

Committing to Comprehensive School Safety and Resilience in the Education Sector:

Global Launch Webinar Comprehensive School Safety Framework 2022-2030

Monday, 12 September 2022

10am-11am - New York / 4pm-5pm - Paris/ 3pm-4pm -London

Summary Report

I. RESOURCES

- Comprehensive School Safety Framework 2022-2030 for Child Rights and Resilience in the Education Sector - [full version](#)
- Comprehensive School Safety Framework 2022-2030 for Child Rights and Resilience in the Education Sector - [summary version](#)
- Webinar recording in [English](#), [Spanish](#) and [French](#)

II. CONTACT US AND GET INVOLVED

If you want to know more:

- Contact the GADRRRES Secretariat at: gadrrres@gmail.com
- Access the GADRRRES website: <https://gadrrres.net>
- Follow GADRRRES on social media: [LinkedIn](#), [Twitter](#), [Facebook](#)
- Subscribe to the [GADRRRES Newsletter](#)
- Subscribe to the [Safe Children, Safe Schools Community of Practice](#)

III. EVENT SUMMARY

This event was co-sponsored by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia and the Ministry of Education, Culture, Youth, and Sport of St Maarten.

A. Introduction and Opening Remarks

Ms. Gwen Hines, CEO of Save the Children UK and chair for the launch event kicked off the series of presentations with a confirmation of STC's endorsement of the CSSF, and indication that they will be applying it in their work around the world with their partners.

Ms. Hines suggested that the CSSF is an important vehicle to allow governments to reach the commitments to the 2030 Sustainable Development Goal 4 of Quality Education.

Mr. Rob Jenkins, Director of Education and Adolescent Development, UNICEF, acknowledged the participants in the event and the deeper partnerships at global, regional and national levels that need to be involved in the mobilisation of the CSSF. Mr. Jenkins highlighted that the pandemic exacerbated the global learning crisis that featured learning loss amongst marginalised children in many countries around the world. He also highlighted the challenge of encouraging partners and governments to prioritise children's learning and protecting education during times of crisis.

UNICEF and partners are aspiring for the CSSF to be further embedded in national plans and there is a unique opportunity to leapfrog the discussion through the TES and UNGA, hoping that they will be inspired to integrate the CSSF into their planning and take the work forward.

In conclusion, Mr. Jenkins offered his deepest gratitude to all the partners for their collaborations in developing the CSSF, he believes it will be a springboard to action, which we are committed to translations to a child's life on the ground. He also acknowledged the passing of the chairmanship of the GADRRRES to UNESCO, and affirmed UNICEF's commitment to support the work of GADRRRES.

B. CSSF 2022-2030 Introduction

Dr. Neven Knezevic, Education in Emergency Specialist, UNICEF, gave a brief overview of the Revised CSSF, indicating that the goal of the updating process was to strengthen elements of the framework in the context of growing hazards to children and education, and building on a lot of the lessons learned.

He went on to share the goals of the CSSF, which were to look at:

- Protecting learners, educators, and staff in schools and other learning spaces in particular, in recognition that learning is taking place not only in schools, but other kind of non-formal settings as well;
- Strengthening education, protection, continuity, limiting the disruptions to learning that children have been facing in relation to a number of different shocks and stresses to which they are vulnerable. GADRRRES has taken the opportunity to really push that out to all types of disruptions to learning that have led to similar sorts of learning losses over the years for children.
- Promoting knowledge and skills of learners and duty bearers in relation to risk reduction and resilience, building particularly transformative action around climate change and also conflict and peace building areas.

He then went on to share the four key components of the CSSF, which includes the foundation, i.e. the enabling systems and policies, and the three intersected pillars of safer learning facilities, school safety and educational continuity management, and risk reduction & resilience education. Further indicated that each of the aforementioned areas are supplemented by a series of support materials available, and it will be made available on the GADRRRES website.

He highlighted the umbrella nature of the framework, which covers all hazards, all risks to the education sector, including natural & climate change induced, technological, biological & health, conflict & violence and everyday threats & danger.

Dr. Knezevic shared the theoretical underpinnings of the CSSF approach, specifically the socio-ecological and collective impact approaches that recognises the need for all hands on deck amongst partners to address these challenges. He pointed out that one of the major efforts GADRRRES has made is to try and ensure that there is strong alignment between the CSSF and other global frameworks that are supporting education sector resilience, including SDGs, Safe Schools Declaration, INEE minimum standards, etc.

Dr Knezevic pointed out that GADRRRES' intention has been to provide their partners — whether they are in government or other organisations — with a concrete set of tools and approaches that can support the work of identifying hazards and risk right down from the school level, in order to better address the hazards that are facing children, and to mitigate the learning losses and losses of investment due to realised threats.

At the end of Dr. Knezevic's presentation, Ms. Hines indicated that the CSSF will be available in Spanish, French, Chinese, Indonesian, and Arabic.

C. Youth Voices

Youth voices were heard through the representation of **Maria Marshall**, 12-year-old Youth Environmental Advocate from Barbados and an award-winning filmmaker as well as **Ilandra Ndlovu**, a 22-year-old youth advocate from Zimbabwe.

Maria provided a riveting intervention on the importance of schools as a place of learning for children, the myriad of threats that children face, from mass shootings, to bullying, to the climate crisis, to the COVID-19 pandemic. She made sure to speak about the negative mental health effects of these threats to children, as well as the significant loss of learning taking place as a result. She highlighted that children from Pakistan to England and Small Island Developing States such as Barbados are on the frontline of the climate crisis, which leaves education and basic school safety up in the air. She called for a revisit of the Convention of the rights of the child as the aims of education help with peace and protect the environment.

Ilandra spoke about her involvement in the Feminist Participatory Action Research process to gather girl's perspectives on access to education in the climate crisis in Zimbabwe. She shared an overview of findings and different factors affecting access from girls perspectives, including her own. Ilandra pointed out that access to education in a safe environment is still just a dream for most children, more so adolescent girls. Most rural schools were built in the 1930s-40s from poor materials and during heavy rain events, they collapse. Mainly because of difficult economic conditions, most schools are not up to standard, as communities prioritise other needs like food and water. This exposes students to learning in unsafe classrooms, poor water resources, poor menstrual hygiene facilities. Ilandra shared that girls reported staying in temporary shelters as an unsafe experience due to frequent experiences of sexual and physical abuse. COVID-19 posed another challenge and schools struggled to provide personal protective equipment (PPE), so governments need to invest more in education and make it safe for children to learn, and need to improve menstrual hygiene management facilities and education in schools. She recommended that communities also take initiative to make sure schools have enough facilities for children during hazards and epidemics as it is unacceptable for children to go without adequate PPEs.

She concluded with a call to action to Governments, specifically that they should also go about improving school facilities so that learning is accessible for every child.

D. Ministers of Education - Country Experiences

The programme shifted to focus on the experiences of countries over the ten years since the CSSF was first introduced. **Drs. Rodolphe Samuel, Minister of Education, Cultures, and Sport of St Maarten**, and also the Chair for the Caribbean Safe School Initiative (CSSI) presented Caribbean advancements against the CSSF in recent years. He indicated that the CSSI — which has been signed by 19 Caribbean nations — serves to advance the CSSF at the regional level. The regional roadmap for school safety, which is the implementation strategy of the CSSI, was developed through a multi-stage consultative process with senior technical officers of several ministries of education. He acknowledged that while many advancements have been made regionally, there is still a lot to be done.

He went on to detail these accomplishments according to the CSSF pillars. At the foundation, the CSS Policy was developed in five CSSI states since 2017, with several other states having school safety programs in place that are operational. The Caribbean demonstration of the collective impact approach to school safety was highlighted by acknowledging the establishment of multi-sectoral national school safety programme committees which are intended to advance the Caribbean road map for school safety. He shared that thirty-three schools across six regional nations benefited from extensive school safety assessments, including hazard and risk assessments and evaluation of the safety of the school structure. Disaster risk management practices, sanitation, and health practices were also evaluated according to hundreds of established criteria rooted in a Caribbean-adapted model for assessing school safety. The training of over ninety technical personnel to carry out school safety assessments were executed within the ministries of these States. Two countries invested most efforts in supporting schools with the development of school level safety plans.

He went on to list some national-level achievements for St Maarten, including the establishment of a National Committee to adopt the CSSF at the national level, all of their schools having safety and emergency plans and safety and emergency teams, the finalisation of the education and emergency contingency plan process and the development of a communication protocol in 2021.

Drs Samuels concluded by reiterating his commitment to advancing school safety with a strong focus on the pillars of the CSSF.

His Excellency, Nadiem Anwar Makarim, Minister of Education, Culture, Research and Technology, Republic of Indonesia, gave a brief and powerful presentation on the role of the Ministry of Education in advancing school safety in Indonesia. He cited the collaboration amongst the Minister of Education, Culture, Research, and Technology, the Ministry of Religious Affairs, the Natural Disaster Management Agency and other non-government agencies as being central to the implementation of the CSS in Indonesia. He reported that Indonesia's school safety programme has so far reached more than 27,000 schools of the 500,000 schools nationwide, 60,000 of which were impacted by natural related disasters in the past 13 years. The regional policies on CSS, along with guidelines and modules for the

implementation, were amongst the outcomes of the implementation of the school safety programme, which the Minister has indicated will be scaled up. Minister Makarim concluded his contribution by calling on the audience's dedication and collaboration to support the implementation of the CSSF for the safety of our children, the future of the nation.

E. Endorsements and Support

The programme then shifted to a series of interventions from Partners who all either affirmed the CSSF or endorsed it, and joined the appeal for governments, donors, multilateral agencies and CSOs to endorse and implement the Framework.

Ms. Yasmine Sherif, Director of ECW, led the interventions by indicating the timeliness of the launch of the revised CSSF, particularly in the aftermath of the Pakistan flood disaster, which has so far affected approximately 33 million people. She cited that climate change forms a critical component of ECW's core work as the United Nations global fund for education in emergencies and protracted crises. Since the inauguration of ECW, the number of children impacted by climate change, forced displacement and conflict has increased from an estimated 72 million children to 222 million children. She cited these figures as evidence for the need for frameworks such as the CSSF upon which action can be taken and mobilised, and political support, funding to support governments, communities and empower colleagues on the ground to actually address the challenges. Ms. Sherif indicated ECW's eagerness to endorse the CSSF, due to strong alignments between the work of ECW and the three goals of the CSSF which speak to protection, education continuity and education sector resilience. She shared the news of the integration of the climate-induced disasters into the ECW four-year strategy, with which they hope to raise at least 1.5 billion dollars.

Mr. Stuart Cameron, Education Specialist, GPE, spoke to the role of GPE in helping countries to strengthen and rebuild their education systems during and after a crisis. He spoke of the range of threats to children worldwide, specifically citing that some 40 million children a year have their education interrupted by disasters and subsequent disease outbreaks following extreme weather events. He also mentioned the issue of educational inequality being wider in schools with violent and unsafe environments.

Ms. Diya Nijhowne, Executive Director, GCPEA, spoke of the importance of the CSSF for the GCPEA insofar as it provides an integrated strategy to address the multitude of hazards that learners and educators may simultaneously face at any given time. She cited the compounded effects that pandemics, natural related disasters and climate change can have on schools, their students and staff who may already be targeted and indiscriminately attacked in conflicts around the world. Ms. Nijhowne acknowledged that the CSSF is aligned with the GCPEA-stewarded Safe Schools Declaration, a globally-endorsed international political agreement to protect education during conflicts, that provides a set of practical commitments for saving lives and protecting the right to education during armed conflict. She elaborated by indicating that the CSSF offers guidance and support on buildings to our structures, implementing school practices for peace building and social cohesion, delivering psychosocial support, strengthening education, continuity and contingency planning, all key components of implementing the Safe School Declaration.

Mr. Marc Fancy, Executive Director, Prudence Foundation, started off by sharing the commitment of the umbrella organisation Prudential Insurance across Asia and Africa to the health and financial well-being of individuals and families and pointed to safe schools and specific disaster resilience as core programmes of the foundation. He reiterated that the foundation has demonstrated their belief in collaboration with partners and educational authorities to institutionalise and operationalise the CSSF through their partnership with the Department of Education and Save the Children in the Philippines since 2012. He spoke specifically of the comprehensive school safety ecosystem project that leverages technology to roll out safe schools at scale across all schools nationwide and establish an evidence-based model of safe schools.

Ms. Camilla Pankhurst, Education Adviser, Global Funds and Climate & the Environment, UK Foreign, Commonwealth and Development Office, celebrated the increased strengthening of the evidence base supporting the critical importance of school safety. Ms. Pankhurst acknowledged the leadership role of GADRRRES and the timeliness of the new iteration CSSF as there are more threats than ever. She went on to point out that school safety has cut across all the recent education work of FCDO, indicating their partnerships with ECW and GPE. She concluded by sharing that the new version of the CSSF is expected to be particularly helpful on FCDO's thinking around education and climate change as one of many hazards that education systems must face, and announced an upcoming position paper on the topic. We really have to go further and faster to make sure all children are safe in school.

F. Closing Remarks

Ms. Stefania Giannini, Assistant Director General of Education, UNESCO, representing their role as incoming chair of GADRRRES, acknowledged the essential nature of championing commitments to school safety in order to strengthen the resilience of education systems in the face of multiplying hazards and increasing risks. She highlighted the commitment of Indonesia and St Maarten in particular as demonstrating such leadership. She noted the multiple crises that place education under severe threat, including most recently the floods in Pakistan, and welcomed the all-hazard approach of the revised CSSF that provides a clear roadmap for much bolder action. She commended prioritisation of youth engagement, and cited it as a crucial success factor in the global roll-out of the CSSF. She cited that this move echoes the drive of the upcoming Transforming Education Summit (TES) in promoting equity, inclusion, equality and relevance to the highest level of political leadership. She pointed out that youth are being actively mobilised, as not only beneficiaries of the commitments coming out of the TES but as likely game changers insofar as being amongst the promoters and the designer of the event itself. She pointed that the TES provides the platform to promote 'Transformation' as a keyword in the process of responding to the global climate and environmental crisis. Building on good practices, a new Greening Education Partnership will be announced at the upcoming summit to deliver strong, coordinated, comprehensive action that will prepare every learner with what they need to be well equipped to promote sustainable development.

Ms. Giannini recognised the outgoing chair, UNICEF for its leadership in engaging in promotion of school safety. She stated UNESCO's strongly committed to the CSSF, and welcomed their role as chair of GADRRRES.

Ms. Giannini shared three clear targets for achievement during the UNESCO chairmanship of GADRRRES:

1. The creation of synergies between the action and strategies of the GADRRRES and those of other partners such as GCPEA. These partnerships will enable the rollout of the new CSSF, made more comprehensive in response to a greater complexity.
2. The collaboration of GADRRRES members with Member States to support the roll out of the new framework toward risk reduction and resilience. Here, she pointed out one of the added values of the revised CSSF as the call for the adoption of the National School Safety Policy and the integration of DRR into the school curriculum.
3. The increase of GADRRRES visibility at the global and regional levels and supporting the mobilisation of resources. She cited the approval by the Adaptation Fund of the funding of a UNESCO-implemented project in collaboration with the Ministry of Education in Haiti as a clear demonstration that funding remains important.

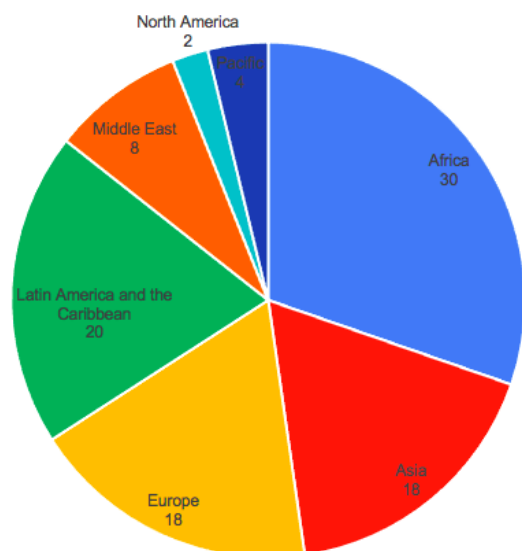
In conclusion, Ms. Giannini highlighted the work of GADRRRES members and partners and counted on their support to meet collective global commitments.

Ms. Hines closed the event by sharing with the audience the next steps from the launch, including organisational, regional and national launch webinars, endorsements, support videos and blogs, guidance documents and translations, and the development of a longer-term strategy for the roll-out of the CSSF globally. She implored the audience to examine the new guidance, consider what it means for them, and how they can apply to their own work, and extended thanks to the audience, speakers and partners, and the youth presenters in particular.

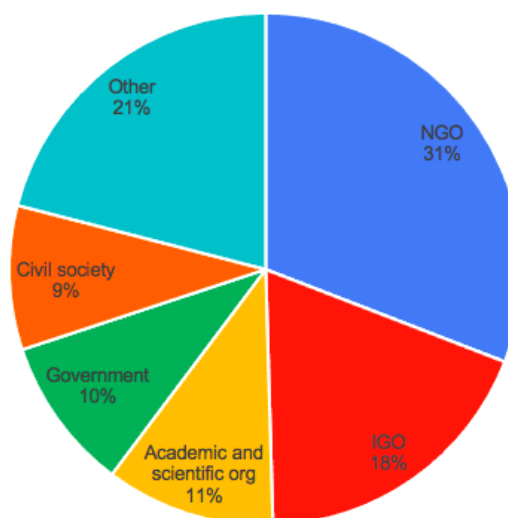
IV. REGISTRATIONS & ATTENDANCE

There were 418 attendees (1,101 registrants) from 7 regions.

Number of countries represented per region



Registrants profiles



Top regions (number of participants)

