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Article

Girls' Leadership and Participation in School Safe Program at Primary Schools

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Abstract

Cambodia's Strategic National Action Plan for Disaster Risk Reduction has been highlighted in two of its six components in the education sector and provided a framework for school safety efforts. The research examine school-based risks and vulnerability caused by hazards on boys and girls by exploring current practices regarding DRR integration and safe school program in Cambodian education. The research has paid attention on: satisfaction of students towards physical infrastructures at primary schools, DRR tasks delivered by boys and girls in DRR tasks for safe school, and girls' participation and leadership in safe school programs. The study also captures how relevant stakeholders from national to sub-national levels support safe school programs, all other issues that interlink with them, such as child protection and multi-hazard. The study found that (1) however schools' infrastructure are not yet fully equipped; students satisfied with building, facilities, and materials; (2) girls were more active to enaged in DRR tasks than boy due to teachers' favorite to work with; and (3) boys and girls share similar capacity and and competency to be leadership for promoting safe school programe and the DRR integration at primary schools.

Keywords: Safe school program; Girls' participation; Girls' leadership; Disaster Risk Reduction (DRR); Primary education; Cambodia

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1. Introduction

Since 1999, the flood has become a common event and caused increases in deaths, losses, and damages (Sok et al., 2011). The seasonal flooding was reduced than usual and led to concerns about drought in 2003 and 2004 (MRC, 2005). Over the past decades, Cambodia has been vulnerable to more regular floods and prevalent droughts (UNDP, 2014). The First and Second National Communication with United Nations Framework Convention on Climate Change (UNFCCC) notes the most significant concern is flooding. This event is commonly experienced in large areas along the Mekong River and Tonle Sap Lake. Drought is widespread throughout the country (MoE, 2009). The frequency and intensity of flooding and drought are difficult for scientists to predict; both of these events have significantly impacted on socio-economics of Cambodia.

Disaster Risk Reduction (DRR) has recently become a vital component of the quality of education and curriculum development at primary schools in Cambodia. In the education sector, DRR integration and safe school program have been carefully integrated and implemented to ensure that children are safe before, during, and after hazards. In 2007, the Ministry of Education Youth and Sport (MoEYS) introduced the child-friendly school policy to promote safe schools focusing on health, safety, and child protection. This framework initially paved the way for a more concrete strategy on DRR integration in education (MoEYS, 2007). While a child-friendly school policy is promoted, school safety initiatives and the DRR and climate change integrated curriculum are developed for primary school from grade 4, grade 5, and grade 6. Herewith, the DRR curriculum is integrated into Grade 8's earth science and geography subjects. Furthermore, to ensure a safe learning and teaching activities during the disaster, the MoEYS also disseminated the guidelines on setting up temporary learning shelters during emergencies, primarily floods, to the Provincial Department of Education, Youth, and Sport (MoEYS, 2014a).

In 2013, two policies were introduced to contribute to DRR education at schools in Cambodia. First, the line ministries developed a Climate Change Strategic Plan For Education, National Action Plan for Disaster Risk Reduction (2014-2018); this benchmark document was designed to support disaster risk reduction and climate change. Second, the National Action Plan for Disaster Risk Reduction (2014-2018) provided a framework for school safety efforts in Cambodia and made primary and secondary education resilient (NCDM, 2013). In 2014, Cambodia's EPRP or Emergency Preparedness and Response Plan clearly outlined the activities before and after a disaster. The EPRP document has been used by all ministries and institutions, as stated in the Law on Disaster Management (MoEYS, 2014b).

The research article aims to examine school-based risks and vulnerability caused by hazards on boys and girls by exploring current practices regarding DRR integration and safe school program in Cambodian education. The research has three main objectives: (1) a description of satisfaction of students towards physical infrastructures at primary schools, (2) an examination of DRR tasks delivered by boys and girls in DRR tasks for safe school, and (3) an exploration of girls' participation and leadership in safe school programs.

2. Research methodology

The research collected both primary and secondary sources regarding DRR integration and safe school program in Cambodia. The researcher used structured questionnaires for collecting quantitative data. Standardized questionnaires were used to collect quantitative data among students in grades 4, 5, 6 at the 15 primary schools: five in Stung Treng (current project implementation), two in Kampong Cham, and three in Phnom Penh (phased-out project) and, five in Takeo (non-target project). Stung Treng province was the center of study, so the researcher used a formula of Yamane in 1967 to calculate a sample size of the five current project implementation schools. Since Stung Treng province is the center of study, the formula of Yamane (1967) was employed to calculate the total sample size of the research study in 5 current implementation schools (Stung Treng). The procedure was used to calculate the sample size with 7% for sample error. The researcher also applied similar sample sizes for the phased-out project and non-target project schools. A total sample size of 510 students was earlier planned; 255 girls and 255 boys were equally proposed to contact for the interview—the survey students. Unfortunately, the research team could not survey the three schools in Phnom Penh due to the 20 February COVID-19 community outbreak. The research team interviewed students in Takeo, Stung Treng, and Kampong Cham for the surveys. **Table 1.** describes a total sample size of 433 students (including 216 girls) who were contacted for the interview.

Table 1

Number of pupil sample size

Type of schools	Number	Total Sample size
Current implementation (Stung Treng)	5	180 (90 girls)
Pashed out projects (Kampong Cham)	2	72 (36 girls)
Pashed out projects (Phnom Penh)	3	0
Non-target project (Takeo province)	5	181 (90 girls)
Total		**433 (216 girls)**

The research team also used a structured questionnaire to collect quantitative data among principals, deputy principals, teachers, and school supporting committees in Phnom Penh (**Table 1**). In Phnom Penh, the research team conducted phone interviews among teachers in response to the COVID-19 community outbreak measure. The research conducted fieldwork in Stueng Treng, Takeo, and Kampong Cham before the 20 February Covid-19 community outbreak restriction.

Table 2

Number of structured questionnaire interview

Name of schools	Number	Total sample size
Current implementation (Stung Treng)	5	39 (21 females)
Phased-out projects (Kampong Cham)	2	16 (8 females)
Pashed out projects (Phnom Penh)	3	21 (8 females)
Non-target project (Takeo province)	5	40 (12 females)
Total		**116 (49 females)**

The research team contacted key informants by using unstructured questionnaires to interview key stakeholders; they Provincial Office of Education, school management staff and teachers. An in-depth interview was also conducted with student councils. A total of six focus group discussions were organized regarding girls' leadership and gender-transformative approach in school safety; it was derived from two FGDs for the current implementation, two FGDs for phased-out projects, and two FGDs for the non-target project schools. At each of the three types, one FGD was arranged for students and another FGD for teachers. Each focus group discussion was organized and participated by six students or teachers, including three females and three males. These activities served as tools for searching perceptions of the local decision-makers. Field observations were carried out at all 15 schools to gain more physical and visible information about school safety in terms of physical infrastructure, social events, activities involved, participation of students, especially girls, in disaster risk management. However, the research team could not conduct surveys with students at the three schools in Phnom Penh; field observations were applied to ensure that data collected through phone interviews with principals and teachers were validated. A consultative meeting was organized with JAG DRR EWG for a survey; they included Save the Children, World Vision, Plan International, CRF, and ChildFund Cambodia. The consultative meeting was organized to present the preliminary findings, collect feedback, and discuss policy application and future planning. The presentation took the form of a forum to facilitate interaction between the

researchr and NGOs regarding the research findings and for purposes of validation and clarification.

Desk review was an essential part of the assessment by collecting, organizing, and synthesizing available reports and previous assessment and raw data of the projects. The consultants understood the project context and results produced by the project against formulated indicators and issues. The desk review also helped to identify problems and gaps faced by the project. Problems and situation analysis facilitated the exploration of the available position or context in which the project beneficiaries in the target schools or institutions operated within a specific period. The findings elicited from using this technique provided the context and knowledge for assessing the implementation of a disaster risk management program. The ultimate goal of this research was expected to offer key insights and lessons into successes or challenges that the project has faced, particularly with the focus on girls' participation and leadership. This research hoped to go beyond just informing the implementation of the other half of the project cycle but inform the nation-wide advocacy.

For quantitative analysis, The Statistical Package for Social Science (SPSS) software was primarily used for data processing and analysis. The study employed both descriptive, Weighted Average Index (WAI), Independent–Sample T Test and F–test (ANOVA). Weighted Average Index (WAI) was used to rate the degree of vulnerabilities and satisfaction of teachers and students towards disaster risk management at the study schools. The five-scales were: (1) considerably less; (2) less; (3) moderate; (4) high; (5) very high. F–test (ANOVA) was applied to test whether there was a significant difference between the means of the three types of study schools: current project implementation project schools, phased-out project schools, and non-target project schools. F-test was applied for both student and teacher questionnaires. Independent–Sample T Test was used to compare the mean score of a sample with a known value (e.g., attitude and practice of students towards disaster risk management). Only a student questionnaire was used for the Independent–Sample T-Test.

3. Results

3.1 Satisfaction of students towards physical infrastructures at primary schools

Overall, the students were satisfied with school facilities, especially the building, library, treatment from teachers while teaching, and language used by teachers. Female students shared higher satisfaction towards campus environment, water storage, toilet, seating with boys, treatment from teachers while teaching, and language used by teachers (**Table 2**).

Table 3

Perception of students towards the school facilities

Attributes	**Girl** (n=216)		**Boy** (n=217)		**Overall** (n=433)		**P-*value***
	WAI	OA	WAI	OA	WAI	OA	
School building	0.82	VH	0.80	H	0.81	VH	0.132
Classroom	0.80	H	0.79	H	0.79	H	0.553
Classroom wall with picture describing gender	0.80	H	0.76	H	0.78	H	**0.007**
Playground	0.80	H	0.78	H	0.79	H	0.099
Canteen	0.66	H	0.65	H	0.66	H	0.328
Campus environment	0.81	VH	0.78	H	0.80	H	**0.037**
Library	0.85	VH	0.83	VH	0.84	VH	0.077
Water storage	0.75	H	0.72	H	0.73	H	**0.017**
Toilet	0.67	H	0.62	H	0.64	H	**0.009**
Seating with boy	0.75	H	0.71	H	0.73	H	**0.007**
Seating with girls	0.76	H	0.72	H	0.74	H	**0.005**
Treatment from teacher while teaching	0.86	VH	0.83	VH	0.85	VH	**0.007**
Language used by teacher	0.86	VH	0.83	VH	0.84	VH	**0.004**

Key informants with the Provincial Department of Education (PoEYS) in Takeo, Kampong Cham, and Stung Treng reveal that schools' facilities were very significant to reduce the vulnerability of students and teachers from hazards. But most schools did not have sufficient budgets to improve facilities for safe schools yet [**PoE in STR**, **PoE in TKO**, **PoE in KPC**]. However, students reveal their high degree of satisfaction towards their schools' facilities; it does not reflect good conditions of study schools. All the students accepted the available facilities, and they learned well about the timing required for improvement. Facilities of the study schools in Phnom Penh and Kampong Cham were improved and had a better capacity to cope with hazards. Overall, schools in Takeo had better conditions than Stung Treng in terms of buildings, classrooms, canteen, campus environment, toilets, water storage, and library. During group discussions, students in Stueng Treng and Takeo were satisfied with the building, campus, and library; students in Kampong Cham were concerned about the campus environment and ponds surrounding schools. Principals at some schools, such as Boeung Trav Bun Rany Hun Sen primary school, prepared sanitary pads if female students had the first period unintentionally during their classes [**FGD in STR**, **FGD in TKO**].

In Takeo, World Vision installed playgrounds for children, but many schools did not allow children to play with some items because they were dangerous. Most study schools reported

incidents caused by the iron playground. In Stueng Treng, Child Right Froundation (CRF) sponsored a mathematic-shaped garden; they have served as an educated and joyful time for children during break. Unfortunately, the hot weather and lacked of maintenance destroyed this beautiful garden at Pong Tuek Primary School. The Garden at Veal Ksach primary school remained good because teachers asked students to water every day [**Per Communication- Teacher in STR**]. The teachers agreed that the condition of school facilities was in good condition except for the drainage system, which was a low degree, especially at current implementation project schools. Teachers reveal that school facilities at phased-out and non-target project schools were good conditions; they assessed moderate degrees at current implementation project schools (**Table 4**). The local authority in Takeo raised a significant role of drainage system to mitigate impacts from heavy rain, but many schools are covered by water during rain. If rain happens in the early morning, students face difficulty walking on the way to school and the school campus [**Per Communication- Teacher in TKO**] CRF and World Vision also improved the schools' infrastructures; they worked with individual schools to respond to their needs. Observation shows that most schools had tanks for storing water in the dry season, hand washing, waste burning station, and garden. All the schools were decorated with slogans based on the three pillars of disaster risk management. All the principals and teachers appreciated the importance of handwashing during COVID-19; students could wash their hands regularly.

Table 4

Conditions of school facilities

Attributes	**Phased-out projects** (n=37)		**Current implementation** (n=39)		**Non-target project** (n=40)		**Overall** (n=116)		***P-value***
	WAI	OA	WAI	OA	WAI	OA	WAI	OA	
Set up school fence and entrance	0.64	H	0.48	M	0.56	M	0.56	M	**0.002**
Layout and furnishings of classrooms to allow for evacuation and survival	0.72	H	0.53	M	0.72	H	0.66	H	**0.000**
All buildings and non-structural facilities, including the playground, should be safe from both	0.64	H	0.60	H	0.70	H	0.65	H	**0.031**

disaster and non-disaster related risks									
Latrines and toilets are safe for both boys and girls and disabled students (sanitary pad disposal system, enough hand washing system, locked toilets with enough lightings)	0.68	H	0.47	M	0.73	H	0.63	H	**0.000**
Develop school garden and plant trees	0.75	H	0.57	M	0.71	H	0.67	H	**0.000**
School facilities accommodate extreme weather events and other hazards such as drought, floods (rainwater harvesting, open-air circulation, etc.)	0.74	H	0.57	M	0.75	H	0.68	H	**0.000**
Good drainage system as well as elevated school ground [if floods are the hazard	0.42	M	0.21	L	0.49	M	0.37	L	**0.021**

Schools in Phnom Penh and Kampong Cham had better conditions in terms of the school building, campus environment, toilets, and gardens. Principals and teachers at all the study schools reveal the significance of the lightning protection system to be equipped at their schools because students were terrified during rains. Some schools also experienced attraction by lightning, for example, Hun Sen Kah Dach Primary School. In Takeo, World Vision supported all its target schools with a lightning protection system. Unfortunately, CRF did not have a sufficient budget to provide lightning protection systems at all the targeted schools in Kampong Cham, Stung Treng, and Phnom Penh. For example, CRF only sponsored Hun Neang Bakheng Primary School. The other two schools also requested it, but the organization did not have the budget for installing it [**Per Communication-JAG DRR EWG Comunsultative Meetoing**].

Table 5 confirms all required materials for first aid, prevention, and response to hazards were fully available at all three types of schools. While the current implementation project schools shared a lower proportion of anti-bacterial ointment and face masks, balm was less

available at non-target project schools. In contrast, forceps were less available at phased-out project schools than the other two types of schools. The PoE officers in Kampong Cham, Takeo, and Stung Treng similarly explained that NGOs actively worked to support schools to reduce the impacts from hazards. At the same time, principals at the 15 schools thanked the government, NGOs, and local authorities, who provided materials and equipment to prevent suffering from hazards.

Table 5

Materials available as first aid, prevention, and response to hazards

Attributes	**Pashed out projects** (n=37)	**Current implementation** (n=39)	**Non-target project** (n=40)	**Overall** (n=116)
Scissor and nail-cutter	91.9	100.0	97.5	96.6
Forceps	67.6	100.0	97.5	88.8
Gloves	97.3	100.0	100.0	99.1
Cotton	100.0	100.0	97.5	99.1
Alcohol	100.0	100.0	100.0	100.0
Betadine	100.0	100.0	100.0	100.0
Anti-bacterial ointment	100.0	59.0	95.0	84.5
Sterilized bondages	91.9	100.0	97.5	96.6
Plasters	100.0	100.0	100.0	100.0
Balm	100.0	94.9	77.5	90.5
Triangular bondages	100.0	100.0	100.0	100.0
Face-mash	97.3	76.9	95.0	89.7

3.2 DRR tasks delivered by boys and girls in DRR task for safe school

Table 6 reveals that teachers preferred to assign DRR tasks to girls (66.4%) than boys, especially phased-out (91.9%) and current implementation project schools (71.8%). On the contrary, teachers at non-target project schools pointed out that boys were more effective in DRR tasks than girls (37.5%). The views of boys and girls were similar regarding the effectiveness of students. Boys at phased-out project schools and girls at non-target project schools effectively supported DRR tasks for safe schools. According to a student at Ang Soklang Primary School, girls had a more substantial commitment and listened to teachers than boys. The teacher preferred to ask girls to do school work because girls always listen to teachers' instruction [**Per Communication-Student in TKO**]. Girls at school in Takeo have delegated the task to monitor boys, not play the rain. Boys liked playing during rains which are

not very safe [**Per Communication-Student in TKO**]. Girls showed better performance than boys when school assigned them some tasks and responsibilities. In addition, girls do not play a lot, and they pay great attention to the task assigned [Per Communication-FGD in TKO]

Table 6

Effectiveness of boys and girls in DRR task for safe school

Attributes	**Phased-out projects**	**Current implementation**	**Non-target project**	**Overall**
Perception of teachers	(n=37)	(n=39)	(n=40)	(n=116)
Girl	91.9	71.8	37.5	66.4
Boy	8.1	28.2	62.5	33.6
Perception of students	(n=180)	(n=72)	(n=181)	(n=433)
Girl	38.9	48.9	53.6	49.2
Boy	61.1	51.1	46.4	50.8

Almost all the teachers believe that teamwork selection of DRR tasks requires gender equity and gender equality in DRR assignments. Only one-tenth of teachers wished to separate the DRR task group separately according to boys and girls; one of them at current implementation project schools agreed on this arrangement. In contrast, more than half of the students (62.8%) wished to assign the DRR task group separately according to boys and girls, especially students at phase-out project schools. The majority of the students applied for gender equity in teamwork selection of DRR task and equity in DRR task assignment (**Table 7**).

Table 7

DRR tasks and responsibilities sharing between boys and girls

Attribute	**Phased-out project**	**Current implementation**	**Non-target project**	**Overall**
Perception of teachers	(n=37)	(n=39)	(n=40)	(n=116)
Do the DRR task group you separately according to boys or girls?	21.6	0.0	12.5	11.2
When selecting teamwork, do DRR tasks consider gender equity?	94.6	100.0	95.0	96.6
Do you think gender equity in the DRR task assigned is essential?	91.9	100.0	97.5	96.6

Perception of students	(n=180)	(n=72)	(n=181)	(n=433)
Do the DRR task group you separately according to boys or girls?	75.0	65.0	55.8	62.8
When selecting teamwork, do DRR tasks consider gender equity?	79.2	88.3	63.0	76.2
Do you think gender equity in the DRR task assigned is essential?	83.3	87.8	71.3	80.1

The teacher and school management team were closely monitoring gender equality among girls and boys. The schools were taking care of maintaining girl participation and girl enrollment to make sure that they are not ignored. In particular, girls are included in school development and work [**Per Communication-Teacher in TKO**]. A group discussion among students at Pong Tuek Primary School reveals that girls needed more attention from schools and local authorities because there were more vulnerable to different types of disasters. Teachers and parents were playing significant roles to regularly support girls to be away from violation [**Per Communication-FGD in KPC**].

3.2.1 Girls' participation and leadership in safe school programs

The students had different views from the teachers; they roughly agreed on similar roles of boys and girls in DRR tasks for safe schools (**Table 8**). Out of the total, 43.9% of the students confirmed that girls are the leaders in the DRR task at their schools; it was a higher proportion at phased-out project and current implementation project schools. More than half of boys (59.7%) at phased-out project schools required more discipline in carrying out DRR tasks.

Table 8

Perception of students on DRR task for safe school program

Attribute	**Difference**	**Phased-out projects** (n=180)	**Current implementation** (n=72)	**Non-target project** (n=181)	**Overall** (n=433)
In general, who do you think consumes more instructional attention in carrying out DRR tasks at your school?	Girl	33.3	43.9	39.2	40.2
	Similar	45.8	35.6	32.6	36.0
	Boy	20.8	20.6	28.2	23.8
	Girl	8.3	26.1	33.1	26.1

The students who require more discipline in carrying out DRR tasks.	Similar	31.9	40.6	39.8	38.8
	Boy	59.7	33.3	27.1	35.1
In general, who do you think talks more, or in general, dominates the DRR task?	Girl	30.6	33.9	32.6	32.8
	Similar	50.0	32.2	31.5	34.9
	Boy	19.4	33.9	35.9	32.3
During teamwork, who are the leaders in the DRR task?	Girl	56.9	46.1	36.5	43.9
	Similar	15.3	27.2	22.7	23.3
	Boy	27.8	26.7	40.9	32.8
In the DRR program, who is generally shown in the lead roles?	Girl	43.1	40.0	22.7	33.3
	Similar	26.4	28.3	35.4	30.9
	Boy	30.6	31.7	42.0	35.8
In your school, the students who seem to excel in involving in DRR tasks.	Girl	41.7	38.3	35.9	37.9
	Similar	40.3	32.8	36.5	35.6
	Boy	18.1	28.9	27.6	26.6

A boy at Srey Bandith Primary School describes that "I think girls are the best leaders in student councils because girls are more discipline than boys. Girls can perform better than boys. I think schools do not allow mid for boys or girls to be leaders, but they care for the capacity and contribution of the work [**Per Communication-Teacher in TKO**]. In contrast, some girls also raised good points of boys in disaster risk management. A girl at O'Trel Primary School suggests that "I think boys are doing better in disaster risk management because most of the work is physically needed. Also, girls are very easy to be panic, and they cannot do well during the disaster. But girls dare to raise their concern and issue in front of local authority" [**Per Communication-Student in STR**]. Another girl at Boeung Trav Bun Rany Primary School also mentioned that "I do not think the girl can be a leader in disaster risk management because they are physically weak. They need to stay in a safe place if there are some incidents. Boys can help the school a lot and boys also have a role in helping the girl as well. Girls are also easy to cry if there is some problem" [**Per Communication-Student in STR**]. A boy at Hun Sen Svay Sronos Nos Primary School mentioned that "I think the girl has no capacity to lead the team; they have poor leadership skill. But girls can do a good performance with instruction from teachers because they do not have initiative. In addition, girls are not able to manage the situation well. If there is any shock, girls are panic" [**Per Communication-Student in KPC**].

4. Discussion and Conclusion

In 2012, the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRES) developed a comprehensive school safety framework (CSSF). This framework has been used to support and guide disaster risk reduction (DRR) and resilience management in the education sector. This framework is well aligned with the Sendai Framework for Disaster Risk Reeducation (SFDRR) and Sustainable Development Goals (SDGs) (UNDRR, 2017). Based on qualitative and quantitative data collected during fieldwork, problems and constraints were identified against three pillars of the CSSF, as shown in Figure 1.1.

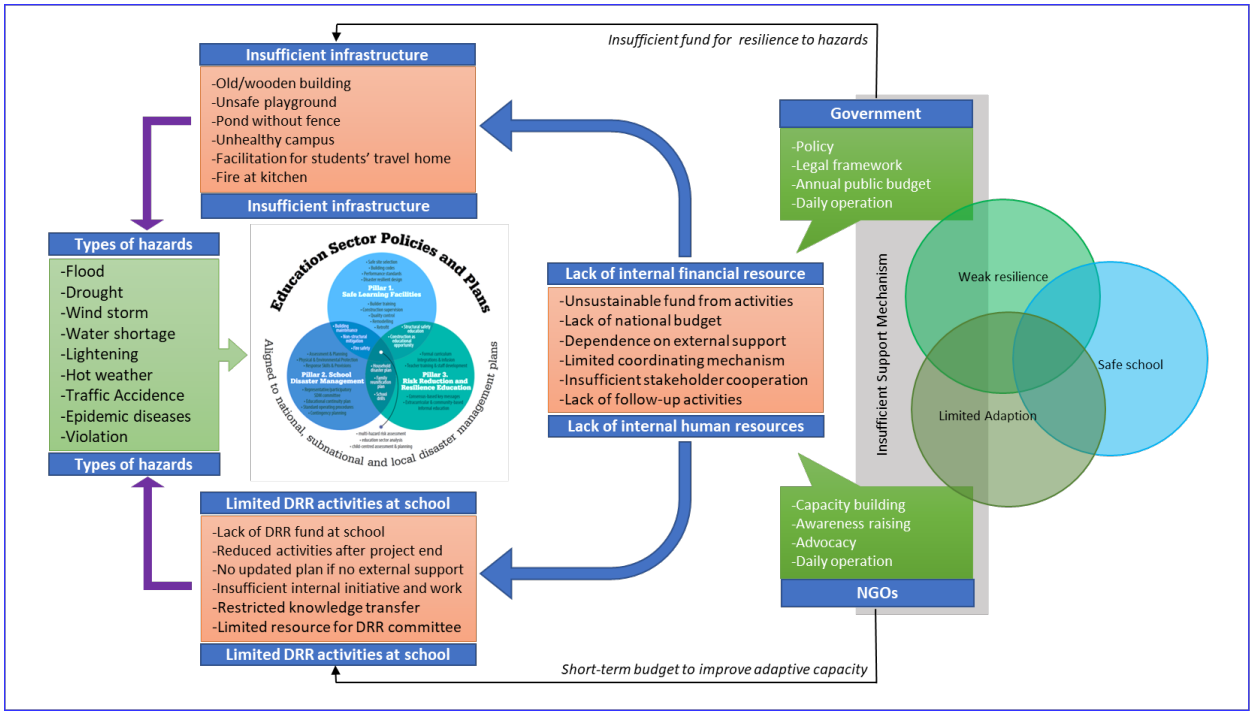

Figure 1.1. Problems and constraints based on the three pillars of the safe school program

The implementation of a safe school program is essential to mitigate the vulnerability of children in the education sector. All three types of study schools are supported or used to get support from NGOs to implement safe school programs. However, safe school programs are reducing vulnerabilities of children; the study schools are still facing: (1) insufficient infrastructure, (2) limited DRR activities at school and (3) lack of internal financial resources. One of the major issues of school safety is insufficient infrastructure; most schools did not have a good condition of infrastructures such as building, playground, and campus environment. Most of the schools at the current implementation projects are old and wooden buildings; the buildings are strong enough to stand in strong wind. For example, building Veal Ksach Primary School experienced collapse by the strong wind. Another new building was constructed with

support from NGOs and communities; it is still not safe for children. There was also a record of a forest fire at Pong Tuek Primary School; this incidence caused fear and the same damage to school properties. In Takeo, all the study schools were equipped with ironic playgrounds supported by NGOs, some of the students experienced a slight or bloody injury. As a result, the principals banned children from playing some part of the playground to avoid any injuries.

In general, NGOs such as World Vision, Plan International, and Child Rights Foundation are assisting the schools for capacity-building awareness-raising to establish safe schools. Moreover, NGOs provide technical and financial support for schools to develop an action plan for DRR response. At the same time, NGOs also worked with schools to implement activities as proposed in the action plan. The qualitative analysis reveals that schools did not have an internal budget to implement activities offered in the action plan for DRR response. Activities implemented to achieve an action plan for DRR response were largely dependent on NGOs' support. The support of MoEYS and NGOs has built capacity, raised awareness, developed action plans, and establishment of DRR structure. Each school also established a structure of student councils, and NGOs are integrated their DRR work through this system as well. Unfortunately, schools did not have sufficient internal budget to implement all those activities, and the existing structure also did not function well. For example, the review of action plans for DRR response at the phased-out schools was not updated or implemented anymore after a phase-out of CRF. The main reason during fieldwork was mainly due to lack of budget for the implementation of the DRR response. However, the result of the consultative meeting reveals that the update of the DRR action plan and internal capacity building for new teachers and students do not require findings. The capacity building and awareness-raising by NGOs during the project implementation have provided sufficient capacity and skills for principals and teachers to prepare their action plans and share knowledge among their teams. But, Kampong Cham study schools do not pursue those activities after completing the project.

All the schools are operating with an annual budget from the MoEYS of education; According to an officer from the MoEYS, the Ministry has allocated for the budget to run the school, including salary, school maintenance, and other operating cost. The MoEYS have learned that a safe school program is very useful for reducing vulnerability from hazards. Therefore, the MoEYS is cooperating with development partners to directly implement the program at the school level. The MoEYS are welcoming for all the development partners and NGOs to support the school for integration of DRR, but the Ministry has no sufficient fund to

support the school for continuing the activities after completion of the project. During the interview, MoEYS, NCDM, and JAG DRR EWG shared similar views about the sustainability of projects implemented by NGOs. While schools do not have internal funding, the MoEYS did not have an additional budget to allow schools continuing activities implemented by NGOs. The officer from the MoYES reveals that the core work of MoYES is operating to provide general education free of charge. At the movement, the MoEYS do not have the budget to add up extra activities for the integration; however safe school program is already adopted as a national policy. At the same time, an officer at MoEYS raised a concern about the insufficient follow-up of the project after NGOs phasing out. She believes that follow-up is made either by implementing NGOs, the Provincial Department of Education, Youth, and Sport (PoEYS), or the District Office of Education, Youth and Sport (DoEYS); activities somehow remain implemented at schools.

The research comes up with three main conculsion: (1) however schools infratruscture are not yet fully equipped; studnets satisfied with building, faciltiies, and materials. Overall, the students were satisfied with school facilities, especially the building, library, treatment from teachers while teaching, and language used by teachers. Female students shared higher satisfaction towards campus environment, water storage, toilet, seating with boys, treatment from teachers while teaching, and language used by teachers. The teachers agreed that the condition of school facilities was in good condition except for the drainage system, which was a low degree, especially at current implementation project schools. Teachers reveal that school facilities at phased-out and non-target project schools were good conditions; they assessed moderate degrees at current implementation project schools. The research confirms all required materials for first aid, prevention, and response to hazards were fully available at all three types of schools. While the current implementation project schools shared a lower proportion of anti-bacterial ointment and face masks, balm was less available at non-target project schools. In contrast, forceps were less available at phased-out project schools than the other two types of schools.

(2) The research reveals that teachers favored to allocate DRR tasks to girls (66.4%) than boys, especially phased-out (91.9%) and current implementation project schools (71.8%). On the contrary, teachers at non-target project schools pointed out that boys were more effective in DRR tasks than girls (37.5%). The views of boys and girls were similar regarding the effectiveness of students. Boys at phased-out project schools and girls at non-target project

schools effectively supported DRR tasks for safe schools. (3) The students had different views from the teachers; they roughly agreed on similar roles of boys and girls in DRR tasks for safe schools. Out of the total, 43.9% of the students confirmed that girls are the leaders in the DRR task at their schools; it was a higher proportion at phased-out project and current implementation project schools. More than half of boys (59.7%) at phased-out project schools required more discipline in carrying out DRR tasks.

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