



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

COMPREHENSIVE SCHOOL SAFETY TARGETS AND INDICATORS 2022-2030

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PART 1: Background

Purpose:

The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector published the Comprehensive School Safety Framework 2022-2030 to advance child rights in the education sector. It has 3 goals:

THE GOALS OF COMPREHENSIVE SCHOOL SAFETY

The goals of comprehensive school safety are to take a participatory risk-informed approach to:

1. Protect learners, educators and staff from death, injury, violence and harm in schools and other learning spaces.
2. Plan for education and protection continuity, and limit disruptions to learning in the face of shocks, stresses, hazards and threats of all kinds.
3. Promote knowledge and skills of learners and duty-bearers, to contribute to risk reduction, resilience building, and sustainable development.

The CSS Framework targets and indicators addresses the intersection of universal child rights to safety and survival, protection, development (including equitable access to a free quality basic education), and to participation. As recognition of the importance of comprehensive school safety emerged during the first two decades of the 21st century, the urgent need to apply a consistent set of CSS Targets and Indicators has been expressed by both education authorities and school safety advocates.

The purpose of these *Targets and Indicators* are to:

- **Strengthen implementation of CSS Framework** with a shared system of measurement to monitor progress towards the goals of CSS.
- **Support national/sub-national authorities** to incorporate risk reduction and resilience into education-sector and cross-sectoral systems, policies, strategies, and plans.
- **Empower education authorities to collect consistent and comparable data necessary to measure progress towards the goals of Comprehensive School Safety** and to support planning and decision-making at all levels.
- **Guide education authorities at all levels** in promoting participatory and inclusive school safety management, including risk assessment, risk reduction, response preparedness and educational continuity planning.
- **Provide inputs to global efforts** to harmonise, streamline and prioritise a manageable number of targets and indicators to respond to all the hazards and threats impacting child rights in the education sector - for integration into ongoing education management information systems.
- **Inform the content of the *Comprehensive School Safety Assessment Suite***, non-technical and technical toolsets, designed to measure both policy dimensions of school safety as well-as annual and post-disaster school safety assessments.

Approach:

Our shared approach and understanding are that:

- A *Collective Impact Approach* to tackling complex social problems, at scale, suggests that beginning with a *common agenda* (i.e. the CSSF), and a *shared set of targets and measures* (i.e. these CSSF Targets and Indicators).
- Indicators should be evidence-based, and data should be verifiable, rather than subjectively assessed.
- Systems and policy level targets and indicators, covering all the goals of the CSSF, begin at national and sub-national level, while implementation must be measured at school level. School level data, gathered by school communities, and reported from school to sub-national and national levels should inform school-based planning and decision-making.
- It is expected that policy data collected at national level (and sub-national level, in federated governments) and situation and operational data collected at school-level, and aggregated at sub-national and national level, can be efficiently collected and used for planning and decision-making at all levels.

We have strived to:

- Identify a limited number of top-line, long-term, national-level indicators, covering the enabling systems and policies across each of the three pillars of the CSSF, respectful of the practical limits of what can be understood and incorporated by national education authorities.
- Provide sub-indicators to break down and inquire about discrete measures, as is currently consistent with current global trends and best practices.
- Allow the details for measurement of each indicator to remain flexible, and to be adapted over time.
- Harmonise and align our targets and indicators with those of related sets of measurements, so that these can be integrated into standard ongoing education system monitoring and evaluation practices in the future.

Use of Targets and Indicators:

The principles and assumptions underlying the use of these targets and indicators, and the development of measurement tools to apply these are as follows:

- Best practices in digital development are laid out in the nine [Principles for Digital Development](#).
- A set of complementary non-technical and technical data collection tools are needed, especially for
 - national (and sub-national) systems and policy
 - school-based self-assessment
 - post-disaster damage and needs-assessment
 - school facilities technical assessment
 - engagement of children and youth.
- Tools and methods will need to be adapted and contextualised at national level, validated by a range of technical experts, and ground-truthed and tested with users, not only for accurate data collection, but also for use of the data analysis for planning and decision-making. (For example, beyond specific risk exposure, specific measures for structural safety will depend on construction type, available construction and repair materials and locally available skills. Specific measures for school safety

management will need to make use of early warning systems, and integrate into existing school-based management practices, and so on.)

- Data collected can be automatically analysed, using open algorithms for ratings, rankings, and specific recommendations, to support evidence-based planning and decision-making, and to deliver highest quality and relevant guidance to end-users.
- Data collected in relation to targets and indicators can be made available to national and sub-national education, disaster risk management, climate change and other authorities for use in planning and decision-making, to partners and broader stakeholders in school safety, and to school communities, to support school-based CSS implementation.
- Data from regular (eg. annual) school safety self-assessments and technical facilities assessments, integrated into EMIS, can serve as baseline in order to streamline post-disaster damage and needs assessment. Post-disaster damage and needs assessment should not be limited to those large enough to call for international humanitarian response, but rather should also be used for smaller-scale events that disrupt education or damage education sector assets.
- School-based incident management systems for reporting on violence against children, injuries, illness outbreaks, crimes, attacks, and so forth may also be integrated with similarly designed tools.

The Comprehensive School Safety Assessment Suite:

GADRRRES has taken these targets and indicators as the starting point to develop non-technical toolsets and technical methodologies that form the [Comprehensive School Safety Assessment Suite](#). Each of these is designed for different sets of actors to measure dimensions of school safety, and to generate automated reports with actionable recommendations. Each must be contextualised by a Technical Working Group with education sector and cross-sectoral partners, for application in a specific country.

- [CSS Policy Survey](#) - for global and regional use, gathering data from education authority-led, national multi-stakeholder school safety coordination mechanisms, every 2-5 years.
- [School Safety Self-Assessment Survey](#) (SSAS) - for annual use by all schools and embedded into education management information systems (EMIS) (and anticipated *School Safety Plan* toolset).
- [School Watch](#) - a child-centred social accountability tool for participation of children and youth in identification of hazards and risks, advocacy, and action, at the school level.
- [Rapid Post-Disaster Education Sector Damage and Needs Assessment](#) (RPDDNA) - for use by education authorities and humanitarian response partners, post-disaster. May be embedded into EMIS (and anticipated, *School Recovery Tracking* toolset).
- [Family Safety & Resilience Plan](#) (FSRP) - for use by children, with their families, to nudge social and behavioural change. May be used by schools for experiential learning, and by communities and disaster management and climate authorities for awareness and needs identification.
- [Visual Inspection for Defining Safety Upgrading Strategies](#) (VISUS) - for use by technical professionals for site-based assessment of schools identified as potentially unsafe, based on desk-review, or triaging through the SSAS.

PART 2: Summary of Top-line Outcomes and Indicators

Outcomes:

#1. CHILDREN ARE NOT KILLED SEVERELY INJURED OR HARMED

Number of deaths severe injuries, severe illnesses, and harm due to all hazards and risks is minimised.

#2. EDUCATIONAL CONTINUITY IS MAINTAINED

School days lost due to all hazards and risks is minimised.

#3. EDUCATION SECTOR INVESTMENT LOSSES ARE REDUCED

Education sector investment losses due to hazard impacts or attacks on schools are reduced.

Output indicators:

A. Enabling Systems & Policies (5)

#A1: Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks.

#A2: Child-centred risk assessment is in place at all levels in the education sector.

#A3: Educational authority provides effective leadership and coordination for comprehensive school safety.

#A4: Sustained funding or finance are in place to reduce education sector risks and maintain educational continuity and support risk-reduction and resilience programming.

#A5: Monitoring and evaluation for comprehensive school safety is based on data and evidence.

B. Pillar 1: Safer Learning Facilities (5)

Target: Every new school built is safe one

#B1: Regulation and monitoring systems guide the safe site selection, design, and construction of new schools.

Target: Existing schools are systematically made safer.

#B.2: Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities).

#B3: Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments.

#B4: Policies and planning limit disruption of education due to use of schools as temporary shelters or collective centres, during the school year.

#B5: Children are protected from death, injury, and harm on the way to school.

C. Pillar 2: School Safety and Educational Continuity Management (5)

#C1: Education authorities have robust participatory plans for risk management, risk reduction and response-preparedness.

#C2: Schools have robust participatory plans for risk management, risk reduction and response-preparedness.

#C3: Children's rights in the education sector are equally assured for children of all gender, disability, language, or cultural groups, and at all stages of development.

#C4: Education authority has standard operating procedures and requires regular school safety drills for disasters and emergencies to inform improvement in school safety planning.

#C5: Education sector has robust systems and policies for school health and nutrition.

D. Pillar 3: Risk Reduction and Resilience Education (6)

#D1: National Disaster Management Authority and Education authority have nationally adopted, consensus- and evidence based, action-oriented key messages as foundation for formal and non-formal education.

#D2: Climate-aware risk reduction, resilience, and well-being education are included in regular formal curriculum.

#D3: Non-formal experiential education for students and families addresses climate-aware, risk reduction, resilience, and well-being.

#D4: Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience and well-being is developed and assessed.

#D5: Schools have sufficient high-quality educational materials for teaching climate-aware risk reduction, resilience, and well-being.

#D6: Student learning outcomes for climate-aware risk reduction, resilience, and well-being education are monitored and evaluated.

PART 3: Detailed CSS Outcome Targets & Measures

OUTCOME TARGETS

#1. CHILDREN ARE NOT KILLED SEVERELY INJURED OR HARMED

Number of deaths severe injuries, severe illnesses, and harm due to all hazards and risks is minimised.

SUB-INDICATORS

- Deaths
- Severe injuries
- Severe illnesses (school outbreak)
- Harm

Suggested measures (to be based on context specific needs/priorities):

deaths

student-days absent due to severe illnesses

severe injuries in schools

schools / days of school experiencing attacks (# students/staff impacted)

incidents of violence against children in or on the way to or from school (e.g. bullying, physical punishment)

Notes: Over succeeding decades, the number and rate of deaths and injuries due to hazard impacts on people in schools is reduced. Number and rates of students, and staff impacted are aggregated from school level data.

Disaggregated by gender, age, and disability.

May also be disaggregated by type of hazard/attack, students and staff, education level (early childhood, primary, secondary, post-secondary).

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 e.g. %, or rate per 100,000 in affected.

Reported: annually, every 5-years, every 10 years.

#2. EDUCATIONAL CONTINUITY IS MAINTAINED

School days lost due to all hazards and risks is minimised

SUB-INDICATORS

- Number of schools impacted
- Number of students impacted
- Number of days (intervals) of disruption for numbers of student

Suggested measures (to be based on context specific needs/priorities):

(and %) students who do not return to school after a hazard impact, per time interval (eg. >5 days, >20 days, >60 days, > 120 days) or

(and %) displaced from their schools due to conflict or violence per time interval (eg. >5 days, >20 days, >60 days, > 120 days)

(and %) instruction days lost and not made up in school year for any reason

(and %) days schools closed due to attack or conflict (# schools impacted)

(and %) of student-days where student-teacher ratio is above mandated minimum

(and %) of student-days when instruction occurs in temporary learning facilities

(and %) of students who report bullying against them at school or online, in the past 12 months

(and %) of students who stayed away from school during the past thirty days because they felt unsafe in or around school, or online (experiencing cyber bullying)

(and %) of educational performance indicators showing improvements in gender equity (e.g. within 2%)

(and %) students who do not return to school (drop-out) after a hazard impact

Notes: Disparities due to intensive and extensive hazard impacts are measured and reduced.

Range and percent of school days lost per calendar year due to intensive and extensive hazard impacts, are reported by type of hazard and numbers of students so impacted.

Numbers are aggregated from school-level data or extrapolated from sampled schools. For example, select sample schools from high, medium, and low hazard impact areas for extensive hazards, and following intensive hazard impacts. Sample school attendance at regular intervals (e.g. 5, 10, 20, 30, 40, 50 school days) after impact.

Drop-out rate calculation may require tracking students displaced by hazard impacts, and who do not return to school anywhere.

Definitions: Schools impacted are those requiring closure for any period of time more than 2 days. Students impacted are those whose education is disrupted for more than 5 days in a school year.

Disaggregated by gender, age, and disability.

Denominators: Normative number of school days per year. Normative number of teacher-student contact hours per year. Baseline school enrolment prior to hazard impact. Normative rate of student annual attendance per year.

Reported: annually, every 5-years, every 10 years.

#3. EDUCATION SECTOR INVESTMENT LOSSES ARE REDUCED

Education sector investment losses due to **hazard impacts** or **attacks on schools** are reduced.

SUB-INDICATORS

- Schools with minor damaged / moderate damage / destroyed
- Classrooms with minor damaged / moderate damage / destroyed
- WASH facilities with minor damaged / moderate damage / destroyed

Suggested measures (to be based on context specific needs/priorities):

(and %) schools, # (and %) classrooms, # (and %) WASH facilities (latrines, water points) severely damaged / destroyed by natural, climatological, or technological hazards, violence, or conflict

(and %) existing schools, classrooms, WASH facilities retrofitted or replaced for safety

(and %) new schools designed, constructed, and maintained for safety

(and %) existing schools, classrooms, WASH facilities refurbished or improved for environmental sustainability / climate resilience (green schools)

(and %) new schools, classrooms, WASH facilities refurbished or improved for environmental sustainability / climate resilience (green schools)

\$ Estimated cost of repair or replacement of classrooms, and of materials

Data disaggregated by specific intensive hazard impacts, attacks, non-specific extensive hazard impacts, and use of schools as temporary shelters.

Notes: Financial impacts of hazard impacts on schools are reduced.

Number and percent of schools and classrooms destroyed and severally damaged due to intensive and extensive disaster impacts, and due to temporary use as shelters or collective centres, and cost of repairs or replacements, aggregated from school level data of all affected schools.

Definitions: minor damage can be repaired locally, moderate damage requires external resources, destroyed require reconstruction or replacement.

Disaggregated by specific intensive hazard impacts, cumulative extensive hazards impacts, and use of schools as temporary shelters or collective centres.

Denominators: Total number of schools and classrooms in affected schools and in affected geographic area.

Reported: annually, every 5-years, every 10 years.

PART 4: DETAILED CSS OUTPUT INDICATORS

Each indicator includes Title and Description and may include sub-indicators. Notes may include definitions, suggested disaggregation, denominators, and other comments.

In general ratings are to be calculated on a 4-point scale:

- 1= Not at all achieved
- 2= Partially achieved
- 3= Substantially achieved
- 4= Exceeds expectations

In general, global targets are for each country to achieve ratings of at least 2 on all standards by 2025 and at least 3 on all standards.



A. FOUNDATIONS: ENABLING SYSTEMS & POLICIES

#A1. Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks.

SUB-INDICATORS

- Safer School Facilities
- School Safety & Educational Continuity Management
- Risk Reduction & Resilience Education

Definitions: Enabling policies and systems refers to those that aim to protect the safety, health, and well-being of the entire school community; provide effective educational continuity measures; protect education sector investments; and promote a culture of safety and resilience. Risk-informed policy and planning approaches are used to improve equity, prevent, and reduce risks, and increase capacities. Disaster risk reduction and climate change adaptation are integrated into education sector strategies, policies and plans and vice versa. This may include CSSF, Safe Schools Declaration, and Greening Schools endorsements and commitments.

These are communicated and understood at all levels of education administration, and are publicly available.

Comprehensive school safety refers to the following key elements described in the CSSF 2022-2030:

- safer learning facilities
- school safety, health, and educational continuity management
- risk reduction and resilience education.

All-hazards and risks include the following:

- **Natural and climate change-induced hazards** – Land: earthquake, landslide/rockslide, debris or mud-flow, glacial lake outburst, volcanic eruption, avalanche. Wind & Water: flood, tropical cyclone, windstorm, coastal erosion, tsunami, bridge/dam break, drought, water shortage, hailstorm, sandstorm, lightning. Fire: wildfire, structural fire. Temperature: extreme cold, extreme heat.
- **Technological hazards** – Nuclear, biological, radiological, and chemical threats (including hazardous materials and waste, pesticides, asbestos & paint & cleaning agenda), radiation, power shortage, road accidents (bus, car, bicycle, pedicab/ rickshaw, etc.) and other transportation accidents (train, plane, boat).
- **Biological and health hazards** – Pandemics (e.g., HIV, flu, Avian Flu, Ebola, COVID-19, etc.), epidemics (e.g., gastrointestinal), vector-borne diseases (e.g., Malaria, Dengue, Zika), unsafe or insufficient water, unsafe or insufficient food, air pollution (including moulds), water pollution, pest infestations (e.g., rodents, insects, venomous animals).
- **Violence and conflict** – Physical and humiliating punishment, abuse, neglect & exploitation, peer violence, sexual and gender-based violence, cyber-bullying, online violence, civilian and military conflict, gang violence, attacks on schools, students and staff, military use of facilities, child recruitment.
- **Everyday dangers and threats** – Vehicle accidents, drowning, playground accidents, alcohol and substance abuse, separation from family, unsafe routes to schools (e.g., in or through water, falling coconuts, animal crossings), displacement and migration, child labour, and child marriage.

#A2: Child-centred risk assessment is in place at all levels in the education sector.

SUB-INDICATORS

- Schools have access to hazard and risk data and information at sub-national and local levels.
- Hazards and risks to children are assessed at school level.
- Students are included in risk assessment in developmentally appropriate ways.
- School communities are informed about hazards and risks to their school and students.

#A3: Educational authority provides effective leadership and coordination for comprehensive school safety.

SUB-INDICATORS

- Educational authority leadership.
- School-based focal points.
- Organisational arrangements.
- Framework endorsements and commitments.

Definitions:

Leadership is demonstrated through designated senior management responsibility, representation in national platform for disaster risk management or climate change adaptation, cross sectoral coordination with disaster management / climate change adaptation, child protection and health systems.

School-based focal points refers to staff members, who volunteer and/or are assigned to develop leadership capacity to ensure that staff and students learn relevant knowledge and skills and that schools implement relevant policies and best practices in comprehensive school safety.

Organisational arrangements refers to coordination with National Disaster Management Organisation and climate change adaptation and child protection structures at national, sub-national and local levels, and active coordination of broad national/sub-national multi-stakeholder engagement in a single structure to support risk reduction and resilience and educational continuity planning.

Framework endorsements and commitments refers to the Comprehensive School Safety Framework and Safe Schools Declaration.

#A4: Sustained funding or finance are in place to reduce education sector risks and maintain educational continuity and support risk-reduction and resilience programming.

SUB-INDICATORS

- Safe and green school construction, retrofit or replacement are funded or financed.
- Risk reduction and resilience and resilience programming is funded or financed.
- Response preparedness, anticipatory action, education in emergencies is funded or financed.
- School facilities short and long-term maintenance are funded.
- Health nutrition and well-being programming is funded.
- Child protection and violence prevention programming is funded.

#A5: Monitoring and evaluation for comprehensive school safety is based on data and evidence.

SUB-INDICATORS

- Education authority accesses data on hazards and risks.
- Education authority collects outcome data on hazard impacts on the education sector.
- Education authority has data collection tools for Pillars 1, 2, and 3 used at school level and aggregated to monitor progress in advancing school safety.
- Data is disaggregated by gender and disability.
- Data collected is publicly available.
- Data is used for planning and decision-making.



B. PILLAR 1: SAFER LEARNING FACILITIES

Target: Every new school built is safe one

#B1: Regulation and monitoring systems guide the safe site selection, design and construction of new schools.

SUB-INDICATORS

The following are regulated and guided for quality assurance:

- Safe school site selection.
- Safe design.
- Safe construction.
- WASH facilities.

Safe school site selection regulation and guidance should include these considerations:

- a) land use plans that incorporate information about known hazards (maps)
- b) planning guidelines include physical planning (safe building arrangement on site), infrastructure availability, safe access and egress, and mitigation of residual site hazards.
- c) procedures for approval of school site selection
- d) when and how to engage in site investigation.

Safe school design regulation and guidance should include all of these considerations:

- Hazard maps are accessible and utilised.
- Guidelines/code provisions are published, accessible, applicable to wide range of contexts, and updated at least once every 5 years.
- Code requirements for schools are higher than residential standards for load requirements, and safety factors (normally 1.5x).
- Guidelines/code provisions include: ventilation, disability access, egress, fire safety, water and sanitation, and known hazards.
- Schools are required to be designed according to code/guidelines.
- School designs are provided by trained/certified/registered engineers and architects.
- School designs are approved by technically qualified specialists prior to construction.
- School design regulation and guidance includes WASH facilities.

Safe school construction practice regulation and guidance should include these elements:

- policy and process for inspection and quality assurance at key points during construction and prior to occupancy.
- supervision by qualified/certified site supervisor.
- construction records (as-built drawings and photos) are maintained in education sector records.

and % of new school construction that have mechanisms in place and are monitored for compliance with

- a) safe school site selection
- b) safe school design
- c) safe school construction
- d) inclusion of WASH facilities.

Measure: Number and Percentage of new schools built with a disaster resilient location, design, and construction.

Denominators: Number of new schools / classrooms / latrines / handwashing / water-points built.

Target: Existing schools are systematically made safer

#B.2. Existing unsafe schools are systematically identified, and upgraded or replaced (including WASH facilities).

SUB-INDICATORS

- Assessment of school facilities.
- Prioritisation and funding for upgrading.
- Upgrading or replacement.
- Systems for capacity development, monitoring, and quality assurance.

Definitions:

Systematically identified and upgraded refers to plans to:

- Replace (new construction in same location).
- Relocate (new construction in new location).
- Retrofit.
- Rehabilitation and/or Repair.

Assessment means that all public and private learning facilities have provided basic information about school location, number of functional buildings and classrooms, maximum student capacity, and for each building: year of construction, building typology, number of stories.

Prioritisation and funding involve estimation of budget and identification of funding sources and commitment of government and/or donor funds to implement replacement, retrofit rehabilitation and repair activities.

Upgrading includes replacement, retrofit, rehabilitation, or repair to improve safety, and safeguard education sector investments.

Construction capacity includes skills and competencies in the construction trades for understanding and applying safe design and detailing practices required and supervising and guiding safe construction.

Systems for monitoring and quality assurance include both process and outcomes.

Notes: Plan includes:

- a) estimated % of school building stock that has been inventoried and risk assessment
- b) # and % of unsafe school buildings have been identified and prioritised for retrofit or replacement
- c) construction capacity, systems for monitoring and quality assurance and financial resources are allocated for completion of needed upgrading within a 20-year time-period
- d) # and % of unsafe school buildings upgraded each year.

E.g. A systematic plan for assessment and prioritisation for retrofit and replacement involves:

- Education sector maintains a digital (ideally geo-spatial) inventory of all public and private learning facilities containing basic information about location, building typologies, # students, year of construction.
- National and sub-national hazard maps are used to identify exposure to specific hazards, based on location.
- Basic information about inventory and hazard information is used for desk review for first stage in triage system.
- School-based self-assessment using standard tools provides hazard, risk, and capacity information at the school site level, to triage for referral for technical assessment.

Denominators & Numerators:

- Total number of public and private schools at pre-school, primary school, and secondary school levels.
- Total number of schools inventoried.
- Total number of schools whose risks have been assessed with reference to national or sub-national risk maps.
- Total number of schools whose risks have been assessed using school-based assessment, and number referred for technical assessment.

B3: Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments.

SUB-INDICATORS

- Roles and responsibilities for buildings and grounds maintenance, non-structural mitigation, and WASH facilities are documented and assigned.
- Education authorities provide guidance and skill-training for routine maintenance, non-structural mitigation measures, and for WASH maintenance.
- Education authorities have identified budget and funding mechanism routine and deferred building maintenance, for non-structural mitigation, and for WASH facilities maintenance.

Definitions

Guidance for daily, weekly, monthly, seasonal, and annual maintenance (for school grounds, buildings, WASH facilities and other relevant infrastructure) is provided appropriate to new school construction, existing school construction. Processes or mechanisms are provided to cover these costs with local budget, deferred

maintenance budget, and/or requests to access support for larger projects. Metrics should be in relationship to either #/% schools at national and sub-national levels.

#B4: Policies and planning limit disruption of education due to use of schools as temporary shelters or collective centres, during the school year.

SUB-INDICATORS

- Disaster management and education authorities have identified those schools that are expected to be used as temporary evacuation centres for disasters with early warning, or as temporary collective centres or shelters in the event of major hazard impact.
- When school sites are used as temporary evacuation centres or collective centres, policies are implemented to maintain educational continuity, and student safety.
- Proactive measures are taken to prevent schools from use by armed groups or for military purposes.

#B5: Children are protected from death, injury and harm on the way to school

SUB-INDICATORS

- Schools ensure safe access to school via pedestrian routes, roads and waterways.
- Schools take proactive and protective measures to prevent gender-based violence, bullying, and attacks on the way to schools.
- Students use protective equipment on school transportation (buses, boats, etc.).

Notes:

Assessment and mitigation of dangers between home and school may include such measures as:

- Inspection and removal of roadway and bridge hazards.
- Identifying incidents of bullying, gender-based violence, attack.
- Warning signage and mirrors, designated pedestrian paths, protective barriers.
- Vehicle and water safety measures.
- Supervised crossings and buddy systems for safety.
- Transportation safety equipment (e.g. seatbelts, life jackets).



C. PILLAR 2: SCHOOL SAFETY & EDUCATIONAL CONTINUITY MANAGEMENT

#C1: Education authorities have robust participatory plans for risk management, risk reduction and response-preparedness.

SUB-INDICATORS

- National and sub-national plans are reviewed and updated at least every 2 years.
- Plans are publicly available.

Definitions:

Robust plans include safety and security, educational continuity, and protection of education sector investments.

#C2: Schools have robust participatory plans for risk management, risk reduction and response-preparedness.

SUB-INDICATORS

- Annual review of school risk reduction, health, safety, and educational continuity plans are part of ongoing school-based management and/or school improvement.
- Education authorities provide common approach and guidance policies and procedures for all key elements of risk reduction, response, and recovery.
- Inspection guidelines support monitoring of school-based safety plans.
- School-based plans are reviewed and updated annually.
- School based plans are publicly available.

#C3: Children's rights in the education sector are equally assured for children of all gender, disability, language, or cultural groups, and at all stages of development.

SUB-INDICATORS

- Education sector laws and policies protect equitable access to education for children at risk of exclusion.
- Educational enrolment and attainment are measured for groups at risk of exclusion.
- Systems and processes for school safety and educational continuity planning include planning for the specific needs of children at risk of exclusion.

Definitions:

At risk of exclusion includes: Girls and boys, non-binary children, children with disabilities, immigrant and refugee children, language, cultural and ethnic minority children, and religious minority children.

All stages of development includes: early childhood, primary, and secondary education for children ages 3-18.

Denominators:

- Number of girls and boys in the population.
- Number of children with different disabilities in the population.
- Number of children who are part of minority languages or cultures.

#C4: Education authority has standard operating procedures and requires regular school safety drills for disasters and emergencies to inform improvement in school safety planning.

SUB-INDICATORS

- Education authorities make high quality guidance for SoPs and school drills for disasters and emergencies, available to all schools.
- Schools hold regular emergency drills at least once per school term/semester.
- Schools hold annual full simulation drill to practice response preparedness and to review plans.

Definitions:

Standard operating procedures (SoPs) for disasters and emergencies in schools refers to safest responses to changing contexts including: safe building evacuation and safe assembly, evacuation to a safe haven, shelter-in-place, lockdown, and safe family reunification.

Regular emergency drills refers to fire drills held at least once per term or semester.

Full simulation drill refers to a drill for potential scenarios for specific hazards faced. This includes a post-disaster division of labour, and anticipation measures to be taken for safe supervision and family reunification.

Practice response preparedness includes evidence-based practices for self-protection in response to specific hazards, SOPs, and post-disaster functional division of labour appropriate to school implementation (e.g. incident commands systems).

High quality guidance materials refers to:

- Availability of high-quality guidance materials for SoPS for disasters and emergencies in schools.
- Annual simulation drills should be based on anticipated threats and linked to community-based drills, and where possible to national and global drills.
- Drills should include public and private schools, pre-school through secondary education.
- All staff and all students (all ages and abilities) participate in and review school drills.
- Outreach should include school community and include parents, after-school programs.

#C5: Education sector has robust systems and policies for school health and nutrition

SUB-INDICATORS

- Systems and policies address key elements of best practices in health, nutrition, and well-being.
- National school health policy covers best practices in delivery of wide range of health services as may be needed in local contexts.
- Robust data on *Water, Sanitation, and Hygiene* are monitored at school level.

Definitions:

Robust systems and policies includes: health promotion, adequate human, information and financial resources to support school health, leadership support, collaborative agreements, cooperation with parents and caregivers, and school delivery of health services.

Wide range of health services includes: Water, sanitation and hygiene, food and nutrition, physical activity, oral health, eye and vision screening, ear and hearing screening, immunisation, injury prevention, deworming, malaria, sexual and reproductive health, HIV and AIDS, substance abuse, and violence prevention.

Robust data on WASH includes:

- Water (water sources, quality, sufficiency).
- Sanitation (toilet types, number usable (i.e. accessible, functional, private)).
- Hygiene (handwashing facilities, soap and water).
- Solid waste management (e.g. waste reduction, recycling, disposal).



D: PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION

#D1: National Disaster Management Authority and Education authority have nationally adopted, consensus- and evidence based, action-oriented key messages as foundation for formal and non-formal education.

SUB-INDICATORS

These are:

- Adapted and adopted.
- Available to all schools.
- Used as a foundation for quality teaching and learning materials development.
- Used as a foundation for formal and/or non-formal education.

Definitions:

Action-oriented key messages for households and schools: Examples of a full set of consensus-based and evidence-based action-oriented key messages for personal, family, and household risk reduction and school safety have been adopted and adopted as foundation for public education in several countries. See: [Public Awareness and Public Education for Disaster Risk Reduction: Action-Oriented Key Messages for Households and Schools](#) (2018). These links are updated from time to time.

#D2: Climate-aware risk reduction, resilience, and well-being education are included in regular formal curriculum.

SUB-INDICATORS

- Skills and competencies in disaster risk reduction and climate change are integrated into primary and secondary formal curricula.
- Skills and competencies for sustainable development are integrated into primary and secondary formal curricula.
- Skills and competencies for health and well-being are integrated into primary and secondary formal curricula.
- Skills and competencies for social-emotional learning are integrated into primary and secondary formal curricula.

Definitions:

- Skills and competencies in disaster risk reduction and climate change include: understanding natural hazards science, understanding climate science, understanding and assessing local hazards and risks, understanding vulnerability to hazards and climate change, understanding risk reduction, understanding climate change adaptation and mitigation actions, learning and practicing safety measures, building community risk reduction capacity, building institutional culture of safety and resilience.
- Skills and competencies for sustainable development include: understanding principles and values of sustainable development, understanding dimensions of sustainability (environment, society, culture, and economy), locally relevant actions and practices for sustainability.
- Skills and competencies for health and well-being include: handwashing skills and behaviours, awareness of good nutrition, comprehensive sexuality education, physical education, preventing the use of harmful substances, disease spread prevention.
- Skills and competencies for social-emotional learning include: managing emotions, developing empathy, building relationships, problem-solving.

#D3 Non-formal experiential education for students and families addresses climate-aware, risk reduction, resilience, and well-being.

SUB-INDICATORS

- Skills and competencies in disaster risk reduction and climate change are acquired through after-school clubs, assemblies, extra-curricular and/or school-community activities.
- Skills and competencies for sustainable development are acquired through after-school clubs, assemblies, and extra-curricular and/or school-community activities.
- Skills and competencies for health and well-being are acquired through after-school clubs, assemblies, and extra-curricular and/or school-community activities.
- Skills and competencies for social-emotional learning are acquired through after-school clubs, assemblies, and extra-curricular and/or school-community activities.

Definitions:

Non-formal education in risk reduction and resilience includes:

- a) Student participatory activities for engagement in household, school, and community health, safety, risk reduction, violence-prevention, and social-emotional learning 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 health, safety, risk reduction, and social-emotional learning are utilised, and assessed, at school level through formal and non-formal education (including in Pillar 1 and 2 activities).
- c) Schools reach out to households and families to spread awareness.

#D4: Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience and well-being is developed and assessed.

SUB-INDICATORS

- Skills and competencies assessments includes: disaster risk reduction and climate change, sustainable development, health and well-being, social-emotional learning.
- Teacher capacity in disaster risk reduction and climate change, sustainable development, health and well-being, social-emotional learning is developed through pre-service training curriculum (mandatory or optional).
- Teacher capacity in disaster risk reduction and climate change, sustainable development, health and well-being, social-emotional learning is developed through in-service training curriculum and/or self-study resources (mandatory or optional).

Denominators:

individuals graduating from pre-service education training programs.

new staff.

teachers, staff, administrators.

% pre-service education training programs providing this content to all students.

% teachers accessing in-service or self-study training in these areas.

% schools with teachers training and teaching in these areas.

#D5: Schools have sufficient high-quality educational materials for teaching climate-aware risk reduction, resilience, and well-being.

SUB-INDICATORS

- Schools have sufficient high quality educational materials for teaching disaster risk reduction and climate change at early childhood, primary, and secondary education levels.
- Schools have sufficient high quality educational materials for teaching sustainable development at early childhood, primary, and secondary education levels.
- Schools have sufficient high quality educational materials for teaching health and well-being at early childhood, primary, and secondary education level.

- Schools have sufficient high quality educational materials for teaching social-emotional learning at early childhood, primary, and secondary education level.

Definitions:

and % of Schools have and use materials at early childhood, primary, and secondary education.

High Quality includes: wide range of age-appropriate, quality-checked materials are available to all schools (e.g. using quality criteria for development, review, and selection).

Sufficient includes: Inventory of number and grade levels of educational materials meeting criteria and demonstrate effectiveness in RR&R outcomes.

#D6: Student learning outcomes for climate-aware risk reduction, resilience, and well-being education are monitored and evaluated.

SUB-INDICATORS

- Knowledge, skills, and competencies of students in disaster risk reduction and climate change, sustainable development, health and well-being, social-emotional learning are assessed through measurable learning in early childhood, primary, and secondary education levels.
- Impact of student learning outcomes in disaster risk reduction and climate change, sustainable development, health and well-being, social-emotional learning are assessed through selected measures of impact on risk reduction and school health and safety outcomes.

PART 4: Addenda

Addendum 1:

Sources of Targets and Indicators for Harmonisation and Alignment

Whilst the CSS Targets and Indicators set is intended to be manageable and not exhaustive, we have made efforts to *harmonise with overarching frameworks*, and *align to other complementary frameworks*. This is understood as a long-term collective process.

Alignment with overarching frameworks

These Targets and Indicators draw upon these four major sources for alignment.

- [The Sustainable Development Goals \(SDGs\) 2015-2030](#) (For additional details on alignments with SDGs please see Appendix A of this document.)
- [The Sendai Framework for Disaster Risk Reduction \(SFDRR\) 2015-2030](#) (For additional details on alignments with SFDRR please see [CSS Framework 2022-2030 Appendices 6 and 7](#) detailing Global Targets for the Education Sector and Indicators for the Education Sector in relation to the four SFDRR Priorities.)
- [INEE Minimum Standards Indicator Framework](#) (2021) for Education in Emergencies.

Harmonisation with complementary sets of indicators

Many important intersecting sources of targets and indicators that have emerged in the past decade which are of significance to the revised CSS framework. The CSS Targets and Indicators are therefore designed to be consistent with complementary sets of indicators, which can be drawn upon for further in-depth targets and indicators where the context calls for this.

The intention is that this work will contribute to a global synthesis of targets and indicators by global partners at work in the intersecting domains of school safety, education in emergencies, greening schools, and violence-free schools.

Education Sector

- [Quick Guide to Education Indicators for SDG4](#) (2018). UNESCO Institute for Statistics.
- [What Does It Mean to Leave No One Behind](#) Discussion Paper, UNDP (2018).
- [Capacity Assessment and Planning Tool for Disaster Risk Management](#) Capacity for Disaster Risk Reduction Initiative (CADRI) (2022).
- [Towards Safer School Construction](#) GADRRRES (2016).

School Health & Nutrition

- [Monitoring and Evaluation Guidance for School Health Programs Thematic Indicators](#) (2014) Focusing Resources on Effective School Health (FRESH)
- [Making Every School a Health Promoting School: Global Standards and Indicators](#) (2021) World Health Organisation & UNESCO

Water and Sanitation

- [Drinking Water, Sanitation, and Hygiene in Schools – Global Baseline Report 2018](#). UNICEF (2018).
- [Core Questions and Indicators for WASH in Schools](#) UNHCR (2018).

- [Core questions and indicators for monitoring WASH in schools in the Sustainable Development Goals.](#)

Violence and Conflict

- [Mapping: Measuring School Based Security](#) INEE (2021).
- [Inspire Indicator Guidance and Results Framework: How to define and measure change](#) Ending Violence Against Children (2018).
- [Global Coalition to Prevent Attacks on Education Toolkit](#) GCPEA (2021).
- [A Whole School Approach to Prevent School-Related Gender-Based Violence](#), (2021). Global Working Group to End School-Related Gender-based Violence, United Nations Girls Education Initiative.

Humanitarian Action

- [Core Commitments for Children in Humanitarian Action](#) UNICEF (2020).
- [Assessing Mental Health and Psychosocial Needs and Resources, Toolkit for humanitarian settings](#) WHO, UNHCR (2012).s

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