**SCHOOL SAFETY CONTEXT ANALYSIS**

**GADRRRES TEMPLATE - 2024**

**INSTRUCTIONS:**

**REMOVE THIS PAGE IN YOUR FINAL REPORT**

*This template is to be used for both electronic and hard-copy (ring-binder) versions of this document, which consists of separately updated sections. The body of the document should include succinct summaries and aim to be* ***no more than 30 pages*** *(number of pages are indicated for each section). Detailed information and extended tables should be organized in the Appendices.*

 *On the cover, place a relevant photo (of good practice).*

*Place title page next.*

 *On the inside cover, please acknowledge the contributions of the relevant Education, Disaster management and child protection authorities. Save the Children, UNICEF, UNESCO, and other members of the national school safety and child protection coordination mechanism(s). Also add partner and donor logos as appropriate. At the end of each section or appendix add the following information:*

*Last Updated: [Date] By: [Organisation]*

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*Please print the body of the document on two sides of paper, starting with Title page*

*Inside cover with acknowledgents of all contributors and donors*

**SCHOOL SAFETY CONTEXT ANALYSIS**

YEAR

[Add photo of good practice]

**ACKNOWLEDGEMENTS**

**SCHOOL SAFETY CONTEXT ANALYSIS**

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(NB: All sections include explicit considerations of: climate change adaptation, child protection, and conflict & violence prevention)

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**Appendices: [**Examples - add others as appropriate]

• Comprehensive School Safety Framework (National language & English)

 • National Hazard Map(s)

• Education Sector Demographics (Sub-national data on numbers of schools, children, staff)

 • EMIS Overview

• Key policies relevant to DRR, Climate Change, and Child Protection in the Education Sector

• Terms of Reference for any SS or EiE Coordination mechanism(s)

• Existing guidelines for preparing a School Disaster Management Plan

• School Infrastructure and Facilities Data

• Log of trainings and capacity building

• Statistics relevant to SDG 4 and inequities in education (see eg <https://en.unesco.org/gem-report/statistics>)

**PURPOSE**

*The* ***“School Safety Context Analysis”*** *is intended to serve as essential background for the following purposes:*

*• As a shared, factual starting point for advocates, program planners, mangers and team members, and policy-makers wanting to support comprehensive school safety and education sector development and strategic planning in your country.*

*• As ‘denominator’ information, providing a baseline against which to assess the adequacy, scalability and sustainability of efforts to integrate risk reduction and resilience into education sector development efforts.*

*• What you would want any humanitarian contributors to the education sector to read before their helicopter lands.*

*• As an appendix to an appeal for funding for either education in emergencies or disaster risk reduction or conflict and violence prevention in the education sector.*

**1. INTRODUCTORY DEMOGRAPHICS & SOCIO-POLITICAL CONTEXT** (1 page maximum)

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| ***Geography and population overview:*** *Describe geography of country and population.* |

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| ***Socio-political context:*** *Describe socio-political context of the counry* |

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**2. EDUCATION SECTOR OVERVIEW** (3-5 pages maximum)

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| ***Structure of the Education System:*** *Briefly describe divisions, grade levels (eg. pre-school/ECCD (incl. K), lower primary (1,2,3), upper primary (4,5,6), lower secondary (7,8,9), upper secondary (10,11,12)). Description types of schools and proportion of these (private, public, religious, formal, non-formal etc.). Which grades/levels/forms are compulsory? Which are free? What fees or costs do families pay?**Who runs and operates schools? (be sure to include key actors/# and % in an appendix.* |

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| ***Number of Schools, Students and Teachers****: disaggregated by type (with sub-national numbers in appendices). What is the range of size of schools? Type of residential schools?* |

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| ***School Enrolment and Completion Rates and Literacy rates:*** *disaggregated by level, gender; students with disabilities (where possible)* |

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| ***School Year:*** *Beginning / end of school year and major breaks; normative number of school days per year; number of student/teacher contact hours per school day;*  |

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| ***Organization of Education Sector:*** *organogram(s); policy/management at what levels; any school-based management; school safety focal points at what levels; focal points for 1. safe school facilities 2. School Safety Management 3. Risk reduction and resilience education; key policies or standards for school safety in general* |

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| ***Education Management Information Systems:*** *current capacity (digital, spatial data on digital map; type of data, community-accessibility if any; public networks for crowd-sourced geo-spatial data; including any maintenance or school needs data; vulnerability or capacity data; including ability to include damage assessment data;* |

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| ***School population:*** *Integration or segregation girls and boys, minority language groups, and children with disabilities; Any structural inequities in distribution of education resources (including urban and rural and conflict-affected vs. non-affected areas)..* |

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**3. HAZARDS AND RISKS OVERVIEW** (2 pages maximum)

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| ***Natural, climate-change-induced, technological, human-created hazards:*** *List and describe scope and severity of each hazard referring both to calendar of season threats and in relation to different sub-national jurisdictions (include maps in Appendix)*  |

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| ***Historical impacts of hazards, disasters, conflict, and inter-personal violence on schools and related child-protection:*** *specific and general, including near-misses; impact of recurrent as well as low frequency/high impact events; dynamics or issues related to host community/refugee populations or internally displaced persons. (Remember to include: attacks against schools or school children in and on the way to school, physical and humiliating punishment, gender-based violence, ….*  |

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| ***Livelihood & poverty impacts:*** *explain the livelihood and poverty impacts of hazards and risks that the country is exposed to* |

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| ***Conflict analysis:*** *Where conflict risks exist, please add a Conflict Analysis, using the most appropriate template for your context.* |

**Please consider all hazards:**



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**4. DISASTER RISK MANAGEMENT & CLIMATE CHANGE OVERVIEW** (2-3 pages maximum)

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| ***Political*** *: What are the disaster management and climate change adaptation structures at national, province/district and community levels? How involved is government at each level? What is the political will?* |

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| ***Economic****: Is government and/or are donors supporting DRM and CCA? If so, how?*  |

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| ***Social / Cultural:***  *What are the cultural practices in the country/region with respect to DRR and CCA?  Are local schools and communities involved and/or interested? If so, how? What are the current entry points?*  |

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| ***Technological:***  *What kind of early warning systems are in use with schools and local communities and how effective are these? What types of communication technology are available to support these systems?**Any sub-national support mechanisms available to schools?* |

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**5. CHILD PROTECTION SYSTEM OVERVIEW** (2 pages maximum)

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| ***Structure, Organization and Staffing of the Child Protection System:*** *Briefly describe the policies, laws, and regulations, child abuse referral mechanisms, staffing levels, and how these relate to existing community-based child protection mechanisms* |

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| ***Laws & regulations:*** *disaggregated by level, gender; students with disabilities (where possible)* |

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| ***Role of school personnel in child protection:*** *describe limits on corporal punishment, school personnel roles as mandated reporters.* |

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| ***Cultural norms:*** *describe range of cultural norms around child protection, and family and community-based systems that can support child-protection* |

**6. COMPREHENSIVE SCHOOL SAFETY OVERVIEW** (2 pages + data)

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| ***Integration and coordination mechanisms****: What mechanisms, efforts, and partnerships support disaster and conflict risk reduction in the education sector? How is progress monitored and evaluated? Briefly describe any coordination and collaboration mechanisms. (Eg. School Safety working groups, task forces, clusters and other mechanisms).*  *In a focus group discussion with the national school safety coordination mechanism group, and with support from key informants, as necessary, complete the collective appraisal of the targets and indicators below, and provide a brief narrative summary as well. (If Country has completed a CSS Policy Survey, please put their most recent CSS Policy Profile in the appendices).* |

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| **Comprehensive School Safety Targets and Indicators** |
| **INPUT INDICATORS** | **SUB-INDICATORS** |
| **#A1. Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks.** | * Safer School Facilities
* School Safety & Educational Continuity Management
* Risk Reduction & Resilience Education
 |
| **#A2: Child-centred risk assessment is in place at all levels in the education sector.** | * Schools have access to hazard and risk data and information at sub-national and local levels.
* Hazards and risks to children are assessed at school level.
* Students are included in risk assessment in developmentally appropriate ways.
* School communities are informed about hazards and risks to their school and students.
 |
| **#A3: Educational authority provides effective leadership and coordination for comprehensive school safety.** | * Educational authority leadership.
* School-based focal points.
* Organisational arrangements.
* Framework endorsements and commitments.
 |
| **#A4: Sustained funding or finance are in place to reduce education sector risks and maintain educational continuity and support risk-reduction and resilience programming.** | * Safe and green school construction, retrofit or replacement are funded or financed.
* Risk reduction and resilience and resilience programming is funded or financed.
* Response preparedness, anticipatory action, education in emergencies is funded or financed.
* School facilities short and long-term maintenance are funded.
* Health nutrition and well-being programming is funded.
* Child protection and violence prevention programming is funded.
 |
| **#A5: Monitoring and evaluation for comprehensive school safety is based on data and evidence.** | * Education authority accesses data on hazards and risks.
* Education authority collects outcome data on hazard impacts on the education sector.
* Education authority has data collection tools for Pillars 1, 2, and 3 used at school level and aggregated to monitor progress in advancing school safety.
* Data is disaggregated by gender and disability.
* Data collected is publicly available.
* Data is used for planning and decision-making.
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**7. PILLAR 1: SAFE SCHOOL FACILITIES: POLICIES, PRACTICES & PROGRAMS** (2-3 pages maximum + data)

*In a focus group discussion with the national school safety coordination mechanism group, and with support from key informants, as necessary, complete the collective appraisal of the targets and indicators below, and provide a brief narrative summary as well.*

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| ***Who builds and maintains schools:*** *Who is involved in school site selection school design, school construction, and school maintenance?* |
|

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| ***New school construction:*** *What existing policies, programs and norms govern safe school site selection, disaster-resilient school design and safer school construction? Who pays for schools? Who has what role in building them? How is school construction monitored? What are current status, quality, and needs? Are almost all new schools built to be disaster-resilient?* |
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| ***School retrofit, rehabilitation and replacement:*** *What existing policies programs and norms govern school retrofit, rehabilitation and replacement? What is the current status, quality and needs for school retrofit, rehabilitation and replacement:* |
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| ***Non-structural mitigation:*** *What policies and norms govern measures taken for fire, earthquake and flood non-structural mitigation. What is current status, quality, and needs?*  |
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| ***Safe access:*** *What policies and norms govern measures taken for fire, earthquake and flood non-structural mitigation, and what is needed?*  |
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| ***School maintenance, water and power:*** *What policies and norms govern school maintenance, how is it funded, and who does it? How adequate are school classroom and water and sanitation facilities in general? Do schools have adequate water and power?*  |
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| ***IDPs & refugees:*** *Describe adequacy of schools in IDP or refugee camp situations, where they exist. Where IDP or refugee camp situations exist, describe adequacy of space available for schools, safe access. Who are key stakeholders and administrators?* |
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| **Comprehensive School Safety Targets and Indicators** |
| **INPUT INDICATORS** | **MEASURES** |
| Target: Every new school built is safe one. |
| **#B1: Regulation and monitoring systems guide the safe site selection, design and construction of new schools.** | The following are regulated and guided for quality assurance:* Safe school site selection.
* Safe design.
* Safe construction.
* WASH facilities.
 |
| Target: Existing schools are being made safer, systematically |
| **#B.2. Existing unsafe schools are systematically identified, and upgraded or replaced (including WASH facilities).** | * Assessment of school facilities.
* Prioritisation and funding for upgrading.
* Upgrading or replacement.
* Systems for capacity development, monitoring, and quality assurance.

**Denominators & Numerators:** * Total number of public and private schools at pre-school, primary school, and secondary school levels.
* Total number of schools inventoried.
* Total number of schools whose risks have been assessed with reference to national or sub-national risk maps.
* Total number of schools whose risks have been assessed using school-based assessment, and number referred for technical assessment.
 |
| **B3: Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments.** | * Roles and responsibilities for buildings and grounds maintenance, non-structural mitigation, and WASH facilities are documented and assigned.
* Education authorities provide guidance and skill-training for routine maintenance, non-structural mitigation measures, and for WASH maintenance.
* Education authorities have identified budget and funding mechanism routine and deferred building maintenance, for non-structural mitigation, and for WASH facilities maintenance.
 |
| **#B4: Policies and planning limit disruption of education due to use of schools as temporary shelters or collective centres, during the school year.** | * Disaster management and education authorities have identified those schools that are expected to be use as temporary evacuation centres for disasters with early warning, or as temporary collective centres or shelters in the event of major hazard impact.
* When school sites are used as temporary evacuation centres or collective centers, policies are implemented to maintain educational continuity, and student safety.
* Proactive measures are taken to prevent schools from use by armed groups or for military purposes.
 |
| **#B5: Children are protected from death, injury and harm on the way to school** | * Schools ensure safe access to school via pedestrian routes, roads and waterways.
* Schools take proactive and protective measures to prevent gender-based violence, bullying, and attacks on the way to schools.
* Students use protective equipment on school transportation (buses, boats, etc.).
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**8. PILLAR 2: SCHOOL SAFETY MANAGEMENT & EDUCATIONAL CONTINUITY: POLICIES, PRACTICES & PROGRAMS** (2-3 pages maximum)

*In a focus group discussion with the national school safety coordination mechanism group, and with support from key informants, as necessary, complete the collective appraisal of the targets and indicators below, and provide a brief narrative summary as well.*

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| ***School-based risk assessment and planning for risk reduction and educational continuity:*** *Briefly describe policies, practices and programs at sub-national, and school level for school-site level. Is school safety management part of school-based management? To what extent do these involve children?*  |
|

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| ***Physical and environmental risk reduction in schools:*** *To what extent are schools involved in physical and environmental risk reduction? (eg. implementation of early warning system, rainwater harvesting, non-structural mitigation, flood mitigation, cyclone mitigation, re-forestation, safeguarding materials, school gardens, solid waste management.)* |
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| ***Response-preparedness in schools:*** *To what extent are standard operating procedures provided and practiced for building and area evacuation, lockdown, shelter-in-place, and family reunification? What is the scope and quality of guidance for school drills, and how often are drills generally held? Do administrators and teachers have skills for organisation of post-disaster response?*  |
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| ***Administrator and teacher capacity for School Safety Management:*** *What type of education and training is available to teachers and administrators as far as School Safety Management and what proportion have access to this? Are education personnel expected to be disaster service workers? Do they undertake their own household disaster preparedness?*  |
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| ***Education in emergencies capacity:*** *Do tools exist for rapid damage and needs assessment for the education sector? Who is familiar with and can implement these tools? Do contingency plans exist for alternative sites, methods, and days of instruction to assure educational continuity? Are schools expected to be temporary shelters/collective centers? If so what are the limits on this, and what kind of support do schools get to cope with this? Are temporary learning facilities available, and if so, to what extent? Are alternative methods of learning available for disasters and emergencies? Is training available for psychosocial support?*  |
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| **Comprehensive School Safety Targets and Indicators** |
| **INPUT INDICATORS** | **MEASURES** |
| **#C1: Education authorities have robust participatory plans for risk management, risk reduction and response-preparedness.**  | * National and sub-national plans are reviewed and updated at least every 2 years.
* Plans are publicly available.
 |
| **#C2: Schools have robust participatory plans for risk management, risk reduction and response-preparedness.** | * Annual review of school risk reduction, health, safety, and educational continuity plans are part of ongoing school-based management and/or school improvement.
* Education authorities provide common approach and guidance policies and procedures for all key elements of risk reduction, response, and recovery.
* Inspection guidelines support monitoring of school-based safety plans.
* School-based plans are reviewed and updated annually.
* School based plans are publicly available.
 |
| **#C3: Children’s rights in the education sector are equally assured for children of all gender, disability, language, or cultural groups, and at all stages of development.** | * Education sector laws and policies protect equitable access to education for children at risk of exclusion.
* Educational enrolment and attainment are measured for groups at risk of exclusion.
* Systems and processes for school safety and educational continuity planning include planning for the specific needs of children at risk of exclusion.

**Denominators:*** Number of girls and boys in the population.
* Number of children with different disabilities in the population.
* Number of children who are part of minority languages or cultures.
 |
| **#C4: Education authority has standard operating procedures and requires regular school safety drills for disasters and emergencies to inform improvement in school safety planning.** | * Education authorities make high quality guidance for SoPs and school drills for disasters and emergencies, available to all schools.
* Schools hold regular emergency drills at least once per school term/semester.
* Schools hold annual full simulation drill to practice response preparedness and to review plans.
 |
| **#C5: Education sector has robust systems and policies for school health and nutrition** | * Systems and policies address key elements of best practices in health, nutrition, and well-being.
* National school health policy covers best practices in delivery of wide range of health services as may be needed in local contexts.
* Robust data on *Water, Sanitation, and Hygiene* are monitored at school level.
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**9. PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION: POLICIES, PRACTICES & PROGRAMS** (2-3 pages maximum)

*In a focus group discussion with the national school safety coordination mechanism group, and with support from key informants, as necessary, complete the collective appraisal of the targets and indicators below, and provide a brief narrative summary as well.*

|  |
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| ***Formal education:*** *Briefly describe any laws, policies or practice, and current status, quality and needs in relation to climate change adaptation, disaster risk reduction, conflict and violence prevention in curriculum. How about child rights, child protection, school health and nutrition, road safety, water safety, and peace education? Who are the key actors in this domain?* |
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| ***Informal education:*** *Briefly describe any laws, policies or practices and current status, quality and needs in relation to risk reduction and resilience (hazards, disasters, conflict and violence) in informal education. How about child rights, child protection, school health and nutrition, road safety, water safety, and peace education. Who are the key actors in this domain?* |
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| **Comprehensive School Safety Targets and Indicators** |
| **INPUT INDICATORS** | **MEASURES** |
| **#D1: National Disaster Management Authority and Education authority have nationally adopted, consensus- and evidence based, action-oriented key messages as foundation for formal and non-formal education.** | These are:* Adapted and adopted.
* Available to all schools.
* Used as a foundation for quality teaching and learning materials development.
* Used as a foundation for formal and/or non-formal education.
 |
| **#D2: Climate-aware risk reduction, resilience, and well-being education are included in regular formal curriculum.** | * Skills and competencies in disaster risk reduction and climate change are integrated into primary and secondary formal curricula.
* Skills and competencies for sustainable development are integrated into primary and secondary formal curricula.
* Skills and competencies for health and well-being are integrated into primary and secondary formal curricula.
* Skills and competencies for social-emotional learning are integrated into primary and secondary formal curricula.
 |
| **#D3 Non-formal experiential education for students and families addresses climate-aware, risk reduction, resilience, and well-being.** | * Skills and competencies in disaster risk reduction and climate change are acquired through after-school clubs, assemblies, extra-curricular and/or school-community activities.
* Skills and competencies for sustainable development are acquired through after-school clubs, assemblies, and extra-curricular and/or school-community activities.
* Skills and competencies for health and well-being are acquired through after-school clubs, assemblies, and extra-curricular and/or school-community activities.
* Skills and competencies for social-emotional learning are acquired through after-school clubs, assemblies, and extra-curricular and/or school-community activities.
 |
| **#D4: Teachers’ capacity to facilitate student learning for climate-aware risk reduction, resilience and well-being is developed and assessed.**  | * Skills and competencies assessments includes: disaster risk reduction and climate change, sustainable development, health and well-being, social-emotional learning.
* Teacher capacity in disaster risk reduction and climate change, sustainable development, health and well-being, social-emotional learning is developed through pre-service training curriculum (mandatory or optional).
* Teacher capacity in disaster risk reduction and climate change, sustainable development, health and well-being, social-emotional learning is developed through in-service training curriculum and/or self-study resources (mandatory or optional).
 |
| **#D5: Schools have sufficient high-quality educational materials for teaching climate-aware risk reduction, resilience, and well-being.** | * Schools have sufficient high quality educational materials for teaching disaster risk reduction and climate change at early childhood, primary, and secondary education levels.
* Schools have sufficient high quality educational materials for teaching sustainable development at early childhood, primary, and secondary education levels.
* Schools have sufficient high quality educational materials for teaching health and well-being at early childhood, primary, and secondary education level.
* Schools have sufficient high quality educational materials for teaching social-emotional learning at early childhood, primary, and secondary education level.
 |
| **#D6: Student learning outcomes for climate-aware risk reduction, resilience, and well-being education are monitored and evaluated.** | * Knowledge, skills, and competencies of students in disaster risk reduction and climate change, sustainable development, health and well-being, social-emotional learning are assessed through measurable learning in early childhood, primary, and secondary education levels.
* Impact of student learning outcomes in disaster risk reduction and climate change, sustainable development, health and well-being, social-emotional learning are assessed through selected measures of impact on risk reduction and school health and safety outcomes.
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**10. CHILD PROTECTION & CONFLICT & VIOLENCE PREVENTION IN SCHOOLS: POLICIES, PRACTICES & PROGRAMS (1-2 pages maximum)**

*In a focus group discussion with child protection actors and stakeholders (eg. Child Protection Cluster), and with support from key informants, as necessary,*

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| ***Child Protection*** *Briefly describe any laws, policies or practice, and current status, quality and needs in relation to child protection in schools.* |
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| ***Conflict & Violence Prevention and Response:*** *Briefly describe any laws, policies or practices and current status, quality and needs in relation to conflict and violence prevention and response in the education sector.* |
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**11. TARGETS & INDICATORS FOR COMPREHENSIVE SCHOOL SAFETY**

Any data or proxy data regarding CSS outcome targets

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| **GADRRR-ES and WISS Ad Hoc Committee on** **Comprehensive School Safety Targets and Indicators**  |
| **#1. Minimization in number of deaths and injuries due to hazard impacts on schools**Over succeeding decades, the number and rate of deaths and injuries due to hazard impacts on people in schools is reduced.Number and percentage of students, and staff who lost lives or were severely injured, and type of hazard (cause) is aggregated from school level data of all schools with any deaths or injuries. Reported: annually, every 5-years, every 10 years (by hazard type or category)Denominators: Total number of students and staff in schools with at least one injury or death. Total numbers of students and staff in affected geographic area. Calculate percentages of total affected.

|  |
| --- |
| for [type of hazard] |
| Deaths and injuries at school | deaths | severe injuries |
|  | male | female | male | female |
| students |  |  |  |  |
| teachers and staff |  |  |  |  |

 |
| **#2. Educational continuity is maintained.** Disparities due to intensive and extensive hazard impacts are measured and reduced.Number and percentage of school days lost in calendar year due to intensive and extensive hazard impacts, reported by type of hazard. This is aggregated from school level data from sampled schools. Select sample schools from high, medium, and low hazard impact areas for extensive hazards, and following intensive hazard impacts.Reported: annually, every 5-years, every 10 years. Denominators: Normative number of school days per year. Normative number of teacher:student contact hours per years. Baseline school enrolment. Normative rate of student annual attendance per year.

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| # days of school closure due to hazard impacts |
| # days of school closure made up through school calendar adjustments |
| # students displaced from school for # days |
| # hours reduction in school day for # days |
| % Increase in average class size for # days |
| # students relocation to temporary learning facilities |
| School attendance sampled 5, 10, 20, 30, 40, 50, 60, 90, 120, 150, 180 school days after impact. and cohort at beginning of next school year. |
| # students not returning to school |

 |
| **#3. Reduction in education sector investment losses to hazard impacts**Financial impacts of hazard impacts on schools are reduced. Number and percent of schools and classrooms destroyed and severally damaged due to intensive and extensive disaster impacts, and due to temporary use as shelters or collective centers, and cost of repairs or replacements are aggregated from school level data of all affected schools.Reported: annually, every 5-years, every 10 years. Denominators: Total number of schools and classrooms in affected schools and in affected geographic area.

|  |  |  |  |
| --- | --- | --- | --- |
|  | specific intensive hazard impacts | non-specific extensive hazard impacts  | use of school as temporary shelter or collective center |
|  | severely damaged  | destroyed  | severely damaged | destroyed | average # days | range of # days |
| # schools |  |  |  |  |  |  |
| # classrooms |  |  |  |  |  |  |
| estimated $ cost of repairs or replacement |  |  |  |  |  |
| estimated $ cost of materials lost |  |  |  |  |  |

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**10. APPENDICES:**