



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

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Photo: David Wardell/Save the Children Australia

Goals of Comprehensive School Safety

- Protect students and educators from death, injury, and harm in schools
- Plan for continuity of education through all expected hazards and threats
- Safeguard education sector investments
- 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:

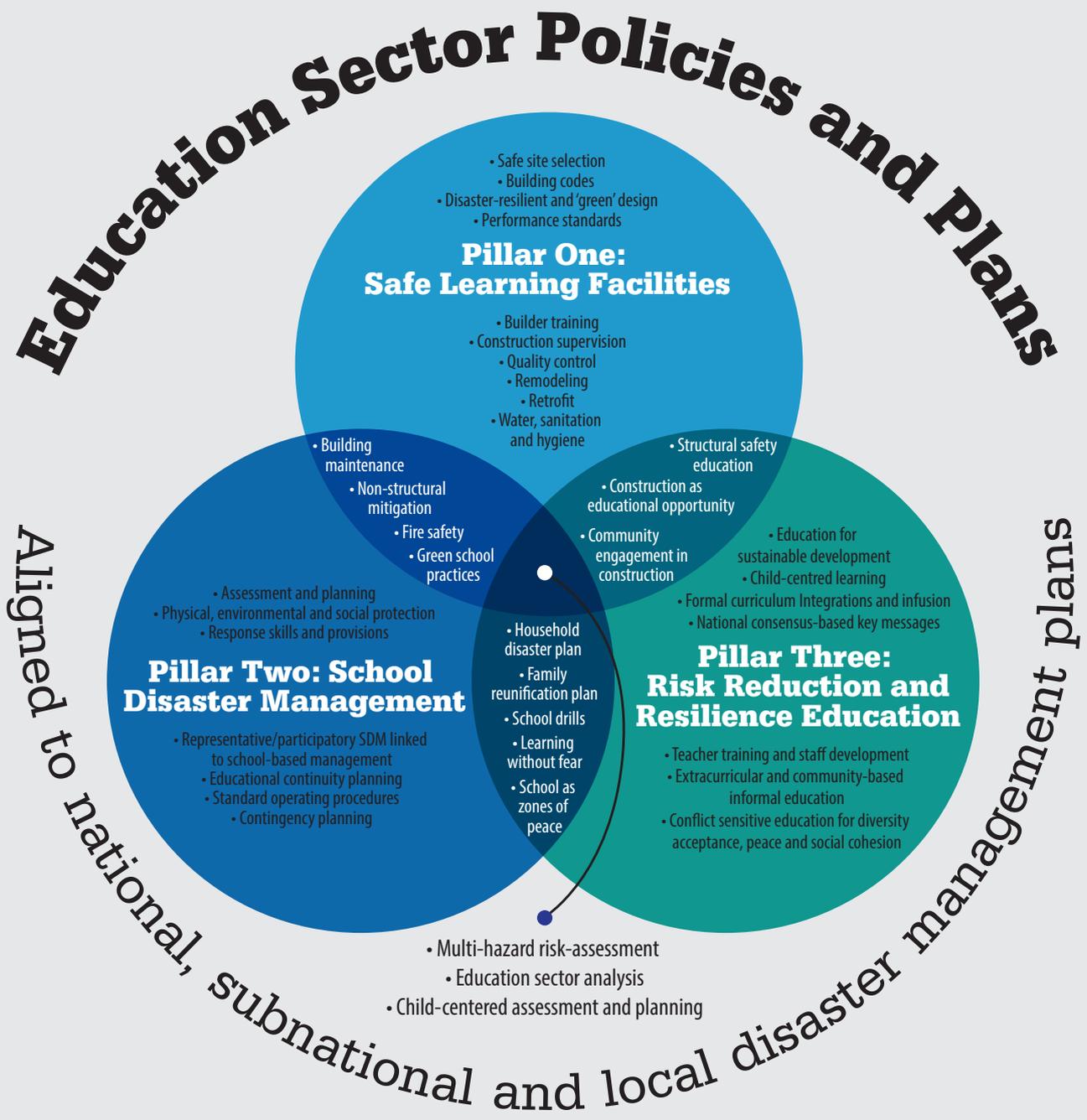
- 1. Safe Learning Facilities**
- 2. School Disaster Management**
- 3. Risk Reduction and Resilience Education**

The foundation of planning for Comprehensive School Safety is multi-hazard risk assessment. Ideally, this planning should be part of Educational Management Information Systems at national, sub-national, and local levels. It is part of the broader analysis of education sector policy and management that provides the evidence base for planning and action.

Purpose

The Comprehensive School Safety framework aims to reduce the risks of all hazards to the education sector. Over the past decade, children's advocates have come together to:

- Improve children's equal and safe access to quality, inclusive, and integrated basic education
- Monitor and evaluate progress of initiatives that reduce disaster and conflict risks
- Increase availability of and access to hazard-related evidence (such as multi-hazard early warning systems data and disaster risk information)
- Promote risk reduction and resilience in the education sector. This also includes clear focus in major international agreements (for example, Sustainable Development Goals and Sendai Framework for Disaster Risk Reduction 2015-2030)
- Strengthen coordination and networks for resilience, from local to national, regional, and international levels
- Strengthen education governance and local participation in order to prevent and reduce hazard exposure and vulnerability to all hazards and risks, and to increase preparedness for response and recovery, and strengthen resilience.



The core of these efforts is to recognise children's rights to survival and protection, as well as their rights to educational continuity and participation. They are intended to be child-centered, inclusive, participatory, and evidence-based. All children should be helped to participate in all aspects of Comprehensive School Safety. This allows them to be better protected and for their energy, knowledge, and ideas to help shape long-term sustainability.

The Comprehensive School Safety framework brings these unified efforts into focus. Its purpose is for education sector partners to work more effectively and to link with similar efforts at the global, regional, national and local levels in all sectors.

The Comprehensive School Safety framework advances the goals of the Worldwide Initiative for Safe Schools and the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES). It is designed to promote school safety as a priority area of post-2015 frameworks for sustainable development, risk reduction and resilience.

Three Pillars of Comprehensive School Safety



Pillar 1. Safe Learning Facilities:

Key actors: Education and planning authorities, architects, engineers, builders, and school community members who make decisions about safe site selection, design, construction and maintenance (including safe and continuous access to the facility).

Key responsibilities for public and private schools

- Select safe school sites and implement inclusive disaster-resilient design and construction to make every new school a safe school.
- Implement assessment and prioritisation plans for retrofitting or replacing unsafe schools (including relocation).
- Minimise structural, non-structural, and infrastructural risks to make buildings and facilities safe for survival and evacuation.
- Incorporate access and safety for people with disabilities when designing and constructing school facilities.
- Design schools to meet temporary shelter needs if they are planned as temporary community shelters, and be sure to plan for suitable alternate facilities for educational continuity.
- Engage communities in safe school construction and retrofit.
- Ensure children's access to schools is free from physical risks (for example, pedestrian paths or road and river crossings).
- Adapt water and sanitation facilities to potential risks (for example, rain-fed and lined latrines).
- Implement climate-smart interventions to enhance water, energy and food security (for example, rainwater harvesting, solar panels, renewable energy, school gardens).
- Plan for continuous monitoring, financing, and oversight for ongoing facilities maintenance and safety.
- Prevent and respond to attacks on education, including use of schools by parties to armed conflict.



Pillar 2. School Disaster Management:

Key actors: Education sector administrators at national and sub-national education authorities, and local school communities who collaborate with their disaster management counterparts in each jurisdiction. At the school level, the staff, students and parents who are all involved in maintaining safe learning environments. They may do this by assessing and reducing structural, non-structural, infrastructural, environmental and social risks, and by developing response capacity and planning for educational continuity.

Key responsibilities

- Establish national and/or sub-national level committees and full-time focal-points to lead comprehensive school safety efforts.
- Identify sub-national and school-based risk reduction and resilience focal-points to be trained as leaders and champions of school safety.
- Provide policies and guidance at sub-national and school-site levels for ongoing site-based multi-hazard assessment and planning, risk reduction, and response preparedness. Integrate these into normal school management and improvement planning.
- Develop, train, institutionalise, monitor, and evaluate school committees. These committees should be empowered to lead identification and mapping of all hazards of schools and local community, and action-planning for ongoing risk reduction and preparedness activities. Encourage staff, students, parents, and community stakeholders to participate in this work.
- Establish national and sub-national contingency plans to support educational continuity, based on the Interagency Network for Education in Emergencies (INEE) Minimum Standards. This should include plans and criteria to limit the use of schools as temporary shelters.
- Plan for educational continuity (for example, identify locations for temporary learning spaces and alternate modes of instruction).
- Include the needs of pre-school and out-of-school children, children with disabilities, and both girls and boys.
- Link education and disaster management sectors, and public safety policies and plans at each level of social organisation (national, sub-national levels, and local and school site level). Establish communication and coordination linkages across sectors.
- Adopt standard operating procedures as needed for hazards with and without warnings. These include building evacuation, safe assembly, evacuation to safe haven, shelter-in-place, lockdown, and safe family reunification. Adapt standard operating procedures to the specific context of each school.
- Learn safety rules for specific hazards faced.
- Engage schools in making early warning and early action systems meaningful and effective.
- Engage schools in building social cohesion and peace-building.
- Conduct regular school-wide and community-linked simulation drills to practice, critically evaluate, and improve on response preparedness.



Photo: David Wardell/Save the Children Australia



Pillar 3. Risk Reduction and Resilience Education:

Key actors: Curriculum and educational materials developers, faculty of pedagogic institutes, teacher trainers, teachers, youth movements, activity leaders, and students, working to develop and strengthen a culture of safety, resilience, and social cohesion.

Key responsibilities

- Develop national evidence and consensus-based, action-oriented key messages for household risk reduction and resilience. These will provide a foundation for formal and non-formal education as well as public awareness campaigns and messaging.
- Engage students and staff in real-life school and community disaster management activities, including mapping hazards, developing school-based contingency plans, and implementing regular school drills for relevant hazards.
- Develop 'scope and sequence' to detail learning outcomes and competencies to integrate risk reduction and resilience into regular curriculum, at all levels.
- Infuse risk reduction throughout the curriculum and provide guidelines for integrating risk reduction and resilience into carrier subjects.
- Develop quality teaching and learning materials for students and teachers. Address all dimensions of risk reduction education: conducting multi-hazard risk analysis (including those with natural and human causes, and violence and conflict); understanding risk drivers and risk mitigation measures; identifying and disseminating key messages for safety and preparedness; building community risk reduction capacity; and developing social cohesion, and a culture of safety and resilience.
- Provide pre-service and in-service teacher training on risk reduction curriculum materials and methods.
- Develop strategies to encourage teachers to integrate these topics into formal curriculum, as well as non-formal and extracurricular approaches with local communities.

Comprehensive School Safety alignment with Sustainable Development Goals 2015-2030 and Sendai Framework for Disaster Risk Reduction

The expected outcomes of integrating Comprehensive School Safety into Sustainable Development and Disaster Risk Reduction policies and practices.

1. Improve all children's equal, inclusive, and safe access to education.
2. Develop and strengthen institutions, co-ordination mechanisms and networks, and national capacities to build resilience to hazards and threats to the education sector at international, national, sub-national and local levels.
3. Incorporate risk reduction approaches into implementing emergency preparedness, response, and recovery programs in the education sector.
4. Monitor and evaluate the progress of initiatives for reducing disaster and conflict risks.
5. Increase availability of and access to hazard-related evidence, such as multi-hazard early warning systems data and disaster risk information.

Sustainable Development Goal (SDG) Targets 2015-2030 and Comprehensive School Safety

The Comprehensive School Safety framework is intended to strengthen our approaches to fulfilling these SDG targets:

TARGET 1	End Poverty in all its forms everywhere (1.4, 1.5)
TARGET 3	Ensure healthy lives and promote well-being (3.3, 3d)
TARGET 4	Ensure inclusive and equitable quality education opportunities for all (4.1, 4.7, 4.a)
TARGET 6	Ensure availability and sustainable management of water and sanitation for all (6.2, 6.4, 6.a, 6.b)
TARGET 9	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation (9.1, 9.4, 9.a)
TARGET 10	Reduce inequality within and among countries. (10.3, 10.7)
TARGET 11	Make cities and human settlements inclusive, safe, resilient and sustainable. (11.5, 11.6, 11.b, 11.c)
TARGET 12	Ensure sustainable consumption and production patterns (12.5, 12.8)
TARGET 13	Take urgent action to combat climate change and its impacts. (13.1, 13.3, 13.b)
TARGET 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. (16.1, 16.7)
TARGET 17	Strengthen the means of implementation and revitalize the global partnership for sustainable development (17.16, 17.17, 17.18, 17.19)

Interpreting the Sendai Framework for Disaster Risk Reduction (SFDRR) 2015-2030:

The 'Sendai Seven' targets for the education sector

The "Sendai Seven" Targets	Global Targets for the Education Sector
1. Substantially reduce global disaster mortality by 2030, aiming to lower average per 100,000 global mortality between 2020-2030 compared to 2005-2015.	Minimise the number of deaths and injuries due to hazard impacts on schools.
2. Substantially reduce the number of affected people globally by 2030, aiming to lower the average global figure per 100,000 between 2020-2030 compared to 2005-2015.	Substantially reduce the number of school children affected by disaster impacts of all sizes.
3. Reduce direct disaster economic loss in relation to global Gross Domestic Product (GDP) by 2030.	Reduce education sector investment losses due to hazard impacts.
4. Substantially reduce disaster damage to critical infrastructure and disruption of basic services, among them health and educational facilities, including developing their resilience by 2030.	Minimize school days lost due to hazard impacts.
5. Substantially increase the number of countries with national and local Disaster Risk Reduction strategies by 2020.	Countries have education sector risk reduction strategies.
6. Substantially enhance international co-operation to developing countries through adequate and sustainable support to complement their national actions for implementing this framework by 2030.	Countries work together to achieve Comprehensive School Safety.
7. Substantially increase the availability of and access to multi-hazard early warning systems and disaster risk information and assessments to people by 2030.	Schools have access to, and use early warning systems.

The Sendai Framework Priorities for the education sector

SFDRR Priorities	Priorities for the education sector
<p>PRIORITY 1: Understanding disaster risk</p>	<ul style="list-style-type: none"> • A comprehensive and inclusive approach to school safety is the foundation for integrating risk reduction and resilience into education sector strategies, policies and plans. • Child-centered risk assessment is in place at all levels in the education sector. • Multi-hazard risk assessment has been conducted to analyse and prioritise risks affecting the education sector. • A systematic plan for assessing and prioritising retrofitting and replacing unsafe schools has been developed and is being implemented. • The National Disaster Management Authority and Education authority has nationally adopted consensus- and evidence-based, action-oriented key messages as a foundation for formal and non-formal education. • The education authority has infused Risk Reduction and Resilience (RRR) Education into regular curriculum, including (but not limited to) climate education, Disaster Risk Reduction education, and conflict-sensitive education. • Schools convey RRR Education via non-formal education. This can include participation in school disaster management and after school clubs, assemblies, and extra-curricular activities.
<p>PRIORITY 2: Strengthening disaster risk governance to manage disaster risk</p>	<ul style="list-style-type: none"> • Enabling policies and legal frameworks are in place at national and/or sub-national levels to address the key elements of Comprehensive School Safety. • Organisational arrangements, leadership, and coordination for RRR Education is established by senior management, and includes designated leaders who are responsible at all levels. • Guidance and regulations for safe school construction are in place. • Safe school site selection, design and construction are monitored for compliance/enforcement by the appropriate authorities. • Schools annually review school Disaster Risk Reduction and management measures. For example, this can be part of school-based management and/or school improvement including (but not limited to) ensuring guidance and plans are in place for preventing and responding to attacks on education, conducting school-based hazard drills, and evacuation.
<p>PRIORITY 3: Investing in Disaster Risk Reduction for resilience</p>	<ul style="list-style-type: none"> • Funding is in place to reduce education sector risks. • Monitoring and evaluation for Comprehensive School Safety is underway. • Funding, monitoring and evaluation is in place for generating hazard-related evidence to increase access to and availability of risk-related data. • A prioritisation plan for upgrading existing unsafe schools is being resourced and implemented. • Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of investments in public schools. • The education authority has needs assessment, strategy, and an implementation plan to develop staff and student capacity for participation in school-based Disaster Risk Reduction and management at the necessary scale. • The education authority has needs assessment, strategy, and an implementation plan to develop teachers' capacity for teaching RRR Education. • The country has enough quality (RRR) Education materials to implement RRR Education at scale.
<p>PRIORITY 4: Enhancing disaster preparedness for effective response</p>	<ul style="list-style-type: none"> • Planning is undertaken for limited use of schools as temporary shelters or collective centers during the school year. • The education authority has multi-hazard risk assessment based national and sub-national plans for education sector risk reduction and management. The focus is on safety and security, educational continuity and contingency planning, and protection of education sector investments. • The education authority has established and relevant simulation drills that are held annually at all levels to practice response preparedness and to review and adapt response plans as needed.

Gaps and Priorities

Developed from research and advocacy from education authorities, advocates, and development partners (as at 2015), the following education sector needs and priorities have been identified.

1. Global leadership

- Global Alliance for Risk Reduction and Resilience in the Education Sector (GADRRRES) to coordinate collaborative global leadership in technical assistance, especially in support of the Worldwide Initiative for Safe Schools.
- 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 the Sendai Framework for Action.
- Develop support for regional collaboration for advocacy and standards (for example, 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.
- Promote global targets and indicators for Comprehensive School Safety. (See <http://gadrrres.net/resources/css-targets-and-indicators>.)
- Develop and demonstrate efficient and effective methods for Comprehensive School Safety assessment.

2. Safe learning facilities

- Develop and promote due diligence procedures for governments, donors, non-governmental and community construction of inclusive schools and early childhood development centres to ensure that 'every new school is a safe school'.
- Conduct international audits of new school construction in response to universal education.
- Develop and promote cost-efficient guidance for prioritising school facilities for technical on-site assessment and establishing a 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 and promote guidance for non-structural and infrastructure safety measures for schools.

3. School disaster and emergency management

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

4. Risk reduction and resilience education

- Develop and promote national and local adaptation of consensus-based and actionable key messages for household and community risk reduction.
- Develop and promote a model for comprehensive 'scope and sequence' for knowledge, skills and competencies in Disaster Risk Reduction.
- Develop and promote knowledge management tools to permit sharing, user ratings, re-use, adaptation, and impact testing of educational materials.
- Develop and promote educational materials to meet the different needs of children of different ages, gender and disabilities.
- Encourage global, regional, national, and peer-to-peer experience exchange opportunities and evidence generation.

References

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