Comprehensive School Safety

Working towards a global framework for climate-smart disaster risk reduction, bridging development and humanitarian action in the education sector. March 2013

Purpose

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 (Millenium Development Goals, Education for All, Global Partnership for Education, Education First).
- To incorporate risk reduction into Millenium Development Goals for education.

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

The purpose of this framework for *Comprehensive School Safety* is to bring these efforts into a clear and unified focus in order for education sector partners to work more effectively, as well as to link with similar efforts in all other sectors.

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 expected hazards**
- **To safeguard education sector investments**
- **To strengthen climate-smart disaster 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
- Extracurricular & community-based informal education

(Pillar 1 & 2 overlap)
- Building maintenance
- Non-structural mitigation
- Fire safety

(Pillar 1 & 3 overlap)
- Structural safety education
- Construction as educational opportunity

(Pillar 2 & 3 overlap)
- Household disaster plan
- Family reunification plan
- School drills

(Center overlap)
- multi-hazard risk assessment
- education sector analysis
- child-centred assessment & planning

Three Pillars of Comprehensive School Safety

1. Safe Learning Facilities involves education authorities, 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 (including relocation) of unsafe schools.
- Minimize building and facilities non-structural and infrastructural risks from all sources, including design as well as interior layout and furnishings safe 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 (pedestrian paths, road and river crossings)
- Water and sanitation facilities adapted to potential risks (rain-fed and lined latrines)
- Implement climate-smart interventions such as 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:

- 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-site committees. These should be empowered to lead identification and mapping of hazards inside and outside school and community and action-planning for ongoing disaster 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 Interagency Network for Education in Emergencies (INEE) Minimum Standards (2010), to support educational continuity, including plans and criteria to limit the use of schools as temporary shelters.
- Identify alternate locations for temporary schools 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 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 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 expected and unexpected, man-made and natural hazards, climate change impacts, conflict-prevention and problem-solving for risk reduction.

- Develop quality teaching and learning materials for students and teachers. Address all dimensions of climate-smart DRR 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.
- Infuse risk reduction throughout the curriculum and provide guidelines for integration of DRR into carrier subjects.
- 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.

Gaps and priorities

In achieving comprehensive school safety and requiring international leadership for development of normative standards and practices

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 Minimum Standards.
- 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 Management

- Develop guidance for education authorities on policies and practices of school-based disaster risk reduction and preparedness, standard operating procedures, and disaster drills.
- Develop guidance on disaster risk reduction and preparedness 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 impedes shared understanding and measurable progress.
- Develop model for comprehensive "scope and sequence" for knowledge, skills and competencies in disaster risk reduction.
- Further develop knowledge management tools to share information and educational materials along with user ratings.
- Develop knowledge management tools to permit sharing, 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.

Focus on the Education Sector
The Hyogo Framework for Action

Strategic Goals for the Education Sector
1. Integrate disaster risk reduction into sustainable development policies and practices in the education sector.
2. Develop and strengthen institutions, mechanisms and capacities to build resilience to hazards 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 is a priority 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 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.**	1. Educational materials on disaster risk reduction and climate change adaptation are shared internationally, and available for localization and contextualization. 2. School curricula is holistically-infused to include disaster risk reduction 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 disaster resilience, with outreach to urban and rural communities, includes child-centered and child-led elements.
4. **Reduce the underlying risk factors.**	1. Disaster risk reduction is an integral objective of site selection, design, construction, and maintenance of schools. 2. School disaster 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 disaster risk reduction elements including enforcement of building codes. 5. Disaster risk reduction measures are integrated into post-disaster 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 disaster risk reduction 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 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 and disasters, and to undertake post-event reviews.