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

COMPREHENSIVE SCHOOL SAFETY FRAMEWORK OPERATIONAL GUIDANCE CATALOGUE

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PART 1: INTRODUCTION
Purpose:

This document is a curated catalogue of operational guidance resources for comprehensive school safety. It is intended as a companion to the ***CSS Framework 2022-2030*** and the ***CSS Targets & Indicators 2022-2030*** to link users to available guidance to support the implementation and achievement of school safety in a wide variety of contexts. It supersedes the 2016 WISS package of Technical Support.

The CSS Approach is an *all-hazards* approach, which recognizes the importance of tackling all natural, and climate-induced hazards, technological, biological and health, violence and conflict, and everyday hazards with a unified method that anticipates and takes a proactive approach to risk identification and risk reduction and adaptation to address *all* of these. From our vantage point in 2022, recognizing the impacts of climate, COVID, and violence and conflict, we cannot afford to do otherwise.

The target audiences for this catalogue are:
- Regional, National and Sub-national, high- and mid-level public education sector duty-bearers and private sector and faith-based education providers
- Their cross-sectoral partners (disaster management, climate change, health, child protection, sustainable development planning)
- Their international development and humanitarian response partners (IGOs, INGOs, donors)
- Civil society partners (NGOs, CSOs, disabled people's organisations, private sector, academic and scientific organisations, parent-teacher associations, teacher/staff unions).

How to use this Catalogue

Guidance, Templates, Research & Policy briefs, and online training materials are found under the four main sections of this catalogue. A final section provides a broad range of country and regional examples to further support your exploration.

The first column in the catalogue shows icons referring to the relevant section(s) of the CSS Framework, icons showing the type of resource (See Resource Type table below), the Letter# combination referring to the CSS Targets and Indicators which are summarized in the Addendum, and a thumbnail image of the publication.

The second column provides the title and hyperlinks to original and translated versions of the document. The third column provides a brief description of the resources. And extensive collection of Spanish language resources are available in a separate resource maintained by GRE-LAC *here* and here (for cluster training resources). The third column contains a brief description of the resource.

Resource Types

Guidance & Best Practices
Resources to guide implementation activities.

Templates
Resources to be contextualized and localized as appropriate.

Research & Policy Briefs
Concise research-into-action and policy briefs for practitioners.

Country Examples and Case Studies
Selected country examples and case studies on specific topics.

Online Learning Resources
Courses, lessons, modules, and online tools

What is *not* included:

This catalogue does not include the many more resources available for guidance and implementation on education in emergencies and child protection in emergencies. These can be found in the *INEE Resource Library*.
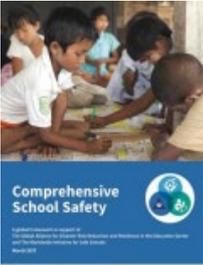
We hope this catalogue will help guide you in the implementation of the CSS Framework. For a more extensive list of CSS resources please see the *GADRRRES Resource Library*.
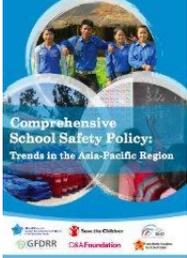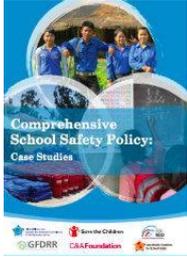
# PART 2. Tools and Resources

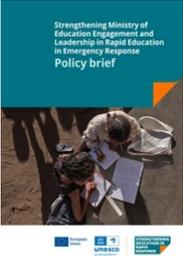# I: Enabling Systems and Policies

i) All Hazards / All Contexts

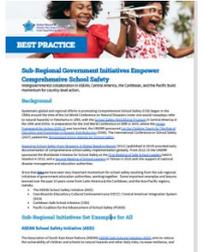| CSS Elements, Indicators & Resource Type	Title Languages	Description
#A1-5	***Comprehensive School Safety (CSS) Framework 2022-2030: for child rights and resilience in the education sector*** (2022) GADRRRES *English / Español / Français/ Bahasa Indonesia/ 中文 / Português /* *CSSF 2022-2030 Summary English / Español / Français /Bahasa Indonesia/ 中文 / Português /* Other language versions are available here	The CSSF provides a comprehensive approach to reducing risks from all hazards to the education sector by addressing: ● Foundations – Enabling Systems and Policies ● Pillar 1. Safer Learning Facilities ● Pillar 2. School Safety and Educational Continuity Management ● Pillar 3. Risk Reduction and Resilience Education More than 75 countries have endorsed and/or are using the framework to guide an all-hazards approach to child rights and resilience in the education sector.
#A1-5	***Comprehensive School Safety Targets & Indicators 2022-2030*** (2023) GADRRRES Other language versions available here	The CSS Targets and Indicators are the product of global consultative processes in 2014 and 2022. They cover the Enabling Systems and Policies, Safer School Facilities, School Safety and Educational Continuity Management, and Risk Reduction and Resilience Education. They are intended to guide policy and program development, to stimulate and aid monitoring of national commitments to implementing CSS, and to provide a foundation for the Comprehensive School Safety Assessment Suite, and other tools.

#A1-5	*Child-Centred Research-into-Action Brief: Developing and implementing Comprehensive School Safety policy* (2017) GADRRRES. *Summary* also available.	This brief reviews how policies are developed, and the roles practitioners can have in developing and implementing policies. It then discusses how the CSS Framework was developed through both top-down and participatory policy development processes, and highlights how practitioners can be involved in implementing, monitoring, and improving the CSS Framework.
#A1-5	*Comprehensive School Safety Policy: Trends in the Asia-Pacific Region* (2017) GADRRRES *中文* **Summary** *English* *中文*	This report, based on a global survey of CSS Policy Implementation, provides in-depth analysis of policies and gaps in the Asia-Pacific region. It provides insights for government actors and advocates on how to better design and strengthen policy approaches to risk reduction and resilience in the education sector. Trends are discussed with attention to policy facilitators and blockers.
#A1-5	*Comprehensive School Safety (CSS) Policy: Case studies* (2017) GADRRRES 中文	Nine case studies of CSS Policy implemented "at-scale", are compiled here. There are 4 for Pillar 1, and 3 for Pillar 2, and two for Pillar 3.

	#A1-5	*CSS: Enabling Systems & Policies Case Studies* (2017, 2023) GADRRRES • *Comprehensive school safety (CSS) policy case study: Scaling up CSS assessment in Laos and Indonesia* • *Protecting Children in Emergencies by Law in the Philippines* & *Summary*	These three case studies focus on scaling up comprehensive school safety policy, and strengthening the enabling environment for school safety: through school-based risk assessment in Laos and Indonesia, and legislation, in the Philippines.
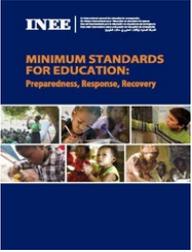
	#A1-5	*INEE Minimum Standards for Education: Preparedness, Response, Recovery* (2010) Inter-agency Network for Education in Emergencies *English* / *Français* / *Español* / العربية / *Português* Other languages available here	The INEE MS includes 19 standards, each with accompanying key actions and guidance notes. The handbook aims to enhance the quality of educational preparedness, response, and recovery, increase access to safe and relevant learning opportunities, and ensure accountability in providing these services.

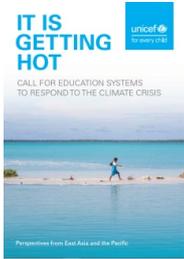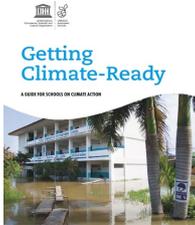|			
	#A1-5	*School Safety Context Analysis Template* (2022) GADRRRES See individual country reports under Part 4 of this Catalogue	The template is tailored for national school safety coordination mechanisms, offering an evidence-based foundation for comprehensive planning and priority-setting across all hazards and risks. It adopts a collective impact approach and is initially facilitated by a consultant through desk review, interviews, and group discussions. Consistent updates are recommended by education authorities and the national coordination group to ensure its effectiveness and relevance.

#A1, 2	***Rapid Education and Risk Analysis (RERA) Toolkit*** (2023) USAID	This toolkit supports the critical first step of better understanding the situation of education systems and learners and their complex and volatile contexts. The purpose of the RERA Toolkit is to guide: 1) USAID education staff on procuring and overseeing RERA implementation; and 2) Implementing partners on implementing a RERA.
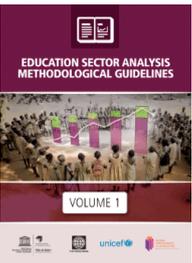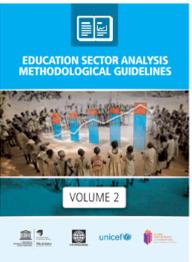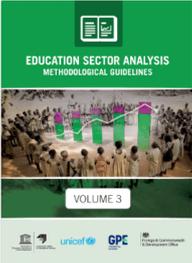
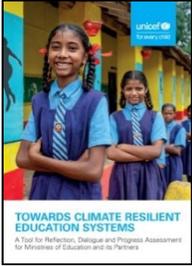| #A1-5	***Methodological Guidelines for Education Sector Analysis*** (2014). Global Partnership for Education, UNESCO, UNICEF, FCDO Vol 1 (2014) *English*/ *Español* / *Français*/ *Português* / русский Vol 2 (2014) *English* / *Español*/ *Français* / *Português*/ русский Vol 3 (2021) *English*	The Global Partnership for Education offers three volumes of guidelines: 1. **Volume 1**: Covers education sector development, including enrolment, efficiency, out-of-school children, financing, quality, system management, equity, and budget guidance. 2. **Volume 2**: Explores sub-sector specifics like early childhood development, higher education, non-formal education, literacy, and vocational training. 3. **Volume 3**: Provides guidance for government officials and partners to identify, plan, and mitigate education sector hazards at a systemic level. These resources are invaluable for enhancing education systems and outcomes.

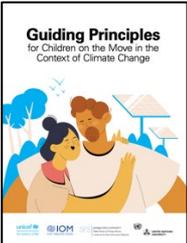|		
#A2	***Guidance for Risk-informed Programming*** (2018) UNICEF *English* / *Français* / *Español* /	This resource is a key guidance document for education practitioners to understand the linkages between risk, programme planning and delivery to increase resilience of learners and education systems across fragile and conflict-affected settings.
#A3	***Strengthening Ministry of Education engagement and leadership in rapid education in emergency response: policy brief*** (2022) IIEP-UNESCO	The policy brief offers practical suggestions for enhancing Ministry of Education engagement in rapid education in emergency (EiE) response. It caters to MoEs, humanitarian partners, and coordination entities, proposing measures to improve joint preparedness efforts, empower MoEs during EiE responses, and establish an effective environment for their leadership in managing sudden-onset emergencies.
#A, B, C, D	***CSS Best Practice: GADRRRES Regional Affiliates Champion Comprehensive School Safety – Foundations*** (2023) GADRRRES See other language versions available here	This report documents a decade of achievements of two regional affiliates of GADRRRES that bring together IGO, INGO, and a variety of other partners promoting school safety. Lessons learnd are shared by the *Asia Pacific Coalition for School Safety (APCSS)* and the Regional Education Group for *Latin America and the Caribbean (Grupo Regional de Educación para America Latina y El Caribe GRE-LAC).*

#A, B, C, D	*CSS Case Studies: Foundations – Enabling Systems & Policies* (2017 & 2023) GADRRRES	These case studies report on good examples of Comprehensive School Safety policy implementation, at scale. The collection covers all three pillars, as well as these titles on Enabling Systems and Policies: • Protecting Children in Emergencies by Law in the Philippines • Scaling up CSS Assessment in Laos and Indonesia • Transforming School Safety in Nepal • CSS Assessment Suite and Education Management Information Systems in the Philippines
#A3	*Best Practice: Sub-regional Government Initiatives Empower Comprehensive School Safety* (2023) GADRRRES	This report documents the successes of 4 sub-regional governmental initiatives for school safety, creating momentum for implementation of the CSSF in member countries: • The ASEAN School Safety Initiative (ASSI) • Coordinación Educativa y Cultural Centroamericana (CECC) / Central American Integration System (SICA) • Caribbean Safe School Initiative (CSSI) • Pacific Coalition for the Advancement of School Safety (PCASS)
#A2, 5	*School Safety Self-Assessment Survey Non-Technical Digital Toolset (school level)* (2023) GADRRRES	The *School Safety Self-Assessment Survey* is a non-technical digital toolset designed for integration into Education Management Information Systems to support planning and decision-making for school safety at school, national and sub-national levels. It is part of the GADRRRES *Comprehensive School Safety Assessment Suite*. It includes a customisable annual school survey, automated school safety reports with ratings, rankings, and recommendations, and automated aggregated reports.

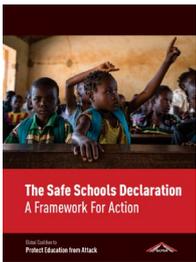|		
#A2, 5	***Rapid Post-Disaster Damage and Needs Assessment*** (2023) GADRRRES	The *Rapid Post-Disaster Damage and Needs Assessment* is a non-technical digital toolset designed for integration into Education Management Information Systems to support school-based assessment of hazard impacts on schools. It is part of the GADRRRES *Comprehensive School Safety Assessment Suite*. The survey, automated dashboards, and school and aggregated reports, and user management options are contextualized for each country instance.
#A3	***Risk-informed education programming for resilience: Guidance note*** (2019) UNICEF	This resource is a key guidance document for education practitioners to understand the linkages between risk, programme planning, and delivery, to increase the resilience of learners and education systems across fragile and conflict-affected settings.
#A3, 5	***Accountability to Affected Populations (AAP) handbook*** and ***toolkit*** (2020) UNICEF	The guidance resource offers practical steps for educators to introduce programming measures, ensuring accountability to impacted populations. This is important to ensure that school safety planning and coordination are aligned with the principles and goals of AAP.
#A5	***Capacity for Disaster Reduction Initiative Digital Tool*** (2021) CADRI	The CADRI Digital Tool empowers countries to enhance their disaster and climate risk reduction capacities. It enables registered users to engage in designing, planning, and implementing capacity diagnosis missions, adaptable to specific sectors and hazards.

ii) Climate & environment

CSS Elements, Indicators & Resource Type	Title Languages	Description
#A1-5 **EAST ASIA & PACIFIC**	*It's Getting Hot: Call for Education Systems to Respond to the Climate Crisis.* *Perspectives from East Asia and the Pacific* (2019) UNICEF	This document examines climate change's role as a risk multiplier in East Asia and the Pacific. It delves into education stakeholders' vulnerability to climate change, the associated risks, direct and indirect impacts on education, quantifying economic costs, and strategies for 'climate-proofing' the education sector. It outlines four priority actions: 1. Enhancing learning to address the climate crisis. 2. Improving data for climate-resilient education. 3. Ensuring continuous education amid climate change. 4. Strengthening education systems cross-sectorally. The document also includes case studies.
#A3, #B1, #C2, #D2, 6	*Getting Climate Ready – A guide for schools on climate action* (2016) UNESCO العربية/ *FRA* / *PRT* / *ESP* / 한국어	This toolkit for whole school approaches to climate action includes school governance, facilities, operations, teaching and learning and community partnerships. It provides step-by-step instructions and practical tools and templates for risk assessment and school and family preparedness planning.

	Towards Climate Resilient Education Systems: A Tool for Reflection, Dialogue and Progress Assessment for Ministries of Education and its Partners (2022) UNICEF Regional Office for South Asia	This tool is for education authorities and their partners to assess whether the education system is moving in the direction of increased climate change responsiveness. It includes system-wide standards and progress indicators for climate resilient education systems covering key education system components.
#D2, 3, 4		

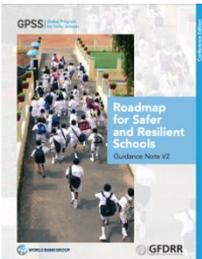|	Guiding Principles for Children on the Move in the Context of Climate Change (2022) UNICEF, IOM, Georgetown University, United Nations University	This document includes nine guiding principles to safeguard the rights and well-being of children migrating in the context of climate change.
#A2, #C3		

iii) Conflict & violence

CSS Elements, Indicators & Resource Type	Title Languages	Description
#A1–5	INEE Guidance Note on Conflict Sensitive Education العربية/ Français/ Português/ Español	This guidance note is for education practitioners and policy makers working in conflict-affected and fragile contexts. The optional strategies may inform government, development, and humanitarian workers. The guidance note may also be of use to additional audiences, such as humanitarian and development donors, and those working in other sectors: child protection, school health, water and sanitation, disaster risk reduction, peacebuilding, early childhood development, and livelihoods.

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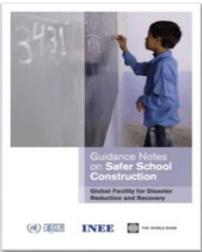|		
#A1	**_Safe Schools Declaration_** (2015). GCPEA See other languages: English, Arabic, Bambara, Bosnian, Burmese, Chinese, Croatian, Czech, Dari, Estonian, French, Fulani, Hindi, Japanese, Latvian, Lithuanian, Malay, Nepali, Portuguese, Russian, Serbian, Slovak, Somali, Spanish, Swahili, Thai, Turkish, Ukrainian, Urdu, Vietnamese	The SSD seeks to provide governments with a non-exhaustive list of suggestions, recommendations, and examples that can assist them as they determine the appropriate way to implement the commitments made through endorsement of the Safe Schools Declaration. It can also assist other interested parties, such as international or national organizations, which are working in a field that is of relevance to the Safe Schools Declaration (protection, education, international law) and which may be involved in advocating for endorsement or implementation of the Declaration.
#A1	**_Guideline for Protecting Schools and Universities from Attack During Armed Conflict_** (2014) GCPEA See other languages: English, Arabic, Bambara, Bosnian, Burmese, Chinese, Croatian, Czech, Dari, Dutch, Estonian, French, Fulani, Hindi, Japanese, Latvian, Lithuanian, Malay, Nepali, Portuguese, Russian, Serbian, Slovak, Somali, Sorani, Spanish, Swahili, Thai, Turkish, Ukrainian, Urdu, Vietnamese	The _Guidelines_ are intended to provide guidance to states and armed non-state actors for the planning and execution of military operations. They are primarily aimed at parties involved in armed conflict. The _Guidelines_ are intended, therefore, for wide dissemination and implementation by both state and armed non-state actors. A list of recommended actions to be undertaken by governments, the security sector, and civil society and international organizations to operationalize the _Guidelines_ is provided..
#A1	**_Checklist for Conflict Sensitivity in Education Programs | U.S. Agency for International Development (usaid.gov)_**	This document helps to strengthen the integration of conflict sensitivity within education programme planning and implementation cycles. The document has been developed as part of FACTRS – Fragility and Conflict Technical and Research Services.

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#A1, 2	*Safer Learning Environments (SLE) Assessment Toolkit	Education Links* (2023) USAID Francais / Español / العربية	The SLE Toolkit and Annexes, like the Rapid Education and Risk Analysis (RERA) Toolkit with which it is closely aligned, aims to provide users seeking a quick diagnostic exercise with guidance on understanding risks to safe learning.
#A5, #B6	*Toolkit For Collecting and Analyzing Data on Attacks on Education* (2023) GCPEA	The Toolkit provides guidance to governments, civil society organizations, the United Nations, and humanitarian and development agencies on collecting and analysing data to better understand and address the scope and impact of attacks on education.
#A2	*Supporting Integrated Child Protection and Education Programming in Humanitarian Action* (2022) INEE & Alliance for Child Protection in Humanitarian Action *English / Français / Español / Portugês / عربي*	The guidance promotes integration and collaboration across the two humanitarian sectors of education and child protection. It orients practitioners from government line ministries, national civil society organizations, community and faith-based organizations, NGOs, UN agencies,and donors, to principles, frameworks, opportunities, and resources for program integration for efficient, targeted, and effective interventions . The guidance note is organized by programmatic areas, which align with the domains and standards from both the Alliance's **Child Protection Minimum Standards** and the **INEE Minimum Standards**.

II. CSS Pillar 1 – Safer Learning Facilities

CSS Elements, Indicators & Resource Type	Title Languages	Description
#B1, 2	**Roadmap for Safer and Resilient Schools Guidance Note V. 2** (2019). GFDRR	The RSRS Guidance Note is a step-by-step guide intended to provide support to governments of developing countries exposed to natural hazards. Specifically, it focuses on the design of intervention strategies and investment plans to make schools safer and resilient at scale. The scope of the guide encompasses the recovery and reconstruction of school facilities affected by disasters. The steps include: 1) School Infrastructure Baseline 2) School Infrastructure Policy 3) Construction Environment 4) Financial Environment 5) Risk and Resilience Assessment of School Infrastructure 6) Intervention Strategy 7) Investment Plan 8) Implementation Strategy
#B1, 2	**Global Library of School Infrastructure – Taxonomy Guide** (2019). GFDRR	This introduces the classification methodology for school buildings based on 12 parameters known to govern the building's structural performance. The primary parameters are structural system, height, and seismic design level. Together with nine secondary parameters, a 'taxonomy string' describes the building's 'DNA', which can serve as the basis for understanding the disaster risks of school buildings and identifying risk reduction solutions at scale. Based on work in Nepal, El Salvador, Peru and the Kyrgyz Republic.

#B1, 2	[*Child-Centred Research-into-Action Brief: Best practices in community-based school construction*](#) (2018) GADRRRES	This brief explores how community-based approaches to school construction can improve local livelihoods, increase community satisfaction and expand children's access to education.

#B1, 2	[*Guidance Notes on Safer School Construction*](#) 2009 GFDRR, INEE, and UNISDR [**CH**](#)/ [**HI**](#)	This volume provides guiding principles and general steps to develop a context-specific plan to address school safety through the disaster resilient construction and retrofitting of school buildings. It includes general information and advocacy, essential guiding principles and strategies for overcoming common challenges. There are 5 suggested steps for planning construction and/or retrofitting initiative. Each describes the processes, important decision points, key issues or potential challenges, suggests good practices and tools to facilitate the actions, and provides references and resources to guide the reader to more detailed and context-specific information.

#B1, 2	[*Towards Safer School Construction: A community-based approach*](#) (2015) GADRRRES, GFDRR, Save the Children, UNESCO, ARUP, Risk RED Also: Six short videos in *English* / *Français* / *Español* / *नेपाली* / *العربية* See also Section 4 for *Country Examples*	Principles and Commitments for Safer School Construction anchor this document. This manual for decision-makers and program managers engaging in school construction in hazard-prone areas covers: - Key actors and activities - The stages of community-based safe school construction: - Strategic Planning and Mobilisation - Community planning - Community Design - Community Construction - Post-Construction

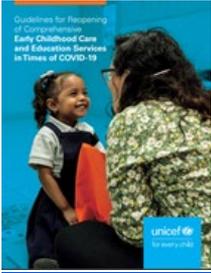|		
#B1, 2, 3	**VISUS Methodology** *Guidelines for Assessing Learning Facilities in the Context of Disaster Risk Reduction and Climate Change Adaptation* (2020) UNESCO, University of Udine, Sprint Lab *Volume 1: Introduction to learning facilities assessment and to the VISUS methodology* *Volume 2: VISUS methodology* *Volume 3: VISUS implementation* See also *VISUS Methodology Videos* See also under *Country Examples in Section 4.* *School safety assessment – VISUS methodology implementations*	VISUS (Visual Inspection for defining Safety Upgrading Strategies) provides a methodology for multi-hazard technical risk assessment methodology to assess the vulnerabilities of the built learning environment from a multi-hazard perspective. It provides decision-makers with information to establish multi-hazard safety upgrading strategies. Volume 1 is addressed to decision-makers at the ministries of education and ministries of public works in charge of school infrastructure. Volumes 2 and 3 are addressed to those who have a role in assessing the physical vulnerabilities of existing learning facilities either at the ministerial level (i.e. technicians) or in academia (notably in faculties of civil or structural engineering or of architecture).
#B4	**GADRRRES Template: School Maintenance Checklists** (2023) GADRRRES	This template contains checklists for the following: 1. School Safety Maintenance Planning 2. Suggested Tools List 3. Suggested Sanitation Supplies 4. Sample School Rules for Maintaining Facilities, Health & Safety 5. Daily & Weekly Maintenance Checklist 6. Monthly Maintenance 7. Seasonal & Planned Maintenance 8. Annual School Maintenance Survey
#B5	**Limiting and planning for schools as temporary evacuation centres in emergencies** (2017). Asia Pacific Coalition for School Safety	This document guides Pacific Nations on making decisions and allocating resources to meet shelter needs, while protecting children's rights to safety, well-being, and education. It includes a checklist to both limit and plan for schools as temporary evacuation centres. It was developed based on consultations with education and disaster management authorities, school principals and partners, from Vanuatu, Fiji, Tonga, and Solomon Islands.

#B1, 2, 5	**_CSS: School Construction Policy Case Studies – Pillar 1 Safer School Facilities_** (2017) GADRRRES • Seismic renovation and reconstruction of schools in Uzbekistan • Designing and building earthquake-safe schools in Uttar Pradesh • Guiding local governments to strengthen unsafe schools in Japan • Assessing and implementing structural interventions for schools in China	Throughout the world, there are examples of countries implementing Comprehensive School Safety (CSS) policies at scale. These four concern Pillar 1 – Safer School Facilities.
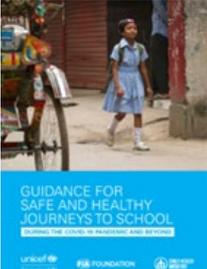
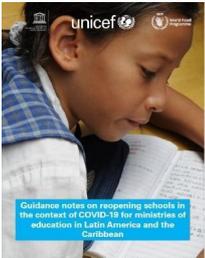|		
#B6	**_Guidance for Safe and Healthy Journeys to School: During the COVID-19 Pandemic and Beyond_** (2021) UNICEF and FIA Foundation	This guidance is focussed on the journey to school, both keeping students safe during a health crisis, as well as road safety.

III. Pillar 2: School Safety and Educational Continuity Management

CSS Elements, Indicators & Resource Type	Title Languages	Description
#C2, 4	**Participatory School Disaster Management Toolkit** (2015). Save the Children **School Disaster Risk Management Guidelines for Southeast Asia** (2016). ASEAN School Safety Initiative	Resources for Participatory School Disaster Management (SDM) include: ● Participatory SDM Handbook Template ● Participatory SDM Planning Forms Template ● Participatory SDM Children's Activities ● Participatory SDM Training Resource Presentation ASEAN includes a contextualized summary for the region.
#C2	**Child-centred Multi-Risk Assessments: A Field Guide and Toolkit** (2018) Plan International	Step-by-step guidance for INGO staff and their community-level partners for conducting multi-risk assessments at the community level. It includes several practical risk assessment tools to be used by children, youth, and/or adults.

#C4	***Child-Centred Research-into-Action Brief: School Emergency Drills*** (2018) GADRRRES	This brief explains the crucial role of school drills in improving school disaster risk reduction (DRR) and emergency response readiness. Evidence indicates that drills provide essential opportunities for individuals to learn and practice emergency response skills, fostering confidence in protective actions. Insights are offered for optimizing the effectiveness of school drills. Recommendations are made for individual and organisational capacity-building and linkages between school and community preparedness efforts.
#C3	***Gender-responsive education: Review Toolkit for Teachers, Teacher Educators, School Managers and Curriculum Developers in Africa*** (2021) UNESCO, IICBA	This toolkit covers: 1. Basic concepts (understanding gender and identifying and addressing gender gaps in education through gender analysis) 2. Understand adolescence and sexual maturation through a gender-responsive lens 3. Gender-responsive teacher education and school management 4. Gender-responsive school environment 5. Gender-responsive pedagogy and teacher education 6. Monitoring and evaluation of gender-responsive education A set of 13 tools supports implementation.
#C4	***CSS: School Safety Management Case Studies – Pillar 2*** (2017) GADRRRES • *Developing school plans and performing drills in Los Angeles* • *Nationwide school earthquake drills in Iran*	Throughout the world, there are examples of countries implementing Comprehensive School Safety (CSS) policies at scale. These four concern Pillar 2 – School Safety Management.

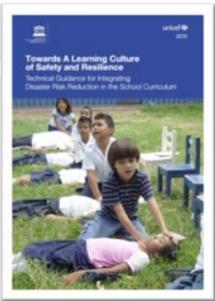|		
#C1, 2, 5	_Guidelines for Reopening of Comprehensive Early Childhood Care and Education Services in Times of COVID-19_ UNICEF (2021)	This document supports the provision of technical assistance to government partners and civil society organizations, including early childhood services providers and administrators, and is useful for other health-related disruptions to learning.
#C2	_Child Centred DRR toolkit_ (2010). Plan International	The toolkit is made up of 4 modules: Training children on disaster risk reduction through the hazard, vulnerability, and capacity assessment; Planning, monitoring, and evaluating child-centred disaster risk reduction programmes; Action planning with children on disaster risk reduction; and advocacy with children on disaster risk reduction.
#C4, #D1	_PAPE: Key Messages Part C: Standard Operating Procedures for Disasters and Emergencies in Schools_ (2018) IFRC & Save the Children	These standard operating procedures are designed to be a template for national or sub-national education authorities to adapt and adopt as standard guidance for all primary and junior schools. They can be used alongside the preparedness checklist for schools and the emergency provisions checklist for schools included in this section.

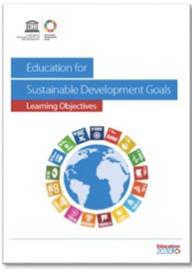|		
#C4 BEST PRACTICE *School Emergency Drills & Exercises: Quality Checklist and Evaluation Form*	***GADRRRES Template: School Emergency Drills & Exercises: Quality Checklist and Evaluation Form*** (2023) GADRRRES	This template is a companion to Part C of Public Awareness & Public Education for Disaster Risk Reduction: Action-Oriented Key Messages for Households and Schools, IFRC & Save the Children (2018). It provides a quick overview of the purpose of school drills and a comprehensive checklist and evaluation forms for all types of school drills and exercises.
#C4	***Child Protection AOR and Global Education Cluster COVID-19 preparedness and response resources*** (2020) CP AoR & GEC	These joint resources for COVID-19 preparedness and response are useful for a variety of health-related emergencies.

#C4
 	
Standard Operating Procedures (SOPs) for Disasters and…
 	
GADRRRES
39 videos · 206 views · Last updated on Feb 20, 2023
	GADRRRES SoP Videos Playlist
	
	SOP Videos have been localized for several countries.
	
	See also Section 4, for country examples
		Standard Operating Procedures for Disasters and Emergencies in Schools Videos cover the Emergency Decision Tree, and procedures for:
		  – Safe Building Evacuation
		  - Safe Assembly
		  - Evacuation to a Safe Haven
		  - Shelter-in-Place
		  - Lockdown
		  - Safe Family Reunification
		
		Videos also demonstrate hazard-specific procedures such as:
		  - Drop, Cover & Hold (earthquake)
		  - Drop, Cover, Hold & Count (tsunami)
		  - Get Down Low and Go, Go, Go (fire)

|			
	#C4	***Emergency Decision-Tree Whiteboard Animation*** *中文*	The Emergency Decision Tree – whiteboard animation explains how to decide which of the six Standard Operating Procedure is safest, as the situation evolves. The safest course of actions depends on continuously answering the questions: • What type of hazard is this (now)? • Is the building safe? • Is the surrounding community safe?
	#C5	***Guidance notes on reopening schools in the context of COVID-19 for ministries of education in Latin America and the Caribbean*** (2020) UNESCO, UNICEF, WFP *a) Before the school reopening* *b) As part of the school reopening* *c) With reopened schools*	A guide that provides ministries of education with recommendations and technical inputs for planning, preparing, and executing the safe reopening of schools. Includes School Reopening Guidance Notes and Checklists for before, during, and after reopening schools

IV. Pillar 3 – Risk Reduction and Resilience Education

CSS Elements, Indicators & Resource Type	Title Languages	Description
#D1	***Public Awareness and Public Education for Disaster Risk Reduction: Action-Oriented Key Messages for Households and Schools*** (2018). International Federation of Red Cross and Red Crescent Societies, Save the Children For country adaptations, see Part IV of this catalogue.	The second edition of this global template provides expert-validated, evidence-based, action-oriented messaging for risk reduction and resilience for households and schools. The three parts of the template provide: 1. All-Hazards messages (including household fire), as well as messages specific to 13 major hazards: Flood, Cyclone, earthquake, drought, wildfire, epidemics and pandemics, landslides, volcanoes, tsunami, pest infestation, extreme weather, chemical biological and nuclear hazards, winter storms. 2. Key Messages for Child Protection in Emergencies 3. Standard Operating Procedures for Disasters and Emergencies in Schools
#D3	***Family Safety & Resilience Plan Non-Technical Digital Toolset*** (2023) GADRRRES	The *Family Safety & Resilience Plan* is a non-technical digital toolset to support planning and decision-making for household and community safety. It is part of the GADRRRES *Comprehensive School Safety Assessment Suite*. It includes a customizable household safety survey, automated household reports with ratings, ranking and recommendations, automated aggregated reports, and management portal for data queries and administration.

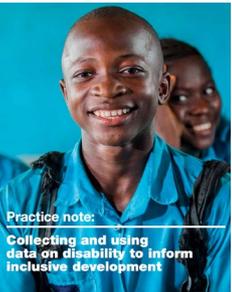|		
#D 1-6	*Child-Centred Research-into-Action Brief: Early Childhood and Disaster Risk Reduction* (2017) GADRRRES & Summary	This brief reviews the research and practice literature about early childhood and DRR. A focus on early childhood can be incorporated at national, community, classroom, and household levels.
#D 1-6	*Child-Centred Research-into-Action Brief: Children's impacts on household safety* (2017) GADRRRES & Summary	The brief outlines what is known about Child-Centred Risk Reduction (CCRR) education approaches that have proven effective in improving household risk and resilience levels.
#D2	*Towards a Learning Culture of Safety and Resilience: Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum* (2014) UNESCO, UNICEF	This document provides rationale and guidance for to empower learners to develop a culture of disaster resilience. It incorporates Education for Sustainable Development insights to encourage coverage of five dimensions of disaster risk reduction education.

#D2	***Safety, Resilience, and Social Cohesion: a guide for curriculum developers*** (2016) UNESCO- IBE, UNESCO-IIEP and PEIC *English* / **العربية** / ***Français***	This curriculum resource kit is organised into eight booklets and a glossary, this provides step-by-step advice on how safety, resilience, and social cohesion can be incorporated into curriculum development and revision processes. Topics are: Overview. Curriculum approach. Curriculum review. Teacher development. Textbooks and other educational materials. Assessment, and Monitoring and Evaluation. Getting started. Key content (desired learning outcomes).
#D2	***Education for Sustainable Development Goals: Learning Objectives*** (2017) UNESCO	This volume aims to support policy-makers, curriculum developers, and educators on how to use Education for Sustainable Development to support progress towards the SDGs. It identifies learning objectives, suggests topics and learning activities for each SDG, and describes implementation on different levels from course design to national strategies.
#D2, 4	***Teach for Climate Action: An Advocacy Toolkit on Climate Change Education for Educators and Their Unions*** (2021) Education International Asia-Pacific Regional Office	Intended for teachers, educators, and those belonging to education unions, this document introduces climate change education (CCE) within the framework of ESD, provides an overview of key CCE teaching and learning approaches, and offers practical guidance on campaigning for the inclusion of CCE in national education plans and climate agenda.
#D3, 6	***Educating the Whole Child: Improving school climate to support student success*** (2018) Learning Policy Institute	Research-based practices for creating positive school climates are provided. Guidance includes a framework for education of the whole child, and thirteen dimensions of school climate as well as policy and practice guidance to create the physiological and psychological conditions for productive learning.

	#D5	***Child-Centred Risk Reduction Research-into-Action Brief: Child-centred climate change adaptation approaches and household and community resilience*** (2020) Save the Children Summary also available	Climate change impacts children's health, safety, education, and security. However, children are active contributors to community resilience. They effectively communicate climate risks, lead behavior change, and offer unique insights. Child-centered responses can enhance resilience at individual, household, and community levels. Yet, barriers to children's inclusion persist, calling for community-wide integration.
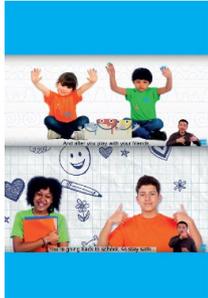
	#D5	***Recommendations for a safe return to schools: audio-visual materials***	These videos provide practical recommendations for children, adolescents, parents, and teachers on the safe return to school, following health-related emergencies.

	#D2–3, 5	***Y-Adapt*** IFRC Climate Center Available in: English, Francais, Español, العربية, Português	An experiential learning, games-based, engagement curriculum inspiring and supporting youth aged 13 - 25 years to take action on climate change adaptation in their communities. Sections cover: Introduction. Climate Change Challenge. Map the Hazard. See the System. Act to Adapt. Choose your challenge. Join the Y-Adapt community.

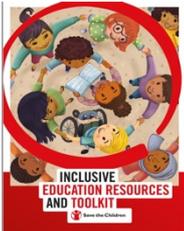|			
	#D2, 3, 5	***Children's Climate Cards*** (2021) RCRC Climate Centre, IFRC, and the Children in a Changing Climate Coalition Also available in: Bahasa; Chinese; Filipino; Somali; Myanmar; Nepali; Tetum; Thai; Vietnamese.	A set of cards with fun simple activities to inspire children aged 7-12 years to raise their voices on climate action. Each activity takes 30-60 minutes to complete. The goal is to inspire a global Children's Call for Climate Action Now.

#D2–5 **Toolkit** PSS and SEL Distance Education Resources for Teachers	*PSS and SEL Distance Education Resources for Teachers* (2022) INEE *English* / *Français* / *Español* / عربي / *Portugês*	INEE collected, reviewed, and curated quality tools that have been developed by INEE members and partners for the delivery of learner-centred PSS-SEL, including learning through play, through distance education modalities. The resources in the toolkit are grouped by type - Capacity Building for Teachers, Guidance & Toolkits, Lesson Plans & Activities - and are labelled by language, modality, and age/stage.

#D2–5 **CONNECT WITH RESPECT:** Preventing gender-based violence in schools Classroom Programme for Students in Early Secondary School (ages 11-14)	*Connect with Respect: Preventing gender-based violence in schools: Classroom Programme for Students in Early Secondary School* (age 11-14) (2017) UNESCO	This tool has been designed to assist teachers in delivering education programmes in early secondary school. It has been designed for students between 11 and 14 years of age and can be adapted for use with older students. It provides age-appropriate learning activities on important themes and concepts relating to the prevention of gender-based violence and the promotion of respectful relationships. The introductory section serves as a reference tool to assist school leaders to better understand how to take a whole-school approach to the prevention of school-related gender-based violence.

PART 3: Cross-cutting Themes

i) Gender, Disability, & Social Inclusion

CSS Elements, Indicators & Resource Type	Title Languages	Description
#D	*Child-Centred Research-into-Action Brief: Gender and Disasters* (2018) GADRRRES	This brief explores how globally, women often suffer disproportionately higher impacts in disasters than men. These impacts are more pronounced where the socio-economic gap between the sexes is wider.
#A1, 5	*Practice Note: Collecting and using data on disability to inform inclusive development* (2015) Plan International, CBM	This Practice Note discusses how data on disability can be collected and used within programs to support inclusive development practices, and outcomes.
#C3	*Essential actions on disability-inclusive humanitarian action checklist: Education* (2022) UNICEF	This checklist provides a package of essential actions required to ensure disability-inclusive education humanitarian action in line with the IASC guideline, CCCs, UNICEF Emergency Procedures, and guidance. It is a companion to UNICEF's Guidance on including children with disabilities in humanitarian action: education.

#C3	*UNICEF guidance on including children with disabilities in humanitarian action* (2022) UNICEF	This guidance consists of six booklets full of practical actions and tips. The *Education* booklet includes systematic and practical ideas.
#A3, **#C3**	*UNICEF toolkit on Accessibility in Emergencies* See esp. this Glossary and tipsheet *Engaging with Organisations of People with Disabilities (OPDs) in humanitarian action*	This toolkit provides an overview of how accessibility should be taken into account in emergencies and disaster preparedness. The sections cover: A. Advocacy for Accessibility B. Programme-related Buildings C. Accessibility in Emergencies D. UNICEF and UN Premises E. Accessibility Assessments F. Organization of Accessible Events G. Accessibility Checklists. The tipsheet presents some key steps for identifying and starting an engagement with organizations of persons with disabilities (OPDs).
#C3	*Take Us Seriously!* (2014) UNICEF *Français* / *Español*	A guide to engage children with disabilities in decisions affecting their lives. It emphasizes the importance of information-sharing and dialogue between children and adults based on mutual respect and the full consideration of children's views. The objective is to create an inclusive world that recognizes and addresses the needs and perspectives of children with disabilities.

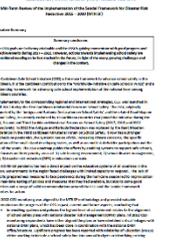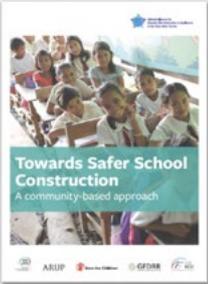| CSS Elements, Indicators & Resource Type	Title Languages	Description
#A3, #C3	*Inclusive Education Resources and Toolkit* **(**2022) Save the Children *English* / *Français* / *Español* / عربي	This is a resource and reference for all staff working in education programming to mainstream inclusion in their work. It covers: Access, Emotional and Psychosocial Protection, Physical Protection, Teaching and Learning, Parents and Community, School Leadership and Management, Policy and Systems, and Monitoring, Evaluation, and Learning.

ii) Child Participation

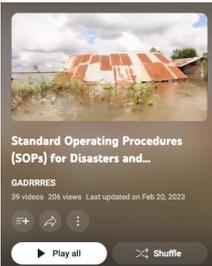| CSS Elements, Indicators & Resource Type	Title Languages	Description
#A2, 3	*Words into Action guidelines: Engaging children and youth in disaster risk reduction and resilience-building* (2020) UNDRR	This guide offers practical advice for a multi-sector approach to support, engage, and empower children and youth. It includes: • Key principles for meaningfully engaging and safeguarding children • Ideas for action • Using creativity, innovation, and play • Case studies • Resources
#D3	*Peer Learning for Climate Action* (2020) GIZ	This document highlights the importance of 'South-South' peer learning as an approach to strengthening national capacity for responding to the challenges of climate change. It provides practical recommendations for effectively funding and supporting peer learning for climate action

PART 4: Regional & Country Resources and Examples

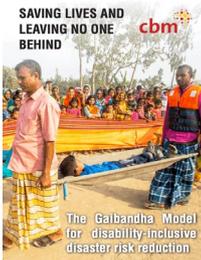| CSS Elements, Indicators & Resource Type	Title Languages	Description
#A1-5	**_School Safety Context Analyses_** (2017-2022) Various. • _China (2019)_ • _India (West Bengal & Bihar (2020)._ • _Lao PDR_ • _Nepal_ • _Philippines_ • _Solomon Islands_ • _Vanuatu_ **_Education Sector Snapshot for Comprehensive School Safety & Education in Emergencies (2013-2016)_** • _Bangladesh_ • _Fiji_ • _Indonesia_ • _Lao PDR_ • _Lao PDR_ • _Myanmar_ • _Nepal_ • _Philippines_ • _Thailand_ • _Timor Leste_ • _Solomon Islands_ • _Vanuatu_ • _Vietnam_	These School Safety Context Analyses (previously titled Education Secgtor Snapshot for CSS and EiE) provide an overview of comprehensive school safety and education in emergencies policies and programs in the country or province covered. They are essential reading for both school safety and education in emergencies practitioners as a foundation for appreciating and respecting the country context for child rights and resilience in the education sector. National School Safety Coordination platforms, led by Ministries of Education are encouraged to update these every 2-3 years.

#A1-5	**_Comprehensive School Safety Policy: Trends in the Pacific Region_** (2020) AJEM	This article summarized findings from the 2017 CSS Policy Survey in the Pacific.

#A1-5	**_Caribbean School Safety Initiative (CSSI) Thematic Case View:_** _MidTerm Review of the implementation of the SFDRR 2015–2030._ (2022) UNDRR	The Caribbean Safe School Initiative (CSSI) is the main framework to advance school safety in the Caribbean; it is the Caribbean contribution to the 'Worldwide Initiative on Safe Schools (WISS)' and a partnership framework for advancing safe school implementation at the national level among Caribbean countries.
		CSSI now has a stronger emphasis on pandemics, the systemic nature of risk, increasing climate concerns, the specific situation of the small island developing states, as well as on multi-stakeholder participation and the role of the youth. The CSSI Roadmap guides the efforts by enabling systems to support safe schools, and focuses on three priority areas of: 1) safe learning environment; 2) school disaster management and; 3) disaster risk reduction (DRR) in education curricula.

#B1, 2 	***Towards Safer School Construction Case Studies*** (2015) GADRRRES, GFDRR, Save the Children, UNESCO, ARUP, Risk RED • *Nepal - Students Lead the Way* • *Haiti - Trade-offs in Post-Disaster Response* • *Indonesia - A De-centralised Approach to School Construction* • *Nepal - Fostering Demand for Safer Schools* • *El Salvador - Rapid visual assessment for retrofitting* • *Laos - School community-based construction* • *Ghana - Sustainable design: building from the ground up* • *India - Training masons to build seismic-resistant schools* • *India - Influencing Comprehensive School Safety*	The case studies demonstrate how community-based approaches can: ● Provide safer school facilities. ● Raise awareness about hazards within communities. ● Build local capacity for safe construction practices. ● Strengthen a culture of safety within and around the school. ● Increase a sense of community ownership of the school. ● Ensure community values are incorporated into school design.
#B1-3, #A5 	***VISUS Methodology Country Examples***	The web pages provide a summary of the school safety assessment projects implemented through the VISUS methodology in many Countries with links to videos, publications, and a generic summary of the outcomes. Implementation in: LAO PDR INDONESIA PERU HAITI MOZAMBIQUE ZIMBABWE BOSNIA & HERZEGOVINA DOMINICAN REPUBLIC

#C2	*Toolkit for Building Disaster-Resilient School Communities in Southeast Asia* (2014) SEAMEO INNOTECH	Designed for high-risk communities in South Asia, this toolkit presents key concepts and practical examples concerning school-level disaster risk reduction and management (DRRM). The toolkit intends to support school heads and teachers to coordinate, setup, maintain and sustain DRRM programs effectively in their school communities.
#C1, 2, 5	*Education in Emergencies: UNICEF Interventions in Latin America and the Caribbean during COVID-19*	Report providing a map of education responses to COVID-19 in Latin America and the Caribbean.
#C4	*GADRRRES SoP Videos Playlist* • Lao PDR #1 - #11 • Philippines #13 - #17 • Vanuatu #18 • Emergency Decision Tree (EN) #19 • China #20 • Bangladesh #21 - #32 • Fiji #33 - #39 • ASEAN #40	Standard Operating Procedures for Disasters and Emergencies in Schools Videos Localized and contextualized "SOP" videos use dramatic, animated, and documentary styles to demonstrate basic procedures, and hazard specific procedures. Additional in this series will be added as they are produced.

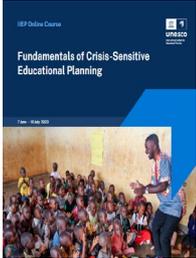|		
#D1	**Public Awareness & Public Education: Key Messages** • Bhutan (2016) • China • Fiji (2016) • Lao_PDR (2019) Lao_Eng (2016) • Philippines • Solomon Islands (2016) • Vanuatu (2016)	These National versions of the first edition (2012) and the second edition of *Public Awareness and Public Education for Disaster Risk Reduction: Action-Oriented Key Messages for Households and Schools* (2018) have been adapted by subject-matter experts and adopted by disaster management and education authorities in each country. These are a foundation for consistent behavior-change communications.
#D2, 3	***Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries*** *(2012) UNESCO, UNICEF*	The study is intended to support policymakers in mainstreaming DRR in school curricula. It includes research on optimal DRR curriculum practice from thirty countries covering: • DRR related curriculum development and integration • DRR Pedagogy • Student assessment • Teacher professional development and guidance • Learning outcomes • Policy development • Planning and implementation
#D3, 5	***CSS: Risk Reduction & Resilience Education Case Studies – Pillar 3 Risk Reduction and Resilience Education*** (2017) GADRRRES • *Students leading communities in disaster risk reduction through informal education in Cuba & Summary* • *Mainstreaming road safety education for children in South Korea & Summary*	Throughout the world, there are examples of countries implementing Comprehensive School Safety (CSS) policies at scale. These four concern Pillar 3 – Risk Reduction and Resilience Education.

#A3, **#C3** 	***Saving Lives and Leaving No One Behind - The Gaibandha Model for disability inclusive disaster risk reduction (DiDRR)*** (2018) CBIM	Community-based inclusive development contributes to sustainable, inclusive, and resilient communities that can withstand disasters. Lessons learned suggest this stepwise process: 1. Strengthen groups of people with disability, and their representative groups 2. Advocate with local government on disaster risk management 3. Build accessible infrastructure and involve community for inclusion in disaster risk reduction 4. Work with schools to strengthen household and community awareness and preparedness 5. Promote and support sustainable, resilient livelihoods

PART 5: Online Learning Resources

CSS Elements, Indicators & Resource Type	Title Languages	Description
#A	*Introduction to Comprehensive School Safety: online lesson* (2018) GADRRRES, Save the Children	This 60-90min. self-study lesson was developed for education sector managers, risk reduction and resilience focal points, and development and humanitarian workers in the education sector. It covers disaster risk reduction terminology, the scope of hazard impacts on education, the goals of CSS, and the three Pillars of CSS.
#A1-3	*Children and Climate Change E-learning Course* UNCC: Learn, UNICEF, UNITAR	This self-paced 3-hour (online and offline) course for government officials, development partners, and practitioners, aims to raise awareness and knowledge about the impact of climate change on children and opportunities for action. Focus areas include empowerment of children as actors, and roles for government. Five modules cover: 1. The Impact of Climate Change on Children 2. Strengthening Children's Resilience to Climate Change 3. The Benefits of Climate Change Mitigation for Children 4. Empowering Children to Act on Climate Change through Education 5. A Climate Change Agenda for Children

#A1-5	*Fundamentals of Crisis-sensitive Educational Planning* (2023) IIEP-UNESCO	This course develops participants' competencies and technical skills to analyse the impact of risks and identify how to integrate crisis risk reduction and climate change into national education sector policy and planning processes.
#A1, 2	*Introduction to risk-informed, conflict-sensitive and peacebuilding programming* (2022) UNICEF, CADRI *Français / Español /* العربية	This 2-hour online self-study resource guides education practitioners to understand the linkages between risk, programme planning, and delivery to increase the resilience of learners and education systems across fragile and conflict-affected settings.
#A3, **#C1**	*Global Education Cluster Core Coordination Training – CORE 1* (2022) CADRI, UNICEF	This training resource provided by the GEC provides practitioners and development partners with a ground understanding of coordination approaches in emergency contexts as well as strengthens government capacities to take on coordination functions. The GEC training package also usefully provides a series of additional resource materials for partners to utilize depending on local needs.

#A3	**Emergencies (EiE) Global Course** (2020) UNICEF *In 4 languages:* العربية *Full* / *Executive Summary* English *Full* / *Executive Summary* Français *Full* / *Executive Summary* Español *Full* / *Executive Summary*	This online learning course provides participants with basic understanding of varied hazards facing the education sector across multiple humanitarian settings and includes reference to resilience-building measures and the Comprehensive School Safety Framework. The course is highly recommended for those wishing to better understand education in emergency, and humanitarian needs, and strengthening resilience in the face of different risks for learners and school communities.

#C1, 2, 4	***Introduction to Participatory School Disaster Management Online Lesson*** (2018) Save the Children	This 90-minute e-module is intended for development and humanitarian workers in the education sector, education authorities, administrative, strategic planning, safety and security, school-based management, and risk reduction and resilience focal points. It covers:
		• CSSF: Pillar 2 – Scope, Roles & Responsiblities
		• Six Steps in School Disaster Management:
		  • Knowing Our Dangers
		  • Reducing Our Dangers
		  • Planning to Respond
		  • Preparing for Educational Continuity
		  • Reaching Out and Advocacy
		  • Implementing Our Plan
		• Emergency Decision Tree and six standard operating procedures for safety in disasters and emergencies in schools

#C 1, 2, 4, 5,	**Safe Schools Training** (2023) Vector Solutions K-12 Staff Courses K-12 Student Courses	Training modules (10-45 minutes) covering more than 40 school safety topics on natural hazards, biological and health hazards, violence hazards, school climate, mental health, and school safety management.

#C1– 4	**FEMA Online courses on School Emergency Planning and Response** (various) FEMA Español	IS-352.A: Multi-Hazard Emergency Planning for Schools, 3 hours IS-366A: Planning for the Needs of Children in Disasters, 6 hours IS-909: Community Preparedness: Implementing Simple Activities for Everyone, 1 hour IS-20.18: Diversity Awareness, 1 hour IS-317: Introduction to Community Emergency Response Teams, 6 hours IS-315: CERT Supplemental Training, 3 hours IS-100.C: Introduction to the Incident Command System, 2 hours IS-368: Including People with Disabilities & Others with Access and Functional Needs in Disaster Operations, 2 hours IS-505: Religious and Cultural Literacy and Competency in Disaster, 5 hours E360 Preparing for Emergencies: What Teachers Need To Know E361 Multihazard Emergency Planning for Schools E364 Multihazard Emergency Planning for Schools IS-360: Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship

#D2–5	*INEE PSS-SEL Training Module* (2019) INEE *English / Français / Español / Português /العربية*	This module outlines 3 hours (180 minutes) of training activities and materials related to psychosocial support (PSS) and social and emotional learning (SEL) in emergency contexts. It includes supplementary activities to further understanding of PSS-SEL concepts, for an extended duration of 5 hours (270 minutes). The Facilitator Guide provides the materials, facilitator notes (including main ideas and activity instructions), and a suggested script for the accompanying presentation.

ADDENDUM:
CSS OUTPUT TARGETS SUMMARY

Please see the full version of CSS Targets and Indicators please see here: *CSS Targets & Indicators 2022-2030*

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 is in place to reduce education sector risks, 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 (6)

Target: Every new school built is a 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 the foundation for formal and non-formal education.

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