Comprehensive School Safety

A global framework in support of
The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
and **The Worldwide Initiative for Safe Schools,**
in preparation for the 3rd U.N. World Conference on Disaster Risk Reduction, 2015

UNISDR
The United Nations Office for Disaster Risk Reduction

Global Alliance for
Disaster Risk Reduction & Resilience
in the Education Sector

Purpose

This framework provides a comprehensive approach to reducing risks from all hazards to the education sector. The past decade has brought children's advocates together:

- To promote disaster risk reduction (Hyogo Framework for Action 2005-2015) throughout the education sector along with education for sustainable development (International Decade for Education for Sustainable Development)

- To assure universal access to quality basic education in a safe environment (Millennium Development Goals, Education for All, Global Partnership for Education, Education First, Global Coalition to Prevent Education from Attack).

- To incorporate risk reduction into Millennium Development Goals for education.

At the core of these child-centered, child-participatory, and evidence-based efforts is the recognition of children's rights to survival and protection as well as to education and participation.

The purpose of this *Comprehensive School Safety Framework* is to bring these efforts into a clear and unified focus in order for education sector partners to work more effectively, and to link with similar efforts in all other sectors at the global, regional, national and local levels.

The CSS framework is intended to advance the goals of the Worldwide Initiative for Safe Schools and the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, and to promote school safety as a priority area of post-2015 frameworks for sustainable development, risk reduction and resilience.

The Goals of Comprehensive School Safety

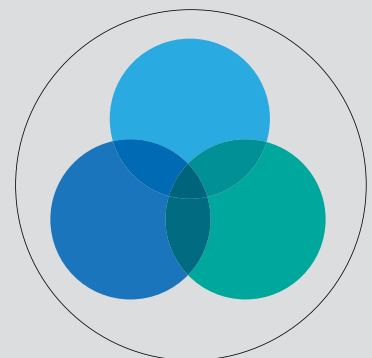## The goals of comprehensive school safety are:

- To protect learners and education workers from death, injury, and harm in schools
- To plan for educational continuity in the face of all expected hazards and threats
- To safeguard education sector investments
- To strengthen risk reduction and resilience through education

The Three Pillars of Comprehensive School Safety

Comprehensive school safety is addressed by education policy and practices aligned with disaster management at national, regional, district, and local school site levels. It rests on three pillars:
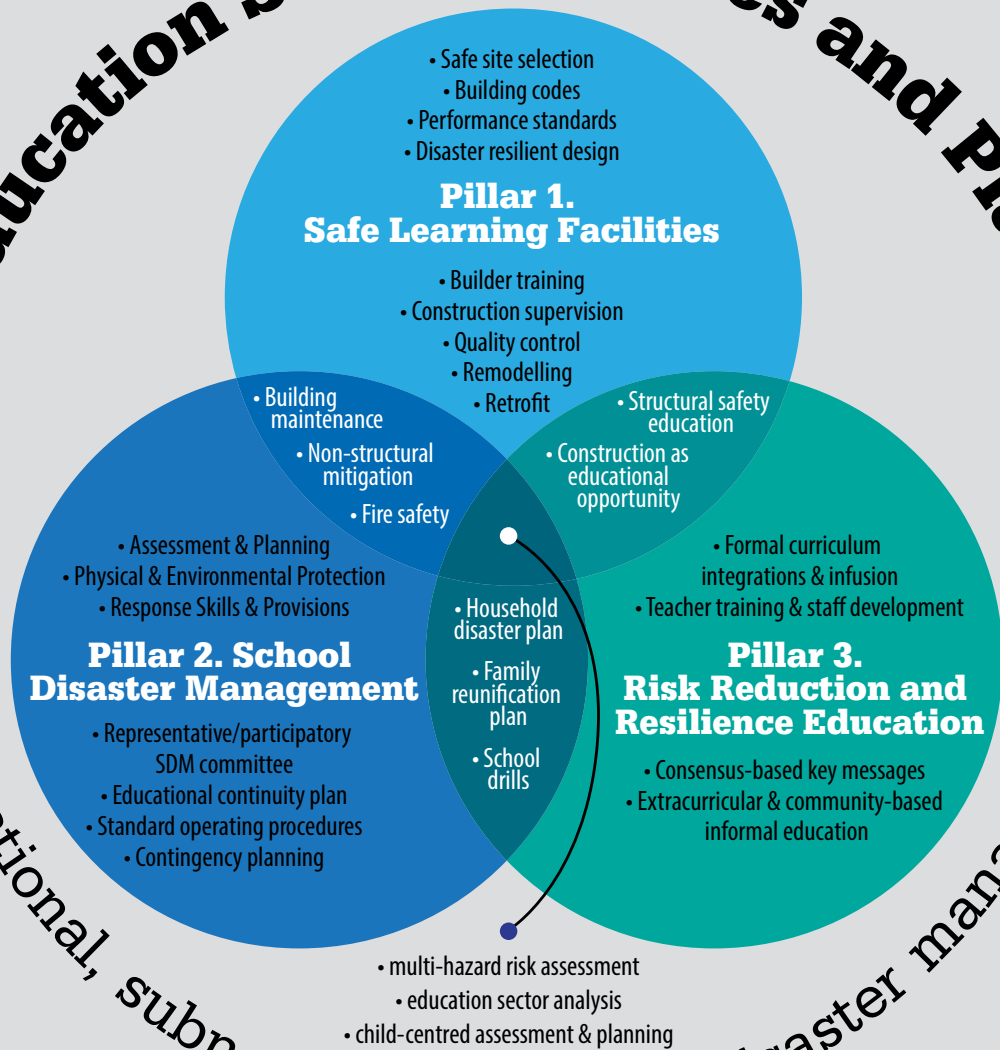
1. **Safe Learning Facilities**
2. **School Disaster Management**
3. **Risk Reduction and Resilience Education**

Multi-hazard risk assessment is the foundation for planning for Comprehensive School Safety. Ideally, this should be part of Educational Management Information Systems at national, subnational, and local levels. It is part of a broader analysis of education sector policy and management in order to provide the evidence base for planning and action.

Education Sector Policies and Plans

Aligned to national, subnational and local disaster management plans

**Pillar 1.
Safe Learning Facilities**
- Safe site selection
- Building codes
- Performance standards
- Disaster resilient design
- Builder training
- Construction supervision
- Quality control
- Remodelling
- Retrofit

**Pillar 2. School
Disaster Management**
- Assessment & Planning
- Physical & Environmental Protection
- Response Skills & Provisions
- Representative/participatory SDM committee
- Educational continuity plan
- Standard operating procedures
- Contingency planning

**Pillar 3.
Risk Reduction and
Resilience Education**
- Formal curriculum integrations & infusion
- Teacher training & staff development
- Consensus-based key messages
- Extracurricular & community-based informal education

- Building maintenance
- Non-structural mitigation
- Fire safety

- Structural safety education
- Construction as educational opportunity

- Household disaster plan
- Family reunification plan
- School drills

- multi-hazard risk assessment
- education sector analysis
- child-centred assessment & planning

Photos: Save the Children, Conor Ashleigh/Save the Children, and Plan International

Three Pillars of Comprehensive School Safety

1. **Safe Learning Facilities** involves education authorities, planners, architects, engineers, builders, and school community members in safe site selection, design, construction and maintenance (including safe and continuous access to the facility). The key responsibilities for both public and private schools are to:

- Select safe school sites and implement disaster-resilient design and construction to make every new school a safe school.
- Implement prioritization schema for retrofit and replacement (eg. including relocation of unsafe schools).
- Minimize structural, non-structural and infrastructural risks to make buildings and facilities for survival and evacuation.
- Incorporate access and safety for people with disabilities in design and construction of school facilities.
- If schools are planned as temporary community shelters, design them to meet these needs, and be sure to plan for suitable alternate facilities for educational continuity.

- Ensure that children's access to schools is free from physical risks (eg. pedestrian paths, road and river crossings).
- Adapt water and sanitation facilities to potential risks (eg. rain-fed and lined latrines).
- Implement climate-smart interventions to enhance water, energy and food security (eg. rainwater harvesting, solar panels, renewable energy, school gardens).
- Plan for continuous monitoring, financing, and oversight for ongoing facilities maintenance and safety.

2. **School Disaster Management** is established via national and sub-national education authorities and local school communities (including children and parents), working in collaboration with their disaster management counterparts at each jurisdiction, in order to maintain safe learning environments and plan for educational continuity, conforming to international standards. The key responsibilities are to:

- Establish national and/or sub-national level committee and full-time focal point(s) leading comprehensive school safety efforts.
- Provide policies, guidance at sub-national and school-site levels for ongoing site-based assessment and planning, risk reduction, and response preparedness as part of normal school management and improvement.
- Develop, train, institutionalize, monitor and evaluate school committees. These should be empowered to lead identification and mapping of all hazards inside and outside school and community and action-planning for ongoing risk reduction and preparedness activities. Encourage participation of staff, students, parents and community stakeholders in this work.
- Adapt standard operating procedures as needed, for hazards with and without warnings, including: drop cover and hold, building evacuation, evacuation to safe haven, shelter-in-place and lockdown, and safe family reunification.
- Engage schools in making early warning and early action systems meaningful and effective.

- Establish national and sub-national contingency plans, based on the Interagency Network for Education in Emergencies (INEE) Minimum Standards (2010), to support educational continuity, including plans and criteria to limit the temporary use of schools as temporary shelters.
- Identify alternate locations for temporary learning spaces and alternate modes of instruction
- Incorporate the needs of pre-school and out-of-school children, children with disabilities, and both girls and boys.
- Link education sector and disaster management sector, and public safety policies and plans at each level of social organization (national, sub-national levels, and local and school-site level) and establish communication and coordination linkages across sectors.
- Practice, critically evaluate, and improve on response preparedness, with regular school-wide and community-linked simulation drills. Adapt standard operating procedures to specific context of each school.

3. **Risk Reduction and Resilience Education** should be designed to develop a culture of safety and resilient communities. Key responsibilities are to:

- Develop consensus-based key messages for reducing household and community vulnerabilities, and for preparing for and responding to hazard impacts as a foundation for formal and non-formal education.
- Engage students and staff in real-life school and community disaster management activities, including school drills for fire (and other hazards, where applicable).
- Develop scope and sequence for teaching about critical thinking for all hazards.
- Infuse risk reduction throughout the curriculum and provide guidelines for integration of risk reduction and resilience into carrier subjects.

- Develop quality teaching and learning materials for students and teachers. Address all dimensions of climate-smart risk reduction education: disaster mechanisms, key messages for safety and preparedness, understanding risk drivers and mitigating the consequences of disasters, building community risk reduction capacity and a culture of safety and resilience, and learning to live together.
- Provide teacher training for both teachers and teacher trainees on risk reduction curriculum materials and methodologies.
- Develop strategies to scale-up teacher involvement for effective integration of these topics into formal curriculum as well as non-formal and extra-curricular approaches with local communities.

Interpreting the Hyogo Framework for Action 2000-2015 for the Education Sector

It will be a priority to make sure that disaster risk reduction in the education sector is a priority in the HFA2 process.

Strategic Goals for the Education Sector
1. Integrate risk reduction and resilience into sustainable development policies and practices in the education sector.
2. Develop and strengthen institutions, mechanisms and capacities to build resilience to hazards and threats in the education sector at national, sub-national and local levels.
3. Systematically incorporate risk reduction approaches into the implementation of emergency preparedness, response and recovery programmes in the education sector.

Priorities for Action	Indicators for the Education Sector
1. **Ensure that disaster risk reduction and resilience are priorities with a strong institutional basis with education authorities nationwide.**	1. Policy and legal framework for disaster risk reduction exists with decentralized responsibilities and capacities in the education sector at all levels. 2. Dedicated and adequate resources are available to implement disaster risk reduction plans and activities at all administrative levels. 3. Community participation and decentralization are ensured through the delegation of authority and resources to education authorities at the local level. 4. A national multi-stakeholder platform for disaster risk reduction is functioning in the education sector.
2. **Identify, assess and monitor disaster risks and threats to schools and enhance early warning for all learning environments.**	1. National and local risk assessments based on hazard data and vulnerability information are available to education authorities and schools. 2. Systems are in place to monitor, archive and disseminate changing data on school structural, infrastructural and environmental vulnerabilities. 3. Early warning systems for major and local hazards reach schools, and schools have the opportunity to participate in early warning systems.
3. **Use knowledge, innovation and education to build a culture of safety and resilience through curricular and co-curricular activities in schools and communities.**	1. Educational materials on risk reduction and resilience (including climate change adaptation and learning to live together) are shared internationally, and available for localization and contextualization. 2. School curricula is holistically-infused to include disaster risk reduction, resilience and recovery concepts and practices. 3. Research methods and tools for multi-risk assessments and cost-benefit analysis are developed and strengthened for the education sector. 4. Countrywide public awareness strategy to stimulate a culture of risk reduction and resilience, with outreach to urban and rural communities, includes child-centered and child-led elements.
4. **Reduce the underlying risk factors.**	1. Risk reduction and resilience-building are an integral objective of site selection, design, construction, and maintenance of schools. 2. School disaster and emergency management policies and plans are implemented to reduce the vulnerability of children in and out of school. 3. Educational continuity plans are in place to reduce disruption of the school year, and protect individual attainment of educational goals. 4. Planning and management of schools facilities incorporates all-hazards awareness, risk reduction elements (including eg. enforcement of building codes). 5. Risk reduction and resilience measures are integrated into post-disaster and chronic crisis recovery and rehabilitation processes in the education sector. 6. Procedures are in place to assure that every new school is a safe school.
5. **Strengthen disaster preparedness for effective response in learning environments.**	1. Strong policy, technical and institutional capacities and mechanisms for disaster risk management, with a risk reduction and resilience perspective are in place in the education sector. 2. Disaster and emergency plans are in place at all administrative levels in the education sector and regular training drills and rehearsals are held to test and develop disaster and emergency response capacity at all levels. 3. Insurance and contingency mechanisms are in place to support effective response and recovery when required. 4. Procedures are in place to exchange relevant information about impacts on schools, during hazard events, disasters, and emergencies and to undertake post-event reviews.

Gaps and priorities

The following needs and priorities focused on the education sector have been identified from research and advocacy efforts, as of 2013.

1. Global Leadership

- Identify and coordinate visible global leadership for each of the three pillars of comprehensive school safety.
- Align and integrate Comprehensive School Safety messaging with Global Campaign for Education, EFA, Global Partnership for Education, Education First, UNGEI, and the INEE MS.
- Align and integrate Comprehensive School Safety messages with post-2015 Millennium Development Goals, Sustainable Development Goals and Hyogo Framework for Action 2.
- Develop support for regional collaboration for advocacy and standards (eg. through ASEAN, SAARC, ECOWAS, SEAMEO, OAS, RCRCY in LAC, and others).
- Establish research priorities and research-practice linkages.
- Incorporate disaster risk reduction into key enabling documents for both development and humanitarian assistance.

2. Safe Learning Facilities

- Develop due diligence procedures for governments, donors, non-governmental and community construction of schools and early childhood development centers to assure that 'every new school is a safe school'.
- Conduct international audit of new school construction in response to universal education.
- Develop cost-efficient guidance for prioritization of school facilities for technical on-site assessment and establishment of retrofit and replacement schedule.
- Encourage national governments to assess the safety of school facilities and implement an action plan to make every school a safe school within a specified time period.
- Develop guidance for non-structural and infrastructure safety measures for schools.

3. School Disaster and Emergency Management

- Develop guidance for education authorities on policies and practices of school-based disaster risk reduction and preparedness, including standard operating procedures, simulation drills, contingency and educational continuity plans.
- Develop guidance on disaster risk reduction and preparedness and safety for family, home-based, congregate child-care providers and parents.
- Develop discussion and guidance for planned and limited use of schools as temporary post-disaster shelters, while protecting educational continuity.
- Develop corresponding monitoring and evaluation tools for accountability.

4. Risk Reduction and Resilience Education

- Promote national and local adaptation of consensus-based and actionable key messages for household and community risk reduction.
- Develop model for comprehensive "scope and sequence" for knowledge, skills and competencies in disaster risk reduction.
- Develop knowledge management tools to permit sharing, user ratings, re-use, adaptation and impact testing of educational materials.
- Develop educational materials incorporated to meet differential needs of children of different ages, gender and disabilities.
- Global, regional, national, and peer-to-peer experience exchange opportunities.