

# Overview

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## Rationale

Asia is the fastest urbanizing region in the world where, at the turn of the 21st century, thirty-seven percent of its population lived in cities; this proportion is projected to rise to more than fifty percent by 2030<sup>1</sup>. About half a million people died in natural calamities in Asia between 1992 and 2002. The cumulative statistics of displaced and afflicted persons and families from an aftermath of disasters, one after another, at times compounded by man-made conflict, are utterly staggering. Southeast Asia alone is a world stage of overwhelming events, emergencies and pandemics. At present, the World Health Organization has raised the global alert to Phase 6 on A (H1N1) Influenza virus, which means there is a widespread human infection characterized by multiple community outbreaks in different regions and therefore a global pandemic is underway. More than 1,500 cases of A(H1N1) cases in Southeast Asia alone have been confirmed and continue to affect schools and schooling. What can Basic Education systems and structures do? What education solutions can appropriately be introduced to help in mitigating disasters and chronic crises? Is EDUCATING a key action to be responsive and proactive in the mitigating efforts in the Southeast Asian region?

Education in emergencies concerning health, disasters and chronic crises can be life-sustaining and life-saving<sup>2</sup>, anchored on the belief that people, especially helpless children affected by such pressing issues have a right to life and right to living with dignity. The efficient spread of education in emergencies can also begin and be sustained by a competency-based, continuing education and capacity-development program for school heads: principals, administrators, headmasters of Basic Education schools who are directly in touch with their teachers, community stakeholders, local governments and the school-age children under their care. UNESCO Director-General Koichiro Matsuura, in a press release expressing that UNESCO stands ready to extend tsunami watch system to the Indian Ocean, on 3 January 2005, said: *“Anticipating, educating and informing are the keys to reducing the deadly effect of such natural disasters. Unfortunately such activities have not been given priority.”*<sup>3</sup>

“Education for All” means ensuring that all children have access to basic education of good quality. This implies creating an environment in school and in basic education programmes in which children are both able and enabled to learn.<sup>4</sup>

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1 Asian Disaster Preparedness Center, [www.adpc.net](http://www.adpc.net)

2 Introduction: Minimum Standards for Education in Emergencies. Inter-Agency Network for Education in Emergencies (INEE), UNESCO Paris, 2004.

3 UNESCO Press Release, No. 2005-02. Paris, UNESCO. [http://portal.unesco.org/ci/en/ev.php-URL\\_ID=17860&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.php-URL_ID=17860&URL_DO=DO_TOPIC&URL_SECTION=201.html) (Accessed 26 June 2009.)

4 World Conference on Education for All, Jontiem, Thailand, 1990

It is in this context, the important role of school principals/head masters in the education of school children, teachers and the larger communities in the promotion of healthy schools and the prevention and mitigation of the effects of disasters and emergencies, that this training package was prepared through an APW between WHO Western Pacific Regional Office and SEAMEO TROPED Network.

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## **Educational Goal**

This course hopes to develop school heads who have a rights based working knowledge and improved competencies of and in their roles in emergencies and disaster management.

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## **Course Objectives**

Specifically, after completing the course, school heads should be able to:

1. Achieved a better understanding of emergencies and disasters, and their roles & functions in emergencies and disasters
2. Prepare a comprehensive disaster preparedness plan and an educational contingency program for the school.
3. Manage effectively the school when utilized as a site for evacuation and/or other activities during emergencies and disasters.
4. Apply principles of advocacy, communication, networking, and other functions related to their roles in emergencies and disasters.

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## **Educational Philosophy and Teaching Learning Strategy**

The design of this training package is premised on adult learning philosophy and principles. The teaching learning strategies are selected based on opportunity to engage participants in the learning process and in utilizing prior knowledge and actual experiences. Interactive lectures and exercises will be the major strategy for delivering and ensuring understanding and appreciation of content while small group discussion will be the main strategy/ies for learning and practicing the expected competencies.

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## **Course Modules**

The course is divided into six modules that will address the development of competencies required for the school heads to assume their roles and perform their functions effectively before, during and after an emergency and/or disaster.

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|-----------------|---|
| <b>Module 1</b> | Conceptual Foundation   |
| <b>Module 2</b> | Planning for emergencies and disasters in the school setting              |
| <b>Module 3</b> | Management of the school as an evacuation/camp site                       |
| <b>Module 4</b> | Communication and Advocacy  |
| <b>Module 5</b> | Working with partners and other stakeholders                              |
| <b>Module 6</b> | Other concerns in the school setting related to emergencies and Disasters |

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## Tentative Schedule

Module No.	Title of Module	No. of days
1	Conceptual Foundation	½ day
2	Planning for emergencies and disasters in the school setting	2 days
3	Management of the school as an evacuation/camp site	1 day
4	Communication and Advocacy	½ day
5	Working with partners and other stakeholders	½ day
6	Other concerns in the school setting related to emergencies and disasters	½ day

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## Suggested Participants

This course is designed for principals/school heads and other officials in the school setting involved in emergencies and disasters.

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## Evaluation

Evaluation has two main objectives: a) assessment of training outcome and b) evaluation of the actual conduct of training.

### ***Assessment Learning Outcome***

#### **Self-Assessment**

Participants will accomplish pre and post training self-assessment questionnaires. The questionnaires will document participants' own assessment of level of knowledge and application of skills prior to and after training.

#### **Product based assessment**

Understanding of concepts and application of skills gained will be monitored through the quality of outputs of workshops and exercises. This is also a good opportunity to provide immediate feedback to participants.

#### **Assessment of the Training Process**

Assessment will be at the end of each module. The following areas will be assessed:

- ▶ Content/coverage
- ▶ Teaching learning strategies
- ▶ Participation
- ▶ Materials /Resource
- ▶ Time Allotment