Global School Safety:

Collective Impact Evaluation of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector

June 2020

Save the Children

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

Cover photo: Save the Children DRR simulation at Tanakuku Primary School, Guadalcanal Province, Solomon Islands.
Photo: Robert McKechnie / Save the Children Australia

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EXECUTIVE SUMMARY

1.   ABOUT THE STUDY

The purpose of this study is to research and evaluate the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) operating model, using the five core components of the Collective Impact (CI) approach as a framework (which includes common agenda; backbone organisation; mutually reinforcing activities; shared measurement; and continuous communication). Evidence and analysis from the evaluation are used to make recommendations for strengthening GADRRRES' operating model. Results will be shared with GADRRRES members and partners to improve their effectiveness and presented to other agencies to inform their work.

Four broad issues are addressed in the study:

- The consistency of the GADRRRES operating model with CI approaches
- Ways of strengthening that operating model to reflect an effective CI approach
- How GADRRRES can make a more effective contribution to strengthening global co-ordination, increasing knowledge, and advocating for risk reduction education and safety in the education sector; and
- Tools and methodologies that could be adopted by GADRRRES to monitor and evaluate its work in line with the CI model.

The evaluation was carried out between November 2019 and March 2020 by an independent research consultant. The consultant developed an analytical framework to examine GADRRRES and its work through a CI lens. A qualitative, mixed-methods approach was used for data collection, comprising document analysis, semi-structured key informant interviews, an online survey of GADRRRES institutional stakeholders, and creation of an interactive timeline showing the alliance's development.

2. KEY FINDINGS AND RECOMMENDATIONS

QUESTION 1: To what extent is the GADRRRES operating model consistent with effective CI approaches?

The GADRRRES operating model was not designed as a CI approach. It does however align well with three of the five CI core components: having a common agenda (shared vision, inclusion of diverse voices, openness to debate and to new ideas); implementing mutually reinforcing activities that are derived from the common agenda (collaborative ethos, interaction, adaptive ways of working); and practising continuous communication (culture of sharing and stakeholder engagement, strong relationships at different levels, effective methods, transparent processes).

GADRRRES is less successfully aligned with CI approaches regarding its operation as an effective backbone organisation: GADRRRES has a 'fairly skeletal' administrative structure and capacity, relies on a small number of individuals, is vulnerable to staff turnover and institutional changes, and remains financially insecure. A shared measurement system exists (principally through the Comprehensive School Safety Framework and its targets and indicators), but there is scope for greater collective effort and more consistent data-gathering and sharing. GADRRRES also addresses important issues that are not covered by the traditional CI model: equity and inclusion is a very positive feature (clear and strong values; open, inclusive and respectful culture; different voices are heard); and a learning culture and associated advocacy are embedded in the alliance's work (expanding the evidence base; using evidence to influence policy and practice).

QUESTION 2: How can GADRRRES better contribute to strengthening global co-ordination, increasing knowledge and advocating on risk reduction education and safety in the education sector?

GADRRRES has 'convening power', with the Comprehensive School Safety Framework (CSSF) as a focal point for driving progress on the ground

and encouraging actors to engage. It can continue progress by building on existing strengths and achievements, strengthening links with regional members and partners, becoming better known among school safety stakeholders, and seeking more diverse stakeholder representation (e.g. from Africa and the Middle East and from marginalised groups, and outreach beyond state institutions). It must decide how much to focus on growth, and how much on consolidating existing work, while recognising the risk of over-extending. New members and smaller organisations should feel informed, valued and supported, including through provision of resources in a range of languages. GADRRRES needs to consider its own institutional resilience and reduce its dependence on a few committed individuals in member organisations. A long-term strategy for financial sustainability is also needed.

QUESTION 3. What tools and methodologies should be adopted by GADRRRES to continue monitoring and evaluating their CI operating model?

This report is a baseline to measure future progress with the CI operating model, using the analytical framework developed for this evaluation. Future monitoring, evaluation, accountability and learning (MEAL) activities could comprise regular 'light touch' monitoring reviews as well as occasional, more substantive evaluations. The timeline tool developed for this evaluation could be used as a working/living document that can be updated by members, using an open source editing/wiki approach. GADRRRES should also engage other independent consultants or researchers to carry out separate studies on all or parts of its work.

QUESTION 4: What are the recommendations to strengthen the GADRRRES operating model to reflect an effective CI approach?

Common agenda:

- Develop a GADRRRES Theory of Change (ToC) as a vital next step in clarifying and sharing

GADRRRES' vision and strategies and use the process of creating a ToC to strengthen relationships between members and partners across different regions and levels.

- Maintain ongoing discussions and exchange of points of view and ideas to ensure progressive thinking and connect GADRRRES with relevant developments and trends.

- Recruit new members and partners, especially regional actors; develop partnerships with non-state institutions.

- Look beyond conventional disaster risk reduction (DRR) to address other relevant issues and ideas (e.g. conflict, climate change and everyday violence).

Backbone organisation:

- Develop a roadmap for strengthening the organisational structure and overcoming current constraints.

- As a priority, GADRRRES members and donors should identify and adopt innovative approaches to develop and strengthen a stable and financially sustainable backbone organisation.

- Find a permanent home for the GADRRRES secretariat.

Mutually reinforcing activities:

- Improve dialogue (including more face-to-face meetings and online interactive discussions) and planning to strengthen relationships and support cross-agency co-ordination to overcome resource and capacity deficiencies.

- Develop activity plans from the common vision and shared agenda; continue to use the GADRRRES workplan and supporting tools to plan collective efforts.

- Support greater participation of alliance members at UN Global Platforms for DRR,

regional-level and other meetings and platforms (education, DRR, conflict[1] and violence) to stimulate mutually reinforcing activities and mobilise partners to collaborate on specific activities.

- Encourage collaboration, shared protocols and use of the GADRRRES branding for joint work of member agencies, and promote these actions.

Shared measurement systems:

- Expand and reinforce the evidence base in order to influence change.

- Promote the CSSF (and its associated tools and methods) as a framework and space for shared measurement, and a focal point for vision, alignment of goals, targets and indicators, and obtaining 'buy in' from stakeholders.

- Promote greater use of CSSF data to demonstrate progress towards the Sendai Framework for Disaster Risk Reduction, 2015-2030 (SFDRR) targets and the Sustainable Development Goals (SDGs).

- Develop a robust global research agenda and commission with extensive research relevant to global policy frameworks.

- Develop the CSS Policy Survey as an instrument which can be used on an ongoing basis for measurement of progress against the CSSF (and contribute towards monitoring the SFDRR), and repeat the Survey on a regular basis.

Continuous communication:

- Extend communications capacity and activities to reach wider audiences of

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1   In the case of conflict, this could be through engagement with the Global Coalition to Protect Education from Attack (GCPEA) and Safe Schools Declaration.

practitioners, decision makers and duty bearers.

- More face-to-face (F2F) meetings for information sharing and relationship building across the alliance.
- Support and encourage the Safe Children, Safe Schools Community of Practice as a forum for knowledge sharing and discussion.
- Continuous effort to make cross-alliance communication effective and relevant.

Equity and inclusion:

- Create more time and space for decision making and exchange of ideas as the alliance grows (e.g. webinars, F2F events).
- Ensure that the voices of large organisations do not dominate, and that new, smaller members feel that their views are heard and valued.
- Reach out to geographical regions that are currently less well represented to stimulate regional affiliate alliances (e.g. Africa and the Middle East) and seek greater representation of other social groups (e.g. people with disabilities, and children and youth).
- Open up the membership to a wider range of organisations and consider creating different categories of membership (e.g. affiliates).
- Produce information and knowledge resources in a wider range of languages and consider making the GADRRRES website multilingual.

Learning culture:

- Seek ways to build collective capacity to collect, review and reflect upon information.
- Develop more targeted strategies aimed at specific decision makers and communities of practice.
- Continue to develop a formal dissemination and communications strategy and knowledge management framework, and both website and

internal document access sitemaps.

- Identify and prioritise research topics needing most urgent investigation.
- Update the GADRRRES website as a primary tool for supporting learning, attracting new members and communicating the shared vision.

CI capacity:

- Expand the membership base and partnerships.
- Find ways to engage more individuals working in the member organisations at junior and senior levels.
- Recruit a mix of high-level staff and those who can deliver on workplan activities.
- Put greater effort into seeking long-term, programmatic funding to ensure financial sustainability.
- Be careful not to over-extend the alliance by taking on too many commitments at once.

Contents

ACRONYMS

AMCDRR	Asian Ministerial Conference on Disaster Risk Reduction
APCSS	Asia Pacific Coalition for School Safety
ASEAN	Association of South East Asian Nations
ASSI	ASEAN Safe Schools Initiative
BBO	Backbone Organisation
CCA	Climate Change Adaptation
CI	Collective Impact
CoP	(Safe Children, Safe Schools) Community of Practice
CSS	Comprehensive School Safety
CSSF	Comprehensive School Safety Framework
DFAT	Department of Foreign Affairs and Trade (Australian Government)
DRR	Disaster Risk Reduction
ECHO	Directorate-General for European Civil Protection & Humanitarian Aid Operations
F2F	Face-to-Face
GADRRRES	Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
GAN	Global Action Network
GCPEA	Global Coalition to Protect Education from Attack
GFDRR	Global Facility for Disaster Risk Reduction (World Bank)
HFA	Hyogo Framework for Action 2005-2015
IFRC	International Federation of Red Cross and Red Crescent Societies
INEE	Inter-Agency Network for Education in Emergencies
INGO	International Non-Governmental Organisation

KI/KII	Key Informant/Key Informant Interview
LAC	Latin America and Caribbean
MEAL	Monitoring, Evaluation and Learning
MRA	Mutually Reinforcing Activities
NGO	Non-Governmental Organisation
SC	Save the Children
SDGs	Sustainable Development Goals
SFDRR	Sendai Framework for Disaster Risk Reduction, 2015-2030
SMS	Shared Measurement System
ToC	Theory of Change
TPKE	Thematic Platform on Knowledge and Education
UN	United Nations
UNDRR	United Nations Office for Disaster Risk Reduction
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNISDR	United Nations International Strategy for Disaster Reduction (now UNDRR)
USAID	United States Agency for International Development
WISS	Worldwide Initiative for Safe Schools

Introduction and Aims

RESEARCH AIMS AND PURPOSE

The purpose of this project is to conduct an evaluation of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) operating model based on the five core components of the Collective Impact (CI) approach (see Annex 1: Terms of Reference).

The evaluation focuses on four questions:

1. To what extent is the GADRRRES operating model consistent with effective CI approaches?

2. What are the recommendations to strengthen the GADRRRES operating model to reflect an effective CI approach?

3. How can GADRRRES better contribute to strengthening global co-ordination, increasing knowledge, and advocating on risk reduction education and safety in the education sector?

4. What tools and methodologies should be adopted by GADRRRES to continue monitoring and evaluating their CI operating model?

The evaluation's evidence and analysis will be used to make recommendations for next steps to improve the impact of GADRRRES' work. Results will be shared with GADRRRES members and partners, to improve their effectiveness and impact, and presented online to inform the work of agencies involved in other alliances and collaborations to achieve different development goals.

Siwela, 12, leads the Disaster Risk Reduction programme at her school in Zimbabwe

Photo: Sacha Myers / Save the Children

1.1 GADRRRES

GADRRRES is a multi-stakeholder advocacy and collaboration mechanism comprising UN agencies, international NGOs and other organisations, and global and regional networks[2]. It originated in a cluster created after the 2005 World Conference on Disaster Risk Reduction to strengthen networking, create partnerships, identify gaps and focus areas, and advance the achievement of the Hyogo Framework for Action goals through knowledge and education. The cluster was subsequently formalised into a UNISDR Thematic Platform on Knowledge and Education (TPKE), comprising UN bodies, international NGOs and selected regional partners. This platform made substantial contributions to DRR education and knowledge, including developing a strategic framework and guiding tools to support DRR integration into school curricula and developing educational safety initiatives both nationally and locally. In 2013 the TPKE became GADRRRES.

GADRRRES' mission is to ensure that all schools are safe from disaster risks and all learners live in a culture of safety. Its objectives are to strengthen global coordination, advocate for DRR knowledge and education, and improve information, knowledge and knowledge management on DRR education. It facilitates collaboration and promotes networking and partnership-building to facilitate mainstreaming DRR into education, especially national education policies and sector plans. GADRRRES advocates promotion of DRR knowledge and education among the education and DRR communities at global, regional, national, and local levels. It collects and shares knowledge and guidance on DRR education, promotes good practice and evidence building in education sector resilience strategies, and supports development and global dissemination of educational and training materials, guidelines, and standards.

GADRRRES' approach is founded upon the Comprehensive School Safety Framework (CSSF), and the Comprehensive School Safety (CSS) Targets and Indicators initiative. The CSSF addresses the alignment of education sector policy to disaster management policy at national, sub-national and local levels, and rests on three intersecting pillars of school safety: (1) Safe Learning Facilities, (2) School Disaster Management and (3) Risk Reduction and Resilience Education. The CSS Targets and Indicators developed in 2014 provide a complete set of targets and indicators for comprehensive school safety, that currently does not fully cover everyday hazards and the impacts of violence and conflict. The CSS Assessment Suite committee provides digital toolsets and methodologies to assist education sector actors in assessing CSS and identifying schools with the most critical unsafe conditions. Activities are organised around four working groups: safe learning facilities; school disaster management; risk reduction and resilience education; and policy and advocacy. The working groups facilitate information exchange and co-operation between GADRRRES member organisations. Most members work on all pillars of the CSS framework through a work plan. GADRRRES also collaborates with the Worldwide Initiative for Safe Schools (WISS), a government-led partnership to secure political commitment and foster global implementation.

1.2 COLLECTIVE IMPACT

Originating in 2011, Collective Impact (CI) is 'the commitment of a group of actors from different sectors to a common agenda for solving a specific social problem'. It is distinctive from many other forms of partnership, networks and collaborations, in that it involves five core conditions: 'a centralised structure, dedicated staff and a structured process that leads to a common agenda, shared measurement, continuous communication

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2   At March 2020, international members include: World Bank, IFRC, INEE, Plan International, Save the Children, South East Asian Ministers of Education Organization, IIEP-UNESCO, UNICEF, UNDRR, World Vision, Risk RED, IsraAID, and RET International and Arup International Development. GADRRRES also has two regional affiliates: the Asia Pacific Coalition for School Safety, and the Disaster Risk Management Education Sector for Latin America and the Caribbean.

and mutually reinforcing activities among all partcipants[3]. The CI concept and approach have been adopted widely by non-profit and other organisations, mostly in North America and particularly for place-based work, but there is increasing interest and take-up internationally[4].

Many CI initiatives have been documented, and there is a considerable volume of literature on CI approaches, methods and experiences (see Annexes 3 and 4). Typical CI programs engage a range of stakeholder groups in specific locations to address economic and social problems such as homelessness, poverty, low educational standards, teenage pregnancy and substance abuse. CI approaches have not previously been applied to national or international networks of organisations, which are not grounded in specific geographies or communities.

CI has achieved considerable impact and has many enthusiastic supporters, but experience has shown that it is not a panacea for solving problems. Often, more emphasis is needed on including all relevant stakeholders, strengthening trust and relationships among partners, looking beyond strategies and plans to focus on CI structures and interactions, sharing credit for outcomes, adaptive problem-solving (rather than searching for 'solutions'), and recognition that success results from a combination of many interventions.

1.3   GLOBAL ACTION NETWORKS

Networks for development can take many forms depending on their purpose, capacity and context. GADRRRES is an example of a 'global action network' (GAN), which is an international network 'that gives us unusual capacity to create our global future together'. GANs have the following characteristics: global and multi-level presence and activities; embracing diversity; inter-organisational networking; systemic change agents; entrepreneurial action leaders; voluntary leaders; and global public goods producers.[5]

> "Networks draw together people with a common concern, whether locally, nationally, regionally or globally. They support integrated action because they make individual groups part of something bigger, learning from each other, and developing shared understanding and ideas for more effective integrated action. They also address underlying factors through enabling a united voice to put views and priorities to government and other institutions who might not hear individual voices but respect the weight of networks."
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> *Coherence Cookbook: building resilience in an integrated way.* Global Network of Civil Society Organisations for Disaster Reduction (2019) p.11

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3   Kania J, Kramer M (2011). Collective Impact. Stanford Social Innovation Review (Winter) 36-41.

4   Cabaj M, Weaver L (2016). *Collective Impact 3.0: an evolving framework for community change.* Waterloo: Tamarack Institute; Weaver L ed. (2019). *The journey of collective impact: contributions to the field from Tamarack Institute.* Victoria, BC: Friesen Press.

5   Wadell S (2011), *Global Action Networks: creating our future together.* Palgrave Macmillan.

Dianne, 13 took part in a project organised by Save the Children called "Project ENCORE", to teach children how to keep themselves safe in disaster in the Philippines.

Photo: Sacha Myers / Save the Children.

2.   EVALUATION APPROACH

GADRRRES members are currently seeking an evaluation of their operating model to measure the effectiveness of their CI approach and to provide recommendations on improvements. The aim of this project is to conduct an evaluation of the GADRRRES operating model (based on the five core components of CI). Evaluation findings will be presented to GADRRRES members and partners to inform their work plans for global, regional and national implementations. This report will be disseminated through GADRRRES members and school safety dissemination partners.

Evaluation questions

The evaluation will address the following questions:

1.   To what extent is the GADRRRES operating model consistent with effective CI approaches?

2.   How can GADRRRES better contribute to strengthening global coordination, increasing knowledge, and advocating on risk reduction education and safety in the education sector?

3.   What tools and methodologies should be adopted by GADRRRES to continue monitoring and evaluating their CI operating model?

4.   What are the recommendations to strengthen the GADRRRES operating model to reflect an effective CI approach?

3.   STUDY METHODS[6]

> "We're OK at collecting research and resources, but this study is the first time that we're collecting data to promote learning, improvement and accountability."
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> *– Comment by questionnaire survey respondent*

The evaluation was carried out between November 2019 and March 2020 by an independent research consultant[7]. A qualitative, mixed-methods approach was used, comprising document analysis, key informant interviews (KIIs), an online survey of GADRRRES institutional stakeholders, and creation of an interactive timeline. The principal research and evaluation activities were:

1.   **Document analysis:** Over 70 documents were collected and reviewed on the subjects of: CI; inter-organisational networks; evaluation approaches, guidance and tools; and evaluations of complex projects, networks and collaborations (see Annexes 3, 4 and 6).. GADRRRES internal documents were also reviewed. There were no previous evaluations, donor reports, studies or other external documents about GADRRRES and its work.

2.   **Document matrices:** The document review was used to create two matrices (seeAnnexes 3 and 4) of resources and tools that might be useful to GADRRRES and its members in assessing their work.

3.   **Evaluation framework:** The document review was the basis for the consultant's development of a bespoke evaluation framework/tool to analyse GADRRRES and its work through a CI lens (seeAnnex 2). The framework draws on the original five conditions for CI and associated indicators (set out in CI

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6   A list of the original project deliverables is in the TOR (see Annex 1), but this has been modified as the project has developed, in discussion with GADRRRES.

7   Regular discussions were held with the GADRRRES focal point to review progress, discuss issues arising and update the work program and schedule where needed.

guidance [8]) to ensure consistency and alignment with CI aims and priorities, and it also incorporates other elements that have been identified in studies of CI. The most important of these elements is equity and inclusion, which surprisingly does not feature explicitly in the CI conditions (CI has attracted criticism for not paying enough explicit attention to equity and social justice [9]). The analytical framework is organised under eight main themes, with specific sub-questions under each theme.

Theme	Questions
1. **Common Agenda** - All participants have a shared vision for change, including a common understanding of the problem and a joint approach to solving it through agreed upon actions.	1.1 To what extent do GADRRRES partners and other relevant stakeholders have a shared vision for change, including a common understanding of the problem and a joint approach to solving it through agreed upon actions? 1.2 Does GADRRRES have a theory of change? To what extent do GADRRRES members understand this theory of change?
2. **Backbone infrastructure** - Creating and managing collective impact requires dedicated staff and strong leaders who possess a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organisations and agencies.	2.1 Has the CI initiative established an effective backbone organisation and governance structure? 2.2 To what extent and in what ways does the backbone infrastructure provide the leadership, support, and guidance partners need to do their work as planned?
3. **Mutually reinforcing activities** - Participant activities must be differentiated while still coordinated through a mutually reinforcing plan of action.	3.1 To what extent and in what ways are partners' activities differentiated, while still coordinated through a mutually reinforcing plan of action?

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8   Key resources are Preskill H, Parkhurst M, Juster JS (undated), G*uide to evaluating collective impact 01: learning and evaluation in the collective impact context; Guide to evaluating collective impact 02: assessing progress and impact; and Guide to evaluating collective impact 03: sample questions, outcomes and indicators*. Collective Impact Forum

9   McAfee M, Blackwell AG, Bell J (2015). *Equity: the soul of Collective Impact*. Oakland CA: PolicyLink. 12pp.

4. **Shared measurement** - Collecting data and measuring results consistently across all participants ensures that efforts remain aligned and participants hold each other accountable.	4.1 To what extent and in what ways are partners engaged in using the shared measurement system (SMS)? 4.2 To what extent and in what ways does SMS design and operation support learning?
5. **Continuous Communication** - Consistent and open communication is needed across the many players and among external stakeholders to build trust, assure mutual objectives, and create common motivation.	5.1 To what extent and in what ways does cross-initiative communication help to build trust, assure mutual objectives, and create common motivation?
6. **Equity and Inclusion** - Strategies and plans should be developed by and with different stakeholder communities; initiatives should be accountable to communities	6.1 To what extent are different stakeholders' voices heard and their views acted upon?
7. **Learning Culture** - Collective impact learning culture refers to the ways in which learning is embedded in the CI initiative.	7.1 To what extent and in what ways does the network support learning, experimentation, dialogue, and reflection?
8. **Collective Impact Capacity** - Collective impact capacity refers to the interstitial elements that keep the CI process moving forward (e.g., funding or human resources).	8.1 To what extent does the network have the resources and capacity it needs to implement its work as planned?

Most network evaluations use a broadly similar mix of data-gathering tools: typically, literature and network document review, interviews with key informants (structured or semi-structured), focus group discussions, and in some cases quantitative surveys[10].

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10 Outcome mapping or outcome harvesting exercises are also sometimes used to capture changes in behaviour, activities and relationships and develop indicators for network effectiveness. See the Outcome Mapping website: www.outcomemapping.ca; Wilson-Grau R, Britt H (2012). *Outcome harvesting.* Cairo: Ford Foundation.

4. **Interviews with key informants** (KIs): The consultant held interviews with 13 KIs from 6 organisations who have been actively involved in GADRRRES at global and regional levels over a number of years. Interviews were conducted via Skype and typically lasted from 45-60 minutes. They were semi-structured and based on the themes and questions set out in the Evaluation Framework. Interview responses were confidential to allow respondents to talk freely. The consultant took notes, which included some brief quotations. These interviews provided most of the data on how GADRRRES operates and how its members understand it.

5. **Online questionnaire survey of stakeholders:** For stakeholders in the network or associated with it, linked to the core questions in the Evaluation Framework (see Annex 2). A SurveyMonkey questionnaire (28 questions across 8 themes) was sent via GADRRRES to 410 members in the Safe Children, Safe Schools community of practice. The level of feedback was low [11] but broadly endorsed the findings of the KIIs and included several pertinent observations.

6. **Collective creation of a GADRRRES timeline:** A prototype interactive timeline has been developed by the consultant and GADRRRES members and is available online (GADRRRES toolbox)[12].

7. **Meeting participation:** The consultant took part in the December 2019 GADRRRES members' quarterly meeting.

The Disaster Risk Reduction team at a school in Zimbabwe discuss their emergency plans.

Photo: Sacha Myers / Save the Children

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11 Only 13-14 respondents to each question.

12 Creation of a CI 'journey map' has also been advocated as a way of tracking progress. *Collective impact journey map.* Waterloo: Tamarack Institute (2017).

4. FINDINGS

The findings presented below are drawn mainly from the KIIs, and supplemented by the survey forms, GADRRRES internal documentation and the document review. Quotations are from KI interviews and written comments on survey forms.

> **1. Common Agenda -**
>
> **All participants have a shared vision for change, including a common understanding of the problem and a joint approach to solving it through agreed upon actions.**
>
> 1.1 To what extent do GADRRRES partners and other relevant stakeholders have a shared vision for change, including a common understanding of the problem and a joint approach to solving it through agreed upon actions?

It was clear to KIs that GADRRRES is an example of CI, even though no conscious decision was taken to follow the CI model. Adoption of the Comprehensive School Safety Framework (CSSF) [13] is said to represent the common agenda component of the CI approach.

Most members see GADRRRES' common agenda as one of the alliance's main strengths. There is a shared vision: that DRR actors should be committed to addressing education in their policies and programming, and that education actors (governments and NGOs) likewise embrace DRR through working towards the four goals of the CSSF [14] and investing across its three pillars[15]. The agenda makes sense to the different stakeholders who recognise that complex social problems require multi-stakeholder engagement and effort. GADRRRES members and affiliates are said to share 'core values': sustainable development, community resilience, making schools safer, and protecting children. The CSSF provides a firm foundation for this and there is strong consensus on the need to align education and disaster management authorities' policies and plans across the three pillars. The key role played by national and regional school safety platforms is recognised. There is common agreement that policy change requires advocacy in all directions and at all levels and that implementation requires high-quality, adapted tools, resources and capacity building. DRR in the education sector is a broad area of policy and practice, offering space for different areas of interest and expertise[16].

The collective process of creating that vision and agenda has developed over a long time. In 2005, a cluster was established at the World Conference on Disaster Risk Reduction to promote knowledge and education for DRR. This was formalised in 2006 into a UNISDR-recognised Thematic Platform on Knowledge and Education (TPKE), comprising UN bodies, international NGOs and selected regional partners. The TPKE developed a strategic framework and guiding tools to support governments and practitioners to integrate DRR into school curricula and develop educational safety initiatives. One KI thought the visioning and agenda-setting process

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13 See the CSS Framework page on the GADRRRES website: https://gadrrres.net/what-we-do/gadrrres-global-activities/comprehensive-school-safety-framework

14 To protect learners and education workers from death, injury and harm in schools; to plan for educational continuity in the face of all expected hazards and threats; to safeguard education sector investments; and to strengthen risk reduction and resilience through education

15 Safe learning facilities, school disaster management, risk reduction and resilience education.

16 For example, child-centred risk reduction and resilience, school safety, DRR and CCA, urban resilience, education, child protection, education in emergencies, infrastructures and facilities, health and nutrition, poverty and livelihoods.

had begun around 2007, and another KI thought it had taken 2-3 years for the common vision to appear[17].

There is said to be an 'environment of respect' across GADRRRES, and that openness in discussion is part of the alliance's culture. The survey respondents also observed that co-ordinating different stakeholders' visions and mandates has been a 'tough journey' and there needs to be a 'permanent exchange of points of view and ideas' to continue moving forward. At times, there have been intense discussions and moments of tension within the alliance. On the other hand, GADRRRES has continually engaged in discussions about how to move work forward on other issues (for example green schools).

As a formal alliance, GADRRRES is 'still young'. At first, partners were more loosely connected. They reported on what they were doing, but not necessarily working closely together; the network was not making concrete steps and the secretariat's role was mainly communications. Today, GADRRRES has a work plan with over 50 different activities and is led by a variety of organisations with comprehensive understanding of issues and more extensive collaboration. Over the past 2-3 years, it has put greater effort into strengthening itself as a partnership. Yet the number of people engaged in its work remains relatively small.

GADRRRES and its members have become more influential in reaching key people in governments and international agencies, thereby helping to develop and implement policy. It contributes to UN member states' thinking about education and risk reduction in the context of the SDGs (target 4)[18], the SFDRR, and the international climate change agenda. It is looking at expanding its mission beyond UNDRR's limited mandate of natural hazard-induced disasters to include all threats affecting children's access to equitable quality education (including conflict, violence, and everyday hazards).

The common agenda and vision are built on the CSSF, developed by GADRRRES members, and described as the alliance's 'engine', 'raison d'être' and 'greatest success'. Development of the CSSF is a major achievement in aligning the collective vision, creating a framework, targets and indicators, and providing a reference point for individual and collective actions[19]. Every organisation in GADRRRES is reflected in the CSSF in one way or another; every member acknowledges its mandate to contribute to the common vision and seeks to contribute to its common agenda, although individual actors may still focus on particular pillars or areas of expertise. The CSSF was described by one KI as a 'niche area' in the overall context of DRR, but its widespread adoption in many countries results from strong demand, particularly from national Ministries of Education (described by one KI as 'pushing on an open door').

The CSSF strengthens the commitment of GADRRRES members and partners to work together, and national and international actors have signed up to it as a common agenda. A 'circle of understanding' around the three pillars enables strong alignment. There is a high level of stakeholder agreement on this approach, and a shared conceptual platform. The CSSF was said by one KI to be 'rough around the edges' (e.g. it does not incorporate conflict and is not particularly explicit about climate change) and it may be time to 'rehash' it, but the framework is acknowledged to be extremely helpful in providing a common language for different stakeholders and galvanising national-level activities.

In practice, the extent to which GADRRRES members are aligned with one another varies. Most members work closely together at international level. They know each other from having worked in the same field and have a shared understanding and views. More must be done to overcome entrenched institutional mandates

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17 The vision is articulated in detail in Petal M (2008), *Disaster prevention for schools: guidance for education sector decision-makers (consultation version)*. Geneva: Thematic Platform on Knowledge and Education. 58pp.

18 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

19 For example, it has been adopted and endorsed by ASEAN member states. One KI pointed out that while the first edition of the CSSF appeared under the logos of a few individual agencies, the second edition, published for the 2015 Sendai Conference, appeared under the logos of UNISDR and GADRRRES, reflecting its growing significance.

and silos at global levels and facilitate joint or complementary working among agencies (although NGOs were said to be better at doing so than some other international organisations). One KI warned of 'behemoth organisations' which, though formally involved in GADRRRES, knew little about its work and achievements, and hence may undervalue these or be lukewarm in their support.

There is an identified need for common (but contextualised) regional strategies. KIIs indicated particularly strong alignment between NGOs and international organisations (UNESCO, UNICEF and IFRC) in the Asia-Pacific region, with partnerships for securing joint funding, producing publications and informing national authorities. With 22 output indicators, the ASEAN Framework for School Safety underpins the ASEAN Safe Schools Initiative (ASSI) [20] and provides a reference point for developing monitoring and evaluation tools and templates. ASEAN plans to extend its regional strategy for disaster management in the education sector to 2025. ASSI was presented as a good example of joined-up advocacy that engaged international officials and fostered policy discussions. Countries in the region provide annual progress reports on school safety, which are used to report to the biennial Asian Ministerial Conference on Disaster Risk Reduction (AMCDRR). Regional initiatives tend to have their own monitoring systems and roadmaps, which make it easier to understand progress towards goals and the contributions of individual or collective actions.

The common agenda was also said to be particularly strong in the Latin America and the Caribbean (LAC) region, although this had not always been the case. LAC involvement was originally modest and limited to sharing information, and there were language difficulties (four languages used across the region, but most documents are in English). The region was also said to have 'particularities'. For example, there are strong government institutions, with ministries of education having considerable influence. It is essential to work with these ministries, otherwise education and DRR is 'not on the map' (although frequent changes of ministerial focal points present a challenge)[21].

Established in 2011, an active regional group of NGOs, international organisations and ministries of education was formed to support Ministries of Education in their DRR strategies, preparedness and response to ensure the right to education[22]. This group is acknowledged as the educational reference point for the region, has good relationships with ministries of education, and works towards a common agenda for school safety. It meets every two months (more frequently during emergencies). The relationship between the partners 'goes beyond the work', with considerable mutual respect. Experienced professionals in members' regional offices play an important role in knowledge sharing and collaborations. They travel to the same events and meet in regional forums to discuss ideas and challenges. Many of these people have previously worked together in the same industry, and there is a sense of camaraderie. Some have known each other for more than a decade, moving between different agencies, and there are strong personal relationships. This could be described as a loose community of practice.

Alignment was said to be weaker among members in the other regions, who find it more challenging to secure funding. There is good understanding of strengths regionally and of what needs to be done, but it can be hard to make progress because stakeholders have other commitments.

Most GADRRRES members are well established and have been active in the alliance for a number of years. GADRRRES is not a closed shop [23] and has a diverse membership, but it has expanded quite slowly in

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20 See the Prevention Web News page: www.preventionweb.net/news/view/40780

21 However, one KI pointed out that ministry focal points changed frequently.

22 Disaster Risk Management Education Sector Latin America and the Caribbean/Gestión del riesgo de desastres sector educación America Latina y el Caribe. The group originated at an INEE workshop in 2007.

23 Although the added benefit of including more new organisations was questioned by one KI.

recent years [24]. Prospective members have been proposed, but without follow-up. Another challenge (and opportunity) could be reaching out to a wider range of stakeholders in country, for instance to institutions building and maintaining private or faith-based schools.

Overall, GADRRRES' agenda and work plan are ambitious. For all its achievements, the alliance may be trying to achieve too much and there is a risk of over-extending.

> ### 1.2 Does GADRRRES have a theory of change? To what extent do GADRRRES members understand this theory of change?

GADRRRES does not have a formal Theory of Change (ToC)[25]. In its early life, the alliance's aim was less formal, to 'socialise' first around development of ideas and objectives, and then increase uptake. Creating an agreed ToC is challenging, and requires the support of member organisations at global, regional and sub-regional levels. An attempt to develop a ToC at the 2019 F2F meeting appears to have been inconclusive. GADRRRES has , fourteen (14) International Members (two of which are new), and two (2) Regional Affiliates. Its overall aims are relatively clear, but forward planning appears to be more step-by-step than strategic, for institutional and economic reasons.

KIs generally agreed that it would be helpful to have a GADRRRES ToC if it was sufficiently 'concrete' (i.e. practical), aligned to the alliance's mandate, and basic issues were clear. A number of existing frameworks and approaches were suggested as surrogates for a formal ToC: the principal one is the CSSF and its three pillars. The CSSF is widely believed to have stimulated a general, shared understanding at regional and national levels that has fed into programming, target-setting and goals and indicators across the alliance. Some GADRRRES members see it more in terms of an approach and programming guide, or as a thematic agreement, and its targets and indicators as more of a logframe than a ToC. GADRRRES is said to deliver its best results when a number of stakeholders converge to create landmark outputs that can influence the educational and DRR sectors (e.g. the school safety global baseline survey in 68 countries in 2017)[26]. A ToC must relate to the formal global policy landscape for DRR and education set out in the SFDRR and SDGs.

GADRRRES originated under the Hyogo Framework for Action (HFA), which had 'Use knowledge, innovation and education to build a culture of safety and resilience at all levels' as one of its five priorities (Priority 3). GADRRRES was initiated to deliver that part of the HFA, working with national governments where possible. In 2016 it reviewed and updated its mission and objectives to align with the SFDRR and SDGs. Education is not so central to the SFDRR. Its Target D (one of seven targets) is to: "Substantially reduce disaster damage to critical infrastructure and disruption of basic services, among them health and educational facilities, including through developing their resilience by 2030". SDG 4a is to "Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all". It is considered vital for GADRRRES and its members to be in those multilateral spaces where DRR is discussed, and to encourage dialogue and engagement with other mainstream international actors in education and development. Individual GADRRRES stakeholders are already thinking about how to contribute to the post-2030 landscape, but there is also a need for a collective conversation on the role of the alliance as a whole.

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24 Two partners (IsraAid and Arup International Development) have joined recently.

25 Lack of educational or behaviour-change theory is also reported more widely in initiatives to improve school safety and develop child-centred risk reduction (Ronan et al. in preparation).

26 Paci-Green R, et al. (2020). Comprehensive school safety policy: a global baseline survey. *International Journal of Disaster Risk Reduction* 44. See the journal page on ScienceDirect: https://doi.org/10.1016/j.ijdrr.2019.101399

An effective backbone organisation (BBO) and governance structure are 'fundamental' to the CI approach, and hence to GADRRRES as a coalition or co-ordinating alliance.

Its governance architecture is relatively robust, taking into account that it works with members and partners all over the world. Nevertheless, GADRRRES recognises that its structure could be more effective. Organisational arrangements have developed over time and an organisational infrastructure of sorts has been established. In the alliance's early years, involvement of key individuals with expertise in technical and policy matters was vital for developing an agenda and platform. Even today, just a few strong co-leads, technical experts in school safety and knowledge management, and dedicated secretariat staff are essential to maintaining GADRRRES' operations. To support its BBO, communications and other work, GADRRRES depends heavily on a small number of experienced and committed individuals from individual member organisations (most of whom have been with GADRRRES a long time) and their capabilities for its efficient day-to-day functioning[27]. GADRRRES members have their own statutory responsibilities to fulfil, however, and although GADRRRES has many 'very dedicated' members, most people actively involved in it undertake alliance activities outside their working hours.

GADRRRES began with no salaried staff and its secretariat was not very active. Since 2015, it has had a secretariat (and salaried part-time or full-time focal point) that alternates every two years between UNICEF and UNESCO headquarters. These are the only secretariat co-chairs, because of their institutional capacity, human [28] and financial resources, and because they are arguably less subject to major organisational changes than INGO partners. They take turns to chair, run the secretariat and provide its financial support. The secretariat's work involves housing the salaried co-ordinator, holding the alliance's work plan, convening meetings, supporting preparations for Global Platforms and other key events, and elaborating and implementing a communication strategy[29].

Steering Committee meetings take place two or three times a year. The Steering Committee represents a wide range of stakeholders: UNICEF, UNESCO, Save the Children, IFRC, Plan International and UNDRR, as well as representatives of the regional affiliates. The secretariat has become more active and influential in the past 3-4 years, and is assisted by financial support from some members. It has taken more of a 'leadership' role as well as co-ordinating, and is responsible for oversight of the collective work plans developed by the members[30]. It also co-ordinates events, communications and media. The two-year cycle is inefficient,

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27 According to one KI, about 20-25 people from different agencies and in different countries were notably active in GADRRRES.

28 At the time of writing, one person from UNICEF and one from UNESCO working on GADRRRES (previously two from UNESCO).

29 This includes managing the website, producing a quarterly newsletter, managing social media and a YouTube channel, and co-facilitating the Safe Children, Safe Schools Community of Practice.

30 The workplans themselves are developed by members at F2F meetings

though, in that new staff need time to understand and establish themselves in their roles. The transition of secretariats at the end of each cycle, which includes transfer of information and knowledge management systems, as well as website management and social media, was described as 'bumpy'.

The administration is 'fairly skeletal' and just about enough to keep GADRRRES together as an independent entity. The secretariat function has been carried out mostly by a single co-ordinator [31] with a wide range of tasks: managing communications (responding to emails and questions, circulating document drafts, sharing information with members, producing and distributing the newsletter, and maintaining the website); managing information systems (maintaining filing systems, uploading information and videos, and updating membership and contact lists); and co-ordinating meetings and events (organising calls and meetings, preparing agendas, writing and distributing minutes, and co-ordinating major events such as Global Platform involvement) as well as managing member recruitment and induction. Time allocation for these tasks 'varies as needed' [32]. Placing this workload onto a single person makes the secretariat vulnerable to personnel change or external pressures.

There is concern within the alliance about continuity of its organisational structure and co-ordination when experienced individuals move on. At the time of this evaluation, the UNESCO-based post of the GADRRRES secretariat co-ordinator was briefly at risk of closure, due to new organisational and management rules, shortage of funding and the departure of a key staff member and long-time GADRRRES supporter. Several examples were given of losing knowledgeable, experienced and influential people in member organisations, who were not replaced. As one survey respondent put it, the alliance 'is hampered by the limited number of individuals for whom GADRRRES is visible, and important … if key individuals … were to be absent, the effort might collapse.'

In the past, the 'essence' of the BBO was influenced by the key secretariat organisations, UNESCO and UNICEF, and their institutional structures and boundaries. For instance, GADRRRES was originally housed in UNESCO's science section rather than its education section, and it was said that as a result, UNESCO's education team never fully engaged with GADRRRES. Some people on the periphery of GADRRRES did not understand the importance or role of the secretariat. The alliance is trying to move towards a more 'organic', integrated and open structure, but it is not entirely clear how to move forward, nor what a BBO should look like.

There seems to be good collaboration between member agencies, whose representatives interact regularly at meetings. The quarterly GADRRRES Skype meetings are open to all members and have been streamlined for efficiency [33]. Cohesion is maintained through collaborative initiatives, conviction and goodwill. There is general enthusiasm for inter-agency approaches, particularly implementation of the CSSF and WISS. Regional and global co-ordination appear to be strong, but there is a shortage of funding for outreach and building collective impact at regional levels. One KI argued for more regional involvement and inputs to ensure discussions and planning were applicable to regions' needs. Recent steps towards 'institutionalisation' include regularising the membership process, improving communications and strengthening working group structures.

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31 Originally a part-time job; now full-time.

32   GADRRRES co-ordinator handover report 2017

33 Meetings now have a clearer structure, schedule and purpose, and focus on specific questions and issues. Progress reports are now put on Google Docs rather than being presented at meetings. Meetings typically discuss the overall work plan and other key business such as planning for Global Platforms and progress with the GADRRRES website.

New partners join GADRRRES looking for opportunities to bring their organisations to international forums, but their representatives vary widely in knowledge, expertise and capacity to engage. It is therefore important that GADRRRES is not seen as a 'closed shop'. The global Community of Practice (CoP) on Safe Children, Safe Schools (launched in May 2019 as a platform for sharing news, information and resources and developing knowledge and strategies) 'loops in' other stakeholders, making it a potentially important element of cohesion on top of the BBO. The CoP's independence of GADRRRES member organisations adds value to the alliance as a forum for discussion, reflection and innovative or alternative thinking[34].

The BBO is said to be currently 'running on a shoestring' with no secure or flexible funding stream. GADRRRES was said by one KI to be 'under-resourced, under-capacitated and under-structured'. The lack of regular financial support is perhaps the alliance's main weakness ('we struggle'). It does not have a long-term, sustainable funding stream or strategy, although there is a recognised need to develop these. Members can sometimes 'find ways around' the funding challenge, for instance by building GADRRRES support and workplan activities into project proposals. Donors have mostly funded projects, but the BBO requires core funding. Donors also blow hot and cold about GADRRRES. For example, AusAid (now DFAT) was keen on the initiative at the beginning, USAID was previously interested, ECHO has funded ASEAN work, and at one time there was flexible funding from the World Bank (GFDRR), which was described as the 'golden days' of its partnership with GADRRRES. Advance planning and budget preparation support fundraising for regional or regular conferences organised by the UN for member states, for example the biennial Asia-Pacific ministerial conference, Global Platform for DRR, Conference of the Parties (COP), although this is harder at lower levels or for irregular events.

GADRRRES is not a legally constituted organisation so cannot fundraise or receive money directly from external donors; this has to be done by its members, some of which do not have sufficient resources to contribute. It can also be difficult to transfer money between organisations. One KI argued that the Steering Committee needs to explore different options and be more strategic about its planning (at present, it can only plan from one year to the next). Lack of regular funding is a persistent threat to sustainability.

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34 Although CoP models do not lead automatically to greater collaboration (Gibson 2012).

Children taking part in an evacuation simulation in Indonesia

Photo: Jonathan Hyams / Save the Children

> ### 3. Mutually Reinforcing Activities -
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> **Participant activities must be differentiated while still coordinated through a mutually reinforcing plan of action.**
>
> 3.1 To what extent and in what ways are partners' activities differentiated, while still coordinated through a mutually reinforcing plan of action?

GADRRRES encourages mutually reinforcing activities (MRA) because they bring together different scientific, programmatic and pedagogic approaches and knowledges, encourage financial support, and enable the alliance to be flexible and adaptive. The work plan is 'solid, and promotes interagency collaboration', particularly in advocacy. Some KIs compared the relatively loose and fluid working relationships between GADRRRES members positively with more focused/specialised and rigidly organised consortia and partnerships. However, it was acknowledged that more should be done to promote collective efforts.

The CSSF is the foundation for MRA. Members and participants understand what is required under the three pillars and can assess their contributions towards them. This leads to more co-ordinated partnerships. The CSSF is a foundation for regional initiatives that lead to projects and programs developed by governments. The CSS Assessment Suite is also a good example of members working together and playing to individual organisations' different strengths. It deploys mobile phone/tablet applications and methodologies that enable users to undertake multi-hazard risk assessments, and provides data to support planning and decision-making at school, subnational and national levels [35].

GADRRRES' workplan activities develop from its common vision/shared agenda – there must be a 'line to the mandate' – and the regular discussions and meetings where members update each other and share ideas ('cross-fertilisation' of experiences and results). At international level, the alliance has strategic and shared objectives, which are transmitted into joint activities (e.g. conferences, advocacy and research); its 'convening power' is said to be strong.

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35 *CSSF Assessment Suite.* GADRRRES (2017) 2pp. Save the Children and RiskRed worked on the apps as part of the assessment suite, which also incorporates the VISUS methodology developed by UNESCO and the University of Udine. The VISUS methodology is described in detail in Grimaz and Malisan (2020).

Participation of members at UN Global Platforms and regional-level meetings is said to be effective in stimulating MRA. These interactions mobilise partners to collaborate on specific activities and build on individual organisations' capacities and agendas. Organisations working in the education sector also have a shared understanding of issues and a common professional language, which is particularly useful when working with national education ministries.

Within this broad approach, each member has its own organisational workplan, with elements that match or intersect with the broader group agenda. Ideas are rolled out if and when resources become available; members are constantly looking for ways of joining up their different activities and matching their different skills. The aim is to replicate rather than duplicate.

As mandates have become clearer, co-ordination between members has improved greatly over the years. Regional-level co-ordination is led by different members (e.g. Plan and Save the Children lead in SE Asia/ASEAN region). Nevertheless, co-ordination remains a challenge. GADRRRES members have different bureaucratic structures, mandates and timetables. In terms of differences in human resources and budgets, they are not equal. In the larger member agencies, GADRRRES work is a very small part of the overall portfolio. There were said to have been difficulties in co-ordinating work on school safety assessment tools about five years ago. One KI gave GADRRRES '5 or 6 out of 10' for co-ordination; another felt that members concentrated on 'doing their own thing' and that collaboration occurred only sometimes, when interests aligned.

However, in general, the alliance's membership is not seen as competitive. There are many collaborations between members, which have built trust and a more collaborative culture (it was hinted that there was previously a degree of competition in terms of leading and visibility). Co-ordination is most evident when making plans and strategies, developing documents, or co-ordinating public activities such as side events at the Global Platform[36]. Some KIs thought that there were more barriers at program levels, where interest in initiatives might vary from agency to agency, especially where budgets were constrained. There is also a cost in terms of the time and effort needed to co-ordinate work involving a number of stakeholders.

The overall approach is necessarily pragmatic. This approach is based on members' perspectives and areas of expertise, opportunities and the timescales required (e.g. school construction is a slow, long-term process; opportunities for changing educational curricula may not occur often). Activities take place on different scales, according to need and members' capacities. GADRRRES looks for opportunities where its members can give effective guidance or support, and it makes sense to 'go where the energy is' in different countries. It also appears to have become more flexible (for example, there is now more cross-pillar work) which may be a result of widening the membership.

F2F meetings of GADRRRES members have the potential to strengthen relationships across the alliance. These can be organised independently or in the framework of an international or regional event (e.g. the biennial UNDRR Global Platform and Regional Platforms for DRR and the Asia-Pacific Ministerial Conference on DRR). To date, only one GADRRRES F2F meeting has been organised independently from an international or regional agenda. This was held in March 2019 over two and a half days, and the discussion about the alliance's organisational structure helped in developing more structured and defined work plans and led to more emphasis on knowledge management. A request to organise this type of meeting at least once every year was made by GADRRRES members in order to exchange ideas about the strategy and work plan of the group.

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36   There is also an agreement that if any two members of GADRRRES collaborate on a document and circulate it for feedback to the GADRRRES member agencies, then it is eligible to be published under GADRRRES logo.

> **4. Shared Measurement -**
>
> **Collecting data and measuring results consistently across all participants ensures that efforts remain aligned and participants hold each other accountable.**
>
> 4.1   To what extent and in what ways are partners engaged in using the shared measurement system (SMS)?
>
> 4.2   To what extent and in what ways does SMS design and operation support learning?

GADRRRES members collect, process and share a considerable amount of data on many matters relating to the alliance's mandate, for example, on school safety implementation, good practices in DRR and resilience building in the education sector, and resilience/school safety indicators. Data is used internally (e.g. for projects) or published as reports for advocacy, policy and practice. GADRRRES collects information on activities and outputs and shares this down to region, country and sub-country levels. There does not appear to be comprehensive online global mapping of school safety efforts yet.

Shared measurement is challenging, and KIs identified consistent data gathering and sharing through the Shared Measurement System (SMS) as a powerful mechanism for making GADRRRES more effective. Basic, top-level indicators are clear enough (e.g. how many countries have signed up to WISS) and KIs believed that there was a form of SMS ('kind of'), but some felt that it needed much more collective effort to maximise its potential.

Although the move is towards national education authorities being responsible for data collection, there is huge diversity of data quantity and quality in different countries. Projects and donors may use different frameworks, or collect data differently, making comparative measurement difficult. The CSS Targets and Indicators [37] (and regional level adaptation of these) are intended to establish core indicators but need to be customised for each country as part of national education management information systems. There is a general desire among members for clearer and more comprehensive data, and it was acknowledged that the presentation of information can be confusing to outsiders [38]. Members felt that the late-2019 review of GADRRRES' work plan across the network to identify areas for support was a useful exercise for making the plan more realistic.

Achieving an effective SMS requires a strong secretariat, co-ordinated by different leads, to ensure everyone receives the same information. The more horizontal management system that GADRRRES developed recently should facilitate more efficient and equitable information sharing; work on improving this is still in progress.

The CSSF provides a common framework and space for shared measurement and to inform programming. Its top-level goals are clear and there is strong alignment of goals, targets and indicators linked to the three pillars. It is widely counted as a success story, as it has been taken up by GADRRRES members and education authorities in many countries in the Asia-Pacific and Latin America Caribbean regions. ASEAN adopted it following a multi-country consultation among ministries of education. The CSS assessment suite takes risk assessment down to school level and schools' information management systems. Ideally, it should bring data to stakeholder platforms for review, validation and identification of gaps, and lead to improved reporting and

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37 The CSS Assessment Suite provides non-technical (School Safety Self-Assessment and Rapid Post-Disaster Damage and Needs Assessment) and technical (VISUS - School Facilities) appraisal tools.

38 One KI even said the website was confusing; another that the reason for relaunching WISS was not made clear.

greater confidence in reports. The World Bank database on construction of school types (categorised under the CSSF) and inventory for risk assessment data are shared with alliance members.

Other research carried out and published by GADRRRES and its members makes a significant contribution to the alliance's knowledge and understanding, as well as providing substantive data to inform policy and programming decisions by high-level stakeholders. The most important of these (and 'the most consistent thing we have done') is the CSS Policy Survey funded by the World Bank (GFDRR) and administered in 68 countries in 2016-17. The common dataset and baseline produced by this research has been described as a 'massive' and 'most useful' contribution to a SMS. The research recorded adoption of CSS policies and identified key facilitators and blockers of policy development and implementation. Evidence of disaster impacts and advocacy were found to be key facilitators for CSS policy enactment, while lack of funding and technical capacity tended to impede it. The results have helped to identify contexts where CSS policy development is most likely to be successful as well as next steps for DRR in the education sector[39].

Data from this study were also published in the 2017 report *Comprehensive School Safety Policy: trends in the Asia-Pacific region*[40]. This report was funded by C&A and the C&A Foundation and used data from 24 Asia-Pacific countries to identify enabling environments that support CSS, specific policies related to the CSSF's three pillars, and facilitators and blockers to developing and implementing CSS policies. GADRRRES hopes to carry out a follow-up survey in 2020, subject to availability of funds, and is preparing guidance on its methodology. Ideally, such surveys would be carried out on a regular basis (e.g. every 2-3 years) but they require considerable quantitative and qualitative research, and hence, resourcing.

More work needs to go into understanding 'what works', 'key ingredients', and what is most efficient for implementing CSS policy at scale and sustainably. This is being addressed by a new study to answer the questions of how best to design, develop, evaluate, and implement child-centred risk reduction and school safety policies and practices with documented outcomes and impacts[41].

The CSS Assessment Suite tools are designed to collect and report reliable data. CSS Assessment Suite non-technical tools have been used successfully in Fiji, Lao PDR and the Philippines, where they are being integrated into education management information systems. The multi-hazard school safety assessment VISUS methodology has been piloted in seven countries (Italy, Lao PDR, El Salvador, Peru, Indonesia, Haiti and Mozambique). Results of such tools and data collection must be integrated more widely into national education management information systems, and assessed, if the findings are to have a significant and lasting influence on policy and practice.

Ideally, a GADRRRES SMS should contribute towards higher-level policy frameworks, particularly the SFDRR. There is a 'live discussion' among members about how best to link CSSF data to the SFDRR targets (contribution to the HFA was regarded as more straightforward, that framework being 'so explicit') and how to stimulate involvement of global and national actors in discussions about DRR in the education sector.

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39 Paci-Green R, Varchetta A, McFarlane K, Iyer P, Goyeneche M (2020). Comprehensive School Safety Policy: a global baseline survey. *International Journal of Disaster Risk Reduction* 44 (2020). See the journal page on ScienceDirect: https://doi.org/10.1016/j.ijdrr.2019.101399

40 Paci-Green R, Miscolta A, Petal M, McFarlane K (2017). *Comprehensive School Safety Policy: trends in the Asia-Pacific region.* GADRRRES. See the Prevention Web website: www.preventionweb.net/publications/view/61412

41 M. Petal, K. Ronan, G. Ovington, M. Tofa, Child-centred risk reduction and school safety: An evidence-based practice framework and roadmap, *International Journal of Disaster Risk Reduction* (2020, in press). See the journal page on ScienceDirect: https://doi.org/10.1016/j.ijdrr.2020.101633.

5. Continuous Communication -

Consistent and open communication is needed across the many players and among external stakeholders to build trust, assure mutual objectives, and create common motivation.

5.1   To what extent and in what ways does cross-initiative communication help to build trust, assure mutual objectives, and create common motivation?

Constant communication is fundamental to GADRRRES' effectiveness. This is acknowledged to be difficult to achieve, even though networking generally is good. There is 'ongoing discussion' about how to improve communications. The common benefit of communicating was clear to all GADRRRES stakeholders who were interviewed. It supports everyone's work and everyone can take credit for it, but at the same time it is not (or should not be) an overwhelming task.

Most information on GADRRRES and its work is available online or through social media. Structures are in place for sharing information and networking. Most networking and communication is virtual, via accessible media such as Skype, email, online meetings, instant messaging (IM), WhatsApp and Facebook; a shared drive of documents is also available to members. The secretariat and regional co-ordinators are the hub for communications across different levels. There is a quarterly members' newsletter. There is also communication through the CoP and Steering Committee. The website plays an important role in making relevant information available. Communication between members is mostly by email. The secretariat generates many emails, though some KIs questioned how much recipients read and use the information they contain. However, the secretariat uses emails partly to promote inclusion (see section 6): nobody is left out, and everyone receives the same information. This contributes to relationship-building without putting pressure on members.

The secretariat organises GADRRRES meetings via video-conferencing every three months to review progress, provide updates on initiatives and discuss potential activities, aiming for the maximum possible participation[42]. The consultant attended one of these virtual meetings, where the culture was welcoming, open and inclusive. All participants were given a chance to contribute, and all speakers were listened to with respect. Meeting minutes are shared for approval. Regional actors have direct access to the secretariat to share information.

There are also many informal, one-to-one conversations between members at global, regional and country levels, particularly at conferences, workshops, symposia and related events. These bring individuals and organisations together and provide 'feedback loops' on ideas and initiatives. The biennial Global Platform for DRR (where open meetings of members take place) and Asia-Pacific Ministerial Conference on DRR were mentioned in this context. They are viewed across the alliance as critical opportunities to meet and get commitment from external stakeholders, especially state actors and international organisations. Particular effort therefore goes into trying to engage external stakeholders at such events.

Communication (internal and external) were said to be 'good' and 'transparent', although this was also described as the first place where things fall apart in practice (perhaps because of pressures of other professional demands, as most members are involved with the alliance on a voluntary basis). While plenty of information is shared, reflection and feedback from members and stakeholders is much more limited.

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42   Each quarterly meeting is broken into two repeated sessions in different time zones.

The secretariat plays a key role in information sharing, but to function effectively there is also a need for 'connectors' (i.e. individuals who can share information and make things happen across the alliance). Good working relationships among the 'core' group or 'inner circle' of GADRRRES (the steering committee and another 10 or so people who are heavily involved) also support good communications. GADRRRES is concerned to involve the outer circles of partners more, for example RiskRed, Build Change, and new members Arup ID and IsraAID. This was a factor behind creation of the network co-ordinator's position. Good connectivity with external stakeholders in influential positions (particularly ministries of education) helps to push agendas at national, regional and international levels. Relationships are strong at all these levels, built partly on long-standing personal contacts that are maintained even when individuals move into different institutions.

While communications technology has made it physically easier to communicate, there has been less face-to-face contact (due to cost factors and concern about the carbon footprint of international travel), leading to some pressure to reduce the number of physical meetings[43]. Yet representing GADRRRES to organisations, especially regional spheres of influence, and engaging with regional and global platforms are recognised as vital for gaining support and legitimacy. There is a desire for more F2F Steering Group and general group meetings. In the absence of specific funding for such events, alliance members have to be opportunistic, getting together on the fringes of other international or regional meetings. The 2019 F2F held in Geneva was considered successful because two and a half days could be devoted to discussing GADRRRES business that included agenda-setting, planning, assigning roles and setting deadlines. It was conceded that some of this energy has since evaporated.

The current system of communicating to members through the secretariat works well, but it depends on the contributions of dedicated individuals, which can be limited because of other workloads. The focal points in member organisations cannot always spare much time for GADRRRES work, and it was suggested that it might be helpful to have two focal persons in each partner agency. Focal points do not necessarily need to be high-level staff, just committed professionals with time to organise and share information. Communications work could scale up very quickly if opportunities opened up and appropriate resources were made available.

GADRRRES' communications system is strong and built upon good relationships between members; many of these contacts are personal and based on years of friendship. Members and individuals often communicate with each other outside GADRRRES. Questions or issues are passed onto other members or individuals, or to the steering committee, as appropriate. All individuals in the partnership are committed, but some are constrained by the workloads imposed by their organisations. Recognising this, the secretariat seeks to be flexible in its demands on members.   Communication breakdowns are most likely to occur when staff change their roles within organisations.

Establishing the SCSS CoP in May 2019 complements GADRRRES' ongoing efforts to support capacity building by providing a platform for sharing news, information, research and resources, and developing knowledge, strategies, and policy and program interventions for child-centred risk reduction and school safety. It is a relatively informal communications mechanism, with rotating convenors; guidance and advice are shared through monthly webinars (the first of which had just taken place at the time of this research). Its growth has been phenomenal. The SCSS CoP already has over 400 members (researchers, practitioners, policy makers, particularly in INGOs and national NGOs) in over 80 countries[44]. Potential for scaling up even further appears to be considerable. Welcome though it is, this rapid expansion has increased the workload pressure on some staff in GADRRRES member organisations, particularly regarding information sharing and advertising, organising and facilitating events. As the CoP develops, GADRRRES will need to plan how best to engage with it and maximise its potential.

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43   This study was mostly carried out before the COVID-19 pandemic brought a halt to most face-to-face meetings.

44   *Safe Children, Safe Schools Community of Practice: 2019 membership survey* (GADRRRES, 2019). The largest proportion of members are from NGOs and in Asia, although it is hoped to increase membership from Latin America and the Caribbean, Africa and the Middle East. Communications are currently in English only, but it is planned to add other languages.

6. Equity and Inclusion -

Strategies and plans should be developed by and with different stakeholder communities; initiatives should be accountable to communities

6.1   To what extent are different stakeholders' voices heard and their views acted upon?

GADRRRES is based on the common understanding, vision and goals of its members and stakeholders. Its external agenda is based on the broader global developmental and disaster agenda expressed in the SDGs, SFDRR and Paris Agreement, all of which have equity and inclusion as fundamental elements. GADRRRES and its members seek to promote equity and inclusion issues at government level, for example by working on incorporating disability requirements into methodologies for assessing learning facilities, and seeking to collect disaggregated data. Equity and inclusion are 'very clear' values held within the alliance, which has a 'collective drive' to engage and share.

Internally, GADRRRES has 'good mechanisms' for giving voice to its members and sharing their ideas and contributions. Its culture is inclusive and mutually respectful. Individuals feel 'comfortable' in expressing their views, participants feel they are listened to, and discussions are generally positive in tone. The alliance's shared work plan strengthens inclusion and motivation and actions are set out in collective and individual agency work plans. There is a culture of co-ordination and collaboration across the alliance, with working groups for each pillar, plenty of email conversation, and a shared drive to access information.

Members must commit to participate and add value: the alliance's TOR are clear about the minimum commitments and contributions required (e.g. time, funds or expertise). Every member is treated the same way and nobody is more important or has a stronger voice than another. Significantly, there appears to be no major dissent within the alliance – certainly not in recent times.

GADRRRES is 'very open' as a matter of principle, with no real entry barriers. Different individuals and organisations are involved at different levels, and the Secretariat works hard to involve members. The alliance's flat governance structure ('well-structured but light commitment') gives space for this. However, it was suggested that it may need more 'spaces' for the exchange of ideas in its decision-making structures, due to its size and continuing growth. Decision making is based on consensus, but was described by one KI as 'informal acquiescing' rather than formal representation and feedback, with some individual stakeholders having considerable voice and influence. It was also suggested that those organisations that invested most human and financial resources in the network had the strongest voice in discussion, and one KI sensed a degree of competition between some organisational members. Some members lack the time or resources to participate in meetings and other activities, especially outside their own countries or regions; and in some organisations, where individuals move between roles, it can be difficult to create or sustain relationships.

The alliance contains diverse members and voices, including national government agencies, international organisations and NGOs[45]; but there is still scope to broaden the membership and make it more inclusive (e.g. by including organisations working on child rights and disability). Issues and questions can almost always be resolved or answered by a partner somewhere. There is no drive towards formalised standardisation of practice, and members continue to use different tools and methods in their work (e.g. for risk assessment).

Researcher-practitioner meetings at country level are beginning to attract significant numbers of

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45 NGO partners include: Risk Reduction Education for Disasters (Risk RED), a US-based non-governmental organisation that champions the right of children to safer schools worldwide; Health Songs International, which teaches lifesaving key messages through songs, games, apps and film; and Sustainability Frontiers, an international alliance concerned with formal, non-formal and informal education that addresses threats to the environment and human society problems (www.riskred.org; healthsongs.org; and www.sustainabilityfrontiers.org).

professionals (e.g. around 60 people at meetings in China and Bangladesh) and reaching out to groups and organisations beyond the 'usual suspects'. These relationships are maintained through the Community of Practice. There is also said to be a good gender balance regarding participation in activities.

Language is more exclusive, with international publications and communications conducted mostly in English. There is a recognised need for resources in other languages to support national-level actors, for example materials in Spanish for the large Spanish-speaking membership in Latin America and the Caribbean. Efforts are being made to translate materials into other languages (e.g. guidance on the CSSF, school construction, and research into action briefs). In March 2020, GADRRRES announced to the Community of Practice that a number of key resources had been translated into nine different languages[46].

Nevertheless, there is a recognised need for broader and deeper stakeholder involvement, moving from stakeholder 'identification' to 'engagement' and paying more attention to diversity issues. For example, Asian countries are well represented in GADRRRES and at global events[47], but representation from Africa and the Middle East is much more limited. Where regional groups are working on relevant issues, this gives increased voice in discussions with decision makers and duty bearers at national levels, but voice is a much more significant challenge in other countries.

Representation of people with disabilities (PWDs), children and youth is also limited (except at major events such as Global Platforms), although these are important target groups. GADRRRES is keen to expand its membership base and partnerships, realising the need to look beyond its core and most active members (many of whom are already heavily committed and may not have capacity to expand their own work)[48]. Some KIs identified more regular engagement from national governments (for example in coalitions and partnerships) as desirable; GADRRRES was originally founded to support ministries of education.

> **7. Learning Culture -**
>
> **Collective impact learning culture refers to the ways in which learning is embedded in the CI initiative.**
>
> 7.1   To what extent and in what ways does the network support learning, experimentation, dialogue, and reflection?

GADRRRES has always had a strong learning culture. Learning is one of the four thematic objectives in the work plan (the others are capacity-building, communications and advocacy). It is a core part of work plans for all the working groups: meetings review what has been learnt and members record and share information on their work via a shared drive. The importance of a learning culture is widely acknowledged across the alliance and there are many learning collaborations (for example, the relationship with UNDRR and other external partners is valuable for sharing learning and identifying learning priorities). There is a great deal of reflection on how to achieve change. The Global Platform for DRR provides a good opportunity to reflect and push for future action. The new Community of Practice has considerable potential for sharing and debating knowledge and experiences. Responses to the 2019 CoP survey revealed a strong demand for information on guidance and tools, research and evidence, resources and events, links to other organisations, and opportunities for collaboration in project development.

Although learning is important in principle, GADRRRES members often 'have little time for this, in practice'. Busy agency staff 'hardly have time to read our own [publications], let alone others'. Interview responses focused on practical issues about how to support and facilitate learning. Funding appears to be the main obstacle to improving learning, but learning depends heavily on a core group of people and institutions who are heavily involved in GADRRRES' work and have the capacity and resources to engage. It is difficult for

some members to travel to meetings and engage in dialogues with other stakeholders. Learning often has to happen after everyday, practical work, and the activities that keep organisations and individuals busy.

On the other hand, modern communications technology greatly facilitates knowledge sharing or 'cascading' to different communities. For example, work on school safety implementation has used online platforms, online games and apps, with publications shared on the website. GADRRRES webinars, where members make presentations, are much appreciated and open to external participants[49]. The GADRRRES YouTube channel has over 70 subscribers.

A report published as this evaluation was finalised found that the GADRRRES website is under-utilised to access research, and identified areas where GADRRRES could improve communication of learning. It recommends that GADRRRES should develop a dissemination and communications strategy, set up a 'knowledge management framework' to categorise its different resources and research, and identify research topics needing most urgent investigation. It also recommends: making the website architecture more user-friendly; promoting the website more strongly; considering recruitment of a volunteer content writer; and linking the website to collections on the UN's PreventionWeb document database[50]. Web content in languages other than English are also necessary.

Research and evidence play a vital role in promoting the three pillars of the CSSF. The CSSF targets and indicators – said by one KI to be 'in the DNA of the framework' – are designed to capture this, with collection of disaggregated data being particularly important for detecting exclusion and factors leading to it. These findings can be difficult to communicate to those who are unfamiliar with quantitative research data and techniques. There seems to be a great deal of goodwill and excitement regarding learning, and a desire to achieve a 'critical mass' of robust evidence to support better integration of research and practice. The emphasis is shifting from data collection towards effective dissemination of research findings that stimulate meaningful conversations with partners, donors and other stakeholders towards long-term impacts. GADRRRES is putting more effort into getting its practice-based research into international peer-reviewed journals[51]. Conversations have begun with Chinese researchers about potential publication or translations of GADRRRES research, which could open up a very large area of influence.

As a promoter of innovation, GADRRRES has to allow for failure. Some members appear to be uncomfortable with this, because of its implications for prestige, and hence resources. Unlike most scientific endeavour, where it is accepted that risks have to be taken and results cannot necessarily be predicted, GADRRRES seems relatively risk-averse. There is some learning and knowledge experimentation at the level of individual organisations, but not at the alliance level.

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49   For example, a webinar about the VISUS methodology on 9th March 2020.

50   *Child-centred risk reduction and school safety research: research utilization report.* GADRRRES, Save the Children, Safe Children Safe Schools (2020).

51   It has suggested and supported an issue of the Australian Journal of Emergency Management focusing on 'young people as creative agents of change' (See the journal page: https://knowledge.aidr.org.au/resources/ajem-april-2020/), is preparing a special edition on school safety for the *International Journal of Disaster Risk Reduction* for publication in October 2020, and is supporting a special issue of the *Journal of Disaster Prevention and Management* in late 2020.

8.   **Collective Impact Capacity -**

Collective impact capacity refers to the interstitial elements that keep the CI process moving forward (e.g. funding, human resources).

8.1   To what extent does the network have the resources and capacity it needs to implement its work as planned?

GADRRRES has considerable expertise. A core of technically expert, committed and persistent individuals in key organisations has made a fundamental contribution to the alliance's development, growth and impact over several years. However in terms of time and money, this human capacity and expertise is considerably under-resourced. GADRRRES' plans have relied heavily on 'squeezed volunteers': enthusiastic, committed individuals giving their time and skills over and above their organisations' work portfolios. Those involved often take on a great deal of responsibility. GADRRRES has been vulnerable to staff turnover in its member organisations, although, as one KI said, 'somehow we still cope with that'. Effort is needed to build support and recognition within these organisations. In Save the Children, for example, the emphasis has been on a 'common approach' to school safety, aligned to the CSSF but also including other key issues in Save's wider work: violence prevention and education in conflict-affected settings. The establishment and rapid growth of the CoP is an opportunity to extend access to relevant technical capacities globally, but this needs to be co-ordinated effectively for maximum effect. There is still 'a way to go' in getting people engaged in and across the membership, particularly regarding inter-agency approaches to member states.

In the past, GADRRRES appears to have been vulnerable to the interests and priorities of its supporting institutions. The alliance has always had a strong (one KI even called it 'symbiotic') relationship with UNDRR (formerly UNISDR), which saw the need for more active advocacy to generate policy commitment from governments, supported the establishment of WISS, and engaged with national ministries of education to support WISS. However, support for WISS has decreased since 2015.

Some efforts have been made to strengthen the somewhat fragile organisational infrastructure. The dedicated Secretariat co-ordinator plays the key role in this. Initially part-time, the position was created in 2016 to support the co-chair (previously the role had been carried out by the co-chair alone, without administrative support). The GADRRRES secretariat follows the chair, which rotates between UNESCO and UNICEF every two years. This is pragmatic, since these organisations have more resources than other members, but it leaves the secretariat and GADRRRES vulnerable to higher-level institutional decisions and creates ambiguity regarding lines of reporting and accountability. While this evaluation was being carried out, financial contributions to secretariat costs for the next two years were being questioned, and it seemed that the co-ordinator's position might disappear. There might be value in opening up the chair's role to other member organisations, but it is not clear which organisations would be able and willing to do this. The secretariat is overloaded, relying on the exceptional efforts of the co-ordinator and occasional interns.

The recent debate on secretariat funding has opened up discussions about long-term strategies for financial sustainability, and more specific questions (such as introducing membership fees and the high costs of commercial website hosting). Members do what they can to obtain financial and human resources, but this remains 'very shaky' and relies on a few dedicated individuals. Recent research into initiatives promoting child-centred risk reduction and school safety policies and practices shows that financing for such work is

typically short-term, usually for relatively small-scale projects, and often does not achieve a 'programmatic approach' to enable scaled and sustainable change. Short-term project timelines inhibit development of strategic planning and partnerships[52].

GADRRRES cannot expand in a meaningful way without additional human resources, particularly for communications. There is a desire among members for a 'permanent house' for the secretariat, and a hope that the current situation may stimulate the Steering Committee to take action. Other relevant issues raised in the KIIs were: the value of projects and two-year planning cycles (based around Global Platforms) in helping to focus efforts and resources; and the importance of discussing with each member how best to support them in their work and therefore to clarify how and where to advocate and implement at country levels.

Save the Children DRR simulation at Tanakuku Primary School, Guadalcanal Province, Solomon Islands.

Photo: Robert McKechnie / Save the Children Australia

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52 Ronan et al., in preparation.

Evidence, 14, leads the Disaster Risk Reduction programme at his school in Zimbabwe.

Photo: Sacha Myers / Save the Children

CONCLUSION

INTERPRETATION OF RESULTS AND RECOMMENDATIONS

The evaluation was commissioned to address four broad questions, with the following recommendations.

QUESTION 1: To what extent is the GADRRRES operating model consistent with effective CI approaches?

Though it was not initially designed as a CI initiative, the GADRRRES operating model is a good fit with CI approaches. The framework for this evaluation (developed from CI's framework) captures the different aspects and issues effectively and helps to reinterpret GADRRRES through a CI lens.

The areas of the evaluation framework where GADRRRES is most strongly aligned with the classical CI approach (the five conditions) are:

- Common agenda (shared vision, inclusion of diverse voices, openness to debate and to new ideas)
- Mutually reinforcing activities, derived from the common agenda (collaborative ethos, interaction, adaptive ways of working); and
- Continuous communication (culture of sharing and stakeholder engagement, strong relationships at different levels, effective methods, transparent processes).

Areas where GADRRRES is less successfully aligned with CI approaches are:

- Backbone organisation (dependence on a small number of individuals, vulnerable to staff turnover and institutional changes, 'fairly skeletal' administrative structure and capacity, and financially insecure); and
- Shared measurement system (exists to some extent, especially through the CSSF and needs

greater collective effort and more consistent data-gathering and sharing).

Other areas not among the CI five core conditions:

- Equity and inclusion is a very positive feature of GADRRRES (clear and strong values, open, inclusive and respectful culture, and different voices are heard)
- Learning culture and associated advocacy are embedded in the alliance (expanding the evidence base, using evidence to influence policy and practice, strong demand in GADRRRES for information, Community of Practice, and widespread use of electronic media); and
- Human and financial capacity (high level of expertise and commitment, vulnerable to staff turnover, secretariat is overloaded and under-resourced, and needs greater financial sustainability).

QUESTION 2: How can GADRRRES better contribute to strengthening global co-ordination, increasing knowledge and advocating on risk reduction education and safety in the education sector?

- GADRRRES has 'convening power'. The most effective way to continue progress is to build on existing strengths and achievements with innovations or changes where required.
- GADRRRES must decide how much to focus on growth and how much on consolidating existing work, while recognising the risk of over-extending.
- The CSSF should continue to be a focal point for driving progress on the ground and encouraging actors to engage.
- Stronger links with regional members and partners are essential for uptake of the

- common agenda.

- GADRRRES should increase its engagement with other key actors in the education and crisis sectors[53].

- UNDRR should be encouraged to revive its interest in DRR in the education sector.

- GADRRRES should involve a wider range of stakeholders with different skills and experiences, paying attention to diversity. More representation is needed from Africa and the Middle East and from marginalised groups (e.g. people with disabilities, children and youth).

- GADRRRES members or partners in country should extend outreach beyond state institutions and schools and become more visible at local levels.

- GADRRRES should consider how best to support the Community of Practice (CoP) on Safe Children, Safe Schools, to maximise the CoP's potential. This could include setting up a dedicated task team to manage CoP activities and engagement.

- New members and smaller organisations should feel informed, valued and supported, including providing resources in a range of languages.

- More F2F meetings would strengthen stakeholder relationships and help GADRRRES to gain support. GADRRRES needs to consider its own institutional resilience and reduce its dependence on a few committed individuals in member organisations.

- A long-term strategy for financial sustainability is needed.

- Publishing practice-based research by GADRRRES and its members should be

encouraged. Research initiatives, tools and data collection methods should be rolled out across a wider range of locations and contexts.

QUESTION 3. What tools and methodologies should be adopted by GADRRRES to continue monitoring and evaluating their CI operating model?

- This report could be a baseline to measure future progress with the CI operating model.

- Future MEAL activities could comprise regular 'light touch' monitoring reviews and substantive evaluations (every 4-5 years).

- The timeline tool developed for this evaluation could be used as a working/living document that can be updated by members, using an open source editing/wiki approach.

- GADRRRES should engage other independent consultants or researchers to carry out separate studies on all or parts of its work.

QUESTION 4: What are the recommendations to strengthen the GADRRRES operating model to reflect an effective CI approach?

Common agenda:

- Develop a GADRRRES Theory of Change (ToC) as a vital next step in clarifying and sharing GADRRRES' vision and strategies, and use the process of creating a ToC to strengthen relationships between members and partners across different regions and levels.

- Ongoing discussion and exchange of points of view and ideas to ensure progressive thinking and connect GADRRRES with relevant developments and trends.

- Recruit new members and partners, especially regional actors and develop partnerships with non-state institutions.

- Absorb new issues and ideas that are relevant

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53 For example, the Global Partnership for Education, Global Education Cluster at www.educationcluster.net, and Inter-Agency Network for Education in Emergencies at inee.org.

(e.g. conflict, climate change and everyday violence).

Backbone organisation:

- Develop a roadmap for strengthening organisational structure and overcoming current constraints.
- As a priority, GADRRRES members and donors should identify and adopt innovative approaches to develop and strengthen a stable and financially sustainable backbone organisation.
- Find a permanent home for the GADRRRES secretariat.

Mutually reinforcing activities:

- Improved dialogue (including more F2F meetings and online interactive discussions) and planning to strengthen relationships and support cross-agency co-ordination to overcome resource and capacity deficiencies.
- Develop workplans and activities from the common vision and shared agenda.
- Greater participation of alliance members at UN Global Platforms, regional-level and other meetings and platforms (education, DRR, conflict [54] and violence) to stimulate MRA and mobilise partners to collaborate on specific activities.
- Encourage collaboration and use of the GADRRRES branding for joint work of member agencies and promote this.

Shared measurement systems:

- Expand and reinforce the evidence base to influence change.

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54 In the case of conflict, this could be through engagement with the Global Coalition to Protect Education from Attack (GCPEA) and Safe Schools Declaration.

- Promote the CSSF as a framework and space for shared measurement, as a focal point for vision, alignment of goals, targets and indicators, and obtaining 'buy in' from stakeholders.
- Promote greater use of CSSF data to demonstrate progress towards the SFDRR targets and SDGs.
- Develop a global research agenda and commission more robust and extensive research relevant to global policy frameworks.
- Develop the CSS Policy Survey as an instrument which can be used on an ongoing basis for measurement of progress against the CSSF and repeat the Survey on a regular basis.

Continuous communication:

- Extend communications capacity and activities to reach wider audiences of practitioners, decision makers and duty bearers. GADRRRES needs to be better known among school safety stakeholders.
- More F2F meetings for information sharing and relationship building across the alliance.
- Continuous effort to make cross-alliance communication effective and relevant.

Equity and inclusion:

- Create more time and space for decision making and exchange of ideas as the alliance grows (e.g. webinars and F2F events).
- Ensure that the voices of large organisations do not dominate and that new, smaller members feel that their views are heard and valued.
- Reach out to geographical regions that are currently less well represented to stimulate regional affiliate alliances (e.g. Africa and the Middle East) and seek greater representation of other social groups (e.g. people with

disabilities, and children and youth).

- Open up the membership to a wider range of organisations and consider creating different categories of membership (e.g. affiliates).

- Produce resources in a wider range of languages.

Learning culture:

- Seek ways to build collective capacity to collect, review and reflect upon information.

- Develop more targeted strategies aimed at specific decision makers and communities of practice.

- Develop a formal dissemination and communications strategy, set up a knowledge management framework, and prioritise research topics needing most urgent investigation.

- Update the GADRRRES website as a primary

tool for supporting learning, attracting new members and communicating the shared vision.

CI capacity:

- Expand the membership base and partnerships.

- Find ways to engage more individuals working in the member organisations, at junior and senior levels.

- Recruit a mix of high-level staff and those who can deliver on workplan activities.

- Put greater effort into seeking long-term, programmatic funding to ensure financial sustainability.

- Be careful not to over-extend the alliance by taking on too many commitments at once.

CONCLUDING REMARKS

This is the first comprehensive evaluation into GADRRRES and its work. Its wide-ranging findings, drawing on documentary evidence and the experiences and views of GADRRRES' stakeholders, reveal the alliance's development and achievements to date and identify its strengths and the challenges that it faces.

The evaluative study comes at a key point in time. GADRRRES is well established: it already has a substantial history (about 15 years, in one form or another) and has developed considerably during that time. It has steadily increased its outreach and influence on the policies and practices of decision makers and practitioners, at international and national levels. Its next challenge is to consolidate and strengthen itself organisationally while still seeking to expand further. Lessons from GADRRRES' experience can inform other networks and alliances seeking to understand their own development pathways.

The use of the Collective Impact (CI) model and framework here is innovative: as far as we know, it has not been used before to study a global alliance (or an alliance that is not place-based). If CI is not a perfect fit for GADRRRES, its wide-ranging perspective and framing is nonetheless very useful for evaluating collaborative action of different kinds.

Overall, this study has achieved its aims. It has been able to collect and analyse a considerable amount of relevant data, thanks to enthusiastic collaboration from GADRRRES' stakeholders in providing information, and their openness in reflecting on the alliance's work, achievements and challenges. However, it should not be seen as a one-off enquiry; it should be used as a baseline for future monitoring of progress. Finally, it is to be hoped that these findings will help GADRRRES to grow, develop and achieve greater impact in the future.

ANNEXES

TERMS OF REFERENCE

Role:	School Safety Collective Impact Evaluation Consultant	
Location:	Home-based	
Dates:	**From:** 18 October 2019	**To:** 28 February 2020
Contact persons for applications:	Interested candidates should send an expression of interest that includes a research methodology and a CV to the following contacts: To: Kate McFarlane – Advisor, Research and Knowledge Management educationsafefromdisasters@savethechildren.org	

BACKGROUND & CONTEXT

The Global Alliance for Disaster Risk Reduction and Resilience in Education Sector (GADRRRES) is a multi-stakeholder mechanism composed of UN agencies, international non-governmental organisations and regional networks who share the goals of the Comprehensive School Safety Framework. GADRRRES currently has two regional affiliates: Asia Pacific Coalition for School Safety (APCSS) and Disaster Risk Management Education Sector Latin America and the Caribbean.

Collective impact (CI) occurs when a group of actors from different sectors commit to a common agenda for solving a complex social or environmental problem. More than simply a new way of collaborating, collective impact is a structured approach to problem solving. GADRRRES members are seeking an evaluation of their operating model to measure the extent to which it reflects an effective CI approach and recommendations on improvements.

RESEARCH PURPOSE

The purpose of this evaluation is to:

- Select, adapt and develop tools to evaluate the collective impact model of GADRRRES.
- Share the tools with the GADRRRES steering committee for input and approval.
- Conduct an evaluation of the GADRRRES CI model
- Analyse the results and make recommendations for next steps to improve the GADRRRES collective impact model.
- Present the findings to GADRRRES, INEE, APCSS and the Disaster Risk Management Education Sector Latin America and the Caribbean to inform their workplans for global, regional and national implementation.
- Present the tools to the Save the Children (SC) Safe Schools Common Approach and SC Urban Resilience and School Safety Project country teams for potential adaptation for their place-based collective impact work (in informal urban settlements and with local city governments), as part of their MEAL framework.

EVALUATION QUESTIONS

The evaluation will address the following questions:

- To what extent is the GADRRRES operating model consistent with effective CI approaches?
- What are the recommendations to strengthen the GADRRRES operating model to reflect an effective CI approach?
- How can GADRRRES better contribute to strengthening global coordination, increasing knowledge, and advocating on risk reduction education and safety in the education sector?
- What tools and methodologies should be adopted by GADRRRES to continue monitoring and evaluating their CI operating model?

APPROACH

The evaluators will conduct an evaluation of GADRRRES operating model based on the five core components of CI. A report will be developed highlighting the strengths and weaknesses and provide recommendations for the future. The evaluation will adopt a participatory approach in developing and conducting the evaluation with the purpose of strengthening capacity of stakeholders. The evaluation will be mainly qualitative (for example, data collection via survey and key informant interviews (approx. 15)). A more detailed methodology will be provided in the inception report. The work will consider gender equality and disability inclusion throughout the evaluation.

The consultants will develop tools and methodologies for the evaluation which will be shared with GADRRRES to be used for future monitoring and evaluations (of themselves and APCSS and Disaster Risk Management Education Sector Latin America and the Caribbean).

DELIVERABLES

The following will be required:

Task	Deliverable	Duration (days)	Deadline
Compile literature for review and approval, and bibliography (includes up to 20 documents max to be part of review; others for resource compilation) *Save the Children to provide a folder of literature to start this process*	LITERATURE IDENTIFICATION FOLDER OF TOOLS AND RESOURCES	5	4/11/19
Stakeholder meeting?	STAKEHOLDER INPUT WEB CALL	1	8/11/19
Draft matrix – identify how tools and guidance will be analysed, receive feedback, finalise	DRAFT MATRIX TOOL	4	15/11/19
Desktop review of existing tools and guidance (20 docs max)	REVIEW MATRIX	4	22/11/19
Stakeholder review and feedback of matrix	STAKEHOLDER INPUT WEB CALL	1	6/12/19

Inception report, including a recommendation on the evaluation tool/s and a detailed research methodology and feedback schedule.	**INCEPTION REPORT**	4	20/12/19
PowerPoint and online presentation to GADRRRES steering committee re: adapted collective impact assessment indicators and tools relevant to CI and global advocacy	**POWERPOINT STAKEHOLDER INPUT WEB CALL**	1	6/1/20
Finalise evaluation tool/s	**EVALUATION TOOLS**	1	17/1/20
Conduct evaluation and draft report The report will be a concise, usable, plain-English report, containing (as a minimum): • Executive summary (max 2 pages) • Context • Approach / methodology • Results • Practical recommendations for adaptation and scale-up • Conclusion • Resources Appendix: tools	**DRAFT REPORT**	6	7/2/20
Update report based on feedback *Incorporating two rounds of consolidated feedback provided by the Advisor, Knowledge & Research Management, GADRRRES Steering Committee. The feedback schedule will be described in the inception report. SC will arrange design.*	**FINAL REPORT**	2	21/2/20
PowerPoint and online presentation of findings and recommendations to GADRRRES, INEE, APCSS and Disaster Risk Management Education Sector Latin America and the Caribbean to inform workplans, as well as INEE.	**POWERPOINT STAKEHOLDER WEB CALL**	1	24/2/20
PowerPoint and online presentation to the SC Safe Schools Common Approach, SC Urban Resilience and School Safety project teams for their national and sub-national level school safety work and for adaptation to their place-based urban resilience work.	**POWERPOINT STAKEHOLDER WEB CALL**	1	26/2/20

SKILLS & EXPERIENCE

• At least 10 years of relevant experience in evaluations (evaluating complex projects)

- Strong understanding of the collective impact approach and familiarity with the literature and tools. Experience in evaluating collective impact preferred.
- Experience running evaluations with networks/many stakeholders
- Ability to produce high quality plain language work.
- Commitment to research dissemination and utilisation.
- Experience in the development/humanitarian sector desirable.
- Experience in Disaster Risk Reduction, School Safety or Education in Emergencies desirable

BUDGET

Max. Euro 10,000

EVALUATION FRAMEWORK

CI theme	Question(s)	Outcomes	Indicators
1. **COMMON AGENDA** *All participants have a shared vision for change, including a common understanding of the problem and a joint approach to solving it through agreed upon actions.*	To what extent do GADRRRES partners and other relevant stakeholders have a shared vision for change, including a common understanding of the problem and a joint approach to solving it through agreed upon actions?	The development of the common agenda has been undertaken collaboratively and has included a diverse set of stakeholder voices and perspectives, based on partnership, representation, inclusion, and empowerment Partners have a common understanding of the problem(s), shared aspirations and vision for change and consensus on the strategies to be adopted and the ultimate goals. The network's culture fosters relationships, mutual trust and respect among its participants.	• Identifiable overarching goal & vision for long-term, substantial change • Partners have common understanding of the problem(s) the network is addressing and its goals, and can articulate these • Partners show joint commitment to the common agenda, with agreed-upon goals & approaches • Partners have clearly articulated approach/ strategies to solve problems, customised to local contexts, with realistic expectations, a shared aspiration for the future and a 'can-do' approach • Emphasis on action (doing) and momentum in the desired direction rather than a comprehensive plan and solving the problem; best-fit solutions are allowed to emerge and evolve over time
	Does GADRRRES have a theory of change? To what extent do GADRRRES members understand this theory of change?	TOC is clearly articulated and shared amongst members	• Network members are aware of and understand the theory of change
2. **BACKBONE INFRASTRUCTURE** *Creating and managing collective impact requires dedicated staff and strong*	Has the CI initiative established an effective backbone organisation and governance structure?	The initiative's steering committee (SC) or other leadership structure has been established An effective backbone function has been identified or established	• SC includes a diverse set of voices and perspectives from multiple relevant sectors and constituencies • SC makes clear and timely decisions on matters of strategic importance

CI theme	Question(s)	Outcomes	Indicators
leaders who possess a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.		The backbone organisation (BBO) effectively guides the initiative's vision and strategy	• BBO staff manage complex relationships effectively • BBO staff committed to the vision • BBO staff are neutral, inclusive and respected by partners and external stakeholders
	To what extent and in what ways does the backbone infrastructure provide the leadership, support, and guidance partners need to do their work as planned?	BBO ensures alignment of existing activities and pursuit of new opportunities toward the initiative's goal; and supports the development of policy goals BBO builds public will, consensus, and commitment to the goals of the CI initiative, and engages key stakeholders to ensure broad-based support BBO coordinates & supports core initiative activities; staff have appropriate skills & credibility to perform backbone functions BBO supports the collection and use of data to promote accountability, learning, and improvement	• BBO and SC serve as thought leaders • BBO develops policy/advocacy agenda with partners, equips partners for advocacy, reaches out to policymakers, builds relationships • BBO provides project management support • BBO recruits and convenes partners and external stakeholders to align activities • BBO raises funds from public and private sources • Sufficient long-term funding for the backbone to operate effectively • BBO aggregates and shares SMS data across the initiative, with partners and external stakeholders • SC regularly reviews data on progress from the shared measurement system (SMS) to inform decision making

CI theme	Question(s)	Outcomes	Indicators
3. MUTUALLY REINFORCING ACTIVITIES *Participant activities must be differentiated while still coordinated through a mutually reinforcing plan of action.*	To what extent and in what ways are partners' activities differentiated, while still coordinated through a mutually reinforcing plan of action?	Partners have developed and are using a collective plan of action Partners align and co-ordinate their activities Partners have allocated resources to best use	• A collective action plan clearly specifies the strategies and activities that partners are committed to implementing • Partners' activities align with the plan of action • The plan evolves over time in response to learning • Collaborative structures are established to coordinate activities • Partners have clear goals for their individual contributions • Partners understand each other's work and hold each other accountable
4. SHARED MEASUREMENT *Collecting data and measuring results consistently across all participants ensures that efforts remain aligned and participants hold each other accountable.*	To what extent and in what ways are partners engaged in using the shared measurement system (SMS)?	Partners understand the value of the SMS The process of designing and managing the SMS is participatory and transparent	• Partners share data to support collaboration • Partners feel collective accountability for results • Participatory process used to determine common indicators and data collection methods • Partners continually re-assess indicators, data collection methods, and approaches to sharing findings
	To what extent and in what ways does SMS design and operation support learning?	The shared measurement system has been designed to track progress toward the CI's outcomes The shared measurement system is well-designed to collect, store,	• The system includes an agreed common set of indicators and data collection methods to track progress over time • The system provides useful and timely reports

CI theme	Question(s)	Outcomes	Indicators
		analyse and report reliable data	• Partners find the system intuitive and user-friendly • The system allows users to customize fields as appropriate • The system can adapt to changes in measurement priorities and approaches as the initiative evolves
		Quality data is available to partners in a timely manner	• Partners contribute quality data on a common set of indicators in a timely and consistent manner
		Partners use SMS data to make decisions	• Partners analyze and interpret data, synthesize findings, and refine plans • Partners use data to guide their own decision-making processes • Partners share lessons learned
		Sufficient funding and resources are available to support the technology platform, training, and technical support	• The SMS platform functions reliably • Partners know how to use the SMS • Technical support is provided to users

CI theme	Question(s)	Outcomes	Indicators
5. CONTINUOUS COMMUNICATION *Consistent and open communication is needed across the many players and among external stakeholders to build trust, assure mutual objectives, and create common motivation.*	To what extent and in what ways does cross-initiative communication help to build trust, assure mutual objectives, and create common motivation?	Structures and processes in place to inform, engage and seek feedback from internal partners	• Working groups (or other collaborative structures) hold regular meetings • Members of working groups/collaborative structures attend and participate actively in meetings • Partners communicate and co-ordinate efforts regularly (with and independently of backbone staff) • Partners regularly seek feedback and advice from one another • Timely and appropriate information flows throughout the cascading levels of linked collaboration • Partners publicly discuss and advocate for the goals of the initiative
		Structures and processes in place to engage external stakeholders, keeping them informed and inspired Structures and processes in place to inform, engage and seek feedback from internal partners	• Initiative engages external stakeholders in regular meetings and integrates their feedback into the strategy • The initiative regularly communicates key activities and progress with external stakeholders

CI theme	Question(s)	Outcomes	Indicators
6. EQUITY AND INCLUSION *Strategies and plans should be developed by and with different stakeholder communities; initiatives should be accountable to communities*	To what extent are different stakeholders' voices heard and their views acted upon?	The network has established a culture of openness, transparency, inclusion, trust, respect, and humility among partners Equity, diversity, inclusion and participation are affirmed as guiding principles Decision-making structures include voices from all relevant stakeholder groups	• People of different cultures and backgrounds feel respected and heard within the CI initiative • Relational approach and behaviours that build trust and relationships • Honesty in communication, high levels of trust and mutual respect • Measurement and strategic learning framework developed collaboratively (co-design) and linked to the overall vision. • Communities/stakeholders have equal power in determining the 'shared agenda' and resource allocation • Transparent mechanisms to share and discuss data and findings with internal and external stakeholders • Decision-making processes are open and transparent • Partners feel included in decision-making processes
7. LEARNING CULTURE *Collective impact learning culture refers to the ways in which learning is embedded in the CI initiative.*	To what extent and in what ways does the network support learning, experimentation, dialogue, and reflection?	The network has a culture of experimentation, and has established structures and processes to support ongoing learning	● The initiative solicits and acts on feedback from network members and external partners ● Partners share observations, lessons, setbacks, challenges, failures, and best practices ● Partners adapt best practices from other fields/initiatives ● Partners willing to explore new ideas and approaches, and to design and implement new approaches to advance their shared goals ● Partners share their setbacks, challenges, and

CI theme	Question(s)	Outcomes	Indicators
			failures with one another
			● Partners seek feedback and advice from one another
8. CI CAPACITY *Collective impact capacity refers to the interstitial elements that keep the CI process moving forward (e.g., funding, human resources).*	To what extent does the network have the resources and capacity it needs to implement its work as planned?	The network has sufficient financial resources to do its work as planned	● Sufficient funding is available over a multi-year period to support the CI initiative's work ● Sufficient operating support is available to enable backbone staff and the initiative's leadership to fulfill their responsibilities ● Funding received by the CI initiative is responsive to the strategies and approaches used by the CI initiative (e.g. innovative/ experimental programs may require more flexible funding streams)
		The network has sufficient people and skills to do its work, and has the partnerships and support it needs	● Leadership and BBO staff are skilled in strategic visioning ● Leadership and BBO staff are skilled in problem solving ● Network commands the respect of a broader set of stakeholders and can bring these to the table
		The skills and capacities of participating organizations have improved	● Participating organisations report greater technical expertise, improvements in performance or effectiveness, and improved management and administrative capacity

DOCUMENTS MATRIX

Author, date	Title	Publisher	Description/Approach
Cabaj M, Weaver L (2016)	Collective Impact 3.0: an evolving framework for community change.	Waterloo: Tamarack Institute. 14pp.	Reviews progress and success of CI to date and argues for the need to update its original framework in the light of experience, and seek to deepen, broaden and adapt CI based on the next generation of initiatives.
Cheuy S (2019)	Changing how I think about community change: a multi-solving approach.	Waterloo: Tamarack Institute. 17pp.	Describes and discusses the 'multisolving' approach for thinking and working together to address complex issues simultaneously and affect large-scale community change.
FSG (2013)	Champions for change: leading a backbone organisation for collective impact	FSG Consulting. 14pp.	Report summarising discussions at workshop in Cincinnati in 2013 where more than 60 leaders of mature CI initiatives gathered to discuss their work leading backbone organizations, and to learn from each other about how to improve their practice. Findings and conclusions relate to range of topics including: articulating the value of the backbone organization to funders and community partners, measuring the success of the backbone organization, and building shared leadership for collective impact work.
Hanleybrown F, Kania J, Kramer M (2012)	Channeling change: making collective impact work.	Stanford Social Innovation Review. 8pp.	Brief overview and discussion of the CI approach and how organizations of different types and in diverse settings are implementing it approach to solve large-scale social problems.
Kania J, Kramer M (2011).	Collective Impact	Stanford Social Innovation Review (Winter) pp 36-41	Seminal article that launched the idea of CI in public. Sets out the rationale for CI and the outlines the 5 conditions for collective success.
Kania J, Kramer M (2013)	Embracing emergence: how collective impact addresses complexity.	Stanford Social Innovation Review. 8pp.	Argues that predetermined solutions for social progress rarely work under conditions of complexity, whereas CI is an entirely different model where the process and results are emergent, learning is continuous, and adoption happens simultaneously among different organizations.
Lynn J, et al. (2018).	When collective impact has an impact: a cross-site study of 25 collective impact initiatives.	Seattle, WA: ORS Institute and Denver, CO: Spark Policy Institute. 124pp.	This study is intended to add to the body of knowledge related to collective impact, building a better understanding of when and where it has an impact. Its core question is: to what extent and under what conditions does the collective impact approach contribute to systems and population changes? Looked across 25 collective impact initiatives and then explored eight of those sites in more depth via site visits and deep analysis. Report lays out the key findings related to:

				1. Understanding Contribution and Outcomes of Collective Impact: What did the study show about the degree to which collective impact initiatives contributed to population changes, early changes, and systems changes? 2. The Design and Implementation of Collective Impact: What did the study show about implementation of the five collective impact conditions? What did the study find related to key aspects of the collective impact principles of practice and external funding and supports, with a specific limited inquiry into equity processes and outcomes? 3. Implications from the Study Findings: How can funders, implementers, community participants, and evaluators use the insights from the study to strengthen their collective impact efforts? Detailed Asked 5 primary questions: 1) To what extent and under what conditions does the collective impact approach contribute to population level outcomes? 2) What systems changes have contributed to the population level outcomes being achieved? 3) What are the other positive or negative impacts, intended or unintended, on the community and system? 4) What evidence is there that the collective impact effort has contributed to these systems and population changes? 5) What evidence is there that the population changes would not have been achieved if the collective impact approach hadn't been used? And 5 secondary questions: 1) Which elements of collective impact were implemented (conditions and principles)? 2) What, if any, externally-provided supports were critical for the success of the collective impact approach? (TA, funding, peer learning, conferences) 3) What challenges have the assessed collective impact efforts faced in achieving their population changes? 4) Are there elements of the collective impact approach or key principles that are "more essential" than others in that they seem to be most frequently or strongly associated with population changes? 5) For collective impact efforts that are not seeing systems or population changes, what are the factors contributing to this lack of progress? Also considered **equity issues**: if programmes acted in ways intended to increase equity and has seen an impact on equity due to those actions – shown by: - Capacity to implement an equity approach - Actions that are intended to increase equity

			- Meaningful inclusion of the target population - Outcomes that are intended to increase equity (systems changes) or have increased equity (population change)
Parkhurst M, Preskill H (2014)	Learning in action: evaluating collective impact	*Stanford Social Innovation Review* (Fall): 17-19	Argues that CI partners should assess the progress and impact of the process as a whole, including the initiative's context; the quality and effectiveness of the initiative's structure and operations; the ways in which systems that influence the targeted issue are changing; and the extent of progress toward the initiative's ultimate goal(s). Rather than use performance measurement and evaluation to determine success or failure, collective impact partners should use the information they provide to make decisions about adapting and improving their initiative.
Popp J et al. (2014).	Inter-organisational networks: a review of the literature to inform practice.	University of Calgary: IBM Center for the Business of Government. 126pp.	A resource document for network practitioners, presenting and discussing evidence of practical value to people managing or working in inter-organizational networks. Reviews the academic and practice literature on the conceptualization, implementation and evaluation of inter-organizational networks. Discusses key concepts and characteristics of networks; network types and functions; network governance, leadership and management, and structure; network evolution; and evaluating networks.
Turner S, Merchant K, Kania J, Martin E (2012).	Understanding the value of backbone organisations in collective impact:	*Stanford Social Innovation Review*	Review of what it takes to be a backbone organization, and how to evaluate and support its work (4 parts) https://ssir.org/articles/entry/understanding_the_value_of_backbone_organizations_in_collective_impact
Waddell S (2011)	*Global Action Networks: creating our future together*	Palgrave Macmillan. 271pp.	the book's primary goal is to provide practical assistance to people working in, and associated with, global, multi-stakeholder, inter-organizational change networks https://epdf.pub/queue/global-action-networks-creating-our-future-together.html
Weaver L ed. (2019).	*The journey of collective impact: contributions to the field from Tamarack Institute.*	Victoria, BC: Friesen Press. 351pp.	Edited volume of 17 papers (many previously published) on different aspects of CI and issues associated with it.

TOOLS MATRIX

Author, publication and organisations	Users	Thematic focus & aims	Description/Approach
		COLLECTIVE IMPACT	
Cabaj M (undated) 4pp.	CI programmes	Collective impact and shared measurement: tough but necessary.	Short note on advantages and challenges associated with shared measurement
Cabaj M (2014) Evaluating collective impact: five simple rules. The Philanthropist 26(1): 109-124.	CI programmes	General guidance on CI evaluation	Describes five simple rules that can assist participants, funders, and evaluators of CI initiatives to track their progress and make sense of their efforts: Rule #1: Use evaluation to enable – rather than limit – strategic learning/ embrace a strategic learning approach to the work Rule #2: Employ multiple designs for multiple users Rule #3: Shared measurement if necessary, but not necessarily shared measurement/ be thoughtful and cautious about shared measurement Rule #4: Seek out intended and unintended outcomes Rule #5: Seek out contribution – not attribution – to community changes/ make contribution analysis a more central part of evaluation strategy
Cabaj M 2019 Evaluating systems change results: an enquiry framework. Tamarack Institute	CI and other systems change programmes	'thought piece' to help in developing a clearer sense of what we mean by "change" and "results" in efforts to transform systems.	Enquiry framework relating to 3 types of result: 1. Strategic learning (extent to which efforts uncover insights key to future programming) 2. Systems change (extent to which efforts change the systems underlying complex issues) 3. Mission outcomes (extent to which efforts help to make lives better) A variety of methodologies can be used to help social innovators and evaluators become more systematic about strategic learning. • Emergent Learning Tables – a relatively new technique that helps innovators structure their learning exploring how to tackle a tough challenge through a process of trial and error. • After Action Reviews – a methodology developed by the US military that provides a structured process for a team to review, assess, and reflect on the implementation and results of an action, project or intervention.

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			• Intelligent Failure Learning Loop – a four step process created by Fail Forward that assists managers to spot, understand, respond to, and adapt to "failures" that emerge in their organizations and programs. • Failure Report – a process popularized by Engineers Without Borders that encourages social innovators and intervention stakeholders to admit, explore, and adapt to failures that emerge in development projects. • Capturing Lessons Learned – a variety of different methods, employed by a wide range of organizations (from small non-profits to NASA) to make sense of lessons and frame them in a way that improves organizational or network performance. • Learning Memos/Debriefs – shortened versions of Lessons Learned documents that focus on real time and/or specific learnings that emerge during an intervention.
Cabaj M (2019) Shared measurement: the why is clear, the how continues to develop	CI and other systems change programmes	Short discussion paper	The practice of shared measurement is one of the five conditions of Collective Impact (CI) but the practice of shared measurement is still developing. Shared measurement adds the challenges of: • Working with diverse organizations • Working across multiple domains and at multiple scales • A focus on complex phenomena Explores five practical shared measurement challenges that, if not handled well, can weaken a group's ability to evaluate and manage their Collective Impact effort: 1. Ensuring that shared measures are organized in a way that reflects the group's evolving strategy or theory of change 2. Distinguishing between shared outcomes, measures and measurements. 3. Creating good sense-making and decision-making processes 4. Employing a mix of "big design" and "agile" approaches to the development of shared measurement systems 5. Acknowledging, monitoring and responding to a variety of perverse behaviours that often emerge with measurement processes Conclusions/recommendations: • CI participants should match their evaluation and measurement approach to their strategy. CI participants are simply not clear which

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			additional outcomes merit measurement until they have tried things out on the ground. Once CI participants are confident enough to commit to umbrella and detailed strategies, they can commit to concrete measures and sophisticated measurement practices. • Distinguish between shared outcomes, shared measures & shared measurements. CI participants often get confused about the distinction between these. As a result, they often invest more time and attention on shared measurement than is necessary. • There is no ideal number of shared measures for a CI initiative. It should be as many as the CI participants feel are essential to tracking their progress and do not outstrip their collective capacity to manage and use effectively. • CI participants can become consumed with the production of data. In fact, they can become so consumed that they forget to pay attention to developing robust processes that (a) make sense of data, and (b) use it to help make decisions about the CI strategy and operations. Many CI efforts are rich in data, but poor in sense-making and decision-making. CI participants who are serious about being data- and evidence-informed must work hard to include sense-making and decision-making processes when designing their evaluation and shared measurement system. Interpreting data and making good decisions requires continuous experimentation and improvement. Recommends an 'agile' approach which focuses on developing small elements of data-systems through multiple cycles of testing and adaptation. Data experts and data users work together to interconnect each of these small elements overtime. The agile approach typically results in lower costs and risks of development. It also makes it easier to continually adapt data-systems in response to the users' evolving requirements. Practitioners fully anticipate the kinds of change experienced by the participants and are prepared to quickly drop, add or upgrade parts of the data-systems, as required.
Collective Impact Forum & FSG (2014). Readiness Assessment (3pp)	CI programmes	Short guidance note	For groups considering using the CI approach to determine if CI is the right approach for the social issue, and the extent to which the conditions for

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			success are in place for the initiative to succeed. Presents users with 3 questions: 1. Is Collective Impact the appropriate approach for pursuing your goals? - important to determine if the approach makes sense for your work before embarking on the journey 2. Do the pre-conditions for Collective Impact success exist? - Three key elements have emerged as critical pre-conditions: the presence of influential champions, sufficient resources to support the planning process and collective impact infrastructure, and the urgency to address the issue in new and different ways. 3. Are the nuts and bolts for collective impact already in place?
Preskill H, Parkhurst M, Juster JS (undated) Guide to evaluating collective impact 01: learning and evaluation in the collective impact context. Collective Impact Forum (26pp)	CI programmes	Evaluation planning and methods	Offers practitioners, funders, and evaluators a way to think about, plan for, and implement different performance measurement and evaluation activities. Guide's 3 goals are to: -Discuss the role of continuous learning and adaptation in the collective impact context. - Present a framework for how to approach performance measurement and evaluation for CI. - Offer practical guidance on how to plan for and implement a variety of performance measurement and evaluation activities at the initiative level, at different points in the initiative's lifetime Describes the importance of continuous learning and presents an evaluation framework (Framework for Performance Measurement and Evaluation of Collective Impact Efforts) to guide the design of different performance measurement, evaluation, and learning activities. The purpose of the framework is to help readers conceptualize an effective approach to performance measurement and evaluation, given their initiative's stage of development and maturity. The framework maps the key components of the CI change process over time (i.e., context, initiative design and implementation, intermediate outcomes, and ultimate impact), and illustrates the relationships within, between, and

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			among these components. This framework serves as the basis for a more detailed discussion of CI performance measurement and evaluation. … The evaluation framework illustrates, at a conceptual level, a sequence of stages that CI initiatives typically pass through in their pursuit of social or environmental change. 4 key takeaway messages: 1. Continuous learning is critical to collective impact success - collective impact is not a solution, but rather a problem-solving process. 2. Collective impact partners should adopt a two-part approach to measuring progress and evaluating effectiveness and impact: a performance measurement system and different approaches to evaluation 3. The collective impact change process typically involves three stages of development, each of which requires a different approach to performance measurement and evaluation: • The initiative's early years are typically focused on understanding context and designing and implementing the initiative. CI partners should agree on a set of early performance indicators to track their progress in establishing key elements of the initiative's infrastructure. Recommended approach to evaluation = developmental evaluation, aimed at helping CI partners understand their initiative's context and learn more about how the initiative is developing. • The initiative's middle years, in which CI partners should expect to achieve some significant changes in patterns of behaviour. CI partners should use data from their initiative's shared measurement system to determine if, where, and for whom the initiative is making progress. Recommended approach = Formative evaluation to help CI partners refine, improve, and fine-tune this work, as well as developmental evaluation to explore newer aspects of the initiative. • later years, in which CI partners should expect to achieve meaningful, measurable change with regard to the initiative's

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			ultimate goal(s). At this time, the initiative may be ready for a summative evaluation to assess its impact, merit, value, or significance 4. Performance measurement and evaluation bring indisputable value to a collective impact initiative and should be given sufficient financial and logistical support - all funders to embed support for evaluation into every CI initiative's budget from the very beginning.
Preskill H, Parkhurst M, Juster JS (undated) Guide to evaluating collective impact 02: assessing progress and impact. Collective Impact Forum (42pp)	CI programmes	Evaluation planning and methods	Part Two of the guide offers CI practitioners, funders, and evaluators detailed guidance on how to plan for and implement a CI evaluation, including: how to select evaluation questions; how to select outcomes and indicators; how to gather, make sense of, and use data to inform decision making; how to communicate findings; how to choose and work with evaluators; and how to budget for evaluation. It presents a more detailed evaluation framework focused on the use of different approaches to performance measurement and evaluation at different points in a CI initiative's lifetime. It includes sample performance indicators, evaluation questions, and outcomes for collective impact initiatives in different stages of development, Four mini-case studies show how CI initiatives have used performance measurement and evaluation to assess progress, inform decision making, and evaluate impact.
Preskill H, Parkhurst M, Juster JS (undated) Guide to evaluating collective impact 03: supplement: sample questions, outcomes and indicators. Collective Impact Forum (30pp)	CI programmes	Evaluation planning and methods	A supplement to parts 1 and 2. It provides a list of 'sample' (in fact, extensive range of) questions, outcomes and indicators across 12 key areas of CI: (5 conditions of CI) 1. Common agenda 2. Backbone infrastructure 3. Mutually reinforcing activities 4. Shared measurement 5. Continuous communication (other relevant themes) 6. CI learning culture 7. CI capacities 8. Behavioural change: professional practice

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			9. Behavioural change: individual behaviour 10. Systems change: funding flows 11. Systems change: cultural norms 12. Systems change: advocacy and public policy
Tamarack Institute (2017) Personal asset inventory tool. 1p.	CI programmes	M&E guidance	Provides a simple way to inventory the assets of individual team members and determine how they can be used to move the collective work forward. Identifies six steps to developing a personal asset inventory
Tamarack Institute (2017). Sustaining collective impact efforts tool. 4pp.	CI programmes	M&E guidance	Sustainability self-assessment tool that identifies seven factors instrumental in building and maintaining the viability of a collective impact or collaborative effort: leadership competence, effective collaboration, understanding the community, demonstrating results, strategic funding, staff involvement and integration, and community responsibility.
Tamarack Institute. (2018). Compendium of collective impact resources: the five phases. 5pp.	CI programmes	M&E/reference guide	a list of papers, tools and resources which focus on evaluating Collective Impact initiatives
Tamarack Institute (2018). Compendium of collective impact resources: leadership, governance and backbone tool. 5pp.	CI programmes	reference guide	List of papers, tools and resources which focus on the issues of leadership, governance and Collective Impact backbones
Tamarack Institute (2019) Compendium of collective impact resources: engaging community stakeholders to build movements for change. 6pp.	CI programmes	Reference guide	List of papers, tools and resources which focus on the practice of effective community engagement, and how a movement building lens can accelerate the impact of collaborative initiatives
Tamarack Institute (2019). Compendium of collective impact resources: building community readiness for collective impact tool. 6pp	CI programmes	Reference guide	List of papers, tools and resources which focus on building community readiness for Collective Impact
Tamarack Institute (2019). Compendium of collective impact resources: evaluation	CI programmes	M&E/reference guide	list of papers, tools and resources which focus on evaluating Collective Impact initiatives.

Author, publication and organisations	Users	Thematic focus & aims	Description/ Approach
of collective impact efforts. 5pp.			
OTHER NETWORKS AND COLLABORATIVE ACTION			
Creech H, Ramji A (2004). Knowledge networks: guidelines for assessment. Winnipeg, Manitoba: International Institute for Sustainable Development.		Evaluation guidance (working paper).	Identifies and discusses five principal areas of investigation that all network assessments should cover. 1. Effectiveness: Are the network's goals and objectives clear and are they being achieved; is the network fully realizing the advantages of working together? Is the knowledge being produced relevant to the needs of decision-makers? 2. Structure and governance: How is the network organized and how is it taking decisions on its work? Are structural and governance issues impeding its effectiveness? 3. Efficiency: Are the transactional costs of collaboration a significant barrier to success? Is capacity being built across the network to strengthen members' ability to collaborate on research and communications? 4. Resources and sustainability: Does the network have the required resources to operate? 5. Life-Cycle: How is the network performing in comparison to other networks at similar stages in development: what is the continuum of growth of the network?
Darling M, Guber H, Smith J, Stiles J (2016). Emergent learning: a framework for whole-system strategy, learning and adaptation. The Foundation Review 8(1) article 8 (pp 59-73)	Funders, network practitioners, and network evaluators	Discussion paper	Discusses 'emergent' approaches to describe strategies by which funders can tackle complexity. Proposes going beyond conventional planning tools in order to create the conditions in which emergence can happen – by expanding agency, encouraging experimentation and supporting whole-system learning.
El Ansari W, Phillips C, Hammick M (2001) Collaboration and partnerships: developing the evidence base. Health and	Health sector policy makers and managers	Academic paper	Discusses challenges regarding evidence for the effectiveness of collaboration (in the health sector) including: diverse perspectives and concepts, difficulty in measuring different issues, problems arising from methodological choices (e.g. macro or micro evaluation, proximal or distal indicators, short- or long-term effects, and individual- or collective-level outcomes). Emphasises the importance of context undertaking evaluations,

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Social Care in the Community 9(4) 215-227.			especially of collaboration, partnerships and schemes to develop joint working. Highlights the value of mixed-methods investigations and observational studies.
Here to There Consulting (undated) Evaluating efforts to scale social innovation. 4pp	Funders, network practitioners, and network evaluators	Short discussion paper	Provides an "inquiry framework" that lays out sample questions, indicators and methods. Social innovators and their evaluators can use it to design and implement an evaluation of an effort to scale a social innovation.
James R (2010) Monitoring and evaluating learning networks. INTRAC. 12pp	Funders, network practitioners, and network evaluators	Discussion/practice paper	Provides pragmatic ideas about what we need to assess and how this can be done in relatively simple and cost-effective ways. Recognises difficulty of measuring change across networks and attributing change to particular activities and influences. Notes importance of starting with adequate theory of change.

Discusses 6 important elements to examine in learning networks:
1. Learning activities (what done, frequency, quality, relevance, costs)
2. Members' engagement in activities (use of services)
3. Learning outputs (knowledge generated)
4. Learning outcomes and impact (the learning group objectives)
5. Relationships developed between members
Learning for others outside the group |
| Mandell M, Keast R (2007). Evaluating network arrangements: toward revised performance measures. Public Performance and Management Review 30(4) 574-597. | Funders, network practitioners, and network evaluators | Discussion paper | Argues that new ways are needed of evaluating performance in collaborative network arrangements; these must have different criteria from those used for evaluating individual organisations.

Critical elements that make up the effectiveness of collaborative networks include:
• Agreement of broad goals that supersede individual goals
• Agreement to change or adjust operational mechanisms within individual organizations
• Recognition of interdependence with the other participants in the network
• The building of trust and social capital. |
| Network Impact & Center for Evaluation Innovation (2014a). Framing paper: the | Funders, network practitioners, and network evaluators | Methodological issues in network evaluation | Examines the current state of network evaluation and offers current thinking on network evaluation frameworks, approaches, and tools. Addresses: why networks and evaluations of them are important; what is unique about |

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state of network evaluation. 14pp.			networks and the implications for evaluation; what elements of a network can be evaluated; what evaluation designs, questions, and methods/tools are relevant; and challenges ahead for the field. Also sets out the '3 pillars' for network evaluation.
Network Impact & Center for Evaluation Innovation (2014b). Evaluating networks for social change: a casebook. 44pp.	Funders, network practitioners, and network evaluators	Case studies	profiles nine evaluations that address key questions about network effectiveness while expanding what is known about assessment approaches that fit with how networks develop and function
Simister N (2009) Developing monitoring and evaluation systems for complex organisations: a methodology. INTRAC.	Funders, network practitioners, and network evaluators		
Simister N (2019) Complex M&E systems: raising standards, lowering the bar. INTRAC Praxis Series Paper 6. 80pp.	Funders, network practitioners, and network evaluators	guidance to those wishing to design or refine M&E systems at organisational or programme level	The purposes of the paper are as follows: • to understand and explain how M&E systems operate in organisations and complex programmes; • to provide a theoretical framework for understanding them in the hope that others will further develop this framework over time; • to better understand how information and analyses can be summarised across large portfolios of work; and • to introduce some ideas on how to use complex M&E systems to contribute to management decision-making at programme- or organisational-level.
Taylor M, Whatley Coffman J (2015). Network Evaluation in Practice: Approaches and Applications. The Foundation Review: Vol. 7: Iss. 2, Article 5.	Funders, network practitioners, and network evaluators	Discussion paper	The authors have developed an accessible framework for evaluating networks. This article describes the evaluation framework and its three pillars of network assessment: network connectivity, network health, and network results. Also presented are case examples of network evaluations.

Author, publication and organisations	Users	Thematic focus & aims	Description/ Approach
EVALUATIONS OF COMPLEX COLLABORATIVE INITIATIVES			
ITAD (2013). Climate and Development Knowledge Network External Evaluation Review: Final Report			
ITAD (2015). Climate and Development Knowledge Network evaluation 2014: final report. 109pp.			
Lauro D, Chattoe-Brown A (2012). Evaluation of the Reproductive Health Supplies Coalition. 205pp			
Rassmann K, Smith R (2016). Outcomes evaluation of the Global Network of Civil Society Organisations for Disaster Reduction (GNDR), 2012-15. 57pp.			

SURVEY AND FINDINGS

GADRRRES Survey of Members and Partners

QUESTION 1 Theme 1: Common agenda

GADRRRES members, partners and stakeholders have a shared vision for change and consensus on the strategies to be adopted to achieve it.
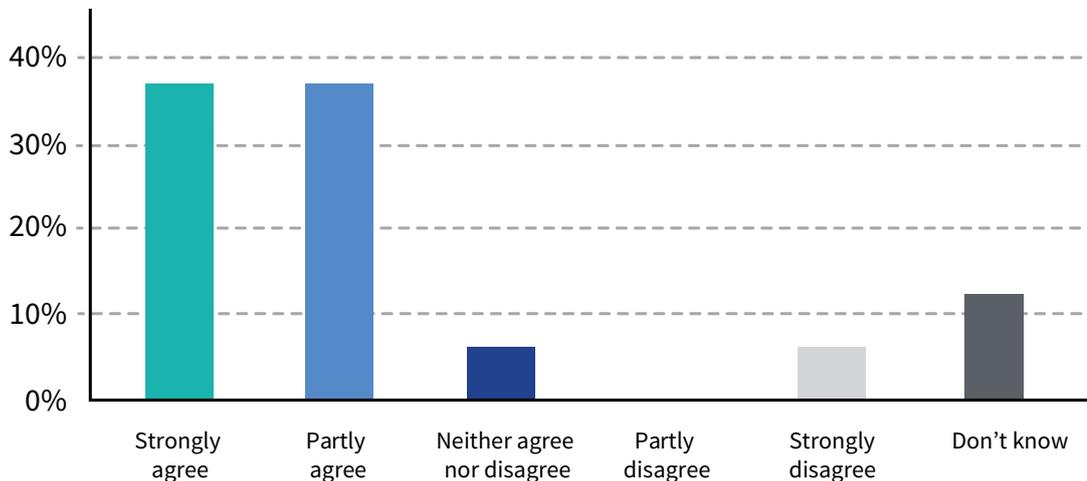
Answer Choices	Others (please specify)s	
Strongly agree	37.50%	6
Partly agree	37.50%	6
Neither agree nor disagree	6.25%	1
Partly disagree	0.00%	0
Strongly disagree	6.25%	1
Don't know	12.50%	2
Other (please specify)		3
TOTAL		**16**

Respondents	Others (please specify)	Date
1	In my opinion there is not concensus on vision nor in strategies, and that is the best that could happend to the group. Only a permanent exchange of points of view and ideas will allow us to move foreward.	17/02/20 09:23 AM
2	Consensus regarding the need to engage education authorities and disaster management authorities (align policies and plans) across CSS (3 pillars). And understanding that policy change requires advocacy from bottom up, top-down, and sides. And that implementation requires high-quality, adapted tools, resources and capacity building. I think we also have consensus that national school safety platforms are essential and regional platforms also very helpful.	12/02/20 11:31 AM
3	The Global Alliance for Disaster Risk Reduction and Resilience in Education Sector (GADRRRES) partnership is not visible in the local level.	11/02/20 07:07 PM

QUESTION 2 Theme 1: Common agenda

Development of the Comprehensive School Safety Framework was undertaken collaboratively and inclusively, based on a diverse set of stakeholder voices and perspectives.
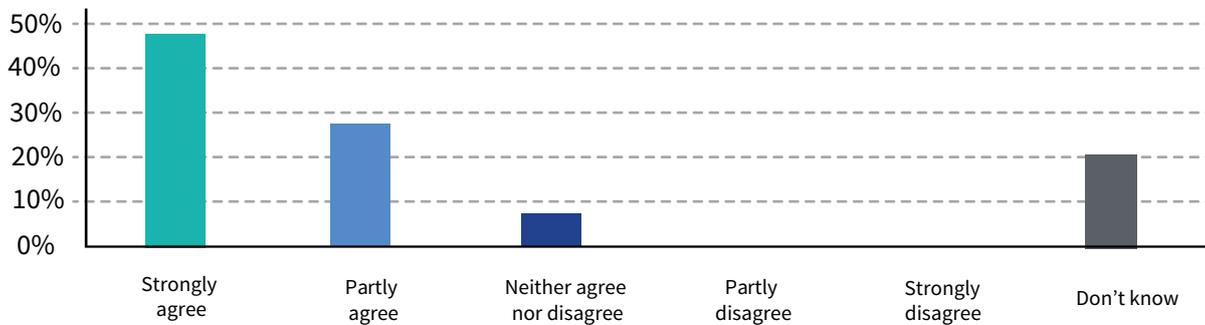
Answer Choices		Others (please specify)s
Strongly agree	46.67%	7
Partly agree	26.67%	4
Neither agree nor disagree	6.67%	1
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	20.00%	3
Other (please specify)		3
TOTAL		**15**

Respondents	Others (please specify)	Date
1	I really don´t know... but I haven not been part of this collaboratively framework construction in the past... additionally I think that the goal of development a comprehensive school safety framework should be understood and taking as a never ending and always open process...	17/02/20 09:23 AM
2	It was developed out of the experience of practitioners and researchers, from about 2000 to 2012. It was honed with support from APCSS and GADRRRES members	12/02/20 11:31 AM
3	We missed to know it with details.	11/02/20 07:07 PM

QUESTION 3 Theme 1: Common agenda

GADRRRES encourages a culture that fosters relationships, mutual trust and respect among its membership and partners.
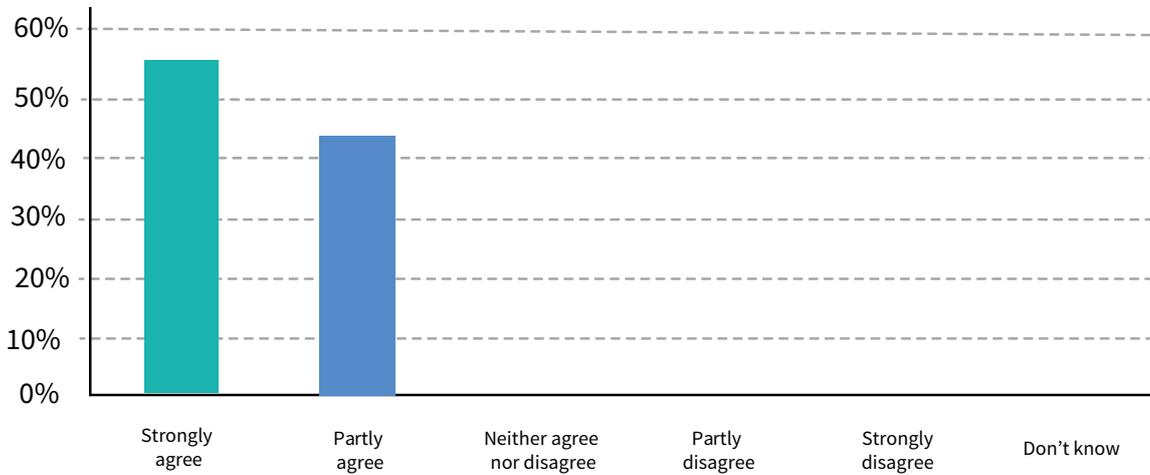
Answer Choices	Others (please specify)s	
Strongly agree	56.25%	9
Partly agree	43.75%	7
Neither agree nor disagree	0.00%	0
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	0.00%	0
Other (please specify)		2
TOTAL		**16**
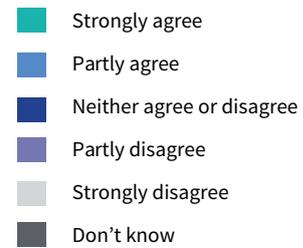
Respondents	Others (please specify)	Date
1	Yor can feel in general that there is an enviroment of respect, but in my oppinion there are not enought spaces of exchanges and debate to prove it	17/02/20 09:23 AM
2	We try - but we're only as strong as our weakest links. Organisational members have strong commitment and belief in collective impact efforts, but their organisations are either competitive, or lack strategy and leadership in this area.	12/02/20 11:31 AM

QUESTION 4 Theme 2: Structure and governance
GADRRRES has an effective governance and leadership structure.

Answer Choices	Others (please specify)s	
Strongly agree	12.50%	2
Partly agree	50.00%	8
Neither agree nor disagree	12.50%	2
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	25.00%	4
Other (please specify)		2
TOTAL		**16**

Respondents	Others (please specify)	Date
1	have no idea	17/02/20 09:23 AM
2	TORs are good, but it takes too long to bring in new members. Regional alliances are also key, but lack funding for outreach and to build collective impact.	12/02/20 11:31 AM

QUESTION 5 Theme 2: Structure and governance

GADRRRES' organisational structure ('backbone organisation') guides the initiative's vision and strategy effectively, and coordinates and supports core activities.
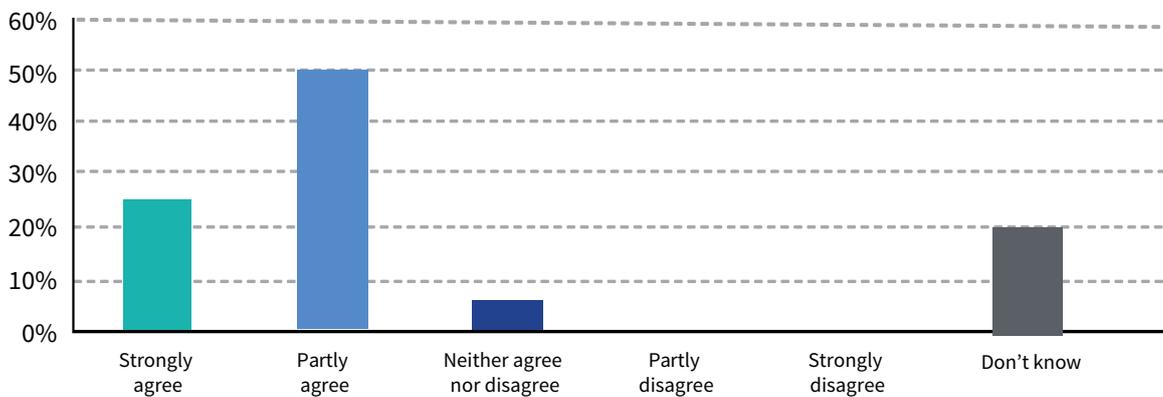
Answer Choices	Others (please specify)s	
Strongly agree	25.00%	4
Partly agree	50.00%	8
Neither agree nor disagree	6.25%	1
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	18.75%	3
Other (please specify)		2
TOTAL		**16**
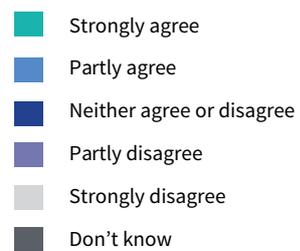
Respondents	Others (please specify)	Date
1	They do an interesting job, but I feel that could be possible to do more and go further	17/02/20 09:23 AM
2	Secretariat role, governance structure, and workplan are all strong.	12/02/20 11:31 AM

QUESTION 6 Theme 2: Structure and governance

The GADRRRES organisational structure ensures alignment of activities and pursuit of new opportunities, and supports the development of policy goals.

Answer Choices	Others (please specify)s	
Strongly agree	25.00%	4
Partly agree	50.00%	8
Neither agree nor disagree	12.50%	2
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	25.00%	4
Other (please specify)		2
TOTAL		**16**

Respondents	Others (please specify)	Date
1	Not sure if it's the org structure - perhaps more the communications that builds that.	12/02/20 11:31 AM

QUESTION 7 Theme 2: Structure and governance

The GADRRRES organisational structure builds public will, consensus, and commitment to GADRRRES goals and engages key stakeholders to ensure broad-based support.
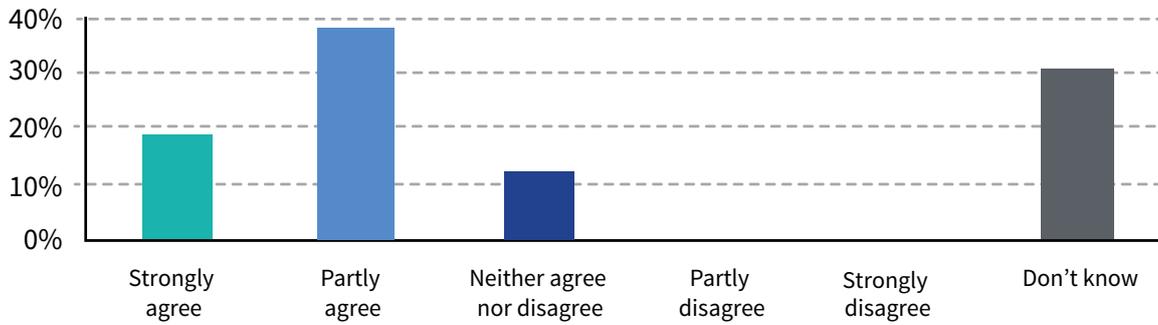
Answer Choices	Others (please specify)s	
Strongly agree	18.75%	3
Partly agree	37.50%	6
Neither agree nor disagree	12.50%	2
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	31.25%	5
Other (please specify)		1
TOTAL		**16**

Respondents	Others (please specify)	Date
1	Not sure if it's the org structure - perhaps more the communications that builds that.	12/02/20 11:31 AM

QUESTION 8 Theme 2: Structure and governance

The GADRRRES organisational structure supports the collection and use of data to promote learning, improvement and accountability.
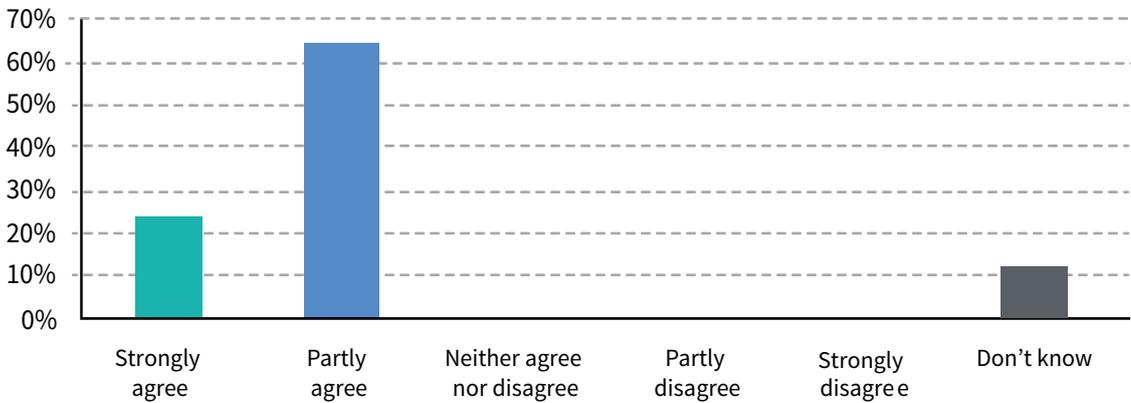
Answer Choices	Others (please specify)s	
Strongly agree	23.53%	4
Partly agree	64.71%	11
Neither agree nor disagree	0.00%	0
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	11.76%	2
Other (please specify)		2
TOTAL		**17**
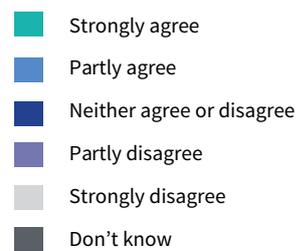
Respondents	Others (please specify)	Date
1	Something about this can be found on the website… But once again I think that could be possible to do more on this aspect…	17/02/20 09:23 AM
2	We're ok at collecting research and resources, but this study is the first time that we're collecting data to promote learning, improvement and accountability.	12/02/20 11:31 AM

QUESTION 9 Theme 3: Mutually reinforcing activities

GADRRRES members and partners have developed and are using a collective plan of action.
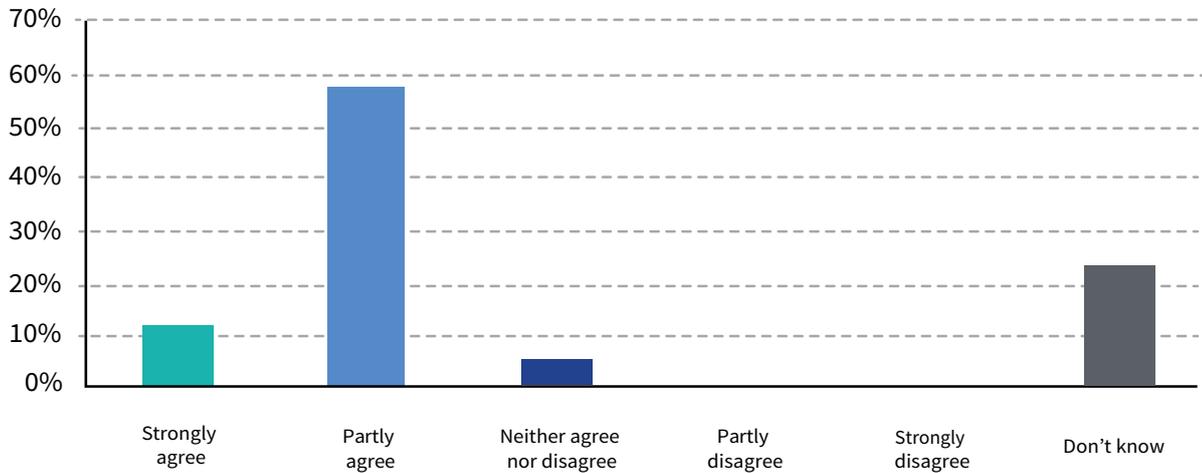
Answer Choices	Others (please specify)s	
Strongly agree	11.76%	2
Partly agree	58.82%	10
Neither agree nor disagree	5.88%	1
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	23.53%	4
Other (please specify)		1
TOTAL		**17**

Respondents	Others (please specify)	Date
1	Our workplan is solid, and promotes interagency collaboration. WISS has been rather weak due to lack of organisational commitment of resources. We organise collective efforts in relation to the SFDRR, Global Platform for DRR, and other advocacy opportunities. However we lack resources for anything more ambitious, eg. with respect to WISS.	12/02/20 11:31 AM

QUESTION 10 Theme 3: Mutually reinforcing activities
GADRRRES members and partners align and co-ordinate their activities.
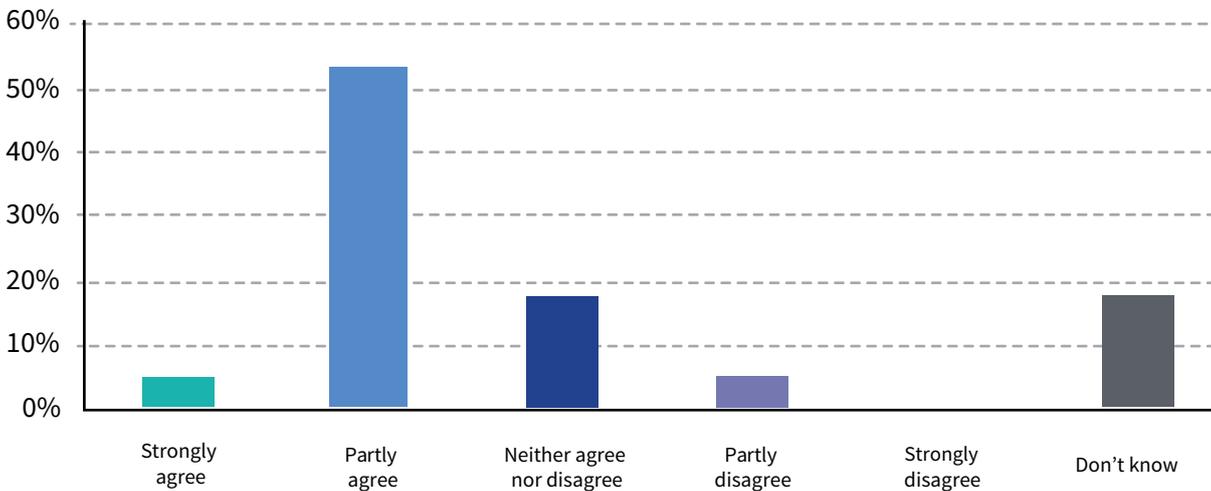
Answer Choices	Others (please specify)s	
Strongly agree	5.88%	1
Partly agree	52.94%	9
Neither agree nor disagree	17.65%	3
Partly disagree	5.88%	1
Strongly disagree	0.00%	0
Don't know	17.65%	3
Other (please specify)		2
TOTAL		**17**

Respondents	Others (please specify)	Date
1	Not in my case... I have try last year to promote projects in network with the group and my experience was not the best..	17/02/20 09:23 AM
2	We do try - at global, regional, and country level. Except for World Bank, which always has, and probably always will do its own thing, and asks for no inputs from the peanut gallery. At least now they tell us about it, when they're finished	12/02/20 11:31 AM

QUESTION 11 Theme 3:   Mutually reinforcing activities
GADRRRES members and partners have allocated resources to best use.
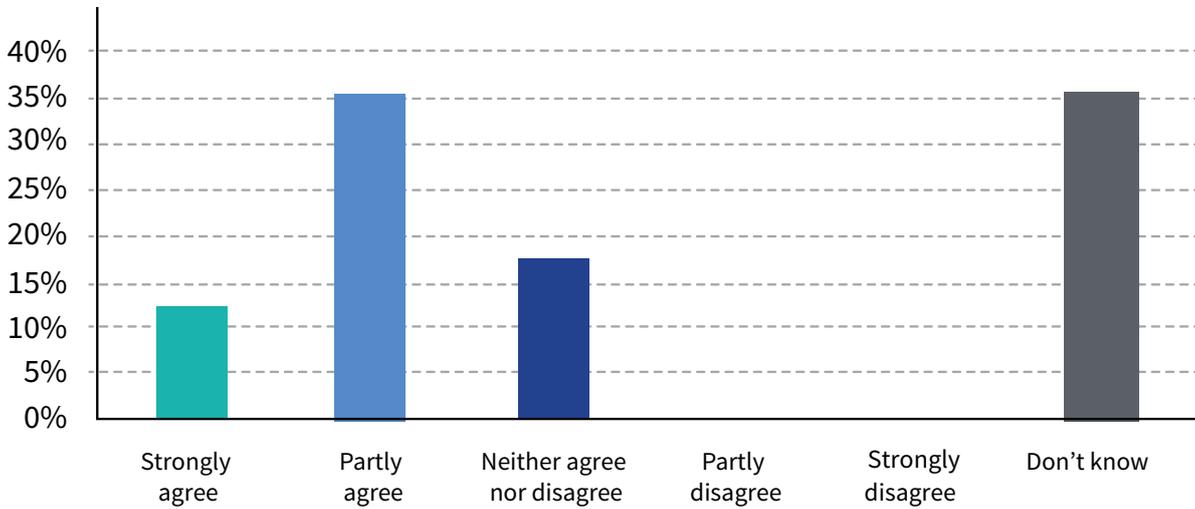
Answer Choices	Others (please specify)s	
Strongly agree	11.76%	2
Partly agree	35.29%	6
Neither agree nor disagree	17.65%	3
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	35.29%	6
Others (please specify)		2
TOTAL		**16**

Respondents	Others (please specify)	Date
1	No idea	17/02/20 09:23 AM
2	Members have done what they feel they can to muster resources, but it's very shaky, and continues to rely on a small number of dedicated individuals.	12/02/20 11:31 AM

QUESTION 12 Theme 4: Shared measurement

Data collection and results measurement is consistent across GADRRRES members and partners.

Answer Choices	Others (please specify)s	
Strongly agree	11.76%	2
Partly agree	41.18%	7
Neither agree nor disagree	11.76%	2
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	35.29%	6
Others (please specify)		2
TOTAL		**16**

Respondents	Others (please specify)	Date
1	I don´t know if there is a way to see how this share data results is taking place	17/02/20 09:23 AM
2	Members The most consistent thing we have done is the CSS Policy Survey, which we are working to keep aligned and guided by the CSS Targets and Indicators. We are also now looking more closely at the outcome measures. I think we're doing a pretty good job of this. The weakest area is in understanding "what works" and what is most efficient for implementing CSS policy at scale. We are still not good at researching to find the "key ingredients". In work on the ground we through a huge amount of labor into a very small number of schools. There are some exceptions to this, where change is taking place, at scale. Promising tools include the CSS Assessment Suite (eg. the non-technical School Safety Self-Assessment Survey, being planned for scale in Fiji, Lao, Philippines - and the technical VISUS school facilities survey, being piloted in several countries). However, post-disaster waste of resources is abominable (see WB and UNICEF post Nepal eq. for example… but we're very reluctant to study waste!)	12/02/20 11:31 AM

QUESTION 13 Theme 4: Shared measurement

Data collection and results measurement is consistent across GADRRRES members and partners.
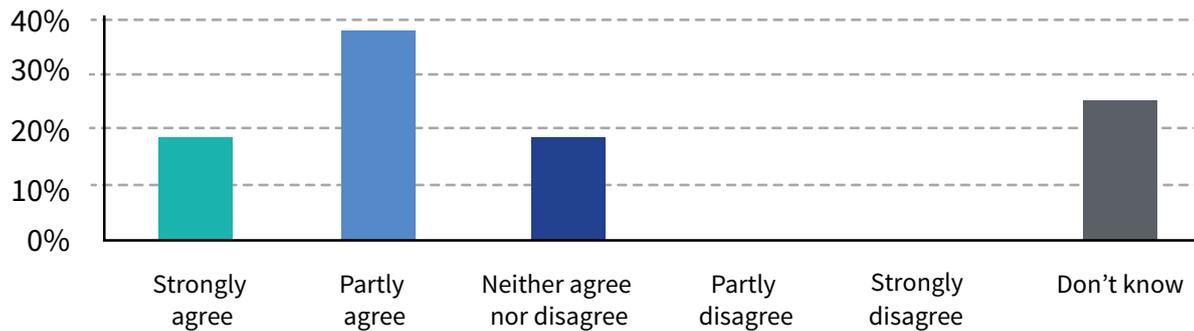
Answer Choices	Others (please specify)s	
Strongly agree	18.75%	3
Partly agree	37.50%	6
Neither agree nor disagree	18.75%	3
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	25.00%	4
Others (please specify)		2
TOTAL		**16**

Respondents	Others (please specify)	Date
1	I don´t know	17/02/20 09:23 AM
2	We have some shared measurement, and it is trickling down into our CSS Assessment Suite - Post-Disaster Damage and Needs Assessment Survey. This will allow very granular data collection. However, it isn't yet in widespread use. The gap is exacerbated because the humanitarian and development efforts are in separate silos. We are trying to work with INEE on this, but resources are limited to address this. We also have a series on "Education Disrupted, Education Denied" which attempts to do light research and data gathering, so as not to ignore significant impact on education from moderate scale hazards impacts.	12/02/20 11:31 AM

QUESTION 14 Theme 4: Shared measurement
The SMS is well designed to collect and report reliable data.

Answer Choices	Others (please specify)s	
Strongly agree	11.76%	2
Partly agree	47.06%	8
Neither agree nor disagree	5.88%	1
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	35.29%	6
Others (please specify)		2
TOTAL		**17**

Respondents	Others (please specify)	Date
1	I don´t know	17/02/20 09:23 AM
2	Yes. The CSS Assessment Suite tools: School Safety Self-Assessment Survey and Post-Disaster Damage and Needs Assessment Survey tools are very well designed to collect and report reliable data. But these systems have to be taken on board and integrated into national Education Management Information Systems. Data collection by external actors is not the way to go here. We have to sell education and disaster management authorities and identify the resources to support implementation of these systems. Indications from our efforts in Fiji, Lao PDR, and the Philippines are that the work we have done is well-designed and very transferable to different contexts. On another level, the CSS Policy survey is also well-designed for qualitative data collection. A revised version will be shared shortly with updated guidance on how to engage national school safety platforms in the validation of policy appraisal.	12/02/20 11:31 AM

QUESTION 15 Theme 4: Shared measurement

GADRRRES partners use SMS data to make decisions.
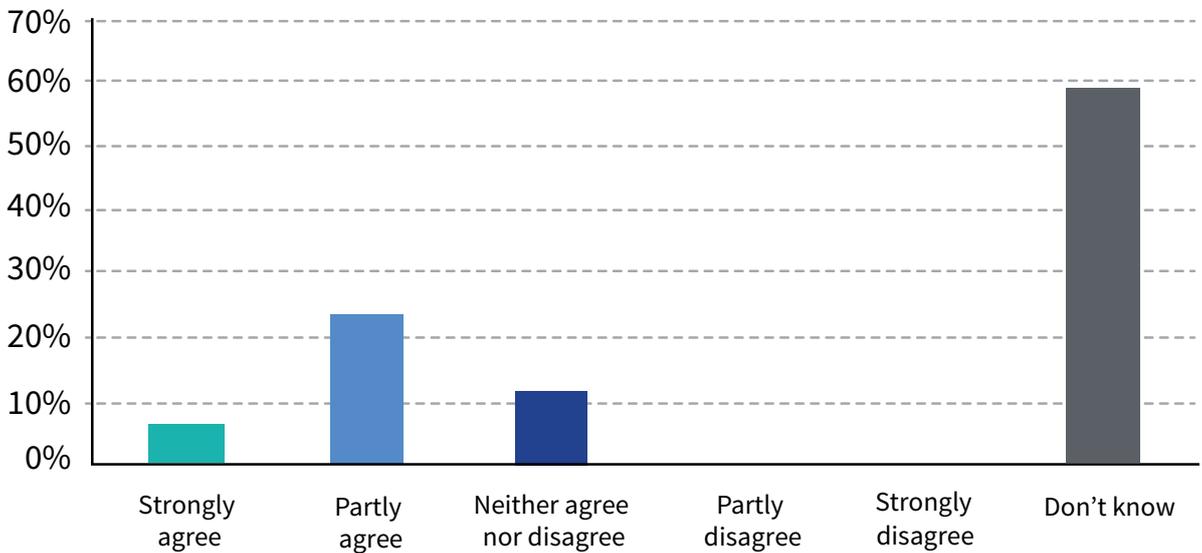
Answer Choices	Others (please specify)s	
Strongly agree	5.88%	1
Partly agree	23.53%	4
Neither agree nor disagree	11.76%	2
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	58.82%	10
Others (please specify)		1
TOTAL		**17**

Respondents	Others (please specify)	Date
1	Yes - we certainly are using data on disaster impacts on education to drive our advocacy and programming work. But there is lots of room for improvement.	12/02/20 11:31 AM

QUESTION 16 Theme 5: Continuous communication

Consistent and open communication between GADRRRES members, partners and external stakeholders builds trust, assures mutual objectives, and creates shared motivation.
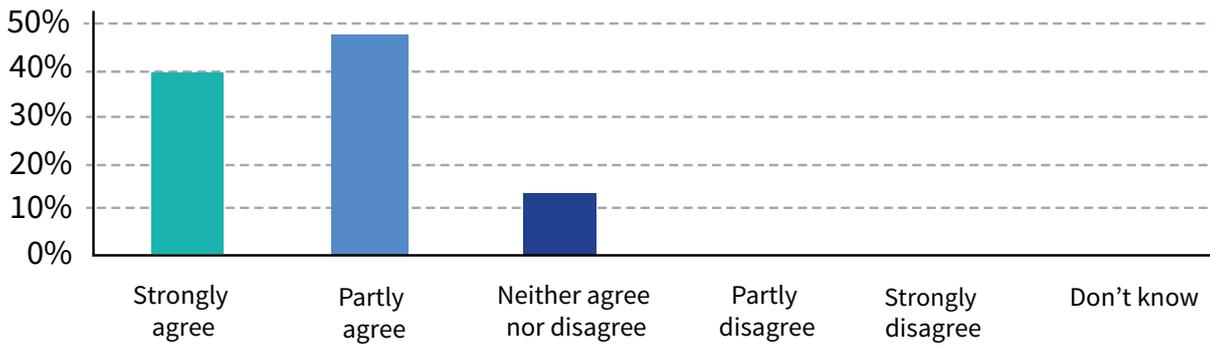
Answer Choices	Others (please specify)s	
Strongly agree	40.00%	6
Partly agree	46.67%	7
Neither agree nor disagree	13.33%	2
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	0.00%	0
Others (please specify)		3
TOTAL		**15**

Respondents	Others (please specify)	Date
1	That is why I think that more and better spaces for experience and ideas exchange are important	17/02/20 09:23 AM
2	It certainly does. But as mentioned earlier, is hampered by the limited number of individuals for whom GADRRRES is visible, and important. At this stage the commitment of both UNESCO and UNICEF leadership is quite negligble. UNDRR comes and goes and is nearly invisible. Similarly, if key individuals from Save the Children, Plan International, and IFRC were to be absent, the effort might collapse.	12/02/20 11:31 AM
3	Have to be developed.	11/02/20 07:07 PM

QUESTION 17 Theme 5: Continuous communication

Structures and processes are in place to inform, engage and seek feedback from GADRRRES members and partners.

Answer Choices	Others (please specify)s	
Strongly agree	29.41%	5
Partly agree	41.18%	7
Neither agree nor disagree	17.65%	3
Partly disagree	5.88%	1
Strongly disagree	0.00%	0
Don't know	5.88%	1
Others (please specify)		2
TOTAL		**17**

Respondents	Others (please specify)	Date
1	More and better efforts can be done on this today thank to available ITCs	17/02/20 09:23 AM
2	Regular newsletter, Safe Children Safe Schools Community of Practice, and regular emails to Steering Committee are all in place. This is significant progress compared with the past decade. But again, without support, this can wax and wane.	12/02/20 11:31 AM

QUESTION 18 Theme 5: Continuous communication

Structures and processes are in place to inform, engage and inspire external stakeholders.
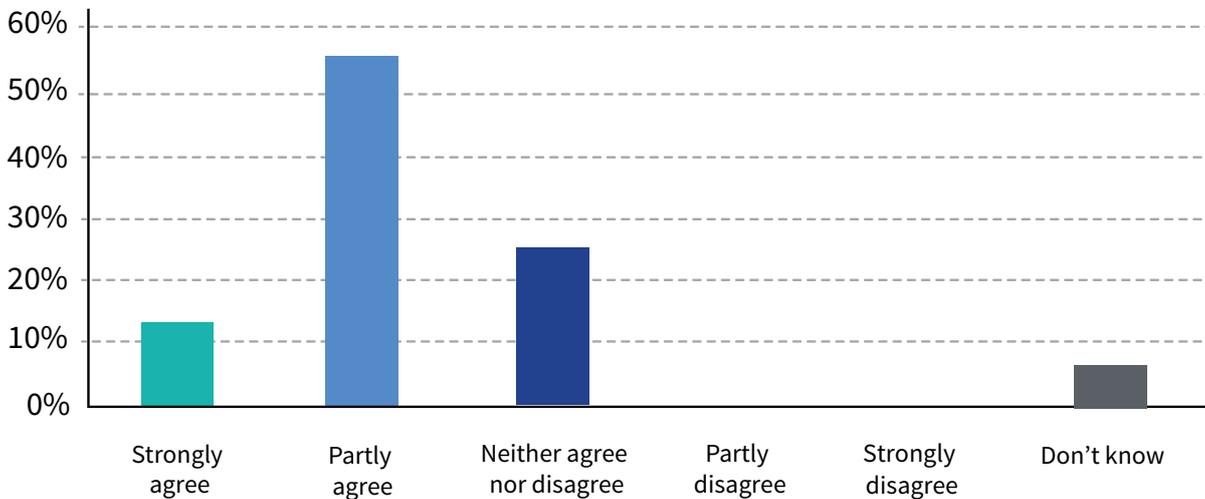
Answer Choices	Others (please specify)s	
Strongly agree	12.50%	2
Partly agree	56.25%	9
Neither agree nor disagree	25.00%	4
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	6.25%	1
Others (please specify)		3
TOTAL		**16**

Respondents	Others (please specify)	Date
1	We can do it better	17/02/20 09:23 AM
2	We're certainly trying with: • newsletter review process • population of website resources • knowledge management / research review processes • shared templates • using GADRRRES co-logoing when 2 or more members collaborate However, uptake of these is very very slow...	12/02/20 11:31 AM
3	In formations are rich,however, reflections and feedback is poor due to lack of creating an impact among stakeholders on the issue.	11/02/20 07:07 PM

QUESTION 19 Theme 6: Equity and inclusion

GADRRRES has established a culture of openness, transparency, inclusion, trust, respect, and humility among its members and partners.

Answer Choices	Others (please specify)s	
Strongly agree	31.25%	5
Partly agree	50.00%	8
Neither agree nor disagree	0.00%	0
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	18.75%	3
Others (please specify)		2
TOTAL		**16**

Legend:
- Strongly agree
- Partly agree
- Neither agree or disagree
- Partly disagree
- Strongly disagree
- Don't know

Respondents	Others (please specify)	Date
1	That is how it looks, but we need more spaces/activities for exchange ideas to be sure	17/02/20 09:23 AM
2	May have in place,However not visible.	11/02/20 07:07 PM

QUESTION 20 Theme 6:   Equity and inclusion

Equity, diversity, inclusion and participation are identified as guiding principles of GADRRRES.s and processes are in place to inform, engage and inspire external stakeholders.
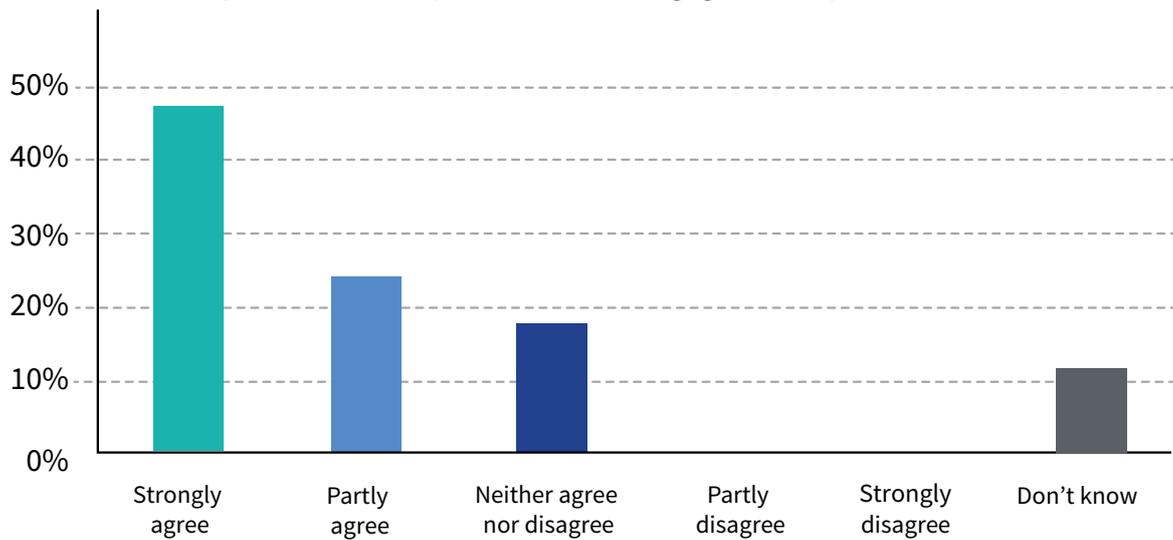
Answer Choices	Others (please specify)s	
Strongly agree	47.06%	8
Partly agree	23.53%	4
Neither agree nor disagree	17.65%	3
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	11.76%	2
Others (please specify)		2
TOTAL		**17**

Respondents	Others (please specify)	Date
1	full agree... It is very clear in the descrption and guidelines of the group	17/02/20 09:23 AM
2	In principle. But we haven't been put to the test. The hardest is to provide multi-lingual resources... though we try in this area through national support efforts. (eg. translation and light contextualization of CSS framework)	12/02/20 11:31 AM

QUESTION 21 Theme 6:   Equity and inclusion

Decision-making structures include voices from all relevant stakeholder groups.
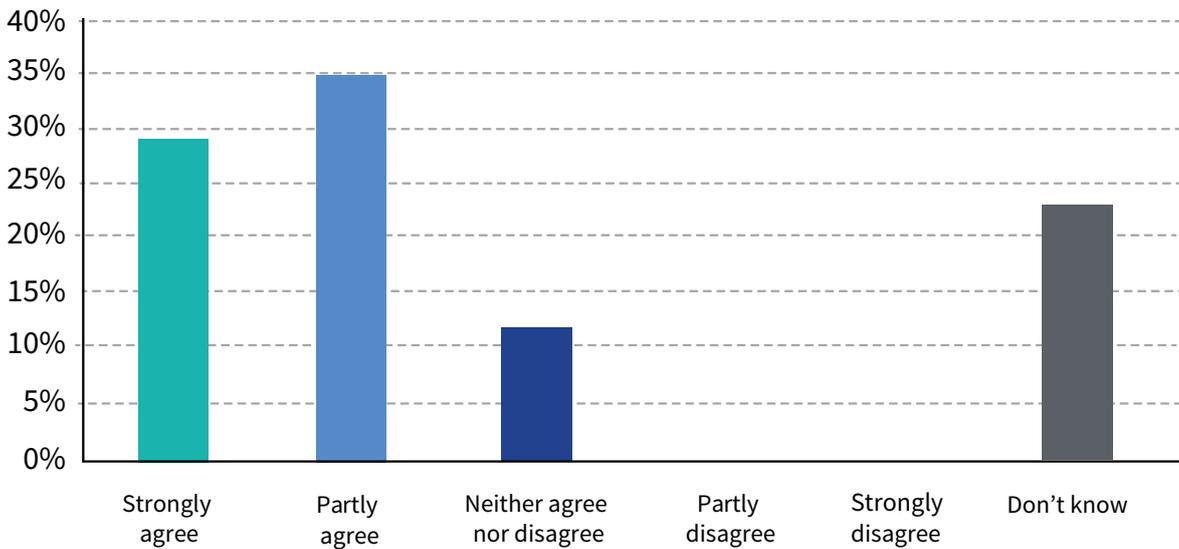
Answer Choices	Others (please specify)s	
Strongly agree	29.41%	5
Partly agree	35.39%	6
Neither agree nor disagree	11.76%	2
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	23.53%	4
Others (please specify)		2
TOTAL		**17**

Respondents	Others (please specify)	Date
1	I hope so	17/02/20 09:23 AM
2	Although GADRRRES is an organization of IGOs and INGOs we work closely with the UN Major Stakeholder Group for Children & Youth. We should certainly invite them to be part of GADRRRES, though at best that mechanism is fairly tokenistic at the global level. We are also organising a Youth Summit at APMCDRR and seeking to have more consistent communication with youth-led groups	12/02/20 11:31 AM

QUESTION 22 Theme 7: Learning culture

GADRRRES's culture supports learning, lesson sharing, experimentation, dialogue, and reflection.

Answer Choices	Others (please specify)s	
Strongly agree	29.41%	5
Partly agree	58.82%	10
Neither agree nor disagree	0.00%	0
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	11.76%	2
Others (please specify)		2
TOTAL		**17**

Respondents	Others (please specify)	Date
1	I hope so	17/02/20 09:23 AM
2	Yes - in principle. But we have little time for this, in practice.	12/02/20 11:31 AM

QUESTION 23 Theme 7: Learning culture
GADRRRES has established structures and processes to support ongoing learning.
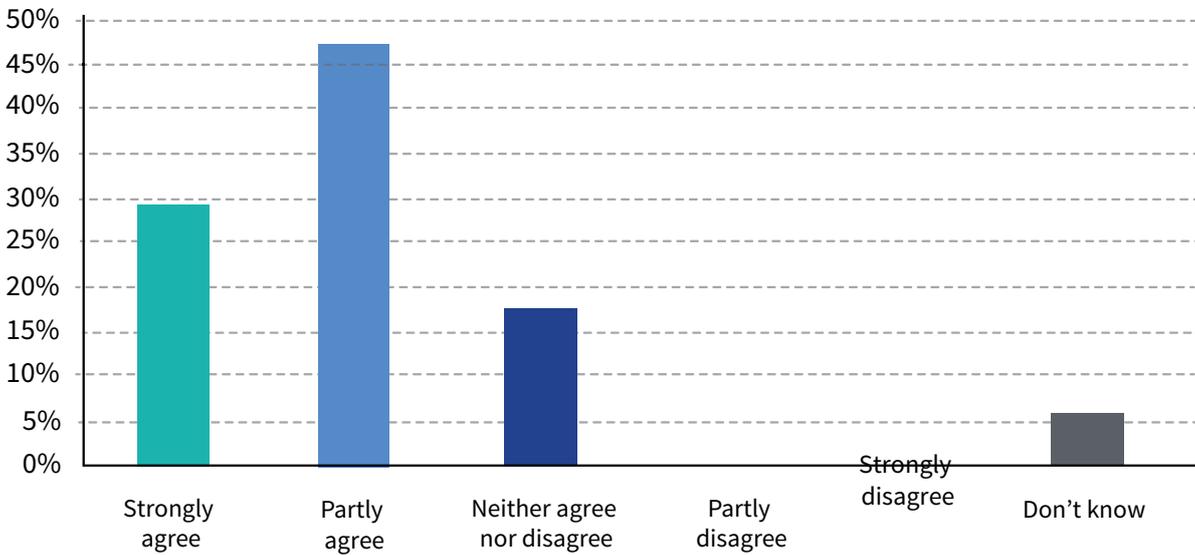
Answer Choices	Others (please specify)s	
Strongly agree	29.41%	5
Partly agree	47.06%	8
Neither agree nor disagree	17.65%	3
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	5.88%	1
Others (please specify)		0
TOTAL		**17**

Legend:
- Strongly agree
- Partly agree
- Neither agree or disagree
- Partly disagree
- Strongly disagree
- Don't know

QUESTION 24 Theme 7: Learning culture

GADRRRES members and partners share observations, lessons, setbacks, challenges, failures, and best practices.
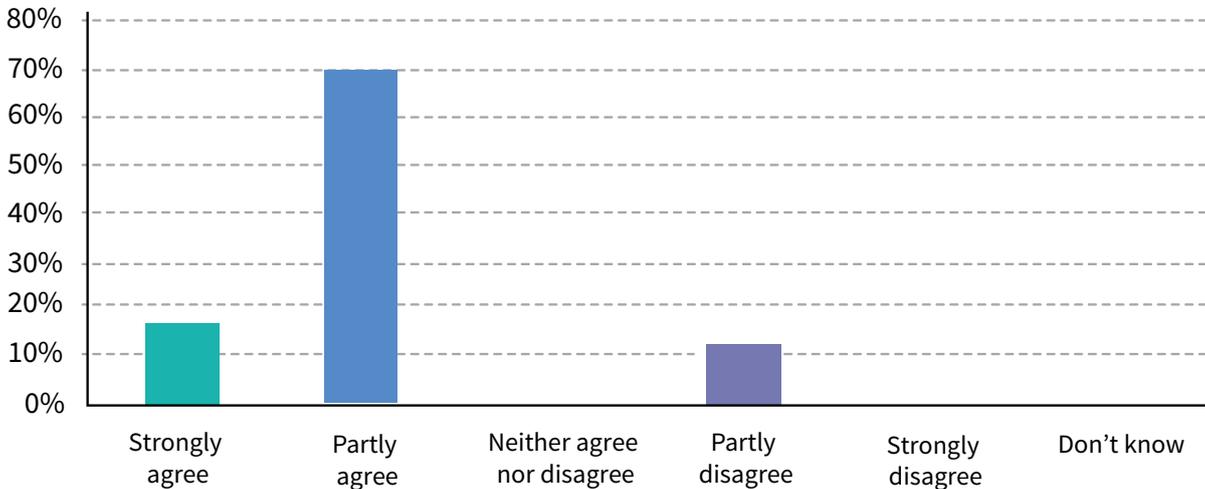
Answer Choices	Others (please specify)s	
Strongly agree	17.65%	3
Partly agree	70.59%	12
Neither agree nor disagree	0.00%	0
Partly disagree	11.76%	2
Strongly disagree	0.00%	0
Don't know	0.00%	2
Others (please specify)		2
TOTAL		**17**

Respondents	Others (please specify)	Date
1	Some level of sharing can be found, but I think that something more could be done…	17/02/20 09:23 AM
2	Mostly through our publications… which we hardly have time to read our own, let alone others. This problem besets everyone.	12/02/20 11:31 AM

QUESTION 25 Theme 7: Learning culture

**GADRRRES members and partners are willing to adapt best practices from other fields/ initiatives, explore new ideas, and to design and implement new approaches to advance their shared goals**

Answer Choices	Others (please specify)s	
Strongly agree	23.53%	4
Partly agree	58.82%	10
Neither agree nor disagree	5.88%	1
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	11.76%	2
Others (please specify)		2
TOTAL		**17**

| Respondents	Others (please specify)	Date
1	At least the few GADRRRES members that I know are always looking for that kind of opportunities	17/02/20 09:23 AM
2	Can GADRRRES members and partners look develop a system for facilitating and reporting structural retrofitting solutions globally? This will also help build a repository of safe construction practices for dissemination purposes.	13/02/20 03:00 AM

QUESTION 26 Theme 8: Capacity

GADRRRES has sufficient funding to support the its work over a number of years.
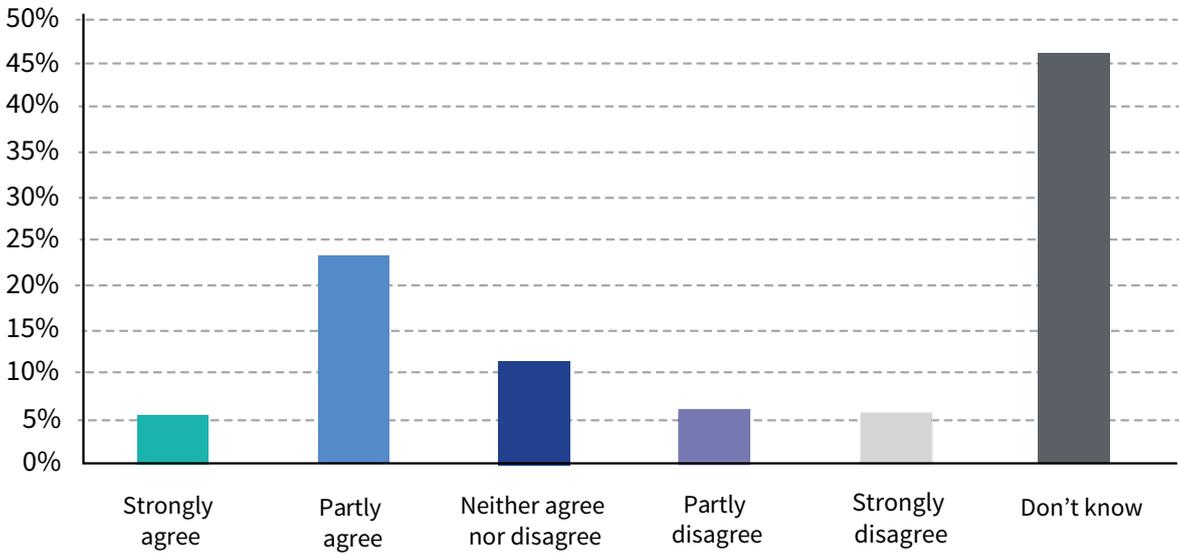
Answer Choices	Others (please specify)s	
Strongly agree	5.88%	1
Partly agree	23.53%	4
Neither agree nor disagree	11.76%	2
Partly disagree	5.88%	1
Strongly disagree	5.88%	1
Don't know	47.06%	8
Others (please specify)		2
TOTAL		**17**

| Respondents	Others (please specify)	Date
1	But I see a huge chance to find funding to support the activities of such an interesting worldwide group	17/02/20 09:23 AM
2	Fundraising strategy has languished between UNESCO and UNICEF.	12/02/20 11:31 AM

QUESTION 27 Theme 8: Capacity

GADRRRES has sufficient people and skills to do its work, and has the partnerships and support it needs.
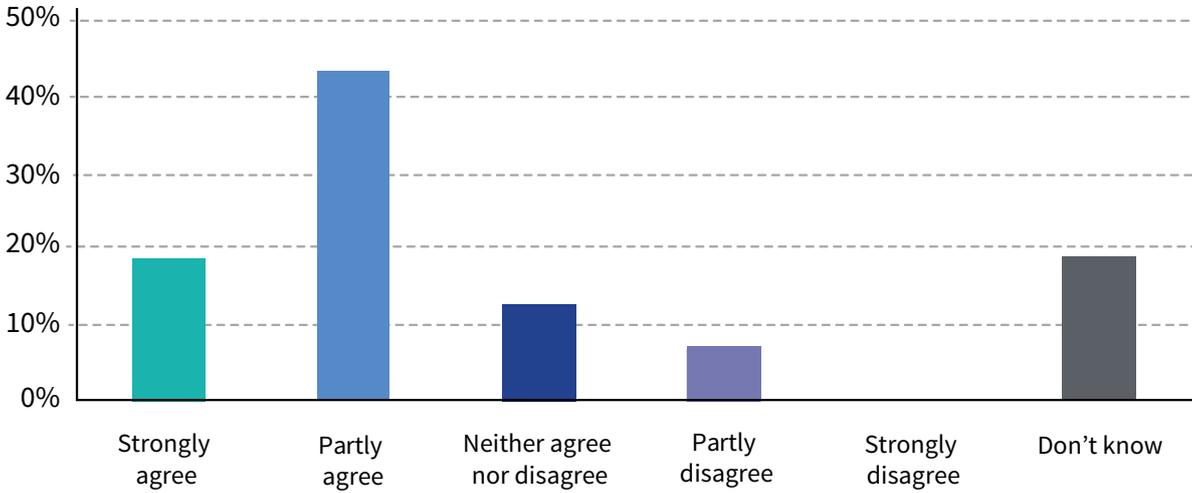
Answer Choices	Others (please specify)s	
Strongly agree	18.75%	3
Partly agree	43.75%	7
Neither agree nor disagree	12.50%	2
Partly disagree	6.25%	1
Strongly disagree	0.00%	0
Don't know	18.75%	3
Others (please specify)		2
TOTAL		**16**

Respondents	Others (please specify)	Date
1	In my limited and partial knowledge about this group, I see a lot of interested people and skills to go further... Not so sure about partnerships and support	17/02/20 09:23 AM
2	Not Reflected at local level.	11/02/20 07:07 pM

QUESTION 28 Theme 8: Capacity

The skills and capacities of organisations participating in GADRRRES activities have improved as a result of being part of the network.
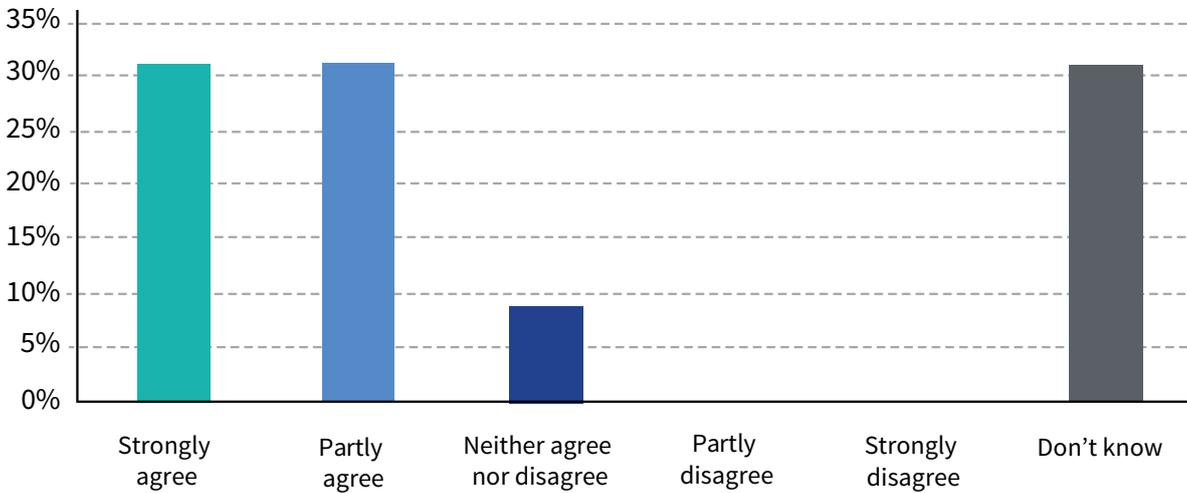
Answer Choices	Others (please specify)s	
Strongly agree	31.25%	5
Partly agree	31.25%	5
Neither agree nor disagree	6.25%	1
Partly disagree	0.00%	0
Strongly disagree	0.00%	0
Don't know	31.25%	5
Others (please specify)		2
TOTAL		**16**

Respondents	Others (please specify)	Date
1	Painfully not so much in the case of my NGO	17/02/20 09:23 AM
2	Need to set indicators for assessment.	11/02/20 07:07 pM

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