



THE COMPREHENSIVE SCHOOL SAFETY FRAMEWORK

QUICKSTART GUIDE

This **Quickstart Guide** is organized into 4 sections: **What. Who. How. What Next.**

It provides a few quick overviews and tools that you can select and adapt to fast track your work in implementing the CSSF framework. We hope that these will be adaptable in the iterative and ongoing process of identifying and engaging stakeholders in school safety in recommitting to a shared mission, agreed measures of success, mutually reinforcing activities, and ongoing communication and facilitation to support this collective effort.

You can download this QuickStart Guide in available languages on the GADRRRES Website where it is found in the [Operational Guidance Collection](#).



WHAT'S INSIDE THE CSS QUICKSTART GUIDE?

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1. WHAT

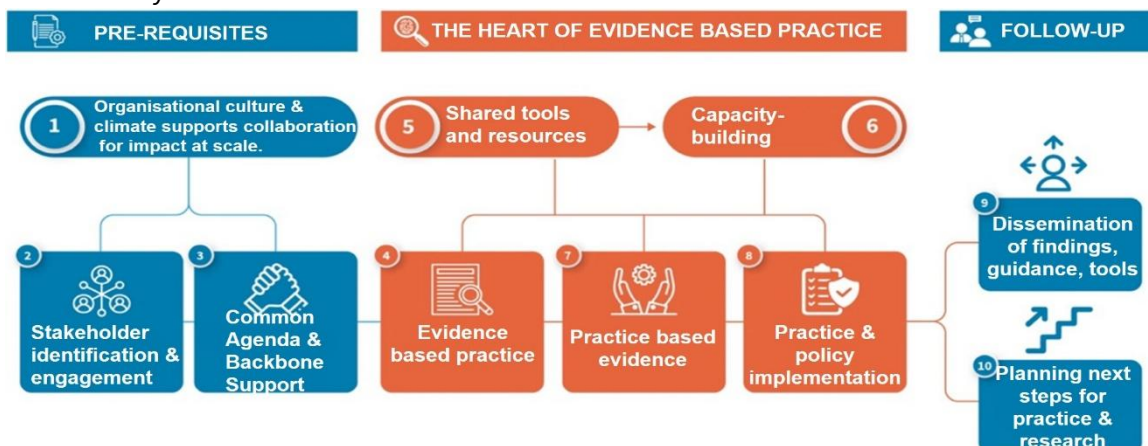
1.1 Evidence-based Practice Framework and Roadmap

The Comprehensive School Safety Framework provides strategic guidance to duty bearers and their partners to promote safe, equitable, and continuous access to a quality education for all. Its emphasis on a “collective impact” approach, and commitment to addressing *all-hazards, all-risks, and all-vulnerabilities* are evidence-based approaches to achieving child rights and resilience in the education sector.



GADRRRES uses this Child-Centred Risk Reduction and School Safety **Evidence-based Practice Framework** (see below) to move from current practice by gathering new practice-based evidence in student and staff safety, improved educational continuity, education sector investments safeguarding, and improved resilience and apply these to better policy implementation and better practice.

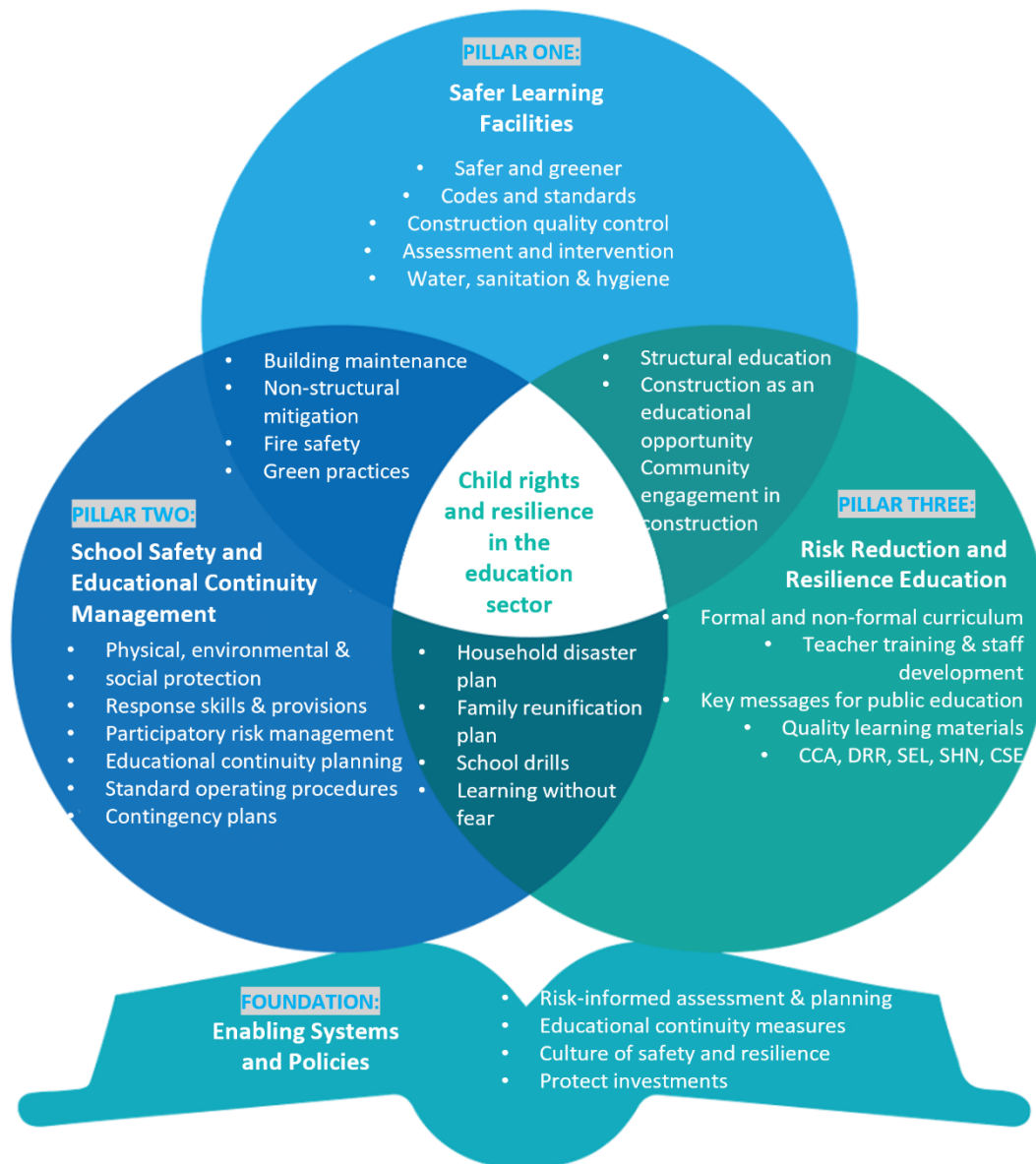
The **Evidence-based Practice Roadmap** (see below) shows ten important steps to applying **collective impact theory** to tackle complex social problems. Remaining tools shared in this CSS Quickstart Guide are designed to support the prerequisites and the heart of evidence-based practice. We hope that these will help you to design engaging capacity-development opportunities as you build a strong social movement for school safety.



Source: Petal, M. & Ronan, K. et. al. (2020). [Child-centred risk reduction and school safety: An Evidence-based practice framework and roadmap](#). International Journal of Disaster Risk Reduction 49 101633.

1.2 The CSS Framework – A Common Agenda

Note: You can download the full [CSS Framework](#) document in several languages



• Gender Equity • Disability and Social Inclusion •
• SDGs • SFDRR • The Paris Agreement • EVAC Safe to Learn • SS Declaration •

1.3 Our Common Agenda for Delivering School Safety and Resilience

Complementarities between

- **Comprehensive School Safety Framework** • **Safe Schools Declaration** • **INEE Minimum Standards**



Comprehensive School Safety Framework



Strategic guidance for developing an all-hazards, all-risks approach to resilient education systems, with 4 elements:

Foundation: Enabling Systems and Policies

Pillar 1: Safer Learning Facilities

Pillar 2: School Safety and Educational Continuity Management

Pillar 3: Risk Reduction and Resilience Education



Safe Schools Declaration



Intergovernmental political commitment to protecting education from attack, supporting:

Protection of schools from military use

Tracking & response to attacks on education

Ensuring **education continues** in conflict

Strengthened **global cooperation & advocacy**

Ensuring **accountability** for attacks

Standards setting practical guidance, including key actions and resources for education in emergency contexts, covering:

Domain 1: Foundational Standards for a Quality Response

Domain 2: Access and Learning Environment

Domain 3: Teaching and Learning

Domain 4: Teachers and Other Education Personnel

Domain 5: Education Policy



INEE Minimum Standards



All-hazards, all-risks approach



Natural & Climate-change induced



Technological



Biological & Health
(including pandemics)



Violence & Conflict



Everyday dangers and threats

The Comprehensive School Safety Framework (CSSF), the INEE Minimum Standards, and the Safe Schools Declaration (SSD) are highly complementary, offering a cohesive approach to enhancing school safety and resilience in various contexts. The CSSF provides a holistic framework for addressing school safety through its all-hazards and all-risks approach, bringing together multiple sectors to address risks ranging from natural disasters to conflict-related challenges. The INEE Minimum Standards serve as a practical resource within this framework, equipping education practitioners with tools and guidance to implement actions outlined under the CSSF, such as educational continuity planning, accelerated education programs, and curriculum adaptation while also explicitly referencing the SSD. Meanwhile, the SSD reinforces the principles of the CSSF and INEE by establishing commitments to protect schools from attack, reduce military use of educational facilities, seek to ensure the continuation of education during armed conflict, advocate for conflict-sensitive approaches to education and uphold the right to education in crises. Together, these tools and commitments form an integrated system that supports countries in ensuring the safety and continuity of education, while promoting resilience and safeguarding children's rights.

1.4 CSS Approaches to Change

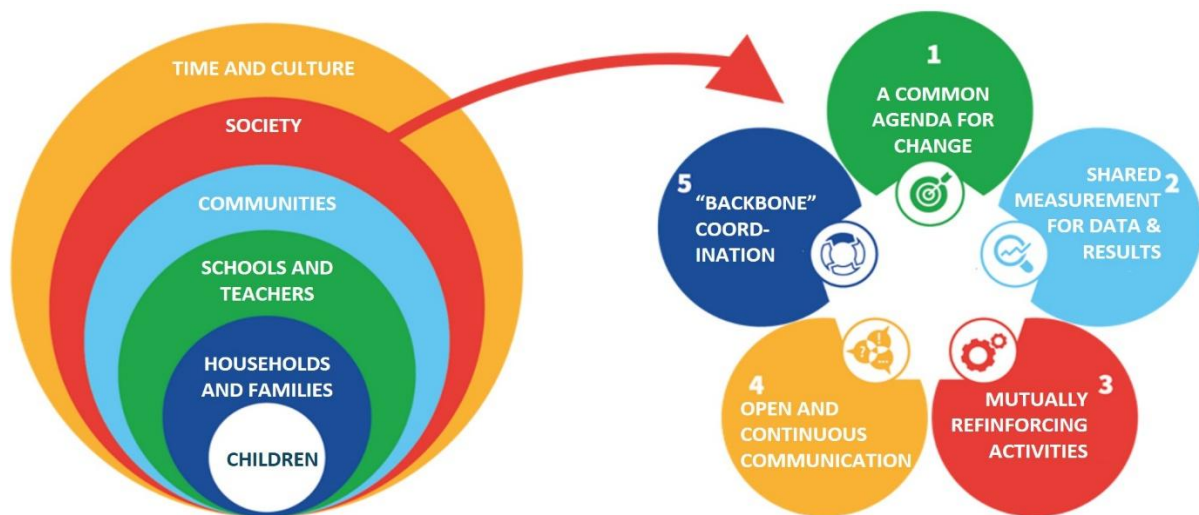
Use the illustrations and prompts below to discuss with your group, the challenges you face, the impacts at all levels of society, and how a collective impact approach can strengthen your work.

Child-rights lens

What specific challenges do you expect in fulfilling these four major categories of child rights ?
• safety and security
• protection
• development (educational continuity)
• participation

Socio-ecological model

Based on the socio-ecological model shown in the left side of the diagram below, what impacts do you expect to find on people at one or at each of these levels?
• children
• households and families
• schools and teachers
• communities
• societies
• time and culture



Collective impact approach

How can each component of the collective impact approach shown on the right side above (which applies to the "society" level of the socio-ecological model, help to create sustained impact at scale?
• A common agenda – The CSS Framework
• Shared measurement for data and results – The CSS Targets and Indicators
• Mutually reinforcing activities
• Open and continuous communication
• A backbone coordinating/facilitating organisation

1.5 CSS Targets & Indicators – Shared Measurements

Note: You can download the full [CSS Targets and Indicators](#) document, including sub-indicators and suggested measures, in several languages. Addendum #1 in that document notes alignments with following overarching global frameworks: • [The Sustainable Development Goals \(SDGs\) 2015-2030](#) • [The Sendai Framework for Disaster Risk Reduction \(SFDRR\) 2015-2030](#) • [INEE Minimum Standards](#) (2024), and **harmonization with many other sets of complementary indicators. Newer sets of complementary indicators are noted at the end of this section.**

Which of these outcomes on this page is important for your context?

(Don't forget to 'expect the unexpected'! Remember when the 2019 COVID pandemic caught many by surprise?)

COMPREHENSIVE SCHOOL SAFETY GOALS

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.

GLOBAL EDUCATION SECTOR TARGETS FOR THE SENDAI FRAMEWORK FOR DISASTER RISK REDUCTION 2015-2030

- #1. Minimize deaths and injuries and harm to children in schools due to all hazards and risks
- #2. Minimize school days lost due to all hazards and risks
- #3. Reduce education sector investment losses due to hazard impacts
- #4. Monitor school level and aggregated progress towards school safety
- #5. Countries work together at regional and global levels to achieve comprehensive school safety
- #6. Schools have access to, and use early warning systems

NATIONAL LEVEL SCHOOL SAFETY OUTPUTS

1. All children's and education sector staff's safety in school and on the way to school is improved.
2. Education-system resilience is strengthened in the face of all hazards:
 - enabling systems and policies are established, including agreed-upon principles, priorities, responsibilities and actions at all levels;
 - education sector investments are safe-guarded and school facilities are safer and greener;
 - school safety and educational continuity management processes are in place;
 - risk reduction and resilience education are promoted;
 - teachers are empowered and their capacities strengthened to make CSS possible at the school level.
3. Educational barriers to the most vulnerable learners – due to age, gender, disability, digital divide, and social exclusion (e.g. inter-sectional ethnic, linguistic and cultural diversity, as well as migrants and refugees) are identified and removed.
4. Intersectoral collaboration and the triple nexus (humanitarian, development and peace-building) are strengthened

COMPREHENSIVE SCHOOL SAFETY NATIONAL OUTCOME INDICATORS

#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.

CSS National Output Indicators

Which of these output indicators on this page are important to be measured in your context?



<p>A. Enabling Systems and Policies (5)</p> <p>#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.</p>
<p>B. Pillar 1: Safer Learning Facilities (5)</p> <p><i>Target: Every new school built is safe one</i> #B1: Regulation and monitoring systems guide the safe site selection, design, construction of new schools. <i>Target: Existing schools are systematically made safer.</i> #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.</p>
<p>C. Pillar 2: School Safety and Educational Continuity Management (5)</p> <p>#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 & 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.</p>
<p>D. Pillar 3: Risk Reduction and Resilience Education (6)</p> <p>#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.</p> <p><i>Newer sets of indicators below, published since 2022 are also considered complementary.</i></p> <p>Climate Change Green School Quality Standard (UNESCO, 2024)</p> <p>Gender, Disability and Social Inclusion Sendai Gender Action Plan (GAP, 2024) Disability Inclusive Humanitarian Action Toolkit (UNICEF, 2023)</p> <p>Water and Sanitation Concern Worldwide's WASH in Schools Toolkit (2021)</p> <p>Violence and Conflict Toolkit for Collecting and Analyzing Data on Attacks on Education (GCPEA, 2023).</p>




1.6 CSS Risk Identification Worksheet

In our country the following hazards can impact

- the safety of children in school and/or
- the continuity of education and/or
- education sector investments

Check all that apply


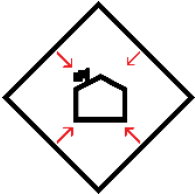
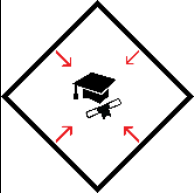
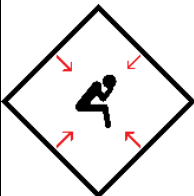
Natural and Climate Change-Induced Hazards			
	Land	Earthquake	
		Landslides/rockslides	
		Debris or mudflow	
		Glacial lake outburst	
		Volcanic eruption	
		Avalanche	
	Wind and Water	Flood	
		Tropical cyclone	
		Windstorm	
		Coastal erosion	
		Tsunami	
		Bridge / dam break	
		Drought	
		Water shortage	
		Hailstorm	
		Sandstorm	
		Lightning	
	Fire	Wildfire	
		Urban or settlement camp conflagration	
		Structural fire	
Temperature	Extreme cold		
	Extreme heat		
Technological Hazards			
	Hazardous Materials	Nuclear	
		Biological	
		Radiation	
		Chemical	
		Pesticides	
		Asbestos / Lead	
	Energy	Power shortage	
	Transportation	Road accidents (bus, car, bicycle, pedicab)	
		Trains, planes, boats	

Biological and Health Hazards			
	Pandemics	HIV, Flu, Avian flu, COVID (esp. air-borne)	
	Epidemics	Gastro-intestinal (e.g. water-borne)	
		Vector-borne (e.g. malaria, dengue, zika)	
	Food and Water	Unsafe or insufficient water	
		Unsafe or insufficient food	
		Water pollution	
	Air	Air pollution (including moulds)	
Pests	Infestations (e.g. rodents, insects, venomous animals)		
Violence and Conflict			
	Abuse and Neglect (esp. by individuals)	Physical and humiliating punishment	
		Neglect	
		Exploitation	
		Emotional abuse	
		Sexual and gender-based violence	
	Groups	Civilian and/or military conflict	
		Gang violence	
		Attacks on schools, staff or students	
		Military use of facilities	
		Child recruitment into military, gangs, or trafficking	
	Online	Cyber-bullying	
Online violence			
Disinformation and recruitment			
Everyday Dangers and Threats			
		Vehicle accidents	
		Drowning	
		Playground accidents	
		Alcohol and/or substance abuse	
		Separation from family	
		Unsafe routes to school (e.g. through water, animal crossings, train tracks, coconut groves)	
		Displacement and migration	
		Child labour	
		Child marriage	

1.7 Identifying Impacts, Gaps and Priorities






Potential impacts on children and education

Think about the different types of impacts of all the types of hazards previously identified.

	Physical impacts on students and staff
	Physical impacts on school facilitiesstudents and staff
	Educational impacts on childrenstudents and staff
	Psychosocial and emotional impacts on students and staff

Gaps, Priorities and Next Steps

Your national school safety coordination group will want to review their progress towards school safety at least every two years and identify priorities and next steps. Along with the results from your [CSS Policy Survey](#) form can be adapted for small and large groups to work together in preparation for development of a roadmap for action. (See **Regional and National CSS Implementation Roadmap Template** in this Quickstart Guide). As you look for additional guidance, don't forget to check the [GADRRRES Resource Library and Collections](#) for additional materials.

COMPONENT	GAPS AND PRIORITIES	NEXT STEPS
 <p>Enabling Systems and Policies</p>		
 <p>Pillar 1: Safer School Facilities</p>		
 <p>Pillar 2: School Safety and Educational Continuity Management</p>		
 <p>Pillar 3: Risk Reduction and Resilience Education</p>		
 <p>Cross cutting theme: Gender equity, disability and social inclusion</p>		

2.WHO

2.1 Connection and Collaboration Worksheets

The first step for staff working on school safety and resilience is to compile a database of key stakeholders for engagement and communication. The agency responsible for facilitating this process (usually the national education authority) should maintain and update this database for ongoing coordination. These worksheets will help identify comprehensive information needed to begin to engage all relevant organisations and individuals in collective school safety efforts.

The [*School Safety Stakeholders Rolling Database.XLS*](#) template file can be adapted to track all of these contacts at various levels: Global, Regional, National, Sub-national, and Local. Entries include Organisations, Departments, and Individual focal points, with additional fields for areas of responsibility.

Global and Regional collaboration and coordination mechanisms

(Tag #global or #regional as appropriate)

TYPE / SECTOR	NAME OF ORGANISATIONS	CONTACTS / FOCAL POINTS
Education organisations & institutions		
Disaster management & climate change adaptation		
Inter-governmental organisations & U.N.		
INGOs		
Legal frameworks & agreements		
Education frameworks & programs		
Multi-stakeholder school safety mechanisms (GADRRRES, Regional Affiliates, EiE Regional Cluster)		
Bilateral and Multi-lateral donors		

National collaboration and coordination mechanisms and primary partners

To maximize efficiency and avoid duplication, embed a national school safety and resilience coordination group within existing frameworks. This ensures flexibility for expanding stakeholder engagement while leveraging cross-sectoral collaboration. Rather than creating additional or parallel coordination mechanisms (which often involve overlapping stakeholders), it is more effective to build on existing structures. Identify and connect with established collaboration and coordination platforms to consolidate efforts in school safety and resilience.

SECTOR	COORDINATION MECHANISM	LEAD AGENCY	NAME & CONTACT INFO
School Safety and Resilience			
Disaster Management & Emergency Response			
Climate Resilience			
Education partners (eg. LEG)			
Education frameworks & programs			
Infrastructure & environment			
Gender equity & social inclusion			
INGOs & NGOs			
CSOs			

Education sector – National Authorities and Related Focal Points

Who are the individuals within the national education authority/authorities, and any faith-based, private, or community education groups who are identified (or need to be identified) in relation to each of these domains? (Don't worry if some names appear more than once, but ensure no single name appears everywhere.)

AREAS OF RESPONSIBILITY	DEPARTMENT	DESIGNATION (ROLE)	NAME & CONTACT INFO
Overall Coordination: School safety and resilience			
CSS Foundations: Systems, Policy and Advocacy			
Strategic Planning, ICT, EMIS			
Non-governmental (faith-based and private education authorities)			
CSS Pillar 1: Safer School Facilities (assets management / WASH)			
Risk Assessment			
Risk Reduction			
CSS Pillar 2: School Safety and Educational Continuity Management (admin)			
Interface with Disaster Management / EiE / EWS/ response / recovery			
Interface with Climate Change Adaptation			
Response Preparedness Skills			
Response Preparedness Provisions and contracts (anticipatory action)			
Limited use of schools as temporary shelters			

CSS Pillar 3: Risk Reduction and Resilience Education (curriculum, staff development)			
Inservice training			
Pre-service training institutes & faculties			

Public Sector Cross-Sectoral Connections – Agency Focal Points and Education Counterparts

SECTOR	AGENCY & DEPARTMENT	FOCAL POINT & CONTACT INFO	EDUCATION SECTOR COUNTERPART
NDMO / Civil Protection / Climate / DRR / Public Safety Authorities			
Health & Nutrition Authorities / Public Health / Health Cluster /			
WASH Sector Authorities / WASH Cluster			
Child Protection Sector / Protection Cluster / Women & Children			
Mental Health and Psychosocial Support			
Violence Prevention/Intervention (incl. law enforcement, military)			
Settlements / Housing / Shelter / Local Government / Land Use			
Gender Equity / Social Inclusion			
Finance Authorities			
Ministry of Foreign Affairs / International Relations			
Other Government Authorities (including migration, IDP, military)			

Other National and Sub-national level Stakeholders

TYPE	ORGANISATION	NAME & CONTACT INFO
Civil Society Organisations (NGOs, coalitions, child rights groups)		
Community-Based Organisations (faith-based groups, neighborhood associations)		
Professional, Academic, and Scientific Experts (universities, risk specialists)		
Private Sector Partners (foundations, banks, insurers, telecoms, construction firms)		
Media and Advocacy Groups (journalists, influencers, public information)		
Youth and Student Groups (student associations, climate activists, volunteers)		
Parents, Guardians, and Caregivers (PTAs, school boards, disaster committees)		
Marginalized Groups and Inclusive Engagement (disability organisations, women's rights groups)		

2.2 School Safety and Resilience: Projects and Programs Mapping Form

Who? What? Where? for IGO, INGO, NGO, and CBO programs supporting school safety

School Safety & Resilience Coordinator will distribute this in editable electronic format to facilitate completion and submission by users. One separate form should be used for each program.

The data in these forms will be collected and maintained in a digital Directory of School Safety and Resilience Programming, to sharing with all stakeholders concerned with school safety.

Organisation

Date

--	--

Contact Persons and Designations	E-mail	Telephone / WhatsApp

Program / Project / Activities (complete 1 form for each relevant program currently underway or in the pipeline).

--

Domains of intervention (please check all that apply).

<input type="checkbox"/>	CSS Foundations: Systems, Policy and Advocacy	<input type="checkbox"/>	Risk Assessment
<input type="checkbox"/>	CSS Pillar 1: Safer School Facilities	<input type="checkbox"/>	Risk Reduction
<input type="checkbox"/>	CSS Pillar 2: School Safety and Educational Continuity Management	<input type="checkbox"/>	Response Capacity: Skills (preparedness and anticipatory action)
<input type="checkbox"/>	CSS Pillar 3: Risk Reduction and Resilience Education	<input type="checkbox"/>	Response Capacity: Provisions
<input type="checkbox"/>	Climate Change Adaptation	<input type="checkbox"/>	Child Protection
<input type="checkbox"/>	Emergency Response	<input type="checkbox"/>	Violence Prevention and Response
<input type="checkbox"/>	Water & Sanitation (in schools)	<input type="checkbox"/>	Prevention of Attacks on schools
<input type="checkbox"/>	Health & Nutrition (in schools)	<input type="checkbox"/>	Equity: Gender, disability, social inclusion
<input type="checkbox"/>	Early warning and early action	<input type="checkbox"/>	Other (please specify)

Hazards Addressed (please select one category per program and add any details)

<input type="checkbox"/>	All Hazards
<input type="checkbox"/>	Most Hazards (which are excluded)
<input type="checkbox"/>	Some Hazards (which are included)

Target Group(s)

Geographic Area Covered (If not nation-wide, please describe by sub-national and sub-sub national jurisdictions)

Time Frame

Other Partners

Objectives

Strategy/Method/Approach

Information and Education or Social and Behavioral Change and Guidance Materials (titles & weblinks, if available)

Links for relevant website or electronically available reports

Budget for this work

Outcomes to Date

Lessons Learned

Future Targets

3. HOW

3.1 School Safety and Resilience Strategic Planning Process

PROCESS STEPS: The process suggested has four broad steps, which may be modified:

Step 1. Identify stakeholders and advocates and bring them together. Be sure to tap the unusual as well as the usual. Maintain your stakeholder database for ongoing communication.

Step 2. Research the context and current measures of progress

Step 3. Hold a large stakeholder strategic planning meeting every 2-3 years to identify gaps, set priorities for action, and coordinate mutually reinforcing activities.

Step 4. Support your national (or sub-national) coordination mechanism to provide backbone support for continuous communication, action planning and review (via quarterly meetings).

STEP 1 IDENTIFY STAKEHOLDERS AND ADVOCATES and BRING THEM TOGETHER

Be sure to tap the unusual as well as the usual. Make use of these worksheets, template, and form to identify stakeholders and to maintain your stakeholder database for ongoing communication.

Connection and Collaboration Worksheets

School Safety and Resilience Stakeholder Database Template (.xls)

School Safety and Resilience Program Mapping Form

STEP 2 RESEARCH THE CONTEXT AND CURRENT MEASURES OF PROGRESS

It is important that stakeholders work from a shared understanding of current data and evidence about the national (and sub-national) context for school safety and resilience. There are two main tools to help provide the context analysis, and evidence-base for strategic planning. It is recommended that your national or sub-national school safety and resilience coordination group initiates data collection and validates the outputs of these tools:

[Comprehensive School Safety Policy Survey](#) and **CSS Policy Survey Reports**. Reports are available online for those countries that completed the [2017](#) and [2024](#) surveys. In addition, the survey is available in 14 languages, for online completion. Guidance is available for survey facilitators to work with subject matter experts to collect and validate the data. Automated reports are available after submission.

[Comprehensive School Safety Context Analyses](#) are research reports that have been completed for many countries between 2013 and now. The reports are usually completed using a combination of desk review, key informant interviews, and validation by national school safety coordination groups. It is recommended that these be updated every couple of years. [Comprehensive School Safety Context Analysis Template](#) is available in English.

STEP 3 HOLD A LARGE STAKEHOLDER STRATEGIC PLANNING MEETING

Plan to hold this meeting every 1-2 years to identify gaps, set priorities for action, and coordinate mutually reinforcing activities.

Share and review any available reports on context analysis and baseline data.

Agree on a Common Agenda (See the [CSS Framework](#)) and Shared Measurement System (See e.g. [CSS Framework Targets and Indicators](#)).

Develop a roadmap and action plan.

Establish systems for continuous communication

Establish or strengthen a national (or sub-national) coordination group for facilitation and backbone support.

Make use of these worksheets:

- **Identifying impacts, gaps and priorities** to start your conversations
- **School Safety and Resilience Mapping Form** to compile a Who? What? Where? Catalogue of existing programs
- **Regional and National CSS Implementation Roadmap Template**
- **Sample ToRs for National School Safety Coordination Group**

STEP 4 SUPPORT YOUR NATIONAL (or sub-national) COORDINATION GROUP

Step 4. Support your national (or sub-national) coordination group to provide backbone support for continuous communication, action planning and review through at least quarterly meetings. Continue to include newly identified stakeholders, refresh evidence base, review progress, and revisit strategic planning every 2-3 years.

Use the: • **Collective Impact Checklist** to monitor your progress in working together towards your goals.

3.2 Sample Terms of Reference for National School Safety and Education in Emergencies Coordination Groups

1. Background and Rationale

The National School Safety Coordination Group is established to ensure a **collective impact approach** to **comprehensive school safety (CSS)** and **child rights and resilience in the education sector**. The group is co-convened by the [National Ministry of Education] and the [National Disaster Management Organization], bringing together multiple stakeholders to align efforts, coordinate actions, and measure progress in making schools safer, ensuring education continuity, and fostering resilience among children and educators.

The [GROUP NAME] operates under **two primary global frameworks**:

Part 1: Comprehensive School Safety Coordination in Regular Times – guided by the **Comprehensive School Safety Framework (CSSF)** developed by the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES). The CSSF takes an *all-hazards, all-risks, all-vulnerabilities* approach to school safety.

Part 2: Coordination for School Safety During Emergencies and Humanitarian Response – informed by the **UN Office for Coordination of Humanitarian Assistance (OCHA)**, the **Global Education Cluster (GEC)** co-chaired by **UNICEF and Save the Children**, and the **Interagency Network for Education in Emergencies (INEE)**.

2. Objectives

The overarching goal is to take a **participatory, risk-informed approach** to:

Protect learners, educators, and school staff from death, injury, violence, and harm in schools and learning spaces.

Plan for education and protection continuity, minimizing disruptions from hazards, shocks, and stresses.

Promote risk reduction, resilience-building, and sustainable development through knowledge and skill-building.

3. Roles and Responsibilities

3.1 National Coordination Structure

The [GROUP NAME] is structured with the following key components:

National Coordination Body: Co-led by the Ministry of Education and the National Disaster Management Organization, responsible for policy alignment, strategic oversight, and national-level planning.

Technical Working Groups (TWGs) as needed: Focused on specific areas such as risk assessment, school safety infrastructure, educational continuity (including emergency preparedness, anticipatory action, and emergency response).

Regional/Sub-National Coordination Groups as needed: Ensure localized implementation and feedback loops to the national body.

Stakeholder Forum as needed: Engages civil society, UN agencies, NGOs, academia, private sector, and community representatives, with attention to equity, diversity and social inclusion.

3.2 Stakeholder Responsibilities

Stakeholders commit to:

Participating in quarterly coordination meetings and annual strategic planning sessions.

Contributing to risk assessments, monitoring, and reporting.

Aligning activities with the national **Comprehensive School Safety Plan**.

Supporting knowledge-sharing and technical assistance.

4. Part 1 – Regular Coordination for Comprehensive School Safety

4.1. Key Areas of Work, Objectives, and Responsibilities

The [GROUP NAME] supports the implementation of the Comprehensive School Safety Framework (CSSF), which uses a risk-informed, all-hazards approach to school safety. It aligns national planning with global standards and identifies gaps and priorities using CSSF indicators.

Area of Work	Objectives & Responsibilities
Systems and Policies	Develop and implement education and disaster management policies that address all hazards and vulnerabilities. Promote child rights, education continuity, and sector resilience through leadership and sustainable funding. Use risk-informed planning to improve equity and reduce risks.
Pillar 1: Safer Learning Facilities	Ensure all new and existing school buildings meet national and international safety standards. Prioritize safe site selection, construction, and retrofitting of unsafe structures. Include accessible infrastructure (e.g. WASH, evacuation routes, early warning systems) to support safety and learning.
Pillar 2: School Safety and Educational Continuity Management	Establish inclusive, multi-hazard preparedness and response plans at all levels. Focus on continuity of learning and protection through anticipatory action and recovery planning. Engage communities and ensure accountability to affected populations.
Pillar 3: Risk Reduction and Resilience Education	Integrate safety, climate risk, and child protection education into formal curricula and extracurricular activities. Train educators in delivering resilience education. Provide quality materials and measure learning outcomes, including psychosocial well-being.

4.2 Key Outputs and Indicators

Children are not killed, injured or harmed in or on the way to school

Educational continuity is maintained

Education sector investment losses are minimized

5. Part 2 – Coordination During Emergencies and Humanitarian Assistance

5.1 Key Areas of Work, Objectives, and Responsibilities

The [GROUP NAME] aligns with the UN OCHA Cluster system, the **Global Education Cluster**, the **national Education (in Emergencies) Cluster**, and the broader **humanitarian response framework**.

Area of Work	Objectives & Responsibilities
Leadership and Planning	Develop EiE policies and plans across disaster phases (preparedness, response, recovery). Emphasize the critical role of education from the onset of crises.
Coordination and Partnerships	Facilitate collaboration among education actors and humanitarian partners to deliver rapid and equitable responses. Avoid duplication and ensure inclusion. Coordinate with other clusters for integrated responses.
Information Management	Collect and share accurate data on education needs post-disaster. Strengthen systems for tracking DRR, climate, and conflict impacts in education. Provide timely reports for decision-making.
Capacity Building	Strengthen skills of government and partner agencies to implement responsive and resilient EiE programs. Support learning exchanges and sub-national capacity development.
Resource Mobilization	Secure funding for EiE responses. Coordinate donor engagement, track resource use, and support efficient allocation across partners.
Monitoring and Evaluation	Evaluate the impact of EiE interventions. Document lessons learned, challenges, and good practices. Track progress against response plans.

5.2 Key Outputs and Indicators

Minimized school days lost due to disasters and conflicts

Reduced education sector investment losses due to hazard impacts

Increased access to early warning systems for schools

Strengthened coordination between the Education Cluster and humanitarian response actors

6. Collective Impact Approach to Coordination

The [GROUP NAME] applies **collective impact principles** to build a **social movement** for school safety and resilience:

Common Agenda: Align stakeholders with the CSS Framework and national priorities.

Shared Measurement: Use CSS Targets and Indicators for progress tracking.

Mutually Reinforcing Activities: Encourage stakeholder collaboration and knowledge-sharing.

Continuous Communication: Issue **quarterly newsletters and updates**.

Backbone Support: Ensure **dedicated leadership and resources** for sustained coordination.

7. Strategic Planning and Coordination Process

To ensure effective and sustained collaboration, the [GROUP NAME] follows a four-step planning cycle:

Stakeholder Engagement

Maintain an updated stakeholder database

Use standardized tools for mapping and consultations

Context Monitoring and Analysis

Conduct regular CSS Policy Surveys

Update school safety context analyses every 2–3 years

Use shared indicators to track progress

Strategic Planning

Host planning meetings every 1–2 years

Align national priorities with global frameworks

Develop coordinated activity roadmaps

Backbone Structure and Coordination

Hold quarterly [GROUP NAME] meetings

Foster collaboration across humanitarian, development, and peacebuilding sectors

8. Monitoring, Evaluation, and Accountability

The [GROUP NAME] will establish an **M&E framework** aligned with **CSSF targets and indicators** and **INEE Minimum Standards**

Annual reports will assess progress in **policy implementation, safety infrastructure, risk reduction education, and emergency preparedness**.

Accountability mechanisms will ensure clear roles and commitments among stakeholders.

9. Governance and Review

The [GROUP NAME] structure will be **reviewed every 3 years** to assess effectiveness and refine coordination mechanisms.

Stakeholders will **update strategic priorities** based on new evidence, emerging risks, and lessons learned.

Conclusion

The **National School Safety Coordination Group** is a critical platform for aligning national efforts to create **safe, resilient, and inclusive** learning environments for all children. Through **strong collaboration, data-driven decision-making, and sustained commitment**, the [GROUP NAME] will support national progress towards achieving **comprehensive school safety and educational resilience**.







3.3 Equity and Diversity Checklists for School Safety

An equity and diversity approach aims to ensure that all individuals have equal access to resources, services, benefits, and decision-making processes, and that their diverse perspectives and needs are considered when it comes to child rights and resilience in the education sector.

What does it take to ensure that equity and diversity are built-in across all aspects of school safety? How prepared are you to consider and include the needs of girls and women, boys and men, people with disabilities of all kinds, and people who may be marginalised or excluded for linguistic, social, or cultural reasons.

We hope these checklists will help you to identify action steps and accommodations that you can implement to ensure that everyone is equally safe and protected. Please note that many of these measures will need prior consideration and planning, and a line item in budgets to cover any related expenses.

Domains	Equity and Diversity Concerns
 <p>Enabling Systems and Policies</p>	<ul style="list-style-type: none"> • Collect data disaggregated by age, disability, gender • Collect data about marginalised groups •
 <p>Pillar 1: Safer School Facilities</p>	
 <p>Pillar 2: School Safety and Educational Continuity Management</p>	
 <p>Pillar 3: Risk Reduction and Resilience Education</p>	





Gender Equity Checklist

Principles	Action Steps <i>Consider Systems and Policies, Pillar 1, Pillar 2, Pillar 3</i>
GENDER-SPECIFIC DATA COLLECTION AND ANALYSIS	Pillar 2: Ensure gender-specific data is gathered during disaster risk assessments and emergency response planning, identifying how different genders are impacted during crises and recovery phases.
GENDER-SENSITIVE LANGUAGE	Pillar 3: Use gender-sensitive language in curriculum content related to risk reduction, disaster resilience, and climate change to avoid reinforcing gender stereotypes.
EQUAL ACCESS TO AND UTILISATION OF SERVICES	Pillar 1: Ensure that gender-specific services, such as menstrual hygiene and health management, are provided to all students in a way that respects privacy and dignity.
EQUALLY INVOLVED IN DECISION-MAKING	Pillar 2: Engage girls and boys equally in the planning process for educational continuity during crises, ensuring that their voices are heard when developing contingency plans

Social Inclusion Checklist

Marginalized Groups	Action Steps <i>Consider: Systems and Policies, Pillar 1, Pillar 2, Pillar 3</i>
Socio-economically vulnerable populations	System and Policies: A key policy at the system and policy level is the implementation of a Cash-Based Assistance (CVA) strategy that supports vulnerable families by providing financial aid to cover school-related costs, such as tuition, uniforms, and materials. This policy helps ensure that families, especially those facing economic hardship, can continue sending their children to school and prevent children from joining the workforce to contribute to household income
INTERNALLY DISPLACED PEOPLE	Pillar 2: Develop a continuity education strategy that ensures the seamless enrollment of displaced children into the formal education system. Pillar 3: Integrate training for teachers on inclusive practices that address diversity and prevent xenophobia.
REFUGEES	Systems and Policies: To ensure the right to education for refugee children, host countries should implement inclusive enrollment policies that allow refugee children to access education regardless of their legal status or documentation. Additionally, developing accelerated learning programs (ALP) can help refugee children who have missed years of schooling reintegrate into the appropriate grade level, ensuring they can continue their education without unnecessary delays.
LINGUISTIC MINORITY GROUPS AND INDIGENOUS AND OTHER CULTURAL MINORITIES	Pillar 2: Ensure that evacuation signs, drill exercises, and risk assessment materials are available in the languages of linguistic minority groups, to guarantee that all students can fully understand and participate in safety procedures.

Disability Inclusion Checklist

Functional Needs	Accommodations <i>Consider: Systems and Policies, Pillar 1, Pillar 2, Pillar 3</i>
DIFFICULTY WALKING / CLIMBING 	<ul style="list-style-type: none"> • Hold meetings in accessible locations. • Check that toilets and washrooms are also accessible • Buddy system (staff and peers know how to support) • Ensure accessible evacuation routes.
DIFFICULTY HEARING 	<ul style="list-style-type: none"> • Ensure subtitles are available where possible • Identify qualified sign-language interpreters who can be hired to provide simultaneous interpretation • Buddy system (staff and peers know how to support) • Ensure multi-sensory EWS (visual cues as well as audio)
DIFFICULTY SEEING 	<ul style="list-style-type: none"> • Identify resources for audio-recording and braille transcription of documents, as needed (in a timely manner) • Ensure digital content is screen reader friendly. • Buddy system (staff and peers know how to support) • Ensure multi-sensory EWS (audio cues as well as visual)
DIFFICULTY COMMUNICATING 	<ul style="list-style-type: none"> • Alternate means of communication • Buddy system (staff and peers know how to support) • Ensure plain language used or Universal Design for Learning (UDL 3.0) employed.
DIFFICULTY REMEMBERING OR CONCENTRATING 	<ul style="list-style-type: none"> • Buddy system (staff and peers know how to support) • Ensure plain language used or Universal Design for Learning (UDL 3.0) employed.
DIFFICULTY IN SELF-CARE 	<ul style="list-style-type: none"> • Buddy system (staff and peers know how to support)
DIFFICULTY REGULATING EMOTIONS 	<ul style="list-style-type: none"> • Buddy system (staff and peers know how to support) • Ensure plain language used or Universal Design for Learning (UDL 3.0) employed.

More information on accessible spaces, materials and meetings can be found in the [Accessibility Guide for In-Person and Virtual Events, \(Latin America and Caribbean Network for Disability Inclusive DRR, 2023.](#)

4. WHAT NEXT

4.1 CSSF Endorsement and Implementation Guide

Sharing our vision that every school in every country should be a safe school.

‘We have a Comprehensive School Safety Framework.
Many countries have adopted it. I would like it to be 100%.’

Mr Kamal Kishore, Special Representative for Disaster Risk Reduction

GADRRRES calls on all governments to consider the following:

Endorse



Endorse

Support the three pillars of the CSSF through political endorsement.



Implement

Use the CSSF in policy and programmes, with allocated budget.



Monitor & report

Monitor implementation and share impact, updates, and lessons learned nationally and globally.



Champion

Use your experience to advocate for CSSF implementation around the world.

The questions below will help you to explore the status of CSSF endorsement in your country. If your government has not endorsed the CSSF, questions 1b.-1f. will help you build a case for endorsement and identify key stakeholders and opportunities. The questions follow a strategic advocacy approach, to help you move your government towards becoming a Comprehensive School Safety Champion. Alongside each question are links to additional guidance and resources that may help. Even if your government has endorsed the CSSF, it may be beneficial to recommit, especially if this was before the CSSF 2022 update.

Question	Response	Guidance
1a. Has your government endorsed the CSSF?		Find out on the GADRRRES website
<i>If not...</i>		
Question	Response	Guidance
1b. Why should your government endorse the CSSF?		Read examples of the CSSF in action
1c. How would endorsement support existing national policies or priorities?		Review the South Sudan example in the GADRRRES Advocacy Brief
1d. What key policy areas would endorsement of the CSSF strengthen?		
1e. Who are the decision makers for endorsing the CSSF?		Refer to Connection and Collaboration Worksheet 3 in this Quickstart Guide.
1f. How might you build political will behind endorsement?		Refer to Connection and Collaboration Worksheets in this Quickstart Guide.
1g. What opportunities could you use to encourage endorsement?		Download the CSSF Endorsement Letter for Governments See examples of national launches on the GADRRRES YouTube Channel

Implementation

It is likely that your government is already implementing elements of the CSSF, even if they have not yet formally endorsed the Framework. In this section, you will consider how your government could strengthen their approach, narrowing the focus to clear, tangible actions. Each question includes links to supporting guidance and resources.

Question	Response	Guidance
2a. Did your government take part in the 2024 Comprehensive School Safety Policy Survey?	<i>The information included in the Policy Survey will provide a strong foundation for understanding existing implementation successes and needs. If your government has not completed the survey, this should be a first step in implementation.</i>	Find out on the 2024 Policy Survey page on the GADRRRES website.
2b. In what ways does your government already implement the CSSF?		Refer to the CSSF and/or your government's policy survey results.
2c. What are the main gaps in implementation?		Refer to the CSSF and/or your government's policy survey results. See the Impacts, Gaps and Priorities Worksheets in this Quickstart Guide.
2d. Do you have a national stakeholder coordination group? If yes, what are the Terms of Reference and does it meet regularly?		See your Connection and Collaboration Worksheet 2 . You can also use the Collective Impact Checklist in this Quickstart Guide to assess the strengths of your coordination group. Note that this may not be a standalone group.
2e. If yes, is the group linked to emergency response functions?		See the Sample Terms of Reference for National School Safety and Eie Coordination Groups in this CSS Quickstart Guide.
2f. Do you have roadmap for CSSF implementation?		See the School Safety and Resilience Planning Strategic Planning Process and the Regional and National CSS Implementation Roadmap Template in this CSS Quickstart Guide.

Monitor & report

It is essential that governments continuously monitor their implementation of the CSSF to identify what works and what challenges they face. Part of monitoring should also be reporting, ensuring accountability to children and communities. In this section, you will identify if and how your government monitors and reports on implementation of the CSSF (or related policies) and areas of improvement.

Question	Response	Guidance
3a. Did your government take part in the 2024 Comprehensive School Safety Policy Survey?		See response to question 2.
3b. Does your government have other reporting processes that refer to school safety policies?		For example, funding evaluations or international processes.
3c. Does your government participate in national, sub-regional, regional, or international learning exchanges? If not, could they?		See for example those described here in Best Practices: GADRRRES Regional Affiliates Champion School Safety and <i>Sub-regional Government Initiatives Empower CSS</i>

Champion

Comprehensive School Safety Champion Countries are leading the way in developing safe, resilient education systems for children and educators around the world. Governments that endorse the CSSF, evidence implementation in their context, and monitor and report on progress are invited to become Champion Countries. In this section, consider what this would look like in your context. This is the end goal of your advocacy on CSSF – so dream big!

Question	Response	Guidance
4a. What would it mean for your country to be a CSSF champion?		Find out on the GADRRRES website

4.2 From Data to Action: Leveraging CSS Policy Reports for Planning

If you have a national multi-stakeholder school safety coordination group and have completed the [2024 CSS Policy Survey](#), you'll have an CSS Policy Profile Report. What comes next? You can plan a half-day or full-day workshop, ideally in person, to engage key duty-bearers, decision-makers, and partners in using these results for planning and decision-making. Feel free to ask GADRRRES or a Regional Affiliate, if you need technical support for this activity.

Full Day Sample Agenda:

Workshop Objectives:

- Understand the CSS Policy Reports and their key findings.
- Identify gaps and priorities in systems & policies, safer school facilities, school safety & educational continuity management, and risk reduction & resilience education.
- Develop actionable strategies and collaborative approaches for school safety planning.

8:30 – 9:00	Registration & Networking	Welcome refreshments & participant introductions
9:00 – 9:30	Opening Remarks & Workshop Objectives	Facilitator/Host: Welcome & overview Keynote Speaker (e.g., MoE official or DRR lead): The importance of school safety in national education planning
9:30 – 10:00	Understanding the CSS Policy Reports Presentation	Overview of the CSS Policy Survey methodology Key indicators & structure of the Policy Reports How the reports reflect national progress & gaps
10:00 – 10:30	Q&A and Discussion	Clarifications on report structure & findings
10:30 – 10:45	Refreshment break	
10:45 – 12:15	Stakeholder Analysis & Sectoral Priorities Participants divide into four breakout groups: Enabling Systems & Policies and each of the 3 pillars.	Each group will: Identify key findings from the CSS Policy Report in their area Discuss existing strengths, gaps, and urgent priorities Map key actors and decision-makers influencing their focus area Output: Each group prepares a summary of challenges and opportunities.
12:15 – 1:15	Lunch Break	
1:15 – 2:30	Using the CSS Policy Report for Evidence-Based Planning	Panel Discussion (30 min): Experts from each of the 4 breakout areas share examples of how data (of any kind) has informed policy and planning in the past , i.e. lessons from other countries or local case studies. Interactive Exercise (45 min): Each stakeholder group develops a priority action plan with SMART Goals based on CSS Policy Report findings Identify who needs to be engaged for implementation
2:30 – 3:15	Intersectoral Collaboration & Integration	Groups present their priority actions (5 min each) Discussion on synergies and cross-sector dependencies Identify next steps for policy alignment and coordination
3:15 – 3:30	Refreshment break	
3:30 – 4:30	Roadmap for Implementation	Facilitated Discussion: What are the key barriers to implementing CSS policy recommendations? What resources and partnerships are needed? How to monitor progress and adjust strategies? Commitment Session: Stakeholders outline concrete next steps and accountability mechanisms

4:30 – 5:00	Closing & Next Steps	Summary of key takeaways Feedback survey on the workshop Closing remarks from national education leadership
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Half-Day Sample Agenda

Workshop Objectives:

Understand how to interpret and apply findings from the CSS Policy Report.

Identify priority actions for improving school safety.

Strengthen coordination among key stakeholders.

8:30 – 9:00	Registration & Networking	Welcome refreshments & participant introductions
9:00 – 9:15	Opening Remarks & Workshop Objectives	Facilitator: Overview of goals & expectations Keynote (MoE or DRR Leader): The importance of using CSS Policy Reports for evidence-based planning
9:15 – 9:30	Understanding the CSS Policy Report	What the CSS Policy Report tells us How the findings reflect national school safety challenges
9:30 – 9:45	Q&A and Discussion	Clarifications on report structure & findings
9:45 – 10:30	Priority Challenges & Action Planning (Breakout Groups) Participants divide into four breakout groups: Enabling Systems & Policies and each of the 3 pillars.	Each group discusses What are the biggest gaps? What actions should be prioritized? Output: Each group prepares two priority recommendations.
10:30 – 10:45	Refreshment Break	
10:45 – 11:30	Integrating School Safety Actions	Group presentations (5 min each) on key priorities Facilitated discussion: What are cross-cutting themes? How can stakeholders collaborate?
11:30 – 12:00	Roadmap & Next Steps	Facilitator-led discussion: How do we turn recommendations into action? What support is needed from policymakers & partners? Commitment session: Define next steps & responsible actors
12:00 – 12:15	Closing & Wrap-Up	Summary of key takeaways Closing remarks from national education leadership

Note that if your country completed the 2017 Survey, your 2025 report will show the trending changes since then.

4.3 Collective Impact Checklist

for effective coordination and building a social movement for school safety and resilience

	Stakeholder identification and engagement Support the active participation of duty-bearers, partners and rights holders in coordination structures and for planning and decision-making.
	Reach out broadly by mapping stakeholders, providing inductions, sharing information, and actively including new participants, with the aim of increasing broad participation, representation, (esp. diversity of marginalized groups) in order to build a social movement for school safety and resilience.
	Invite appropriate stakeholders as co-leads for certain working groups, task teams etc. Develop clear term of reference (ToRs), exploring rotational seats, and ensure fair and transparent selection processes as needed.
	Promote capacity strengthening through partnership, and a participatory approach to learning and mutual capacity-building, e.g., through co-development, appreciative inquiry, and inclusion through regular communications, and multi-year planning.
	Common Agenda Ensure stakeholder familiarity with CSS Framework and other relevant frameworks (eg. INEE Minimum Standards and School Safety Declaration) and guidance, gaps and priorities identified, and roadmap for action to progress school safety and resilience in your country.
	Shared Measurement and Data for Results Ensure stakeholder familiarity with CSS Targets and indicators, and priorities identified in your context.
	Ensure stakeholder familiarity with baseline data and evidence such as the CSS Policy Survey Reports (2017, 2025) , CSS Context Analysis and similar current reports, data and analysis.
	Engage stakeholders in oversight for design of research tools and methods, and validation of outputs.
	Strengthen accountability and monitoring in advancing the participation and leadership of stakeholders in coordination group by clarifying accountability of humanitarian country team (HCT) but also of stakeholders.
	Mutually Reinforcing Activities Invite stakeholders to share information on their efforts, collaborate with one another, and share ongoing information, especially to avoid duplication of effort and discover synergies of working together. Encourage stakeholders to work together on joint approaches, programs, and publications.
	Engage stakeholders in meetings every 1 or 2 years to review progress, gaps, and priorities, and refresh your action plan.
	Constant Communication Collate and share a regular quarterly newsletter to highlight work and progress towards goals, new publications, and to promote coordination.
	Backbone Facilitation and Coordination Identify leadership of duty-bearing organisation and resourcing to provide stable ongoing facilitation and coordination.
	Recognition and Acknowledgement Promote visibility of stakeholders and acknowledge their roles and contributions.

Sources - This worksheet draws upon:

- [Collective Impact](#) resources from the Stanford Social Innovation Review, the Collective Impact Forum and FSG.
 - [IASC Guidance on Strengthening Participation, Representation and Leadership of Local and National Actors in IASC Humanitarian Coordination Mechanisms](#) executive summary.
- The [full guidance is available here](#).

4.4 Regional and National CSS Implementation Roadmap Template for all-hazards risk reduction and resilience

The template below is based on the one initiated by Caribbean Safe School Initiative (CSSI) in 2024.

Purpose:

Guide regional and national actions towards Comprehensive School Safety Framework (CSSF) implementation.

Strengthen collaboration between countries and partners for economies of scale.

Create opportunities for national-level contextualization.

Enabling Environment

Priority Area	Level	Activity	Suggested Timeframe	Responsible	Support Needs
Strengthen policies and plans	Regional	Endorse CSSF and Identify Select Regional CSSF Targets and Indicators	3 months	Regional Alliance	Technical
	Regional	Assign national focal points for regional engagement	3 months	“	Technical
	National	Review CSS Policy Profile; identify gaps and priorities	Annually	National coordination group	Technical
	National	Update national plans and budget for school safety	6 months	MoE, Partners	Technical, Financial
	National	Ensure inclusive stakeholder consultations	Annual	MoE	Technical, HR
	National	Align school safety plans with national DRM and CCA plans	4 months	MoE, DRM/CCA authorities	Technical
Strengthen coordination	Regional	Establish/strengthen coordination group	6 months	Regional alliance	Technical, Financial
	National	Create/strengthen national coordination group	6 months	MoE, Partners	Technical, Financial
Secure resources	National	Allocate MoE budget lines for school safety	Budget cycle	MoE	Technical
	National	Develop proposals for dedicated funding	4 months	MoE Planning Unit	Technical, Financial

Pillar 1 – Safer Learning Facilities

Priority Area	Level	Activity	Suggested Timeframe	Responsible	Support Needs
School self-assessment tools	Regional	Adapt existing tools for regional use	6 months	Regional alliance	Financial, Technical
	National	Contextualize, implement and scale up self-assessment tools	12 months	MoE, Partners	Technical
Safe school standards	Regional	Develop regional safe school standards	6 months	Regional alliance	Technical
	National	Adopt and enforce national school safety standards	12 months	MoE, DRM agencies	Financial, Technical
Early warning systems	National	Connect schools to early warning systems	12 months	MoE, DRM agencies	Financial, Technical

Pillar 2 – School Safety and Educational Continuity Management

Priority Area	Level	Activity	Suggested Timeframe	Responsible	Support Needs
Planning and capacity-building tools	Regional	Develop regional templates for multi-hazard plans	12 months	Regional alliance	Technical Financial
	Regional	Adapt Standard Operating Procedures for Disasters and Emergencies in Schools and guidance videos	12 months	“	Technical, Financial
	Regional	Develop online self-study tools to support capacity development	12 months	Sub-regional alliance and national representatives	Technical, Financial
Capacity-building	National	Strengthen school safety planning for assessment, risk reduction, response-preparedness and rapid recovery (Include: remote learning, and psycho-social support)	Ongoing	MoE, DRM agencies	Technical, Financial
Inclusive planning	National	Integrate gender, disability, and linguistic, social and cultural concerns	Ongoing	MoE	Technical,

Pillar 3 – Risk Reduction and Resilience Education

Priority Area	Level	Activity	Suggested Timeframe	Responsible	Support Needs
Curriculum	Regional	Develop “scope and sequence” for DRR/CCA education	Curriculum adoption cycle Min 2 yrs	Regional alliance	Technical, Financial
	National	Integrate DRR/CCA in national curriculum cycles	5 years	MoE	Technical
Training	Regional	Compile and disseminate interactive learning resources for schools and communities	3 months	Regional alliance	Technical
	Regional	Adapt and adopt Public Awareness and Public Education for DRR: Action-oriented key messages for households and schools for regional use.	12 months	Regional alliance and NDMO partners	Technical
	National	Contextualize and deliver DRR/CCA training to teachers, students, communities	Ongoing	MoE	Technical

Note:

- Regional progress reporting and peer learning opportunities are recommended at least bi-annually.

Acknowledgements

This Quickstart Guide is brought to you by the

Global Alliance for Disaster Risk Reduction and its **Regional Affiliates**

It was developed to accompany the Introduction to CSS Online Modules in 2025, and may continue to be updated, independently.

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Financial support was provided by the Prudence Foundation

Translations were provided by Clear Global