



Comprehensive School Safety Framework 2022-2030

for Child Rights and Resilience in the Education Sector



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

@ GADRRRES (2022)
Comprehensive School Safety Framework 2022-2030.

gadrrres.net
gadrrres@gmail.com
cc.preventionweb.net/scss
facebook.com/GADRRRES
twitter.com/GADRRRES
youtube.com/channel/UCaqw1ApjLwAc_nHzNkmrkrQ

Cover photo: © UNICEF/UN0208033/Dejongh



© UNICEF/UNI309811/Dejongh

Comprehensive School Safety Framework 2022-2030 for Child Rights and Resilience in the Education Sector

The Comprehensive School Safety Framework (CSSF) 2022-2030 supports the education sector policy-makers, planners, school administrators, and their partners to promote child rights, sustainability, and resilience in the education sector. The framework provides a comprehensive approach to resilience and safety from all hazards and all risks confronting education and child protection sector populations, systems and programs. It supports access, quality, and management strategies in the education sector.

The CSSF was revised in the face of growing evidence on the acceleration of the climate crisis globally and other emerging risks (e.g., COVID-19, new conflict dynamics) impacting education globally (See *Annex 1. Background*). Increased awareness and understanding of these risks and their interconnectedness have already led to major transformations in planning processes and resource allocation in the education sector, which the CSSF seeks to reflect.

Global consultations for this revision were led by the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) and its regional affiliates in Asia-Pacific and Latin America and the Caribbean.

The CSSF, initially elaborated in 2012, was previously revised in 2016 to align with the three “post-2015” agendas (Agenda 2030, the Paris Agreement and the Sendai Framework), with support from the GADRRRES and the 60+ countries that endorsed the *Worldwide Initiative for Safe Schools (WISS)* between 2015 and 2017.¹

The CSSF outlines that risk reduction and resilience building require a comprehensive approach that encompasses a “whole of society” and “all-hazards” approach (See *Annex 3. Practical Models for Action and Annex 4. All Hazards and All Risks*). Research and experience remind us of the tremendous value of children and youth participation in all aspects of planning for the future.² This is known as being the most adapted way to identify and sustainably address the barriers that can interfere with children’s equitable access to safe, continuous, and quality education. Education sector duty-bearers continue to face the compounding effects of multiple hazards, including natural and technological threats, climate change, epidemics and pandemics (such as COVID-19), violence, conflict, and everyday threats. These will cause permanent impacts for the development of children and societies. These impacts are felt differently due to gender, disability, and social inequalities. We must take action, now.



© GADRRRES

Linkages to Major Global Frameworks

School safety is central to furthering the goals of sustainable development, disaster risk reduction and resilience, climate action, conflict and violence prevention, and humanitarian response. The CSSF is aligned to:

- Convention on the Rights of the Child 1989³
- Sustainable Development Goals 2015-2030⁴ (See Annex 5. *The CSSF and the Sustainable Development Goals*)
- Sendai Framework for Disaster Risk Reduction 2015-2030⁵ (See Annex 6. *The CSSF and the Sendai Framework for DRR 2015-2030*)
- The Paris Agreement⁶
- Education for Sustainable Development 2030⁷
- INSPIRE Seven Strategies for Ending Violence Against Children⁸
- Safe Schools Declaration⁹ (on protecting education in armed conflict)
- Inter-agency Network for Education in Emergencies Minimum Standards for Education: Preparedness, Response, Recovery¹⁰
- Core Commitments for Children in Humanitarian Action¹¹
- Minimum Standards for Children Protection in Humanitarian Action¹²
- Health Emergency and Disaster Risk Management Framework¹³
- Recommendation concerning education for international understanding, co-operation and peace¹⁴

The Comprehensive School Safety Framework

The purpose of the CSSF 2022-2030 is to provide strategic guidance to duty bearers and their partners to promote safe, equitable and continuous access to a quality education for all.

The Goals of Comprehensive School Safety

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

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

Expected Outputs

1. All children's¹⁵ and education sector staff's safety in school and on the way to school is improved.
2. Education-system resilience is strengthened in the face of all-hazards:
 - enabling systems and policies are established, including agreed-upon principles, priorities, responsibilities and actions at all levels;
 - education sector investments are safeguarded and school facilities are safer and greener;¹⁶
 - school safety and educational continuity management processes are in place;
 - risk reduction and resilience education are promoted;
 - teachers are empowered and their capacities strengthened to make CSS possible at the school level.
3. Educational barriers to the most vulnerable learners – due to age, gender, disability, digital divide, and social exclusion (e.g., inter-sectional ethnic, linguistic and cultural diversity, as well as migrants and refugees) are identified and removed.
4. Intersectoral collaboration and the triple nexus (humanitarian, development and peace-building)¹⁷ are strengthened.

Structure

The CSSF has four key components, including a cross-cutting foundation and three intersecting pillars. Each component is distinguished by specific scope, sets of actors, responsibilities, and strategies.



Foundation:
Enabling Systems and Policies



Pillar 1:
Safer Learning Facilities



Pillar 2:
School Safety and Educational Continuity Management



Pillar 3:
Risk Reduction and Resilience Education



The Comprehensive School Safety Framework



Elaboration, Contextualization, and Technical Support

The CSSF 2022-2030 and its supporting documents intend to strengthen the collaboration and collective impact of government duty-bearers as well as humanitarian and development actors involved in education-related planning processes.

GADRRRES and its regional affiliates will continue to:

- support regional and sub-regional contextualization;
- conduct global consultations to support updates to the **CSSF Targets and Indicators**;

- provide additional guidance with examples for contextualization, including:
 - identifying specific roles and responsibilities,
 - linking to quality technical resource materials available to implement suggested strategies to operationalize the framework,
 - case studies and examples of good practices;
- provide research, learning and knowledge management support via the [GADRRRES website](#) in cooperation with PreventionWeb (managed by UNDRR).





© UNDRR Caribbean Safe School Ministerial Forum

FOUNDATION

Enabling Systems and Policies

Scope

The foundation of the CSSF focuses on strengthening system-level resilience. This includes the enabling systems and policies aimed to: protect the safety, health, and well-being of the entire school community; provide effective educational continuity measures; protect education sector investments; and promote a culture of safety and resilience. Risk-informed policy and planning approaches are used to improve equity, prevent and reduce risks, and increase capacities.

Key Actors

Primary duty-bearers:

- National and sub-national education, disaster management, child-protection, environment, health and finance / budgetary authorities involved in policy-making, planning and budgeting.
- Non-governmental education providers who offer education programs or manage education facilities.
- Donors, lenders, and private sector contributors who fund education sector development and humanitarian response.

Other important actors:

- Local Education Group (LEG), national school safety platform or coordination mechanism.
- Educators, Teachers, Parent-Teacher associations and other civil society organisations facilitating participatory inputs from children, youth, parents and communities.
- Education in Emergencies, Child Protection and other humanitarian response clusters, and coordination mechanisms.
- International Non-governmental Organisations (INGOs) and International Governmental Organisations (IGOs) concerned with school safety.
- National Non-Governmental Organisations (NGOs) and Civil Society Organisations (CSOs), including women, youth, disability rights groups, and youth groups concerned with school safety.
- Inter-sectoral partners in risk reduction, child protection, Water, Sanitation and Hygiene (WASH), health, public health, nutrition, mental health, poverty reduction, infrastructure / public works, land use, urban planning, information and communication technology and social protection.
- Education, climate, disaster risk reduction, child protection, child rights, and other researchers, who inform evidence-based practice and generate practice-based evidence, and support flexible forecast-based planning.

Key responsibilities

- **Ensure** adherence to Guiding Principles (See Annex 2. *Guiding Principles*).
- The primary duty-bearers should **lead** in establishing risk-informed school safety and educational continuity systems, policies and plans, in direct collaboration with all relevant stakeholders, to achieve *Sustainable Development Goals*.
- **Ensure** accountability and build trust and confidence to empower school community members as actors in governance and decision-making processes.
- **Review** and enhance policy frameworks, plans and operational guidance to enable risk management (i.e., reduction, preparedness, response, recovery) and to address all hazards, at national, sub-national and local level.
- **Provide** policy and planning oversight and system strengthening to address all hazards and risks, for school safety and resilience – at national, sub-national, and local school-community levels.
- **Implement** child-centred all-hazard risk assessments for school safety at national, sub-national and local school levels ensuring that gender and inclusion aspects are taken into account.
- **Prioritize** capacity-development – with designated focal points trained as leaders of school safety at all levels.
- **Promote** inclusion and equity for marginalized populations to ensure access to a free, quality basic education – addressing gender, disability, and social inclusion (e.g., intersectional, ethnic, linguistic and cultural diversity, as well as migrants and refugees), in addition to digital divides.
- **Link** local school safety and improvement plans to both national and sub-national education sector. operational planning to fund and sustain these efforts.
- **Mobilize** financing and resource allocation to ensure adequate financial and human resources to accomplish policy goals.
- Actively **integrate** research and learning, applying evidence-based-practices for developing capacity and guidance, to operationalize policies and to improve outcomes.

Recommended strategies

- **Conduct** all-hazards child-centred risk assessments and develop and update a *School Safety Context Analysis*¹⁸ to provide a shared evidence base for risk-informed and collaborative strategic planning and programming.
- **Establish** and maintain multi-stakeholder and cross-sectoral coordination and collaboration for education sector safety at all formal and non formal levels.
- **Raise** system-wide commitment and awareness on school safety in relation to crises (including but not limited to disaster and climate risk reduction, child protection, conflict and violence prevention) to identify policy priorities and goals.
- **Adopt** targets and indicators to guide strategic priorities and develop a roadmap for risk management and school safety. Consider impact, affordability, and feasibility.
- **Communicate** with, engage and empower staff, students, parents and caregivers, and local communities in gender-responsive, child-centred, and child-participatory planning and decision-making processes (including monitoring and evaluation, and coordinated reporting mechanisms).
- **Establish**, lead, and maintain ongoing national multi-stakeholder school safety coordination mechanism to maximize collective impact and cross-sectoral alignment for school safety.
- **Implement** capacity development programs with policy makers, planners, and administrators tasked with risk-informed education sector planning at national and sub-national levels.
- **Research**, learn, and share evidence-based best practices and guidance for operationalizing school safety policies.
- **Build** and strengthen Education Management Information Systems (EMIS), to collect, monitor, and analyse disaggregated data from all schools, for evidence-based risk reduction and response preparedness, early warning and recovery planning and decision-making at all levels.
- **Cost** and budget for risk management activities fully integrated into the education sector budget. Mobilize resources from national sources and from partners as necessary.



PILLAR 1

Safer Learning Facilities

© UNESCO/Torres

Scope

Safer Learning Facilities addresses both new and existing school facilities including building safer and greener installations. For new facilities, it focuses on site-selection, design, and construction in order to ensure safety from physical, biological, chemical and social threats, to enhance the quality of learning facilities and to protect the health and well-being of all users. For existing facilities, it focuses on the identification and prioritization of facilities for repair, retrofit, replacement or relocation, as well as on the maintenance of physical learning environments. This pillar supports the goals of resilient education systems and environmental sustainability. The safety and accessibility of physical learning environments includes: the structural performance of buildings, non-structural safety,¹⁹ resilient and inclusive school site infrastructure (including safe routes and access sensitive to physical disabilities and gender, adequate WASH facilities, effective evacuation modalities, ventilation, etc.), and equipment and services to support safety and learning continuity (including early warning systems).

Key Actors

Primary duty-bearers:

- Government policy and decision-makers, infrastructure managers and other government officials who fund, plan, build, and regulate school infrastructure and/or participate in recovery plans following an emergency or disaster. This includes education authorities, and possibly planning and development, public works, disaster management, civil protection, and other authorities.
- Non-governmental education providers who manage education facilities.
- Donors, lenders, and private sector contributors who fund school infrastructure or school recovery from emergencies or disasters; provide technical assistance and capacity building; and/or support planning, design, construction, maintenance or management of physical learning facilities, and child/youth participation.
- International Non-governmental Organisations (INGOs) and International Governmental Organisations (IGOs) concerned with school safety.
- National Non-Governmental Organisations (NGOs) and Civil Society Organisations (CSOs), including women, youth, disability rights groups, and youth groups concerned with school safety.
- Those working at school site and community level who use, manage or maintain physical learning facilities.

Other important actors:

- Local Education Group (LEG), national or sub-national school safety coordination platform members.
- Education in emergencies (EiE), Water, Sanitation and Hygiene (WASH), Refugees, Internally Displaced Persons, and other humanitarian response clusters and coordination mechanisms.
- Inter-sectoral partners in health, infrastructure, land use, gender, inclusion, child protection.
- Academics, researchers, and graduate students in fields related to infrastructure quality, safety and innovation, policy and planning.

Key responsibilities

- **Ensure** every new school complies with regulations and guidance for site selection, design and construction. These should include: safety, disaster-resilient, gender-responsive, inclusive and accessible, and environmental sustainability.
- **Implement** risk-informed prioritization plan and guidance for existing schools, to identify and intervene where refurbishment, rehabilitation, repair, retrofit, reconstruction, replacement, or relocation is needed to maximize investment, upgrade safety and ensure accessibility.
- **Ensure** that the regulatory framework for school buildings is up-to-date, and reflects the current understanding of hazards and risks and includes avoiding harm to community or environment, and that compliance is monitored.
- **Define** minimum performance standards within the legislative framework for physical assets. This should address life safety, gender responsive water and sanitation facilities, heating, cooling, and ventilation systems, and providing a healthy learning environment fit for climate impacts.
- **Plan** monitoring and oversight for ongoing facilities safety.
- **Engage** school communities in community-based safe school site-selection, construction, refurbishment, rehabilitation, repair or retrofit.
- **Strengthen** knowledge of local builders to improve safety during construction, interventions and supervision.
- **Provide** adequate resources and guidance to maintain learning facilities for safety and health, and to achieve the intended design lifespan.
- **Minimize** non-structural and infrastructural risks – including safe access to schools (e.g., pedestrian paths, road and river crossings).
- **Ensure** that schools planned as temporary community shelters are designed to meet minimum structural performance standards for “immediate occupancy” (i.e., to minimize expected damage).

Recommended strategies

- **Ensure** that education policy aims and guides, upgrading of safety quality, inclusiveness and environmental sustainability of learning facilities.
- **Make** safety considerations integral to all investments in school infrastructure. Maximize the efficiency of these investments with tailored mitigation strategies to achieve multiple benefits: reduce risks, ensure education continuity, provide protective healthy and inclusive learning environments, improve quality of learning facilities, mitigate and adapt to climate change (e.g., reduce building carbon footprint and use of non-renewable resources).
- **Plan** for education sector recovery by Building Back Safer and Greener facilities, while limiting the disruption of educational service delivery.
- **Assess** and use Education Management Information Systems (EMIS) data for mapping, assessment and monitoring for school facility conditions and safety and for planning and decision-making.
- **Adopt** model school designs and solutions for new and existing physical learning facilities that are safe, healthy, inclusive, gender-responsive, sustainable and conducive to learning.
- **Develop** cost-effective solutions to implement greening of school facilities, provide internet connectivity, and protect children from external attacks.
- **Engage** communities in conducting environmental and social safeguarding assessments, identifying and implementing effective and sustainable measures to improve the safety and quality of learning facilities, safeguard education sector investments and promote a culture of safety and resilience.
- **Provide** builder training in safe construction, supervision, and quality control, as well as on-site safety to avoid harm to anyone during the construction and operation of physical learning facilities.



PILLAR 2

School Safety & Educational Continuity Management

© UNICEF/UNI246267

Scope

School safety management addresses equity-focused planning for children's health, safety, and well-being for educational continuity in relation to all-hazards and risks to children and staff in the education sector. The focus is on developing *anticipatory, absorptive, adaptive, and transformative capacities* for resilience through meaningful participation of and accountability to affected populations. This includes planning and operationalizing comprehensive all-hazards risk-assessment, risk prevention and reduction, response preparedness, recovery.

Key Actors

Primary duty-bearers:

- Education sector leaders at national, sub-national, and local school level working in collaboration with their disaster management, child protection, and other local authority counterparts in each jurisdiction.
- At school level, all staff, students and parents, and other school users with particular attention to gender, disability, and social inclusion.
- Non-governmental education providers who manage education facilities or programs.

Other important actors:

- Local Education Group (LEG) and national and/or sub-national school safety coordination platform members.
- Education (in emergencies), Child Protection and other humanitarian response clusters, working group equivalents, or refugee education working groups, when the cluster and/or refugee system is not activated.
- International Non-governmental Organisations (INGOs) and International Governmental Organisations (IGOs) concerned with school safety.
- National Non-Governmental Organisations (NGOs) and Civil Society Organisations (CSOs), including women, youth, disability rights groups, and youth groups concerned with school safety.
- Donors, lenders, and private sector contributors who fund education sector development and humanitarian response capacity development who provide technical assistance for resilience-building.
- Inter sectoral partners in public safety, child protection, Water, Sanitation and Hygiene (WASH), health, public health, nutrition, mental health, Information and Communication Technology, gender, inclusion, youth, sports, and so forth.
- Public and private transportation providers.
- Climate, disaster risk reduction, child-protection, child rights and other researchers who inform evidence-based practice and generate practice-based evidence, and support flexible forecast-based planning.

Key responsibilities

- **Assign** full-time school safety management staff at national and sub-national levels and willing school safety focal points at local school community level.
- **Maintain** representative, inclusive, and participatory school safety management practices at local school community level, engaging and accountable to students, staff, parents, caregivers, and local community members.
- **Access** and use reliable hazards, risks and threats data, from national and local levels, for planning and decision-making. This includes early warnings for hazards, monitoring, and reporting mechanisms for attacks on education and military use of schools.
- **Engage** schools in comprehensive and participatory school level risk assessment, action-oriented planning, and monitoring and evaluation, linking to similar processes at community-level.
- **Guide** schools to implement physical, environmental, and social protection risk reduction measures to protect health, safety, security and well-being of learners, and duty-bearers at school level (e.g., teachers, maintenance personnel, and caregivers).
- **Localise** and implement Standard Operating Procedures (SOPs) for disaster and emergency response. This includes: safe evacuation, evacuation to a safe haven, safe assembly, shelter-in-place, lockdown, and safe-family-reunification, as well as hazard-specific safety-measures.
- **Develop** and update contingency plans for educational continuity and child protection at national and sub-national levels.
- **Support** parents and caregivers as partners in sustaining children's learning, with mental health and psychosocial support to strengthen coping mechanisms for acute and long-term stressors.

Recommended strategies

- Full-time school safety management staff at sub-national and local school community level are **empowered** and guided to provide leadership for broad school community engagement in school safety.
- **Provide** policies and guidance for annual site-based all-hazards assessments for school safety and health, so as to guide planning and risk reduction. Include guidance for integrating school safety management into ongoing school site improvement planning and financing.
- School site monitoring should **take place** annually and after hazard impacts with reporting linked to Education Management Information Systems (EMIS).
- **Implement** pre-service and in-service teacher/administrator professional capacity development programs with school administrators. Teachers are to develop their leadership skills for participatory school safety and educational continuity management.
- **Provide** guidance for response preparedness, including Standard Operating Procedures (SOPs) for disasters and emergencies in schools, including drills, maintaining response provisions, and early action in response to early warnings.
- **Develop** equity-based strategies and planning at national and sub-national levels to support and finance educational and protection continuity. This includes:
 - monitoring context, and forecasting for fragile contexts;
 - plans and criteria to limit the temporary use of schools as temporary shelters;
 - identifying alternate locations and low-tech and reusable supplies for temporary learning spaces;
 - planning for alternative modes of learning and teaching (e.g., remote, on-site, and hybrid models of educational delivery, including online and offline digital solutions, low-tech (radio or television), and no-tech learning solutions that also effectively make use of teaching personnel and capacities;
 - supporting capacity-building of national and sub-national actors to lead these strategies.
- **Develop** user-friendly guidance for implementation of standard school-based risk reduction measures for structural, non-structural, infrastructural, environmental and social measures that can be implemented by local school communities.
- **Develop** national and sub-national contingency plans delineating responsibilities in case of crisis, contact information, costing, supplier and provisioning agreements.
- **Implement** school networks and/or clusters at local level for peer support and mutual aid for local school safety planning and response to minimise educational disruption for all.
- **Seek** integration and harmonization of school safety management and local community development, disaster risk management, climate change adaptation, and child protection plans.
- **Implement** school practices for peacebuilding and social cohesion - integrating strategies to protect education in armed conflict (as outlined in the Safe Schools Declaration).



© ChildFund India/Rama Rao Damalla

PILLAR 3

Risk Reduction and Resilience Education

Scope

Risk reduction and resilience education focuses on those measures aimed at creating content, processes and learning opportunities for children, staff and school communities (including parents) to develop individual and community level resilience in relation to the risks they face. This includes disaster risk management, climate change, health promotion and pandemics, child protection, violence and conflict prevention, conflict resolution, strengthening social cohesion, and psychosocial well-being.

Key Actors

Primary duty-bearers:

- Education sector leaders in public, private and faith-based organisations developing curriculum content at national and sub-national levels.
- Pre-service and in-service teacher training organisations and faculty members.
- National curriculum development bodies.

Other important actors:

- Local Education Group (LEG) and national and/or sub-national school safety coordination platform members.
- Education (in emergencies), Child Protection and other humanitarian response clusters, working group equivalents, or refugee education working groups, when the cluster and/or refugee system is not activated.
- International Non-governmental Organisations (INGOs) and International Governmental Organisations (IGOs) concerned with school safety.
- National Non-Governmental Organisations (NGOs) and Civil Society Organisations (CSOs), including women, youth, disability rights groups, and youth groups concerned with school safety.
- School principals, teacher trainers, teachers, youth movement leaders, learning activity facilitators and volunteers.
- Climate and disaster risk reduction scientists, disaster managers, artists, writers, performers, communicators, and child protection practitioners.
- Community organisations such as child protection committees, Parent-Teacher Associations (PTAs), student clubs, government, youth-led organisations, peer educators, persons with disabilities organisations, and others.
- Donors, lenders, and private sector contributors who fund education sector development and humanitarian response.
- Inter sectoral partners in disaster management, child protection, water and sanitation, child health and nutrition, public health, Information and Communication Technology (ICT), and so forth.

Key responsibilities

- **Advance** policies to ensure integration and infusion of formal and non-formal child-centred and context sensitive curriculum content and guidance²⁰ for:
 - disaster risk reduction (including risk assessment, risk reduction, and response preparedness);
 - climate change adaptation, mitigation, and environmental sustainability;
 - school health and nutrition;
 - social-emotional learning (SEL) and life skills;
 - child protection, violence prevention, peace education, and conflict resolution.
- **Review** curriculum and learning materials to ensure conflict sensitivity and eliminate messages of gender, ethnic, religious or other bias, discrimination, intolerance or promotion of hate toward groups based on identity or group affiliation. Promote tolerance and inclusion.
- **Develop** and promote evidence- and consensus-based action-oriented messages for households and schools to reduce risks, so as to prepare and respond to hazard impacts.
- **Develop** quality teaching and learning materials for students and teachers related to life skills, risk reduction, safety, climate change action, health and hygiene, and social cohesion. Support peer-to-peer awareness-building, fostering leadership, cultural expression, and psychosocial support.
- **Strengthen** capacities of teachers and other education personnel to deliver risk reduction and resilience education content and respond to the mental health and psychosocial needs of children through pre-service and in-service training.
- **Provide** guidance for risk prevention, reduction and response to all forms of interpersonal violence, including Gender-Based Violence (GBV).
- **Prepare** to adapt curriculum focus for crises and disruptions, including towards sustaining foundational skills, psychosocial support and well-being, and accelerated learning.

Recommended strategies

- **Conduct** curriculum reviews to infuse knowledge and skills across the formal curriculum. Include: gender equality, child rights, risk identification and reduction, safety, health and hygiene, climate change mitigation and adaptation, environmental sustainability, social-emotional learning, violence prevention, peace education, and critical thinking.
- **Use** non-formal learning pathways such as school assemblies, clubs, youth movements, sports and community programming to engage children, youth and staff in school and community activities, and decision-making for risk identification, reduction and response capacity development, while building civic engagement and leadership.
- **Develop** national consensus around evidence-based, action-oriented key messages for reducing household and school vulnerabilities, and preparing for and responding to hazard impacts, as a foundation for formal and non-formal education (to include in both curriculum and public communication strategies).
- **Ensure** learning materials and key messages are accessible as widely as possible to overcome inequities and barriers for vulnerable groups (e.g., minority languages, for children with disabilities, etc.).
- **Develop** and scale-up equity-informed strategies (including digital technology) to build capacities of educators to deliver resilience-building learning content, acquisition of transferable skills and social-emotional learning.
- **Strengthen** support services and identification and referral mechanisms for teachers and children affected by protection violations or trauma. Develop teachers', caregivers', and students' peer-to-peer capacity to provide psychosocial support to children and staff.
- **Audit** learning material to comply with the context, conflict, and gender responsiveness, social inclusivity, and accessibility for students with disabilities, freedom of bias, or messages of intolerance.
- **Research** and improvement strategies are to enhance capacities of teachers and families to support distance or home-based learning and accelerated learning during disruptions.
- **Ensure** all curricular content is disability compliant, in terms of use of clear info-graphics, fonts/typefaces, alternative text for graphics within digital documents and the availability of other disability support materials where feasible (e.g., sign language, braille, etc.).
- **Engage** disaster risk management, climate/environment, child protection and other subject-matter experts as guest presenters/facilitators including hosting field trips and other learning activities.
- In conflict-affected contexts, **engage** local actors in implementing strategies to promote safe school learning environments mindful of gendered impacts on women, girls and boys (e.g., Save the Children's Schools as Zones of Peace or related strategies promoted via the Global Coalition to Protect Education from Attack).
- **To address** issues of climate change, roll-out green school strategies and transformative actions within society to address climate change.

Pillar overlaps



© UNICEF/UN0506275/Ijazah

Key Responsibilities

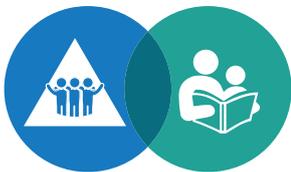
Pillars 1 & 2 overlap

- **Maintain** and improve structural, non-structural, fire safety, and communications systems for safety and educational continuity.
- **Maintain** and improve gender-responsive Water, Sanitation and Hygiene (WASH) facilities and guidance.
- **Prevent** and control of infections in learning facilities through heating, cooling and ventilation systems, clearing and sanitation and social distancing.
- **Implement** climate-smart interventions for water and energy conservation and waste management.



Pillars 2 & 3 overlap

- **Practice** school drills regularly, for expected hazards.
- **Plan** and implement procedures for the prevention of family separation and safe family reunification.
- **Promote** household safety and resilience planning.
- **Teach** violence prevention and response.
- **Strengthening** of system level resilience and learning continuity measures.
- **Improve** safety on the way to and from school.



Pillars 1 & 3 overlap

- **Technical** and **vocational** education for structural, non-structural and infrastructure safety education.
- **Construction** as an educational opportunity, with community.
- **Green** school implementation measures.



Annexes



© UNICEF/UN0592111

1. Background
2. Guiding Principles
3. Practical Models for Action
4. All Hazards and All Risks
5. The CSSF and the Sustainable Development Goals
6. The CSSF and the Sendai Framework for DRR 2015-2030
7. Glossary
8. Acronyms
9. Endnotes



© IFRC

1. Background

Disasters, emergencies, shocks, and stresses associated with natural, technological, and health hazards, climate change, conflict and violence have destructive impacts and can prevent states from reaching their development goals.²¹ Today, nearly a quarter of the world's children live in disaster or conflict affected countries with restricted access to quality education.²²

Multiple hazard impacts: During the first two decades of the 21st century, over 7,000 disaster events claimed 1.23 million lives and affected more than 4 billion people globally.²³ At least 26% of those impacted are children under the age of 15.²⁴ Between 2000 and 2019, at least 60 major disasters affecting 30 countries disrupted education for over 11 million children. There were nearly 35,000 fatalities of children in schools in 16 events, and many more near misses because schools were closed. Well over 30,000 schools were destroyed in these disasters, while close to 50,000 suffered significant damage.²⁵

There were more than 11,000 reports of attacks on education or military use of schools between 2015 and 2019, harming more than 22,000 students and adults. The impacts of conflicts and

attacks on education were felt in more than 37 countries. These attacks often deliberately target girls' schools, girl students, and female teachers.²⁶ Millions of children in Afghanistan, Cameroon, the Democratic Republic of Congo, Iraq, South Sudan, Nigeria, Syria, Yemen, and other countries were denied their right to education.²⁷

Annually, an estimate of 175 million children will be impacted by natural hazards alone.²⁸ By 2020, there were more than 262 million out-of-school children of primary and secondary age.²⁹ Prior to the COVID-19 global pandemic, 53% of learners in low and middle-income countries could not read or understand a basic story by the age of 10, with this figure reaching 80% in poor countries.³⁰ Children in fragile and conflict affected environments are the most impacted by this global learning crisis.

The multitude of hazards, whether originating from natural or health hazards, climate, or conflict, may lead to loss of life and livelihoods, severe disruption of essential services, and drive displacement, social tensions. Conflict left 40 million internally displaced people (IDPs) in 2019 and natural hazards displaced 19 million more. In 2017, about 4 million school-aged refugees were out of school.

Growing and compounding hazards: The climate crisis is a child rights crisis, with approximately 1 billion children (nearly half) of the world's children living in extremely high-risk countries.³¹ The potential for educational disruption due to extreme temperatures and weather events, sea-level rise, climate displacement and conflict over scarce resources can have devastating impacts on the well-being and future of children globally.³²

Existing challenges for education worsened greatly as a result of the COVID-19 global pandemic. At the peak of the disruption to education caused by the crisis, 1.6 billion learners from more than 190 countries were out of school.³³ Of these at least 4% will be children with disabilities who have diverse needs in relation to remote learning and types of support required. More than 168 million children had their schools closed for a full year or more.³⁴ As a result, the percentage of the world's children suffering from *learning poverty*³⁵ increased from 53% to 63% with much higher rates expected in fragile settings.³⁶

For many, the impacts of the pandemic were made worse by additional crises such as earthquakes, cyclones, and flooding. Many children are at enormous risk of never returning to school, and are vulnerable to exploitation through child labour, early marriage and abuse, especially the girls. Increasing numbers of children are trapped in cycles of poverty and violence.

2. Guiding Principles

The Comprehensive School Safety approach involves commitments to:

- Ensuring child rights to safety and survival, protection, development and participation in the education sector.
- Promoting both evidence-based practice and practice-based evidence.³⁸

Achieving these goals requires the application of several principles throughout CSS implementation.

- Do no harm.
- Adopt a comprehensive, all-hazards, all-risks approach (See Annex 4. *All Hazards and All Risks*).

Due to changing weather patterns and continued human destruction of wildlife habitats, the anticipation is that there will be increased risks of infectious diseases around the world, beyond COVID-19.³⁷

Children as Participants and Agents of Change: Children and youth are the rights-holders and primary beneficiaries of all the work duty-bearers do for sustainable development, disaster, climate and conflict risk reduction. However, far from being helpless victims, they are already active contributors to risk reduction, peace-building, and climate action. Gender transformative, fully inclusive, and developmentally appropriate approaches anchor best practices in child- and youth-centred risk reduction and resilience. There is much more than can be done to engage them fully as participants in these processes.²

All-of-society and adaptive governance: “Disaster risk reduction is everyone’s business”, so risk reduction requires an “all of society” approach. To cope with the increasing uncertainty of risk scenarios, adaptive governance is needed all around - including by the education sector. Decision-making on closure or opening of schools, changing to online blended learning, reaching out to the vulnerable students, and customized education during prolonged crisis periods are some of the new issues that need to be supported by data and by research.

- Consistently institutionalize risk reduction and resilience, child protection, health and nutrition, mental health, climate change action, violence prevention, conflict sensitivity, and peace-building.
- Enabling systems, policies and plans must be equitable, socially-inclusive, child-centred and child and community-participatory.²
- Ensure accountability, with dedicated leadership responsible for coordination of multi-stakeholder school safety efforts at national and sub-national and local levels.
- Aim for gender-equality through gender transformative approaches.
- Ensure that approaches are regularly reviewed, adapted and contextualized.³⁹

3. Practical Models for Action

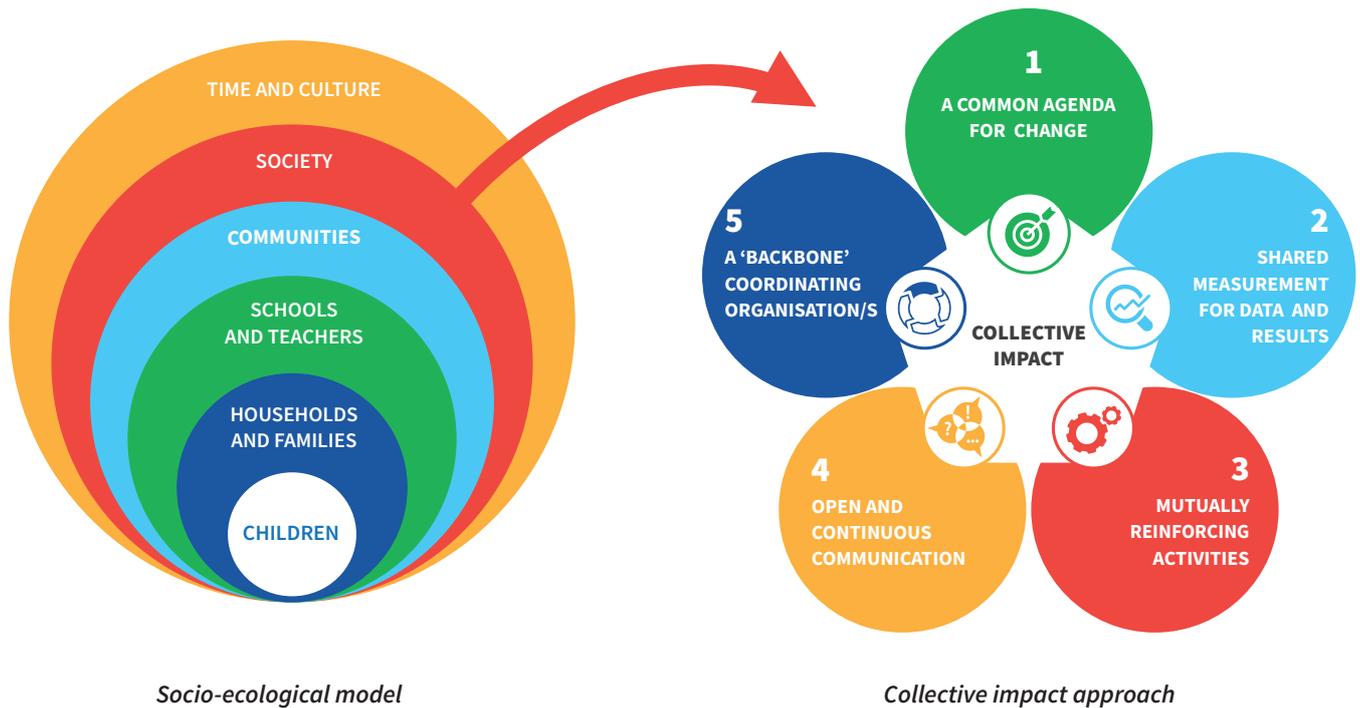
The CSSF has two inter-related and widely-used models to guide diverse partnerships for effective action to address complex problems.

- The **socio-ecological model** recognizes that children’s well-being depends on the broader and interdependent systems that they are part of: the micro-system of households and families; meso systems of schools and communities; macro-system of social systems, governance and policies, and chronosystems that place us in particular contexts of time and culture, and the linkages between these.⁴⁰ This is consistent with a “whole of society” approach to risk reduction, resilience, and environmental sustainability.

- The **collective impact** approach becomes important at the “society” level of social eco-systems. It recognizes that resolution of complex social problems requires multi-stakeholder and multi-sectoral engagement.

The five necessary components for success are: 1) a common agenda; 2) shared measurement for data and results; 3) mutually reinforcing activities; 4) open and continuous communication and 5) a backbone facilitating organisation.⁴¹

The CSS Framework itself is our common agenda for change. The CSS Targets and Indicators, provide *shared measurements for data and results*. The operational guidance that we develop support *mutually reinforcing activities*.



4. All Hazards and All Risks

There are many approaches that are used to describe hazards and risks. Global risks can be usefully categorized as *economic, environmental, geopolitical, societal, or technological*.⁴²

Education authorities found it helpful to be able to take an all-hazards approach that covers natural technological, biological, health, conflict, violence, and everyday hazards as shown below.



Natural and climate change-induced hazards

Land: earthquake, landslide/rockslide, debris or mud-flow, glacial lake outburst, volcanic eruption, avalanche.
Wind & Water: flood, tropical cyclone, windstorm, coastal erosion, tsunami, bridge/dam break, drought, water shortage, hailstorm, sandstorm, lightning.
Fire: wildfire, structural fire.
Temperature: extreme cold, extreme heat.



Technological hazards

Nuclear, biological, radiological and chemical threats (including hazardous materials and waste, pesticides, asbestos & paint & cleaning agenda), radiation, power shortage, road accidents (bus, car, bicycle, pedicab/ rickshaw, etc.) and other transportation accidents (train, plane, boat).



Biological and health hazards

Pandemics (e.g., HIV, flu, Avian Flu, Ebola, COVID-19, etc.), epidemics (e.g., gastrointestinal), vector-borne diseases (e.g., Malaria, Dengue, Zika), unsafe or insufficient water, unsafe or insufficient food, air pollution (including molds), water pollution, pest infestations (e.g., rodents, insects, venomous animals).



Conflict and violence

Physical and humiliating punishment, abuse, neglect & exploitation, peer violence, sexual and gender-based violence, cyber-bullying, online violence, civilian and military conflict, gang violence, attacks on schools, students and staff, military use of facilities, child recruitment.



Everyday dangers and threats

Vehicle accidents, drowning, playground accidents, alcohol and substance abuse, separation from family, unsafe routes to schools (e.g., in or through water, falling coconuts, animal crossings), displacement and migration, child labour, and child marriage.

In addition, conditions could increase exposure to hazards and exacerbate risks, including: the lack of basic necessities (e.g., warmth, water, food, light, ventilation, sanitary facilities, emergency medical care, shelter).

5. The CSSF and the Sustainable Development Goals

The CSS Framework intends to strengthen our approaches to fulfilling the SDGs goals as we interpret the SDGs for risk reduction and resilience in the education sector.

-
- Target 1:** No Poverty (1.4, 1.5)
-
- Target 3:** Good Health and Well-being (3.3, 3.d)
-
- Target 4:** Quality Education (4.1, 4.7, 4.a, 5.c)
-
- Target 5:** Gender Equality (5.1, 5.2, 5.5)
-
- Target 6:** Clean Water and Sanitation (6.2, 6.4, 6.a, 6.b, 7.b)
-
- Target 7:** Affordable and Clean Energy (7.1, 7.2, 7.b)
-
- Target 8:** Decent Work and Economic Growth (8.6, 8.7, 8.8)
-
- Target 9:** Industry, Innovation and Infrastructure (9.1, 9.4, 9.a)
-
- Target 10:** Reduce Inequalities (10.3, 10.7)
-
- Target 11:** Sustainable Cities and Communities (11.5, 11.6, 11.b., 11.c)
-
- Target 12:** Responsible Consumption and Production (12.5, 12.8)
-
- Target 13:** Climate Action (13.1, 13.3, 13.b)
-
- Target 16:** Peace, Justice and Strong Institutions (16.1, 16.7)
-
- Target 17:** Partnerships for the Goals (17.16, 17.17, 17.18, 17.19)
-

6. The CSSF and the Sendai Framework for DRR 2015-2030

The CSS Framework intends to strengthen our approaches to fulfilling the Sendai Framework for DRR (SFDRR) goals as we interpret the global targets and the four SFDRR priorities for risk reduction and resilience in the education sector.

Global Targets for the Education Sector⁴³

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

Targets and Indicators for the Education Sector

SFDRR Priorities	Priorities for the education sector
Priority 1: Understanding disaster risk	<ul style="list-style-type: none">• A comprehensive approach to school safety, is the foundation for integrating risk reduction and resilience into education sector strategies, policies and plans.• Child-centred risk assessment is in place at all levels in the education sector.• A systematic plan for assessment and prioritization for retrofit and replacement of unsafe schools is developed, and is being implemented.• National Disaster Management Authority and Education authority have nationally adopted, consensus- and evidence based action-oriented key messages as a foundation for formal and non-formal education.• Infusion of a climate-awareness, risk reduction, and resilience of education into regular curriculum by the education authority.• Schools convey risk reduction and resilience education through non-formal education through participation in school disaster management, and through after school clubs, assemblies and extra-curricular activities.
Priority 2: Strengthening disaster risk governance to manage disaster risk	<ul style="list-style-type: none">• Enabling policies and legal frameworks are in place at national and/or sub-national levels to address key elements of comprehensive school safety.• Organizational arrangements, leadership, and coordination for risk reduction and resilience is established by senior management, and includes designated focal points responsible at all levels.• Guidance and regulations for safe school construction are in place.• Monitor for compliance/enforcement safe school site selection, design, and construction by appropriate authorities.• Schools annually review school disaster risk reduction and management measures (e.g., as part of school-based management and/or school improvement).
Priority 3: Investing in disaster risk reduction for resilience	<ul style="list-style-type: none">• Funding is in place to reduce education sector risks.• Monitoring and Evaluation for CSS is underway.• A prioritization plan for upgrading of existing unsafe schools is being resourced and implemented.• Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of investments in public schools.• Education authority has needs assessment, strategy, and implementation plan to develop staff, teacher and student capacity for participation in school-based disaster risk reduction, management and resilience education, at necessary scale.• Country has quality and quantity of education materials for implementation of risk reduction and resilience education at scale.
Priority 4: Enhancing disaster preparedness for effective response	<ul style="list-style-type: none">• Undertake plans for limited use of schools as temporary shelters or collective centres, during the school year.• Education authority establishes and guides a full simulation drill, held annually, at all levels, to practice response preparedness and review response plans.• Education authorities have national and sub-national plans for risk reduction and management, with focus on safety and security, continuity and protection of sector investments.

7. Glossary of Terms

The terms here are explained *as they relate to school safety*.

Sources include UNDRR,⁴⁴ UNICEF⁴⁵ and others.

Accountability	Accountability is a cornerstone of human rights and good governance. It refers to transparency, liability, controllability, responsibility, and responsiveness to citizens and beneficiary populations. ⁴⁶
Capacity	The combination of all the strengths, attributes, and resources available within a community, society, or organisation that can be used to achieve agreed-upon goals. Four types of capacities identified are: <i>Anticipatory</i> , <i>Absorptive</i> , <i>Adaptive</i> , and <i>Transformative</i> .
Child-centred approach	A child-centred approach gives priority to the interests and needs of children and youth. It focuses on meaningful child and youth engagement, creating and supporting opportunities for voice, space, audience and influence. ⁴⁷ It recognizes their unique contributions ⁴⁸ and ensures that they are valued and heard on decisions that affect them. ²
Coherence	The intersection of related frameworks for sustainability, adaptation, and resilience in relation to reducing vulnerabilities and risks and increasing capacities in the education sector. This includes: sustainable development goals (SDGs), disaster risk reduction (Sendai Framework), climate change adaptation (UNFCCC/The Paris Agreement), education for sustainable development (ESD) and others.
Conflict	<p>This refers to the impacts of conflict and other situations of violence in terms of attacks on schools, students and staff, military use of school facilities, child recruitment into dangerous, exploitative, criminal, and violent activities.</p> <p>Conflict-sensitivity refers to ensuring that education does not inadvertently contribute to social tensions and violent conflict⁴⁹ (e.g., through inequitable distribution of resources, teaching methods that are biased towards one group, or hiring practices that contribute to intergroup tensions).</p>
Design	Design of the built environment and its functionalities includes considerations for building performance standards for disaster resilience , for access and inclusion of people with disabilities, and green design for best practices in climate change mitigation and adaptation.
Disaster	A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts.
Do no harm	This ethical principle intends to minimize any harm inadvertently caused through proposed strategies and activities that are intended to improve school safety.
Early Warning System (EWS)	These refer to systems, tools and procedures to monitor, process, and deliver information on hazards and risks of all kinds in order to enable individuals, schools, communities, and governments to take early action.

Education

Formal Education refers to education that is institutionalized, intentional, structured, and planned through public organisations and private bodies, recognized by the relevant national education authorities. It includes early childhood, primary, and secondary education.

Non-formal education refers to any planned programme of personal and social education designed to improve a range of skills and competencies, outside the formal education curriculum. This can take place before, during or after school, as part of the holistic experience of school, as well as through programs of youth movements, faith-based groups, and child-care and community-based services.

Equity

The application of principles of fairness and justice by identifying and overcoming intentional and unintentional disparities and barriers to educational access and learning. Major inequities and exclusion are associated with xenophobia and racism as well as differences in wealth, location, harmful social and gender norms, disability, mother-tongue instruction, ethnicity, migration and displacement, and sub-national differences. The impact of hazards and disruptions to educational continuity are also part of this picture. These issues are often obscured by lack of relevant data (See also Gender, Disability and Social Inclusion).

The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)

GADRRRES was established in 2013, and comprises leading humanitarian and development organisations providing technical support to education authorities globally in the implementation of the CSSF. Regional affiliate alliances provide more geographically and contextually targeted advocacy and technical support.

Gender, Disability and Social Inclusion (GEDSI)

Gender, disability and social inclusion refer to policies and practices of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized. It requires understanding of the relationship between the way people function and how they participate in society.⁵⁰

This includes non-discrimination, and positive steps to achieve equity such as:

- Being **gender-responsive** - understanding of gender roles and inequalities and encourage equal participation and benefits.
 - Being **gender transformative** – creating opportunities to challenge gender norms and address power inequities.
 - Making reasonable accommodations for individual differences in functional abilities and needs and communication.
 - Provision of information, education and outreach materials into the languages that people use to communicate.
-

Hazards / Threats

All-Hazards refers to any and all of those dangerous processes, phenomena, substances, human activities or conditions in and around schools, that may cause: loss of life, injury, other health impacts or harm to people; damage to learning facilities and environments, loss of education sector investments; or disrupt educational continuity. These include rapid as well as slow-onset and intensive as well as extensive hazards. They include natural and climatological hazards (e.g., geophysical, meteorological and hydrological), technological, biological and health hazards, conflict and violence, as well as everyday societal hazards. Any of these may have both natural and anthropogenic root causes.

Multiple hazards refers to various hazards faced in a particular country or location, as well as to the hazardous events that may occur simultaneously and cascading, with potential interrelated effects.

Learning Facilities / Physical Learning environments	<p>This refers to any physical space (indoor or outdoor, formal or informal) used for school and learning spaces, and related support. This includes early childhood and child-care centres, schools, temporary learning spaces, community-based learning sites, and child-friendly spaces. It includes:</p> <ul style="list-style-type: none"> • Full school sites, including individual buildings, classrooms, toilets, dormitories, as well as, yards, playgrounds, and recreational facilities. • School site infrastructure, such as power, water and sanitation, heating and ventilation, fire suppression systems and alarms, communication and internet connectivity systems. • Infrastructure for access to and from school, such as roads, bridges and footpaths, and transportation, such as buses and boats. • Equipment and services that support school activities.
Local Education Group (LEG)	<p>This is a collaborative forum of stakeholders within the education sector who develop, implement, monitor and evaluate Education Sector Plans at the country-level, and ensures that all parties are kept fully informed of progress and challenges in the sector.</p>
Resilience	<p>The capacity of children, households, communities, and systems to anticipate, prevent, withstand, adapt to, and recover from stresses and shocks that undermine the full and equal enjoyment of human rights (See also: capacity).</p>
Risk	<p>The potential loss of life, injury, or destroyed or damaged assets which could occur to a system, society or a community in a specific period of time, determined as a function of hazard, exposure, vulnerability and capacity. A risk-informed planning approach begins by analysing hazards, shocks, and stresses; exposure; vulnerabilities; and capacities. Strategies are employed to reduce the vulnerabilities of populations and systems to hazards, shocks, and stresses, and develop capacities to prevent, prepare for, and respond to hazards, shocks, and stresses.</p>
School community	<p>The school community includes all students, staff and visitors and the wider community they interact with, determined by the context.</p>
School safety	<p>School safety in the face of all hazards intends to protect the health and well-being of school users. It includes not being exposed, and being protected from danger, death, injury, and harm. It includes the location, design and construction of school sites and facilities; the management of school facilities; the education of staff and students in risk reduction and resilience and the provision of psychosocial support.</p>
Shock	<p>Sudden and potentially damaging hazard or other phenomenon, or moment at which a slow-onset process (a stress) passes its ‘tipping point’ and becomes an extreme event.</p>
Stress	<p>Similar to a shock, a stress is a longer-term trend that undermines the potential of a given system and increases the vulnerability of actors within it.</p>
Vulnerability	<p>The characteristics and circumstances of a community, system, or asset that make it susceptible to the damaging effects of a hazard, shock, or stress.</p>

8. Acronyms

CCA	Climate Change Adaptation	IDP	Internally Displaced People
CSE	Conflict Sensitive Education	IGO	International Governmental Organisation
CSO	Civil Society Organisation	INGO	International Non-governmental Organisation
CSSF	Comprehensive School Safety Framework	LEG	Local Education Group
DRR	Disaster Risk Reduction	NGO	National Non-Governmental Organisation
EiE	Education in Emergencies	PTA	Parent-Teacher Association
EMIS	Education Management Information Systems	SDG	Sustainable Development Goals
ESD	Education for Sustainable Development	SEL	Social-Emotional Learning
EWS	Early Warning System	SFDRR	Sendai Framework for Disaster Risk Reduction
GADRRRES	The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector	SHN	School Health and Nutrition
GBV	Gender-Based Violence	SOP	Standard Operating Procedure
GEDSI	Gender, Disability and Social Inclusion	WASH	Water, Sanitation and Hygiene
ICT	Information and Communication Technology	WISS	Worldwide Initiative for Safe Schools

9. Endnotes

1. WISS signatory countries include: 28 from the Americas (including 16 Caribbean SIDS), 16 from Asia-Pacific (including 4 Pacific SIDS), 5 from Africa, 5 from Europe and 4 from the Middle East.
2. United Nations Office for Disaster Risk Reduction (UNDRR) (2020). *Words into Action guidelines: Engaging children and youth in disaster risk reduction and resilience building*.
3. United Nations (UN) (1989). *Convention on the Rights of the Child*.
4. United Nations (UN) (2015). *2030 Agenda for Sustainable Development*.
5. United Nations Office for Disaster Risk Reduction (UNDRR) (2015). *Sendai Framework for Disaster Risk Reduction 2015-2030*. See also *Sendai Framework for Disaster Risk Reduction for Children*.
6. United Nations (UN) (2015). *Framework Convention on Climate Change (UNFCCC). The Paris Agreement*.
7. United Nations Educational, Scientific and Cultural Organization (UNESCO) (2021). *Education for sustainable development 2030*.
8. World Health Organization (WHO) (2016). *INSPIRE - Seven Strategies for Ending Violence Against Children*.
9. Global Coalition to Protect Education from Attack (GCPEA) (2015). *Safe Schools Declaration*.
10. Inter-agency Network for Education in Emergencies (2010). *Minimum Standards for Education*.
11. United Nations Children’s Fund (UNICEF) (2020). *Core Commitments for Children in Humanitarian Action*.
12. Child Protection Global Protection Cluster (2019). *Minimum Standards for Child Protection in Humanitarian Action*.
13. World Health Organization (WHO) (2019). *Health Emergency and Disaster Risk Management Framework*.
14. United Nations Educational, Scientific and Cultural Organization (UNESCO) (2022). *Revision of the 1974 Recommendation concerning education for international understanding, co-operation and peace*.
15. 0-18 years old (and any older youth still in schools).
16. Overseas Development Institute (ODI) (2017). *Self-recovery from disasters: An interdisciplinary perspective*. Working Paper 523.
17. UN Office for the Coordination of Humanitarian Affairs (UNOCHA) (2016). *World Humanitarian Summit – Agenda for Humanity, World Humanitarian Summit 2016 and UNESCO, UNICEF EAPRO et. al. (2015). Education and Resilience: Nine priority paths for making schools safer and societies more cohesive*.
18. GADRRRES (2013-present). *School Safety Context Analysis Template & Collection*.
19. “Structural” refers to the elements of a building that are part of the main load-resisting system (e.g., foundation, pillars, load-bearing walls). “Non-structural” refers to the other elements of the building that are not part of the main load-

- resisting system, and that can be architectural, mechanical and electrical or other components of the building (e.g., windows and doors, parapets and ornamentation, chimneys, stairs, light fixtures, HVAC equipment, plumbing, water tanks, bookshelves, etc.).
20. United Nations Educational, Scientific and Cultural Organization (UNESCO) (2012). [Towards a learning culture of safety and resilience: technical guidance for integrating disaster risk reduction in the school curriculum.](#)
 21. For example: “58% of deaths from natural-hazard related disasters occur in the top 30 most fragile states, and the numbers of people affected are often unreported or vastly under reported.” ODI (2018). [When disasters and conflict collide: uncovering the truth.](#)
 22. United Nations Children’s Fund (UNICEF) (2016). [Nearly a quarter of the world’s children live in conflict or disaster-stricken countries.](#)
 23. CRED (2020). [The Human Cost of Natural Disasters: A Global Perspective.](#)
 24. The World Bank (2021). [Population ages 0-14 \(% of total population\) | Data.](#)
 25. Save the Children (2019). [Intensive Disaster Impacts on Schools in the 21st C. Internal report.](#)
 26. Global Coalition to Protect Education Under Attack (2019). [“It is Very Painful to Talk About” Impact of Attacks on Education on Women and Girls.](#)
 27. Global Coalition to Protect Education from Attack (2020). [Education Under Attack 2020.](#)
 28. Save the Children (2007). [Legacy of disasters. The impact of climate change on children.](#) This estimate is based on data from the International Federation of the Red Cross and Red Crescent Societies World Disasters Report 2006.
 29. United Nations Children’s Fund (UNICEF) (2019). [Data and Analytics, Every Child Learns: UNICEF Education Strategy 2019-2030.](#)
 30. The World Bank (2019). [Learning Poverty.](#)
 31. United Nations Children’s Fund (UNICEF) (2021). [Children’s Climate Risk Index.](#)
 32. United Nations Children’s Fund (UNICEF) (2021). [The Climate Crisis Is a Child Rights Crisis: Introducing the Children’s Climate Risk Index](#) and Save the Children (2021). [Born into the Climate Crisis: Why we must act now to secure children’s rights.](#)
 33. United Nations Children’s Fund (UNICEF) (2020). [COVID-19 and children - UNICEF data hub.](#)
 34. United Nations (UN) (2021). [SDG Indicators.](#) Although distance learning solutions were provided in four out of five countries with school closures, at least 500 million children and youth were excluded from these options, as of early 2021.
 35. UNESCO UIS (2021). [Learning poverty.](#) Learning poverty means being unable to read and understand a simple text by age 10.
 36. The World Bank (2020). [Realizing the Future of Learning: From Learning Poverty to Learning for Everyone, Everywhere.](#)
 37. Boukerche, S. & Mohammed-Roberts, R. (2020). [Fighting infectious diseases: The connection to climate change,](#) World Bank.
 38. M. Petal, K. Ronan, G. Ovington, M. Tofac (2019). [Child-centred risk reduction and school safety: An evidence-based practice framework and roadmap.](#) International Journal of Disaster Risk Reduction, Vol. 49, October 2020.
 39. World Resources Institute (2022). [Principles for Locally Led Adaptation.](#)
 40. U. Bronfenbrenner. [Ecological systems theory.](#) In: Vasta R, ed. [Annals of Child Development: Vol. 6.](#) London, UK: Jessica Kingsley Publishers; 1989:187–249. and Bronfenbrenner, U. & Morris, P. (2006). [“The Bioecological Model of Human Development”.](#)
 41. J. Twigg (2020). [Global School Safety: Collective Impact Evaluation of the GADRRRES](#) and J. Kania and M. Kramer (2011). [Collective impact.](#) Stanford Social Innovation Review.
 42. World Economic Forum (2021). [The Global Risks Report 2021.](#)
 43. GADRRRES (2014). [CSS Targets and Indicators.](#) See [GADRRRES website.](#)
 44. United Nations Office for Disaster Risk Reduction (UNDRR) (2016). [Report of the open-ended intergovernmental expert working group on indicators and terminology related to disaster risk reduction,](#) & UNDRR (2020). [Hazard Definition and Classification Review.](#)
 45. United Nations Children’s Fund (UNICEF) (2019). [Risk Informed Education Programming for Resilience. Every child learns: UNICEF Education Strategy 2019-2030.](#)
 46. J.G. Koppel (2014). [Accountable Global Governance Organizations.](#)
 47. Inter-Agency Standing Committee (IASC) (2021). [Guidelines on Working with and for Young People in Humanitarian and Protracted Crises.](#)
 48. K. R. Ronan, K. Haynes, B. Towers, E. Alisic, N. Ireland, A. Amri, and M. Petal (2016). [Child-centred disaster risk reduction: Can disaster resilience programs reduce risk and increase the resilience of children and households? The Australian Journal of Emergency Management,](#) 31(3), 49.
 49. United Nations Children’s Fund (UNICEF) (2019). [Risk-informed education programming for resilience.](#)
 50. U.S. Centers for Disease Control and Prevention (CDC) (2020). [Disability Inclusion](#)



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