



Country Good Practices for Resilience to Natural Disasters and Climate Change (Republic of the Union of Myanmar)

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Presentation Outline

- Rationale for mainstreaming DRR in education in Myanmar
- Policy and Legal framework supporting DRR mainstreaming in education
- Comprehensive Education Sector Reform
- Achievements of the Ministry of Education in mainstreaming DRR in education
- Challenges
- Opportunities and ways forward

Why Mainstream DRR in Education in Myanmar?

- Myanmar is exposed to multiple natural hazards e.g. cyclone, storm surge, floods, fires, tsunamis
- Cyclone Nargis in 2008 destroyed between 50 and 60% of educational facilities in affected areas, with damage to the education sector totaling up to USD 116 Million
- Two years later, cyclone Giri damaged over 350 schools with damage to the education sector totaling USD 1.26 Million

School safety protects children's lives and Myanmar's investment against its goal of Education for All

Policy Framework on DRM and DRR in Education

- Hyogo Framework for Action
- ASEAN Agreement on Disaster Management and Emergency Response (AADMER) and ASEAN Safe School Initiative (ASSI) under Work Program Phase 2
- Myanmar Environmental Conservation Law (2013) and National Adaptation Programme of Action (2012)
- Disaster Management Law (2013) and Standing Orders on Disasters (2012)
- Myanmar Action Plan for Disaster Risk Reduction (MAPDRR) adopted in 2012 (school disaster preparedness, DRR mainstreaming in education and training)
- “Guidance on Mainstreaming DRR in education” by Ministry of Social Welfare and Ministry of Education, 2009



Myanmar's National Adaptation Programme of Action (NAPA) to Climate Change

2012



National Coordinating Body: National Environmental
Conservation Committee, Ministry of Environmental
Conservation and Forestry

Executing Agency: Department of Meteorology and
Hydrology, Ministry of Transport

Implementing Agency: United Nations Environment
Programme (UNEP)



THE REPUBLIC OF THE UNION OF MYANMAR

Myanmar Action Plan on Disaster Risk Reduction (MAPDRR)

2012



Ministry of Social Welfare, Relief and Resettlement
Relief and Resettlement Department

Guidance on Mainstreaming Disaster Risk Reduction in the Education Sector, Myanmar - Rural Settings



Ministry of Social Welfare, Relief and Resettlement
and
Ministry of Education

In partnership with
Association of South East Asian Nations (ASEAN)
United Nations (UN)
Asian Disaster Preparedness Center (ADPC)



adpc

National Mechanism for Disaster Mgt

- The National Disaster Preparedness Central Committee was reformed in May 2013 with the chairmanship of Vice President
- The National Disaster Preparedness Working Group, chaired by Minister of Social Welfare, Relief and Resettlement.
- 10 sub-committees (Information and Education; Emergency Communication; Search and Rescue; Information of Losses and Emergency Assistance; Clearing Ways and Transportation; Mitigation and Establishing of Emergency Shelter; Health; Assessment of Losses; Rehabilitation; Security)



Comprehensive Education Sector Reform



- CESR is a coherent three-phased approach initiated in 2012 to reform all aspects of the education sector:
 - Phase 1: assessment and in-depth analysis of key areas (completed)
 - Phase 2: development of key policies and budget (will be completed at the end of 2014)
 - Phase 3: National Education Sector Plan (5-year)

“CESR Assessment Report recommends to set the policy framework for implementation based on child friendly schools dimensions: inclusiveness, effectiveness, health, safety & protection, gender friendliness and participation”

Achievements of Myanmar:

Safe Learning Facilities

MOE Safe School Design Manual
(2012)

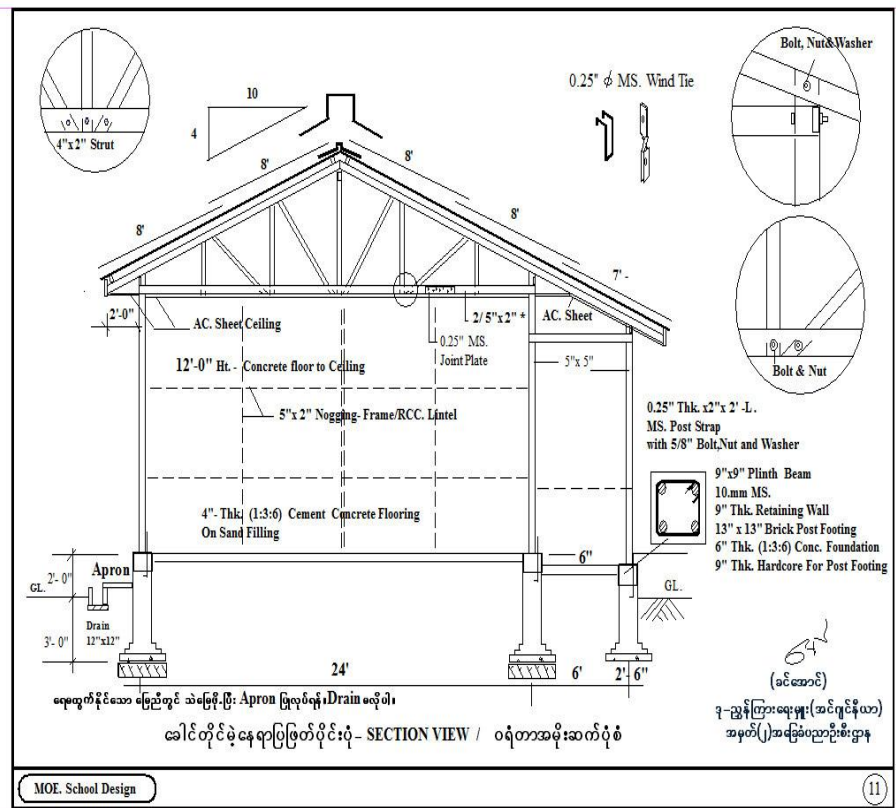
Supported by an increase in budget
allocation per classroom



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Achievements of Myanmar: Safe Learning Facilities

Before



After



Most schools also serve as emergency shelters

Achievements of Myanmar: School Disaster Management

- The DRR Resource Pack was developed by MOE in 2009 and has been distributed in all schools at regular intervals



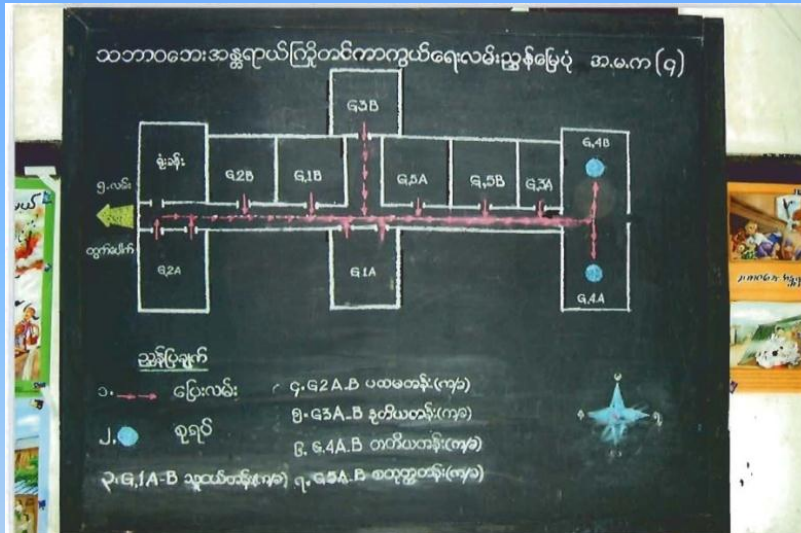
Achievements of Myanmar: School Disaster Management

Content of DRR Resource Pack:

- Risk assessment
- School disaster management plans
- Drills and practices
- Teaching and learning materials



Achievements of Myanmar: School Disaster Management



With support from NGOs, many schools have preparedness plans in place and practice regularly through drills

Achievements of Myanmar: Teachers' Training

Teachers' Training Modules developed by MOE with support from UNESCO



Eight modules covering all aspects
of DRR in education in Myanmar

Achievements of Myanmar: Teachers' Training

More than 10,000 teachers have been trained through teacher colleges and in-service training in the most hazard-prone areas of the country



Achievements of Myanmar: DRR/CCA in the Curriculum

- Formal Life Skills Curriculum

Level	Grade	Lesson Topic
Primary	Grade 5	Caution in Emergencies (floods, tsunami, earthquake, fire) Environmental Conservation
	Grade 6	Emergency! It is flooding!
Lower Secondary	Grade 7	Disaster Preparedness (family plan, emergency kit, evacuation map)
	Grade 8	Earthquake, landslides
		Safety in case of fire, conservation

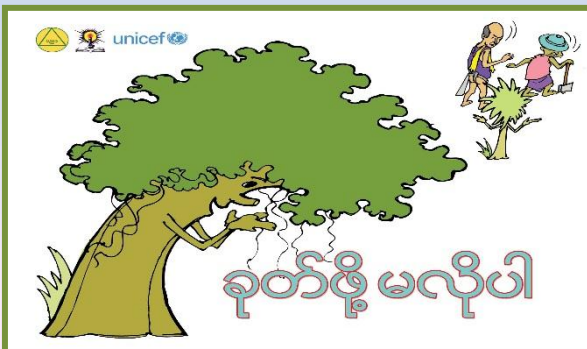
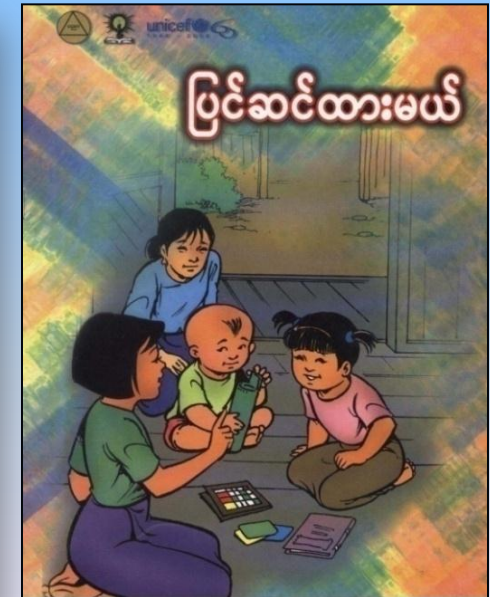
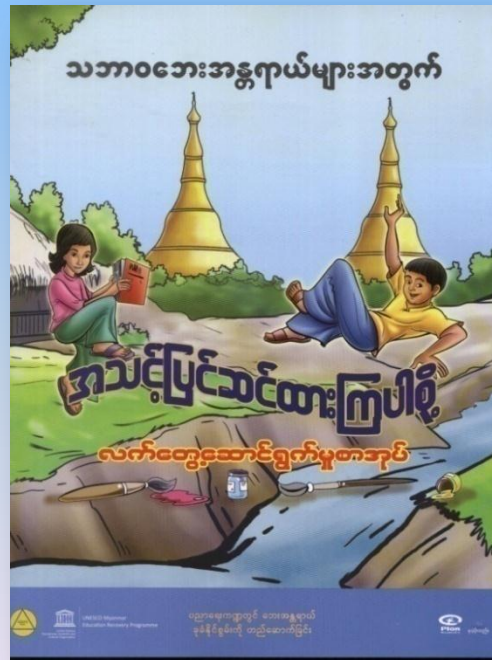
- Formal Curriculum: DRR in other subjects

Level	Grade	Lesson Topic	Subject
Lower Secondary	Grade 6	Thunderstorm	General Science
	Grade 8	Storm	General Science
Upper Secondary	Grade 10	Earthquake	English
	Grade 11	Earth Surface Processes	Geography

Achievements of Myanmar:

DRR in the Curriculum

- A few examples of co-curricular materials (formal and non formal)



Challenges in mainstreaming DRR

- DRR and comprehensive school safety not reflected in the education policy framework yet
- Many competing demands are placed on the education sector reform
- Budget allocation for education is low in general and within that, almost non-existent for DRR-related activities

Challenges in mainstreaming DRR

- Limited technical capacity within MOE and weak coordination with the Relief and Resettlement Department under the Ministry of Social Welfare, Relief and Resettlement
- School-based disaster management activities are not sustainable – supported by NGOs but not led by MOE or institutionalized within education plans

Opportunities and Ways forward

- Political reform in Myanmar: improved ability to influence parliamentary processes and budgeting
- Decentralization process: closer to population's needs in spite of capacity gaps
- Education sector reform: possibility to advocate for the inclusion of comprehensive school safety in the National Education Sector Plan, the Basic Education Law, the Teachers Education Law, and the School Quality Assessment Framework

Opportunities and Ways forward

- Development of national safe school construction guidelines based on ASEAN examples
- Strong multi-stakeholder platform active since 2008 co-convened by UNESCO and MOE: Disaster Preparedness and Response Education Working Group (DPRE WG)
- ASEAN learning and sharing on DRR and school safety under ASEAN Safe School Initiative
- National ceasefire and opportunity to engage non state actors on school safety
- High donor interest for education in Myanmar

THANK YOU

