EXPERIENCES AND SUCCESSES ON COMPREHENSIVE SCHOOL SAFETY IN MONGOLIA

Speaker: Davaasuren Mendsaikhan, child delegate of World Vision Mongolia
GOALS OF COMPREHENSIVE SCHOOL SAFETY

• To protect learners and education workers from death, injury, and harm in schools
• To plan for educational continuity in the face of all expected hazards and threats
• To safeguard education sector investments
• To strengthen risk reduction and resilience through education

THREE PILLARS

1. Safe Learning Facilities
2. Risk Reduction and Resilience Education
3. School Disaster Management
SUCSESES ON COMPREHENSIVE SCHOOL SAFETY
IN MONGOLIA

“COMPREHENSIVE SCHOOL SAFETY”
NATIONAL STRATEGY FORUM - 2016

- More than 240 representatives participated from government and non-government organizations.
- Comprehensive School Safety framework that highlights priority actions to ensure school safety was initiated.

Main partners: MoES; NEMA; UNICEF; WV Mongolia and Save the Children

“COMPREHENSIVE SCHOOL SAFETY”
INTERDISCIPLINARY CONSULTATION -2019

- Partners shared their report and reviewed implementation of comprehensive school safety framework.
- Partners recommended and consulted the future plan and its’ scope to strengthen CSS.

Main partners: MoES; NEMA; UNICEF; WV Mongolia and Save the Children
ACHIEVEMENTS AND SUCCESSES IN THREE PILLARS OF CSS

- Safe Learning Facilities
- DRR and Resilience Education
- School Disaster Management
PILLAR I: SAFE LEARNING FACILITIES

APPROVED AND APPLIED THE STANDARDS OF SAFETY ENVIRONMENT OF SCHOOL AND DORMITORY that aims to ensure safety environment of school by identifying and reducing risks.

COMPREHENSIVE SCHOOL SAFETY BASELINE ASSESSMENT that aim to determine the current level of the school's disaster protection capacity by collecting a wide range of factual information on how school safety is ensured during potential hazards and disaster risks.
In 2019, Ministry of Education and Science approved the Standard for WASH facilities of schools.

- The budget have been allocated for improving WASH facilities of schools in remote rural areas.

PARTNERS:
PILLAR II: RISK REDUCTION AND RESILIENCE EDUCATION

“SAFETY LIFE-SKILL” training curriculum was initiated and applied

TRAINING MATERIALS

1. Video of safety life-skill training
2. Safety life-skill training material
3. Handbook of competition energetic fun game “Who, When, Where” is to protect from DRR
4. Sample idea of methodology of safety life-skill training

1. Package of “Be Ready” training
2. Table Theatre “Tomoo rescued from danger”
3. Presentation on earthquake disaster prevention (earthquake mechanisms, earthquakes in Mongolia and the world, methods of earthquake prevention, etc.)
“Safety life skill - Let’s learn, Habituate, Influence” drawing and essay writing competition were conducted among children with main partners.

“Junior rescuer” club children aims to provide knowledge and skill on DRR and climate change to the peers and community.
DRR/CCA handbooks
PILLAR III: SCHOOL DISASTER MANAGEMENT

Children conduct disaster risk assessment at school with teachers and school officials and update disaster protection plan of their school in every year.
RECOMMENDATIONS TO STRENGTHEN CSS IN THE FUTURE

- DRR training need to be more efficient through different ways such as simulation, experience sharing, case study. *(DRR is included in life skill training curriculum of secondary school, but the quality of the training is not sufficient)*
- To build the safe community, children need to be young advocator on DRR by meaningfully participate in decision making level
THANK YOU FOR YOUR ATTENTION