

# BASIC EDUCATION SECTOR SNAPSHOT for COMPREHENSIVE SCHOOL SAFETY and EDUCATION IN EMERGENCIES in THAILAND [May 2016]



## **Sources:**

Office of the Basic Education Commitssion <http://www.obec.go.th/>  
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UNISDR <http://www.wcdrr.org/uploads/Worldwide-Initiative-for-Safe-Schools-Generic.pdf>

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## Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies

### **PURPOSE**

*The “Education Sector Snapshot for CSS and EiE is intended to serve as essential background for the following purposes:*

- As a shared, factual starting point for advocates, program planners, managers and team members, and policy-makers wanting to support comprehensive school safety and education sector development and strategic planning in your country.
- As ‘denominator’ information, providing a baseline against which to assess the adequacy, scalability and sustainability of efforts to integrate drr/cca into education sector development efforts.
- What you would want any humanitarian contributors to the education sector to read before their helicopter lands.
- As an appendix to an appeal for funding for either education in emergencies or disaster risk reduction in the education sector.

## TABLE OF CONTENTS

1. INTRODUCTORY DEMOGRAPHICS.....	6
2 .EDUCATION SECTOR OVERVIEW.....	6
4 .DISASTER RISK MANAGEMENT OVERVIEW .....	20
5 .COMPREHENSIVE SCHOOL SAFETY OVERVIEW .....	25
6 .PILLAR 1 :SAFE SCHOOL FACILITIES :POLICIES, PRACTICES & PROGRAMS.....	31
7 .PILLAR 2 :SCHOOL DISASTER MANAGEMENT) SDM( & EDUCATIONAL CONTINUITY : POLICIES, PRACTICES & PROGRAMS .....	38
8 .PILLAR 3 :RISK REDUCTION AND RESILIENCE EDUCATION :POLICIES, PRACTICES & PROGRAMS.....	46
9.TARGETS & INDICATORS FOR COMPREHENSIVE SCHOOL SAFETY .....	52
10 .APPENDICES:.....	54
Appendix 1 :Comprehensive School Safety Framework.....	54
Appendix 2 :National Hazard Maps( .....	54
Appendix 3 :Mapping of status of OBEC Disaster Management Tasks .....	54
Appendix 4 :Mapping of Safe School Network Member collaboration .....	54
Appendix 5 :Statistics of public-private education in Thailand.....	54
Appendix 6 :Number of students by level of education .....	54
Appendix 7 :MOE Organization Chart .....	54
Appendix 8 :OBEC Organization Chart.....	54
Appendix 9 :Summary of OBEC Policy in disaster management .....	54
Appendix 10 :Summary of OBEC Policy in Disaster Education .....	54
Appendix 11 : Summary of JICA-OBEC-DDPM Collaboration .....	54
Appendix 12 :EFA Global Monitoring Report 2013/4 Country Statistics .....	54
Appendix 13 : Ministerial Regulations on Management of Information System released 19 July 2011 .....	54
Appendix 14 :Documentation Photos.....	54
11. REFERENCES.....	<b>Error! Bookmark not defined.</b>

## LIST OF TABLES

Table 1 .Schools per size categorye .....	8
Table 2 .Enrollment and completion figures at Pathom 6, Mattayom 3, and 6 .....	9
Table 3 .Number of schools in education year 20015 .....	13
Table 4 .Number of students in Education Year 2015.....	13
Table 5 .Number of teachers in Education year 2015 .....	13
Table 6 .Number of classrooms in Education year 2015 .....	14
Table 7 Number of students with disability in Inclusive Education in Education Year 2015 .....	14
Table 8 .Number of students aggregated by sex.....	14
Table 9 .Number of students reported scarcity of uniform, stationary, books and meal in Education Year 2015 .....	14
Table 10 .Hazard risk calendar of Thailand based on the Disaster Prevention and Mitigation Plan 2013 in Thai.....	16
Table 11 .Disaster risks in Thailand by type of hazard based from the Thailand Disaster Management Reference Handbook   2015 by Center for Excellence in Disaster Management & Humanitarian Assistance .....	17
Table 12 .Statistical report of schools affected by flood and windstorm in 2014 .....	19
Table 13 .Strategy and Policy stated in the National Disaster Prevention and Mitigation Policy Framework.....	21
Table 14 .Categorization of Disasters and Authority in Charge .....	21
Table 15 .OBEC Disaster Management Calendar of 2013.....	25
Table 16 .Key capacity building activities in partnership with INGOs.....	28
Table 17 .Subject areas where DRR is incorporated .....	47

## 1. INTRODUCTORY DEMOGRAPHICS

### ***Geography and population overview:***

Situated on Southeast Asia's Indochina peninsula, Thailand features a number of equally unique and natural borders with its neighbouring countries: a mountainous border with Myanmar (Burma) to the north and west, a long stretch of the Mekong River separating Thailand from Laos to the north and east, and the Mekong River and the Dongrak Mountains delineating the border of Cambodia to the east. Covering an area of approximately 514,000 square kilometres (200,000 square miles), Thailand is the 50th largest country in the world. Located just 15 degrees north of the equator, Thailand has a tropical climate and temperatures typically ranging from 19 to 38 degrees C (66-100 F), monsoon rains fall predominantly from May to July and cooler, drier weather occurs around November and December. Despite the geographical boundaries of Thailand all falling within the tropics, Thailand's four primary regions are geographically distinct from each other. Estimated population in Thailand is 65.32 million, while approximately 11.64 million is children ages 0-15. [1] According to Ministry of Social Development and Human Security statistic in 2013, it is estimated that there are 56 groups of ethnic minorities representing 6.10 million, living in 67 provinces of Thailand. However, statistic of children of ethnic minorities is not available.

## 2. EDUCATION SECTOR OVERVIEW

### ***Structure of the Education System:***

Programs in the education sector were consistent with the stipulations in the Constitution, the national policies, and the national economic and social development plans of the Thai government. The Thai government works to develop the quality, access to, and expansion of opportunities for education while ensuring global competitiveness. It also promotes equity and fairness to education for all groups in the society.

The Thai Constitution of 2007, the Eleventh National Economic and Social Development Plan (2012-2016) and the Eleventh National Education Development Plan of the Ministry of Education (2012-2016), call for continued development of the education sector to create a society of lifelong learning, to foster individuals with well acquainted skills and creative thinking, to prepare citizens to a variety of careers consistent with future employment trends, and to ensure the country's competitiveness in the global arena [2]. Thai Education system stems from the reforms set by the 1999 National Education Act which implemented new organizational structures, promoted the decentralization of administration, and called for innovative learner-centered teaching practices.

The Thai education system is composed of 12 years of free basic education as described in the Constitution [3]. It comprises of 6 years of "Prathom" (primary education, Prathom 1 to 6) and 6 years of "Mattayom" (secondary education, Mattayom 1 to 6). The first nine years are compulsory education. Entry to school starts at 6 years old.

A total of 13.3 million students are registered in public and private educational institutes in

Thailand from kindergarten to university level. Eighty-two percent of enrollment is in public schools and 18% is in private schools. .

Education in Thailand is divided into formal, non-formal, and informal education. Formal education services are divided into Early Year, Basic, Vocational and Technical, and Higher Education. Informal education is promoted to adults and out-of-school population as a means of providing them lifelong learning opportunities. Non-formal education services have expanded into secondary and vocational levels. Informal education is supported by a network of over 800 libraries, at district and provincial levels, a network of 15 science museums, educational television, and radio programmes broadcasted nationwide. Internet connection in every school for computer/student ratios is 1:20. Statistics of public-private education in Thailand is attached as Appendix 5.

The medium of instruction is Thai language, although universities now offer an increasing number of international programs taught in English. Recent reforms made speaking in English mandatory, one day a week in schools.

The education sector is under three administrative divisions: national, regional, and local. The MOE oversees the national education system and is being supported by the Office of the Higher Education Commission. Formerly the Commission on Higher Education, the Office of Higher Education Commission, recently took over the duties of the Ministry of University Affairs. Other ministries oversee relevant professional specializations within tertiary education while the Office of the Private Education Commission, under the Ministry of Education, oversees and subsidizes private institutions of education. The Office of the Vocational Education Commission is responsible for technical and vocational education and training.

Thailand's 76 provinces are grouped into 12 education regions (excluding Bangkok). Each has an assigned regional office overseeing the system of education in respective provinces under its jurisdiction. At the local level, each municipality is responsible for primary education.

### ***Number of Schools, Students and Teachers:***

According to the National Statistics Office latest report of 2014, there are a total of 38,069 education institutes classified under formal education in Thailand. These education institutes are under Ministry of Education, Ministry of Interior, Ministry of Social Development and Human Security, Bangkok Metropolitan Administration, Ministry of Public Health, Ministry of Transport, Ministry of Defense, Ministry of Culture, Ministry of Tourism and Sports, the Bureau of National Buddhism and organizations under Prime Minister. Some education institutes accept students after accomplishment of compulsory education, some schools provide secondary education. For example, the Scripture Schools for General Education provides education for young monks from secondary level [4].

**School-age population:** According to Office of the Permanent Secretary, Ministry of Education (2014), there are 1.69 million students in pre-elementary level, 4.8 millions in elementary level, 2.3 millions in lower secondary level, and 2.0 million in upper secondary level, for a total school-age population of 13.36 million.

This snap shot only focus on compulsory education under Office of the Basic Educaiton Commission (OBEC). There are total of 30,816 schools from pre-elementary level to upper secondary level of education administered by OBEC. With a total of 6.9 million students in these public schools, approximately 238,000 are children with disabilities in inclusive schools, and 12,269 in special needs schools, for a total of approximately 0.25 million students (< 4%) with identified functional and access needs. Children classified as disadvantaged ("less opportunity"<sup>1</sup>) consisted of 4.8 million students in 2015. A total of 2.6 million students are reported as students with scarcity in one to three of the following items: 1) uniform, 2) stationary, 3) books, and 4) lunch.

**Teachers:** According to 2014 national statistics, total number of teachers in Thailand is 641,793 with 586,366 who are under MOE. Of those in the MOE, 399,799 teachers are under OBEC.. Around 55,427 teachers are under other ministries (29,136 in Ministry of Interior, 40 in Ministry of Social Development and Human Security; 14,295 in Bangkok Metropolitan Administration, 2,176 in Ministry of Public Health, 1,566 in Ministry of Defense, 929 in Ministry of Culture, 4,457 in The Bureau of National Buddhism and 2,011 in Organizations Under the Prime Minister. [5]

**School Size:** Based on 2015 statistics, around 51% of OBEC schools are categorized as small-sized schools with 1 20-120 students. Below is the table of school per size category:

Table 1. Schools per size categorye

Category	Number of students	Number of school	Percentage
Size 1	20-120	15,577	51
Size 2	121-200	6,791	22
Size 3	201-300	3,547	12
Size 4	301-499	2,310	8
Size 5	500-1,499	1,899	6
Size 6	1500-2,499	390	1
Size 7	More than 2,500	302	1

The number of small sized schools results in an array of administrative and financial constraints. This includes inadequate teachers to student ratio. In addition, the Special Education Bureau, the bureau responsible for students with disability, also faces shortage of teachers with expertise on disability education.

Table disaggregated number of students by level of education is attached as Appendix 6.

<sup>1</sup> "Less opportunity" is classified by 11 criteria: child labor, sexually exploited, abandoned, young criminal, homeless, HIV/AIDS affected, minority, abused, drug addicted and other problems.

### **School Enrolment and Completion Rates and Literacy rates:**

This table below shows the enrollment and completion figures at Pathom 6, Mattayom 3 and Mattayom 6.

Table 2. Enrollment and completion figures at Pathom 6, Mattayom 3, and 6

Graduation Level	Enrolment	Graduation	Percentage
Pathom 6	554,543	543,367	98
Mattayom 3	589,861	536,318	91
Mattayom 6	381,454	359,692	94

It was observed that students left school before completion due to: 1) poverty, 2) family problems, 3) marriage, 4) problem with adaptation, 5) illegal action 6) health problem and injuries, 7) relocation with family, 8) need to enter workforce, and 9) others. Relocation with family is the major factor followed by adjustments due to family problems.

### **School Year:**

The school year is 205 days, divided into two semesters. The first semester runs from approximately 18 May to 9 October (101 days) and the second semester runs from approximately 2 November to 31 March (104 days). School days are from Monday to Friday. Based from OBEC's policy, the ratio of teacher/student for pre-primary level is 1:30 while primary and secondary level is 1:40.

In 2015, the MOE launched the "Moderate Class, More Knowledge" policy which aims to reduce the number of learning inside classrooms. For primary school, the number of hours in school is being reduced from 1,200-1,400 hours per year to less than 1,000 hours or 22 hours per week. For secondary education, hours in class is being reduced from the average of 1,200 hours per year. This policy is still in its pilot stage and schools are participating voluntarily.

### **Organization of Education Sector:**

There are 5 major offices comprising the MOE, with the OBEC as one of these major offices. OBEC is the central level organization responsible for formulating policies related to school management, administrative support, and education promotion. It has 14 bureaus and 178 Education Service Areas (ESA) in 76 Provinces. Each ESA is responsible for approximately 200 schools covering between 300,000 - 500,000 students in any one ESA. Under ESA are three centers: Education Supervision Development Center, Students Protection Center and Basic Education Reform Center. OBEC organization chart is attached in Appendix 8

The 14 bureaus within OBEC are:

1. General Administrative Bureau
2. Policy and Planning Bureau
3. Academic Affairs and Educational Standards Bureau
4. Monitoring and Education of Evaluation Bureau
5. Special Education Bureau
6. Personnel Administration Development and Legal Affairs
7. Finance Bureau
8. Technology for Teaching and Learning Bureau
9. Education Innovation Development Bureau
10. Education Testing Bureau
11. Students' Activities Development Bureau
12. Teacher and Basic Education Personnel Development Bureau
13. English Language Institute
14. Education Development for a Special Administration Zone in the South Bureau

Several bureaus are responsible for disaster management activities inside the MOE. OBEC has already established a school-disaster reporting and emergency response system among schools under ESA. There is no single focal point for disaster risk management in OBEC. Based on the mission statements of OBEC departments, the Design and Construction Group under the General Administration Bureau is held responsible for ensuring safety of school facilities, the Policy and Planning Bureau is the focal point for school disaster management, and the Academic Affairs and Standard Bureau is the focal points for disaster education.

**A Student Protection Center** is established to collect violations in children's rights and report to higher authorities for necessary action. Director of Student Assistance System Dr. Saipan Sripongpankul represents OBEC in the meetings and activities of Thailand's Safe School Network and other international DRR collaborations such as those organized with the ASEAN, the UNICEF, and other stakeholders. Dr. Saipan facilitates the coordination between OBEC bureaus and TSSN members.

The Policy and Planning Bureau and the General Administrative Bureau are involved in the planning and allocation of resources for disaster response and relief. According to 2015 Education Policy,

MOE will provide assistance to teachers, students and MOE personnel in the case of disasters. However, there was a case during 2011 Flood disaster that MOE covered expenditure for general public who took shelter in MOE schools. This arrangement was based on government requirement. In the case of OBEC, OBEC can provide emergency assistance to students, teachers and personnel under OBEC.

Although the OBEC structure shows a clear support system during disasters, a unified coordinating body for disaster risk reduction and disaster management in OBEC does not currently exist.

During Thailand's 2011 flooding, the Office of Director General, MOE issued Order 921/2554 to assign the head of ESAO, their administrative teams, and the MOE inspectors, to assist in disaster relief and operation efforts. When emergency situations reach national concern, the MOE has to coordinate capacities and resources from different ministries, based on the national government's policy requiring collective effort of ministries during large-scale disasters.

Despite these challenges in promoting DRR in OBEC, many schools in disaster-prone areas have implemented DRR related activities in collaboration with provincial DDPM, international organizations and NGOs through ESA Office (ESAO). ESAO plays an important role in coordinating and supporting DRR education and capacity building activities such as training of teachers on DRR, school DRM planning, and evacuation drills. Record on DRR trained personnel and training activities to serve as baseline for DRR efforts is available at ESAO, but this information is not in OBEC's central offices.

### ***Education Management Information Systems:***

MOE's Education Management Information System (EMIS) is responsible for collecting statistics and other related information related to education in Thailand. The types of data collected are stated in the 2011 Ministerial Regulations on Management of Information System released 19 July 2011 (Appendix 12). The information to be collected annually is referred to as 'basic information' such as information and statistics about school, teachers, students and other related information. Another type of information is referred to as 'ad-hoc' information, such as information in unforeseen events (such as disasters in schools) can as well be collected and distributed to public. The ESA Office and schools must develop annual action plan for updating use of EMIS.

The EMIS Committee is composed of 15 members from various MOE departments and other Ministries. It has at least 2-4 experts on ICT, the MOE Permanent Secretary. The Director of Information Technology Center of Ministry of Education is the secretariat. This and overall information management is under the jurisdiction of the Committee for Education Management Information System, chaired by the Education Minister.

EMIS is being used as a means for communication, reporting, e-Learning, education quality monitoring, and data collection tool for disaster management. Development, maintenance and storage of electronic information is being handled by the Information Technology Group under Policy and Planning Bureau. EMIS website can be accessed publicly [6]. Among the information which could be accessed are: school profiles, infrastructures, maps, GIS locations, and database of school personnel.

Specific information of schools such as names, photographs, and contact numbers of the school management, are available in the EMIS. Personal information of students is also available but can only be accessed through security codes of the data management center.

Created by OBEC to specifically report data on disasters, a website under the Center for School Disaster Report (<http://reportinschool.esy.es/>) collects and reports data on disasters that happened by region, year, month [7]. It provides links to weather forecast, warnings, and listings of disaster-related agencies. It also has information on the role of school and ESAO in disaster management. Access to specific contents of the website is restricted and needs security codes.

The existence of these websites and their corresponding databases show availability of information on school, personnel, facilities, and equipment. These databases are regularly updated by the schools. It could be concluded that disaster reporting systems and management tools are in place.

Another example can be drawn from the collective flood response in 2011 when the IT Group under Policy and Planning Bureau of OBEC developed a website titled Operation Center to Assist Flood Affected People

([http://210.246.189.115/ewtadmin/ewt/obec\\_plan/main.php?filename=index\\_doc54](http://210.246.189.115/ewtadmin/ewt/obec_plan/main.php?filename=index_doc54)) as a communication channel to collect information on affected areas, provide situational report, guideline for disaster response, and web conference channels as well as links to disaster management technical agencies. The website consolidated report on shelters, financial assistance, and quantitative information on damage, loss, injury and death. It also contained database and address of schools that functioned as public shelters during the 2011 flood. This website was established as an ad-hoc operating system. This website provides comprehensive information needed for response and recovery of schools. The website also serves as a channel linking website visitors to official government websites responsible for flood warning and monitoring system, weather forecast and other reports from the Royal Irrigation Department, Thai Meteorological Department, and Bangkok Metropolitan's department of Drainage and Sewage. It also provides hotlines for emergency response agencies such as 1111, 1784, 1669, 1146, 1193, 1690, and 1112. All these hotlines are available to the general public to serve various purposes services (emergency medicine, electricity, transportation and communication services). While information on previous disasters was maintained on the website's database, the information was left outdated due to manpower transitions. According to the Director of Information Technology (IT) Group, this website is no longer in use. However, this shows OBEC capacity on information management to rapidly collect and consolidate information from schools in time of emergency.

The Information Technology Group under Policy and Planning Bureau had developed GIS location map of schools nationwide. This GIS map can be used for developing a school-based multi-hazard risk map for drought, flood, landslide and tsunami, with information from the Ministry of Natural and Environment and the Royal Irrigation Department. According to the Director of IT Group, the development of school-based multi-hazard map can be assigned to a Consultant of IT Group who has expertise in creating GIS map from the Royal Thai Survey Department of the Royal Thai Armforce. If the school-based multi-hazard map were developed, there is potential to use this information for disaster preparedness and to mitigate disaster risks, as a reference for early warning systems for disaster prone areas near school facility, and as a local disaster management map including community shelters specified in the National Disaster Management Plan 2015. The IT

Department under Policy and Planning Bureau of OBEC has an internal capacity to further develop multi-hazard school risk maps. esources

**School population:**

Figure below is based from OBEC's Education Management Information System website [8]

Table 3. Number of schools in education year 2015

<b>Number of schools (Education Year 2015)</b>	
Primary schools	28,358
Secondary schools	2,361
Welfare schools	51
Special Needs schools	46
<b>Total</b>	<b>30,816</b>

Table 4. Number of students in Education Year 2015

<b>Number of students (Education Year 2015)</b>	
Primary schools	4,656,457
Secondary schools	2,277,372
Welfare schools	34,773
Special Needs schools	12,269
<b>Total</b>	<b>6,980,871</b>

Table 5. Number of teachers in Education year 2015

<b>Number of teachers (Education Year 2015)</b>	
Primary schools	282,693
Secondary schools	114,184
Welfare schools	1,635
Special Needs schools	1,287
<b>Total</b>	<b>399,799</b>

Table 6. Number of classrooms in Education year 2015

<b>Number of classrooms (Education Year 2015)</b>	
Primary schools	277,458
Secondary schools	64,562
Welfare schools	1,269
Special Needs schools	1,410
<b>Total</b>	<b>344,699</b>

Table 7 Number of students with disability in Inclusive Education in Education Year 2015

<b>Number of students with disability in Inclusive Education (Education Year 2015)</b>	
Pre-school	6,607
Primary school	164,893
Lower Secondary school	57,891
Upper Secondary school	8,672
<b>Total</b>	<b>238,063</b>

Table 8. Number of students aggregated by sex

<b>Number of students segregated by sex</b>		
Level	Boy	Girl
Pre-school	460,751	429,935
Primary school	1,689,952	1,554,443
Lower Secondary school	883,255	884,578
Upper Secondary school	424,201	654,114

Table 9. Number of students reported scarcity of uniform, stationary, books and meal in Education Year 2015

<b>Number of students reported scarcity of uniform, stationary, books and meal (Education Year 2015)</b>				
	Uniform	Stationary	Lunch	All 3 items
Pre-school	510,444	501,109	470,077	472,082
Primary school	1,540,839	1,485,481	1,414,956	1,416,021
Lower Secondary school	658,164	643,879	675,439	594,849
Upper Secondary school	204,398	204,761	224,758	178,554
<b>Total</b>	<b>2,914,228</b>	<b>2,835,230</b>	<b>2,785,230</b>	<b>2,661,506</b>

Chapter 2 of the 1999 National Education Act specifies the rights and duties to education of Thai Citizens. It states that the government should provide equal education opportunity for every citizen for basic education no less than 12 years. On the other hand, the government should provide special education for underprivileged citizens, such as those with mental or physical disabilities. Provision regarding special education is stated in Chapters 8 to 14 and 22, 24, 28 and 29 [9].

The Bureau of Special Education of OBEC work independently as functional unit for crafting of special education policy and implementation. Special education is free of charge upon declaration of disability at birth. Three types of schools under the Special Education Bureau are:

- Special education - designed to help learners with special needs to achieve a higher level of personal self-sufficiency and succeed in school and community
- Inclusive education - designed to include children with disabilities in regular classes. OBEC provides teacher's training and materials to assist in this mode of special education delivery
- Welfare Education - designed for socially and culturally disadvantaged students. Accommodation, food, clothing, learning equipment, textbooks and other necessities are provided by the government [10].

### 3. HAZARDS AND RISKS OVERVIEW

#### **Natural and human-created hazards:**

Tropical storms and flood are the most frequent and destructive hazards with high impacts on the country. Landslides, heavy rains and floods are increasingly severe and frequent. Although Thailand is not situated along a fault line, a destructive earthquake hit the northern province of Chiang Rai in 2014. Tsunamis are rare but devastating. The Indian Ocean Tsunami which occurred in 2004 heavily affected coastal provinces. .

During the past decade, weather patterns in Thailand have fluctuated from severe droughts to severe floods, leaving residential and agricultural areas reeling. Thai society is aware about climate change and its interaction with cyclical weather patterns. The impact of climate change has been observed by scientists especially in agricultural sector. Thailand experiences a drop of rainfall pattern at the beginning of rainy season (May) in eastern area, lower rainfall at the end of rainy season (October) in central area by 120 mm, and increase of rainfall at most 200 mm in November in the south. While in 2014, Thailand has had far less precipitation than usual due to El Niño. Thailand's future in the face of climate change remains uncertain. Like many countries, it contributes to global warming through energy use and agriculture. Like many other countries, it feels the environmental, social, and economic impacts of floods, droughts, and severe storms.

Table 10. Hazard risk calendar of Thailand based on the Disaster Prevention and Mitigation Plan 2013 in Thai

Hazard	Months	Affected area
Coldness	October-January	Central, North, Northeast and East
Drought	January-May	Almost all parts of Thailand
Flood	June – September	Almost all parts of Thailand
	October-November	South
Landslide	June – September	Almost all parts of Thailand
	October-November	South
Summer monsoon	May-March	Almost all parts of Thailand
Earthquake	All year round	North and West
Storm surge	October-November	South
Forest fire	November-May	Central, North, Northeast
Fire accident	All year round especially	All parts of Thailand
Traffic accident	November-March due to holiday breaks	All parts of Thailand
Conflict		Southern border (Songkhla, Yala, Pattani, Narathiwat provinces)

Table 11. Disaster risks in Thailand by type of hazard based from the Thailand Disaster Management Reference Handbook | 2015 by Center for Excellence in Disaster Management & Humanitarian Assistance

Hazard	Severity	Vulnerability	Management	Tendency
Flood	High	Medium	Medium	High
Landslidemudflow	High	Medium	Poor	High
Windstorm	Medium	Medium	Medium	Medium
Drought	High	Medium	Medium	Medium
Fire	High	Medium	Medium	Medium
Explosive	High	Medium	Medium	Medium
Earthquake	Low	Low	Poor	Medium
Accident	High	Medium	Poor	High
Tsunami	High	Medium	Medium	Medium

Conflicts, such as those in the Muslim majority in the provinces of Yala, Songkhla, Satun, Yala, Pattani and Narathiwat, brought security, religious, cultural, and administrative management issues which impede progress in education and policies formulation. Schools have been a common target for arson, ambush, and murder. After two decades of relatively peaceful pace in the Southern provinces of Thailand (home to approximately 65 per cent of Thailand's estimated 3 million Muslims), 17 schools were hit by arson attacks on January 2004. 3,500 teachers working in Yala, Pattani, and Narathiwat provinces re-assigned to other provinces [11].

To address challenges among students with disabilities, in conflict areas, and those receiving scarce education resources, the government of Thailand has expanded educational opportunities through effective implementation of its policies. However, there is a need to define its operational framework by taking into account the changing social, cultural, socio-economic and political context of education to gain better understanding towards its development.

### ***Historical impacts of disasters and conflict on schools and related child-protection:***

#### **Landslide:**

Landslides are closely associated with monsoons, typhoons, and flooding. In 2011 a landslide caused schools of Ban Hauy Kom, Nam Pad District in Uttaradit province to be half-buried under sudden mudflow and flashflood. The total cost for damages accounted for an estimated 15 million Baht [12]. In 2013, a forest flood caused mudslide to the School of Ban Loei Tao Tad of Phu Luang District in Loei province [13]. This incident is repeated in 2014 in Tak province of Northern Thailand where The Pate School at Mae Sod District was taken off during a school day [14]. Several others schools have been reported at risk of landslides and sinkholes, such as a school and health center in Lad Bualuang district of Ayutthaya province [15].

#### **Drought:**

Drought is an increasingly serious threat in the central and eastern Thailand. In 2014, more than half of Thailand's provinces experienced drought due to the El Niño effect. Over 20,000 villages including schools lacked adequate water for consumption and irrigation. Every year, drought consequences affect hygiene and health of school children.

#### **Tsunami:**

The Indian Ocean Tsunami in 2004 resulted from the earthquake along the Java coast in the Indian Ocean devastated six provinces on Thailand's Andaman coast. Although tsunamis are rare in Thailand, the impact resulted in total damage to 28 schools, affecting 34,949 students [16].

#### **Earthquake:**

In the Earthquake of 6.3 magnitude in May 2014, caused damage to 115 schools in Chiang Rai province. 156 buildings collapsed, including a number of buildings under construction. In addition, 188 school buildings were declared unsafe for use, of which 19 school buildings had to be reconstructed. Total cost of damage to the education sector was accounted to be more than 267 million baht, including educational equipment and facilities.

#### **Flood:**

The 2010 flood affected 6 million people in 38 provinces with thousands of children who evacuated from schools and over one thousand schools severely damaged. The 2011 massive flooding in Thailand affected 2,000 schools causing damage of 1,400 million Baht. There were 1,053 schools forced to close before the completion of semester.

**Smaller scale, hidden hazard impacts:** A statistical report in 2014, where there was no record of large impact disasters in Thailand, shows OBEC schools are affected by flood and windstorm nationwide. During 2014, 525 schools reported being affected by natural hazards. Schools in the northeastern provinces faced the most frequent hazards (200 schools) followed by the schools in the North (171 schools). Most of the damage occurred to ceiling and roof structures, due to windstorm during summertime of April and May, not limited to high risk seasons. May is the month that schools open their first semester.

Table 12. Statistical report of schools affected by flood and windstorm in 2014

Region	Jan	Feb	Mar	Aprl	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Total
North	2		5	35	74	11	3	23	3	14	1		171
South			1		3	3	3	5	7	4		6	32
NE	1	24	30	28	50	27	13	13	3	10		1	200
East		1	4	3	3	4	2	2	5	36			60
Central	1		1	9	14	6	5	2	1	7	2		48
West				3	2	8	1						14
Total													525

Souce: OBEC, 2014

## 4. DISASTER RISK MANAGEMENT OVERVIEW

### **Political:**

Disaster management policy in Thailand moves towards Disaster Risk Reduction and Community Resilience. Thailand has developed policies, plans, and disaster management system that meet international requirements of the Hyogo Framework for Action 2005-2015, Sendai Framework for Action 2015-2030, and the ASEAN Agreement on Disaster Management and Emergency Response (AADMER). Disaster Management in Thailand is under Department of Disaster Prevention and Mitigation (DDPM), Ministry of Interior. The DDPM was established in 2004 and is the authorized national focal point for disaster management.

While the Prime Minister is in charge of the National Disaster Prevention and Mitigation Committee, the Governor is charged as the head of Provincial Disaster Management Committee. At district level, the District Chief or Head of Municipality leads disaster management operations. The Chief of Local Administrative Office leads local emergency operations.

**Mechanism:** The National Disaster Prevention and Mitigation Committee (NDPMC) chaired by Prime Minister or the designated Deputy Prime Minister is mainly in charge for disaster management and coordination. The NDPMC is responsible for policy-making at the national level while the Provincial Disaster Prevention and Mitigation Committee and the Bangkok Metropolitan Committee are responsible for operations at the local level. Disaster management structure runs from national to district level. At sub-district level, the Local Administrative Office is responsible for its overall disaster management coordination and response.

**Policy and legal framework:** The Disaster Prevention and Mitigation Act 2007 stipulates the essential legal framework, key government entities, and other roles and responsibilities of the local government in disaster management. It specifies the local authorities and key responsibilities, which include provision of emergency responders, evacuation and sheltering, ensuring security measures, coordination with the stakeholders, and damage assessments.

**National Master Plan:** Various stakeholders participate in the development of National Disaster Prevention and Mitigation Plan (NDPMP) 2015. The NDPMP 2015 follows the principle in the Sendai Framework for Disaster Risk Reduction, as framed in the 11<sup>th</sup> National Economic and Social Development Plan. Overall, it describes the disaster management roles for 28 agencies/ organizations from the government and private sectors.

Current National Disaster Prevention and Mitigation Policy Framework and its four interconnected strategies are as follows:

Table 13. Strategy and Policy stated in the National Disaster Prevention and Mitigation Policy Framework

Framework	Strategy
Implementing and mainstreaming disaster risk reduction	Disaster Risk Reduction Oriented
Ensuring multi-sectoral cooperation in emergency management	Integrated Emergency Management
Enhancing an inclusive measure for Building Back Better and Safer in recovery, rehabilitation and reconstruction	Effective Recovery and Resilience Building
Strengthening and standardizing international cooperation and coordination in disaster risk management	Strengthened International Cooperation

Severity of the disaster's damage are defined and categorized into 4 levels with its corresponding authority to control, direct, and command the operation [17].

Table 14. Categorization of Disasters and Authority in Charge

Level	Management Scale	Authority in Charge
1	Small scale disaster	District director and/or Bangkok Metropolitan Administration (BMA) Assistant Director
2	Medium scale disaster	Provincial Director or BMA Director
3	Large scale disaster	Commander of National Emergency Operation Headquarter
4	Extreme large scale disaster	Prime Minister or assigned Deputy Prime Minister

**Community-based Disaster Risk Management:**

Through the National Disaster Prevention and Mitigation Plan 2015, all related sectors were enjoined to participate in its implementation, encouraged to adapt and localize its content, and advised to incorporate DRR projects and program into their annual plan. A budget for emergency response was harnessed by the Cabinet through the Budget Bureau, concerned agencies, and local governments [18].

To improve management of disasters, DDPM provides a wide range of training programs for government officials, communities, schools and public in general. For example, DDPM identified 27,000 communities living in high-risk areas that need training on Community-based Disaster Risk Management (CBDRM). However, only around 5,400 communities were engaged in this training. DDPM aims to train 77,000 people and establish 7,000 teams of rescue volunteers nationwide. The network of NGOs has been helpful in training communities in CBDRM. DDPM strategy targets the 'community-temple-school' as its capacity building strategy for interdependent linkage in disaster risk reduction at local level. On the other hand, the Disaster Prevention and Mitigation Academy (DPMA) offers training courses related to disaster management for government officials, civil defense volunteers, and specific groups such as teachers.

In the event of an emergency or disaster, a state of disaster can be declared as permitted under the Ministry of Finance, Regulations on Disaster Relief Contingency Fund.

### **Disaster Risk Management in Education Sector**

Ministry of Education has been assigned to participate in national disaster prevention and mitigation plan since the first NDPM plan. Its role is mainly in providing disaster education and support to government response in disaster emergency.

According to National Disaster Management Plan 2015, the Ministry of Education (MOE) is responsible for the following to ensure management of disasters. These areas of responsibility could serve as entry point on developing further measures and plans applying the Comprehensive School Safety Framework:

1. Develop the school curricula on disaster related topics for primary to higher education,
2. Promote and coordinate disaster management education in schools and academic institutes to perform a role in support and assist disaster prevention and mitigation work
3. Promote knowledge and awareness building for students and public to participate in disaster prevention and mitigation,
4. Encourage youth involvement such as boy and girl scouts to assist in disaster management activities and the operation of National Emergency Operation Headquarters and Emergency Operation Center in the disaster affected area, and
5. Conduct survey and develop database for schools to be utilized as shelters during disaster time.

Several DRM projects have been conducted by the national government and non-government organizations with the support from international organizations and Ministry of Education. Key UN agencies involving in DRM in Thailand are United Nations International Strategy for Disaster Reduction (UNISDR), United Nations Educational, Scientific, and Cultural Organization (UNESCO), UNICEF, United Nations Volunteers (UNV), etc. NGOs implementing DRR/DRM projects are: World Vision, Plan International, Save the Children, Asian Disaster Preparedness Center, Rak Thai Foundation, IFRC, Thai Red Cross, HelpAge International, GIZ, IOM, and Right to Play etc. Reference is made to mapping of child-center DRR projects: Appendix 4.

### ***Social / Cultural:***

In the past, disaster management in Thailand focuses on emergency response and relief operations

which are post-disaster phases. This is attributed to the fact that disastrous events reaching national concern are not frequent. Thus, investment in disaster risk reduction, such as emergency response preparedness, is relatively not emphasized. In addition, the Disaster Prevention and Mitigation Department has its roots from the civil defense which commands and controls emergency situations. Because of this, the Thai people tend to perceived disaster as emergency response alone.

Few academic programs in the university are well related to actual disaster management. Most commonly, these are those which relate to engineering and geography. The Department of Sociology and Anthropology of Chiangmai University used to offer a course in Disaster Prevention and Mitigation Management. However, it is has not been sustained. Meanwhile, Thammasart University offers a supplementary course in disaster management within school of Political Science. Asian Institute of Technology offers a Disaster Preparedness, Mitigation And Management (DPMM) in 2008. Due to limited number of academic institutions offering disaster management as a subject, knowledge about disaster risk reduction and the concept and implementation of disaster did not bloom as an interdisciplinary study. This resulted to the lack of professionals, technical experts, and academicians in this field.

National campaign such as the “One Million Safe Schools and Hospitals” initiative, centered on increasing the safety of 32,000 schools, 832 hospitals and 10,000 district and sub-district health facilities from disasters. However, there is no follow up and record of the implementation of the campaign.

### ***Early Warning:***

Following the Indian Ocean Tsunami in 2004, the Thai government established a Disaster Warning Center to lead and coordinate a disaster warning system in the country. Tsunami Disaster Warning Towers have been installed in some school areas identified as at risk of Tsunami. There are also some landslide warning systems developed for schools in landslide prone communities. The landslide project is under Ministry of Natural Resources and Environment. Schools in disaster prone areas join evacuation drills with community.

However, there are no specific disaster warning system systematically designed to ensure school safety. Schools use sound systems or electronic bells to signal time for classroom sessions and breaks as a means to warn the whole school for natural disasters. However, in school that has been trained on disaster management planning, warning signal or the bell rining is designed to be different from regular sound. There is no official telecommunication system for disaster warning at schools in specific risk areas. Interviews with four schools reveals that while there is no early warning system in school, there is always communication from ESAO regarding weather forecast and reminder for precaustion and preparedness.

Communication systems in special education school are designed for the specific type of disability. According to an interview with a special school for hearing impaired students, the teacher makes

use of flashing lights as a warning system in school. The lighting is installed in specific areas for visibility by students.

## 5. COMPREHENSIVE SCHOOL SAFETY OVERVIEW

### **Integration and coordination mechanisms:**

Policies regarding school safety are parts of the National Education Act 1999 and its Amendments in 2002. School safety is developed based on Child Protection Act 2003. These provisions have been incorporated into the National Education Plan (2002-2016), the Organizational Policy, and the Order and Plan of Action of the OBEC. At implementation level, schools in disaster risk areas are required to develop disaster management plans and submit this to the ESA. Its monitoring and evaluation mechanism is present in the Guideline and Measures for School Safety of OBEC (updated most recently in 2013). This includes scheduled visits, built-in self-reporting system, and ESA evaluation. Recently, government suggested that schools should conduct evacuation drills annually.

Due to large-scale disasters which happened in Thailand (India Ocean Tsunami in 2004, Flood in 2011 and Earthquake in 2014) OBEC (General Administration Bureau, the Academic Affairs and Education Standards Bureau and Education Service Area Offices) has organized various capacity-building activities such as trainings on disaster management targeted towards the school administrator, teachers, and ESA personnel. Guidelines regarding school disaster management, school recoveries, and specific preparations before school-reopening after disasters, are mainly distributed to schools. Disaster preparedness has been incorporated into OBEC calendar of activities. Example below is the disaster management calendar of 2013.

Table 15. OBEC Disaster Management Calendar of 2013

No.	Procedures	Deadline	Responsible person
1	OBEC informs ESAO about operation guideline	15 August 2013	Director of General Administration Bureau
2	OBEC establishes Disaster Surveillance Center	15 August 2013	Director of General Administration Bureau
3	ESAOs establish Disaster Surveillance Centers	20 August 2013	ESAOs
4	ESAOs submits progress report for disaster preparedness	Within 31 August and at the end of each month	ESAOs
5	ESAOs report their disaster response operation	Immediately when the incident occurs	ESAOs
6	ESAOs report their post-disaster relief and recovery operation	Immediately after the incident occurs	ESAOs
7	OBEC consolidates all reports and submits it to Ministry of Education and general public	Immediately after completion of response from central office and when receive report from ESAOs	General Administration Bureau

OBEC had record of collaboration with disaster management agencies, such as the Department of Disaster Prevention and Mitigation (DDPM), Ministry of Interior, and international organizations such as JICA, UNICEF, UNISDR, Asian Disaster Preparedness Center, Save the Children, Plan International and Right to Play on handling disaster risk reduction, disaster management and climate change adaptation. For several years, the partnerships have established knowledge transfer activities, capacity building, and exchange of expertise through project activities. Currently, as writing, the Student Protection Center is actively coordinating disaster risk reduction activities with UNICEF, UNISDR and Thailand Safe School Network. Other bureaus do not involve in DRR activities.

Efforts on disaster risk reduction and disaster management in schools started after the Indian Ocean Tsunami 2004, which destroyed many schools along the six coastal provinces of Thailand. This led the Thai government to request technical assistance from the Japan Government on developing the country's capacity on disaster management (project entitled Capacity Development in Disaster Management in Thailand) in partnership with JICA, DDPM and OBEC. The project aims to enhance capacities of DDPM, MOE staff, and teachers to promote disaster education in school through endorsement of a "model school" in disaster preparedness. The project was divided into two phases: 2006-2008 and 2010-2013. At the end of the first phase teachers' trainings, reading materials, and e-Learning modules on Natural Disaster Management in schools, targeted towards students were developed.

OBEC through Academic Affairs and Educational Standards Bureau and the General Administration Bureau continue the expansion of "model schools" in disaster management to 15 provinces, covering 50 ESAOs. At the end of the second phase in late 2013, OBEC has remarkably achieved DRR education and management in schools. Among these are on:

- **Policy on Disaster Education:** Implementation of disaster education was institutionalized and was made compulsory by the disaster education guideline developed by Academic Affairs and Educational Standards Bureau.
- **Expansion of Disaster Education:** Disaster education was introduced to all types of education, i.e. basic, private, vocational and non-formal education under MOE.
- **Integration of Disaster Education into Curriculum:** All model schools and many other schools integrated disaster education into existing curriculums according to the guideline.
- **Linkage with Community Plan:** all schools are required to conduct evacuation drills at least once a year but many of the model schools conducted evacuation drills twice a year in collaboration with the community, concerned local agencies and the DPM provincial office.
- **Development of Disaster Learning Center:** Some model schools developed a disaster learning center (room) with books, various emergency goods, for students and for visitors. The model schools also accepted study tours from other schools in nearby locality.
- **New Disaster Education Material released:** DRR reading material was delivered to 32,000 public schools throughout the country.

- **Evaluation Mechanism of DRR education initiated:** All the schools have to submit their Self Evaluation Report annually to ESAO as evaluation of activities.
- **Sharing Curriculum with Disaster Education to Other Schools:** Model schools integrated disaster education into the curriculum of nine (9) subjects. The developed curriculum is open for other schools for their reference.

OBEC's strategy in implementing disaster management works on a two-way-approach. The Top-Down approach establishes a direct-line of command among educational institutions at all levels. OBEC's General Administration Bureau directs ESAOs and schools under its jurisdiction to implement disaster education plan as recommended by the National Policy. On the other hand, the Bottom-Up approach aims to motivate and uplift all actors in disaster management, especially teachers. To engage different stakeholders in disaster education, OBEC endorses "model schools" in disaster management in every region. Upon completion of this project, ESAOs continue the operation from regional and provincial levels. As of writing, the model schools are still active in DRR education where teachers serve as trainers for ESAO in disaster education policy. To date, JICA continues on following up on the project impact assessment. The latest follow-up was conducted in November 2015.

In 2011, OBEC joined the Thailand School Safety Network (TSSN) led by UNICEF. Members of TSSN are the following: Department of Disaster Prevention and Mitigation (DDPM), OBEC, Ministry of Education, UNICEF, UNISDR, Save the Children, Plan International, World Vision, Raks Thai Foundation, Right to Play, Thai Red Cross Society and International Federation of Red Cross and Red Crescent Societies, and the Asian Disaster Preparedness Center. Each partner contributes a specific area of expertise into the network. World Vision has strong experience in Pillar One: Safe Learning Facility because of their retrofitting program for schools affected by flood disaster. Save the Children and Rak Thai Foundation have more project experience related to Pillar Two: School Disaster Management. Plan International Thailand has been strongly involved in developing school safety projects focusing on raising awareness, production of learning materials and development of trainings for teachers and students. Plan International Thailand has developed a trial version of school guideline for DRR and CCA education which later have been improved and endorsed by OBEC as teacher's manual in 2015. Plan International Thailand also develops Safe School Guideline for ESAO and schools. Examining Plan's profile showed it works mainly on Pillar 3: Risk Reduction and Resilience Education of CSSF. Right to Play Thailand has implemented a project to promote development of life skills on the event of flooding and relief efforts.

As a working network, TSSN partners collaborate with each other on project implementation by sharing resources on disaster-related capacity building and other activities. The network members take turns hosting monthly meeting for updating each other on progress and sharing their respective organization work plan and discussing some immediate concerns on CSS. As there are no definite guidelines for membership of the network, other organizations who are engaged in child safety does not have definite mechanism or strategy of working together, working with OBEC to harmonize a single package of materials, and measuring impact. In addition, funding to support in running the network has not been established. Each organization spends their own resources to implement projects. TSSN offers a strategic entry point in the adoption of CSSF in Thailand on the condition that TSSN must develop its

own comprehensive framework and clear strategy to work with OBEC for a short, medium and long-term goal.

At the regional level, the ASEAN Safe School Initiative (ASSI) in Thailand is coordinated by World Vision. ASSI has already developed the Regional School Disaster Management Guideline in 2015 together with SEAMEO INNOTECH. ASSI has also launched, the ASEAN Common Framework for Comprehensive School Safety (ACFCSS) on 17 December 2015. This framework is an adaptation of the Comprehensive School Safety Framework in the ASEAN context. Since about half of the TSSN members (Save the Children, Plan International, World Vision, Disaster Prevention and Mitigation and OBEC) are the only part of ASSI, it is highly recommended that the regional framework in operationalizing disaster risk reduction and disaster education in schools be adapted for national implementation. However, moving on CSSF, strategic and programmatic approach that can be sustained under OBEC's leadership, with support from partners, is urgently needed. A monitoring system and aid effectiveness should be considered to measure the operation of CSSF.

Some key capacity building activities for school administrator and teachers under partnership with government and INGOs are listed as follows;

*Table 16. Key capacity building activities in partnership with INGOs*

Organization	Year	Training topic/course	Pillar
DDPM provincial level	present	On-going capacity building and awareness raising activities to teachers and children in schools	2,3
Japan Foundation	2014	30 directors from schools in the South traveled to Sendai, Japan to observe disaster management operation and bring Japan's experience to practice in Thailand. The lessons learned are on 1) facility assessment and sustaining education, 2) orphanage support, and 3) disaster education and local community linkage[19]	2,3
ADPC	2004-2016	DRR training in Mine risk education along Thailand borders, and capacity building activities for 14 primary schools in Ayutthaya, Loburi, Chinat, and Nakornpanom for flood preparedness and action plan. Currently, DRR in school as part of CBDRM in Ayuthaya, Singburi, Angthong provinces	2,3
UNICEF	2015	UNICEF supports Thailand Comprehensive School Safety framework and provided funding for publications of 100,000 copies of teacher's manuals on Disaster Risk Reduction and Climate Change Education	3
UNISDR, UNICEF	2015	Comprehensive School Safety Framework for schools in Chiangrai and Chiangmai	3
DDPM	May 2015	Capacity building on Disaster Management for OBEC Administrator	2
Plan International Thailand	2013-present	capacity building for students and teacher on DRR; teacher training on curriculum development in the provinces of Ayuthaya, Pathumthani, Pang Nga	2,3

		Chiangrai, Chiangmai, Tak	
World Vision	Since 2012	2012-2013, school retrofitting project for 12 schools in Nonthaburi, Ayudhaya and Pathumthani  2015-2017 plan to support OBEC in establishing Thailand's School Safety Baseline, in coordination with UNISDR and ASSI members, develop a national guideline on school safety and establish disaster management teams in 20 pilot schools	1,2
Right to Play	2014	Life Skill Activity for Disaster Response project in many schools in flood affected areas.	3
Consultant Gary Ovington	2011	Education in Emergencies & Disaster Risk Reduction in Education training	2
Save the Children	Since 2011	Awareness raising and teachers' training in Mae Hong Son, Tak, Pathumthani, and Ayutthaya provinces. The project was expanded to urban areas covering Don Muang District, Rangsit Municipality, and Pak Kret Municipality of Bangkok and Nonthaburi	2
DDPM	2009	Teacher's training at DPMA under JICA project in 2009 but was not resumed due to funding shortage	2
JICA	2009-2013	OBEC sent teachers to Japan to learn DRR and disaster management in 2009 JICA project.	2,3

### **GADRRR-ES and WISS Ad Hoc Committee on Comprehensive School Safety**

**Targets and Indicators** (Consultation Version, April 2015) This section is included to indicate comparable norms for cross-country comparison, and has not been completed. It is scheduled for discussion by TSSN & OBEC in 2016.

<b>INPUT INDICATORS</b>	<b>TARGET MEASURES</b>
#A1. Legal Frameworks & Policies Enabling policies and legal frameworks are in place at national and/or sub-national levels to addresses key elements of comprehensive school safety.	<u>Enabling policies</u> and legal frameworks are in place at national and/or sub-national levels to addresses <u>key elements</u> of comprehensive school safety
#A2. Organizational arrangements, leadership, and coordination for risk reduction and resilience is established by senior	a) Education authority provides leadership in disaster risk reduction and management b) Risk Reduction and Resilience Focal Points are engaged at all levels in the education sector

management, and includes designated focal points responsible at all levels.	
#A3: <u>A comprehensive approach to school safety, is the foundation for</u> integrating risk reduction and resilience into education sector strategies, policies and plans.	The framework or approach has been communicated and understood at all levels of education administration, and is publicly available.
#A4: Funding is in place to reduce education sector risks	<ul style="list-style-type: none"> <li>a) National education sector budget includes allocation for risk reduction and resilience programming</li> <li>b) Education in emergencies and/or other sufficient funding sources exist and can be drawn upon by the national education authority, in an emergency</li> </ul>
#A5: Child-centered Risk Assessment is in place at all levels in the education sector	<ul style="list-style-type: none"> <li>a) Hazard mapping and risk analysis information is available to the national education authority from national and sub-national authorities, is available at all levels for education sector planning</li> <li>b) National/sub-national/school-level staff have guidance to assess hazards and risks</li> <li>c) National/sub-national/school-level staff have the capacity to assess hazards and risks</li> </ul>

## 6. PILLAR I: SAFE SCHOOL FACILITIES: POLICIES, PRACTICES & PROGRAMS

### ***New school construction:***

Regulation on establishing new schools is addressed in the MOE Regulation on Establishing, Merging and Terminating education institute dated 16 January 2007, but there is no provision or guidance about safe site selection. ESAO is authorized to approve the establishment of new schools. To set up new schools, ESAO has to consider several criteria, for example, number of prospective students, land title at the minimum of 25 rai (40,000 square meters) and distance from the same type of school of at least 6 kilometers.

OBEC has released a Guideline on Standard Construction of School Facilities which provides technical information on building construction, water, drainage, and electricity system within a school vicinity. It specifies administrative procedures needed before, during and after the construction, such as guidelines in compiling legal requirements for construction. This guideline will be attached to the contract of school builder. There several designs of school building and special designs created to accommodate restricted conditions such as space limitation. The designs do not fully incorporate the concept of disaster resilient. However, some school buildings have been designed to meet cultural, topography and ground conditions. After the earthquake in 2013, schools situated in seismic risk areas are to be built with earthquake resistant technology. Currently, one school totally damaged from the earthquake in Chiang Rai province is rebuilt with earthquake-proof design and technology.

OBEC's Planning Division is responsible for allocation of resources for building new schools while selection of school sites is being decided by ESAO and OBEC. Committees are assigned for this purpose and a ministerial regulation has passed on establishing new schools. The construction and budget proposal development guidelines and building design blueprints are available and accessible through website of the Design and Construction Group (DCG). However, there is no evidence on a policy or guideline that will ensure safe site selection.

The DCG under the General Administrative Bureau of OBEC is responsible for the school design, building construction, and overall technical support needing in building the facility. All information regarding the establishment of schools, including policies and regulations can be accessed by public and schools on its website. The blueprint for the school design allows some degree of freedom for adjustments to accommodate the condition of the land and location. Adjustments on the design must officially be coordinated for OBEC's approval.

DCG's role is to provide technical and administrative support on the required design and construction of school buildings. DCG works on the engineering structure, construction standards and building system, and improvements and maintenance of old school facilities. It has a consolidated database of standard construction materials and pricing for schools to follow. In

constructing school facilities, DCG works with the school's construction committee in the approval of the design, monitoring of school construction, and inspection of school facilities upon receipt of requests from schools. A daily monitoring of the school's building construction is required to be submitted to the designated school construction committee. Forms and other administrative paper work must be filed, submitted, and reviewed by ESAO and committee.

The main challenge for the work of DCG is the technical officer to school ratio needed in inspecting schools for retrofitting and improvement. Due to this constraint, schools turn to seek assistance from the local construction firm or structural engineer at the Local Administrative Office for inspection and guidance on construction.

The 6.3 magnitude Chiang Rai Earthquake in 2014, affected 188 schools while 5 of which needed to be demolished and rebuilt. There were a total of 156 school buildings damaged, and declared unsafe for use. Total cost of damage to the education sector was accounted to be more than 267 million baht, including educational equipment and facilities. The Design and Construction team of OBEC, together with professional engineering organizations conducted a post-disaster damage assessment to plan for recovery. Earthquake hazard risk reduction techniques were considered in reconstruction and improvement of school buildings, following the building code law. The Thailand Research Foundation funded a research to improve school construction in seismic area. Donations from various agencies were secured in school construction.

#### ***School retrofit, rehabilitation and replacement:***

To be able to request budget for renovation or repair of damaged facilities, the school administration must submit through EMIS, a formal request accompanied by documentation photos showing the damaged facilities. Budget approval goes through a committee and passes different levels. According to one school administrator in one of the flooded schools, the school retrofit budget is not sufficient for the repair and reconstruction of the school's facility. The administrative process takes time and the schools rarely receive the full amount requested. The school sometimes, has to seek donations from the private sector, their alumni, or by organizing fund-raising activities. In such cases, the school management can request assistance from the local administrative office to conduct damage assessment and renovate or retrofit the schools. Decision to construct or renovate facility is made at school committee level. Report of construction can be sent to ESAO.

Because school construction is funded from various sources, OBEC's safety standards for school construction is sometimes compromised. When the construction of school facilities is funded externally from the government budget, it would require schools to adhere to certain regulations, requirements, and restrictions of its funders. In addition, the locally hired constructor may not understand the technical engineering requirements specified by OBEC which affects the safe condition of the school building. Thus, many school buildings, despite OBEC's standard guidelines and inspection process, are vulnerable to disaster.

In the time of disaster, OBEC has procedures for schools to follow if retrofitting or renovation is needed. The request goes through a defined administrative procedure consisting of several steps of inspection and endorsement. Release of the financial support follows rules and regulation of the Ministry of Finance on Assistance to Disaster Affected Citizen 2013. The ESAO Committee is chaired by Director of ESAO who will form a team composed of structural engineering experts, such as engineers, architects and head of government agencies. The ESAO Committee will assess damage, endorse the request, and forward it to the District Committee. The District Committee will request for approval from Governor and submit the request further to Provincial Committee. According to 2014 report on flood and windstorm damage to schools, it is found out that there are around 525 schools that are damaged, mostly from windstorm, and in need of retrofitting or fixing<sup>2</sup>.

The 2014 earthquake in Chiangrai has affected the majority of school buildings in the area. According to a school structure assessment conducted by the Thailand Research Fund (TRF), structural damage in schools is a result of several standards followed in school construction [20]. Some buildings needed to be demolished and reconstructed. Classrooms had to be moved to temporary shelters, tents, garages and temples. The poor condition of temporary classrooms was found to have impacted the quality of education and student learning.

The TRF survey also found that damage to school structures varies based on the condition of the building and suitability of materials used for construction. Most of the schools that were heavily damaged are the ones constructed before compliance with the 1997 Law on Earthquake Resistant Building Design and the condition of the ground.

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<sup>2</sup> The review team did not receive information and report of how much financial support OBEC has sent to schools.

## **School Maintenance**

Schools are required to inspect and prepare the school facilities before the school opening. School checklist is provided in the Guideline and Measure on Safty and Security in Schools and in the letter from OBEC to ESAO and from ESAO to school. The details of inspection are addressed in the letter of OBEC. It covers the followings:

1. inspection of school environmentthe inspection of school environment
  - 1.1. cleanliness of lawn and trimming tree to avoid accident from broken bench
  - 1.2. retrofitting of school building, electronic system, water system, playground, football ground and goal, school gate, fence and swimming pool
  - 1.3. check for dangerous animals such as snakes, rats, bees, wasp, hornet, scorpion and centipede
  - 1.4. identify risk areas such as commuting route, parking space for car and bicycle in and around the school, and find solution to prevent harm to students. Coordination with local traffic police is emphasized to ensure safety and traffic control in front of the school.
  - 1.5. educate school personnel by studying DDPM manual or DDPM website for information on safety.
2. prepare for situation related to health by proactively check for student health condition and maintain connection with local hospital. Students must be taught on personnel hygiene
3. Prevention of violence and danger of any kinds including social disruption
4. Consider student insurance
5. Assign teachers, student committee and students to be responsible for their own safety and preparedness
6. in the case of natural hazards, chaotic situation and violence, School Direction will make judgment of the action to be taken and report the situation to higher level.

The school committee has to conduct inspection before the school opening and report to higher ESAO findings of their inspection.

Information about school facility can be found on website (<http://bobec.bopp-obec.info/index.php>)

The school management is responsible for facility, water and power maintenance. Request for maintenance budget can be submitted from school to ESAO. There is a form to fill in and it requires photograph of the areas that need maintenance. ESAO will allocate budget and identify local construction company to work on maintenance of school. School can secure budget for electric and power from the MOE, or through donation and fund raising.

The Design and Construction Group of OBEC launched improved design and construction of school buildings from time to time. There are standard desing, special design and designs that are launched on special occasions. According to the Director of the Design and Construction Group, the improvement on school toilet, canteen and meeting halls are being implemented. The improvement of toilet and canteen aims to elevate the sanitation and hygiene of schools. This improvement should be considered for schools that will be used as community shelter.

**Safe access:**

The school safe access is mentioned in the school safety guideline and is one of the elements to consider when disasters occur in the locality. If school is not accessible or poses a danger to commuting of students and personnel, the management will announce school closure.

**Schools as Temporary Shelters:**

Many schools have been identified as shelters in the DDPM database for flood, windstorm and Tsunami. This database has been submitted to DDPM Central Office from DDPM at provincial level. The provincial DDPM requests that Local Administration Office develop Disaster Prevention and Mitigation Plan for the sub-district level. This plan includes identifying protective infrastructure and facilities for community preparedness. Most of the schools and temples near the disaster prone areas are identified as community shelters.

**IDPs & refugees:** Describe adequacy of schools in IDP or refugee camp situations, where they exist. Where IDP or refugee camp situations exist, describe adequacy of space available for schools, safe access. Who are key stakeholders and administrators?

IDP education is not under OBEC.

**GADRRR-ES and WISS Ad Hoc Committee on Comprehensive School Safety Targets and Indicators** (Consultation Version, April 2015), This section is included to indicate comparable norms for cross-country comparison, and has not been completed. It is scheduled for discussion by TSSN & OBEC in 2016.

INPUT INDICATORS	MEASURES
Target: Every new school built is safe one.	
#B1: Guidance and regulations are in place from appropriate authorities for safe school construction. This includes <ul style="list-style-type: none"> <li>a) safe school site selection</li> <li>b) safe design, and</li> <li>c) safe construction</li> </ul>	
#B2: <u>Safe school site selection, design and construction</u> are monitored for compliance/enforcement by appropriate authorities	# and % of new school construction that is monitored for compliance with <ul style="list-style-type: none"> <li>a) safe school site selection</li> <li>b) safe school design</li> <li>c) safe school construction</li> <li>• Quality of construction is supervised by</li> </ul>

	<p>ESAO committee. There is report form and requirement for construction supervision</p> <ul style="list-style-type: none"> <li>• Design and construction plan must be signed off by the Design and Construction Group and Planning Division</li> </ul>
<p>Target: Existing schools are being made safer, systematically</p>	
<p>#B.3. A <u>systematic plan for assessment and prioritization for retrofit and replacement</u> of unsafe schools has been developed, and is being implemented.</p>	<ul style="list-style-type: none"> <li>a) estimated % of <u>school stock</u> that has been <u>inventoried</u></li> <li>b) estimated % of school stock covered by the risk assessment process.</li> <li>c) # and % of unsafe school buildings have been identified.</li> </ul>
<p>#B.4 The prioritization plan for <u>upgrading</u> of existing unsafe schools is being resourced and implemented.</p>	<ul style="list-style-type: none"> <li>a) construction capacity, systems for monitoring and quality assurance and financial resources are allocated for completion of needed upgrading within a 20-year time-period.</li> <li>b) # and % of unsafe school buildings upgraded each year.</li> </ul>
<p>#B5 Education authorities promote <u>routine maintenance</u> and <u>non-structural mitigation</u> for increased safety and protection of investments in public schools.</p>	<ul style="list-style-type: none"> <li>a) Education authorities provide <u>guidance</u> and skill-training for routine maintenance and for needed non-structural mitigation measures to reduce risks in all schools.</li> <li>b) Roles and responsibilities for maintenance and non-structural mitigation are defined, documented and assigned.</li> <li>c) Education authorities have identified budget for routine and deferred maintenance of school facilities for safety and to protect investments, with transparent monitoring oversight at the school level.</li> </ul>
<p>#B6: Planning is undertaken for limited use of schools as temporary shelters or collective centers, during the school year.</p>	<ul style="list-style-type: none"> <li>a) Disaster management and education authorities have identified those schools that are expected to be use as temporary <u>evacuation centers</u> for disasters with early warning, and as temporary <u>collective centers</u> or shelters in the event of major</li> </ul>

	<p>hazard impact.</p> <p>b) Planning, support and capacity development are being provided at sub-national level to meet these needs.</p>

## **7. PILLAR 2: SCHOOL DISASTER MANAGEMENT (SDM) & EDUCATIONAL CONTINUITY: POLICIES, PRACTICES & PROGRAMS**

### ***School-based risk assessment and planning for risk reduction and educational continuity:***

OBEC has developed the “Guidelines and Measures on School Safety” through the General Administrative Bureau which represents comprehensive school safety measures for students. This guideline is updated every four years since 2005. Its 2013 version is a product of consultations with 20 Directors from ESAs led by Director of Administrative Bureau, OBEC. The guideline presents various scenarios that threaten safety of students and school facility. Scenarios mentioned in the guideline are those that are man-made, from animal attack, and borne from natural hazards. The content also covers measures related to prevention of accidents that take place in and outside of school premises, those from the road, those related to social and health problems, effects of climate change, disaster risks, and social-conflict. For disaster risk, the guideline describes general knowledge about natural hazards (specifically fire, storm, flood, earthquake, tsunami, and landslide), prevention and mitigation, and response measures. The 4R strategy (Reduction, Readiness, Retaliate and Response) was endorsed for developing school disaster management plan. This guideline is distributed to OBEC’s ESAs. Financial support for further activities could not be ensured. Budget allocation for training on developing a school disaster management plan is not available.

There are elements of emergency response plan, school safety checklists, simple assessment forms, useful templates for developing a school disaster management plan. The content is in line with preventive measures recommended by Department of Disaster Prevention and Mitigation, Ministry of Interior.

The 11<sup>th</sup> National Economic and Social Development Plan (2012-2016) addressed the importance of disaster management, climate change adaptation and resilient society to enhance self-sufficiency and competitiveness. It also addressed the challenge in environmental degradation, impact of climate change on drought, severe storm, food production and agricultural sector. One of the national strategies related to disaster management is to promote preparedness and response collaboration from community to international levels, in addition to environmental protection and improvement. . The current MOE policy under military government, announced by Minister General Daphong Rattanasuwan on 27 August 2015, regards disaster management in school as one of their top policy priorities. School Disaster Management is also mentioned in MOE’s policy in response to the Natural Disaster and National Climate Change Adaptation Plan (2010-2019) following the ASEAN agreement on Climate Change and Natural Disasters. For MOE, disaster management is an integral part of School Safety policy.

A summary of OBEC Policy and operation guideline in disaster management is found in Appendix 9.

OBEC formulated a Guideline on Disaster Management in Education Institute and Education Service Areas in 2011 to promote disaster management and disaster education in schools. This guideline clarifies the responsibilities of the OBEC, ESAO, and schools. It also provides Standards for disaster education promotion at ESAOs and school level. In 2012 a guideline for disaster management and education was released to 225 ESAOs<sup>3</sup>. Based on this, OBEC required disaster education action planning was made mandatory at ESAO level. In 2013, every ESAO in Thailand completed the action plan for disaster education.

Key element of action plan are:

1. Policy setting
2. DPM Plan in ESAO level
3. Responsibility/Role
4. Guidance of DPM Plan in School level
5. Risk Analysis/Assessment/survey/Disaster Type
6. Identified target schools
7. Assigned Model Schools/School Outstanding
8. Human resources development plan for Teachers
9. Plan to hold Workshop
10. Evacuation drill
11. Budget
12. Network/ coordination
13. Curriculum/Learning program

Schools are required to submit safety and disaster risk management plan to ESAO. For some ESAO, such as Chumphon I ESAO, all schools under its jurisdiction are required to submit disaster management plan and its revised version on a yearly basis. Trainings and workshops on disaster planning in schools are being organized by ESAO with support from local DDPM, Municipality and INGOs.

The school disaster management plan consisted of: general risk assessment and hazard mapping, roles and responsibilities of the school personnel and students' committee during disasters, and inventory of school equipment. There is no database or information management of school disaster plans present in the OBEC office although OBEC reported that they receive copies of school disaster plans from ESAO, even plans sent in hard copy.

Disaster risk assessment is described in OBEC's Guideline for School Safety under Disaster Preparedness section. However, the step to conduct risk assessment was not mentioned in detail in the guideline.

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<sup>3</sup> \*number of ESAOs in 2012

### ***Physical and environmental risk reduction in schools:***

According to OBEC policy, school management must ensure that school environment is safe, secured, and free from accidents and natural disaster threats. To ensure this, environmental assessment in all aspects of safety related to students and school personnel is addressed as part of the school's mandate in the Guideline and Measures for School Safety. At implementation level, environmental safety and evaluation must be conducted regularly by the school management and ESAO.

Research for this report found that because of teacher shortage, and teachers feeling overloaded with their regular teaching roles, schools nominate an administrative support or junior level staff, on short-term contracts, to attend DRR trainings. This creates challenges to continuity of efforts in DRR since retention of knowledge and capacities built through the administrative support personnel ends. Issues related to disabled children, children of foreign migrant, children from Thai migrant labor are potentially being overlooked during school disaster planning.

Disaster risk reduction at school level depends on leadership and capacity of school.

Warning systems in Thailand have been operated through several agencies for different purposes. Some of them benefit community including schools.

The National Disaster Warning Center (NDWC) has installed 344 warning towers for Tsunami and landslides around Thailand. Some of the warning towers are installed in school premises. For example, there are Tsunami warning towers in 4 schools in Satun province, 1 school in Trang province, 4 schools in Pang Nga province. NDWC organizes large-scale Tsunami evacuation drill on a yearly basis. Schools participate in the annual drill. Effectiveness of this early warning system for schools, is unknown.

The Princess Pa Foundation, implemented by Red Cross Society supports disaster risk reduction through installation of flood, landslide and Tsunami warning systems in high risk areas. These systems support decision-making regarding response and evacuation. There are warning system installed in villages and in schools such as the 3 schools along Lee River in Uttaradit province where landslide disaster occurred [21]. The schools participate in community disaster preparedness plan.

### ***Response-preparedness in schools:***

It is the MOE policy that that school evacuation drills be conducted once a year. Schools can independently organize their evacuation drill, partner with the community, or through assistance of technical agencies in their locality.

Teachers and school administrators are required to coordinate and organize relief operations as MOE and other Ministries are usually ordered by the Government to assist during disasters.

Assistance is provided to students and their family, at least within the role specific for the MOE. Generally, school provides initial relief such as basic items for daily living, survival kit, water, medicine, and food. In the 2011 flood, teachers and administrators, sometimes together with the students, organize their teams to set up tents for cooking food for affected communities. Some schools allow people to use their own facilities, such as their parking area to serve as shelter for livestock. A common practice in many rural communities and villages is the use of schools as shelter.

According to DDPM database of communities at risk of disasters in Thailand, a large number of schools in disaster prone areas are listed as temporary shelter. There is no assessment regarding the school's appropriateness to function as a shelter (number of toilet, space, water and electronic system, etc.).

During the 2011 flood, there is a reported 801 schools and education centers around Thailand that are to be used as public shelters. The total capacity of these shelters is 236,925 people while there are 25,914 people made use of the school as shelters. Despite these, evacuation to shelter is not widely practiced in Thailand due to the availability and readiness of shelters. Thai people, especially those in the rural areas depend on their social network at times of disaster. People affected by flood still opt to stay at home or stay with neighbors and relatives in safer areas.

DDPM has launched a manual on temporary shelter management which has comprehensive information aligned with international standards [22]. However, there is no guideline on shelter management specifically for schools. There is no training for administrator and teacher to organize disaster response. There are also issues related to financial support for sheltering at schools. However, under JICA project, teachers from model schools were trained on classroom management to support evacuees in the time of disasters. DDPM, ESAO and schools organize DRR training programs. In Chiangrai, for example, after 2014 earthquake, DDPM at provincial level collaborated with ESAO to organize a training program called "One school. One search and rescue team". DDPM training team conducted earthquake drills for schools in Chiangrai and in several other provinces. The aim of this school-based disaster risk reduction program is to build culture of safety and encourage students and youths to be aware of disaster risk management. The DDPM training package focuses on preparedness for emergency response. Risk assessment and analysis, risk reduction, and educational continuity planning, and child participation, such as suggested in the ASEAN Common Framework for Comprehensive School Safety, were not included in this approach.

#### ***Administrator and teacher capacity for school disaster management:***

OBEC in cooperation with JICA and DDPM launched a Project to foster disaster education in ESAOs and model schools between 2011-2013. The training program provided to DDPM has focus on aspect of emergency response, for example, rope rescue, first aid, search and rescue, fire prevention. Regional ESAO and schools are selected to implement disaster education and teacher's training.

OBEC built a horizontal development approach, called “the model school method” to disseminate disaster education. In 2013, OBEC started a project for disaster education promotion to provide the budget for competent ESAOs. As a result, more than 50 ESAOs launched their own projects for school disaster education in mid-2013.

During 2013-2015, OBEC allocated budget to fund disaster management proposals in ESAO to promote disaster management at the school level. Proposals selected were provided financial support for implementation. Among activities specified in the proposals are: training on school disaster management, technical assistance in conducting evacuation drill, support for implementing the school disaster management plan, and activities related to raising DRR awareness among students. However, though hard copies of activity reports are produced, information are not utilized for the purpose of DRR planning. Instead, it was viewed as output of activity.

Disaster management training for teachers and administrators are also conducted in many provinces. These trainings are provided by DDPM or municipality at provincial level with financial support from ESAOs.

As per MOE’s policy, schools will always function as distribution center for relief and donations. An example could be drawn from the experience of Had Hong School in Chumphon province. In the time of the flood, people automatically evacuated to the said school with the help of school teachers who have the keys to open the school. Since the disaster plan of the community and the school is coordinated with each other, classrooms have been converted to shelters consisting of accommodation space, kitchen space, first aid space and school lawn is used as a place to transfer livestock.

Psychological support for students and their families affected by disasters is part of OBEC policy in disaster recovery. In Thailand, there is a community of public health volunteers in every village who are trained to do stress debriefing. In addition, teachers were also trained by the Department of Mental Health to perform stress debriefing and other forms of psychological support after the Tsunami incident in 2005 [23]. The teacher’s manual on psychological support for students in 6 coastal provinces affected by Tsunami disaster was developed by Department of Mental Health, Ministry of Public Health. Currently, there is no record of psychological trainings provided.

Education personnel support all forms of assistance to students and their families affected by disasters. They have also been tasked to manage the school once it is converted to a shelter. However, there is no training made available to support this disaster management role.

***Education in emergencies capacity:***

The school management must inform the Chief of District by telephone once damage has occurred. A report must be submitted ESAO within 24 hours. The report will go through approval process at provincial level and will be forwarded to OBEC.

OBEC has procedures and disaster report form which requires the following information:

- Type of natural disaster
- Date and time
- Description of damage on building and school facility
- Report of injury and death to teachers and students
- Estimated cost of damage

OBEC has authorized the School Principal or School Director to lead on the closing of the school based on the current situation. Commencing classes after the disaster is decided by ESAO and schools. As such, they may come up with various approaches depending on their situation. For example, ESAO 1 Lopburi province arranged for a Roaming school, Roadside school, and Program instruction delivery during flood in 2011. The schools affected by flood in Ayutthaya province have decided to make up for classes in weekends or in the afternoon of normal days to complete the curriculum.

After the Earthquake in Chiangrai in 2014, where 5 school buildings are totally damaged and need to rebuild, OBEC provided funding to build temporary knock-down classroom structure.

## **Fire Safety in school**

The Guidelines and Measures for Safety and Security in School identify the kinds of emergency situations that schools have to be aware of and be prepared for. Fire accident is an emergency that needs attention from school management. Every school organizes activities to promote fire safety behavior and prevent fire accident. The School Safety Guideline identifies role and responsibilities of the Director or school, school principal, teachers and school personnel. It does not specify the role of students.

### Roles and responsibilities of school director or principal

- Arrange for fire accident emergency plan which covers possible scenario and clear step-by-step action
- Educate students and school personnel
- Arrange for fire drill
- Revise fire evacuation plan on annual basis Test the plan regularly
- Coordinate with other supporting agency for fire prevention

### Roles and responsibilities of school teachers

- Participate in the fire drill
- Revise the emergency plan on annual basis
- Lead students while in emergency situation
- Suggest and advice the revision of plan and testing of plan
- Develop and coordinate training of students and school personnel
- Inspect and examine fire extinguisher and other equipment
- Role and responsibility of school personnel
- Participate in the fire drill
- Participate in the revision of the emergency plan on annual basis
- Lead students while in emergency situation
- Educate students to take care of themselves before and after emergency
- Participate in First Aid training
- Inspect and examine fire extinguisher and other equipment

All schools need to comply to Ministerial Regulation No. 47 (1997) on Fire Prevention in Building Schools. This accompanies with a request for technical support on fire training from local DDPM, fire service of local administration office, and sometimes fire security company. Based from a discussion with the provincial DDPM, DDPM promotes safety in community, school, and temple by conducting fire training and fire evacuation drill in schools. ESAO has been consistently supportive on fire prevention activities and advocacies in schools. There is a documentation on fire prevention program organized by ESAO, DDPM and schools for students. The training on fire prevention from DDPM is standardized which discusses the theory of fire, types of fire, fire prevention measures, fire extinguishing step, types of fire extinguisher and other equipment. DDPM at central level produces and distributes manual and reading materials for fire prevention in schools. Some schools have been identified to have fire prevention plan and fire drill activities with a local fire prevention service.

However, consistent coordination with fire service bureau appears lacking.

**GADRRR-ES and WISS Ad Hoc Committee on Comprehensive School Safety Targets and Indicators** (Consultation Version, April 2015) This section is included to indicate comparable norms for cross-country comparison, and has not been completed. It is scheduled for discussion by TSSN & OBEC in 2016.

INPUT INDICATORS	MEASURES
#C1: Education authorities have national and sub-national <u>plans for education sector risk reduction and management</u> , with focus on safety and security, educational continuity, and protection of education sector investments	<ul style="list-style-type: none"> <li>a) National and sub-national plans are publicly available and are reviewed annually.</li> <li>b) Plans include risk assessment, risk reduction, response preparedness, and educational continuity</li> <li>c) Planing processes include inputs from children and youth [ ] yes [ ] no</li> </ul>
#C2: Schools annually review school disaster risk reduction and management measures (eg as part of school-based management and/or school improvement).	<ul style="list-style-type: none"> <li>a) Education authorities provide common approach and <u>guidance policies and procedures</u> for all <u>key elements</u> of risk reduction, response and recovery</li> <li>b) Total number and % of schools that have review school safety measures during the last academic year.</li> <li>c) Students participate in these reviews [ ] yes [ ] no</li> </ul>
#C3: Education authority has established and guides a <u>full simulation drill</u> , held annually, at <u>all levels</u> , to practice response preparedness and to review <u>rrm plans</u> (based on expected scenarios),	<ul style="list-style-type: none"> <li>a) % of schools participating</li> <li>b) % of admin levels participating</li> <li>c) Students participate in planning and review [ ] yes [ ] no</li> </ul>
#C4: Education authority has needs assessment, strategy, and implementation plan to develop staff and student capacity for participation in school based disaster risk reduction and management, at necessary scale.	<ul style="list-style-type: none"> <li>a) Number and percentage of individuals accredited in DRRM through pre-service training programs</li> <li>b) Number and percentage of new staff trained through</li> <li>c) Number and percentage of individuals accredited in DRRM through in-service training programs</li> <li>d) Number and percentage of individuals trained through on-site, and computer-aided instruction</li> <li>e) Students participate in needs assessment and planning</li> </ul>

## 8. PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION: POLICIES, PRACTICES & PROGRAMS

After the Indian Ocean Tsunami in 2004 and the flood disaster in Thailand in 2011, Disaster Management and Disaster Risk Reduction are highlighted in OBEC. Since 2011 OBEC has integrated disaster education in the core curriculum to build capacity among students in preparation for disasters. However, as of writing, disaster education is not fully prioritized in schools. There is no funding allocated for school activities related to disaster education.

Tracking records related to previous DRR project activities and trainings which include national and international collaborations within OBEC, are difficult since information cannot be located due to the fact that activities were organized or have been assigned to various departments and individuals. Individuals overseeing DRR projects are aware of this situation. There is no center for report collection. This exposes a risk in losing institutional knowledge on DRR which could have been used for building institutional memory and DRR capacity.

### ***Formal education:***

DRR education has been intensively incorporated in the Thai education system and through partnership with the Japan International Cooperation Agency (JICA) and Department of Disaster Prevention and Mitigation (DDPM), Ministry of Interior during 2008-2010 and 2011-2013. Educational materials on disaster risk reduction and management, reference books, instructional manuals on DVDS, and teachers' guides on flood, tsunami, and landslide were developed distributed to 31,000 schools nation-wide. Capacity building activities such as trainings and workshops for ESAO personnel, teachers and OBEC personnel within various bureau of MOE were also organized. Best practice is promoted through "model schools" on DRR. Teachers from model schools serve as trainers as a means to expand capacities in disaster education. OBEC has consolidated guideline for disaster education in school. The summary of disaster education policy of OBEC is attached in Appendix 10.

Disaster risk reduction was cooperated into OBEC Basic Education Core Curriculum from preschool to Grade 12 in 4 subject areas:

Table 17. Subject areas where DRR is incorporated

Subject area	Learning topics
Health Education	<ul style="list-style-type: none"> <li>• Safety in Life</li> <li>• Health-strengthening Capacities</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Life and the Environment</li> <li>• Change process of Earth</li> </ul>
Social Study	<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> </ul>
Learning Activity	<ul style="list-style-type: none"> <li>• emphasize giving mind and charitable spirit as a part of community and society</li> </ul>

Designing lesson plans and learning activities must conform to the following guiding principles of OBEC:

1. Must correspond to child development
2. Coherence with Basic Education Core Curriculum
3. Student Development Activity

OBEC basic core curriculum identifies the objectives of the learning for each grade:

Table 18. DRR learning outcomes in the curriculum per level

Grade	Learning Outcomes
Pre-school to Grade 2	<ol style="list-style-type: none"> <li>1. Know-hows and practices of instruction from teacher</li> <li>2. Be able to report and inform teachers or parents in case of any dangerous situation</li> <li>3. Observing skills</li> </ol>
Grade 3 – 4	<ol style="list-style-type: none"> <li>1. Understanding risk and life skills</li> <li>2. Proper response during disaster</li> <li>3. Natural resources sufficiency utilization and preservation</li> </ol>
Grade 5 – 6	<ol style="list-style-type: none"> <li>1. Safety Awareness</li> </ol>
Grade 7-12	<ol style="list-style-type: none"> <li>1. DRR content (In-depth) and learning approaches in practical practices</li> <li>2. Encourage a role model on service mind and social service focuses on charitable spirit</li> <li>3. First Aid skills</li> <li>4. Involve on DRR learning activities, focus on technical skills of disaster response and management</li> <li>5. Safety awareness in family, schools, and community</li> </ol>

The Academic Affairs and Educational Standards Bureau<sup>4</sup> developed a booklet on the Guiding Principles on Disaster Management in ESAO and School. This booklet provides disaster education topics and indicators for teaching DRR from pre-school to upper secondary level. DRR education is designed to be integrated in the Health, Thai Language, Social Study and Science subjects. This strategy aims to create awareness on danger, instigate decisiveness towards safety, and develop volunteerism among students.

In 2015, the Student Protection Center of OBEC, with support from UNICEF and Thailand Safe School Network Partners, endorsed a Disaster Risk Education and Climate Change Adaptation Guideline. This guideline was initiated by Plan International for use as a teacher's handbook on disaster management and climate change adaptation. The handbook was distributed to ESA on the 10th Anniversary of the Indian Ocean Tsunami. The manual endorsed the integration and cross-learning of DRR/Climate Change Adaptation (CCA) topics into 4 regular classroom subjects: Science, Health and Physical Education, Social Study and Religion. The handbook provides basic knowledge about disaster education and how to organize related activities from grade 1-12. The topics in the manual are about knowledge and survival skills in the event of disasters. DRR information in the manual contains knowledge of hazards and emergency response preparedness. Learning and teaching approaches in DRR is generally limited to response preparedness. Exercises promoting analytical skills regarding risk assessment, mapping, situational analysis, planning and innovative solutions, are limited. Information on Climate Change Adaptation is highlighted, however, the links between CCA and DRR are not established.

Even though schools are required to design their own approach in DRR education due to MOE's decentralized policy in managing schools, schools must localize content of DRR education depending on their context.

Teachers need to consider various methodologies to deliver DRR education to students. Several approaches for DRR education such as the 1) textbook-driven approach, 2) the pilot project approach, 3) the centralized competency-based approach, 4) the centrally developed special subject approach, 5) the symbiosis approach (in which an established cross-curricular dimension such as environmental education, 6) education for sustainable development or life skills education serves as a carrier for DRR, 7) and the 'special event' approach. Teachers need ready-to-use teaching plan and resources to lead DRR education in schools to save time and resources.

Disaster risk reduction recently become an interest among Thai government agencies including MOE after the December 2004 Indian Ocean Tsunami. However, a country-wide approach in collecting and incorporating lessons learned from schools does not exist. Although DRR education is present in many schools, the agenda and its direction varies

With the onset of information and communications technology, OBEC has explored various means

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<sup>4</sup> 1<sup>st</sup> printing in 2012 and 2<sup>nd</sup> printing in 2015, similar content

to increase access to education in remote area. A satellite system is installed to run an interactive e-Learning Project for distance learning. Educational programs are on broadcast on the MOE Channel 1 and feature a two-way feedback from instructors and experts addressing student queries. This bridges the gap between rural and city schools and provides an opportunity for students in rural areas to interact with experienced teachers remotely.

Currently, despite the presence of the Thailand School Safety Network, efforts toward DRR remain fragmented and lacks a coherent and coordinated strategy, around a common and comprehensive framework.

**Informal education:**

Informal Education is not under OBEC supervision The Office of non-formal and informal education also promote disaster preparedness by developing posters and materials to educate students and general public. The materials can be downloaded at its website (<http://www.pattanadownload.com/learning%20media.html>). In addition, the Office of non-formal and informal education organizes exhibition, life skill development trainings and video on disaster management and disaster education for students, its network and communities.

**GADRRR-ES and WISS Ad Hoc Committee on Comprehensive School Safety Targets and Indicators** (Consultation Version, April 2015) This section is included to indicate comparable norms for cross-country comparison, and has not been completed. It is scheduled for discussion by TSSN & OBEC in 2016.

INPUT INDICATORS	MEASURES
#D1: National Disaster Management Authority and Education authority have nationally adopted, consensus- and evidence based, <u>action-oriented key messages</u> as foundation for formal and non-formal education.	c) Set of consensus-based and evidence-based action-oriented key messages for personal, family, and household risk reduction has been adopted as foundation for public education
#D2: Education authority has infused <u>climate-aware risk reduction and resilience education</u> into <u>regular curriculum</u> .	a) Consensus based action-oriented key messages are used as a foundation for formal and non-formal education. b) A full set of skills and competencies for risk reduction and resilience have been adopted at national level. c) Number and % of schools that have included disaster risk reduction and

	<p>management into formal and non-formal education in the last academic year.</p> <p>d) Skills and competencies of students are assessed through measurable learning and RR outcomes.</p>
<p>#D3: Schools convey risk reduction and resilience education through <u>non-formal education</u> through participation in <u>school disaster management</u>, and through <u>afterschool clubs, assemblies</u> and <u>extra-curricular activities</u>.</p>	<p>a) Student participatory activities for engagement in household, school, and community risk reduction are available, and assessed, at school level (including involvement in Pillar 1 and 2 activities).</p> <p>b) Student participatory activities for engagement in household, school, and community risk reduction are utilized, and assessed, at school level through formal and non-formal education (including in Pillar 1 and 2 activities).</p>
<p>#D4: Education authority has needs assessment, strategy, and implementation plan to develop teachers' capacity for teaching risk reduction and resilience education</p>	<p>a) Number and percentage of individuals accredited in RRR Ed through pre-service training programs</p> <p>b) Number and percentage of new staff trained through induction trainings</p> <p>c) Number and percentage of individuals accredited in RRR Ed through in-service training programs</p> <p>d) Number and percentage of individuals trained through on-site, and computer-aided instruction</p> <p>e) Number of pre-service RRR Ed/CSS training programs developed at tertiary level.</p>
<p>#D5: Country has quality and quantity of RRR Education materials for implementation of risk reduction and resilience education at scale.</p>	<p>a) Quality criteria for development and review of RRR educational materials</p> <p>b) Inventory of number and grade levels of educational materials meeting criteria and demonstrate effectiveness in RR&amp;R outcomes</p> <p>c) Quality educational materials are available and utilized at school level</p>
<p>#D6: Monitoring and Evaluation</p>	<p>a) Monitoring and evaluation of effectiveness of RRR educational programs is carried out in terms of student learning outcomes</p>

	and RR&R outcomes. b) Monitoring and evaluation of implementation is carried out to assess scaled, sustainable implementation

## 9. TARGETS & INDICATORS FOR COMPREHENSIVE SCHOOL SAFETY

Any data or proxy data regarding CSS outcome targets. This section is included to indicate comparable norms for cross-country comparison, and has not been completed. It is scheduled for discussion by TSSN & OBEC in 2016.

### GADRRR-ES and WISS Ad Hoc Committee on Comprehensive School Safety Targets and Indicators (Consultation Version, April 2015)

#### #1. Minimization in number of deaths and injuries due to hazard impacts on schools

Over succeeding decades, the number and rate of deaths and injuries due to hazard impacts on people in schools is reduced.

Number and percentage of students, and staff who lost lives or were severely injured, and type of hazard (cause) is aggregated from school level data of all schools with any deaths or injuries.

Reported: annually, every 5-years, every 10 years (by hazard type or category)

Denominators: Total number of students and staff in schools with at least one injury or death. Total numbers of students and staff in affected geographic area. Calculate percentages of total affected.

Deaths and injuries at school	For (type of hazard)			
	deaths		severe injuries	
	male	female	male	female
students				
teachers and staff				

#### #2. Educational continuity is maintained.

Disparities due to intensive and extensive hazard impacts are measured and reduced.

Number and percentage of school days lost in calendar year due to intensive and extensive hazard impacts, reported by type of hazard. This is aggregated from school level data from sampled schools. Select sample schools from high, medium, and low hazard impact areas for extensive hazards, and following intensive hazard impacts.

Reported: annually, every 5-years, every 10 years.

Denominators: Normative number of school days per year. Normative number of teacher: student contact hours per years. Baseline school enrolment. Normative rate of student annual attendance per year.

# days of school closure due to hazard impacts
# days of school closure made up through school calendar adjustments

# students displaced from school for # days
# hours reduction in school day for # days
% Increase in average class size for # days
# students' relocation to temporary learning facilities
School attendance sampled 5, 10, 20, 30, 40, 50, 60, 90, 120, 150, 180 school days after impact. and cohort at beginning of next school year.
# students not returning to school

**#3. Reduction in education sector investment losses to hazard impacts**

Financial impacts of hazard impacts on schools are reduced.

Number and percent of schools and classrooms destroyed and severally damaged due to intensive and extensive disaster impacts, and due to temporary use as shelters or collective centers, and cost of repairs or replacements are aggregated from school level data of all affected schools.

Reported: annually, every 5-years, every 10 years.

Denominators: Total number of schools and classrooms in affected schools and in affected geographic area.

	specific intensive hazard impacts		non-specific extensive hazard impacts		use of school as temporary shelter or collective center	
	severely damaged	destroyed	severely damaged	destroyed	average # days	range of # days
# schools						
# classrooms						
estimated \$ cost of repairs or replacement						
estimated \$ cost of materials lost						

Additional references for this report can be found at: [24-54]

## **10. APPENDICES:**

**Appendix 1 :Comprehensive School Safety Framework**

**Appendix 2: National Hazard Map(s)**

**Appendix 3: Mapping of status of OBEC Disaster Management Tasks**

**Appendix 4: Mapping of Safe School Network Member collaboration**

**Appendix 5: Statistics of public-private education in Thailand**

**Appendix 6: Number of students by level of education**

**Appendix 7: MOE Organization Chart**

**Appendix 8: OBEC Organization Chart**

**Appendix 9: Summary of OBEC Policy in disaster management**

**Appendix 10: Summary of OBEC Policy in Disaster Education**

**Appendix 11: Summary of JICA-OBEC-DDPM Collaboration**

**Appendix 12: EFA Global Monitoring Report 2013/4 Country Statistics**

**Appendix 13: Ministerial Regulations on Management of Information System released 19 July 2011**

**Appendix 14: Documentation Photos**

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## **Appendix 1: Summary of Comprehensive School Safety Framework**

The purpose of Comprehensive School Safety Framework is to bring disaster risk reduction efforts into a clear and unified focus in order for education sector partners to work more effectively, and to link with similar efforts in all other sectors at the global, regional, national and local levels.

The goal of comprehensive school safety is to support children's rights to survival, protection, development and participation by promoting the physical protection of children in schools, and planning for educational continuity and education sector recovery in the face of disasters and emergencies. Disaster risk reduction bridges development and humanitarian assistance work. It is an attitude and commitment. Rather than being a separate domain of action, it is about how to do the same job better and more sustainably.

Comprehensive school safety is addressed by education policy and practices aligned with disaster management at national, regional, district, and local school site levels. It rests on three pillars:

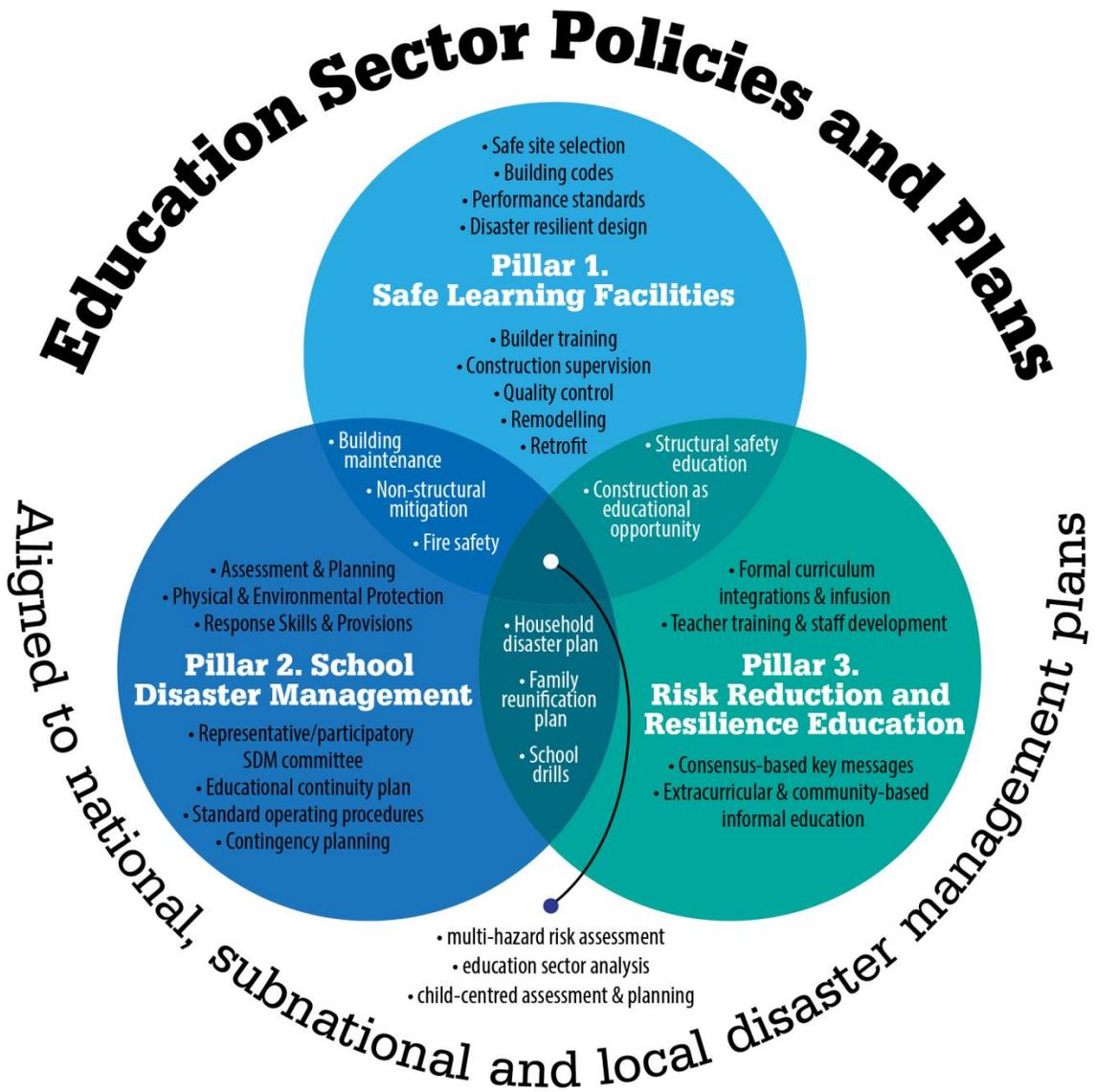
**Pillar 1 Safe Learning Facilities:** This pillar involves education authorities, planners, architects, engineers, builders, and school community members in safe site selection, design, construction and maintenance (including safe and continuous access to the facility).

**Pillar 2 School Disaster Management:** is established via national and sub-national education authorities and local school communities (including children and parents), working in collaboration with their disaster management counterparts at each jurisdiction, in order to maintain safe learning environments and plan for educational continuity, conforming to international standards.

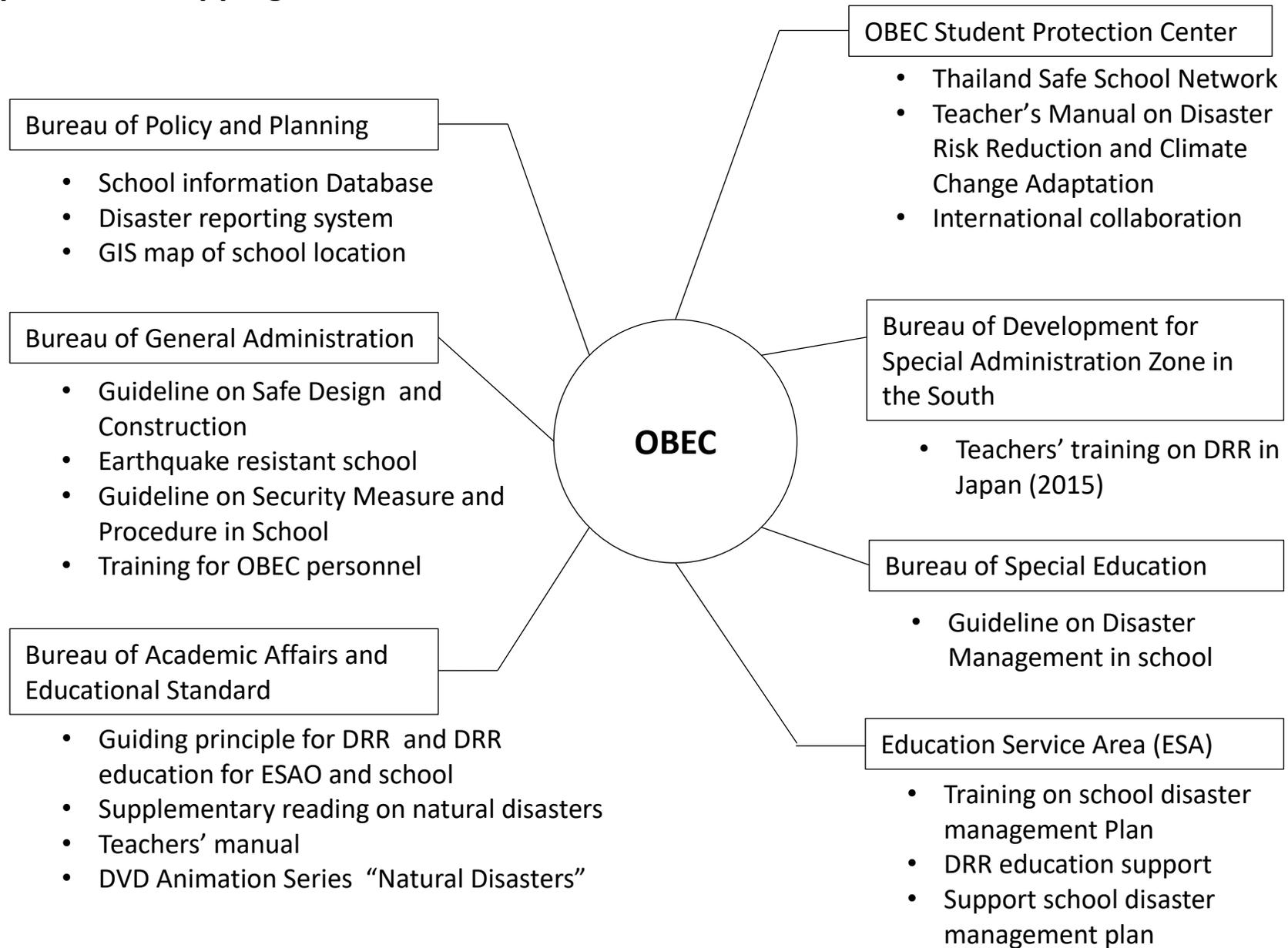
**Pillar 3 Risk Reduction and Resilience Education** should be designed to develop a culture of safety and resilient communities.

Multi-hazard risk assessment is the foundation for planning for Comprehensive School Safety. Ideally, this should be part of Educational Management Information Systems at national, subnational, and local levels. It is part of a broader analysis of education sector policy and management in order to provide the evidence base for planning and action.

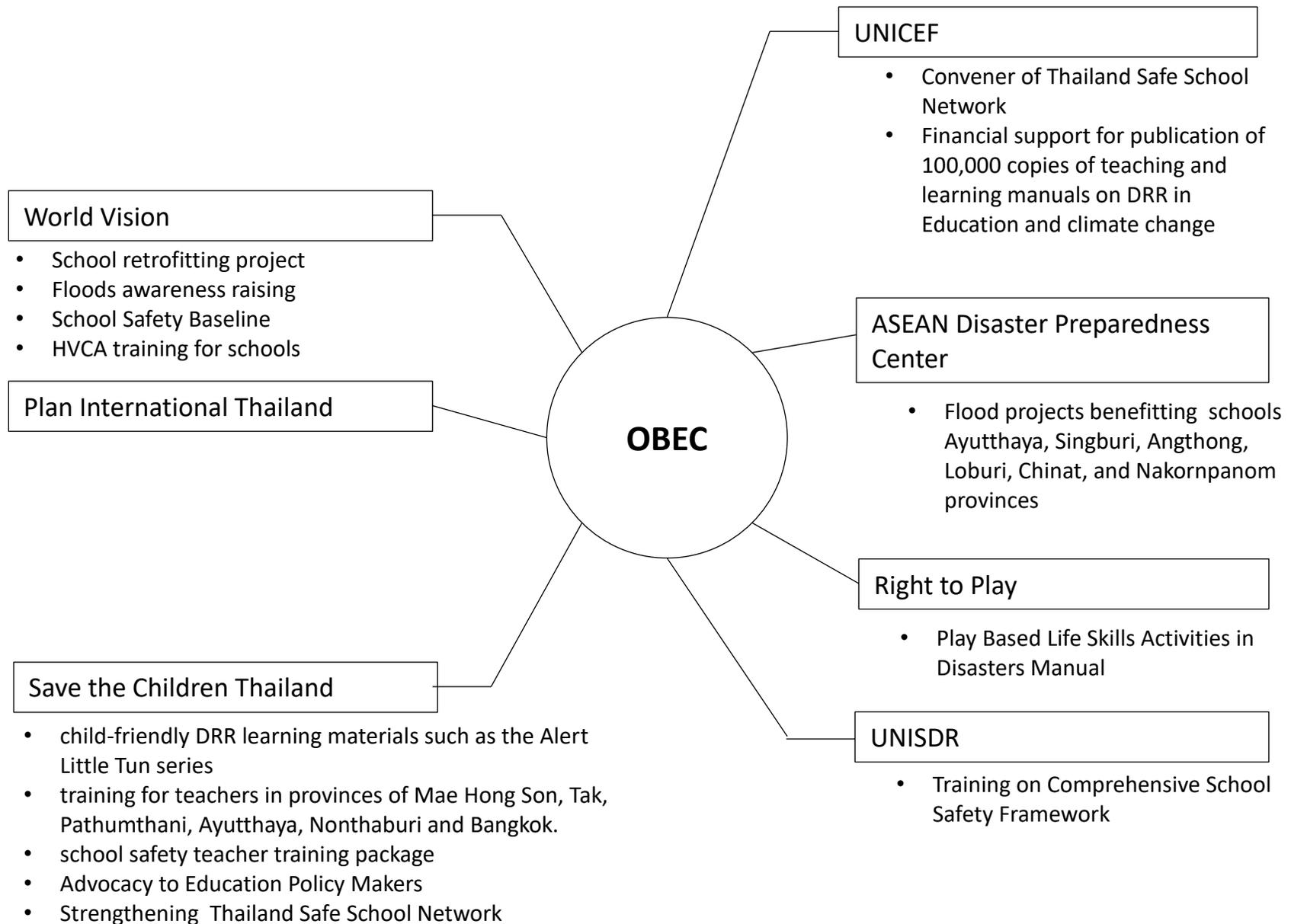
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## Appendix 3: Mapping of OBEC Disaster Related Tasks



## Appendix 4: Mapping of Thailand Safe School Network Collaboration with OBEC



## Appendix 5: Statistics of education in Thailand

(From Pre-school to Upper Secondary Level)

Grade and Education Level	(2010)	(2011)	(2012)	(2013)	(2014)
<b>Pre-elementary education</b>	<b>1,811,203</b>	<b>1,813,538</b>	<b>1,799,125</b>	<b>1,749,196</b>	<b>1,692,638</b>
Pre-kindergarten (Course for Private Schools)	-	-	-	-	14,223
Kindergarten 1 (3-yr. course for private schools)	218,693	240,727	248,653	246,614	215,646
Kindergarten 2 (3-yr. course for private schools)	789,937	794,114	781,010	738,693	722,595
Kindergarten 1 (2-yr. course for private schools)					
Kindergarten 3 (3-yr. course for private schools)	788,311	771,201	763,087	757,973	733,687
Kindergarten 2 (2-yr. course for private schools)					
Pre-primary	14,262	7,496	6,375	5,916	6,487
<b>Elementary education</b>	<b>5,066,745</b>	<b>4,991,835</b>	<b>4,935,721</b>	<b>4,905,460</b>	<b>4,870,578</b>
Grade 1	859,181	867,826	847,630	843,248	830,067
Grade 2	834,405	820,478	834,595	822,533	812,239
Grade 3	820,171	819,639	809,906	826,789	809,570
Grade 4	845,172	811,144	813,021	806,419	819,462
Grade 5	850,019	835,623	804,711	809,768	800,551
Grade 6	857,797	837,125	825,858	796,703	798,689
<b>Lower secondary education</b>	<b>2,802,213</b>	<b>2,662,270</b>	<b>2,497,692</b>	<b>2,391,390</b>	<b>2,356,200</b>
Grade 7	938,143	851,808	828,076	813,304	787,026
Grade 8	954,191	903,876	814,416	795,877	794,542
Grade 9	909,879	906,586	855,200	782,209	774,632
<b>Upper secondary education</b>	<b>2,070,566</b>	<b>2,109,873</b>	<b>2,141,289</b>	<b>2,144,118</b>	<b>2,088,027</b>
Grade 10	779,817	804,187	798,769	756,917	692,228
Grade 11	660,981	664,008	687,420	699,004	684,268
Grade 12	629,768	641,678	655,100	688,197	711,531

## Appendix 5: Statistics of Public Education in Thailand (from Pre-school to Upper Secondary Level)

Grade and Education Level	(2010)	(2011)	(2012)	(2013)	(2014)
Public school	11,393,114	11,245,499	11,174,342	10,852,675	10,686,340
Pre-elementary education	1,251,702	1,222,262	1,182,815	1,128,040	1,112,333
Pre-kindergarten (Course for Private Schools)	-	-	-	-	1,060
Kindergarten 1 (3-yr. course for private schools)	55,210	58,202	55,087	55,778	57,560
Kindergarten 2 (3-yr. course for private schools)	593,446	585,869	568,434	523,141	521,832
Kindergarten 1 (2-yr. course for private schools)					
Kindergarten 3 (3-yr. course for private schools)	588,784	570,695	552,919	543,205	525,394
Kindergarten 2 (2-yr. course for private schools)					
Pre-primary	14,262	7,496	6,375	5,916	6,487
Elementary education	4,071,859	4,010,832	3,920,192	3,866,397	3,839,402
Grade 1	677,269	687,484	660,279	649,154	643,078
Grade 2	665,757	650,493	654,326	638,027	628,913
Grade 3	657,302	658,140	639,423	649,170	634,830
Grade 4	680,042	654,686	651,600	638,269	649,745
Grade 5	689,568	677,311	647,938	649,995	638,851
Grade 6	701,921	682,718	666,626	641,782	643,985
Lower secondary education	2,422,266	2,308,931	2,158,434	2,080,249	2,041,787
Grade 7	810,469	737,192	712,669	705,803	685,174
Grade 8	825,288	784,169	704,630	691,347	686,161
Grade 9	786,509	787,570	741,135	683,099	670,452
Upper secondary education	1,641,185	1,692,121	1,712,428	1,738,422	1,701,638
Grade 10	610,367	642,818	637,049	618,011	571,342
Grade 11	524,662	529,494	547,825	561,761	552,259
Grade 12	506,156	519,809	527,554	558,650	578,037

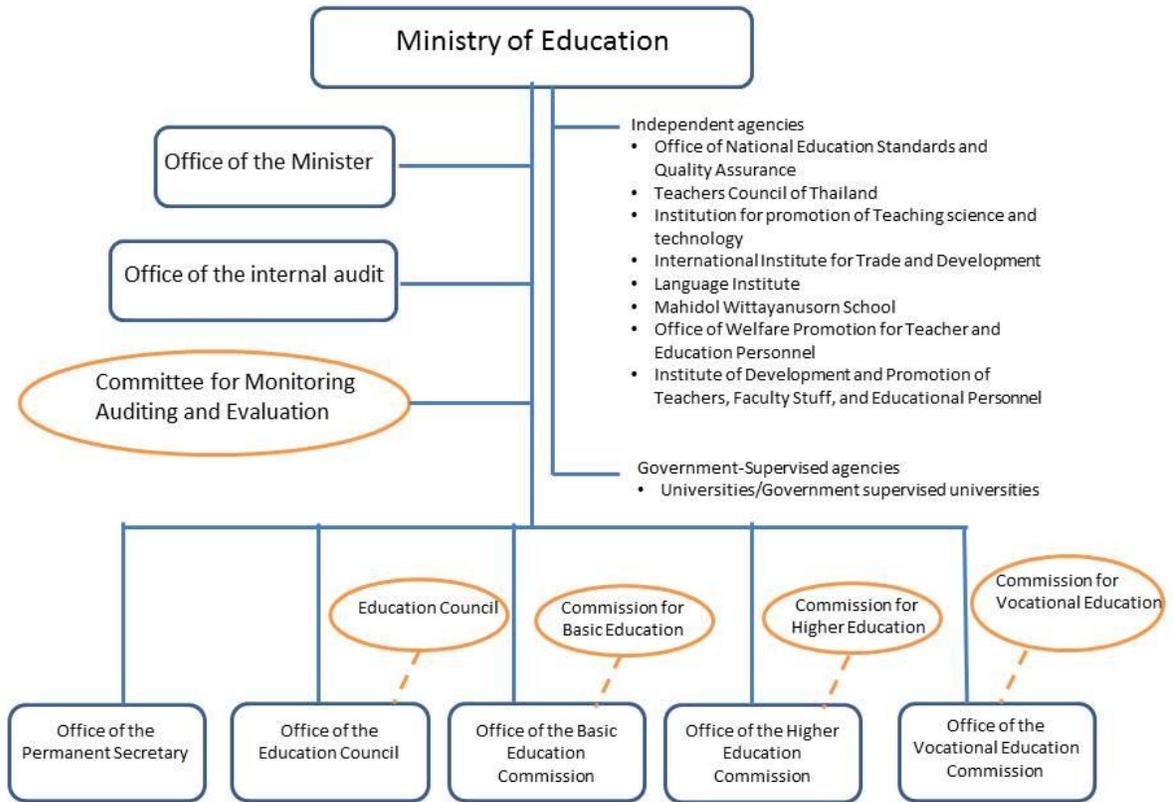
**Appendix 5: Statistics of Private Education in Thailand (from Pre-school to Upper Secondary Level)**

<b>Grade and Education Level</b>	<b>(2010)</b>	<b>(2011)</b>	<b>(2012)</b>	<b>(2013)</b>	<b>(2014)</b>
Private schools	2,757,749	2,709,236	2,756,753	2,754,068	2,676,173
Pre-elementary education	559,501	591,276	616,310	621,156	580,305
Pre-kindergarten (Course for Private Schools)	-	-	-	-	13,163
Kindergarten 1 (3-yr. course for private schools)	163,483	182,525	193,566	190,836	158,086
Kindergarten 2 (3-yr. course for private schools)	196,491	208,245	212,576	215,552	200,763
Kindergarten 1 (2-yr. course for private schools)					
Kindergarten 3 (3-yr. course for private schools)	199,527	200,506	210,168	214,768	208,293
Kindergarten 2 (2-yr. course for private schools)					
Pre-primary	-	-	-	-	-
Elementary education	994,886	981,003	1,015,529	1,039,063	1,031,176
Grade 1	181,912	180,342	187,351	194,094	186,989
Grade 2	168,648	169,985	180,269	184,506	183,326
Grade 3	162,869	161,499	170,483	177,619	174,740
Grade 4	165,130	156,458	161,421	168,150	169,717
Grade 5	160,451	158,312	156,773	159,773	161,700
Grade 6	155,876	154,407	159,232	154,921	154,704
Lower secondary education	379,947	353,339	339,258	311,141	314,413
Grade 7	127,674	114,616	115,407	107,501	101,852
Grade 8	128,903	119,707	109,786	104,530	108,381
Grade 9	123,370	119,016	114,065	99,110	104,180
Upper secondary education	429,381	417,752	428,861	405,696	386,389
Grade 10	169,450	161,369	161,720	138,906	120,886
Grade 11	136,319	134,514	139,595	137,243	132,009
Grade 12	123,612	121,869	127,546	129,547	133,494

## Appendix 6: Number of OBEC students by level of education

Level	Students	Classrooms	Classroom: Students Ratio
Pre-primary			
Kindergarten (3 years old)	2,239	129	1:17
Kindergarten 1	431,237	29,557	1:15
Kindergarten 2	456,852	30,259	1:15
<b>Total Pre-Primary</b>	<b>890,328</b>	<b>59,945</b>	<b>1:15</b>
Primary Education			
Primary 1	534,888	32,523	1:17
Primary 2	530,776	32,328	1:17
Primary 3	534,628	32,245	1:17
Primary 4	544,105	32,146	1:17
Primary 5	556,789	32,204	1:17
Primary 6	543,209	32,150	1:17
<b>Total Primary</b>	<b>3,244,395</b>	<b>193,596</b>	<b>1:17</b>
Lower Secondary			
Secondary 1	601,361	19,766	1:31
Secondary 2	580,907	19,606	1:30
Secondary 3	585,565	19,687	1:30
<b>Total Lower Secondary</b>	<b>1,767,833</b>	<b>59,059</b>	<b>1:30</b>
Upper Secondary			
Secondary 4	356,729	10,563	1:34
Secondary 5	345,487	10,667	1:33
Secondary 6	376,099	10,869	1:35
<b>Total Upper Secondary</b>	<b>1,078,315</b>	<b>32,099</b>	<b>1:34</b>
<b>TOTAL</b>	<b>6,980,871</b>	<b>344,699</b>	<b>1:21</b>

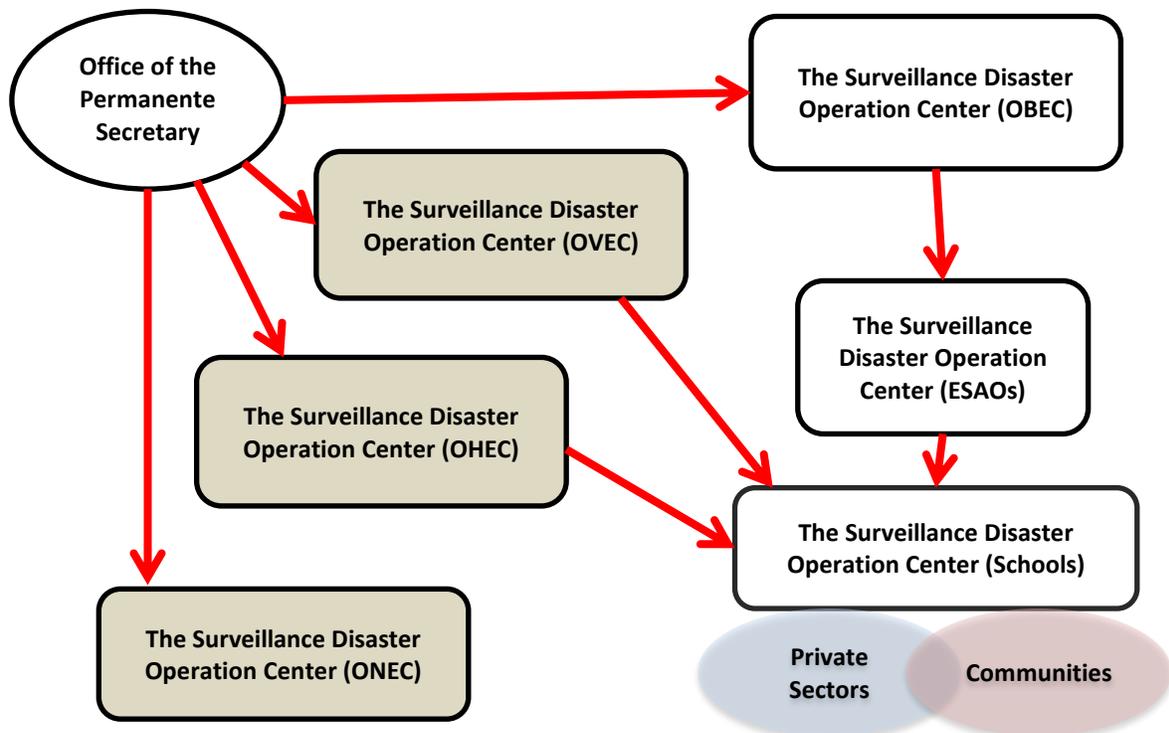
Appendix 7 Organization Chart of Ministry of Education, Thailand



## Appendix 9 Summary of OBEC Policy and Procedures in Disaster Management

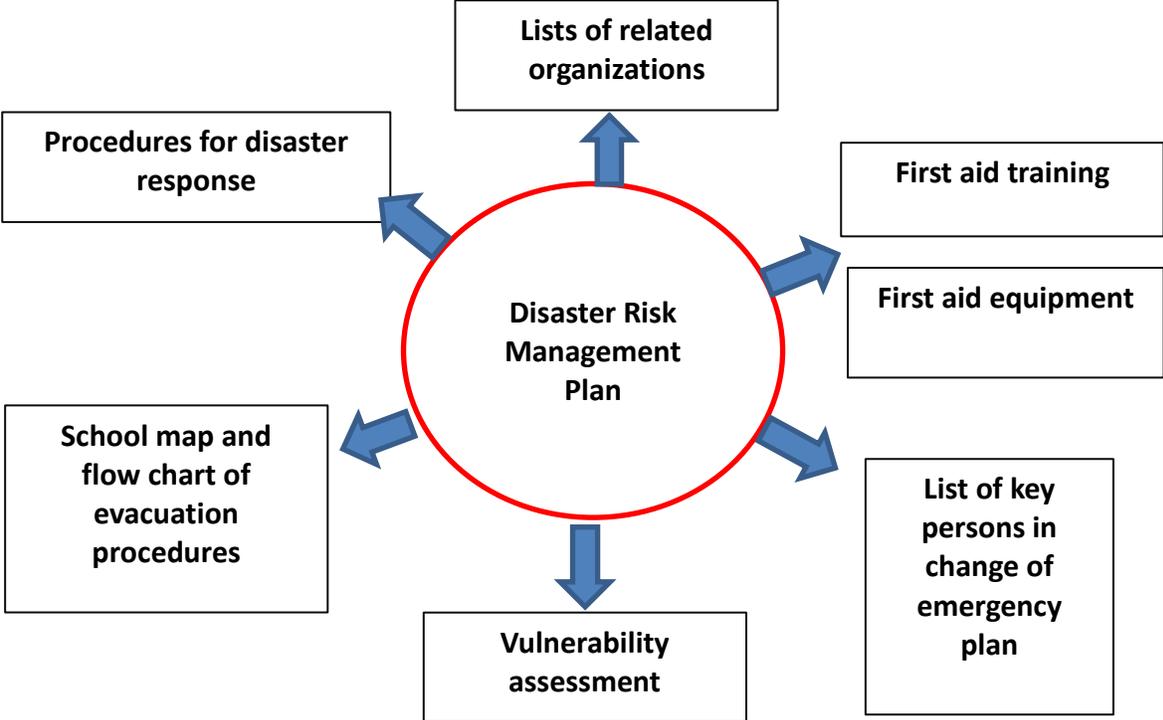
Bureau of Academic Affairs and Educational Standards  
Bureau of General Administration  
Office of the Basic Education Commission (OBEC) Ministry of Education

In the case of large scale disaster, Government requests all ministries to participate in response and relief operation. MOE establishes Surveillance Disaster Operation Center at all levels from central to schools to gather information on disaster damage and loss that affected schools, teachers, students and family of students. The data will be consolidated for the purpose of allocating support to assist disaster victims under the jurisdiction of OBEC. DOC website is used as communication and reporting channel.

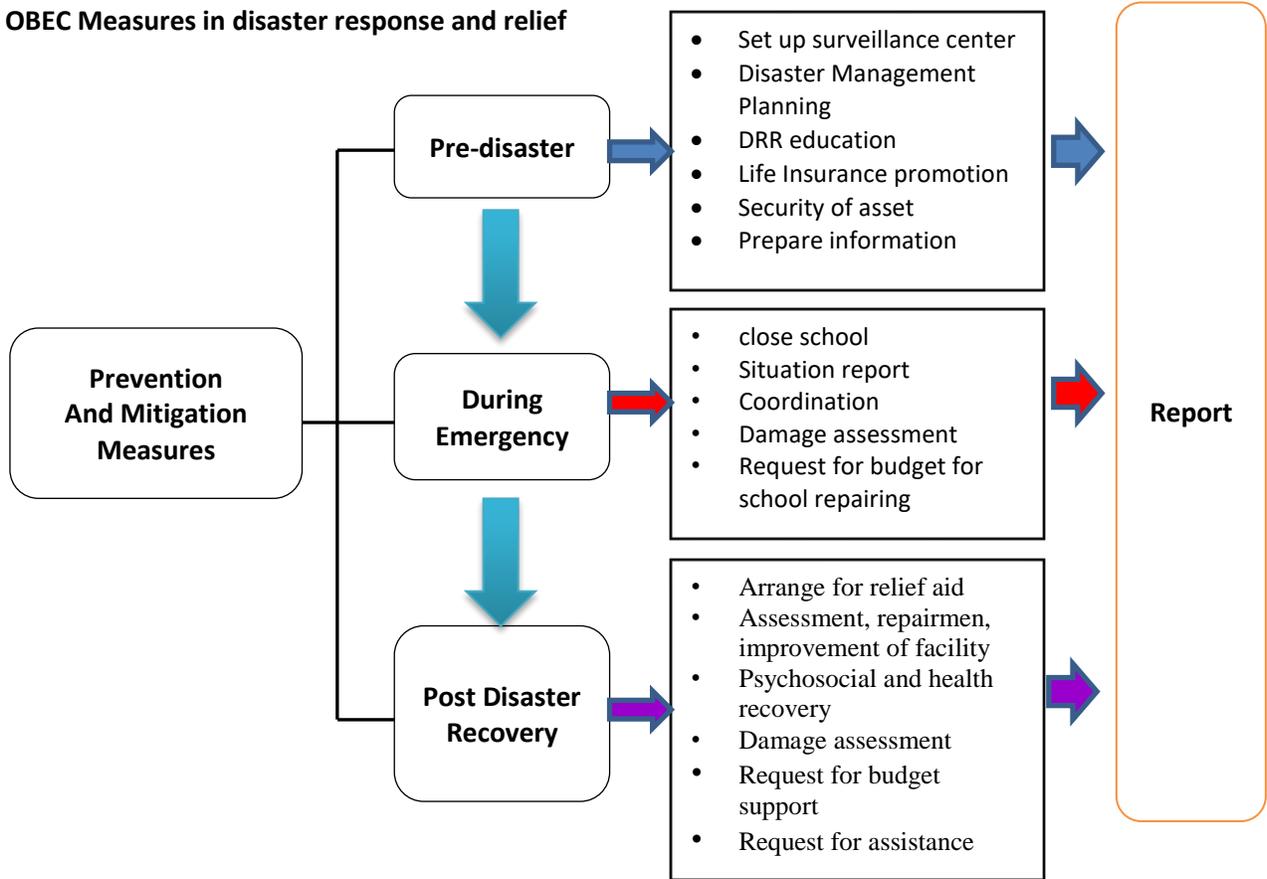


To provide security measurement and procedure guideline for disaster management and disaster risk reduction education, OBEC uses the Guideline and Measure on Safety and Security in School. The guideline identifies several types of hazards such as accident, natural hazards, social issues, health and sanitation issues, social conflict and venomous and poisonous animals. The guideline provides principles in setting up safety management system in school which involves all stakeholders, identify specific operational procedures and identify follow up, monitoring, evaluation and reporting.

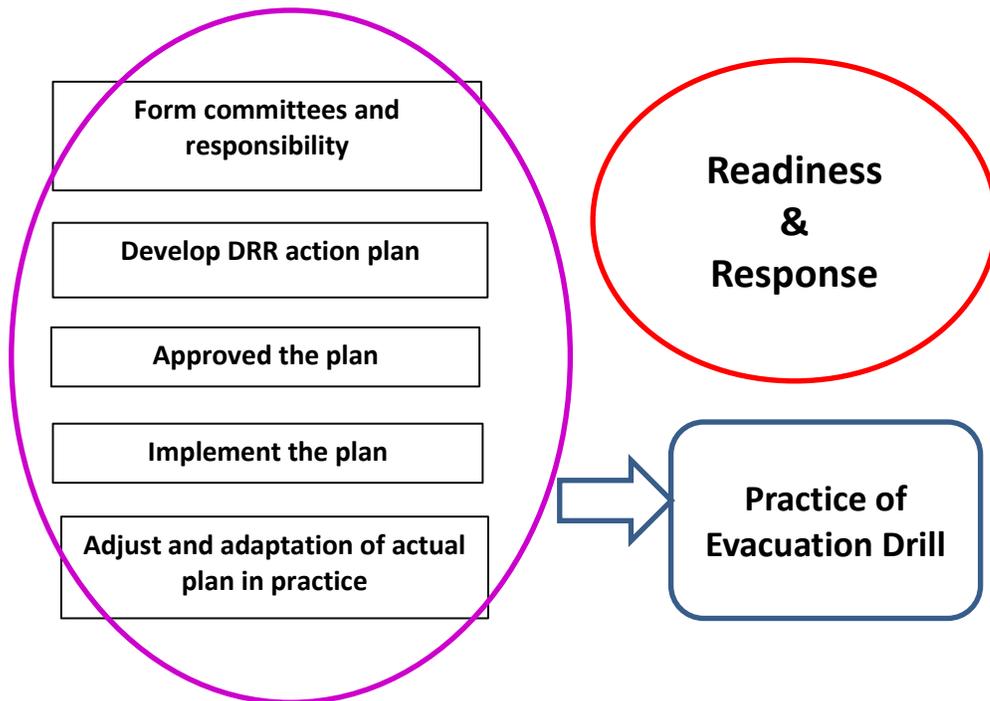
**Checklist for school disaster preparedness**



**OBEC Measures in disaster response and relief**



**School disaster preparedness plan**



## Appendix 10: Summary of Disaster Education Development in OBEC

Bureau of Academic Affairs and Educational Standards  
Bureau of General Administration  
Office of the Basic Education Commission (OBEC)  
Ministry of Education

During 2009-2013, the Thai Government implemented natural disaster prevention and mitigation education in schools by enforcing public schools and educational service area offices in every region to adopt important practices in the lessons for every student at all level. This is greatly supported by related stakeholders including community, organizations, and educational institutions.

Objectives of promotion of disaster education

- to promote awareness in disaster management in schools so that schools can prepare and cope with natural disaster using proper practices
- to implement the DRR education at school level which includes natural disaster prevention, evacuation drill, vulnerability mapping, disaster management plan

Development of ESAO-Model School

- Developed model of ESAOs and schools in risk areas cover 4 regions for 250 schools in 2011
- Develop master teachers for natural disaster prevention education for disseminating good practice to other schools
- Expand results of model ESAOs to initial a pilot schools covering 50 ESAOs

Development of model learning and teaching media and materials

- Guideline on Disaster Risk Reduction Education for ESAOs and Schools
- Supplementary readings about common natural disasters on flood, mudslide, Tsunami
- Teacher manual distributed to 31,000 schools in Thailand
- DVD Animation Series “Natural Disasters”
  1. Natural Disaster and the Earth
  2. Natural Disaster in Thailand
  3. Let’s be prepared!
  4. Telling story
  5. Natural Disaster in other countries

Disaster Education program in school aims to

- to ensure students understanding and have sufficient knowledge in natural phenomena and its causes-effects for an effective risk management and reduce
- to promote risk awareness and decision making related to prevention and mitigation

- to encourage students to develop service minded behavior and volunteerism mindset

Principle of designing disaster risk reduction learning activities in school

- Correspond to child development
- Coherence with the Basic Education Core Curriculum
- Student development activities

Key DRR Education activities at school level

- Develop School/local curriculum
- Teaching and Learning activities
- Develop school natural disaster prevention and mitigation plan

OBEC has integrated DRR education in Basic Core Curriculum

Subject area	Learning topics
Health Education	<ul style="list-style-type: none"> <li>• Safety in Life</li> <li>• Health-strengthening Capacities</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Life and the Environment</li> <li>• Change process of Earth</li> </ul>
Social Study	<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> </ul>
Learning Activity	<ul style="list-style-type: none"> <li>• emphasize giving mind and charitable spirit as a part of community and society</li> </ul>

DRR education for each grade with expected outcomes to guide teacher's planning:

Grade	Learning Outcomes
Pre-school to Grade 2	<ul style="list-style-type: none"> <li>• Know-hows and practices of instruction from teacher</li> <li>• Be able to report and inform teachers or parents in case of any dangerous situation</li> <li>• Observing skills</li> </ul>
Grade 3 – 4	<ul style="list-style-type: none"> <li>• Understanding risk and life skills</li> <li>• Proper response during disaster</li> <li>• Natural resources sufficiency utilization and preservation</li> </ul>
Grade 5 – 6	<ul style="list-style-type: none"> <li>• Safety Awareness</li> </ul>
Grade 7-12	<ul style="list-style-type: none"> <li>• DRR content (In-depth) and learning approaches in practical practices</li> <li>• Encourage a role model on service mind and social service focuses on charitable spirit</li> <li>• First Aid skills</li> <li>• Involve on DRR learning activities, focus on technical skills of disaster response and management</li> <li>• Safety awareness in family, schools, and community</li> </ul>

By considering disaster management cycle, the goal of school disaster management and DRR education can be summarized as follows:

Disaster Phase	Required behavior/activity
Pre-disaster phase	<p>Student level: Students gain knowledge, attitudes on self-prevention and know how to deal with natural disaster</p> <p>School level: Schools integrate DRR in school curriculum</p>
During disaster or emergency response	<p>Student level: Students know how to react/ respond and cope with potential disaster risks</p> <p>School level: School administrators and teachers are able to supervise students in the process evacuation to the meeting point</p>
Post-disaster recovery	<p>Student level: Students receive school supplies and textbooks as soon as possible</p> <p>School level:</p> <ul style="list-style-type: none"> <li>• Incident report on data of damages and effected situation</li> <li>• provide primary helps and supports</li> <li>• cooperate with concerned organizations for further advice</li> </ul>

## **Appendix 11 Summary of JICA-OBEC-DDPM Collaboration**

The Project on Capacity Development in Disaster Management in Thailand, Phase-1 was carried out from August 2006 to August 2008 to improve disaster management capacity of Department of Disaster Prevention and Mitigation and Ministry of Education for community and school preparedness. The Project on Capacity Development in Disaster Management in Thailand, Phase-2 was from May 2010 to February 2014 aiming at improving and up-scaling the outputs of the Phase-1 Project in Thailand.

Under JICA-DDPM-OBEC collaboration, teachers from modeled schools in Chumphon (Had Hong School), Phuket (Tha Chatchai School), and Mae Hong Son (Ban Nam Hu School) provinces together with OBEC and ESAO representatives, went to Japan for 10 days training. They came back to set up a school DRR program and conduct workshop for neighboring school teachers and relevant education officers. Action plans on disaster preparedness education and risk assessment were formulated. In addition, disaster education reading materials and CB-Rom for teacher's guide have been distributed to all 32,000 public primary and secondary schools.

According to an interview with administrative personnel in a school in Chumphon and based from a report of a school in Lampang, both of which are modeled schools under JICA project in 2008, the schools still continue implementing their DRR program until today. There is a linkage of school activities with community environment and disaster risks. School disaster plan and evacuation drill are integrated into community plan. Education Service Areas promote disaster preparedness in schools.

Challenge in OBEC for JICA collaboration was the lack of continuity and budget. In 2009, OBEC launched a Disaster Management Training Project in collaboration with DDPM for 175 educational officers in the ESAOS in local provinces. However, a budget shortage prevented OBEC to continue the second batch of the training. In August 2010, it was found that very few people who knew educational materials disseminated by OBEC in 2008. This was attributed to the lack of knowledge transfer process brought by the termination of school staff responsible for the use of the material.

Disaster education under JICA-DDPM-OBEC project focuses on understanding local geographical knowledge, risk assessment, risk mapping, evacuation planning and evacuation drill. DRR education materials were used effectively in model schools. Teacher's workshop resulted in incorporating DRR in the school curriculum. Modeled schools gave training to teachers and school personnel.

The model school, initiated collectively with JICA in 2008 and in 2011, was seen as effective to understanding and implementing disaster risk education in schools. Unlike the group trainings for school teachers at a training facility, the model school system enables people to holistically learn best practices for ESAO and schools. However, the motivation seems to wind down when OBEC coordinator responsible for JICA this collaboration retired after the end of the project. In addition, materials developed under JICA project were not made available in large scale.

## Appendix 12: EFA Global Monitoring Report 2013/4 Country Statistics

### EFA Global Monitoring Report 2013/4 Country Statistics

(Country Data from statistical tables available at:

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/statistics/statistical-tables/>

<b>BACKGROUND</b>	
DEMOGRAPHY	
HIV & AIDS	1.1
GNP, AID AND POVERTY	4
ADULT ILLITERATES (15 and over)	1,855, 437

<b>EARLY CHILDHOOD CARE AND EDUCATION</b>	
CHILD SURVIVAL	
CHILD WELL-BEING	
WOMEN'S EMPLOYMENT AND MATERNITY LEAVE	
ENROLMENT IN PRE-PRIMARY EDUCATION	2,386,425
GROSS ENROLMENT RATIO (GER) IN PRE-PRIMARY AND OTHER ECCE PROGRAMS (%)	116.5
NET ENROLMENT RATION (NER) IN PRE-PRIMARY EDUCATION (%)	99.63
PRE-PRIMARY EDUCATION ADJUSTED NET ENROLMENT RATIO (ANER) (%)	
PRE-PRIMARY SCHOOL LIFE EXPECTANCY	
NEW ENTRANTS TO THE FIRST GRADE OF PRIMARY EDUCATION WITH ECCE EXPERIENCE (%)	

<b>ACCESS TO PRIMARY EDUCATION</b>	
LEGAL GUARANTEE OF FREE EDUCATION	9 years
OFFICIAL PRIMARY SCHOOL AGE ENTRY (2011)	6 yrs old
NEW ENTRANTS (000)	
GROSS INTAKE RATE (GIR) IN PRIMARY EDUCATION (%)	96%
NET INTAKE RATE (NIR) IN PRIMARY EDUCATION (%)	
PRIMARY EDUCATION ADJUSTED NET INTAKE RATE (ANIR) (%)	
SCHOOL LIFE EXPECTANCY	13.57

<b>PARTICIPATION IN PRIMARY EDUCATION</b>	
AGE GROUP 2011	4,997,981
SCHOOL-AGE POPULATION (000) 2011	
ENROLMENT IN PRIMARY EDUCATION	
ENROLMENT IN PRIVATE INSTITUTIONS AS % OF TOTAL ENROLMENT	
GROSS ENROLMENT RATIO (GER) IN PRIMARY EDUCATION (%)	97.9
NET ENROLMENT RATIO (NER) IN PRIMARY EDUCATION (%)	96.34
ADJUSTED NET ENROLMENT RATIO (ANER) IN PRIMARY EDUCATION (%)	
OUT-OF-SCHOOL CHILDREN (000)	201,766

<b>INTERNAL EFFICIENCY: REPETITION IN PRIMARY EDUCATION</b>	
DURATION OF PRIMARY EDUCATION	6 years
REPETITION RATES BY GRADES IN PRIMARY EDUCATION (%)	9.21
REPEATERS, ALL GRADES (%)	
NUMBER OF REPEATERS, ALL GRADES (000)	

<b>INTERNAL EFFICIENCY: PRIMARY EDUCATION DROPOUTS AND COMPLETION</b>	
DURATION OF PRIMARY EDUCATION	6 years
DROPOUT RATES BY GRADE IN PRIMARY EDUCATION (%)	
DROPOUTS, ALL GRADES (%)	
NUMBER OF EARLY SCHOOL LEAVERS, ALL GRADES (000)	
SURVIVAL RATE TO GRADE 5 (%)	
SURVIVAL RATE TO LAST GRADE (%)	
GROSS INTAKE RATE TO LAST GRADE (%)	
PRIMARY COHORT COMPLETION RATE (%)	

<b>PARTICIPATION IN SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION</b>	
TRANSITION FROM PRIMARY TO SECONDARY GENERAL EDUCATION (%)	
AGE GROUP: 2011	12-17 year old

SCHOOL-AGE POPULATION (000): 2011	127, 382,591
TOTAL ENROLMENT IN SECONDARY EDUCATION	5,317,054
ENROLMENT IN PRIVATE INSTITUTIONS AS % OF TOTAL ENROLMENT	
ENROLMENT IN TECHNICAL AND VOCATIONAL EDUCATION	
GROSS ENROLMENT RATIO (GER) IN SECONDARY EDUCATION (%)	86.21
NET ENROLMENT RATIO (NER) IN SECONDARY EDUCATION (%)	79.6
ADJUSTED NET ENROLMENT RATIO (ANER) IN SECONDARY EDUCATION (%)	
OUT-OF-SCHOOL ADOLESCENTS (000)	104,377
INTERNAL EFFICIENCY	
POST-SECONDARY NON-TERTIARY EDUCATION	

<b>TEACHING STAFF IN PRE-PRIMARY AND PRIMARY EDUCATION</b>	
PRE-PRIMARY EDUCATION	
PRIMARY EDUCATION	
PUPIL/TRAINED TEACHER RATIO	

<b>TEACHING STAFF IN SECONDARY EDUCATION</b>	
SECONDARY EDUCATION	

<b>FINANCIAL COMMITMENT TO EDUCATION: PUBLIC SPENDING</b>	
Government Expenditure on as % of GDP	4.93
As % of total government expenditure	21.4
Government expenditure per student in primary education	4,072.47
Government expenditure per student in secondary education	2,722.95
Government expenditure per student in tertiary education	2,699.8

<b>TRENDS IN BASIC OR PROXY INDICATORS TO MEASURE EFA GOALS 1, 2, 3, 4, AND 5</b>	
GOAL 1	
GOAL 2	
GOAL 3	
GOAL 4	
GOAL 5	
GOAL 6	



# ระเบียบกระทรวงศึกษาธิการ



ว่าด้วยการบริหารข้อมูลสารสนเทศด้านการศึกษา

พ.ศ. ๒๕๕๔



กระทรวงศึกษาธิการ

**ระเบียบกระทรวงศึกษาธิการ  
ว่าด้วยการบริหารข้อมูลสารสนเทศด้านการศึกษา  
พ.ศ. ๒๕๕๔**



สำนักงานปลัดกระทรวงศึกษาธิการ  
กระทรวงศึกษาธิการ

## สารบัญ

เรื่อง	หน้า
หมวด ๑ บททั่วไป	๔
หมวด ๒ คณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษา	๕
หมวด ๓ คณะกรรมการบริหารข้อมูลสารสนเทศ ด้านการศึกษาระดับกลุ่มจังหวัด	๘
หมวด ๔ คณะกรรมการบริหารข้อมูลสารสนเทศ ด้านการศึกษาระดับจังหวัด	๑๑
หมวด ๕ การจัดเก็บและการจัดส่งข้อมูลพื้นฐานและข้อมูลเฉพาะกิจ	๑๔
หมวด ๖ การทะเบียน	๑๕
หมวด ๗ การติดตามประเมินผลและการเผยแพร่	๑๖
บทเฉพาะกาล	๑๗



**ระเบียบกระทรวงศึกษาธิการ  
ว่าด้วยการบริหารข้อมูลสารสนเทศด้านการศึกษา  
พ.ศ. ๒๕๕๔**

โดยที่เห็นเป็นการสมควรปรับปรุงระเบียบกระทรวงศึกษาธิการว่าด้วยการบริหารข้อมูลสารสนเทศของกระทรวงศึกษาธิการ พ.ศ. ๒๕๔๔ เพื่อให้การบริหารและการใช้ข้อมูลสารสนเทศด้านการศึกษาครอบคลุมส่วนราชการหน่วยงานของรัฐที่จัดการศึกษาเป็นไปอย่างมีประสิทธิภาพและเกิดประโยชน์ต่อทางราชการ

อาศัยอำนาจตามความในมาตรา ๕ และมาตรา ๑๒ แห่งพระราชบัญญัติระเบียบบริหารราชการกระทรวงศึกษาธิการ พ.ศ. ๒๕๔๖ รัฐมนตรีว่าการกระทรวงศึกษาธิการจึงวางระเบียบไว้ ดังต่อไปนี้

ข้อ ๑ ระเบียบนี้เรียกว่า “ระเบียบกระทรวงศึกษาธิการว่าด้วยการบริหารข้อมูลสารสนเทศด้านการศึกษา พ.ศ. ๒๕๕๔”

ข้อ ๒ ระเบียบนี้ให้ใช้บังคับตั้งแต่วันถัดจากวันประกาศ เป็นต้นไป

ข้อ ๓ ให้ยกเลิกระเบียบกระทรวงศึกษาธิการว่าด้วยการบริหารข้อมูลสารสนเทศของกระทรวงศึกษาธิการ พ.ศ. ๒๕๔๔

ข้อ ๔ ในระเบียบนี้

“ข้อมูลพื้นฐาน” หมายความว่า ข้อมูลที่ดำเนินการจัดเก็บทุกปี การศึกษา โดยรวบรวมข้อมูลเกี่ยวกับสถานศึกษา นักเรียน นักศึกษา ครู คณาจารย์ บุคลากร และข้อมูลอื่นที่เกี่ยวข้อง

“สารสนเทศ” หมายความว่า ข้อมูล สถิติ และข่าวสารที่ผ่านการตรวจสอบและประมวลผลด้วยวิธีการต่าง ๆ ไม่ว่าจะได้จัดทำในรูปแบบใด

“รหัสมาตรฐานกลาง” หมายความว่า ตัวเลขหรือตัวอักษรที่คณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษากำหนดแทนข้อมูล

“ผู้จัดเก็บข้อมูล” หมายความว่า บุคคลที่ได้รับการแต่งตั้งหรือมอบหมายให้รับผิดชอบในการจัดเก็บ รวบรวม ตรวจสอบ ประมวลผล และรายงานข้อมูลพื้นฐานหรือข้อมูลเฉพาะกิจ

“เจ้าหน้าที่” หมายความว่า บุคคลที่ได้รับการแต่งตั้งหรือได้รับมอบหมายให้ทำหน้าที่

“คณะกรรมการ” หมายความว่า คณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษา

“สถานศึกษา” หมายความว่า โรงเรียน วิทยาลัย สถาบัน มหาวิทยาลัยหรือหน่วยงานที่เรียกชื่ออย่างอื่นที่มีหน้าที่หรือมีวัตถุประสงค์ในการจัดการศึกษา

“หน่วยงาน” หมายความว่า สำนักงานคณะกรรมการข้าราชการครู และบุคลากรทางการศึกษา สำนักงานคณะกรรมการส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัย สำนักงานคณะกรรมการส่งเสริมการศึกษาเอกชน ศูนย์เทคโนโลยีสารสนเทศและการสื่อสาร สังกัดสำนักงานปลัดกระทรวงศึกษาธิการ สำนักงานเขตพื้นที่การศึกษาประถมศึกษา สำนักงานเขตพื้นที่การศึกษามัธยมศึกษา สำนักบริหารงานการศึกษาพิเศษ สังกัด

สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน สำนักบริหารงานวิทยาลัยชุมชน  
สังกัดสำนักงานคณะกรรมการการอุดมศึกษา สำนักงานคณะกรรมการ  
ส่งเสริมสวัสดิการและสวัสดิภาพครูและบุคลากรทางการศึกษา และ  
หมายความรวมถึงหน่วยงานอื่นของรัฐที่มีอำนาจหน้าที่ วัตถุประสงค์ หรือ  
ส่งเสริมสนับสนุนในการจัดการศึกษาด้วย

“ส่วนราชการ” หมายความว่า สำนักงานปลัดกระทรวงศึกษาธิการ  
สำนักงานเลขาธิการ สภาการศึกษา สำนักงานคณะกรรมการการศึกษา  
ขั้นพื้นฐาน สำนักงานคณะกรรมการการอุดมศึกษา สำนักงานคณะกรรมการ  
การอาชีวศึกษา และหมายความรวมถึงส่วนราชการอื่นของรัฐที่มีฐานะ  
เป็นกรมตามกฎหมายว่าด้วยระเบียบบริหารราชการแผ่นดินที่มีอำนาจหน้าที่  
วัตถุประสงค์ หรือส่งเสริมสนับสนุนในการจัดการศึกษาด้วย

“สำนักบริหารยุทธศาสตร์และบูรณาการการศึกษา” หมายความว่า  
สำนักบริหารยุทธศาสตร์และบูรณาการการศึกษาที่ ๑-๑๒ และกรุงเทพมหานคร

“จังหวัด” หมายความว่า จังหวัดตามกฎหมายว่าด้วยระเบียบบริหาร  
ราชการแผ่นดิน รวมถึงกรุงเทพมหานครด้วย

“กลุ่มจังหวัด” หมายความว่า กลุ่มจังหวัดที่จัดตั้งตามพระราชกฤษฎีกา  
ว่าด้วยการบริหารงานจังหวัด และกลุ่มจังหวัดแบบบูรณาการ พ.ศ. ๒๕๕๑

“รัฐมนตรี” หมายความว่า รัฐมนตรีว่าการกระทรวงศึกษาธิการ

ข้อ ๕ ให้ปลัดกระทรวงศึกษาธิการรักษาการให้เป็นไปตามระเบียบนี้  
และให้มีอำนาจตีความวินิจฉัย ชี้ขาดปัญหาเกี่ยวกับการปฏิบัติตามระเบียบนี้

ให้หัวหน้าสถานศึกษา หน่วยงาน ส่วนราชการ กำหนดวิธีเร่งรัด  
การปฏิบัติงานเพื่อให้เกิดประสิทธิภาพและประสิทธิผลความก้าวหน้าหรือ  
ความสำเร็จของผลงาน รวมทั้งจะต้องดำเนินการพัฒนาระบบข้อมูลสารสนเทศ

## หมวด ๑ บททั่วไป

ข้อ ๖ ให้เป็นหน้าที่ของหัวหน้าสถานศึกษา หน่วยงาน ส่วนราชการ ที่จะต้องทำการสำรวจตรวจสอบ ให้ผู้จัดเก็บข้อมูลหรือผู้ที่ได้รับมอบหมาย ปฏิบัติงานให้แล้วเสร็จตามเวลาที่กำหนดด้านการศึกษาให้ถูกต้อง รวดเร็ว ทันสมัย และพัฒนาเจ้าหน้าที่ ผู้จัดเก็บข้อมูล ให้ปฏิบัติงานได้อย่างมีประสิทธิภาพ

ข้อ ๗ ให้ส่วนราชการจัดทำแผนปฏิบัติการประจำปี แผนพัฒนาระบบข้อมูลสารสนเทศด้านการศึกษา และแผนปฏิบัติการด้านข้อมูลสารสนเทศประจำปีของส่วนราชการให้สอดคล้องกับแผนปฏิบัติการประจำปี แผนพัฒนาระบบข้อมูลสารสนเทศด้านการศึกษา และแผนปฏิบัติการด้านข้อมูลสารสนเทศประจำปี ตามที่คณะกรรมการกำหนด

ข้อ ๘ เพื่อเป็นการอำนวยความสะดวกแก่ประชาชนเกี่ยวกับ ข้อมูลพื้นฐานและข้อมูลเฉพาะกิจให้หน่วยงานที่เกี่ยวข้องสามารถจัดให้มีระบบเครือข่ายสารสนเทศของหน่วยงานให้ส่วนราชการ หน่วยงาน และประชาชน สามารถได้รับรู้ ตรวจสอบ หรือขอรับบริการดูข้อมูลข่าวสารได้ภายใต้ บังคับกฎหมายว่าด้วยข้อมูลข่าวสารของราชการ

ข้อ ๙ ในกรณีผู้มีอำนาจหน้าที่รับผิดชอบการดำเนินการตามระเบียบนี้ จงใจไม่ปฏิบัติตามระเบียบหรือปฏิบัติโดยประมาทเลินเล่อ จนเป็นเหตุให้เกิด ความเสียหายแก่ทางราชการ ผู้นั้นจะต้องรับผิดชอบทางปกครอง ทางแพ่ง ทางอาญา และทางวินัย แล้วแต่กรณีตามกฎหมายและระเบียบว่าด้วยการนั้น

## หมวด ๒

### คณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษา

ข้อ ๑๐ ให้มีคณะกรรมการคณะหนึ่ง เรียกว่า “คณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษา” ประกอบด้วย

(๑) รัฐมนตรีหรือผู้ที่รัฐมนตรีมอบหมาย เป็นประธาน

(๒) กรรมการโดยตำแหน่งจำนวนสิบห้าคน ได้แก่ ปลัดกระทรวงศึกษาธิการ เลขาธิการสภาการศึกษา เลขาธิการคณะกรรมการการศึกษาขั้นพื้นฐาน เลขาธิการคณะกรรมการการอุดมศึกษา เลขาธิการคณะกรรมการการอาชีวศึกษา ปลัดกระทรวงสาธารณสุข ปลัดกระทรวงการท่องเที่ยวและกีฬา ปลัดกระทรวงวัฒนธรรม ปลัดกระทรวงกลาโหม ปลัดกระทรวงพัฒนาสังคมและความมั่นคงของมนุษย์ อธิบดีกรมส่งเสริมการปกครองท้องถิ่น อธิบดีกรมการปกครอง ผู้บัญชาการตำรวจแห่งชาติ ผู้อำนวยการสำนักงานพระพุทธศาสนาแห่งชาติ และปลัดกรุงเทพมหานคร

(๓) กรรมการผู้ทรงคุณวุฒิจำนวนสี่คน ซึ่งรัฐมนตรีแต่งตั้งจากผู้มีความรู้ ความเชี่ยวชาญ และประสบการณ์สูง ด้านบริหาร ด้านเทคโนโลยีสารสนเทศ โดยทั้งนี้ต้องแต่งตั้งด้านเทคโนโลยีสารสนเทศอย่างน้อยจำนวนสองคน

(๔) รองปลัดกระทรวงศึกษาธิการที่รับผิดชอบด้านเทคโนโลยีสารสนเทศ เป็นกรรมการและเลขานุการ

(๕) ผู้อำนวยการศูนย์เทคโนโลยีสารสนเทศและการสื่อสาร สำนักงานปลัดกระทรวงศึกษาธิการ เป็นกรรมการและผู้ช่วยเลขานุการ

ให้คณะกรรมการแต่งตั้งเจ้าหน้าที่เป็นผู้ช่วยเลขานุการได้อีกตามความเหมาะสม

ข้อ ๑๑ ให้กรรมการผู้ทรงคุณวุฒิตามข้อ ๑๐ (๓) อยู่ในตำแหน่ง คราวละสี่ปี และอาจได้รับการแต่งตั้งอีกได้ แต่จะดำรงตำแหน่งเกินสองวาระติดต่อกันไม่ได้

ในกรณีที่กรรมการพ้นจากตำแหน่งตามวาระ แต่ยังไม่ได้แต่งตั้งกรรมการใหม่ ให้กรรมการนั้นปฏิบัติหน้าที่ไปพลางก่อนจนกว่าจะได้แต่งตั้งกรรมการใหม่เข้ารับหน้าที่

ในกรณีที่กรรมการพ้นจากตำแหน่งก่อนวาระไม่ว่ากรณีใด ๆ ให้แต่งตั้งกรรมการแทน เว้นแต่วาระของกรรมการเหลืออยู่ไม่ถึงหนึ่งร้อยแปดสิบวันจะไม่แต่งตั้งก็ได้

ข้อ ๑๒ นอกจากพ้นจากตำแหน่งตามวาระตามข้อ ๑๑ กรรมการผู้ทรงคุณวุฒิพ้นจากตำแหน่งเมื่อ

- (๑) ตาย
- (๒) ลาออก
- (๓) รัฐมนตรีให้ออกเพราะประพฤดิเสื่อมเสีย หรือหย่อนความสามารถ
- (๔) ขาดการประชุมติดต่อกันสามครั้งโดยไม่มีเหตุอันสมควร

ข้อ ๑๓ การประชุมของคณะกรรมการ ต้องมีกรรมการมาประชุม ไม่น้อยกว่ากึ่งหนึ่งของจำนวนกรรมการทั้งหมดจึงจะเป็นองค์ประชุม

ในการประชุม ถ้าประธานกรรมการไม่อยู่ในที่ประชุมหรือไม่สามารถปฏิบัติหน้าที่ได้ ให้ที่ประชุมเลือกกรรมการคนหนึ่งทำหน้าที่เป็นประธานในที่ประชุม

การวินิจฉัยชี้ขาดของที่ประชุมให้ถือเสียงข้างมาก กรรมการคนหนึ่งให้มีเสียงหนึ่งในการลงคะแนน ถ้าคะแนนเสียงเท่ากันให้ประธานในที่ประชุมออกเสียงเพิ่มขึ้นอีกเสียงหนึ่งเป็นเสียงชี้ขาด

ข้อ ๑๔ ให้คณะกรรมการ มีอำนาจหน้าที่ดังต่อไปนี้

(๑) กำหนดนโยบายการพัฒนาาระบบข้อมูลสารสนเทศด้านการศึกษา  
(๒) กำกับ เร่งรัด ติดตาม และประเมินผลนโยบายด้านการพัฒนาระบบข้อมูลสารสนเทศด้านการศึกษา

(๓) เสนอแนะและให้คำปรึกษาแก่รัฐมนตรีเกี่ยวกับการพัฒนาระบบข้อมูลสารสนเทศด้านการศึกษา

(๔) มอบหมายให้ส่วนราชการ หน่วยงาน คณะกรรมการบริหารข้อมูลสารสนเทศด้านศึกษาระดับกลุ่มจังหวัดและระดับจังหวัด ปฏิบัติหน้าที่แทนคณะกรรมการในด้านการพัฒนาและดำเนินการระบบข้อมูลสารสนเทศด้านการศึกษา

(๕) แต่งตั้งคณะอนุกรรมการ คณะทำงาน หรือมอบหมายให้กรรมการคนใดคนหนึ่งดำเนินการใด ๆ อันอยู่ในอำนาจหน้าที่ของคณะกรรมการได้ตามความเหมาะสม

(๖) พิจารณาและให้ความเห็นชอบแผนปฏิบัติการด้านข้อมูลสารสนเทศประจำปี แผนพัฒนาระบบข้อมูลสารสนเทศด้านการศึกษา ประกาศแบบรายการข้อมูล ฐานข้อมูลกลาง และรหัสมาตรฐานกลาง

(๗) ออกประกาศ คำสั่ง หลักเกณฑ์ และแนวปฏิบัติเพื่อดำเนินการใด ๆ ให้เป็นไปตามระเบียบนี้

(๘) รายงานผลการดำเนินงานด้านการพัฒนาข้อมูลสารสนเทศด้านการศึกษาประจำปีให้กระทรวงศึกษาธิการทราบอย่างน้อยปีละหนึ่งครั้ง

ข้อ ๑๕ ให้ศูนย์เทคโนโลยีสารสนเทศและการสื่อสาร สำนักงาน  
ปลัดกระทรวงศึกษาธิการ มีอำนาจหน้าที่ดังต่อไปนี้

(๑) รับผิดชอบเกี่ยวกับการดำเนินงานอันอยู่ในอำนาจหน้าที่ของ  
คณะกรรมการ

(๒) จัดทำข้อเสนอเกี่ยวกับแผนปฏิบัติการด้านข้อมูลสารสนเทศ  
ประจำปี และแผนพัฒนาระบบข้อมูลสารสนเทศด้านการศึกษา

(๓) ศึกษา วิเคราะห์ ข้อมูลสารสนเทศด้านการศึกษาในภาพรวม  
ระดับกระทรวงศึกษาธิการและระดับประเทศ ให้สอดคล้องกับนโยบาย  
และแผนพัฒนาระบบข้อมูลสารสนเทศด้านการศึกษา

(๔) จัดเก็บ รวบรวม ประมวลผล และนำเสนอข้อมูลสารสนเทศ  
ด้านการศึกษาในระดับสถานศึกษา ระดับจังหวัด ระดับกลุ่มจังหวัด ระดับ  
หน่วยงาน ระดับส่วนราชการ และภาพรวมระดับประเทศ

(๕) จัดประชุมและรายงานผลการดำเนินงานการพัฒนาข้อมูล  
สารสนเทศด้านการศึกษาประจำปี เพื่อเสนอต่อคณะกรรมการ

(๖) ปฏิบัติหน้าที่อื่นตามที่คณะกรรมการมอบหมาย

### หมวด ๓

#### คณะกรรมการบริหารข้อมูลสารสนเทศด้านศึกษาระดับกลุ่มจังหวัด

ข้อ ๑๖ ให้มีคณะกรรมการคณะหนึ่ง เรียกว่า "คณะกรรมการบริหาร  
ข้อมูลสารสนเทศด้านศึกษาระดับกลุ่มจังหวัด" ประกอบด้วย

(๑) ผู้ว่าราชการจังหวัดทุกจังหวัดในกลุ่มจังหวัด เป็นที่ปรึกษา

(๒) ผู้ตรวจราชการกระทรวงศึกษาธิการ เป็นประธาน

(๓) กรรมการผู้ทรงคุณวุฒิจำนวนสี่คน ซึ่งประธานกรรมการ แต่งตั้งจากภาคเอกชน ภาคประชาสังคมผู้เชี่ยวชาญหรือผู้มีประสบการณ์สูง ด้านการบริหาร ด้านเทคโนโลยีสารสนเทศ โดยทั้งนี้ต้องแต่งตั้ง ด้านเทคโนโลยีสารสนเทศอย่างน้อยจำนวนสองคน

(๔) ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเขต ๑ ทุกจังหวัด เป็นกรรมการ

(๕) ผู้อำนวยการสำนักงานเขตพื้นที่ศึกษามัธยมศึกษาในพื้นที่ กลุ่มจังหวัด เป็นกรรมการ

(๖) ผู้อำนวยการสำนักบริหารยุทธศาสตร์และบูรณาการการศึกษา เป็นกรรมการและเลขานุการ

ให้ผู้อำนวยการสำนักบริหารยุทธศาสตร์และบูรณาการการศึกษา แต่งตั้งเจ้าหน้าที่เป็นผู้ช่วยเลขานุการได้อีกตามความเหมาะสม

ข้อ ๑๗ วาระการดำรงตำแหน่ง การพ้นจากตำแหน่ง และการประชุมของคณะกรรมการตามข้อ ๑๖ให้นำความในข้อ ๑๑ ข้อ ๑๒ และข้อ ๑๓ มาใช้บังคับโดยอนุโลม

ข้อ ๑๘ ให้คณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษา ระดับกลุ่มจังหวัด มีอำนาจหน้าที่ดังต่อไปนี้

(๑) อำนวยการและประสานราชการเพื่อกำหนดแนวทางการบริหาร ข้อมูลสารสนเทศระดับจังหวัดและระดับกลุ่มจังหวัด ให้เป็นไปในแนวทางเดียวกัน เพื่อการวางแผนบริหารยุทธศาสตร์และบูรณาการการศึกษาระดับกลุ่มจังหวัด

(๒) ให้ข้อเสนอแนะหรือให้คำแนะนำในการบริหารข้อมูลสารสนเทศ ด้านการศึกษาแก่คณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษา ระดับจังหวัด

(๓) กำกับ ติดตาม และประเมินผลการดำเนินงานบริหารข้อมูล สารสนเทศด้านการศึกษาระดับจังหวัด

(๔) บริหารข้อมูลสารสนเทศด้านการศึกษาระดับจังหวัดและระดับกลุ่มจังหวัดเพื่อการวางแผน สนับสนุนการตรวจราชการและการจัดการศึกษา

(๕) ออกประกาศ คำสั่ง หลักเกณฑ์ และแนวปฏิบัติเพื่อดำเนินการใด ๆ ให้เป็นไปตามระเบียบนี้

(๖) ส่งเสริม ประสานความร่วมมือระหว่างภาครัฐ ภาคเอกชน ภาคประชาสังคม และองค์กรปกครองส่วนท้องถิ่นในการบูรณาการข้อมูลสารสนเทศด้านการศึกษาเพื่อการพัฒนาการศึกษาระดับกลุ่มจังหวัด

(๗) แต่งตั้งคณะอนุกรรมการหรือคณะทำงาน เพื่อดำเนินการใด ๆ อันอยู่ในอำนาจหน้าที่ของคณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษาระดับกลุ่มจังหวัด

(๘) จัดประชุมและรายงานผลการดำเนินงานด้านการพัฒนาข้อมูลสารสนเทศด้านการศึกษาประจำปี ให้คณะกรรมการทราบอย่างน้อยปีละหนึ่งครั้ง

(๙) ปฏิบัติหน้าที่อื่นตามที่คณะกรรมการมอบหมาย

ข้อ ๑๔ ให้สำนักบริหารยุทธศาสตร์และบูรณาการการศึกษา มีอำนาจหน้าที่ดังต่อไปนี้

(๑) รับผิดชอบเกี่ยวกับการดำเนินงานอันอยู่ในอำนาจหน้าที่ของคณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษาระดับกลุ่มจังหวัด

(๒) ศึกษา วิเคราะห์ ข้อมูลสารสนเทศด้านการศึกษาระดับกลุ่มจังหวัดให้สอดคล้องกับนโยบายและแผนพัฒนาระบบข้อมูลสารสนเทศด้านการศึกษาของกระทรวงศึกษาธิการ

(๓) ให้การสนับสนุนข้อมูลสารสนเทศด้านการศึกษา แก่คณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษา ระดับกลุ่มจังหวัด

(๔) จัดทำรายงานผลการดำเนินงานด้านการบริหารข้อมูลสารสนเทศ ด้านการศึกษา ระดับกลุ่มจังหวัด เพื่อเสนอคณะกรรมการบริหารข้อมูลสารสนเทศ ด้านการศึกษา ระดับกลุ่มจังหวัดและคณะกรรมการ

(๕) ปฏิบัติหน้าที่อื่นตามที่คณะกรรมการมอบหมาย

#### หมวด ๔

#### คณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษา ระดับจังหวัด

ข้อ ๒๐ ให้มีคณะกรรมการคณะหนึ่ง เรียกว่า "คณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษา ระดับจังหวัด" ประกอบด้วย

(๑) ผู้ว่าราชการจังหวัดหรือผู้ที่ผู้ว่าราชการจังหวัดมอบหมาย เป็นประธาน

(๒) กรรมการโดยตำแหน่ง ได้แก่ ผู้อำนวยการสำนักงานเขตพื้นที่ การศึกษาประถมศึกษาทุกเขต ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาในเขตพื้นที่รับผิดชอบ ผู้อำนวยการสำนักงานส่งเสริมการศึกษานอกระบบและการศึกษาตามอัธยาศัยจังหวัด ประธานคณะกรรมการอาชีวศึกษาจังหวัด นายกสมาคม หรือประธานชมรมโรงเรียนเอกชนประจำจังหวัดหรือผู้อำนวยการสำนักงานการศึกษาเอกชนจังหวัด ท้องถิ่นจังหวัด และผู้อำนวยการสำนักงานพระพุทธศาสนาจังหวัด

(๓) กรรมการจากสถาบันอุดมศึกษาของรัฐหรือเอกชน ซึ่งผู้ว่าราชการจังหวัดแต่งตั้งจำนวนหนึ่งคน

(๔) กรรมการผู้ทรงคุณวุฒิจำนวนสามคน ซึ่งผู้ว่าราชการจังหวัด แต่งตั้งจากผู้มีความรู้ ความเชี่ยวชาญ และประสบการณ์สูง ด้านบริหาร ด้านเทคโนโลยีสารสนเทศ โดยทั้งนี้ต้องแต่งตั้งด้านเทคโนโลยีสารสนเทศ อย่างน้อยจำนวนหนึ่งคน

(๕) ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเขต ๑ เป็นกรรมการและเลขานุการ

ให้ผู้ช่วยผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเขต ๑ แต่งตั้งเจ้าหน้าที่เป็นผู้ช่วยเลขานุการได้อีกตามความเหมาะสม

ในกรณีที่จังหวัดใดมีสำนักงานเขตพื้นที่การศึกษาประถมศึกษา เพียงเขตเดียว ให้ผู้ช่วยผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษา เขตนั้นเป็นกรรมการและเลขานุการ

ข้อ ๒๑ วาระการดำรงตำแหน่ง การพ้นจากตำแหน่ง และการประชุมของคณะกรรมการตามข้อ ๒๐ ให้นำความในข้อ ๑๑ ข้อ ๑๒ และข้อ ๑๓ มาใช้บังคับโดยอนุโลม

ข้อ ๒๒ ให้คณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษาระดับจังหวัด มีอำนาจหน้าที่ดังต่อไปนี้

(๑) เสนอแนะและให้คำปรึกษาแก่ผู้ว่าราชการจังหวัดเกี่ยวกับการพัฒนาระบบข้อมูลสารสนเทศด้านการศึกษา

(๒) ออกประกาศ คำสั่ง หลักเกณฑ์ และแนวปฏิบัติเพื่อดำเนินการใด ๆ ให้เป็นไปตามระเบียบนี้

(๓) แต่งตั้งคณะอนุกรรมการ คณะทำงาน หรือมอบหมายกรรมการคนใดคนหนึ่ง เพื่อดำเนินการใด ๆ อันอยู่ในอำนาจหน้าที่ของคณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษาระดับจังหวัด

(๔) กำกับ เรงรัด ติดตาม และประเมินผลตามนโยบายด้านการพัฒนาระบบข้อมูลสารสนเทศด้านการศึกษาของกระทรวงศึกษาธิการ ในระดับจังหวัด

(๕) จัดประชุมและรายงานผลการดำเนินงานด้านการพัฒนาข้อมูลสารสนเทศด้านการศึกษาประจำปี ให้คณะกรรมการทราบอย่างน้อยปีละหนึ่งครั้ง

(๖) ปฏิบัติหน้าที่อื่นตามที่คณะกรรมการมอบหมาย

ข้อ ๒๓ ให้สำนักงานเขตพื้นที่การศึกษาประถมศึกษาเขต ๑ มีอำนาจหน้าที่ดังต่อไปนี้

(๑) รับผิดชอบเกี่ยวกับการดำเนินงานอันอยู่ในอำนาจหน้าที่ของคณะกรรมการบริหารข้อมูลสารสนเทศด้านศึกษาระดับจังหวัด

(๒) ศึกษา วิเคราะห์ และประมวลผลข้อมูลสารสนเทศด้านการศึกษา ในภาพรวมของจังหวัดให้สอดคล้องกับนโยบายและแผนพัฒนาระบบข้อมูลสารสนเทศด้านการศึกษาและแผนพัฒนาจังหวัด

(๓) ประสานการจัดเก็บ รวบรวมข้อมูลพื้นฐาน ข้อมูลเฉพาะกิจ ให้ครบทุกหน่วยงานที่เกี่ยวข้อง ให้มีความสมบูรณ์ ถูกต้อง และเป็นปัจจุบัน

(๔) จัดประชุมและรายงานผลการดำเนินงานด้านการพัฒนาข้อมูลสารสนเทศด้านการศึกษาประจำปี เพื่อเสนอต่อคณะกรรมการบริหารข้อมูลสารสนเทศด้านศึกษาระดับจังหวัด

(๕) เป็นคลังข้อมูลและฐานข้อมูลสารสนเทศด้านการศึกษาของจังหวัดที่มีการจัดเก็บข้อมูลอย่างเป็นระบบโดยใช้เทคโนโลยีสารสนเทศที่ทันสมัย และสามารถให้บริการข้อมูลได้อย่างมีประสิทธิภาพ

(๖) ปฏิบัติหน้าที่อื่นตามที่คณะกรรมการบริหารข้อมูลสารสนเทศด้านศึกษาระดับจังหวัดมอบหมาย

## หมวด ๕

### การจัดเก็บและการจัดส่งข้อมูลพื้นฐานและข้อมูลเฉพาะกิจ

ข้อ ๒๔ ให้สถานศึกษา หน่วยงาน หรือส่วนราชการแล้วแต่กรณี จัดเก็บ รวบรวม ตรวจสอบ ประมวลผล และจัดส่งข้อมูลพื้นฐานประจำปี ตามหลักเกณฑ์ วิธีการ และเงื่อนไขที่คณะกรรมการประกาศกำหนด

ในกรณีที่มีความจำเป็นเร่งด่วน และเพื่อประโยชน์ต่อทางราชการ สถานศึกษา หน่วยงาน หรือส่วนราชการ อาจจัดเก็บ รวบรวม ตรวจสอบ ประมวลผล และจัดส่งข้อมูลพื้นฐาน นอกเหนือจากหลักเกณฑ์ วิธีการ และเงื่อนไขที่คณะกรรมการประกาศกำหนดก็ได้

ข้อ ๒๕ ให้ศูนย์เทคโนโลยีสารสนเทศและการสื่อสาร สำนักงาน ปลัดกระทรวงศึกษาธิการจัดเก็บ รวบรวม และประมวลผลข้อมูลพื้นฐาน ที่ได้รับจากสถานศึกษา หน่วยงาน หรือส่วนราชการเสนอต่อคณะกรรมการ เพื่อดำเนินการต่อไป

ข้อ ๒๖ ให้หน่วยงานและส่วนราชการ มีอำนาจประกาศกำหนด การจัดเก็บข้อมูลและจัดส่งข้อมูลเฉพาะกิจได้ตามความเหมาะสม พร้อมจัดส่ง ประกาศแจ้งให้ศูนย์เทคโนโลยีสารสนเทศและการสื่อสารเพื่อเผยแพร่ ประชาสัมพันธ์ต่อไป

ให้สถานศึกษา หน่วยงาน และส่วนราชการ สนับสนุนการจัดเก็บ ข้อมูลเฉพาะกิจตามแบบรายการภายในระยะเวลาที่หน่วยงานหรือ ส่วนราชการประกาศกำหนด

ในกรณีที่หน่วยงานหรือส่วนราชการใดจัดเก็บข้อมูลเฉพาะกิจเสร็จสิ้นแล้ว ให้จัดส่งข้อมูลเฉพาะกิจไปยังศูนย์เทคโนโลยีสารสนเทศและการสื่อสาร เพื่อใช้เป็นข้อมูลในการดำเนินงานต่อไป

ข้อ ๒๗ ข้อมูลเฉพาะกิจของสถานศึกษา หน่วยงาน และส่วนราชการที่ได้จัดเก็บ รวบรวม หรือประมวลผล หากมีหน่วยงานหรือส่วนราชการใดต้องการข้อมูลเฉพาะกิจดังกล่าว ให้มีการจัดส่งโดยปฏิบัติตามหลักเกณฑ์ที่หัวหน้าหน่วยงานหรือหัวหน้าส่วนราชการที่จัดเก็บเป็นผู้กำหนด

#### **หมวด ๖** **การทะเบียน**

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ข้อ ๒๘ ให้หัวหน้าสถานศึกษา หัวหน้าหน่วยงาน และหัวหน้าส่วนราชการ แต่งตั้งเจ้าหน้าที่ควบคุมและรับผิดชอบการดำเนินการเกี่ยวกับข้อมูลพื้นฐาน ข้อมูลเฉพาะกิจขึ้นภายในหน่วยงานที่ตนรับผิดชอบ เรียกว่า “นายทะเบียนข้อมูลสารสนเทศด้านการศึกษา” และจะแต่งตั้งผู้ช่วยนายทะเบียนข้อมูลตามความเหมาะสมด้วยก็ได้

ให้ผู้ช่วยนายทะเบียนข้อมูลสารสนเทศด้านการศึกษา มีหน้าที่ปฏิบัติการแทนนายทะเบียนข้อมูลสารสนเทศด้านการศึกษาตามที่ได้รับมอบหมาย

ข้อ ๒๙ ให้นายทะเบียนข้อมูลสารสนเทศด้านการศึกษา มีอำนาจหน้าที่ดังต่อไปนี้

(๑) ดำเนินการทางทะเบียนข้อมูลพื้นฐาน ข้อมูลเฉพาะกิจให้เป็นไปตามระเบียบนี้

- (๒) พิจารณาการให้ข้อมูลและเปิดเผยข้อมูล
- (๓) จัดให้มีระบบการรักษาความปลอดภัยของข้อมูลพื้นฐานและข้อมูลเฉพาะกิจ
- (๔) ปฏิบัติงานอื่นที่เกี่ยวข้องกับข้อมูลสารสนเทศด้านการศึกษาที่กำหนดไว้ในระเบียบนี้ หรือตามที่ได้รับมอบหมายจากหัวหน้าสถานศึกษา หัวหน้าหน่วยงาน และหัวหน้าส่วนราชการ แล้วแต่กรณี

#### หมวด ๗

#### การติดตามประเมินผลและการเผยแพร่

ข้อ ๓๐ ให้มีคณะกรรมการติดตามประเมินผลการพัฒนาข้อมูลสารสนเทศด้านการศึกษา จำนวนไม่น้อยกว่าสามคนแต่ไม่เกินเจ็ดคน ซึ่งรัฐมนตรีว่าการกระทรวงศึกษาธิการ แต่งตั้งตามข้อเสนอของคณะกรรมการ

ข้อ ๓๑ ให้คณะกรรมการติดตามประเมินผลการพัฒนาข้อมูลสารสนเทศด้านการศึกษา มีอำนาจหน้าที่ดังต่อไปนี้

- (๑) ให้คำแนะนำการดำเนินงานของสถานศึกษา หน่วยงาน ส่วนราชการ ให้ปฏิบัติเป็นไปตามระเบียบนี้
- (๒) กำกับ ติดตาม ประเมินผลการดำเนินงานข้อมูลสารสนเทศด้านการศึกษาของสถานศึกษา หน่วยงาน ส่วนราชการที่เกี่ยวข้อง
- (๓) เสนอแนะให้คำปรึกษาแก่คณะกรรมการเกี่ยวกับสารสนเทศด้านการศึกษา
- (๔) รายงานผลการประเมินและผลการดำเนินงานให้คณะกรรมการ เพื่อทราบและดำเนินการต่อไป

(๕) ปฏิบัติงานอื่นตามที่คณะกรรมการมอบหมาย

ข้อ ๓๒ ให้หัวหน้าสถานศึกษา หัวหน้าหน่วยงาน หัวหน้าส่วนราชการ และนายทะเบียนข้อมูลสารสนเทศด้านการศึกษาดูตรวจสอบและรับรองความถูกต้องของข้อมูลพื้นฐานและข้อมูลเฉพาะกิจ ก่อนการจัดส่งหรือเผยแพร่ข้อมูล

ข้อ ๓๓ เพื่อประโยชน์ในการพัฒนาระบบข้อมูลสารสนเทศด้านการศึกษา ให้สถานศึกษา หน่วยงาน และส่วนราชการที่เกี่ยวข้องติดตามและประเมินผลการปฏิบัติงาน การดำเนินการตามนโยบายและแผนพัฒนาระบบข้อมูลสารสนเทศด้านการศึกษา

ข้อ ๓๔ ให้สถานศึกษา หน่วยงาน และส่วนราชการ เผยแพร่และประชาสัมพันธ์ข้อมูลพื้นฐาน ข้อมูลเฉพาะกิจ และสารสนเทศ เป็นประจำทุกปี

#### บทเฉพาะกาล

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ข้อ ๓๕ บรรดาข้อมูลสารสนเทศด้านการศึกษาที่มีและใช้อยู่ก่อนที่ระเบียบนี้ใช้บังคับให้นำมาใช้ได้เท่าที่ไม่ขัดหรือแย้งกับระเบียบนี้

ข้อ ๓๖ กรณีสถานศึกษาใดยังไม่มีความพร้อมทางด้านเทคโนโลยีในการจัดเก็บ รวบรวม และประมวลผลข้อมูลพื้นฐานและข้อมูลเฉพาะกิจ ให้สถานศึกษาขอรับการสนับสนุนจากหน่วยงานหรือส่วนราชการต้นสังกัด

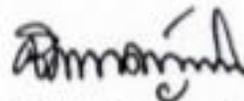
ข้อ ๓๗ ในวาระเริ่มแรกในระหว่างที่ยังมิได้มีการแต่งตั้ง คณะกรรมการตามระเบียบนี้ ให้คณะกรรมการบริหารข้อมูลสารสนเทศของ กระทรวงศึกษาธิการตามระเบียบกระทรวงศึกษาธิการว่าด้วยการบริหาร ข้อมูลสารสนเทศของกระทรวงศึกษาธิการ พ.ศ. ๒๕๔๙ ปฏิบัติหน้าที่ไปพลางก่อน จนกว่าจะมีการแต่งตั้งคณะกรรมการตามระเบียบนี้

ข้อ ๓๘ ในวาระเริ่มแรกที่ยังมิได้มีการแต่งตั้งคณะกรรมการบริหาร ข้อมูลสารสนเทศด้านการศึกษาระดับกลุ่มจังหวัด ให้คณะกรรมการแต่งตั้ง คณะอนุกรรมการเฉพาะกิจเป็นการชั่วคราวเพื่อทำหน้าที่แทนไปพลางก่อน จนกว่าจะมีการแต่งตั้งคณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษา ระดับกลุ่มจังหวัดตามระเบียบนี้

ข้อ ๓๙ ในวาระเริ่มแรกในระหว่างที่ยังมิได้มีการแต่งตั้ง คณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษาระดับจังหวัด ตามระเบียบนี้ ให้คณะกรรมการบริหารข้อมูลสารสนเทศระดับจังหวัดตาม ระเบียบกระทรวงศึกษาธิการว่าด้วยการบริหารข้อมูลสารสนเทศของ กระทรวงศึกษาธิการ พ.ศ. ๒๕๔๙ ปฏิบัติหน้าที่ไปพลางก่อนจนกว่าจะมีการ แต่งตั้งคณะกรรมการบริหารข้อมูลสารสนเทศด้านการศึกษาระดับจังหวัด ตามระเบียบนี้

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กระทรวงศึกษาธิการและคณะกรรมการบริหารข้อมูลสารสนเทศระดับ  
จังหวัด ตามระเบียบกระทรวงศึกษาธิการว่าด้วยการบริหารข้อมูลสารสนเทศ  
ของกระทรวงศึกษาธิการ พ.ศ. ๒๕๔๙ ได้ดำเนินการไปแล้ว ให้ถือเป็นการ  
ดำเนินการของคณะกรรมการและคณะกรรมการบริหารข้อมูลสารสนเทศ  
ด้านการศึกษาระดับจังหวัดตามระเบียบนี้

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รัฐมนตรีว่าการกระทรวงศึกษาธิการ

# EDUCATION SECTOR SNAPSHOT for COMPREHENSIVE SCHOOL SAFETY and EDUCATION IN EMERGENCIES in THAILAND [May 2016]



**Sources:**

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## **PURPOSE**

*The “Education Sector Snapshot for CSS and EiE is intended to serve as essential background for the following purposes:*

- As a shared, factual starting point for advocates, program planners, managers and team members, and policy-makers wanting to support comprehensive school safety and education sector development and strategic planning in your country.
- As denominator information, providing a baseline against which to assess the adequacy, scalability and sustainability of efforts to integrate drr/cca into education sector development efforts.
- What you would want any humanitarian contributors to the education sector to read before their helicopter lands.
- As an appendix to an appeal for funding for either education in emergencies or disaster risk reduction in the education sector.

## **TABLE OF CONTENTS**

1. INTRODUCTORY DEMOGRAPHICS.....	49
2 .EDUCATION SECTOR OVERVIEW.....	49
4 .DISASTER RISK MANAGEMENT OVERVIEW .....	70
5 .COMPREHENSIVE SCHOOL SAFETY OVERVIEW .....	77
6 .PILLAR 1 :SAFE SCHOOL FACILITIES :POLICIES, PRACTICES & PROGRAMS.....	85
7 .PILLAR 2 :SCHOOL DISASTER MANAGEMENT) SDM( & EDUCATIONAL CONTINUITY : POLICIES, PRACTICES & PROGRAMS .....	95
8 .PILLAR 3 :RISK REDUCTION AND RESILIENCE EDUCATION :POLICIES, PRACTICES & PROGRAMS.....	106
9 .TARGETS & INDICATORS FOR COMPREHENSIVE SCHOOL SAFETY .....	113

10. APPENDICES:.....	116
Appendix 1:Comprehensive School Safety Framework.....	116
Appendix 2:National Hazard Maps(.....)	116
Appendix 3:Mapping of status of OBEC Disaster Management Tasks .....	116
Appendix 4:Mapping of Safe School Network Member collaboration .....	116
Appendix 5:Statistics of public-private education in Thailand.....	116
Appendix 6:Number of students by level of education .....	116
Appendix 7:MOE Organization Chart .....	116
Appendix 8:OBEC Organization Chart.....	116
Appendix 9:Summary of OBEC Policy in disaster management .....	116
Appendix 10:Summary of OBEC Policy in Disaster Education .....	116
Appendix 11: Summary of JICA-OBEC-DDPM Collaboration .....	116
Appendix 12:EFA Global Monitoring Report 2013/4 Country Statistics .....	116
Appendix 13: Ministerial Regulations on Management of Information System released 19 July 2011 .....	116
Appendix 14:Documentation Photos.....	116
11. REFERENCES.....	<b>Error! Bookmark not defined.</b>

## **LIST OF TABLES**

Table 1.Schools per size category .....	52
Table 2.Enrollment and completion figures at Pathom 6, Mattayom 3, and 6 .....	54
Table 3.Number of schools in education year 2015 .....	60
Table 4.Number of students in Education Year 2015.....	61
Table 5.Number of teachers in Education year 2015 .....	61
Table 6.Number of classrooms in Education year 2015 .....	61
Table 7 Number of students with disability in Inclusive Education in Education Year 2015 .....	62

Table 8.Number of students aggregated by sex.....	62
Table 9 .Number of students reported scarcity of uniform, stationary, books and meal in Education Year 2015.....	62
Table 10.Hazard risk calendar of Thailand based on the Disaster Prevention and Mitigation Plan 2013 in Thai .....	64
Table 11 .Disaster risks <i>in Thailand by type of hazard based from the Thailand Disaster Management Reference Handbook   2015</i> by Center for Excellence in Disaster Management & Humanitarian Assistance .....	65
Table 12.Statistical report of schools affected by flood and windstorm in 2014 .....	68
Table 13.Strategy and Policy stated in the National Disaster Prevention and Mitigation Policy Framework.....	71
Table 14.Categorization of Disasters and Authority in Charge .....	72
Table 15.OBEC Disaster Management Calendar of 2013.....	77
Table 16. <i>Key capacity building activities in partnership with INGOs</i> .....	81
Table 17.Subject areas where DRR is incorporated .....	107

## I. INTRODUCTORY DEMOGRAPHICS

### *Geography and population overview:*

Situated on Southeast Asia's Indochina peninsula, Thailand features a number of equally unique and natural borders with its neighbouring countries: a mountainous border with Myanmar (Burma) to the north and west, a long stretch of the Mekong River separating Thailand from Laos to the north and east, and the Mekong River and the Dongrak Mountains delineating the border of Cambodia to the east. Covering an area of approximately 514,000 square kilometres (200,000 square miles), Thailand is the 50th largest country in the world. Located just 15 degrees north of the equator, Thailand has a tropical climate and temperatures typically ranging from 19 to 38 degrees C (66-100 F), monsoon rains fall predominantly from May to July and cooler, drier weather occurs around November and December. Despite the geographical boundaries of Thailand all falling within the tropics, Thailand's four primary regions are geographically distinct from each other. Estimated population in Thailand is 65.32 million, while approximately 11.64 million is children ages 0-15. [1] According to Ministry of Social Development and Human Security statistic in 2013, it is estimated that there are 56 groups of ethnic minorities representing 6.10 million, living in 67 provinces of Thailand. However, statistic of children of ethnic minorities is not available.

## 2. EDUCATION SECTOR OVERVIEW

### *Structure of the Education System:*

Programs in the education sector were consistent with the stipulations in the Constitution, the national policies, and the national economic and social development plans of the Thai government. The Thai government works to develop the quality, access to, and expansion of opportunities for education while ensuring global competitiveness. It also promotes equity and fairness to education for all groups in the society.

The Thai Constitution of 2007, the Eleventh National Economic and Social Development Plan (2012-2016) and the Eleventh National Education Development Plan of the Ministry of Education (2012-

2016), call for continued development of the education sector to create a society of lifelong learning, to foster individuals with well acquainted skills and creative thinking, to prepare citizens to a variety of careers consistent with future employment trends, and to ensure the country's competitiveness in the global arena [2]. Thai Education system stems from the reforms set by the 1999 National Education Act which implemented new organizational structures, promoted the decentralization of administration, and called for innovative learner-centered teaching practices.

The Thai education system is composed of 12 years of free basic education as described in the Constitution [3]. It comprises of 6 years of "Prathom" (primary education, Prathom 1 to 6) and 6 years of "Mattayom" (secondary education, Mattayom1 to 6). The first nine years are compulsory education. Entry to school starts at 6 years old.

A total of 13.3 million students are registered in public and private educational institutes in Thailand from kindergarten to university level. Eighty-two percent of enrollment is in public schools and 18% is in private schools. .

Education in Thailand is divided into formal, non-formal, and informal education. Formal education services are divided into Early Year, Basic, Vocational and Technical, and Higher Education. Informal education is promoted to adults and out-of-school population as a means of providing them lifelong learning opportunities. Non-formal education services have expanded into secondary and vocational levels. Informal education is supported by a network of over 800 libraries, at district and provincial levels, a network of 15 science museums, educational television, and radio programmes broadcasted nationwide. Internet connection in every school for computer/student ratios is 1:20. Statistics of public-private education in Thailand is attached as Appendix 5.

The medium of instruction is Thai language, although universities now offer an increasing number of international programs taught in English. Recent reforms made speaking in English mandatory, one day a week in schools.

The education sector is under three administrative divisions: national, regional, and local. The MOE oversees the national education system and is being supported by the Office of the Higher Education Commission. Formerly the Commission on Higher Education, the Office of Higher

Education Commission, recently took over the duties of the Ministry of University Affairs. Other ministries oversee relevant professional specializations within tertiary education while the Office of the Private Education Commission, under the Ministry of Education, oversees and subsidizes private institutions of education. The Office of the Vocational Education Commission is responsible for technical and vocational education and training.

Thailand's 76 provinces are grouped into 12 education regions (excluding Bangkok). Each has an assigned regional office overseeing the system of education in respective provinces under its jurisdiction. At the local level, each municipality is responsible for primary education.

#### ***Number of Schools, Students and Teachers:***

According to the National Statistics Office latest report of 2014, there are a total of 38,069 education institutes classified under formal education in Thailand. These education institutes are under Ministry of Education, Ministry of Interior, Ministry of Social Development and Human Security, Bangkok Metropolitan Administration, Ministry of Public Health, Ministry of Transport, Ministry of Defense, Ministry of Culture, Ministry of Tourism and Sports, the Bureau of National Buddhism and organizations under Prime Minister. Some education institutes accept students after accomplishment of compulsory education, some schools provide secondary education. For example, the Scripture Schools for General Education provides education for young monks from secondary level [4].

**School-age population:** According to Office of the Permanent Secretary, Ministry of Education (2014), there are 1.69 million students in pre-elementary level, 4.8 millions in elementary level, 2.3 millions in lower secondary level, and 2.0 million in upper secondary level, for a total school-age population of 13.36 million.

This snapshot only focuses on compulsory education under Office of the Basic Education Commission (OBEC). There are a total of 30,816 schools from pre-elementary level to upper secondary level of education administered by OBEC. With a total of 6.9 million students in these public schools, approximately 238,000 are children with disabilities in inclusive schools, and 12,269 in special

needs schools, for a total of approximately 0.25 million students (< 4%) with identified functional and access needs. Children classified as disadvantaged (“less opportunity<sup>1</sup>”) consisted of 4.8 million students in 2015. A total of 2.6 million students are reported as students with scarcity in one to three of the following items: 1) uniform, 2) stationary, 3) books, and 4) lunch.

**Teachers:** According to 2014 national statistics, total number of teachers in Thailand is 641,793 with 586,366 who are under MOE. Of those in the MOE, 399,799 teachers are under OBEC.. Around 55,427 teachers are under other ministries (29,136 in Ministry of Interior, 40 in Ministry of Social Development and Human Security; 14,295 in Bangkok Metropolitan Administration, 2,176 in Ministry of Public Health, 1,566 in Ministry of Defense, 929 in Ministry of Culture, 4,457 in The Bureau of National Buddhism and 2,011 in Organizations Under the Prime Minister. [5]

**School Size:** Based on 2015 statistics, around 51% of OBEC schools are categorized as small-sized schools with 1 20-120 students. Below is the table of school per size category:

Table 1. Schools per size categorye

Category	Number of students	Number of school	Percentage
Size 1	20-120	15,577	51
Size 2	121-200	6,791	22
Size 3	201-300	3,547	12
Size 4	301-499	2,310	8
Size 5	500-1,499	1,899	6
Size 6	1500-2,499	390	1
Size 7	More than 2,500	302	1

The number of small sized schools results in an array of administrative and financial constraints. This includes inadequate teachers to student ratio. In addition, the Special Education Bureau, the

<sup>1</sup> “Less opportunity” is classified by 11 criteria: child labor, sexually exploited, abandoned, young criminal, homeless, HIV/AIDS affected, minority, abused, drug addicted and other problems.

bureau responsible for students with disability, also faces shortage of teachers with expertise on disability education.

Table disaggregated number of students by level of education is attached as Appendix 6.

**School Enrolment and Completion Rates and Literacy rates:**

This table below shows the enrollment and completion figures at Pathom 6, Mattayom 3 and Mattayom 6.

Table 2. Enrollment and completion figures at Pathom 6, Mattayom 3, and 6

Graduation Level	Enrolment	Graduation	Percentage
Pathom 6	554,543	543,367	98
Mattayom 3	589,861	536,318	91
Mattayom 6	381,454	359,692	94

It was observed that students left school before completion due to: 1) poverty, 2) family problems, 3) marriage, 4) problem with adaptation, 5) illegal action 6) health problem and injuries, 7) relocation with family, 8) need to enter workforce, and 9) others. Relocation with family is the major factor followed by adjustments due to family problems.

**School Year:**

The school year is 205 days, divided into two semesters. The first semester runs from approximately 18 May to 9 October (101 days) and the second semester runs from approximately 2 November to 31 March (104 days). School days are from Monday to Friday. Based from OBEC's policy, the ratio of teacher/student for pre-primary level is 1:30 while primary and secondary level is 1:40.

In 2015, the MOE launched the "Moderate Class, More Knowledge" policy which aims to reduce the number of learning inside classrooms. For primary school, the number of hours in school is being

reduced from 1,200-1,400 hours per year to less than 1,000 hours or 22 hours per week. For secondary education, hours in class is being reduced from the average of 1,200 hours per year. This policy is still in its pilot stage and schools are participating voluntarily.

### ***Organization of Education Sector:***

There are 5 major offices comprising the MOE, with the OBEC as one of these major offices. OBEC is the central level organization responsible for formulating policies related to school management, administrative support, and education promotion. It has 14 bureaus and 178 Education Service Areas (ESA) in 76 Provinces. Each ESA is responsible for approximately 200 schools covering between 300,000 - 500,000 students in any one ESA. Under ESA are three centers: Education Supervision Development Center, Students Protection Center and Basic Education Reform Center. OBEC organization chart is attached in Appendix 8

The 14 bureaus within OBEC are:

1. General Administrative Bureau
2. Policy and Planning Bureau
3. Academic Affairs and Educational Standards Bureau
4. Monitoring and Education of Evaluation Bureau
5. Special Education Bureau
6. Personnel Administration Development and Legal Affairs
7. Finance Bureau
8. Technology for Teaching and Learning Bureau
9. Education Innovation Development Bureau
10. Education Testing Bureau
11. Students' Activities Development Bureau
12. Teacher and Basic Education Personnel Development Bureau
13. English Language Institute
14. Education Development for a Special Administration Zone in the South Bureau

Several bureaus are responsible for disaster management activities inside the MOE. OBEC has already established a school-disaster reporting and emergency response system among schools under ESA. There is no single focal point for disaster risk management in OBEC. Based on the mission statements of OBEC departments, the Design and Construction Group under the General Administration Bureau is held responsible for ensuring safety of school facilities, the Policy and Planning Bureau is the focal point for school disaster management, and the Academic Affairs and Standard Bureau is the focal points for disaster education.

A **Student Protection Center** is established to collect violations in children's rights and report to higher authorities for necessary action . Director of Student Assistance System Dr. Saipan Sripongpankul represents OBEC in the meetings and activities of Thailand's Safe School Network and other international DRR collaborations such as those organized with the ASEAN, the UNICEF, and other stakeholders. Dr. Saipan facilitates the coordination between OBEC bureaus and TSSN members.

The Policy and Planning Bureau and the General Administrative Bureau are involved in the planning and allocation of resources for disaster response and relief. According to 2015 Education Policy,

MOE will provide assistance to teachers, students and MOE personnel in the case of disasters. However, there was a case during 2011 Flood disaster that MOE covered expenditure for general public who took shelter in MOE schools. This arrangement was based on government requirement. In the case of OBEC, OBEC can provide emergency assistance to students, teachers and personnel under OBEC.

Although the OBEC structure shows a clear support system during disasters, a unified coordinating body for disaster risk reduction and disaster management in OBEC does not currently exist. During Thailand's 2011 flooding, the Office of Director General, MOE issued Order 921/2554 to assign the head of ESAO, their administrative teams, and the MOE inspectors, to assist in disaster relief and operation efforts. When emergency situations reach national concern, the MOE has to coordinate capacities and resources from different ministries, based on the national government's policy requiring collective effort of ministries during large-scale disasters.

Despite these challenges in promoting DRR in OBEC, many schools in disaster-prone areas have implemented DRR related activities in collaboration with provincial DDPM, international organizations and NGOs through ESA Office (ESAO). ESAO plays an important role in coordinating and supporting DRR education and capacity building activities such as training of teachers on DRR, school DRM planning, and evacuation drills. Record on DRR trained personnel and training activities to serve as baseline for DRR efforts is available at ESAO, but this information is not in OBEC's central offices.

### ***Education Management Information Systems:***

MOE's Education Management Information System (EMIS) is responsible for collecting statistics and other related information related to education in Thailand. The types of data collected are stated in the 2011 Ministerial Regulations on Management of Information System released 19 July 2011(Appendix 12). The information to be collected annually is referred to as 'basic information' such as information and statistics about school, teachers, students and other related information. Another type of information is referred to as 'ad-hoc' information, such as information in unforeseen events (such as disasters in schools) can as well be collected and distributed to public. The ESA Office and schools must develop annual action plan for updating use of EMIS.

The EMIS Committee is composed of 15 members from various MOE departments and other Ministries. It has at least 2-4 experts on ICT, the MOE Permanent Secretary. The Director of Information Technology Center of Ministry of Education is the secretariat. This and overall information management is under the jurisdiction of the Committee for Education Management Information System, chaired by the Education Minister.

EMIS is being used as a means for communication, reporting, e-Learning, education quality monitoring, and data collection tool for disaster management. Development, maintenance and storage of electronic information is being handled by the Information Technology Group under Policy and Planning Bureau. EMIS website can be accessed publicly [6]. Among the information which could be accessed are: school profiles, infrastructures, maps, GIS locations, and database of school personnel.

Specific information of schools such as names, photographs, and contact numbers of the school management, are available in the EMIS. Personal information of students is also available but can only be accessed through security codes of the data management center.

Created by OBEC to specifically report data on disasters, a website under the Center for School Disaster Report (<http://reportinschool.esy.es/>) collects and reports data on disasters that happened by region, year, month [7]. It provides links to weather forecast, warnings, and listings of disaster-related agencies. It also has information on the role of school and ESAO in disaster management. Access to specific contents of the website is restricted and needs security codes.

The existence of these websites and their corresponding databases show availability of information on school, personnel, facilities, and equipment. These databases are regularly updated by the schools. It could be concluded that disaster reporting systems and management tools are in place.

Another example can be drawn from the collective flood response in 2011 when the IT Group under Policy and Planning Bureau of OBEC developed a website titled Operation Center to Assist Flood Affected People ([http://210.246.189.115/ewtadmin/ewt/obec\\_plan/main.php?filename=index\\_doc54](http://210.246.189.115/ewtadmin/ewt/obec_plan/main.php?filename=index_doc54)) as a communication channel to collect information on affected areas, provide situational report, guideline for disaster response, and web conference channels as well as links to disaster management technical agencies. The website consolidated report on shelters, financial assistance, and quantitative information on damage, loss, injury and death. It also contained database and address of schools that functioned as public shelters during the 2011 flood. This website was established as an ad-hoc operating system. This website provides comprehensive information needed for response and recovery of schools. The website also serves as a channel linking website visitors to official government websites responsible for flood warning and monitoring system, weather forecast and other reports from the Royal Irrigation Department, Thai Meteorological Department, and Bangkok Metropolitan's department of Drainage and Sewage. It also provides hotlines for emergency response agencies such as 1111, 1784, 1669, 1146, 1193, 1690, and 1112. All these hotlines are available to the general public to serve various purposes services (emergency medicine, electricity, transportation and communication services). While information on previous disasters was maintained on the website's database, the information was left outdated due to manpower transitions. According to the Director of Information Technology (IT) Group, this website is no longer in use. However, this shows OBEC capacity on information management to rapidly collect and consolidate information from schools in time of emergency.

The Information Technology Group under Policy and Planning Bureau had developed GIS location map of schools nationwide This GIS map can be used for developing a school-based multi-hazard risk map for drought, flood, landslide and tsunami, with information from the Ministry of Natural and Environment and the Royal Irrigation Department. According to the Director of IT Group, the development of school-based multi-hazard map can be assigned to a Consultant of IT Group who has expertise in creating GIS map from the Royal Thai Survey Department of the Royal Thai Armforce. If the school-based multi-hazard map were developed, there is potential to use this information for disaster preparedness and to mitigate disaster risks, as a reference for early warning systems for disaster prone areas near school facility, and as a local disaster management map including community shelters specified in the National Disaster Management Plan 2015. The IT Department under Policy and Planning Bureau of OBEC has an internal capacity to further develop multi-hazard school risk maps.

resources

***School population:***

Figure below is based from OBEC's Education Management Information System website [8]

Table 3. Number of schools in education year 2015

<b>Number of schools (Education Year 2015)</b>	
Primary schools	28,358
Secondary schools	2,361
Welfare schools	51
Special Needs schools	46
<b>Total</b>	<b>30,816</b>

Table 4. Number of students in Education Year 2015

<b>Number of students (Education Year 2015)</b>	
Primary schools	4,656,457
Secondary schools	2,277,372
Welfare schools	34,773
Special Needs schools	12,269
<b>Total</b>	<b>6,980,871</b>

Table 5. Number of teachers in Education year 2015

<b>Number of teachers (Education Year 2015)</b>	
Primary schools	282,693
Secondary schools	114,184
Welfare schools	1,635
Special Needs schools	1,287
<b>Total</b>	<b>399,799</b>

Table 6. Number of classrooms in Education year 2015

<b>Number of classrooms (Education Year 2015)</b>	
Primary schools	277,458
Secondary schools	64,562
Welfare schools	1,269

Special Needs schools	1,410
<b>Total</b>	<b>344,699</b>

Table 7 Number of students with disability in Inclusive Education in Education Year 2015

<b>Number of students with disability in Inclusive Education (Education Year 2015)</b>	
Pre-school	6,607
Primary school	164,893
Lower Secondary school	57,891
Upper Secondary school	8,672
<b>Total</b>	<b>238,063</b>

Table 8. Number of students aggregated by sex

<b>Number of students segregated by sex</b>		
Level	Boy	Girl
Pre-school	460,751	429,935
Primary school	1,689,952	1,554,443
Lower Secondary school	883,255	884,578
Upper Secondary school	424,201	654,114

Table 9. Number of students reported scarcity of uniform, stationary, books and meal in Education Year 2015

<b>Number of students reported scarcity of uniform, stationary, books and meal (Education Year 2015)</b>				
	Uniform	Stationary	Lunch	All 3 items
Pre-school	510,444	501,109	470,077	472,082
Primary school	1,540,839	1,485,481	1,414,956	1,416,021

Lower Secondary school	658,164	643,879	675,439	594,849
Upper Secondary school	204,398	204,761	224,758	178,554
<b>Total</b>	<b>2,914,228</b>	<b>2,835,230</b>	<b>2,785,230</b>	<b>2,661,506</b>

Chapter 2 of the 1999 National Education Act specifies the rights and duties to education of Thai Citizens. It states that the government should provide equal education opportunity for every citizen for basic education no less than 12 years. On the other hand, the government should provide special education for underprivileged citizens, such as those with mental or physical disabilities. Provision regarding special education is stated in Chapters 8 to 14 and 22, 24, 28 and 29 [9].

The Bureau of Special Education of OBEC work independently as functional unit for crafting of special education policy and implementation. Special education is free of charge upon declaration of disability at birth. Three types of schools under the Special Education Bureau are:

- Special education - designed to help learners with special needs to achieve a higher level of personal self-sufficiency and succeed in school and community
- Inclusive education - designed to include children with disabilities in regular classes. OBEC provides teacher's training and materials to assist in this mode of special education delivery
- Welfare Education - designed for socially and culturally disadvantaged students. Accommodation, food, clothing, learning equipment, textbooks and other necessities are provided by the government [10].

### 3. HAZARDS AND RISKS OVERVIEW

**Natural and human-created hazards:**

Tropical storms and flood are the most frequent and destructive hazards with high impacts on the country. Landslides, heavy rains and floods are increasingly severe and frequent. Although Thailand is not situated along a fault line, a destructive earthquake hit the northern province of Chiang Rai in 2014. Tsunamis are rare but devastating. The Indian Ocean Tsunami which occurred in 2004 heavily affected coastal provinces. .

During the past decade, weather patterns in Thailand have fluctuated from severe droughts to severe floods, leaving residential and agricultural areas reeling. Thai society is aware about climate change and its interaction with cyclical weather patterns. The impact of climate change has been observed by scientists especially in agricultural sector. Thailand experiences a drop of rainfall pattern at the beginning of rainy season (May) in eastern area, lower rainfall at the end of rainy season (October) in central area by 120 mm, and increase of rainfall at most 200 mm in November in the south. While in 2014, Thailand has had far less precipitation than usual due to El Niño. Thailand’s future in the face of climate change remains uncertain. Like many countries, it contributes to global warming through energy use and agriculture. Like many other countries, it feels the environmental, social, and economic impacts of floods, droughts, and severe storms.

Table 10. Hazard risk calendar of Thailand based on the Disaster Prevention and Mitigation Plan 2013 in Thai

Hazard	Months	Affected area
Coldness	October-January	Central, North, Northeast and East
Drought	January-May	Almost all parts of Thailand
Flood	June – September	Almost all parts of Thailand

	October-November	South
Landslide	June – September	Almost all parts of Thailand
	October-November	South
Summer monsoon	May-March	Almost all parts of Thailand
Earthquake	All year round	North and West
Storm surge	October-November	South
Forest fire	November-May	Central, North, Northeast
Fire accident	All year round especially November-March due to holiday breaks	All parts of Thailand
Traffic accident		All parts of Thailand
Conflict		Southern border (Songkhla, Yala, Pattani, Narathiwat provinces)

Table 11. Disaster risks in Thailand by type of hazard based from the Thailand Disaster Management Reference Handbook | 2015 by Center for Excellence in Disaster Management & Humanitarian Assistance

Hazard	Severity	Vulnerability	Management	Tendency
Flood	High	Medium	Medium	High
Landslide/mudflow	High	Medium	Poor	High
Windstorm	Medium	Medium	Medium	Medium
Drought	High	Medium	Medium	Medium
Fire	High	Medium	Medium	Medium
Explosive	High	Medium	Medium	Medium
Earthquake	Low	Low	Poor	Medium

Accident	High	Medium	Poor	High
Tsunami	High	Medium	Medium	Medium

Conflicts, such as those in the Muslim majority in the provinces of Yala, Songkhla, Satun, Yala, Pattani and Narathiwat, brought security, religious, cultural, and administrative management issues which impede progress in education and policies formulation. Schools have been a common target for arson, ambush, and murder. After two decades of relatively peaceful pace in the Southern provinces of Thailand (home to approximately 65 per cent of Thailand's estimated 3 million Muslims), 17 schools were hit by arson attacks on January 2004. 3,500 teachers working in Yala, Pattani, and Narathiwat provinces re-assigned to other provinces [11].

To address challenges among students with disabilities, in conflict areas, and those receiving scarce education resources, the government of Thailand has expanded educational opportunities through effective implementation of its policies. However, there is a need to define its operational framework by taking into account the changing social, cultural, socio-economic and political context of education to gain better understanding towards its development.

***Historical impacts of disasters and conflict on schools and related child-protection:***

**Landslide:**

Landslides are closely associated with monsoons, typhoons, and flooding. In 2011 a landslide caused schools of Ban Hauy Kom, Nam Pad District in Uttaradit province to be half-buried under sudden mudflow and flashflood. The total cost for damages accounted for an estimated 15 million Baht [12]. In 2013, a forest flood caused mudslide to the School of Ban Loei Tao Tad of Phu Luang District in Loei province [13]. This incident is repeated in 2014 in Tak province of Northern Thailand where The Pate School at Mae Sod District was taken off during a school day [14]. Several others schools have been reported at risk of landslides and sinkholes, such as a school and health center in Lad Bualuang district of Ayutthaya province [15].

**Drought:**

Drought is an increasingly serious threat in the central and eastern Thailand. In 2014, more than half of Thailand's provinces experienced drought due to the El Niño effect. Over 20,000 villages including schools lacked adequate water for consumption and irrigation. Every year, drought consequences affect hygiene and health of school children.

**Tsunami:**

The Indian Ocean Tsunami in 2004 resulted from the earthquake along the Java coast in the Indian Ocean devastated six provinces on Thailand's Andaman coast. Although tsunamis are rare in Thailand, the impact resulted in total damage to 28 schools, affecting 34,949 students [16].

**Earthquake:**

In the Earthquake of 6.3 magnitude in May 2014, caused damage to 115 schools in Chiang Rai province. 156 buildings collapsed, including a number of buildings under construction. In addition, 188 school buildings were declared unsafe for use, of which 19 school buildings had to be reconstructed.

Total cost of damage to the education sector was accounted to be more than 267 million baht, including educational equipment and facilities.

**Flood:**

The 2010 flood affected 6 million people in 38 provinces with thousands of children who evacuated from schools and over one thousand schools severely damaged. The 2011 massive flooding in Thailand affected 2,000 schools causing damage of 1,400 million Baht. There were 1,053 schools forced to close before the completion of semester.

**Smaller scale, hidden hazard impacts:** A statistical report in 2014, where there was no record of large impact disasters in Thailand, shows OBEC schools are affected by flood and windstorm nationwide. During 2014, 525 schools reported being affected by natural hazards. Schools in the northeastern provinces faced the most frequent hazards (200 schools) followed by the schools in the North (171 schools). Most of the damage occurred to ceiling and roof structures, due to windstorm during summertime of April and May, not limited to high risk seasons. May is the month that schools open their first semester.

Table 12. Statistical report of schools affected by flood and windstorm in 2014

Region	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Total
North	2		5	35	74	11	3	23	3	14	1		171
South			1		3	3	3	5	7	4		6	32
NE	1	24	30	28	50	27	13	13	3	10		1	200
East		1	4	3	3	4	2	2	5	36			60
Central	1		1	9	14	6	5	2	1	7	2		48
West				3	2	8	1						14
Total													525

Source: OBEC, 2014



## 4. DISASTER RISK MANAGEMENT OVERVIEW

### ***Political:***

Disaster management policy in Thailand moves towards Disaster Risk Reduction and Community Resilience. Thailand has developed policies, plans, and disaster management system that meet international requirements of the Hyogo Framework for Action 2005-2015, Sendai Framework for Action 2015-2030, and the ASEAN Agreement on Disaster Management and Emergency Response (AADMER). Disaster Management in Thailand is under Department of Disaster Prevention and Mitigation (DDPM), Ministry of Interior. The DDPM was established in 2004 and is the authorized national focal point for disaster management.

While the Prime Minister is in charge of the National Disaster Prevention and Mitigation Committee, the Governor is charged as the head of Provincial Disaster Management Committee. At district level, the District Chief or Head of Municipality leads disaster management operations. The Chief of Local Administrative Office leads local emergency operations.

**Mechanism:** The National Disaster Prevention and Mitigation Committee (NDPMC) chaired by Prime Minister or the designated Deputy Prime Minister is mainly in charge for disaster management and coordination. The NDPMC is responsible for policy-making at the national level while the Provincial Disaster Prevention and Mitigation Committee and the Bangkok Metropolitan Committee are responsible for operations at the local level. Disaster management structure runs from national to district level. At sub-district level, the Local Administrative Office is responsible for its overall disaster management coordination and response.

**Policy and legal framework:** The Disaster Prevention and Mitigation Act 2007 stipulates the essential legal framework, key government entities, and other roles and responsibilities of the local government in disaster management. It specifies the local authorities and key responsibilities, which include provision of emergency responders, evacuation and sheltering, ensuring security measures, coordination with the stakeholders, and damage assessments.

**National Master Plan:** Various stakeholders participate in the development of National Disaster Prevention and Mitigation Plan (NDPMP) 2015. The NDPMP 2015 follows the principle in the Sendai Framework for Disaster Risk Reduction, as framed in the 11<sup>th</sup> National Economic and Social Development Plan. Overall, it describes the disaster management roles for 28 agencies/ organizations from the government and private sectors.

Current National Disaster Prevention and Mitigation Policy Framework and its four interconnected strategies are as follows:

Table 13. Strategy and Policy stated in the National Disaster Prevention and Mitigation Policy Framework

Framework	Strategy
Implementing and mainstreaming disaster risk reduction	Disaster Risk Reduction Oriented
Ensuring multi-sectoral cooperation in emergency management	Integrated Emergency Management
Enhancing an inclusive measure for Building Back Better and Safer in recovery, rehabilitation and reconstruction	Effective Recovery and Resilience Building
Strengthening and standardizing international cooperation and coordination in disaster risk management	Strengthened International Cooperation

Severity of the disaster's damage are defined and categorized into 4 levels with its corresponding authority to control, direct, and command the operation [17].

Table 14. Categorization of Disasters and Authority in Charge

Level	Management Scale	Authority in Charge
1	Small scale disaster	District director and/or Bangkok Metropolitan Administration (BMA) Assistant Director
2	Medium scale disaster	Provincial Director or BMA Director
3	Large scale disaster	Commander of National Emergency Operation Headquarter
4	Extreme large scale disaster	Prime Minister or assigned Deputy Prime Minister

***Community-based Disaster Risk Management:***

Through the National Disaster Prevention and Mitigation Plan 2015, all related sectors were enjoined to participate in its implementation, encouraged to adapt and localize its content, and advised to incorporate DRR projects and program into their annual plan. A budget for emergency response was harnessed by the Cabinet through the Budget Bureau, concerned agencies, and local governments [18].

To improve management of disasters, DDPM provides a wide range of training programs for government officials, communities, schools and public in general. For example, DDPM identified 27,000 communities living in high-risk areas that need training on Community-based Disaster Risk Management (CBDRM). However, only around 5,400 communities were engaged in this training. DDPM aims to train 77,000 people and establish 7,000 teams of rescue volunteers nationwide. The network of NGOs has been helpful in training communities in CBDRM. DDPM strategy targets the

'community-temple-school' as its capacity building strategy for interdependent linkage in disaster risk reduction at local level. On the other hand, the Disaster Prevention and Mitigation Academy (DPMA) offers training courses related to disaster management for government officials, civil defense volunteers, and specific groups such as teachers.

In the event of an emergency or disaster, a state of disaster can be declared as permitted under the Ministry of Finance, Regulations on Disaster Relief Contingency Fund.

### **Disaster Risk Management in Education Sector**

Ministry of Education has been assigned to participate in national disaster prevention and mitigation plan since the first NDPM plan. Its role is mainly in providing disaster education and support to government response in disaster emergency.

According to National Disaster Management Plan 2015, the Ministry of Education (MOE) is responsible for the following to ensure management of disasters. These areas of responsibility could serve as entry point on developing further measures and plans applying the Comprehensive School Safety Framework:

1. Develop the school curricula on disaster related topics for primary to higher education,
2. Promote and coordinate disaster management education in schools and academic institutes to perform a role in support and assist disaster prevention and mitigation work
3. Promote knowledge and awareness building for students and public to participate in disaster prevention and mitigation,
4. Encourage youth involvement such as boy and girl scouts to assist in disaster management activities and the operation of National Emergency Operation Headquarters and Emergency Operation Center in the disaster affected area, and
5. Conduct survey and develop database for schools to be utilized as shelters during disaster time.

Several DRM projects have been conducted by the national government and non-government organizations with the support from international organizations and Ministry of Education. Key UN agencies involving in DRM in Thailand are United Nations International Strategy for Disaster Reduction (UNISDR), United Nations Educational, Scientific, and Cultural Organization (UNESCO), UNICEF, United Nations Volunteers (UNV), etc. NGOs implementing DRR/DRM projects are: World Vision, Plan International, Save the Children, Asian Disaster Preparedness Center, Rak Thai Foundation, IFRC, Thai Red Cross, HelpAge International, GIZ, IOM, and Right to Play etc. Reference is made to mapping of child-center DRR projects: Appendix 4.

***Social / Cultural:***

In the past, disaster management in Thailand focuses on emergency response and relief operations which are post-disaster phases. This is attributed to the fact that disastrous events reaching national concern are not frequent. Thus, investment in disaster risk reduction, such as emergency response preparedness, is relatively not emphasized. In addition, the Disaster Prevention and Mitigation Department has its roots from the civil defense which commands and controls emergency situations. Because of this, the Thai people tend to perceived disaster as emergency response alone.

Few academic programs in the university are well related to actual disaster management. Most commonly, these are those which relate to engineering and geography. The Department of Sociology and Anthropology of Chiangmai University used to offer a course in Disaster Prevention

and Mitigation Management. However, it has not been sustained. Meanwhile, Thammasart University offers a supplementary course in disaster management within school of Political Science. Asian Institute of Technology offers a Disaster Preparedness, Mitigation And Management (DPMM) in 2008. Due to limited number of academic institutions offering disaster management as a subject, knowledge about disaster risk reduction and the concept and implementation of disaster did not bloom as an interdisciplinary study. This resulted to the lack of professionals, technical experts, and academicians in this field.

National campaign such as the “One Million Safe Schools and Hospitals” initiative, centered on increasing the safety of 32,000 schools, 832 hospitals and 10,000 district and sub-district health facilities from disasters. However, there is no follow up and record of the implementation of the campaign.

***Early Warning:***

Following the Indian Ocean Tsunami in 2004, the Thai government established a Disaster Warning Center to lead and coordinate a disaster warning system in the country. Tsunami Disaster Warning Towers have been installed in some school areas identified as at risk of Tsunami. There are also some landslide warning systems developed for schools in landslide prone communities. The landslide project is under Ministry of Natural Resources and Environment. Schools in disaster prone areas join evacuation drills with community.

However, there are no specific disaster warning system systematically designed to ensure school safety. Schools use sound systems or electronic bells to signal time for classroom sessions and breaks as a means to warn the whole school for natural disasters. However, in school that has been trained on disaster management planning, warning signal or the bell ringing is designed to be different from regular sound. There is no official telecommunication system for disaster warning at schools in specific risk areas. Interviews with four schools reveals that while there is no early warning system in school, there is always communication from ESAO regarding weather forecast and reminder for precaution and preparedness.

Communication systems in special education school are designed for the specific type of disability. According to an interview with a special school for hearing impaired students, the teacher makes use of flashing lights as a warning system in school. The lighting is installed in specific areas for visibility by students.

## 5. COMPREHENSIVE SCHOOL SAFETY OVERVIEW

### ***Integration and coordination mechanisms:***

Policies regarding school safety are parts of the National Education Act 1999 and its Amendments in 2002. School safety is developed based on Child Protection Act 2003. These provisions have been incorporated into the National Education Plan (2002-2016), the Organizational Policy, and the Order and Plan of Action of the OBEC. At implementation level, schools in disaster risk areas are required to develop disaster management plans and submit this to the ESA. Its monitoring and evaluation mechanism is present in the Guideline and Measures for School Safety of OBEC (updated most recently in 2013). This includes scheduled visits, built-in self-reporting system, and ESA evaluation. Recently, government suggested that schools should conduct evacuation drills annually.

Due to large-scale disasters which happened in Thailand (India Ocean Tsunami in 2004, Flood in 2011 and Earthquake in 2014) OBEC (General Administration Bureau, the Academic Affairs and Education Standards Bureau and Education Service Area Offices) has organized various capacity-building activities such as trainings on disaster management targtted towards the school administrator, teachers, and ESA personnel. Guidelines regarding school disaster management, school recoveries, and specific preparations before school-reopening after disasters, are mainly distributed to schools. Disaster preparedness has been incorporated into OBEC calendar of activities. Example below is the disaster management calendar of 2013.

Table 15. OBEC Disaster Management Calendar of 2013

No.	Procedures	Deadline	Responsible person
1	OBEC informs ESAO about operation guideline	15 August 2013	Director of General Administration Bureau
2	OBEC establishes Disaster Surveillance Center	15 August 2013	Director of General Administration Bureau

3	ESAOs establish Disaster Surveillance Centers	20 August 2013	ESAOs
4	ESAOs submits progress report for disaster preparedness	Within 31 August and at the end of each month	ESAOs
5	ESAOs report their disaster response operation	Immediately when the incident occurs	ESAOs
6	ESAOs report their post-disaster relief and recovery operation	Immediately after the incident occurs	ESAOs
7	OBEC consolidates all reports and submits it to Ministry of Education and general public	Immediately after completion of response from central office and when receive report from ESAOs	General Administration Bureau

OBEC had record of collaboration with disaster management agencies, such as the Department of Disaster Prevention and Mitigation (DDPM), Ministry of Interior, and international organizations such as JICA, UNICEF, UNISDR, Asian Disaster Preparedness Center, Save the Children, Plan International and Right to Play on handling disaster risk reduction, disaster management and climate change adaptation. For several years, the partnerships have established knowledge transfer activities, capacity building, and exchange of expertise through project activities. Currently, as writing, the Student Protection Center is actively coordinating disaster risk reduction activities with UNICEF, UNISDR and Thailand Safe School Network. Other bureaus do not involve in DRR activities.

Efforts on disaster risk reduction and disaster management in schools started after the Indian Ocean Tsunami 2004, which destroyed many schools along the six coastal provinces of Thailand. This led the Thai government to request technical assistance from the Japan Government on developing the country's capacity on disaster management (project entitled Capacity Development in Disaster Management in Thailand) in partnership with JICA, DDPM and OBEC. The project aims to enhance capacities of DDPM, MOE staff, and teachers to promote disaster education in school through endorsement of a "model school" in disaster preparedness. The project was divided into two phases: 2006-2008 and 2010-2013. At the end of the first phase teachers' trainings, reading materials, and e-

Learning modules on Natural Disaster Management in schools, targeted towards students were developed.

OBEC through Academic Affairs and Educational Standards Bureau and the General Administration Bureau continue the expansion of “model schools” in disaster management to 15 provinces, covering 50 ESAOs. At the end of the second phase in late 2013, OBEC has remarkably achieved DRR education and management in schools. Among these are on:

- **Policy on Disaster Education:** Implementation of disaster education was institutionalized and was made compulsory by the disaster education guideline developed by Academic Affairs and Educational Standards Bureau.
- **Expansion of Disaster Education:** Disaster education was introduced to all types of education, i.e. basic, private, vocational and non-formal education under MOE.
- **Integration of Disaster Education into Curriculum:** All model schools and many other schools integrated disaster education into existing curriculums according to the guideline.
- **Linkage with Community Plan:** all schools are required to conduct evacuation drills at least once a year but many of the model schools conducted evacuation drills twice a year in collaboration with the community, concerned local agencies and the DPM provincial office.
- **Development of Disaster Learning Center:** Some model schools developed a disaster learning center (room) with books, various emergency goods, for students and for visitors. The model schools also accepted study tours from other schools in nearby locality.
- **New Disaster Education Material released:** DRR reading material was delivered to 32,000 public schools throughout the country.
- **Evaluation Mechanism of DRR education initiated:** All the schools have to submit their Self Evaluation Report annually to ESAO as evaluation of activities.
- **Sharing Curriculum with Disaster Education to Other Schools:** Model schools integrated disaster education into the curriculum of nine (9) subjects. The developed curriculum is open for other schools for their reference.

OBEC's strategy in implementing disaster management works on a two-way-approach. The Top-Down approach establishes a direct-line of command among educational institutions at all levels. OBEC's General Administration Bureau directs ESAOs and schools under its jurisdiction to implement disaster education plan as recommended by the National Policy. On the other hand, the Bottom-Up approach aims to motivate and uplift all actors in disaster management, especially teachers. To engage different stakeholders in disaster education, OBEC endorses "model schools" in disaster management in every region. Upon completion of this project, ESAOs continue the operation from regional and provincial levels. As of writing, the model schools are still active in DRR education where teachers serve as trainers for ESAO in disaster education policy. To date, JICA continues on following up on the project impact assessment. The latest follow-up was conducted in November 2015.

In 2011, OBEC joined the Thailand School Safety Network (TSSN) led by UNICEF. Members of TSSN are the following: Department of Disaster Prevention and Mitigation (DDPM), OBEC, Ministry of Education, UNICEF, UNISDR, Save the Children, Plan International, World Vision, Raks Thai Foundation, Right to Play, Thai Red Cross Society and International Federation of Red Cross and Red Crescent Societies, and the Asian Disaster Preparedness Center. Each partner contributes a specific area of expertise into the network. World Vision has strong experience in Pillar One: Safe Learning Facility because of their retrofitting program for schools affected by flood disaster. Save the Children and Rak Thai Foundation have more project experience related to Pillar Two: School Disaster Management. Plan International Thailand has been strongly involved in developing school safety projects focusing on raising awareness, production of learning materials and development of trainings for teachers and students. Plan International Thailand has developed a trial version of school guideline for DRR and CCA education which later have been improved and endorsed by OBEC as teacher's manual in 2015. Plan International Thailand also develops Safe School Guideline for ESAO and schools. Examining Plan's profile showed it works mainly on Pillar 3: Risk Reduction and Resilience Education of CSSF. Right to Play Thailand has implemented a project to promote development of life skills on the event of flooding and relief efforts.

As a working network, TSSN partners collaborate with each other on project implementation by sharing resources on disaster-related capacity building and other activities. The network members take turns hosting monthly meeting for updating each other on progress and sharing their respective organization work plan and discussing some immediate concerns on CSS. As there are no definite guidelines for membership of the network, other organizations who are engaged in child safety does not have definite mechanism or strategy of working together, working with OBEC to harmonize a single package of materials, and measuring impact. In addition, funding to support in running the network has not been established. Each organization spends their own resources to implement projects. TSSN offers a

strategic entry point in the adoption of CSSF in Thailand on the condition that TSSN must develop its own comprehensive framework and clear strategy to work with OBEC for a short, medium and long-term goal.

At the regional level, the ASEAN Safe School Initiative (ASSI) in Thailand is coordinated by World Vision. ASSI has already developed the Regional School Disaster Management Guideline in 2015 together with SEAMEO INNOTECH. ASSI has also launched, the ASEAN Common Framework for Comprehensive School Safety (ACFCSS) on 17 December 2015. This framework is an adaptation of the Comprehensive School Safety Framework in the ASEAN context. Since about half of the TSSN members (Save the Children, Plan International, World Vision, Disaster Prevention and Mitigation and OBEC) are the only part of ASSI, it is highly recommended that the regional framework in operationalizing disaster risk reduction and disaster education in schools be adapted for national implementation.

However, moving on CSSF, strategic and programmatic approach that can be sustained under OBEC's leadership, with support from partners, is urgently needed. A monitoring system and aid effectiveness should be considered to measure the operation of CSSF.

Some key capacity building activities for school administrator and teachers under partnership with government and INGOs are listed as follows;

*Table 16. Key capacity building activities in partnership with INGOs*

Organization	Year	Training topic/course	Pillar
DDPM provincial level	present	On-going capacity building and awareness raising activities to teachers and children in schools	2,3
Japan Foundation	2014	30 directors from schools in the South traveled to Sendai, Japan to observe disaster management operation and bring Japan's experience to practice in Thailand. The lessons learned are on 1) facility assessment and sustaining education, 2) orphanage support, and 3) disaster education and local community linkage[19]	2,3
ADPC	2004-2016	DRR training in Mine risk education along Thailand borders, and capacity building activities for 14 primary schools in Ayutthaya, Loburi, Chinat, and	2,3

		Nakornpanom for flood preparedness and action plan. Currently, DRR in school as part of CBDRM in Ayuthaya, Singburi, Angthong provinces	
UNICEF	2015	UNICEF supports Thailand Comprehensive School Safety framework and provided funding for publications of 100,000 copies of teacher's manuals on Disaster Risk Reduction and Climate Change Education	3
UNISDR, UNICEF	2015	Comprehensive School Safety Framework for schools in Chiangrai and Chiangmai	3
DDPM	May 2015	Capacity building on Disaster Management for OBEC Administrator	2
Plan International Thailand	2013-present	capacity building for students and teacher on DRR; teacher training on curriculum development in the provinces of Ayuthaya, Pathumthani, Pang Nga Chiangrai, Chiangmai, Tak	2,3
World Vision	Since 2012	2012-2013, school retrofitting project for 12 schools in Nonthaburi, Ayudhaya and Pathumthani  2015-2017 plan to support OBEC in establishing Thailand's School Safety Baseline, in coordination with UNISDR and ASSI members, develop a national guideline on school safety and establish disaster management teams in 20 pilot schools	1,2
Right to Play	2014	Life Skill Activity for Disaster Response project in many schools in flood affected areas.	3
Consultant Gary Ovington	2011	Education in Emergencies & Disaster Risk Reduction in Education training	2
Save the Children	Since 2011	Awareness raising and teachers' training in Mae Hong Son, Tak, Pathumthani, and Ayutthaya provinces. The project was expanded to urban areas covering Don	2

		Muang District, Rangsit Municipality, and Pak Kret Municipality of Bangkok and Nonthaburi	
DDPM	2009	Teacher's training at DPMA under JICA project in 2009 but was not resumed due to funding shortage	2
JICA	2009-2013	OBEC sent teachers to Japan to learn DRR and disaster management in 2009 (JICA project).	2,3

<p><b>GADRRR-ES and WISS Ad Hoc Committee on Comprehensive School Safety Targets and Indicators</b>  (Consultation Version, April 2015) This section is included to indicate comparable norms for cross-country comparison, and has not been completed. It is scheduled for discussion by TSSN &amp; OBEC in 2016.</p>	
INPUT INDICATORS	TARGET MEASURES
<p>#A1. Legal Frameworks &amp; Policies</p> <p>Enabling policies and legal frameworks are in place at national and/or sub-national levels to addresses key</p>	<p><u>Enabling policies</u> and legal frameworks are in place at national and/or sub-national levels to addresses <u>key elements</u> of comprehensive school safety</p>

elements of comprehensive school safety.	
#A2: Organizational arrangements, leadership, and coordination for risk reduction and resilience is established by senior management, and includes designated focal points responsible at all levels.	<ul style="list-style-type: none"> <li>a) Education authority provides leadership in disaster risk reduction and management</li> <li>b) Risk Reduction and Resilience Focal Points are engaged at all levels in the education sector</li> </ul>
#A3: A <u>comprehensive approach to school safety, is the foundation for</u> integrating risk reduction and resilience into education sector strategies, policies and plans.	The framework or approach has been communicated and understood at all levels of education administration, and is publicly available.
#A4: Funding is in place to reduce education sector risks	<ul style="list-style-type: none"> <li>a) National education sector budget includes allocation for risk reduction and resilience programming</li> <li>b) Education in emergencies and/or other sufficient funding sources exist and can be drawn upon by the national education authority, in an emergency</li> </ul>
#A5: Child-centered Risk Assessment is in place at all levels in the education sector	<ul style="list-style-type: none"> <li>a) Hazard mapping and risk analysis information is available to the national education authority from national and sub-national authorities, is available at all levels for education sector planning</li> <li>b) National/sub-national/school-level staff have guidance to assess hazards and risks</li> <li>c) National/sub-national/school-level staff have the capacity to assess hazards and risks</li> </ul>

## 6. PILLAR I: SAFE SCHOOL FACILITIES: POLICIES, PRACTICES & PROGRAMS

### ***New school construction:***

Regulation on establishing new schools is addressed in the MOE Regulation on Establishing, Merging and Terminating education institute dated 16 January 2007, but there is no provision or guidance about safe site selection. ESAO is authorized to approve the establishment of new schools. To set up new schools, ESAO has to consider several criteria, for example, number of prospective students, land title at the minimum of 25 rai (40,000 square meters) and distance from the same type of school of at least 6 kilometers.

OBEC has released a Guideline on Standard Construction of School Facilities which provides technical information on building construction, water, drainage, and electricity system within a school vicinity. It specifies administrative procedures needed before, during and after the construction, such as guidelines in compiling legal requirements for construction. This guideline will be attached to the contract of school builder. There several designs of school building and special designs created to accommodate restricted conditions such as space limitation. The designs do not fully incorporate the concept of disaster resilient. However, some school buildings have been designed to meet cultural, topography and ground conditions. After the earthquake in 2013, schools situated in seismic risk areas are to be built with earthquake resistant technology. Currently, one school totally damaged from the earthquake in Chiang Rai province is rebuilt with earthquake-proof design and technology.

OBEC Planning Division is responsible for allocation of resources for building new schools while selection of school sites is being decided by ESAO and OBEC. Committees are assigned for this purpose and a ministerial regulation has passed on establishing new schools. The construction and budget proposal development guidelines and building design blueprints are available and accessible through website of the Design and Construction Group (DCG). However, there is no evidence on a policy or guideline that will ensure safe site selection.

The DCG under the General Administrative Bureau of OBEC is responsible for the school design, building construction, and overall technical support needed in building the facility. All information regarding the establishment of schools, including policies and regulations can be accessed by public and schools on its website. The blueprint for the school design allows some degree of freedom for adjustments to accommodate the condition of the land and location. Adjustments on the design must officially be coordinated for OBEC's approval.

DCG's role is to provide technical and administrative support on the required design and construction of school buildings. DCG works on the engineering structure, construction standards and building system, and improvements and maintenance of old school facilities. It has a consolidated database of standard construction materials and pricing for schools to follow. In constructing school facilities, DCG works with the school's construction committee in the approval of the design, monitoring of school construction, and inspection of school facilities upon receipt of requests from schools. A daily monitoring of the school's building construction is required to be submitted to the designated school construction committee. Forms and other administrative paper work must be filed, submitted, and reviewed by ESAO and committee.

The main challenge for the work of DCG is the technical officer to school ratio needed in inspecting schools for retrofitting and improvement. Due to this constraint, schools turn to seek assistance from the local construction firm or structural engineer at the Local Administrative Office for inspection and guidance on construction.

The 6.3 magnitude Chiang Rai Earthquake in 2014, affected 188 schools while 5 of which needed to be demolished and rebuilt. There were a total of 156 school buildings damaged, and declared unsafe for use. Total cost of damage to the education sector was accounted to be more than 267 million baht, including educational equipment and facilities. The Design and Construction team of OBEC, together with professional engineering organizations conducted a post-disaster damage assessment to plan for recovery. Earthquake hazard risk reduction techniques were considered in reconstruction and improvement of school buildings, following the building code law. The Thailand Research Foundation funded a research to improve school construction in seismic area. Donations from various agencies were secured in school construction.

***School retrofit, rehabilitation and replacement:***

To be able to request budget for renovation or repair of damaged facilities, the school administration must submit through EMIS, a formal request accompanied by documentation photos showing the damaged facilities. Budget approval goes through a committee and passes different levels. According to one school administrator in one of the flooded schools, the school retrofit budget is not sufficient for the repair and reconstruction of the school's facility. The administrative process takes time and the schools rarely receive the full amount requested. The school sometimes, has to seek donations from the private sector, their alumni, or by organizing fund-raising activities. In such cases, the school management can request assistance from the local administrative office to conduct damage assessment and renovate or retrofit the schools. Decision to construct or renovate facility is made at school committee level. Report of construction can be sent to ESAO.

Because school construction is funded from various sources, OBEC's safety standards for school construction is sometimes compromised. When the construction of school facilities is funded externally from the government budget, it would require schools to adhere to certain regulations, requirements, and restrictions of its funders. In addition, the locally hired constructor may not understand the technical engineering requirements specified by OBEC which affects the safe condition of the school building. Thus, many school buildings, despite OBEC's standard guidelines and inspection process, are vulnerable to disaster.

In the time of disaster, OBEC has procedures for schools to follow if retrofitting or renovation is needed. The request goes through a defined administrative procedure consisting of several steps of inspection and endorsement. Release of the financial support follows rules and regulation of the Ministry of Finance on Assistance to Disaster Affected Citizen 2013. The ESAO Committee is chaired by Director of ESAO who will form a team composed of structural engineering experts, such as engineers, architects and head of government agencies. The ESAO Committee will assess damage, endorse the request, and forward it to the District Committee. The District Committee will request for approval from Governor and submit the request further to Provincial Committee. According to 2014 report on flood and windstorm damage to schools, it is found out that there are

around 525 schools that are damaged, mostly from windstorm, and in need of retrofitting or fixing<sup>2</sup>.

The 2014 earthquake in Chiangrai has affected the majority of school buildings in the area. According to a school structure assessment conducted by the Thailand Research Fund (TRF), structural damage in schools is a result of several standards followed in school construction [20]. Some buildings needed to be demolished and reconstructed. Classrooms had to be moved to temporary shelters, tents, garages and temples. The poor condition of temporary classrooms was found to have impacted the quality of education and student learning.

The TRF survey also found that damage to school structures varies based on the condition of the building and suitability of materials used for construction. Most of the schools that were heavily damaged are the ones constructed before compliance with the 1997 Law on Earthquake Resistant Building Design and the condition of the ground.

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<sup>2</sup> The review team did not receive information and report of how much financial support OBEC has sent to schools.

## **School Maintenance**

Schools are required to inspect and prepare the school facilities before the school opening. School checklist is provided in the Guideline and Measure on Safty and Security in Schools and in the letter from OBEC to ESAO and from ESAO to school. The details of inspection are addressed in the letter of OBEC. It covers the followings:

1. inspection of school environmentthe inspection of school environment
  - 1.1. cleanliness of lawn and trimming tree to avoid accident from broken bench
  - 1.2. retrofitting of school building, electronic system, water system, playground, football ground and goal, school gate, fence and swimming pool
  - 1.3. check for dangerous animals such as snakes, rats, bees, wasp, hornet, scorpion and centipede
  - 1.4. identify risk areas such as commuting route, parking space for car and bicycle in and around the school, and find solution to prevent harm to students. Coordination with local traffic police is emphasized to ensure safety and traffic control in front of the school.
  - 1.5. educate school personnel by studying DDPM manual or DDPM website for information on safety.
2. prepare for situation related to health by proactively check for student health condition and maintain connection with local hospital. Students must be taught on personnel hygiene
3. Prevention of violence and danger of any kinds including social disruption
4. Consider student insurance
5. Assign teachers, student committee and students to be responsible for their own safety and preparedness
6. in the case of natural hazards, chaotic situation and violence, School Direction will make judgment of the action to be taken and report the situation to higher level.

The school committee has to conduct inspection before the school opening and report to higher ESAO findings of their inspection.

Information about school facility can be found on website <http://bobec.bopp-obec.info/index.php>

The school management is responsible for facility, water and power maintenance. Request for maintenance budget can be submitted from school to ESAO. There is a form to fill in and it requires

photograph of the areas that need maintenance. ESAO will allocate budget and identify local construction company to work on maintenance of school. School can secure budget for electric and power from the MOE, or through donation and fund raising.

The Design and Construction Group of OBEC launched improved design and construction of school buildings from time to time. There are standard design, special design and designs that are launched on special occasions. According to the Director of the Design and Construction Group, the improvement on school toilet, canteen and meeting halls are being implemented. The improvement of toilet and canteen aims to elevate the sanitation and hygiene of schools. This improvement should be considered for schools that will be used as community shelter.

***Safe access:***

The school safe access is mentioned in the school safety guideline and is one of the elements to consider when disasters occur in the locality. If school is not accessible or poses a danger to commuting of students and personnel, the management will announce school closure.

***Schools as Temporary Shelters:***

Many schools have been identified as shelters in the DDPM database for flood, windstorm and Tsunami. This database has been submitted to DDPM Central Office from DDPM at provincial level. The provincial DDPM requests that Local Administration Office develop Disaster Prevention and Mitigation Plan for the sub-district level. This plan includes identifying protective infrastructure and facilities for community preparedness. Most of the schools and temples near the disaster prone areas are identified as community shelters.

***IDPs & refugees:*** Describe adequacy of schools in IDP or refugee camp situations, where they exist. Where IDP or refugee camp situations exist, describe adequacy of space available for schools, safe access. Who are key stakeholders and administrators?

IDP education is not under OBEC.

**GADRRR-ES and WISS Ad Hoc Committee on Comprehensive School Safety Targets and Indicators**

(Consultation Version, April 2015) , This section is included to indicate comparable norms for cross-country comparison, and has not been completed. It is scheduled for discussion by TSSN & OBEC in 2016.

INPUT INDICATORS	MEASURES
Target: Every new school built is safe one.	
<p>#B1: Guidance and regulations are in place from appropriate authorities for safe school construction. This includes</p> <ul style="list-style-type: none"> <li>a) safe school site selection</li> <li>b) safe design, and</li> <li>c) safe construction</li> </ul>	
<p>#B2: <u>Safe school site selection, design and construction</u> are monitored for compliance/enforcement by appropriate authorities</p>	<p># and % of new school construction that is monitored for compliance with</p> <ul style="list-style-type: none"> <li>a) safe school site selection</li> <li>b) safe school design</li> <li>c) safe school construction</li> </ul> <ul style="list-style-type: none"> <li>• Quality of construction is supervised by ESAO committee. There is report form and requirement for construction supervision</li> <li>• Design and construction plan must be signed off by the Design and Construction Group and Planning Division</li> </ul>
Target: Existing schools are being made safer, systematically	
<p>#B3. <u>A systematic plan for assessment and prioritization for retrofit and replacement of unsafe schools</u> has been developed, and is</p>	<p>a) estimated % of <u>school stock</u> that has been <u>inventoried</u></p>

<p>being implemented.</p>	<ul style="list-style-type: none"> <li>b) estimated % of school stock covered by the risk assessment process.</li> <li>c) # and % of unsafe school buildings have been identified.</li> </ul>
<p>#B.4 The prioritization plan for <u>upgrading</u> of existing unsafe schools is being resourced and implemented.</p>	<ul style="list-style-type: none"> <li>a) construction capacity, systems for monitoring and quality assurance and financial resources are allocated for completion of needed upgrading within a 20-year time-period.</li> <li>b) # and % of unsafe school buildings upgraded each year.</li> </ul>
<p>#B5 Education authorities promote <u>routine maintenance</u> and <u>non-structural mitigation</u> for increased safety and protection of investments in public schools.</p>	<ul style="list-style-type: none"> <li>a) Education authorities provide <u>guidance</u> and skill-training for routine maintenance and for needed non-structural mitigation measures to reduce risks in all schools.</li> <li>b) Roles and responsibilities for maintenance and non-structural mitigation are defined, documented and assigned.</li> <li>c) Education authorities have identified budget for routine and deferred maintenance of school facilities for safety and to protect investments, with transparent monitoring oversight at the school level.</li> </ul>
<p>#B6: Planning is undertaken for limited use of schools as temporary shelters or collective centers, during the school year.</p>	<ul style="list-style-type: none"> <li>a) Disaster management and education authorities have identified those schools that are expected to be use as temporary <u>evacuation centers</u> for disasters with early warning, and as temporary <u>collective centers</u> or shelters in the event of major hazard impact.</li> <li>b) Planning, support and capacity development are being provided at sub-</li> </ul>

	national level to meet these needs.

## **7. PILLAR 2: SCHOOL DISASTER MANAGEMENT (SDM) & EDUCATIONAL CONTINUITY: POLICIES, PRACTICES & PROGRAMS**

### ***School-based risk assessment and planning for risk reduction and educational continuity:***

OBEC has developed the “Guidelines and Measures on School Safety” through the General Administrative Bureau which represents comprehensive school safety measures for students. This guideline is updated every four years since 2005. Its 2013 version is a product of consultations with 20 Directors from ESAs led by Director of Administrative Bureau, OBEC. The guideline presents various scenarios that threaten safety of students and school facility. Scenarios mentioned in the guideline are those that are man-made, from animal attack, and borne from natural hazards. The content also covers measures related to prevention of accidents that take place in and outside of school premises, those from the road, those related to social and health problems, effects of climate change, disaster risks, and social-conflict. For disaster risk, the guideline describes general knowledge about natural hazards (specifically fire, storm, flood, earthquake, tsunami, and landslide), prevention and mitigation, and response measures. The 4R strategy (Reduction, Readiness, Retaliate and Response) was endorsed for developing school disaster management plan. This guideline is distributed to OBEC’s ESAs. Financial support for further activities could not be ensured. Budget allocation for training on developing a school disaster management plan is not available.

There are elements of emergency response plan, school safety checklists, simple assessment forms, useful templates for developing a school disaster management plan. The content is in line with preventive measures recommended by Department of Disaster Prevention and Mitigation, Ministry of Interior.

The 11<sup>th</sup> National Economic and Social Development Plan (2012-2016) addressed the importance of disaster management, climate change adaptation and resilient society to enhance self-sufficiency and competitiveness. It also addressed the challenge in environmental degradation, impact of climate change on drought, severe storm, food production and agricultural sector. One of the national strategies related to disaster management is to promote preparedness and response collaboration from community to international levels, in addition to environmental protection and improvement. . The current MOE policy under military government, announced by Minister General Daphong Rattanasuwan on 27 August 2015, regards disaster management in school as one of their top policy priorities. School Disaster Management is also mentioned in MOE’s policy in response to the Natural Disaster and National Climate Change Adaptation Plan (2010-2019)

following the ASEAN agreement on Climate Change and Natural Disasters. For MOE, disaster management is an integral part of School Safety policy.

A summary of OBEC Policy and operation guideline in disaster management is found in Appendix 9.

OBEC formulated a Guideline on Disaster Management in Education Institute and Education Service Areas in 2011 to promote disaster management and disaster education in schools. This guideline clarifies the responsibilities of the OBEC, ESAO, and schools. It also provides Standards for disaster education promotion at ESAOs and school level. In 2012 a guideline for disaster management and education was released to 225 ESAOs<sup>3</sup>. Based on this, OBEC required disaster education action planning was made mandatory at ESAO level. In 2013, every ESAO in Thailand completed the action plan for disaster education.

Key element of action plan are:

1. Policy setting
2. DPM Plan in ESAO level
3. Responsibility/Role
4. Guidance of DPM Plan in School level
5. Risk Analysis/Assessment/survey/Disaster Type
6. Identified target schools
7. Assigned Model Schools/School Outstanding
8. Human resources development plan for Teachers
9. Plan to hold Workshop
10. Evacuation drill
11. Budget
12. Network/ coordination
13. Curriculum/Learning program

Schools are required to submit safety and disaster risk management plan to ESAO. For some ESAO, such as Chumphon 1 ESAO, all schools under its jurisdiction are required to submit disaster management plan and its revised version on a yearly basis. Trainings and workshops on disaster planning in schools are being organized by ESAO with support from local DDPM,

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<sup>3</sup> \*number of ESAOs in 2012

Municipality and INGOs.

The school disaster management plan consisted of: general risk assessment and hazard mapping, roles and responsibilities of the school personnel and students' committee during disasters, and inventory of school equipment. There is no database or information management of school disaster plans present in the OBEC office although OBEC reported that they receive copies of school disaster plans from ESAO, even plans sent in hard copy.

Disaster risk assessment is described in OBEC's Guideline for School Safety under Disaster Preparedness section. However, the step to conduct risk assessment was not mentioned in detail in the guideline.

***Physical and environmental risk reduction in schools:***

According to OBEC policy, school management must ensure that school environment is safe, secured, and free from accidents and natural disaster threats. To ensure this, environmental assessment in all aspects of safety related to students and school personnel is addressed as part of the school's mandate in the Guideline and Measures for School Safety. At implementation level, environmental safety and evaluation must be conducted regularly by the school management and ESAO.

Research for this report found that because of teacher shortage, and teachers feeling overloaded with their regular teaching roles, schools nominate an administrative support or junior level staff, on short-term contracts, to attend DRR trainings. This creates challenges to continuity of efforts in DRR since retention of knowledge and capacities built through the administrative support

personnel ends. Issues related to disabled children, children of foreign migrant, children from Thai migrant labor are potentially being overlooked during school disaster planning.

Disaster risk reduction at school level depends on leadership and capacity of school.

Warning systems in Thailand have been operated through several agencies for different purposes. Some of them benefit community including schools.

The National Disaster Warning Center (NDWC) has installed 344 warning towers for Tsunami and landslides around Thailand. Some of the warning towers are installed in school premises. For example, there are Tsunami warning towers in 4 schools in Satun province, 1 school in Trang province, 4 schools in Pang Nga province. NDWC organizes large-scale Tsunami evacuation drill on a yearly basis. Schools participate in the annual drill. Effectiveness of this early warning system for schools, is unknown.

The Princess Pa Foundation, implemented by Red Cross Society supports disaster risk reduction through installation of flood, landslide and Tsunami warning systems in high risk areas. These systems support decision-making regarding response and evacuation. There are warning system installed in villages and in schools such as the 3 schools along Lee River in Uttaradit province where landslide disaster occurred [21]. The schools participate in community disaster preparedness plan.

***Response-preparedness in schools:***

It is the MOE policy that that school evacuation drills be conducted once a year. Schools can independently organize their evacuation drill, partner with the community, or through assistance of technical agencies in their locality.

Teachers and school administrators are required to coordinate and organize relief operations as MOE and other Ministries are usually ordered by the Government to assist during disasters. Assistance is provided to students and their family, at least within the role specific for the MOE. Generally, school provides initial relief such as basic items for daily living, survival kit, water, medicine, and food. In the 2011 flood, teachers and administrators, sometimes together with the students, organize their teams to set up tents for cooking food for affected communities. Some schools allow people to use their own facilities, such as their parking area to serve as shelter for livestock. A common practice in many rural communities and villages is the use of schools as shelter.

According to DDPM database of communities at risk of disasters in Thailand, a large number of schools in disaster prone areas are listed as temporary shelter. There is no assessment regarding the school's appropriateness to function as a shelter (number of toilet, space, water and electronic system, etc.).

During the 2011 flood, there is a reported 801 schools and education centers around Thailand that are to be used as public shelters. The total capacity of these shelters is 236,925 people while there are 25,914 people made use of the school as shelters. Despite these, evacuation to shelter is not widely practiced in Thailand due to the availability and readiness of shelters. Thai people, especially those in the rural areas depend on their social network at times of disaster. People affected by flood still opt to stay at home or stay with neighbors and relatives in safer areas.

DDPM has launched a manual on temporary shelter management which has comprehensive information aligned with international standards [22]. However, there is no guideline on shelter management specifically for schools. There is no training for administrator and teacher to organize disaster response. There are also issues related to financial support for sheltering at schools. However, under JICA project, teachers from model schools were trained on classroom management to support evacuees in the time of disasters. DDPM, ESAO and schools organize DRR training programs. In Chiangrai, for example, after 2014 earthquake, DDPM at provincial level collaborated with ESAO to organize a training program called "One school. One search and rescue team". DDPM training team conducted earthquake drills for schools in Chiangrai and in several other provinces. The aim of this school-based disaster risk reduction program is to build culture of safety and encourage students and youths to be aware of disaster risk management. The DDPM training package focuses on preparedness for emergency response. Risk assessment and analysis,

risk reduction, and educational continuity planning, and child participation, such as suggested in the ASEAN Common Framework for Comprehensive School Safety, were not included in this approach.

***Administrator and teacher capacity for school disaster management:***

OBEC in cooperation with JICA and DDPM launched a Project to foster disaster education in ESAOs and model schools between 2011-2013. The training program provided to DDPM has focus on aspect of emergency response, for example, rope rescue, first aid, search and rescue, fire prevention. Regional ESAO and schools are selected to implement disaster education and teacher's training.

OBEC built a horizontal development approach, called "the model school method" to disseminate disaster education. In 2013, OBEC started a project for disaster education promotion to provide the budget for competent ESAOs. As a result, more than 50 ESAOs launched their own projects for school disaster education in mid-2013.

During 2013-2015, OBEC allocated budget to fund disaster management proposals in ESAO to promote disaster management at the school level. Proposals selected were provided financial support for implementation. Among activities specified in the proposals are: training on school disaster management, technical assistance in conducting evacuation drill, support for implementing the school disaster management plan, and activities related to raising DRR awareness among students. However, though hard copies of activity reports are produced, information are not utilized for the purpose of DRR planning. Instead, it was viewed as output of activity.

Disaster management training for teachers and administratorsre also conducted in many provinces. These trainings are provided by DDPM or municipality at provincial level with financial support from ESAOs.

As per MOE's policy, schools will always function as distribution center for relief and donations. An example could be drawn from the experience of Had Hong School in Chumphon province. In the time of the flood, people automatically evacuated to the said school with the help of school teachers who have the keys to open the school. Since the disaster plan of the community and the school is coordinated with each other, classrooms have been converted to shelters consisting of accommodation space, kitchen space, first aid space and school lawn is used as a place to transfer livestock.

Psychological support for students and their families affected by disasters is part of OBEC policy in disaster recovery. In Thailand, there is a community of public health volunteers in every village who are trained to do stress debriefing. In addition, teachers were also trained by the Department of Mental Health to perform stress debriefing and other forms of psychological support after the Tsunami incident in 2005 [23]. The teacher's manual on psychological support for students in 6 coastal provinces affected by Tsunami disaster was developed by Department of Mental Health, Ministry of Public Health. Currently, there is no record of psychological trainings provided.

Education personnel support all forms of assistance to students and their families affected by disasters. They have also been tasked to manage the school once it is converted to a shelter. However, there is no training made available to support this disaster management role.

***Education in emergencies capacity:***

The school management must inform the Chief of District by telephone once damage has occurred. A report must be submitted ESAO within 24 hours. The report will go through approval process at provincial level and will be forwarded to OBEC.

OBEC has procedures and disaster report form which requires the following information:

- Type of natural disaster
- Date and time
- Description of damage on building and school facility
- Report of injury and death to teachers and students
- Estimated cost of damage

OBEC has authorized the School Principal or School Director to lead on the closing of the school based on the current situation. Commencing classes after the disaster is decided by ESAO and schools. As such, they may come up with various approaches depending on their situation. For example, ESAO 1 Lopburi province arranged for a Roaming school, Roadside school, and Program instruction delivery during flood in 2011. The schools affected by flood in Ayutthaya province have decided to make up for classes in weekends or in the afternoon of normal days to complete the curriculum.

After the Earthquake in Chiangrai in 2014, where 5 school buildings are totally damaged and need to rebuild, OBEC provided funding to build temporary knock-down classroom structure.

## **Fire Safety in school**

The Guidelines and Measures for Safety and Security in School identify the kinds of emergency situations that schools have to be aware of and be prepared for. Fire accident is an emergency that needs attention from school management. Every school organizes activities to promote fire safety behavior and prevent fire accident. The School Safety Guideline identifies role and responsibilities of the Director or school, school principal, teachers and school personnel. It does not specify the role of students.

### Roles and responsibilities of school director or principal

- Arrange for fire accident emergency plan which covers possible scenario and clear step-by-step action
- Educate students and school personnel
- Arrange for fire drill
- Revise fire evacuation plan on annual basis Test the plan regularly
- Coordinate with other supporting agency for fire prevention

### Roles and responsibilities of school teachers

- Participate in the fire drill
- Revise the emergency plan on annual basis
- Lead students while in emergency situation
- Suggest and advice the revision of plan and testing of plan
- Develop and coordinate training of students and school personnel
- Inspect and examine fire extinguisher and other equipment
- Role and responsibility of school personnel
- Participate in the fire drill
- Participate in the revision of the emergency plan on annual basis
- Lead students while in emergency situation
- Educate students to take care of themselves before and after emergency
- Participate in First Aid training
- Inspect and examine fire extinguisher and other equipment

All schools need to comply to Ministerial Regulation No. 47 (1997) on Fire Prevention in Building Schools. This accompanies with a request for technical support on fire training from local DDPM, fire service of local administration office, and sometimes fire security company. Based from a discussion with the provincial DDPM, DDPM promotes safety in community, school, and temple by conducting fire

training and fire evacuation drill in schools. ESAO has been consistently supportive on fire prevention activities and advocacies in schools. There is a documentation on fire prevention program organized by ESAO, DDPM and schools for students. The training on fire prevention from DDPM is standardized which discusses the theory of fire, types of fire, fire prevention measures, fire extinguishing step, types of fire extinguisher and other equipment. DDPM at central level produces and distributes manual and reading materials for fire prevention in schools. Some schools have been identified to have fire prevention plan and fire drill activities with a local fire prevention service.

However, consistent coordination with fire service bureau appears lacking.

<b>GADRRR-ES and WISS Ad Hoc Committee on Comprehensive School Safety Targets and Indicators</b>	
(Consultation Version, April 2015) This section is included to indicate comparable norms for cross-country comparison, and has not been completed. It is scheduled for discussion by TSSN & OBEC in 2016.	
<b>INPUT INDICATORS</b>	<b>MEASURES</b>
#C1: Education authorities have national and sub-national <u>plans for education sector risk reduction and management</u> , with focus on safety and security, educational continuity, and protection of education sector investments	<ul style="list-style-type: none"> <li>a) National and sub-national plans are publicly available and are reviewed annually.</li> <li>b) Plans include risk assessment, risk reduction, response preparedness, and educational continuity</li> <li>c) Planing processes include inputs from children and youth [ ] yes [ ] no</li> </ul>
#C2: Schools annually review school disaster risk reduction and management measures (eg. as part of school-based management and/or school improvement).	<ul style="list-style-type: none"> <li>a) Education authorities provide common approach and <u>guidance policies and procedures</u> for all <u>key elements</u> of risk reduction, response and recovery</li> <li>b) Total number and % of schools that have review school safety measures during the last academic year.</li> <li>c) Students participate in these reviews</li> </ul>

	<input type="checkbox"/> yes <input type="checkbox"/> no
#C3: Education authority has established and guides a <u>full simulation drill</u> , held annually, at <u>all levels</u> , to practice response preparedness and to review <u>rrm plans</u> (based on expected scenarios),	<ul style="list-style-type: none"> <li>a) % of schools participating</li> <li>b) % of admin levels participating</li> <li>c) Students participate in planning and review <input type="checkbox"/> yes <input type="checkbox"/> no</li> </ul>
#C4: Education authority has needs assessment, strategy, and implementation plan to develop staff and student capacity for participation in school based disaster risk reduction and management, at necessary scale.	<ul style="list-style-type: none"> <li>a) Number and percentage of individuals accredited in DRRM through pre-service training programs</li> <li>b) Number and percentage of new staff trained through</li> <li>c) Number and percentage of individuals accredited in DRRM through in-service training programs</li> <li>d) Number and percentage of individuals trained through on-site, and computer-aided instruction</li> <li>e) Students participate in needs assessment and planning</li> </ul>

## **8. PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION: POLICIES, PRACTICES & PROGRAMS**

After the Indian Ocean Tsunami in 2004 and the flood disaster in Thailand in 2011, Disaster Management and Disaster Risk Reduction are highlighted in OBEC. Since 2011 OBEC has integrated disaster education in the core curriculum to build capacity among students in preparation for disasters. However, as of writing, disaster education is not fully prioritized in schools. There is no funding allocated for school activities related to disaster education.

Tracking records related to previous DRR project activities and trainings which include national and international collaborations within OBEC, are difficult since information cannot be located due to the fact that activities were organized or have been assigned to various departments and individuals. Individuals overseeing DRR projects are aware of this situation. There is no center for report collection. This exposes a risk in losing institutional knowledge on DRR which could have been used for building institutional memory and DRR capacity.

### ***Formal education:***

DRR education has been intensively incorporated in the Thai education system and through partnership with the Japan International Cooperation Agency (JICA) and Department of Disaster Prevention and Mitigation (DDPM), Ministry of Interior during 2008-2010 and 2011-2013. Educational materials on disaster risk reduction and management, reference books, instructional manuals on DVDS, and teachers' guides on flood, tsunami, and landslides were developed distributed to 31,000 schools nation-wide. Capacity building activities such as trainings and workshops for ESAO personnel, teachers and OBEC personnel within various bureau of MOE were also organized. Best practice is promoted through "model schools" on DRR. Teachers from model schools serve as trainers as a means to expand capacities in disaster education. OBEC has consolidated guideline for disaster education in school. The summary of disaster education policy of OBEC is attached in Appendix 10.

Disaster risk reduction was cooperated into OBEC Basic Education Core Curriculum from preschool to Grade 12 in 4 subject areas:

Table 17. Subject areas where DRR is incorporated

Subject area	Learning topics
Health Education	<ul style="list-style-type: none"><li>• Safety in Life</li><li>• Health-strengthening Capacities</li></ul>
Science	<ul style="list-style-type: none"><li>• Life and the Environment</li><li>• Change process of Earth</li></ul>
Social Study	<ul style="list-style-type: none"><li>• Geography</li><li>• History</li></ul>
Learning Activity	<ul style="list-style-type: none"><li>• emphasize giving mind and charitable spirit as a part of community and society</li></ul>

Designing lesson plans and learning activities must conform to the following guiding principles of OBEC:

1. Must correspond to child development
2. Coherence with Basic Education Core Curriculum
3. Student Development Activity

OBEC basic core curriculum identifies the objectives of the learning for each grade.

Table18. DRR learning outcomes in the curriculum per level

Grade	Learning Outcomes
Pre-school to Grade 2	<ol style="list-style-type: none"> <li>1. Know-hows and practices of instruction from teacher</li> <li>2. Be able to report and inform teachers or parents in case of any dangerous situation</li> <li>3. Observing skills</li> </ol>
Grade 3 – 4	<ol style="list-style-type: none"> <li>1. Understanding risk and life skills</li> <li>2. Proper response during disaster</li> <li>3. Natural resources sufficiency utilization and preservation</li> </ol>
Grade 5 – 6	<ol style="list-style-type: none"> <li>1. Safety Awareness</li> </ol>
Grade 7-12	<ol style="list-style-type: none"> <li>1. DRR content (In-depth) and learning approaches in practical practices</li> <li>2. Encourage a role model on service mind and social service focuses on charitable spirit</li> <li>3. First Aid skills</li> <li>4. Involve on DRR learning activities, focus on technical skills of disaster response and management</li> <li>5. Safety awareness in family, schools, and community</li> </ol>

The Academic Affairs and Educational Standards Bureau<sup>4</sup> developed a booklet on the Guiding Principles on Disaster Management in ESAO and School. This booklet provides disaster education topics and indicators for teaching DRR from pre-school to upper secondary level. DRR education is designed to be integrated in the Health, Thai Language, Social Study and Science subjects. This strategy aims to create awareness on danger, instigate decisiveness towards safety, and develop volunteerism among students.

In 2015, the Student Protection Center of OBEC, with support from UNICEF and Thailand Safe School Network Partners, endorsed a Disaster Risk Education and Climate Change Adaptation Guideline. This guideline was initiated by Plan International for use as a teacher's handbook on disaster management and climate change adaptation. The handbook was distributed to ESA on the 10th Anniversary of the Indian Ocean Tsunami. The manual endorsed the integration and cross-

<sup>4</sup> 1<sup>st</sup> printing in 2012 and 2<sup>nd</sup> printing in 2015, similar content

learning of DRR/Climate Change Adaptation (CCA) topics into 4 regular classroom subjects: Science, Health and Physical Education, Social Study and Religion. The handbook provides basic knowledge about disaster education and how to organize related activities from grade 1-12. The topics in the manual are about knowledge and survival skills in the event of disasters. DRR information in the manual contains knowledge of hazards and emergency response preparedness. Learning and teaching approaches in DRR is generally limited to response preparedness. Exercises promoting analytical skills regarding risk assessment, mapping, situational analysis, planning and innovative solutions, are limited. Information on Climate Change Adaptation is highlighted, however, the links between CCA and DRR are not established.

Even though schools are required to design their own approach in DRR education due to MOE's decentralized policy in managing schools, schools must localize content of DRR education depending on their context.

Teachers need to consider various methodologies to deliver DRR education to students. Several approaches for DRR education such as the 1) textbook-driven approach, 2) the pilot project approach, 3) the centralized competency-based approach, 4) the centrally developed special subject approach, 5) the symbiosis approach (in which an established cross-curricular dimension such as environmental education, 6) education for sustainable development or life skills education serves as a carrier for DRR, 7) and the 'special event' approach. Teachers need ready-to-use teaching plan and resources to lead DRR education in schools to save time and resources.

Disaster risk reduction recently become an interest among Thai government agencies including MOE after the December 2004 Indian Ocean Tsunami. However, a country-wide approach in collecting and incorporating lessons learned from schools does not exist. Although DRR education is present in many schools, the agenda and its direction varies

With the onset of information and communications technology, OBEC has explored various means to increase access to education in remote area. A satellite system is installed to run an interactive e-Learning Project for distance learning. Educational programs are on broadcast on the MOE

Channel 1 and feature a two-way feedback from instructors and experts addressing student queries. This bridges the gap between rural and city schools and provides an opportunity for students in rural areas to interact with experienced teachers remotely.

Currently, despite the presence of the Thailand School Safety Network, efforts toward DRR remain fragmented and lacks a coherent and coordinated strategy, around a common and comprehensive framework.

***Informal education:***

Informal Education is not under OBEC supervision. The Office of non-formal and informal education also promote disaster preparedness by developing posters and materials to educate students and general public. The materials can be downloaded at its website (<http://www.pattanadownload.com/learning%20media.html>). In addition, the Office of non-formal and informal education organizes exhibition, life skill development trainings and video on disaster management and disaster education for students, its network and communities.

**GADRRR-ES and WISS Ad Hoc Committee on Comprehensive School Safety Targets and Indicators**

(Consultation Version, April 2015) This section is included to indicate comparable norms for cross-country comparison, and has not been completed. It is scheduled for discussion by TSSN & OBEC in 2016.

**INPUT INDICATORS**

**MEASURES**

<p>#D1: National Disaster Management Authority and Education authority have nationally adopted, consensus- and evidence based, <u>action-oriented key messages</u> as foundation for formal and non-formal education.</p>	<p>c) Set of consensus-based and evidence-based action-oriented key messages for personal, family, and household risk reduction has been adopted as foundation for public education</p>
<p>#D2: Education authority has infused <u>climate-aware risk reduction and resilience education</u> into <u>regular curriculum</u>.</p>	<p>a) Consensus based action-oriented key messages are used as a foundation for formal and non-formal education.  b) A full set of skills and competencies for risk reduction and resilience have been adopted at national level.  c) Number and % of schools that have included disaster risk reduction and management into formal and non-formal education in the last academic year.  d) Skills and competencies of students are assessed through measurable learning and RR outcomes.</p>
<p>#D3: Schools convey risk reduction and resilience education through <u>non-formal education</u> through participation in <u>school disaster management</u>, and through <u>afterschool clubs</u>, <u>assemblies</u> and <u>extra-curricular activities</u>.</p>	<p>a) Student participatory activities for engagement in household, school, and community risk reduction are available, and assessed, at school level (including involvement in Pillar 1 and 2 activities).  b) Student participatory activities for engagement in household, school, and community risk reduction are utilized, and assessed, at school level through formal and non-formal education (including in Pillar 1 and 2 activities).</p>
<p>#D4: Education authority has needs assessment, strategy, and implementation plan to develop teachers' capacity for teaching risk reduction and resilience education</p>	<p>a) Number and percentage of individuals accredited in RRR Ed through pre-service training programs  b) Number and percentage of new staff trained through induction trainings  c) Number and percentage of individuals</p>

	<p>accredited in RRR Ed through in-service training programs</p> <p>d) Number and percentage of individuals trained through on-site, and computer-aided instruction</p> <p>e) Number of pre-service RRR Ed/CSS training programs developed at tertiary level.</p>
#D5: Country has quality and quantity of RRR Education materials for implementation of risk reduction and resilience education at scale.	<p>a) Quality criteria for development and review of RRR educational materials</p> <p>b) Inventory of number and grade levels of educational materials meeting criteria and demonstrate effectiveness in RR&amp;R outcomes</p> <p>c) Quality educational materials are available and utilized at school level</p>
#D6: Monitoring and Evaluation	<p>a) Monitoring and evaluation of effectiveness of RRR educational programs is carried out in terms of student learning outcomes and RR&amp;R outcomes.</p> <p>b) Monitoring and evaluation of implementation is carried out to assess scaled, sustainable implementation</p>

## 9. TARGETS & INDICATORS FOR COMPREHENSIVE SCHOOL SAFETY

Any data or proxy data regarding CSS outcome targets. This section is included to indicate comparable norms for cross-country comparison, and has not been completed. It is scheduled for discussion by TSSN & OBEC in 2016.

### GADRRR-ES and WISS Ad Hoc Committee on

#### Comprehensive School Safety Targets and Indicators (Consultation Version, April 2015)

##### #1. Minimization in number of deaths and injuries due to hazard impacts on schools

Over succeeding decades, the number and rate of deaths and injuries due to hazard impacts on people in schools is reduced.

Number and percentage of students, and staff who lost lives or were severely injured, and type of hazard (cause) is aggregated from school level data of all schools with any deaths or injuries.

Reported: annually, every 5-years, every 10 years (by hazard type or category)

Denominators: Total number of students and staff in schools with at least one injury or death. Total numbers of students and staff in affected geographic area. Calculate percentages of total affected.

For (type of hazard)				
Deaths and injuries at school	deaths		severe injuries	
	male	female	male	female
students				
teachers and staff				

**#2. Educational continuity is maintained.**

Disparities due to intensive and extensive hazard impacts are measured and reduced.

Number and percentage of school days lost in calendar year due to intensive and extensive hazard impacts, reported by type of hazard. This is aggregated from school level data from sampled schools. Select sample schools from high, medium, and low hazard impact areas for extensive hazards, and following intensive hazard impacts.

Reported: annually, every 5-years, every 10 years.

Denominators: Normative number of school days per year. Normative number of teacher: student contact hours per years. Baseline school enrolment. Normative rate of student annual attendance per year.

# days of school closure due to hazard impacts
# days of school closure made up through school calendar adjustments
# students displaced from school for # days
# hours reduction in school day for # days
% Increase in average class size for # days
# students' relocation to temporary learning facilities
School attendance sampled 5, 10, 20, 30, 40, 50, 60, 90, 120, 150, 180 school days after impact. and cohort at beginning of next school year.
# students not returning to school

**#3. Reduction in education sector investment losses to hazard impacts**

Financial impacts of hazard impacts on schools are reduced.

Number and percent of schools and classrooms destroyed and severely damaged due to intensive and extensive disaster impacts, and due to temporary use as shelters or collective centers, and cost of repairs or replacements are aggregated from school level data of all affected schools.

Reported: annually, every 5-years, every 10 years.

Denominators: Total number of schools and classrooms in affected schools and in affected geographic area.

	specific intensive hazard impacts		non-specific extensive hazard impacts		use of school as temporary shelter or collective center	
	severely damaged	destroyed	severely damaged	destroyed	average # days	range of # days
# schools						
# classrooms						
estimated \$ cost of repairs or replacement						
estimated \$ cost of materials lost						

Additional references for this report can be found at: [24-54]

## **10. APPENDICES:**

**Appendix 1 :Comprehensive School Safety Framework**

**Appendix 2: National Hazard Map(s)**

**Appendix 3: Mapping of status of OBEC Disaster Management Tasks**

**Appendix 4: Mapping of Safe School Network Member collaboration**

**Appendix 5: Statistics of public-private education in Thailand**

**Appendix 6: Number of students by level of education**

**Appendix 7: MOE Organization Chart**

**Appendix 8: OBEC Organization Chart**

**Appendix 9: Summary of OBEC Policy in disaster management**

**Appendix 10: Summary of OBEC Policy in Disaster Education**

**Appendix 11: Summary of JICA-OBEC-DDPM Collaboration**

**Appendix 12: EFA Global Monitoring Report 2013/4 Country Statistics**

**Appendix 13: Ministerial Regulations on Management of Information System released 19 July 2011**

**Appendix 14: Documentation Photos**

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