



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Comprehensive initiative on disaster risk reduction in education in Japan

2. Country or countries where the practice is implemented *

Japan

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Lead organization: Ministry of Education, Culture, Sports, Science and Technology (MEXT) – Japan

Partner organization: Cabinet Office, Ministry of Land, Infrastructure, Transport and Tourism, Fire and Disaster Management Agency – Japan

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Aims students to foster an attitude for being proactive to protect their lives during a natural disaster

6. What makes it a best practice? *

Based on the lessons learned from the Great East Japan Earthquake etc., schools conduct drills assuming various situations such as earthquake, tsunami, and volcanic eruption.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

i) To raise children's awareness to protect their own lives under any circumstances and to act proactively to realize a safe and secure life and society, Ministry of Education, Culture, Science, Sport and Technology(MEXT) provides support for teachers and officials of local government.

ii) There is a concern that the memory of the disaster will fade and the efforts related to disaster risk reduction will be relegated to a lower priority after more than 10 years have passed since the Great East Japan Earthquake that caused enormous damage .

iii) Initiative on disaster risk reduction in education is being implemented in each school according to local conditions. Most schools have formulated school safety plans and risk management manuals and conducts disaster drills base on a five-year mid-term plan for school safety ("The Third Plan for School Safety Promotion"(2022-2026)) developed by MEXT. In addition, MEXT conducts the following measures.

- supporting the implementation of workshops for teachers and staff
- publishing leaflets

- establishing community-wide systems to mitigate gaps in school safety efforts among regions, schools, and teachers, with more than 40 municipalities involved in the program.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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i) ①School Safety Class Promotion Project

The project supports the implementation of training sessions for teachers and staff members who will serve as instructors for school safety classes (crime prevention classes, disaster preparedness classes, and traffic safety classes) and training sessions for teachers and staff members to improve their initial action in the event of an accident (training sessions on accident response, practical training sessions on CPR including the use of AED).

②Comprehensive School Safety Support Project

The project is to establish a community-wide school safety promotion system according to type of school(public or private) and regional context, by enhancing cooperation with kindergartens and nursery schools, and developing safety education in cooperation with communities based on the " The Third Plan for School Safety Promotion" approved by the Cabinet in March 2022. Through this project, MEXT,

promotes organized efforts for school safety and consultation with outside experts referring to advanced cases such as Safety Promotion Schools* by schools. MEXT also supports municipalities to promote cooperation among schools, including national and private schools;

holds awareness raising events for staff of boards of education and schools;

dispatches advisors to provide guidance and advice to municipalities and schools without sufficient school safety promotion systems.

* Safety Promotion Schools are schools that continuously work on school safety by formulating plans for safety education, safety management, and organizational activities, assigning core teachers in charge of safety, collaborating with related organizations, and implementing evaluation and improvement, etc. The Japan Safety Promotion School Council within Osaka Kyoiku University provides certification.

ii) ①School Safety Class Promotion Project has been implemented since FY 2003 and is still ongoing.

②Comprehensive School Safety Support Project has been implemented since FY 2012 and is still ongoing.

iii) Board of Education of each prefecture and government-designated cities.

iv) In the budget for FY2022 (FY2021),

① 35 million yen (35 million yen) for School Safety Class Promotion Project.

② 259 million yen (209 million yen) for Comprehensive School Safety Support Project.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);

ii) What were the concrete results achieved with regard to outputs and outcomes?

iii) Has an assessment of the practice been carried out? If yes, what were the results? *

i) Increased awareness of disaster risk reduction among teachers, staff and students, and community-wide efforts to build a system for school safety have been attracting attention.

ii) ①Number of students died because of incidents or accidents under school management:

FY 2018: 74 cases, FY 2019: 56 cases, FY 2020: 44 cases

②Percentage of schools that have formulated a School Safety Plan*1:

FY 2018: 96.3%

③Percentage of schools that have prepared a Risk Management Manual*2

FY 2018: 97.2%

*1: School Safety Plan, which all schools are required to formulate and implement according to Article 27 of the School Health and Safety Act, is a comprehensive basic plan for various safety-related activities for the entire year, interconnecting and integrating activities related to safety management with those included in various safety education plans.

School safety plans must include:

(1) safety inspections of school facilities and equipment;

(2) guidance to students regarding safety in school and other daily activities, including commuting; and

(3) matters related to staff training.

*2: Risk Management Manuals are required to be developed and implemented in all schools in order for teachers and staff to respond smoothly and appropriately in the event of a hazard or other incident under school management according to Article 29 of the School Health and Safety Act. Based on School Safety Plan, the manual indicates the necessary matters and procedures to specifically implement risk management, and is to be prepared.

iii) Involvement of external experts and Parent Teacher Association such as incorporating school safety perspectives into school evaluation items will become important in the future.. (The number of schools with a system in place for external experts to check and advise on school safety plans, evacuation drills, etc. remains stagnant at 33.6% in the FY 2018 results.)

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

i) Disaster risk reduction in education has long been implemented in Japan, and is being further promoted based on the lessons learned from the Great East Japan Earthquake of 2011.

ii) ①Practicing safety education to develop students' ability to predict and avoid danger on their own.

②Implementing disaster risk reduction in education and evacuation drills in cooperation with the community and related organizations

③Various efforts have been made to help schools create and review "school safety plans" and "crisis management manuals".

As a result of these efforts, students are developing the ability to make their own decisions and respond safely to disasters and accidents, and becoming future disaster prevention leaders who can protect their communities. In addition, there has been an increase in awareness of community disaster preparedness by disseminating to the community the content of the disaster risk reduction that children have learned at elementary and junior high schools.

Furthermore, school safety systems are being further developed from the viewpoints of various stakeholder such as teachers, school staff, related organizations, experts, parents, students, and others.

iii) There is a gap in efforts by type of school(public or private) due to difficulty to provide direct guidance and advice to private schools.

11. Conclusions (250 words)

Please describe why may this intervention be considered a "best practice".

What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)? *

The School Safety Class Promotion Project has improved the training on disaster risk reduction in education for leaders who provide guidance on actions to be taken in the event of a disaster and conduct practical evacuation drills according to the disaster characteristics of the community. The project has also improved the safety action of teachers and other staff members.

In addition, the Comprehensive School Safety Support Project has designated model schools to share the results of advanced initiatives and spread the safety promotion system. Advanced initiatives include, for example, safety education using digital technology such as VR and AR (initiatives that allow students to experience the flow of smoke in the event of a fire at school or the height and flow of a tsunami), and practical evacuation drills using the Emergency Earthquake Early Warning Receiving System. However, it is also true that there are still gaps among regions and schools, and it is necessary to continue to develop a school safety promotion system through cooperation among schools, families, communities, and related organizations.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

<https://anzenkyouiku.mext.go.jp/index.html>