASC

ASEAN (Asean Committee on Disaster Management -ACDM, Senior Officials Meeting on Education - SOMED, ...)

SAARC Disaster Management Centre (SDMC)

Asian Coalition for School Safety

ASEAN Partnership Group Consortium (especially MERCY Malaysia, Save the Children, Plan International and World Vision)

**Full text of annexes 3-6 is available from the Chairs of the SC SWG or the consultant author of this stocktaking.**

**Annex 3 : SDC Concept Notes** entitled “**National School Construction Guidelines** : Rationale for SDC to support introduction of national SCGL in Myanmar” and Workshop on SCGL, ( Sept 2014) and subsequent support to “**Stocktaking of Actors, Mechanisms and Initiatives**” and “ **Development of a roadmap on SCGL**” (October 2014)

**Annex 4 Plan led ASEAN Safe School Initiative (ASSI) Phase 2:** Regional program involving Lao PDR, Cambodia and Myanmar implemented by Plan (lead), World Vision, and Save the Children ( July 2014- Dec 2015) funded by DipECHO

Annex 5 **Safe School Construction Guideline Development** funded by DFAT (Australia) Regional program involving Bangladesh, Philippines and Myanmar implemented by World Vision

Annex 6 MNBC Phase 3 planned to be implemented by UN Habitat MES partnership