Session H4: Inclusive and participatory disaster risk management in cities - Increasing resilience by unlocking the resources of the non-organized/self-organized responders
About Plan International

Where we work
## Plan International - Global Safe Schools Programme

### Global figures

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools</th>
<th>Students</th>
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<tbody>
<tr>
<td>2017</td>
<td>2,578</td>
<td>484,684</td>
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<tr>
<td>2014</td>
<td>7,536</td>
<td>1,531,304</td>
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### Asia

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>2017</td>
<td>1,950</td>
<td>264,855</td>
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<td>2014</td>
<td>6,038</td>
<td>942,343</td>
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### Latin America and Caribbean

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<tbody>
<tr>
<td>2017</td>
<td>111</td>
<td>16,565</td>
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<tr>
<td>2014</td>
<td>594</td>
<td>118,565</td>
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### West and Central Africa

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<th>Year</th>
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<tr>
<td>2017</td>
<td>24</td>
<td>9,620</td>
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<td>2014</td>
<td>164</td>
<td>61,476</td>
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### Eastern and Southern Africa

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<tr>
<td>2017</td>
<td>493</td>
<td>193,644</td>
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<tr>
<td>2014</td>
<td>740</td>
<td>408,920</td>
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Education Sector Policies and Plans

Pillar 1. Safe Learning Facilities
- Safe site selection
- Building codes
- Performance standards
- Disaster resilient design
- Builder training
- Construction supervision
- Quality control
- Remodelling
- Retrofit
- Structural safety education
- Construction as educational opportunity
- Formal curriculum integrations & infusion
- Teacher training & staff development

Pillar 2. School Disaster Management
- Assessment & Planning
- Physical & Environmental Protection
- Building maintenance
- Non-structural mitigation
- Fire safety
- Representative/participatory SDM committee
- Educational continuity plan
- Standard operating procedures
- Contingency planning
- Multi-hazard risk assessment
- Education sector analysis
- Child-centred assessment & planning
- Household disaster plan
- Family reunification plan
- School drills

Pillar 3. Risk Reduction and Resilience Education
- Consensus-based key messages
- Extracurricular & community-based informal education
- Educational sector analysis
- Child-centred assessment & planning
Urban Safe Schools Guidelines
How to adapt to Urban Challenges

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Pillar I: Safe Learning facilities

- Use Mitigation Work as a Catalyst for Urban Improvement
- Assess Urban Disaster, Climate and Daily Hazards for Children
- Target Schools Based on Exposure to Hazard
- Ensure Safe and Healthy Environments
- Make Solid Waste Management a Top Priority in Urban Schools
- Identify Traffic-related Risks and Develop School Safety Zones
- Develop Evacuation Plans Based on Infrastructure Networks
- Comply with and Promote Building and Infrastructure Standards
Children leading the process
Hazard assessment and risk mapping
Urban Safe Schools Guidelines
Pillar II - School Disaster Management

- Think urban, use spatial analysis tools and work with urban specialists
- Contribute to mainstream urban DRR culture by considering future scenarios
- Promote Numerous and Safe Public Spaces
- Involve a wide range of stakeholders to capitalise on the strengths and advantages of the city
- Design participation plans that interest and motivate stakeholders
- Increase specific knowledge on the disparate groups of out-of-school children.
- Use mass media and social networks to communicate
Pillar II: Evacuation drills involving local authorities and community
Pillar II: Regular simulation drills in schools
Early-warning Task Force
Search & Rescue Task Force

Photo: Jane Dempster for Plan International
First-aid Task Force
Urban Safe Schools Guidelines

Pillar III - Risk Reduction & Resilience education (Informal Curriculum)

- Module 1: DRR, Management and CCA Concepts
- Module 2: Local DRR legislation
- Module 3: Hazard, Vulnerability and Capacity Assessment
- Module 4: Contingency Planning
- Module 5: Family Preparedness
- Module 6: Community Drill
Urban Safe School Guideline
Specific Urban Risks

**PHYSICAL HAZARDS**
Floods and water-logging, Earthquakes, Landslides, Tsunamis, Storms, extreme weather events (heat and cold waves)

**TECHNOLOGICAL AND SOCIAL HAZARDS**
Collapsing buildings, chemical explosions, pollution, transport accidents, Fire, Violence, Public Health hazards, poor WASH

**VULNERABILITIES FOR CHILDREN IN URBAN SETTINGS**
Urban poverty, slum dwelling, land tenure issues, commercial sexual exploitation, street criminality (gangs)
Child-Centred Urban Resilience Framework

- A holistic, systematic and action-based framework for making cities more resilient for children and youth, girls and boys.
Child-Centred Urban Resilience Framework

What can be done to build Urban Resilience for children?

1. STRENGTHEN BASIC SERVICES FOR CHILDREN TO ACCESS
2. ASSURE DECENT WORK (WHERE CHILDREN ARE INVOLVED)
3. ENSURE SAFEGUARDS TO HEALTH AND LIFE OF CHILDREN
4. INCREASE COMMUNITY INVOLVEMENT IN CHILDREN’S WELFARE
5. PREVENT CRIME ON OR BY CHILDREN
6. MOTIVATE KEY STAKEHOLDERS AS CHAMPIONS OF CHILDREN’S ISSUES
7. DESIGN SAFE SPACES
8. ENSURE INFRASTRUCTURE IS CHILD-SENSITIVE
9. PROVIDE INFORMATION IN A CHILD-FRIENDLY WAY
10. INCLUDE CHILDREN IN EMERGENCY PREPAREDNESS
11. EMPOWER CHILDREN TO ENABLE PARTICIPATION
12. INTEGRATE CHILD AND HUMAN RIGHTS INTO POLICIES AND PLANS

Photo by Fauzan Ijazah for Plan International
Example: Family Disaster Preparedness
THANK YOU!

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