

SCHOOL SAFETY CONTEXT ANALYSIS

INTRODUCTION – TEMPLATE – CONSULTANT ToRs

INTRODUCTION

OCTOBER, 2018

School Safety Context Analysis (SSCA) (including for Education in Emergencies) (*See Appendix 5SSCA Template and Appendix 6: ToRs for SSCA*)

WHAT IS THE SSCA?

This is a research and analysis report intended to provide a brief and readable **context analysis** providing the essential information for individuals and organisations to be able to:

- advocate effectively for school safety at national level (or in federated countries, at sub-national level), and
- ensure that any expenditure of time and effort in this domain are designed to build upon existing policies and capacities

It is used:

- *As a shared, factual starting point for advocates, team members, program planners and implementers and new staff wanting to support comprehensive school safety and education sector development in your country.*
- *As an appendix to an appeal for funding for either education in emergencies or disaster risk reduction in the education sector.*
- *What you would want any humanitarian contributors to the education sector to read before their helicopter lands.*
- *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 DOES THE SSCA COVER?

The SSCA covers:

1. Introductory Demographics & Socio-Political Context
2. Education Sector Overview
3. Hazards and Risks Overview
4. Disaster Risk Management Overview
5. Child Protection Systems Overview
6. Comprehensive School Safety Overview
7. Pillar 1: Safe School Facilities: Policies, Practices & Programs
8. Pillar 2: School Safety Management & Educational Continuity: Policies, Practices & Programs
9. Pillar 3: Risk Reduction and Resilience in Education: Policies, Practices & Programs
10. Child Protection, Conflict & Violence Prevention: Policies, Practices & Program
11. Targets and Indicators for School Safety

As well as a variety of Appendices with sub-national schools and enrollment data, EFA global monitoring statistics, school safety coordination mechanisms ToRs and member roster, national contingency plans, hazard maps, framework agreements, school safety focal point ToRs, and similar data that is handy to have in one place for reference.

HOW LONG SHOULD IT BE?

- About 30 pages, plus appendices as needed

WHO WILL USE THE SSCA AND HOW?

- All participants in the multi-stakeholder mechanism will use this as a reference for shared understanding of context

- It is starting point for collective identification of strengths and weaknesses, opportunities and threats – and for national (or sub-national) strategic planning for school safety
- Key reference for rapid joint appeal in case of major disaster
- Key reference for orientation of all partners staff engaged in education sector, education in emergencies, school safety, and disaster risk reduction.
- Appendices provide both current data for reference and for institutional memory

WHO NEEDS TO OWN AND UPDATE THE SSQA?

National multi-stakeholder school safety / child-centered RR coordination mechanism (aka ‘cluster’, ‘task force’, ‘working group’ etc.)

- National Education authorities
- National Disaster Management authority
- Global education cluster co-chairs: Save the Children and UNICEF

WHO CAN BEST DRAFT THE FIRST SSQA?

- A local consultant, native speaker with deep knowledge of education sector and interest in SS and EiE. Often a former member of the education authority senior management.
- A meticulous education sector policy researcher.
- Someone with both curiosity and imagination who can go beyond tick boxes.

WHO CAN BEST UPDATE THE SSQA?

- The multi-stakeholder coordination groups, in consultation with key informants from education and disaster management authorities.

WHAT INFO IS NEEDED?

- National Disaster Management (aka Disaster Risk Management) Plan, organigram, guidance materials
- National Education sector development plan / strategy /organigram. Mapping of all relevant authorities involved including pre-service teacher training etc.
- Specific policies and guidelines related to safer school construction / retrofit / remodeling / financing; school management and school disaster management; curriculum content
- Education sector data (schools / enrollment / grade levels etc)
- “Who? What? Where? When?” Mapping of stakeholder activities in all domains of school safety.
- Potential sources of information for this report are:
 - Ministry of Education statistics
 - UNESCO statistics
 - CSS Policy Survey and CSS Country Policy Profile (GFDRR & Save the Children, 2017 & 2018)
 - Reports of disaster and emergency impacts on education (eg. from Global Education Cluster, INEE and similar)
 - Education sector and disaster management strategic planning documents
 - Key informant interviews
 - Project proposals and reports
 - Case studies
 - Emergency preparedness and contingency plans

WHERE DO YOU GET THE INFO YOU NEED?

- Publicly accessible reports and statistics from all national education authorities (including public, religious, private sectors)
- Existing reports from UNICEF, UNESCO, and SC including EFA reports, Child Rights Situation Analysis, Emergency Preparedness Plans

ARE THERE SAMPLE TORS FOR DEVELOPMENT OF THE FIRST SSQA?

- Yes, there are.

HOW MANY COUNTRIES HAVE COMPLETED THEIR FIRST SSCA?

- Between 2013 and 2017 the following were first published under the title: *Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies*.

- | | | |
|-------------------------------------|-----------------------------------|--|
| • Bangladesh | • Myanmar | • Thailand |
| • Fiji (+ 1 update) | • Nepal | • Timor Leste |
| • Indonesia | • Philippines | • Vanuatu (+ 1 update) |
| • Lao PDR | • Solomon Islands | • Vietnam |

- In 2019 the following are expected to be added:

- China – Sichuan
- Bangladesh, update
- India
- Mexico
- Uganda
- Somalia

2.c. Other valuable methods of research for understanding context

Depending on the resources available and problems to be addressed, you may also consider a number of other methods *as part of data collection for the SSCA*, or for more thoroughly understanding context, and to inform planning:

Document collection and review – Thorough data collection begins with an effort to collect available data such as vulnerability and risk assessment, building codes, emergency plans, damage and needs assessment tools, training materials, school curricula, public awareness brochures, disaster response plans, and other documents relating to emergency preparedness and mitigation. This record can then be used for review and summary, as background information and for content and gap analysis. By keeping these easily accessible in institutional memory, the intention is to make it easy to build upon previous efforts, rather than to constantly reinvent them.

Published IEC materials should be catalogued and uploaded in the UNISDR Prevention Web Educational Materials database. <http://bit.ly/PWSubmitEdMats> The database can be searched

at <http://www.preventionweb.net/go/edu-materials/>

Documents should be given public tags by at least one user (or ‘machine tags’ arranged by organization), so that a list of this sub-collection can be generated as an RSS feed for embedding on web resources.

Semi-structured interviews with individuals and small groups of key informants – Structured and semi-structured interviews of key informants with expert and local knowledge related to one or more pillars of comprehensive school safety are considered key sources of information.

Knowledge and action survey – In order to inform the planning process, it is useful to have a simple survey instrument to measure a baseline of risk awareness (knowledge level) and risk mitigation (behavior) found among both emerging leadership and citizens at large, and at both the individual and organizational level. Later these same instruments can be used to measure changes as a result of mitigation projects. Currently, a couple of tools that can be adapted for these purposes are the *Family Disaster Plan* and *School Disaster Resilience and Readiness Checklists*. Use of consistent tools will permit comparability across countries and organizations, and with academic research literature on household hazard adjustments, and school safety, especially.

Small Group Stakeholder Meetings & Focus Groups – Visits and meetings should be organized with small groups of stakeholders at academic and scientific institutes, government agencies and departments, with international governmental organizations, with non-governmental organizations in development, health, education and environmental sectors especially, with leaders of community-based organizations, and with business leaders. These meetings can be organized around each of the three pillars of comprehensive school safety.

Discussions are used to learn about the involvement of these organizations in disaster preparedness and mitigation activities, their perceptions, concerns and priorities. Skillful, reflective listening and report-writing will enable facilitators to gather consensual perspectives on analytic themes, and to help stakeholders engage in the process and its outcomes. These are also a place to take the pulse of participant satisfaction, impact and sustainability. As concerns are acknowledged and documented, stakeholders will begin to look forward to seeing their concerns shared with others.

Case Studies – Case studies can be documented to demonstrate needs and problems as well as lessons learned and best practices. These case studies will serve to describe in more detail the problems and progress. Positive case studies should enhance institutional memory and provide a real life example for others to follow. Again, this process of acknowledging of achievements is very important to the identification of resources, and beginning to see the glass as partially full, rather than largely empty. Recognizing and celebrating successes is critical to motivating the next round of effort.

Direct Observation - It is especially important for organizers and a wider range of participants to directly experience some of the available training activities and mitigation projects. Staff should be creative in inviting individuals from one setting to accompany them as observers in other settings that they may not have experienced. Too often direct experience is limited to a very small in-group, and the benefit of having an outside witness provide unsolicited testimonials is never experienced.

Disaster, conflict, and violence impact and vulnerability assessments –Plans for selection of sample geographic area for survey of disaster impacts and vulnerability of schools may test tools and data collection strategies for reliability and for extrapolation.

Conflict analysis assessments – Separate research may have been conducted or may be needed to understand the conflict and violence context in the country.

SCHOOL SAFETY CONTEXT ANALYSIS TEMPLATE

[NOTE: BRANDING SHOULD BE COLLECTIVE AND NOT LIMITED TO ANY ONE ORGANIZATION]

SCHOOL SAFETY CONTEXT ANALYSIS**[COUNTRY NAME]****[TEMPLATE 2019]**

[Add photo of good practice]

[SEEK APPROVAL or MoE and LOGO

and/or School Safety national coordination mechanism as appropriate]

INSTRUCTIONS for COMPLETING THIS SCHOOL SAFETY CONTEXT ANALYSIS

[N.B. REMOVE THESE INSTRUCTION IN THE PUBLISHED REPORT]

*This template is to be used for both electronic and hard-copy (ring-binder) versions of this document, which consists of separately updated sections. The body of the document should include succinct summaries and aim to be **no more than 30 pages** (number of pages are indicated for each section). Detailed information and extended tables should be organized in the Appendices.*

On the cover, place a relevant photo (of good practice). Place title page next. On the inside cover, please acknowledge the contributions of the relevant Education, Disaster management and child protection authorities. Save the Children, UNICEF, UNESCO, and other members of the national school safety and child protection coordination mechanism(s). Also add partner and donor logos as appropriate. At the end of each section or appendix add the following information:

Last Updated: [Date]

By: [Organisation]

Next Update Due: [Date]

By: [Organisation]

Please print the body of the document on two sides of paper, starting with Purpose /Table of Contents page.

SCHOOL SAFETY CONTEXT ANALYSIS

PURPOSE

The **“School Safety Context Analysis”** 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 risk reduction and resilience 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 or conflict and violence prevention in the education sector.

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 10. Child Protection, Conflict & Violence Prevention: Policies, Practices & Program
 11. Targets and Indicators for School Safety
 12. Appendices: [Examples - add others as appropriate]
 - Comprehensive School Safety Framework (National language & English)
 - National Hazard Map(s)
 - Education Sector Demographics (Sub-national data on numbers of schools, children, staff)
 - Cluster, Working Group or Task Force Terms of Reference and Workplan
 - Cluster, Working Group, or Task Force Members Roster
 - National Contingency Plans
 - National/Sub-national Capacity-Building Trainings log
 - Programs, Projects and Activities Mapping Forms
 - National Consultation / Priority-Setting (if applicable)
 - Capacities Analysis (if available)
 - Conflict Analysis (if applicable)
 - EiE Provisions Stockpiles
 - EiE Provisions Suppliers and Framework Agreements
 - EFA Global Monitoring Country Statistics
- [Others, as appropriate]

1. INTRODUCTORY DEMOGRAPHICS& SOCIO-POLITICAL CONTEXT (1page maximum)

Geography and population overview: Describe geography of country and population.

Socio-political context: Describe socio-political context of the country

2. EDUCATION SECTOR OVERVIEW(2-3 pages maximum)

Structure of the Education System: Briefly describe divisions, grade levels (eg. pre-school/ECCD (incl. K), lower primary (1,2,3), upper primary (4,5,6), lower secondary (7,8,9), upper secondary (10,11,12)). Description types of schools and proportion of these (private, public, religious, formal, non-formal etc.). Which grades/levels/forms are compulsory? Which are free? What fees or costs do families pay? Who runs and operates schools? (be sure to include key actors/# and % in an appendix.

Number of Schools, Students and Teachers: disaggregated by type (with sub-national numbers in appendices). What is the range of size of schools? Type of residential schools?

School Enrolment and Completion Rates and Literacy rates: disaggregated by level, gender; students with disabilities (where possible)

School Year: Beginning / end of school year and major breaks; normative number of school days per year; number of student/teacher contact hours per school day;

Organization of Education Sector: organogram(s); policy/management at what levels; any school-based management; school safety focal points at what levels; focal points for 1. safe school facilities 2. School Safety Management 3. Risk reduction and resilience education; key policies or standards for school safety in general

Education Management Information Systems: current capacity (digital, spatial data on digital map; type of data, community-accessibility if any; public networks for crowd-sourced geo-spatial data; including any maintenance or school needs data; vulnerability or capacity data; including ability to include damage assessment data;

School population: Integration or segregation girls and boys, minority language groups, and children with disabilities; Any structural inequities in distribution of education resources (including urban and rural and conflict-affected vs. non-affected areas)..

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3. HAZARDS AND RISKS OVERVIEW (2 pages maximum)

Natural, technological, human-created hazards: List and describe scope and severity of each hazard referring both to calendar of season threats and in relation to different sub-national jurisdictions (include maps in Appendix)

Historical impacts of hazards, disasters, conflict, and inter-personal violence on schools and related child-protection: specific and general, including near-misses; impact of recurrent as well as low frequency/high impact events; dynamics or issues related to host community/refugee populations or internally displaced persons. (Remember to include: attacks against schools or school children in and on the way to school, physical and humiliating punishment, gender-based violence,

Livelihood & poverty impacts: explain the livelihood and poverty impacts of hazards and risks that the country is exposed to

Conflict analysis: Where conflict risks exist, please add a Conflict Analysis, using the most appropriate template for your context.

Please consider all hazards:

Environmental 	WATER & WIND: flood, tropical cyclone, windstorm, coastal erosion, tsunami, dam break, drought, water shortage, hailstorm, sandstorm, lightning, EARTH: earthquake, landslide, debris or mud-flow, glacial lake outburst, volcanic eruption, avalanche FIRE: structural fire, wildfire TEMPERATURE: extreme cold, extreme heat
Conflict & violence 	PHYSICAL & HUMILIATING PUNISHMENT: corporal punishment, child abuse neglect & exploitation VIOLENT ATTACK: violent intruder, military use of schools, armed attack on schools, unexploded ordnance, civil unrest, abduction/kidnapping, child recruitment, child trafficking PEER VIOLENCE: student fight, gang violence, bullying, cyberbullying, hate crimes SEXUAL & GENDER-BASED VIOLENCE: harassment, sexual violence, exploitation
Other 	TECHNOLOGICAL: hazardous materials release, nuclear accident, power shortage, transportation accident (train, plane, boat, bus), road accident (car, bicycle, pedicab etc.) HEALTH: pandemic (HIV, flu, Avian flu, Ebola etc.); epidemic (eg. gastrointestinal), Malaria, Dengue, Zika, food poisoning, food shortage, malnutrition OTHER: playground accident, drowning, pest infestation, dangerous animals, separation from family, falling coconuts, elephant crossing

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4. DISASTER RISK MANAGEMENT OVERVIEW(2 pages maximum)

Political : *What are the disaster management structures at national, province/district and community levels? How involved is government at each level? What is the political will?*

Economic: *Is government and/or are donors supporting DRM? If so, how?*

Social / Cultural: *What are the cultural practices in the country/region with respect to disaster risk reduction? Are local schools and communities involved and/or interested? If so, how? What are the current entry points?*

Technological: *What kind of early warning systems are in use with schools and local communities and how effective are these? What types of communication technology are available to support these systems? Any sub-national support mechanisms available to schools?*

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5. CHILD PROTECTION SYSTEM OVERVIEW (1 page maximum)

Structure, Organization and Staffing of the Child Protection System: Briefly describe the policies, laws, and regulations, child abuse referral mechanisms, staffing levels, and how these relate to existing community-based child protection mechanisms

Laws & regulations: disaggregated by level, gender; students with disabilities (where possible)

Role of school personnel in child protection: describe limits on corporal punishment, school personnel roles as mandated reporters.

Cultural norms: describe range of cultural norms around child protection, and family and community-based systems that can support child-protection

6. COMPREHENSIVE SCHOOL SAFETY OVERVIEW (1 page + data)

Integration and coordination mechanisms: What mechanisms, efforts, and partnerships support disaster and conflict risk reduction in the education sector? How is progress monitored and evaluated? Briefly describe any coordination and collaboration mechanisms. (Eg. School Safety working groups, task forces, clusters and other mechanisms). In a focus group discussion with the national school safety coordination mechanism group, and with support from key informants, as necessary, complete the collective appraisal of the targets and indicators below, and provide a brief narrative summary as well. (If Country has completed a CSS Policy Survey, please put their most recent CSS Policy Profile in the appendices).

GADRRR-ES and WISS Ad Hoc Committee on Comprehensive School Safety Targets and Indicators (Consultation Version, April 2015)	
INPUT INDICATORS	MEASURES
#A1. Legal Frameworks & Policies <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.	<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 management, and includes designated <u>focal points</u>	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

responsible at <u>all levels</u> .	
#A3: A <u>comprehensive approach to school safety</u> , is the foundation for 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	a) National education sector budget includes allocation for risk reduction and resilience programming (\$) b) Education in emergencies and/or other sufficient funding sources exist and can be drawn upon by the national education authority, in an emergency. (\$)
#A5: Child-centered Risk Assessment is in place at all levels in the education sector	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 b) National/sub-national/school-level staff have guidance to assess hazards and risks c) National/sub-national/school-level staff have the capacity to assess hazards and risks
#A6: Monitoring and Evaluation for CSS is underway	a) Data collection tools for Pillars 1, 2, and 3 are well-developed and used at the school and sub-national levels on an annual basis to monitor progress towards scaled, sustainable implementation. b) Output indicator data on impacts of hazards on deaths, injuries, damage to education sector infrastructure, and long-term educational outcomes is systematically collected at national and sub-national levels and reported

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7. PILLAR 1: SAFE SCHOOL FACILITIES: POLICIES, PRACTICES & PROGRAMS(2-3 pages maximum + data)

In a focus group discussion with the national school safety coordination mechanism group, and with support from key informants, as necessary, complete the collective appraisal of the targets and indicators below, and provide a brief narrative summary as well.

Who builds and maintains schools: *Who is involved in school site selection school design, school construction, and school maintenance?*

New school construction: *What existing policies, programs and norms govern safe school site selection, disaster-resilient school design and safer school construction? Who pays for schools? Who has what role in building them? How is school construction monitored? What are current status, quality, and needs? Are almost all new schools built to be disaster-resilient?*

School retrofit, rehabilitation and replacement: *What existing policies programs and norms govern school retrofit, rehabilitation and replacement? What is the current status, quality and needs for school retrofit, rehabilitation and replacement:*

Non-structural mitigation: *What policies and norms govern measures taken for fire, earthquake and flood non-structural mitigation. What is current status, quality, and needs?*

Safe access: *What policies and norms govern measures taken for fire, earthquake and flood non-structural mitigation, and what is needed?*

School maintenance, water and power: *What policies and norms govern school maintenance, how is it funded, and who does it? How adequate are school classroom and water and sanitation facilities in general? Do schools have adequate water and power?*

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?*

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

INPUT INDICATORS	MEASURES
Target: Every new school built is safe one.	
#B1: Guidance and regulations are in place from appropriate authorities for safe school	Qualitative review

construction. This includes a) safe <u>school site selection</u> b) safe <u>design, and</u> c) safe <u>construction</u>	
#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 a) safe school site selection b) safe school design c) safe school construction
Target: Existing schools are being made safer, systematically	
#B.3. <u>A systematic plan for assessment and prioritization for retrofit and replacement of unsafe schools</u> has been developed, and is being implemented.	a) estimated % of <u>school stock</u> that has been <u>inventoried</u> b) estimated % of school stock covered by the risk assessment process. c) # and % of unsafe school buildings have been identified.
#B.4 The prioritization plan for <u>upgrading</u> of existing unsafe schools is being resourced and implemented.	a) <u>construction capacity, systems for monitoring and quality assurance and financial resources</u> are <u>allocated</u> for completion of needed upgrading within a 20-year time-period. b) # and % of unsafe school buildings upgraded each year.
#B5 Education authorities promote <u>routine maintenance and non-structural mitigation</u> for increased safety and protection of investments in public schools.	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. b) Roles and responsibilities for maintenance and non-structural mitigation are defined, documented and assigned. 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.
#B6: Planning is undertaken for limited use of schools as temporary shelters or collective centers, during the school year.	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. b) Planning, support and capacity development are being provided at sub-national level to meet these needs.

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8. PILLAR 2: SCHOOL SAFETY MANAGEMENT & EDUCATIONAL CONTINUITY: POLICIES, PRACTICES & PROGRAMS(2-3 pages maximum)

In a focus group discussion with the national school safety coordination mechanism group, and with support from key informants, as necessary, complete the collective appraisal of the targets and indicators below, and provide a brief narrative summary as well.

School-based risk assessment and planning for risk reduction and educational continuity: Briefly describe policies, practices and programs at sub-national, and school level for school-site level. Is school safety management part of school-based management? To what extent do these involve children?

Physical and environmental risk reduction in schools: To what extent are schools involved in physical and environmental risk reduction? (eg. implementation of early warning system, rainwater harvesting, non-structural mitigation, flood mitigation, cyclone mitigation, re-forestation, safeguarding materials, school gardens, solid waste management.)

Response-preparedness in schools: To what extent are standard operating procedures provided and practiced for building and area evacuation, lockdown, shelter-in-place, and family reunification? What is the scope and quality of guidance for school drills, and how often are drills generally held? Do administrators and teachers have skills for organisation of post-disaster response?

Administrator and teacher capacity for School Safety Management: What type of education and training is available to teachers and administrators as far as School Safety Management and what proportion have access to this? Are education personnel expected to be disaster service workers? Do they undertake their own household disaster preparedness?

Education in emergencies capacity: Do tools exist for rapid damage and needs assessment for the education sector? Who is familiar with and can implement these tools? Do contingency plans exist for alternative sites, methods, and days of instruction to assure educational continuity? Are schools expected to be temporary shelters/collective centers? If so what are the limits on this, and what kind of support do schools get to cope with this? Are temporary learning facilities available, and if so, to what extent? Are alternative methods of learning available for disasters and emergencies? Is training available for psychosocial support?

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

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	a) National and sub-national plans are publicly available and are reviewed annually. b) Plans include risk assessment, risk reduction, response preparedness, and educational continuity c) Planning processes include inputs from children and youth[] yes [] no
#C2: Schools annually review school disaster risk reduction and management measures (eg. as part of school-based management and/or school improvement).	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 b) Total number and % of schools that have review school safety measures during the last academic year. c) Students participate in these reviews [] yes [] 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),	a) % of schools participating b) % of admin levels participating c) Students participate in planning and review [] yes [] no
#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.	a) Number and percentage of individuals accredited in DRRM through pre-service training programs b) Number and percentage of new staff trained through c) Number and percentage of individuals accredited in DRRM through in-service training programs d) Number and percentage of individuals trained through on-site, and computer-aided instruction e) Students participate in needs assessment and planning

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9. PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION: POLICIES, PRACTICES & PROGRAMS (1 page)

In a focus group discussion with the national school safety coordination mechanism group, and with support from key informants, as necessary, complete the collective appraisal of the targets and indicators below, and provide a brief narrative summary as well.

Formal education: Briefly describe any laws, policies or practice, and current status, quality and needs in relation to climate change adaptation, disaster risk reduction, conflict and violence prevention in curriculum. How about child rights, child protection, school health and nutrition, road safety, water safety, and peace education? Who are the key actors in this domain?

Informal education: Briefly describe any laws, policies or practices and current status, quality and needs in relation to risk reduction and resilience (hazards, disasters, conflict and violence) in informal education. How about child rights, child protection, school health and nutrition, road safety, water safety, and peace education. Who are the key actors in this domain?

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

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.	a) 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 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.
#D3: Schools convey risk reduction and resilience education through <u>non-formal education</u> through participation in <u>School Safety Management</u> , and through <u>afterschool clubs</u> , <u>assemblies</u> and <u>extra-curricular activities</u> .	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).
#D4: Education authority has needs assessment, strategy, and implementation plan to develop teachers capacity for teaching risk reduction and resilience education	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 accredited in RRR Ed through in-service training programs d) Number and percentage of individuals trained through on-site, and computer-aided instruction e) Number of pre-service RRR Ed/CSS training programs developed at tertiary level.
#D5: Country has quality and quantity of RRR Education materials for implementation of risk reduction and resilience education at scale.	a) Quality criteria for development and review of RRR educational materials b) Inventory of number and grade levels of educational materials meeting criteria and demonstrate effectiveness in RR&R outcomes c) Quality educational materials are available and utilized at school level
#D6: Monitoring and Evaluation	a) Monitoring and evaluation of effectiveness is RRR educational programs is carried out in terms of student learning outcomes and RR&R outcomes. b) Monitoring and evaluation of implementation is carried out to assess scaled, sustainable implementation

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Next Update Due:

By:

10. CHILD PROTECTION & CONFLICT & VIOLENCE PREVENTION IN SCHOOLS: POLICIES, PRACTICES & PROGRAMS

In a focus group discussion with child protection actors and stakeholders (eg. Child Protection Cluster), and with support from key informants, as necessary,

Child Protection Briefly describe any laws, policies or practice, and current status, quality and needs in relation to child protection in schools.

Conflict & Violence Prevention and Response: Briefly describe any laws, policies or practices and current status, quality and needs in relation to conflict and violence prevention and response in the education sector.

Last Updated:

By:

Next Update Due:

By:

11. TARGETS & INDICATORS FOR COMPREHENSIVE SCHOOL SAFETY

Any data or proxy data regarding CSS outcome targets

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						

Last Updated:

By:

Next Update Due:

By:

10. APPENDICES:

UNESCO Global Education Monitoring Report Country Statistics

(eg. Country Data from Global Education Monitoring Report

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

BACKGROUND	
DEMOGRAPHY	
HIV & AIDS	
GNP, AID AND POVERTY	
ADULT ILLITERATES (15 and over)	

EARLY CHILDHOOD CARE AND EDUCATION	
CHILD SURVIVAL	
CHILD WELL-BEING	
WOMEN'S EMPLOYMENT AND MATERNITY LEAVE	
ENROLMENT IN PRE-PRIMARY EDUCATION	
GROSS ENROLMENT RATIO (GER) IN PRE-PRIMARY AND OTHER ECCE PROGRAMS (%)	
NET ENROLMENT RATION (NER) IN PRE-PRIMARY EDUCATION (%)	
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 (%)	

ACCESS TO PRIMARY EDUCATION	
LEGAL GUARANTEE OF FREE EDUCATION	
OFFICIAL PRIMARY SCHOOL AGE ENTRY (2011)	
NEW ENTRANTS (000)	
GROSS INTAKE RATE (GIR) IN PRIMARY EDUCATION (%)	
NET INTAKE RATE (NIR) IN PRIMARY EDUCATION (%)	
PRIMARY EDUCATION ADJUSTED NET INTAKE RATE (ANIR) (%)	
SCHOOL LIFE EXPECTANCY	

PARTICIPATION IN PRIMARY EDUCATION	
AGE GROUP 2011	
SCHOOL-AGE POPULATION (000) 2011	
ENROLMENT IN PRIMARY EDUCATION	
ENROLMENT IN PRIVATE INSTITUTIONS AS % OF TOTAL ENROLMENT	
GROSS ENROLMENT RATIO (GER) IN PRIMARY EDUCATION (%)	
NET ENROLMENT RATIO (NER) IN PRIMARY EDUCATION (%)	
ADJUSTED NET ENROLMENT RATIO (ANER) IN PRIMARY EDUCATION (%)	
OUT-OF-SCHOOL CHILDREN (000)	

INTERNAL EFFICIENCY: REPETITION IN PRIMARY EDUCATION	
DURATION OF PRIMARY EDUCATION	
REPETITION RATES BY GRADES IN PRIMARY EDUCATION (%)	
REPEATERS, ALL GRADES (%)	
NUMBER OF REPEATERS, ALL GRADES (000)	

INTERNAL EFFICIENCY: PRIMARY EDUCATION DROPOUTS AND COMPLETION	
DURATION OF PRIMARY EDUCATION	
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 (%)	

PARTICIPATION IN SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION	
TRANSITION FROM PRIMARY TO SECONDARY GENERAL EDUCATION (%)	
AGE GROUP: 2011	
SCHOOL-AGE POPULATION (000): 2011	
TOTAL ENROLMENT IN SECONDARY EDUCATION	
ENROLMENT IN PRIVATE INSTITUTIONS AS % OF TOTAL ENROLMENT	
ENROLMENT IN TECHNICAL AND VOCATIONAL EDUCATION	
GROSS ENROLMENT RATIO (GER) IN SECONDARY EDUCATION (%)	
NET ENROLMENT RATIO (NER) IN SECONDARY EDUCATION (%)	
ADJUSTED NET ENROLMENT RATIO (ANER) IN SECONDARY EDUCATION (%)	
OUT-OF-SCHOOL ADOLESCENTS (000)	
INTERNAL EFFICIENCY	
POST-SECONDARY NON-TERTIARY EDUCATION	

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

TEACHING STAFF IN SECONDARY EDUCATION	
SECONDARY EDUCATION	

FINANCIAL COMMITMENT TO EDUCATION: PUBLIC SPENDING	

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

APPENDIX 6**TERMS OF REFERENCE FOR RESEARCH CONSULTANT for
“ESS for SS &EiE” REPORT**

Note: Large federated countries will ideally have one succinct overview at national level, and also Province / State level snapshots as needed.

Background

A School Safety Context Analysis for School Safety and Education in Emergencies (see Annex 1) is considered essential background for the following purposes:

- *As a shared, factual starting point for advocates, team members and new staff wanting to support comprehensive school safety and education sector development in [country].*
- *As an appendix to an appeal for funding for either education in emergencies or disaster risk reduction in the education sector.*
- *As part of the Emergency Preparedness Plan, as a document which will be read by both internal and external humanitarian contributors to the education sector to read ‘before their helicopter lands*
- *As ‘denominator’ information, providing a baseline against which to assess the adequacy, scalability and sustainability of efforts to integrate risk reduction and resilience into education sector development efforts.*

The consultant research and write this education sector analysis, and below are potential sources of information:

- Survey research with stakeholders
- National education authority: policies and programs
- Key informant interviews
- National Disaster Management Organization policies and programs
- UNESCO statistics
- Reports of national meetings or consultations on School Safety and Education in Emergencies
- Mappings of education sector initiatives and lessons learned
- Humanitarian working group (or similar) plans
- Reports of disaster and emergency impacts on education

The objectives of the role are summarized below:

Objectives

- To compile A School Safety Context Analysis for School Safety and Education in Emergencies for [country].
- To include all relevant appendices in readable formats

Deliverables

- School Safety Context Analysis for School Safety and Education in Emergencies for [country], including all relevant Appendices.

- Supporting documents for the School Safety Context Analysis as annexes. Including relevant denominator information about number and types of schools at subnational levels, and summary mapping of schools/school populations vulnerable to each major hazard to the extent possible.
- Identification of gaps in available information.

Proposed Timeframe

4-6 weeks of work over three months

Budget

Varies with size of country and complexity.

Requirements

- Masters degree in relevant field
- Sound experience education and/or disaster risk reduction
- Excellent research, reporting, and policy analysis skills
- Knowledge of education sector, school safety, disaster risk management, conflict and violence prevention in country and relevant terminology (and willingness to fill in gaps in any sector, with guidance).
- Good relationships or ability to develop these with education sector, disaster management, and child protection sector key contacts.
- Knowledge of country and official language.