Lifelong Learning & Disaster Risk Reduction: Policies, Programmes, Challenges and Opportunities in Southeast Asia

by Dr Ethel Agnes P Valenzuela
Deputy Director (Programme and Development)
SEAMEO Secretariat
SEAMEO

• The Southeast Asian Ministers of Education Organization (SEAMEO)
• is a regional intergovernmental organization established in 1965 among governments of Southeast Asian countries to promote cooperation in education, science and culture in the Southeast Asian region.
SEAMEO Member Countries

Brunei Darussalam
Cambodia
Indonesia
Lao PDR
Malaysia
Myanmar
Philippines
Singapore
Thailand
Timor-Leste
Vietnam

Southeast Asian Ministers of Education Organization
SEAMEO’s mandate

Education

Science

Culture
I. Situation (LLL and DRR in SEA)

II. Solutions/Actions (Policies and Programmes in SEA)

III. SEAMEO Education Agenda and SDG 4 (Challenges and Opportunities)
Underlying concept of my presentation

• “The purpose of learning can no longer be regarded as no more than an initial preparation for the remainder of one’s life.
• Learning in the 21st century will be a continuous requirement.
• It will be the responsibility of societies to provide an environment, free of any barriers, in which individuals and social entities alike can satisfy their learning needs.”

— Federico Mayor, UNESCO Director General
The world today and the learning needs

Education to inform.

Education to solve problems of the environment.

Education is key to achieving sustainable development

From solutions to sustainable development

Schools and other learning centres play a role in LLL
Part 1. Situation

• In 2015, Asia-Pacific continued to be the world’s most disaster prone region.
• 160 disasters were reported in the region, accounting for 47 per cent of the world’s 344 disasters.
• The region bore the brunt of large scale catastrophic disasters with over 16,000 fatalities — more than a two-fold increase since 2014.
• South Asia accounted for a staggering 64 per cent of total global fatalities — the majority was attributed to the 7.6 magnitude earthquake that struck Nepal in April which caused 8,790 deaths.
• The Asia and the Pacific incurred more than US$ 45.1 billion in economic damage in 2015 and even higher indirect losses.
2015 disasters in numbers

346 reported disasters
22,773 people dead
98.6 million people affected
us$66.5 billion economic damage

Top 10 Natural disasters by number of deaths

<table>
<thead>
<tr>
<th>Disaster</th>
<th>Country</th>
<th>Deaths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earthquake, April</td>
<td>Nepal</td>
<td>8,831</td>
</tr>
<tr>
<td>Heat wave, June-August</td>
<td>France</td>
<td>3,275</td>
</tr>
<tr>
<td>Heat wave, May</td>
<td>India</td>
<td>2,248</td>
</tr>
<tr>
<td>Heat wave, June</td>
<td>Pakistan</td>
<td>1,229</td>
</tr>
<tr>
<td>Landslide, October</td>
<td>Guatemala</td>
<td>627</td>
</tr>
<tr>
<td>Heat wave, June-July</td>
<td>Belgium</td>
<td>410</td>
</tr>
<tr>
<td>Flood, November-December</td>
<td>India</td>
<td>325</td>
</tr>
<tr>
<td>Flood, July-August</td>
<td>India</td>
<td>293</td>
</tr>
<tr>
<td>Earthquake, October</td>
<td>Pakistan</td>
<td>280</td>
</tr>
<tr>
<td>Flood, January</td>
<td>Malawi</td>
<td>278</td>
</tr>
</tbody>
</table>

Top 10 Total of affected people reported by country

<table>
<thead>
<tr>
<th>Country</th>
<th>Affected People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dem. Rep. of Korea</td>
<td>18,003,541</td>
</tr>
<tr>
<td>India</td>
<td>16,558,354</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>10,210,600</td>
</tr>
<tr>
<td>Nepal</td>
<td>5,640,301</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>4,452,553</td>
</tr>
<tr>
<td>Philippines</td>
<td>3,834,514</td>
</tr>
<tr>
<td>Malawi</td>
<td>3,438,995</td>
</tr>
<tr>
<td>China, P Rep</td>
<td>3,006,093</td>
</tr>
<tr>
<td>Guatemala</td>
<td>2,809,910</td>
</tr>
<tr>
<td>South Africa</td>
<td>2,700,000</td>
</tr>
</tbody>
</table>

Top 10 Total of economic damage reported by country (in billion US$)

<table>
<thead>
<tr>
<th>Country</th>
<th>Economic Damage</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>24,88</td>
</tr>
<tr>
<td>China, P Rep</td>
<td>13,66</td>
</tr>
<tr>
<td>Nepal</td>
<td>5,17</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>3,60</td>
</tr>
<tr>
<td>India</td>
<td>3,30</td>
</tr>
<tr>
<td>Chile</td>
<td>3,10</td>
</tr>
<tr>
<td>Australia</td>
<td>2,40</td>
</tr>
<tr>
<td>South Africa</td>
<td>2,00</td>
</tr>
<tr>
<td>Philippines</td>
<td>1,90</td>
</tr>
<tr>
<td>France</td>
<td>1,00</td>
</tr>
</tbody>
</table>

Source: UNISDR, 2015

(1): Natural disasters: Epidemic and insect infestations not included
Human impact by disaster types (2015 versus average 2005-2014)

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Deaths</th>
<th>Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All disasters</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>20 000 000</td>
<td>40 000 000</td>
</tr>
<tr>
<td>346</td>
<td>22 773</td>
<td>76 424</td>
</tr>
<tr>
<td>152</td>
<td>3 310</td>
<td>27 504 263</td>
</tr>
<tr>
<td>90</td>
<td>996</td>
<td>10 592 279</td>
</tr>
<tr>
<td>32</td>
<td>35</td>
<td>34 888 330</td>
</tr>
<tr>
<td>20</td>
<td>2 030</td>
<td>50 551 354</td>
</tr>
<tr>
<td>19</td>
<td>1 369</td>
<td>35 427 852</td>
</tr>
<tr>
<td>12</td>
<td>66</td>
<td>50 332</td>
</tr>
<tr>
<td>11</td>
<td>73</td>
<td>299 127</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>8 401 843</td>
</tr>
<tr>
<td>2</td>
<td>126</td>
<td>494 713</td>
</tr>
<tr>
<td>1</td>
<td>23</td>
<td>193 534</td>
</tr>
</tbody>
</table>

Percentage of deaths by continent

- **Asia**: 71.8% (2015), 55.6% (2005-2014)
- **Europe**: 16.4% (2015), 8.6% (2005-2014)
- **Americas**: 6.5% (2015), 31.6% (2005-2014)
- **Africa**: 5% (2015), 3.9% (2005-2014)
- **Oceania**: 0.3% (2015), 0.2% (2005-2014)

Source: UNISDR, 2015
Numbers affected by floods and other natural disasters, 1995 to 2015. Image: UNISDR / CRED

Numbers of people affected by weather-related disasters (1995-2015) (NB: deaths are excluded from the total affected.)

- 56% (2.3 billion) Flood
- 16% (660 million) Storm
- 26% (1.1 billion) Drought
- 2% (94 million) Extreme temperature
- 8 million Landslide & Wildfire
Southeast Asia

Myanmar

• On 2 May 2008, Cyclone Nargis made landfall in Myanmar, crossing the south of the country over two days, and devastating the Ayeyarwady Delta region.

• According to official figures, 84,500 people were killed and 53,800 went missing.

• A total of 37 townships were significantly affected by the cyclone.

• The UN estimates that as many as 2.4 million people were affected.

Indonesia

• Among its total 252 million population are 60.9 million students.

• More than 2,000 schools were destroyed or damaged from 2004 to 2013 alone.
Philippines: Disaster Profile

- Philippines is situated along two major tectonic plates of the world – the EURASIAN and PACIFIC Plates
- 300 volcanoes, 22 as active
- Average of 20 quakes per day
- Average of 20 typhoons a year, five (5) of these are destructive
- 36,289 kms. of coastline vulnerable to tsunami
Fire Haze in Indonesia, Singapore, Malaysia and Brunei Darussalam

- About pre-mature deaths in haze from Indonesia and affecting Singapore, Malaysia and Brunei Darussalam as well.
LIFELONG IN LEARNING IN SEA
What LLL programs are in SEA?

- Language training
- Youth leadership training
- Income generating training
- DRR Peace Education
- EiE
- Certificate courses
- Advance degrees
- TVET short courses
- Community orientation on diseases

Farming and Food production

Southeast Asian Ministers of Education Organization
Baseline LLL Profile:
Who are in LLL in SEA?

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>51 years old and above</td>
<td>15</td>
</tr>
<tr>
<td>41-50 years old</td>
<td>20</td>
</tr>
<tr>
<td>25-40 years old</td>
<td>25</td>
</tr>
<tr>
<td>15-24 years old</td>
<td>20</td>
</tr>
<tr>
<td>6-14 years old</td>
<td>15</td>
</tr>
<tr>
<td>0-5 years old</td>
<td>5</td>
</tr>
</tbody>
</table>
Baseline LL profile in SEA: Where are the Lifelong Learning conducting classes?
Regional Landscape

- Policy support
- Allocation of resources for LLL
- Public – private partnership and networking
- Research and Development
- Capacity building (traditional and ICT-based)
- Advocacy and communication
Part 2. Solutions: International Agenda

- COP 21 (2015 Paris Climate Change Conference)
  - The COP21 supports the call for action on the Paris Pact on Water and Climate Change Adaptation.
  - About 196 countries in Bonn to start implementation of the Paris Agreement on Climate Change.
  - Action Plan – limiting global warming and developing mechanism to help countries cope with climate change.
  - 177 officially signed the Paris agreement.

Source: UNISDR, 2015
Part 2. International Agenda

- 1990 Education For All
- 1992 Agenda 21
- 2000 Dakar Framework for Action on Education For All
- 2005 UN Decade for ESD
- 2012 The Future we want Higher Education Sustainability Initiative
- 2014 Muscat Agreement World Conference on ESD for Global Action Agenda
- 2015 Incheon Declaration 2030 Agenda for SDGs
Regional Agenda: SEAMEO Education Agenda (2015-2035)

01 Early Childhood Care and Education

02 Addressing Barriers to Inclusion

03 Resiliency in the Face of Emergencies

04 Promoting Technical and Vocational Education and Training (TVET)

05 Revitalising Teacher Education

06 Promoting Harmonisation in Higher Education and Research

07 Adopting a 21st Century Curriculum

7 Priority Areas 2015-2035

- Preparing schools leaders, teachers, students, and local communities in managing and maintaining the delivery of education services during emergencies such as conflicts, extreme weather, and natural disasters.

- Promoting TVET among learners, teachers and parents with more visible investments and relevant curricula that focus on creativity and innovation, with a clear pathway to lifelong learning, higher education and regional labour, skill and learners’ mobility.

- Making teaching a first choice profession through comprehensive, strategic, and practice-based reforms of teacher management and development systems through more professional preparation at pre-service and in-service processes, following an explicit and shared teacher competency framework and a set of standards applicable across the region.

- Institutional-level harmonisation taking place with Member Countries investing in the strengthening of higher education institutions with each institution determining their most important needs, supported by research, in order to be able to coordinate and set quality parameters across the region.

- Increasing barriers to equal access to basic learning opportunities of all learners through innovations in education delivery and management to provide for the previously inaccessible and vulnerable groups.
Ministers Recommendation

1. Utilization of the 21 SEAMEO Centres as the mechanism to implement the seven priority areas at the national, regional level and beyond and synergizing with ASEAN;

2. Linking the seven priority areas with the curriculum and moving towards global citizenship;

3. Promoting teachers and school leaders’ competencies standards in the SEAMEO Member Countries;

4. Mobilizing and sharing of knowledge, skills and best practices among SEAMEO Member Countries, namely in the areas of TVET, English proficiency skills, digital competencies, 21st Century and employability skills; and

5. Involvement of parents in the education system through the “partnering with parents” initiative to foster common understanding on quality education to the parents in the education of their children.
SEAMEO Project 10: Disaster Risk Reduction and Preparedness

- Review of participating countries’ strategies on disaster risk reduction and management and preparedness:
- Provision of children’s kits and guidelines on emergency preparedness, safety and vigilance;
- Teachers and community involvement on education in emergencies;
- Advocacy to national governments, global donors and international networks to address educational concerns in areas affected by conflict/disasters and development
- Development of DRRM Framework for Basic Education
Education in Emergencies: Wealth of Resources from SEAMEO Centres and partner organizations.
Part 3. SDG4 Pathways 1- Policy development and awareness

Policy gaps on providing equitable access to quality education and lifelong learning across all levels

- SDG 4 promotes an even expanded access to all levels of education and lifelong learning
- It has implication for changes in legislation from the SEAMEO level, planning and budgeting
- Governance of basic education – decentralization of educational management
- Blueprint for Actions on SDG 4
Part 3: SDG Pathways- MOOCS and Digital technologies

Massive education and training needs will require ICT infrastructure and facilities.

There is a need for more resources to reach the unreached and the most marginalised groups in the SEA region.

- SEAMEO will work to ensure that MOEs support for MOOCS and digital facilities are supported and accredited.

SEAMEO will work to support a less rigid and traditional education and will expand nonformal, informal and alternative learning schemes.
Part 3: SDG Pathway- Engagement and partnership

- We cannot do it alone; MOEs cannot do the SDG alone.
- SEAMEO Dialogue of education Ministers have reiterated the resources (both human and financial) in meeting the agreed international goals.

- SEAMEO action agenda recognizes partnership for resource sharing for LLL and DRR.
- SEAMEO will continue to work across countries and even beyond- sharing its expertise in capacity building and research.
- Promote advocacy to advance the Education Agenda (7 priority areas in support of SDG4).
- SEAMEO will work with member countries, associate member countries, the civil society, partners and the community to reach the SDG 4 goals and the 7 Education Agenda.
Opportunity: SEAMEO Star Village

- The SEAMEO STAR Village Program is a collaborative endeavor among the six SEAMEO Centres in Indonesia which aims to develop a community-based sustainable development model that could reinforce the SEAMEO Community Involvement Program especially in helping address the SEAMEO 7 Priorities and the Post-2015 Sustainable Development Agenda.
Biggest Opportunity for SEAMEO

- A center dedicated for the promotion of lifelong learning.
- CELLL is doing a research study into lifelong learning in Southeast Asia entitled *Towards an ASEAN Lifelong Learning Agenda*.
- A study on best practices in lifelong learning in ASEAN countries, identifying common features that can be replicated in other countries of the region.
Concluding Remarks

• Connection between LLL and DRR
• The SEAMEO Education Agenda will accelerate progress on DRR through LLL roadmaps
• SEAMEO Star Village and Community Education thru CSRs and SEAMEO network schools may be a good model for Community-based learning
• Being the executive arm of MOEs, a more holistic approach to learning may be carried out - SEAMEO CELLL and other SEAMEO Centres play a big role in DRR through LLL.
THANK YOU