ROLLOUT MANUAL FOR OPERATIONALISATION

OF

ASEAN
COMMON
FRAMEWORK FOR
COMPREHENSIVE

SCHOOL SAFETY

(2015-2030)

ASEAN Common Framework for Comprehensive School Safety

The ASEAN Common Framework for Comprehensive School Safety is a framework elaborating the Operationalisation of the global Comprehensive School Safety Framework for the ASEAN context, and in concurrence with the global efforts for integrating disaster risk reduction in the education sector.

This document was developed through a series of country-based and regional consultation among different stakeholders on school safety in the ASEAN Region, including the Ministries of Education, the National Disaster Management Offices and development partners.

Acknowledgement

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INTRODUCTION TO THE MANUAL

As the ASEAN countries need to implement school safety interventions that require sustainable comprehensive actions, well-structured steps for operationalisation are crucial to guide the countries on how to start-up, proceed, monitor, and evaluate their own initiatives over a certain period. Looking from regional and global perspectives, it is important that each individual country's actions and outcomes on school safety, shall exhibit certain commonality in terms of process and milestones to facilitate progress tracking, impact evaluation, and assessment of interventions and gaps on school safety, in order to have collective reflections and lessons learned of regional and global achievements. Thus, a Rollout Manual is designed to provide a guide for the operationalisation of the ASEAN Common Framework for Comprehensive School Safety at the country level.

The Rollout Manual primarily aims to assist country focal agencies on school safety (e.g. Ministry of Education and National Disaster Management Office) in translating the conceptual framework into implementable actions through detailed steps to generate the outputs, key actors, and timelines, as well as elaboration on working mechanisms at national and regional level for school safety.

The manual shall be used as a reference for education authorities, government agencies, local authorities with mandates relevant to education and DRR, and who are tasked with planning, implementing, and monitoring school safety-related activities. The manual also aims to bring all concerned agencies and stakeholders to a uniform understanding of the framework operationalisation, which highlights inter-linked processes within the 15-year timeframe, coinciding with the completion of the Sendai Framework for Disaster Risk Reduction (SFDRR). With this overall sketch for operationalisation, concerned agencies, potential partners and stakeholders at national, regional and global level shall be in a better position to determine their roles in supporting, facilitating, or coordinating with various activities during operationalisation.

Since countries have varying protocols and modalities for interagency coordination, regulatory power on issuance of rules and regulations, as well as bureaucratic practices, setting broader context for implementation of the framework are beyond the scope of the manual. The manual only presents broad and generic steps, hence countries are encouraged to contextualize the manual in accordance to country context and governance system as deemed appropriate and necessary. With flexibility, rather than strict adherence on the use of the manual, countries could explore and establish viable processes and mechanisms suitable for their own contexts and coordination, monitoring and evaluation system that also fit into the overall architecture of regional and global reporting, including sharing of good practices on school safety for other regions.

The manual is consistent to the Sendai Framework for Disaster Risk Reduction (SFDRR) that broadly articulates intensified actions on DRR in the education sector, as well as highlights the need of a framework for systematic monitoring and evaluation of the impacts upon completion in 2030. The manual seeks to incorporate these elements into the relevant processes for operationalisation of the ASEAN Common Framework for Comprehensive School Safety to ensure synergy and complementarities of ASEAN School Safety Initiatives at the national level with the global DRR intervention.

The operationalisation of the ASEAN Common Framework for Comprehensive School Safety entails **4 key activities** done in a cyclical process, namely:

OVERVIEW ON OPERATIONALISATION OF THE ASEAN COMMON FRAMEWORK FOR COMPREHENSIVE SCHOOL SAFETY

Activity 1 - Assessing current status, gaps and needs
Activity 2 - Setting country priorities and targets
Activity 3 - Developing Country Action Plan on school safety
Activity 4 - Developing and undertaking progress monitoring and impact evaluation (the results of which will be fed into Activity 1 of the next operationalisation phase/period)

Each activity, comprising sub-activities with their corresponding stakeholders, connects with the next activities, such that activity results will be used as inputs for succeeding activities. These activities should be consistent with the regional and global timelines, so that the countries can share reports to the regional and global reporting mechanisms on substantial results on school safety outcomes, achievements, impacts, and challenges.

KEY CONSIDERATIONS FOR START-UP OF OPERATIONALISATION OF THE FRAMEWORK:

1. **Lead Agencies** – ASEAN countries exhibit different dynamics on school safety. At the country level, the National Disaster Management Organization (NDMO) takes the lead role to develop DRM plan and provides overall coordination among line government agencies on DRM/DRR initiatives. The NDMO, as country focal point for international cooperation and coordination, also represents the country in global and regional platforms on disaster risk reduction. The ASEAN Committee on Disaster Management (ACDM) has forged ties with NDMOs of the member states and through the AADMER Work Program, closer collaboration has been established.

Given the mandate on education and human development, the Ministry of Education (MoE) has worked with different stakeholders, including education and child-focused organizations such as UNICEF, UNESCO, Oxfam, Plan, Save the Children, World Vision, etc., working on range of activities including school safety interventions, though with varying degree of partnership.

As school safety is by and large interconnecting disaster risk reduction with education, working modality between NDMO and MoE needs to be clarified. Role clarity, coordination mechanisms, division of tasks, and necessary legal provision to integrate school safety into existing mandates of the agencies are essential. Mechanisms for regular updates and joint task forces comprising concerned officials of the two agencies, and other members from line government agencies shall be established to oversee, advise and follow-up implementation and outcomes for framework operationalisation. Moreover, a permanent secretariat/unit hosted either by MoE, NDMO, or Office of the Prime Minister or President shall be formed for overall coordination and facilitation.

2. **Local, national and international partners** – With range of existing and potential partners for school safety interventions, uniform understanding and interpretation regarding framework adoption, operationalisation, implementation of school safety priorities, outputs and any subsequent developments are important.

   Within the government system, engaging various agencies from national, sub-national and local level is needed to operationalise the framework, hence, effective communication and coordination system across levels is necessary to avoid misunderstanding and confusion. This is to also create sense of ownership, collective outcomes, and enhanced leveraging of necessary resources of government agencies and non-government counterparts, especially child-focused DRR agencies and local NGOs working in specific locations or those with nationwide coverage such as National Red Cross, as well as Country Branch of International NGOs. At the ministry/central level, the key partners include international development agencies such as UNICEF, UNESCO, and ASSI.

   The country offices of international NGOs and development organizations should be informed, so as to bridge the gaps between regional school safety interventions, and country level actions. Country offices will need to determine best strategies in partnering and complementing government counterparts on school safety, as well as positioning their work programme as contributory to the overall architecture of country school safety plans and actions at national level. MoE jointly, with NDMO could use various means to recognize partners at local, country and international level and identify collaborative actions to proceed with minimal disparity of actions between government-led initiatives and non-government interventions.

3. **Finance and Opportunity for Funding** – School safety interventions require varying levels of funds to implement the activities. Some are with low cost and some others require huge investment, especially activities under Pillar 1 – Safe School Facilities which is considered compulsory for countries highly prone to earthquake, cyclone or typhoon causing severe structural damages and serious threat to lives of learners and school personnel. School facilities in many countries, especially in rural areas, are already in aging conditions where renovation with disaster-resistant structural features, as well as climate-sensitive aspects is needed. This involves vulnerability assessment of existing facilities, site selection or relocation, design and construction innovation to improve structural safety.

   While post-disaster reconstruction provides opportunity to 'build back better' damaged schools such as in post-India Ocean Tsunami 2004 and Post-Yolanda 2009, the full-scale interventions for safer facilities will be ambitious for any countries given high cost and budgetary constraints. With strategic priorities and targets developed to address school safety needs, including the Pillar 1, the country can possibly factor in the activities for long-term budget appropriation as well as pursuing international funding based on its priorities.

4. **Progress Monitoring and Impact Evaluation** - More systematic and well-designed approach for progress monitoring and impact evaluation will be required to gain substantive results on school safety interventions. While the existing monitoring framework adopted (i.e. the HFA Progress Monitoring) is primarily to track the outputs or the works being done according to the plan or commitments, the outcomes or related changes have yet to be highlighted using monitoring indicators that could reflect attribution of the outcomes. Besides, recent attempts have been focused to evaluate the long-term impacts, which is highly relevant to the application of SFDRR as a global framework and operationalisation of school safety framework with the 15-year timeframe. The SFDRR has indicated six measurable targets for impact evaluation towards 2030 to be used as reference for the country when developing monitoring systems for tracking countries' achievements both at outputs, outcomes and impacts level. The manual includes sections that describe broader steps for setting-up processes and mechanisms for country monitoring that are feasible and manageable, in accordance to existing resources, capacities and compatibility with the global ones.

5. **Timeline for Operationalisation** – Timeframe for country level framework operationalisation should be in conjunction with the timelines for regional updates, monitoring and evaluation (to be decided via concensus among ASEAN member countries) to ensure timely regional reporting of country's progress and achievements. In conjunction with SFDRR timeframe, framework operationalisation is proposed to start from 2015 until 2030. In the course of operationalisation, major activities shall be planned to achieve certain milestone, as a reference point for all concerned. The milestones could be adjusted later to align with those set for periodic monitoring at global level (e.g. for SFDRR and SDGs).

MILESTONES FOR OPERATIONALISATION OF THE ASEAN COMMON FRAMEWORK FOR COMPREHENSIVE SCHOOL SAFETY (PROPOSED FOR CONSULTATION WITH ASEAN MEMBER COUNTRIES)

YEAR	MILESTONES
2030	Impact evaluation for framework operationalisation (in conjunction with completion of SFDRR)
2025	Second monitoring (the results of second monitoring will be used as baseline for revision of Country Action Plan on School Safety)
2020	First monitoring (the results of first monitoring will be used as baseline for revision of Country Action Plan on School Safety)
2017	Data collection on progress (annual, biennial or by academic year) School safety projects/programmes implementation on progress
1st half 2016	Set of country monitoring indicators developed (aligned to regional monitoring indicators) System for data collection established for periodic monitoring and evaluation.(Activity 4)
2nd half of 2016	Country Action Plan on School Safety developed, in accordance with country priorities and targets (incorporated into annual, medium and long-term projects/programmes of MoE, and other concerned agencies wherever relevant)(Activity 3)
1st half 2016	Country's priorities and targets jointly identified and agreed upon by MoE, NDMO, line government agencies, and school safety partner agencies and stakeholders (Activity 2)
1st half 2016	Current status, gaps and needs on school safety is assessed, using relevant baseline data (compiled from existing sources and databases) as supporting evidence to (Activity 1)
2015	Adoption of the ASEAN Common Framework for Comprehensive School Safety; Initial discussion at national level for operationalisation of the framework

The milestones presented above should be refined and agreed upon by ASEAN member countries taking into account other ongoing DRR and school safety initiatives at regional and global level, especially the Sendai Framework for Disaster Risk Reduction(SFDRR) and the Sustainable Development Goals (SDGs), in which education and schools are identified as a key sector for action. This will also help ensure that upon adoption of the ASEAN Common Framework for Comprehensive School Safety, country's operationalisation and progress monitoring effort will not be a standalone exercise, but will significantly contribute to fulfill regional and global initiatives on disaster risk reduction and sustainable development both in the implementation, interim and end-term impact evaluation.

Details on implementable actions under Activity 1-4 are discussed in the following sections.

OPERATIONALISATION OF ASEAN COMMON FRAMEWORK FOR COMPREHENSIVE SCHOOL SAFETY AT COUNTRY LEVEL

TABLE 1 **KEY ACTIVITIES FOR OPERATIONALISATION**

WHAT?	WHO?
Activity 1 **Assessing country's current status, gaps and needs on school safety** To assess disaster risk from education sector perspectives on various aspects in relation to the 3 Pillars of school safety.	• Education authorities at national level • National Disaster Management Organization and other government bodies with similar mandates • Planning authorities/National socio-economic development board/commission • Education statistics/data offices • Other government counterparts • Child/education-focus agencies
Activity 2 **Identifying country priorities and setting of achievable targets (for definite timeframe)** To come up with agreements on countries' priorities and set of achievable targets over certain period	• Education authorities at national level • National Disaster Management Organizations and other government bodies with similar mandates • Planning authorities/National socio-economic development board/commission • Other government counterparts • Child/education-focused agencies and development partners • School communities, Teachers & Parent's Association
Activity 3 **Developing Country Action Plan for school safety** To determine set of activities/ programs and projects (by phase) to achieve the set targets	• Education authorities at national level • National Disaster Management Education authorities at sub-national levels • Child/education-focused agencies • School communities, Teachers & Parent's Association
Activity 4 **Developing set of Monitoring Indicators & process for progress monitoring and evaluation** To develop and finalize a set of monitoring indicators for progress tracking at country level (against the targets). Processes and mechanisms for country monitoring will be set up.	• Ministry of Education at central level • National Disaster Management Organizations • State, province, district and local authorities responsible for education in respective jurisdiction • National statistical office • Technical agencies mandated on socio-economic planning and trend analysis

TRANSLATING THE FRAMEWORK INTO IMPLEMENTABLE ACTIONS AT COUNTRY LEVEL (BASED ON NEEDS)

The table below summarizes 4 Key Activities for Operationalisation of the ASEAN Common Framework for Comprehensive School Safety highlighting the 'who' - key potential actors and stakeholders to engage, and the 'how' - brief description of implementation, and 'outcome'.

HOW?

Before a county would make an informed decision on interventions and targets for school safety , it is important that concerned agencies obtain clear information to understand current status, undesirable conditions, gaps and needs pertaining to disaster risk in the education sector, as well as at school level. Hence, disaster risk assessment from education perspective is the initial step to collectively explore type and extent of threats and sectoral impacts countries need to address.

Under this activity, a country could start with a thorough review on disaster impacts in the education sector from existing information and statistics, including those managed and hosted by other agencies at different levels. The baseline data will help in setting achievable targets in the indicated timeframe. Relevant sets of baseline data will also feed into progress monitoring of certain targets.

In a country where baseline data is not available or incomplete, key actors may opt to undertake risk assessment adopting education sector view points to identify the hazards, frequency and intensity, geographical distribution overlie with schools locations, negative consequences or impacts on education and school communities, and priority risks.

Based on the results of Activity 1, concerned agencies collectively identify school safety priorities and set of achievable country targets. This involves series of multi-stakeholder consultations to refine and finalize the priorities and targets. Country targets should be developed in reference to or alignment with the global targets for global reporting purposes. Through extensive discussion, networking and information exchange, priorities and achievable targets will be finalized, endorsed and shared to gain recognition by the stakeholders.

Targets can be divided into short, medium and long-term within the period of framework operationalisation (e.g. 2030). Countries' priorities and targets shall undergo periodic review using the results of progress monitoring while considering emerging disaster risk issues and changing vulnerable conditions in the education sector.

Set of activities (based on the agreed priorities and targets) will be determined and action plan (phase-in) on school safety will be developed, engaging concerned authorities, stakeholders and potential partners.

The action plan will provide an overview of key interventions over a certain period. With reference to the action plan, education and DRR agencies, as well as potential stakeholders shall align their respective work programme and budget to realize actions and/or incorporate indicative activities into their plan. The action plan should indicate the activities with targets.

Action plan shall include details of sub-activities, objectives, coverage, implementing agencies, supporting agencies, timeline, specific and quantifiable expected outputs (based on targets) and other implementation details as required. The action plan should also reflect synergies with other plans or initiatives of various agencies, i.e. school safety activities into annual plans or special plan for education development and local development, or DRR – Education programmes of potential partners.

In parallel with the aforementioned, to ensure availability of comprehensive data to be used for progress tracking purposes (against the set targets), baseline data on school & education sector will be complied including source verification of data.

Based on Activity 3, a system shall be designed, tested and modified (if needed) for data collection, periodic updating and consolidation according to monitoring timeframe (of the country in conjunction with monitoring exercise at regional level - ASEAN and global level- Sendai Framework for DRR).

Ministry of Education and NDMO could take the lead in this activity to ensure support from various concerned agencies especially the primary and secondary education management offices throughout the country as potential units for sub-national data collection and processing.

ROLLOUT ACTIVITY 1

ASSESSING COUNTRY'S CURRENT STATUS, GAPS AND NEEDS ON SCHOOL SAFETY

OVERVIEW

While the framework provides schematic and comprehensive conceptualization on School Safety, it is the individual country to identify the components of the framework most relevant to its context, including the prioritized actions to pursue as per its pressing needs, i.e. particular challenges on disaster risk for school communities and education sector needed to be addressed. Hence, the Activity 1 is primarily designed for concerned agencies in a country to come-up with substantive information and profound understanding on the current status, gaps and challenges, in order to have informed decision in identifying country priorities and achievable targets.

During the Hyogo Framework for Action (HFA) period (2005-2010), countries in ASEAN have embarked on DRR and have adopted range of DRR initiatives in the education sector. As the framework is adopted in this context, the countries may retrospectively review the past actions, current status, outcomes and impacts achieved so far as the basis to upscale actions. The following activities – 1) Disaster risk assessment from education sector perspective, and 2) Baseline data collection, could be conducted in parallel, the results of which could complement one another to clarify and identify pattern of past interventions, gaps and needs.

1) *Disaster risk assessment from education sector perspective*

   Disaster risk assessment comprises hazard identification, vulnerability assessment, consequences analysis, risk estimation and risk ranking. When applied to education sector, the assessment could be focused on the characteristics of vulnerability and impacts on students, school personnel, school operations and continuation, school facilities, and geographical distribution of the hazards in relation to school locations, among others.

   Disaster risk assessment maybe conducted by child-led or DRR-education agencies or specific units of Ministry of Education (MoE) in order to design specific projects on school safety in particular locations that suffered serious impacts. However, macro-scale assessment of the whole country is yet to be done not only based on past impacts, but also on anticipated change of hazards (i.e. with increased intensity or less uncertainty) as influenced by changing climate.

   The assessment should be jointly undertaken by MoE and NDMO supported by technical agencies (such as DRR-education development agencies) to ensure that such exercise will be technically sound, with a more simplified process to optimize engagement of education officials who could offer education perspective on disaster risk. The exercise shall include the criteria presented in Table 3.1 for assessing disaster risk in education sector.

   The country shall also review HFA progress reports to appreciate the achievements and challenges pertaining to disaster risk reduction in the education sector. The reports presented by countries' self-assessment should include the extent to which they have made progress on different DRR activities including those relevant to schools safety, as captured in the following sections of the report:

   » Priority for Action 2: Identify, assess and monitor disaster risks and enhance early warning, Core Indicator 1: National and local risk assessments based on hazard data and vulnerability information are available and include risk assessments for key sectors.

» Priority for Action 3: Use knowledge, innovation and education to build a culture of safety and resilience at all levels, Core Indicator 2: School curricula, education material and relevant trainings include disaster risk reduction and recovery concepts and practices.

» Priority for Action 4: Reduce the underlying risk factors, Core Indicator 3: Economic and productive sectoral policies and plans have been implemented to reduce the vulnerability of economic activities

» Priority for Action 5: Strengthen disaster preparedness for effective response at all levels, Core Indicator 1: Strong policy, technical and institutional capacities and mechanisms for disaster risk management, with a disaster risk reduction perspective are in place.

2) *Baseline Data Collection*

In the context of school safety, baseline could be statistics such as number of schools affected by hazards in the last 10 years, number of students injured (by location, by hazard type, by grade level, etc.), number of school buildings/class room destroyed/damaged by hazards (annual record, by hazard type, by location, etc.), etc. This baseline data is essential to help identify specific threats and trends as well as validate gaps and needs on school safety in risk assessment exercise.

The baseline shall also be used as the starting point to monitor and track changes over a period of intervention for the targeted timeframe – that is, to measure the extent to which the interventions achieve or create positive and desirable impacts. To have comprehensive understanding on the baseline, baseline data, or initial information on current conditions, attributes, and qualities will be collected. The baseline data is essential to provide a comparison for assessing outcomes and impacts. (World Bank Institute, n.d).

To support a country in identifying baseline information over long-term (i.e. see Milestone), the GADRRRES-WISS, a global network advocating and providing technical guidance for school safety, has developed a comprehensive list of indicators for school safety containing available baseline information under each respective indicator.(Details discussed under Activity 4)

For a country facing difficulties in locating, organizing, and processing the data from various sources due to certain limitations, it could at least attempt to collect the following minimum set of baseline data:

» Number of schools and/or classrooms completely destroyed due to impact of hazards
» Number of schools and/or classrooms partially-damaged due to impact of hazards
» Number of schools located in hazard-prone area
» Number of school being retrofitted with hazard-resistant features
» Number of academic days lost or learning periods lost due to hazard impacts
» Number of casualties of students and school staff by hazard types
» Number of students and school staff injured
» Number of school, students affected by disasters by region, by province, by hazard type in the past years
» Number of dropout students out due to disaster impacts
» Number of schools having Disaster Management Plan
» Number of schools with regular evacuation drills

The existing database of different departments or units under MoE can be primary sources of various types of data on students, school facilities, as well as other statistics on past disaster impacts and record on past initiatives on school safety. The baseline data compiled should cover a period of 5-10 years, for trend analysis.
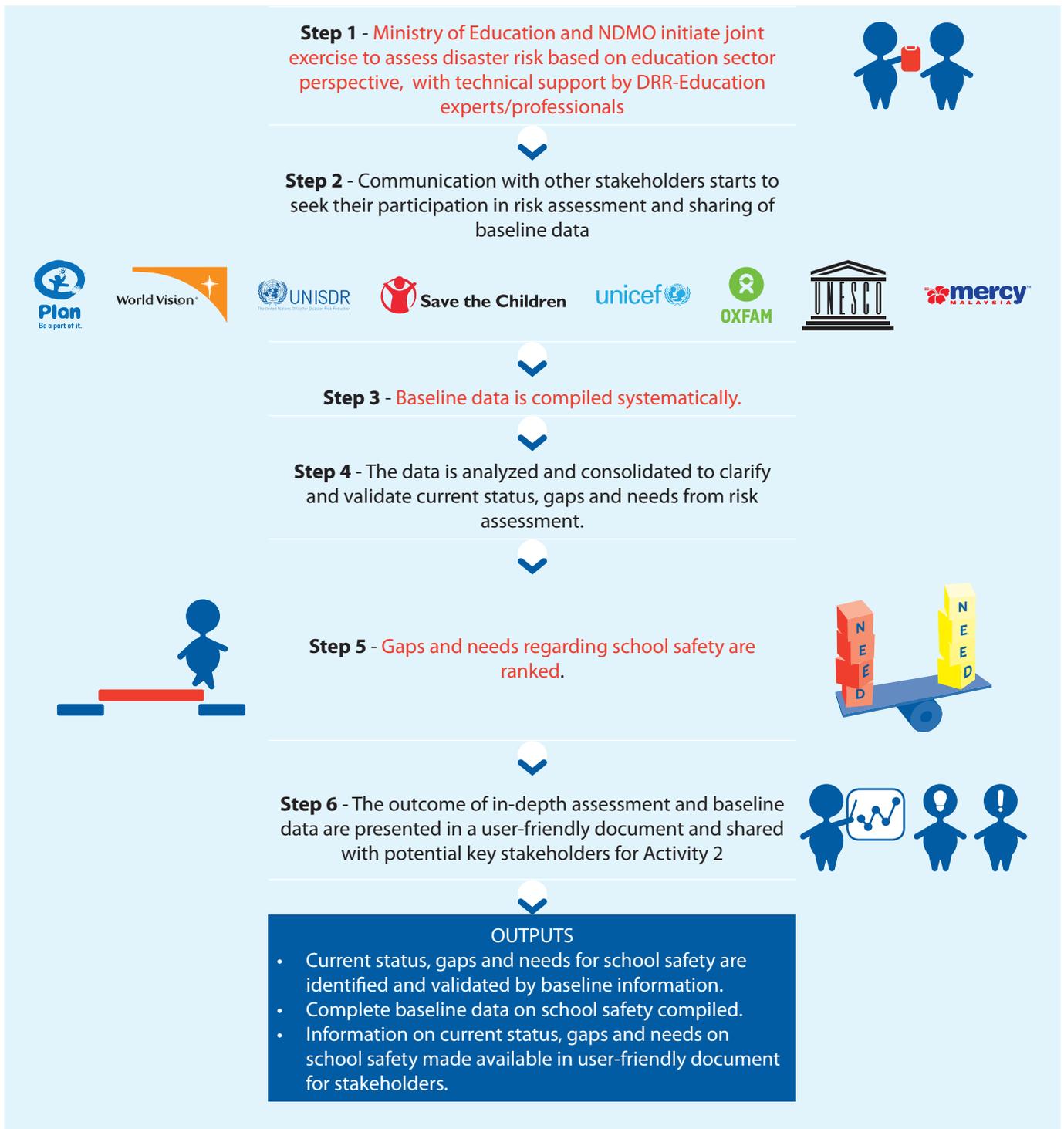
The following presents key steps under Activity 1

ACTIVITY 1
ASSESSING COUNTRY'S CURRENT STATUS, GAPS AND NEEDS ON SCHOOL SAFETY

KEY STEPS	DESCRIPTION	KEY OUTPUTS
Step 1 - Developing Methodology for assessing current status on school safety adopting sector-specific perspective	The Ministry of Education, in partnership with NDMO initiates joint exercise to assess disaster risk from education perspective, with technical DRR-Education agencies (hereinafter called technical consultants) to provide support in facilitating such exercise . Discussions on methodology and required information for risk assessment exercise are held between responsible officials of MoE, NDMO and technical consultant.	Methodology and required information identified for risk assessment exercise for education sector
Step 2 - Engaging concerned agencies and stakeholders in risk assessment	Communication with other stakeholders to seek their participation in the risk assessment and sharing of baseline data starts. Risk assessment exercises (comprise rounds of meeting) and baseline data collection are conducted in this process	Key stakeholders informed and requested to share baseline data relevant to schools safety
Step 3 - Baseline data collection and verification	Baseline data from open sources is collected while those controlled by different agencies is compiled systematically. The data is reviewed, evaluated and verified in terms of completeness, accuracy, and consistency	All available baseline data on school safety is compiled
Step 4 - Baseline data analysis and validation of current status, gaps and needs on school safety	The data from the result of risk assessment is analyzed and consolidated to clarify and validate current status, gaps and needs	Current status, gaps and needs validated
Step 5 - Ranking gaps and needs on school safety	Gaps and needs are ranked (e.g. extremely important, very important, important, not important,). This is primarily to support decision in selecting priorities for immediate, medium and long-term school safety interventions.	Gaps and needs are ranked based on education sector perspective
Step 6 - Sharing of results with wider stakeholders	Gaps and needs on school safety are presented in a user-friendly document and shared with key stakeholders for information on setting up country priorities and achievable targets. (Activity 2).	Current status, gaps and needs are available in user-friendly document

DIAGRAM DEPICTING DETAILED STEPS 1–6 UNDER ACTIVITY 1

Step 1 - Ministry of Education and NDMO initiate joint exercise to assess disaster risk based on education sector perspective, with technical support by DRR-Education experts/professionals

Step 2 - Communication with other stakeholders starts to seek their participation in risk assessment and sharing of baseline data

Step 3 - Baseline data is compiled systematically.

Step 4 - The data is analyzed and consolidated to clarify and validate current status, gaps and needs from risk assessment.

Step 5 - Gaps and needs regarding school safety are ranked.

Step 6 - The outcome of in-depth assessment and baseline data are presented in a user-friendly document and shared with potential key stakeholders for Activity 2

OUTPUTS
- Current status, gaps and needs for school safety are identified and validated by baseline information.
- Complete baseline data on school safety compiled.
- Information on current status, gaps and needs on school safety made available in user-friendly document for stakeholders.

TABLE 2 CRITERIA FOR ASSESSING CURRENT STATUS, GAPS AND NEEDS ON SCHOOL SAFETY FROM EDUCATION SECTOR PERSPECTIVE

A. HAZARDS (RANKED FROM MOST TO LEAST PREVALENT; CONSIDERING FREQUENCY, INTENSITY, SCALE OF IMPACTS, ETC.)	B. GEOGRAPHICAL LOCATION/ ADMINISTRATIVE BOUNDARY HIGHLY PRONE TO THE HAZARDS	C. NUMBER OF SCHOOLS/ STUDENTS BY GRADE LEVEL, TEACHERS AND STAFF IN THE AREA INDICATED	D. SCHOOL FACILITIES (CONDITIONS, AGE, SPECIFICATION, ETC. AND VULNERABILITY CHARACTERISTICS)	E. STATICS RELATED TO HAZARD IMPACTS (I.E. # OF STUDENTS AFFECTED, # OF SCHOOLS DAMAGED, # OF ACADEMIC DAY LOST, AND CHARACTERISTICS OF THE IMPACTS)
Flood	Region A District 1, 2, 3 Provinces ABC, XYZ	XXX	Describe physical condition of facilities and vulnerable conditions	Flood 2011 -Number of students, teacher, staff died/injured
Earthquake	District B Region 1,2,7,10 Provinces KLM, QRS, TUV	XXX		Landslides 2013 – School facilities damaged, etc.
Storms				
Tsunami				
Haze mat				

KEY CONSIDERATIONS

ISSUES	DETAILS
Sensitivity to country-context	Countries face different disaster risks given great diversity in geographical, socio-economic characteristics, and governance systems. Thus, countries will need critical review of disaster risk patterns and trends, hazard types, scale, distribution and nature of impacts within their country context. In those countries still striving to attain universal coverage of compulsory education, disaster risk and school safety aspects might receive lower attention. Exploring more into country constraints and other urgency and priorities faced by the education sector will be worthwhile in positioning schools safety issues and priorities in the country among other country priorities.
Hazard information and risk profile	NDMO and other agencies mandated with hazard and disaster risk assessment such as the Department of Meteorological and Hydrological, Seismic Research Institutes, and those with similar technical expertise, shall substantiate the MoE with country hazard information and risk profile in various forms, such as hazard maps, hazard zoning, satellite images, statistics, as well as trend analysis of changing hazard pattern and climate change. This information provides more insights on risk profile of the country to inform MoE authorities in assessing risk and impacts specific to the sector.

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(MORE ITEMS SHALL BE INCLUDED IN THE CRITERIA AS NEEDED AND AS RELEVANT TO COUNTRY CONTEXT)

F. EXISTING COPING CAPACITIES (SCHOOL DISASTER MANAGEMENT PLAN, REGULAR EVACUATION DRILL, EARLY WARNING INFORMATION AVAILABLE, SCHOOL DISASTER MANAGEMENT TEAM)	G. LEVEL OF KNOWLEDGE ABOUT HAZARDS AND IMPACTS, AND SKILLS TO SURVIVE/PROTECT ONESELF, ETC.	H. PAST AND ON-GOING SCHOOL SAFETY INITIATIVES (BY GRADE LEVEL, GEOGRAPHICAL DISTRIBUTION, OUTCOMES, GAPS, CHALLENGES, ETC.)	Current status of school safety: A result from assessing disaster risk in the education sector and validated/or supported by the baseline data. Should also reflect current practices, legislative provisions, institutional arrangement and sector administration related to school safety.
Low, Medium, High in what grade level and in what way?	Low, Medium, High		Gaps & Needs will be identified highlighting shortfalls, barriers or undesirable conditions to be addressed. Gaps and needs shall be ranked from most important to least important based on education authority viewpoints.

Tools for disaster risk assessment for education sector	Various tools shall be used to assess disaster risk in the education sector. At macro-level assessment, checklist or screening tools can be used, while for more detailed risk assessment, questionnaires, or participatory-risk assessment exercises can be adopted for more in-depth investigation on vulnerable characteristics of the schools or students, underlying causes of impacts and certain behaviors, attitudes and practices that make school community susceptible to hazards. Those responsible for the assessment should be aware of the strength and limitation of the tools in order to select the most appropriate tools for the intended purpose. (See the Disaster Risk Reduction and Management Guidelines for Southeast Asia: Tools and Participatory Activities)
Holistic and specific point of view for risk assessment	Same hazards might have varying characteristics and extent of impacts from country to country or from location to location. Hazard impacts assessment from national level might not be able to capture sector- or location-specific impacts (e.g. education sector). Hence, it is crucial that conducting risk assessment shall adopt holistic view at macro-level as well as consider micro –level characteristics and vulnerability of certain school populations, facilities and school administration.
Complementarity of risk assessment and baseline data collection	Results of risk assessment from education sector and baseline information should complement one another to clarify current status, gaps and needs. While baseline data provides quantitative information and statistics of impacts on students, school infrastructures, facilities, and equipment and education administration, risk assessment adopting education sector view point provides qualitative information such as degree of vulnerability of students, existing laws/regulation that could possibly hinder schools safety interventions, and shortfall of inter-agency coordination mechanisms to facilitate school safety.

Baseline data collection system	While education sector in many countries has well established system for data collection through a centralized statistical unit for nationwide data compilation and processing, the type of data relevant to school safety is still limited, randomly collected, or happen in an ad hoc basis (i.e. only in the years with major disasters). Various data come from different sources and platforms and controlled by different authorized agencies. In case the baseline data is incomplete, inaccurate or inconsistent, a country should consider improving its system for data collection for school safety planning and monitoring purposes.
Analysis of baseline data on school safety	Different types of data specific for school safety tracking purposes shall be reviewed and grouped systematically. Some data maybe relevant to school safety such as number of schools damaged annually due to disaster impacts, or number of days of school closure due to hazard impacts, number of students dropping out, etc. Some data required more analysis to identify the connection to school safety, such as: year of school establishment might imply aging facilities and structural vulnerability (especially in rural areas) and by overlaying location of old schools on hazard map, schools at risk of hazards such as earthquake and landslides could be highlighted. This requires further validation with school administration or local authority.
Involving concerned agencies	Communicating with various agencies for their support to baseline data collection is crucial. Some data might be very useful when analyzing with other sets of data. Hence, more baseline information collected means more information at hand for data analysis, cross-checking and verification.

ROLLOUT ACTIVITY 2

IDENTIFYING COUNTRY PRIORITIES AND SETTING ACHIEVABLE TARGETS

OVERVIEW

Based on extensive review on current status, past achievements and area of shortfalls, stakeholders at country level will have identified the existing gaps to be addressed, which will serve as basis for identifying country priorities and targets over short, medium and long-term periods. Activity 2 is an important step to involve concerned agencies and stakeholders to reach collective decision on what should be the priorities (or key components) for school safety interventions.

To attain this, extensive discussion on the results of Activity 1 with the stakeholders should be undertaken to determine, refine and finalize country priorities and achievable targets by each phase. Likewise, the ultimate beneficiaries – students and school personnel across the country, should be able to share their views, concerns, and needs in the process. Thus, the MoE in partnership with NDMO may consider creating a joint team to facilitate Activity 2 and employ various strategies to enhance stakeholder participation to ensure demand-based priorities and targets on school safety.

MoE and NDMO, as key actors on school safety, shall keep the CSS Targets as reference for both inputs (attempt or intervention) and outputs (impact) level (See Annex 1 for details) in order to further refine country priorities and targets, thereby enhancing synergy between country and global actions on schools safety. The CSS Targets, consistent to SFDRR targets and priority areas, aim to guide countries in setting achievable targets within 2015-2030. With this as reference, a country could quickly see which CSS Target is considered most relevant to address gaps and needs as identified in Activity 1 (i.e. funding, child-centered risk-assessment, maintenance of school facilities, use of school as temporary shelter, etc.), hence develop set of country targets accordingly.

However, countries should not be confined to the proposed set of CSS Targets only. Those in hazard hot spots regularly facing medium to large- scale disaster impacts might need for a variety of actions

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and more ambitious targets. Such countries could perhaps come up with more elaborated set of priorities and targets as per their specific circumstances, needs and urgency.

As mentioned above, results of Activity 1 will be used extensively for stakeholders involved in Activity 2 as a basis to deliberate required actions in addressing the gaps and needs (country priorities); and expected outcomes to achieve in a realistic timeline (targets). However, it is important to note various evolving factors to determine country priorities and targets as follow:

- Relevance of actions at national, regional and global level - Current and pipeline initiatives at global and regional level such as the global/regional campaigns or work programme (i.e. AADMER Work Programme) focusing on specific themes, or scope of actions on school safety, shall be thoroughly reviewed in terms of their links and relevance to the country's type of activities, timeframe for implementation and synergy or complementarity of the impacts.
- Opportunity for external funding - Donors and development agencies at global level have different focus areas on DRR for education sector. Ongoing and planned funding schemes by potential donors shall be explored and be used as basis by countries to refine their priorities correspondingly to the thematic focus and funding criteria of available funds. Managing diverse perspectives of stakeholders - This is crucial for Activity 2, given that stakeholders come with different background, viewpoints, attitudes, and networks. One could expect completely different sets of priorities from school or local level versus those from the national actors. Priorities of non-government stakeholders might not receive equal attention from the government, while school and sub-national authorities might be challenged in achieving certain targets required by the national policy. Hence, it will be crucial that a dedicated team incharge of facilitating Activity 2 would try to achieve certain consensus among the stakeholders.
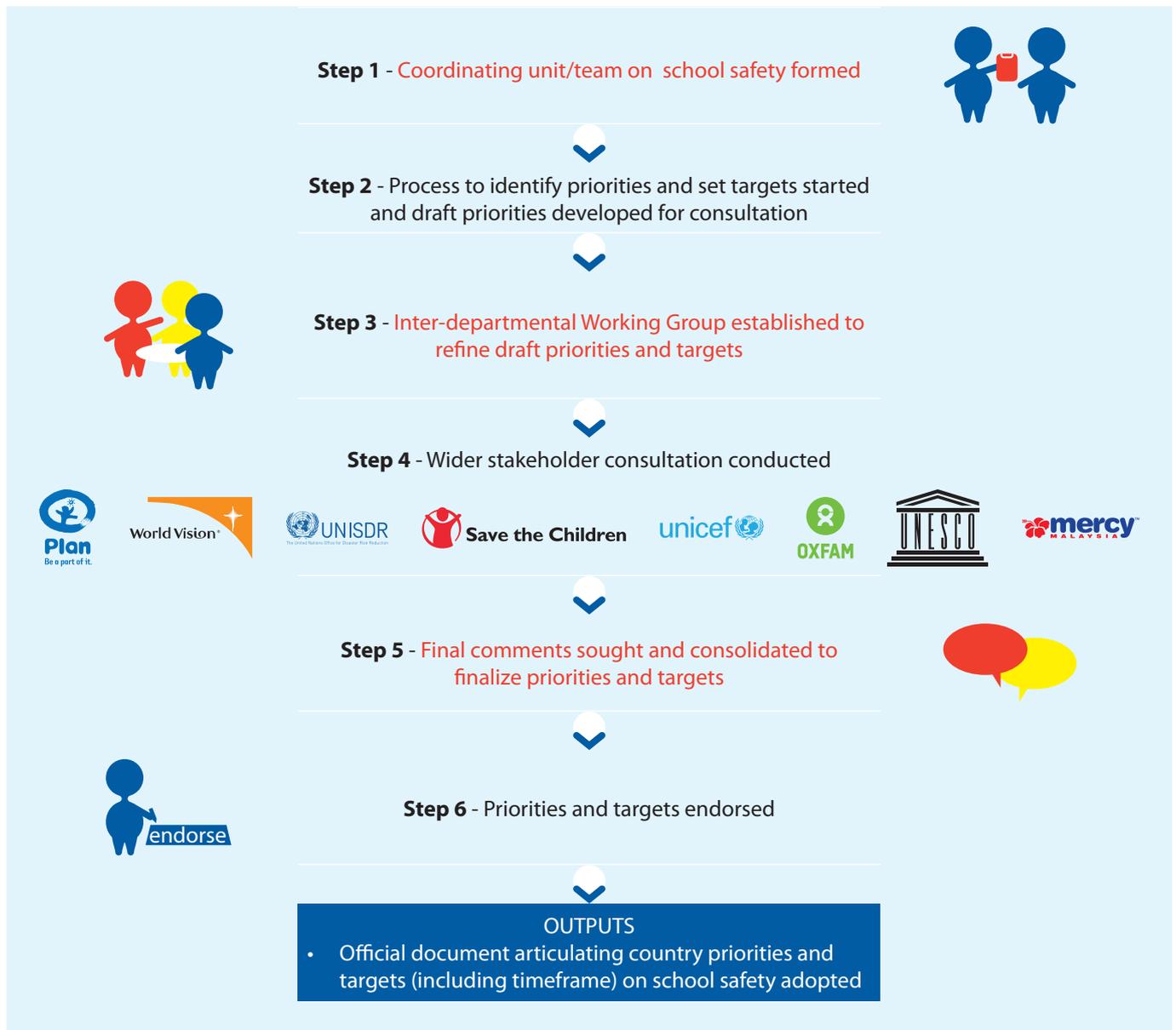
The following table presents key steps under Activity 2

ACTIVITY 2
IDENTIFYING COUNTRY PRIORITIES AND SETTING UP ACHIEVABLE TARGETS (IN ACCORDANCE TO GLOBAL TARGETS)

KEY STEPS	DESCRIPTION	KEY OUTPUTS
Step1 - Coordinating unit/ team on school safety formed	Education authority, e.g. Ministry of Education, jointly with NDMO, sets up task force/committee or establishes a separate unit as a coordinating body for school safety within the ministry. Another option is to incorporate the roles into organizational mandate of existing unit/department under the ministry (hereinafter called School Safety Coordinating Unit)	School Safety Coordinating Unit under Ministry of Education set up
Step 2 - Process to identify priorities and set targets started	School Safety Coordinating Unit and NDMO initiate process to jointly identify school safety priorities and targets. The process includes consultation to review outputs of Activity 1, incorporating holistic education perspectives and micro and localized issues. Other prevalent sector-specific disaster risk issues synthesized at regional and global levels should also be considered. School Safety Coordinating Unit shall supervise and coordinate the documentation of the discussion and the drafting of country priorities and targets.	Initial sketch and outline of country priorities and targets identified

Step 3 - Inter-Departmental Working Group (WG) established to refine draft priorities and targets	Inter-Departmental Working Group is formed (comprising government agencies and stakeholders from different agencies), and rounds of consultation conducted to identify, refine, finalize and reach consensus on country's priorities and achievable targets.	Draft of country priorities and targets developed and shared for in-depth discussion and deliberation with government counterparts
Step 4 - Wider stakeholder consultation conducted to seek comments	School Safety Coordinating Unit and NDMO organize series of stakeholder consultations and workshops/meetings to share and discuss the proposed priorities and targets to education authorities at sub-national level and representatives from school level to ensure inclusiveness. It is also crucial that all concerned private sector, development partners and school communities are on the same page with regard to country aspiration and targets on school safety, to which their school safety projects and activities will be aligned.	Feedbacks and issues obtained and discussed with wider-stakeholder on school safety to refine priorities and targets
Step 5 - Final comments sought and consolidated to finalize priorities and targets	Draft of school safety priorities and targets, and the user-friendly version of the ASEAN Common Framework for Comprehensive School Safety are shared with wider stakeholders and the public through various channels and media. School Safety Coordinating Unit of Ministry of Education facilitates this step by producing promotional and briefing materials in child-friendly presentation, organizing school safety awareness raising campaigns, open forum to obtain feedbacks and suggestions from students, teachers, Parents & Teachers Associations, etc.	School safety framework, country priorities and targets communicated with the general public for feedbacks
Step 6 - Priorities and targets endorsed	School Safety Coordinating Unit of Ministry of Education consolidates the comments from series of stakeholder meetings to finalize priorities, targets and timeframe, with endorsement of Inter-Departmental Working Group. This will become policy document to articulate country's aspirations and targets on school safety at national level. It will guide the design, budgeting, implementation, monitoring and evaluation of school safety programs and projects of government agencies, development partners, NGOs, INGOs and school level actors.	Official document articulating country priorities and targets (including timeframe) on school safety adopted

DIAGRAM DEPICTING DETAILED STEPS 1–6 UNDER ACTIVITY 2

Step 1 - Coordinating unit/team on school safety formed

Step 2 - Process to identify priorities and set targets started and draft priorities developed for consultation

Step 3 - Inter-departmental Working Group established to refine draft priorities and targets

Step 4 - Wider stakeholder consultation conducted

Step 5 - Final comments sought and consolidated to finalize priorities and targets

Step 6 - Priorities and targets endorsed

OUTPUTS
- Official document articulating country priorities and targets (including timeframe) on school safety adopted

TABLE 3   EXAMPLES OF COUNTRY'S SPECIFIC PRIORITIES AND TARGETS, MAPPED UNDER THE CSS OUTPUTS /TARGETS AND SFDRR PRIORITY (IN BRACKET)

CSS TARGETS	COUNTRY TARGETS (CUSTOMIZED AND REFINED ACCORDING TO COUNTRY NEEDS, AND ALIGNMENT TO CSS TARGETS)	COUNTRY PRIORITIES (EXAMPLE OF COUNTRY'S SPECIFIC PRIORITIES)
OUTPUTS (IMPACTS)		
Minimization in number of deaths and injuries due to hazard impacts on schools	• Reduce student deaths from drowning by 15% by 2020, 20% in 2025 and 30% by 2030 (using # of deaths in 2005-15 as baseline) • Reduce cases of students' (at pre-school and primary level) respiratory problems due to haze by 10% by 2020, 15% by 2025 and by 30% in 2030 (using # of cases in 2005-15 as baseline)	*Priority 1*: Risk assessment of school facilities and enhancing structural safety (SFDRR Priority 1) *Priority 2*: Improve school construction auditing and structural maintenance through legal provision, regulations, and technical assistance (SFDRR Priority 2 & 3) *Priority3*: Strengthen capacity of students, teachers, school staff and education authorities on preparedness and response (SFDRR Priority 3)
Educational continuity is maintained	• Reduce number of days of school closure due to disaster to not exceeding 7 days (or 1 week) in the areas with medium to high impact and not exceeding 30 days (4 weeks) in areas with high to severe impact by 2025 • Reduce number of student dropout up to 20% (of total students in impacted areas) by 2020, to 10% by 2025 and to 5% by 2030.	*Priority 4*: Develop backup system to ensure education continuity at school level (SFDRR Priority 4) *Priority 5*: Improve school accessibility to early warning and timely warning information (SFDRR Priority 4) *Priority 6*: Promote partnership of education sector (i.e. education units at sub-national and local level and schools) and local authorities on disaster risk management, with focus on early warning and response (SFDRR Priority 2 & 4)
Reduction in education sector investment losses to hazard impacts	• Reduce cost of repairs or replacement of damaged school facilities (calculated by estimated cost of repairs and replacement of #schools & classrooms)	*Priority 7*: Establish system for reporting disaster impacts in education sector, and post-disaster damage and loss, and need assessment (SFDRR Priority 4) *Priority 8*: Increase knowledge and skills of students on disaster risk and climate change (life skills, skills for self-protection/survival, hygiene and sanitation) (SFDRR Priority 4)

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KEY CONSIDERATIONS

ISSUES	DETAILS
Applying country context to refine country priorities	While the CSS Targets (See also the Annex) provide a comprehensive set of targets and indicators consistent with the SFDRR Priorities, in operationalisation at the country level, a country shall strategically select the priorities from among the implementable actions indicated in the framework (See also the ASEAN Common Framework for Comprehensive School Safety) and adopt a phase-wise approach for operationalisation with an aligned timeframe to monitoring exercise (as proposed in the milestone, e.g. 2020, 2025 and 2030). For every 5-year period, a country will have monitoring results which will inform revision of the priorities.
Country-specific targets	The targets (based on the CSS targets) are grouped under the headings Pillar 1: Safer Learning Facilities, Pillar 2:School Disaster Management and Pillar 3: Risk Reduction and Resilience Education; and the Enabling Environment including the items legal framework and policies, risk assessment, and funding for school safety. In setting country targets, elaboration of targets maybe done to include specific details of hazards, grade level (primary level, secondary level, kindergarten, etc.), and geographical focus. Compared to the generic targets, the elaborated targets will help in developing the country action plan (Activity 3) that include the design of the activities in achieving the specific targets.
Communicating country's priorities and targets to stakeholders	Education sector is a major sector with a number of various stakeholders from the central level down to a district or village level in some countries. While MoE is the pivotal agency for education sector policy, many other government agencies (ministries, departments, units in charge of religious affairs, local administration and local administrative units) and private agencies (foundations, private school associations, and education development agencies) also play significant roles in education management. Besides, in some countries, village or community committee has explicit role on community school management together with the local authority. Therefore, communicating country's priorities and targets to seek substantive feedback could be arranged with wider-stakeholders in a simple manner, grounded on the genuine context and condition in which the school/education management is operated.

OVERVIEW

The Country Action Plan on School Safety shall be developed to provide concrete outlines on the "what", the "who" and the "how" in fulfilling a country's commitments to execute the priorities and achieve the targets as indicated. The Action Plan, presenting comprehensive list of key activities or programmes under each priority, essentially serves as 'what to do list' for a country

ROLLOUT ACTIVITY 3

DEVELOPING COUNTRY ACTION PLAN FOR SCHOOL SAFETY

and potential actors to lead, support, and leverage resource and funding. Given the cross-cutting nature of school safety, it is essential that in devising the Action Plan, it engages processes jointly undertaken by concerned agencies with different mandates.

The Action Plan is aimed to be a powerful tool for key actors, Ministry of Education, NDMO, and lead actors for collaboration, resource/fund sourcing and technical assistance from potential partners. Non-government agencies with relevant mandates and financial capacity could also be given lead roles in certain activities for joint implementation with MoE or other government counterparts. The Action Plan is expected to be used by countries for strategic partnership with donors for international support in implementation.

Despite extensive efforts of non-government agencies (including external funding) on school safety, coherence and synergy of such attempts on state-led initiatives remains a critical challenge. By formulating Country Action Plan, more stakeholders can better understand government perspectives as well as the necessary steps needed to upscale school safety interventions. It will become compulsory for stakeholders to map their activities with the Action Plan by determining the areas where they can contribute with (i.e. funding, technical assistance, facilitation, external resource sourcing, etc.) to optimize operationalisation of key activities rather than duplication of efforts.

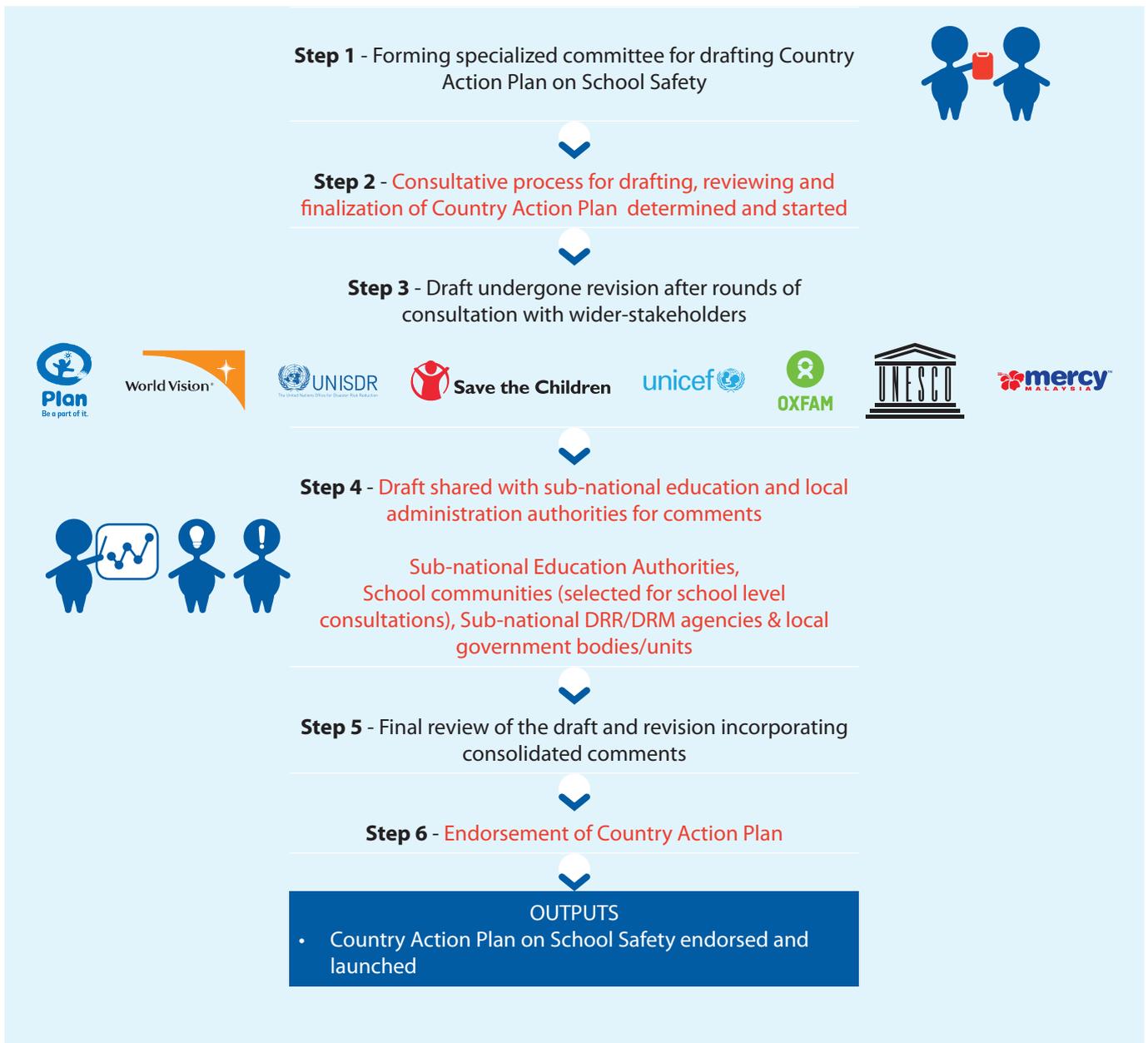Areas for collective decision with the concerned agencies:

- *Type of activities*. Various activities to be implemented for comprehensive school safety are listed in the ASEAN Common Framework for Comprehensive School Safety. It encompasses wide array of activities under Pillars 1, 2 and 3, respectively and the area of confluence. Besides, school safety interventions also include creating enabling environment that entails policy, legislation, leadership, funding, systematic tracking and progress monitoring, among others. Countries could determine the type of activities for implementation that meet country-specific needs and problems.
- *Target groups and coverage* (considering grade levels, type of schools, geographic distribution). These details could help executing agencies to scope down the focus of the activities. As there is unequal distribution of hazards in a country - some provinces and regions are highly exposed to certain hazards compared to others, vulnerabilities among students of different age groups, grade level, or school facilities with different designs, materials and building techniques also vary. Purposive targeting will be helpful in designing activities for the specific group of beneficiaries and at risk facilities.
- *Timeline*. Country Action Plan shall indicate sector-specific activities for implementation in the next 5 years (until 2020), with level of urgency specified as High, Medium, Low. Indicative activities beyond 2020 shall also be considered to provide holistic and futuristic picture of a country's interventions, (details will be made after the result of first monitoring. (See the Milestones in Page 6).
- *Expected outcomes*. Expected outcomes shall be described in relation to the set of achievable targets, and upon accomplishment of the actions.
- *Responsible agencies*. Agencies/Organizations who should take a lead role, to support, coordinate and provide technical assistance for the execution of the indicated activities should be determined in accordance to the existing mandates and functions of the agencies, and core technical expertise. Potential partners should be sought from academia, private sector, humanitarian agencies such as National Red Cross Society, Civil Society Organizations (CSOs), social development institutes, NGOs, and INGOs, etc.
- *Budget determination*. Approximate budget for each activity (programme/project) should be determined based on cost of implementation, available funding and potential sources of funding

It is important to note that while the Country Action Plan is primarily to fulfill the country school safety targets, developing and executing the plan should not be done in isolation, but should take into account the existing development endeavors of the education sector, the possible integration of school safety activities into other sector pilot activities, and mainstreaming of activities into local development planning and budgeting for synergy.

ACTIVITY 3
DEVELOPING COUNTRY−SPECIFIC ACTION PLAN FOR SCHOOL SAFETY

KEY STEPS	DESCRIPTION	KEY OUTPUTS
Step1 - Forming specialized committee for drafting Country Action Plan on School Safety	School Safety Coordinating Unit of the Ministry of Education, in partnership with NDMO, initiates a platform for developing Country Action Plan on School Safety (hereinafter called Country Action Plan).The platform could either create working group/task force for the purpose (hereinafter called Country Action Plan Drafting Committee). School Safety Coordinating Unit shall provide secretariat role for the committee. Representatives of non-government agencies, technical institutes or development partners considered as key and potential partners on school safety should also be included as member of the committee.	School Safety Action Plan Drafting Committee
Step 2 - Consultative process for drafting, reviewing and finalization of Country Action Plan	Country Action Plan Drafting Committee determines the approach and timeline for drafting of country action plan, as well as the mechanics of stakeholder engagement and feedbacking. Meetings shall be convened to sensitize stakeholders on the drafting process. Based on country priorities, emerging trends and prevalent issues on disaster risk, the Country Action Plan Drafting Committee identifies key activities/components for immediate, medium and long term intervention. The meetings shall invite national socio-economic planning agencies, with the support from planning units of MoE or NDMO to draft the plan based on outputs of the discussion.	Draft of Country Action Plan developed
Step 3 - Draft being discussed in rounds of consultation	The draft may take several months of revision incorporating the outputs from rounds of Country Action Plan Drafting Committee meetings as well as one-to-one discussion with key school safety stakeholders - from government, non-government and development partners.	Draft of Country Action Plan further refined
Step 4 - Draft shared with sub-national education and local administration authorities for comments	Draft Country Action Plan could be shared from central to sub-national level, especially with provincial education offices, education management areas, local authorities in the areas or administrative jurisdiction identified for execution of activities. Mechanism to obtain feedbacks is required, such as website, Facebook or Twitter and open forum to gather issues from the ground.	Feedbacks and issues obtained and discussion with wider-stakeholder on school safety to refine the action plan
Step 5 - Final review of the draft and revision incorporating consolidated comments	Country Action Plan Drafting Committee reviews the current draft against consolidated comments and feedbacks from wider stakeholders. The drafting team revises the Country Action Plan according to recommendations of the Country Action Plan Drafting Committee.	Pre-final draft of the Country Action Plan developed
Step 6 - Endorsement of the Country Action Plan	A meeting is convened to endorse and submit the Country Action Plan to senior delegations of MoE and NDMO, for approval, followed by an official launch of the Country Action Plan.	Country Action Plan on School Safety endorsed and launched

DIAGRAM DEPICTING DETAILED STEPS 1–6 UNDER ACTIVITY 3

Step 1 - Forming specialized committee for drafting Country Action Plan on School Safety

Step 2 - Consultative process for drafting, reviewing and finalization of Country Action Plan determined and started

Step 3 - Draft undergone revision after rounds of consultation with wider-stakeholders

Step 4 - Draft shared with sub-national education and local administration authorities for comments

Sub-national Education Authorities,
School communities (selected for school level consultations), Sub-national DRR/DRM agencies & local government bodies/units

Step 5 - Final review of the draft and revision incorporating consolidated comments

Step 6 - Endorsement of Country Action Plan

OUTPUTS
- Country Action Plan on School Safety endorsed and launched

TABLE 4   DETAILED ACTIVITIES UNDER EACH COMPONENT INDICATED IN TABLE 5

PRIORITY 1: RISK ASSESSMENT OF SCHOOL FACILITIES AND ENHANCING STRUCTURAL SAFETY

SUB-COMPONENT: 1.1 ASSESSMENT OF STRUCTURAL VULNERABILITY OF SCHOOL FACILITIES	OBJECTIVES: TO IDENTIFY SCHOOLS WITH STRUCTURAL VULNERABILITIES BY COMPLETING STRUCTURAL ASSESSMENT OF SCHOOL FACILITIES LOCATED IN HAZARD-PRONE AREAS USING STANDARD TOOLS (BASIC AND TECHNICAL ONES) FOR THE ASSESSMENT				
ACTIVITIES	RESPONSIBLE AGENCIES/ UNITS FOR EXECUTION	SUPPORTING AGENCIES/ POTENTIAL PARTNERS	SOURCE OF FUNDING	QUANTIFIABLE OUTCOMES (IN RELATION TO INDICATORS AND TARGETS)	ACTIVITIES TO BE INTEGRATED INTO
a.					
b.					
c.					
d.					
SUB-COMPONENT 1.2 IMPROVE STRUCTURAL SAFETY THROUGH STRUCTURAL MITIGATION ACTIVITIES	OBJECTIVES: TO IMPLEMENT MITIGATION ACTIVITIES TO ENHANCE SAFETY OF STUDENTS, TEACHERS AND SCHOOL STAFF FROM STRUCTURAL DAMAGE				
ACTIVITIES	RESPONSIBLE AGENCIES/ UNITS FOR EXECUTION	SUPPORTING AGENCIES/ POTENTIAL PARTNERS	SOURCE OF FUNDING	QUANTIFIABLE OUTCOMES (IN RELATION TO INDICATORS AND TARGETS)	ACTIVITIES TO BE INTEGRATED INTO
a.					
b.					
c.					
d.					
e.					
f.					

TABLE 5   EXAMPLE OF COUNTRY ACTION PLAN SUMMARY SHEET (UNDER THE PRIORITIES AS IDENTIFIED IN TABLE 1.2)

COUNTRY PRIORITIES	SUB-COMPONENTS	OBJECTIVES	ACTIVITIES
Priority 1: Risk assessment of school facilities and enhancing structural safety	1.1 Assessment of structural vulnerability of school facilities	To complete structural assessment of school facilities located in hazard-prone areas using standard tools (basic and technical ones)	a. Develop triage assessment, checklist and screening tools for school facilities b. Conduct training on tools application for local authorities, public work officers, local engineers and school teachers c. Conduct structural assessment of school facilities in hazard-prone areas (flood, cyclone, earthquake, landslides) d. Create database for systematic compilation, update and retrieval of assessment results
	1.2 Improve structural safety through structural mitigation activities	To implement mitigation activities to enhance safety of students, teachers and school staff from structural damage	a. Review existing practices associated with construction of school facilities including design, site-selection, specification, materials, etc. b. Conduct research and development on multi hazard-resistant and disaster-resilient design of school facilities (including retrofitting techniques) c. Provide minimum standard for structural safety and guidelines for selecting structural mitigation measure
	1.3		
	1.4		
Priority 2	2.1		
	2.2		
	2.3		
	2.4		

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TARGET GROUPS/ BENEFICIARIES/ AREA OF COVERAGE	YEAR FOR IMPLEMENTATION	PRIORITY (HIGH – YR. 1–2 MEDIUM – YR. 2–3, LOW – YR. 4–5)	EXPECTED OUTCOMES	CORRESPONDING TO COUNTRY TARGETS (2020)
Schools located in seismic zone 4-5	2016-2017	M	School with physical vulnerabilities identified	
		H	Loss of lives and injuries caused by structural damage due to hazard impact reduced	

ISSUES	DETAILS
Integration of school safety activities into other development programmes & projects	Lead agencies shall look into possible integration of school safety activities as indicated in the plan into education development initiatives and other sector development plans where relevant. This is to avoid duplication of effort, enhance complementarity and optimize use of resources and budget. For example, integration of risk reduction education into formal education shall be planned in accordance with the next curriculum review and revision; school facilities retrofitting shall be included in the existing plans for old school renovation under MoE, Ministry of Public Works or local government.
Complementing actions of non-government agencies	It is important that the lead agencies recognize the role of non-government agencies to support implementation of the country action plan. These agencies maybe assigned lead roles in execution or provision of funding support to certain programmers based on mutual agreement. They could also develop or redesign existing work plans to ensure synergy with government-led initiatives. They can also provide capacity building on school safety to schools and education management units at the level of their interventions in addition to running their own activities.
Work load and competing demands at school level	Schools always have a multi-function in a community. In ASEAN, aside from being in charge of providing education, they are involved in various social functions at local level which may increase burden of school administration, teachers and personnel. The action plan should consider this context when identifying beneficiaries and specific locations of certain school safety activities. Selection of schools/education areas for implementation shall consider meeting the needs of students, teachers, school personnel, parents and local communities to ensure full participation and ownership from the beneficiaries.
Linking Country Action Plan on School Safety with DRR/DRM plans at all levels	Guided by the ASEAN Common Framework for Comprehensive School Safety, implementable activities under the three pillars of comprehensive school safety and the areas of confluence shall be aligned with disaster risk management policy, plan and programme at the corresponding level. Developing Country Action Plan on School Safety shall exhibit linkages to the DRR/DRM Policy and National Action Plan, where relevant.

ROLLOUT ACTIVITY 4

REFINING SET OF MONITORING INDICATORS & DEVELOPING PROCESS FOR PROGRESS MONITORING AND EVALUATION

OVERVIEW

Monitoring and impact evaluation is considered essential, but mostly overlooked. The M and E approach adopted is a complex process specifically designed based on project life cycle, and not for the long-term overall impacts. At country level, monitoring takes place mostly for individual annual projects, which is not well integrated to gauge overall impacts of long-term plans. Some countries explicitly express concerns on lack of a systematic process, limited understanding and capacity to undertake monitoring and evaluation.

At the global level, attempts have been made on progress monitoring such as the Hyogo Framework for Action (HFA) for DRR. The HFA progress report highlights country assessment on their progress on range of DRR interventions, which reflects the extent of initiatives and achievements. However, the extent to which the outputs on Disaster Risk Reduction are translated into impact is not yet properly tracked. Hence, it is widely claimed as crucial, that to have an effective M and E, methodology, tools and capacity building are in place.

Activity 4 is primarily to guide a country on establishing a systematic, comprehensive and up-to-date monitoring and evaluation system for school safety. As a country will provide report on progress and status on school safety (as one of key domains for DRR), baseline data and M & E will be a pre-requisite towards substantial country reporting.

Under Activity 4, there are 2 sub-activities as follow:

1. *Data collection and refinement of set of monitoring indicators*

   As indicated in the proposed milestone (Page 5), monitoring shall take place in every five-years – that is 2020, 2025 and 2030. A comprehensive set of common monitoring indicators has been developed for progress monitoring at output level (interventions) and outcome level (impact) against the set targets. This aims to provide an initial idea of relevant indicators in the course of framework operationalisation, grouped under CSS targets.

   Similar to priorities and target-setting (under Activity 2), countries may further refine a set of country-specific monitoring indicators corresponding to the set of achievable targets (with reference to the CSS Targets presented in the Annex 1 & 2) vis-a-vis the baseline information available. For example, if there is no baseline data on number of injuries due to disaster impacts in country x from 2010-2015, that could possibly mean injuries due to disaster impact in country x is considered not significant, or there is no systematic data collection and transfer to central authority. When considering risk profile and other available information such as past occurrences of earthquake, flood, landslides, etc., record of school facility damages, reconstruction of school buildings, as well as anticipated hazard event in the next 5 years, countries might include 'reduce severe injuries due to earthquake, flood and landslide' in country targets. In parallel with implementing structural safety and school preparedness activities, countries shall develop the system for robust data collection to track 'severe injuries' due to the three hazards on annual basis, and further refine the indicators accordingly.

   The proposed set of indicators (See Annex 1 & 2) is developed to guide education ministry and other concerned agencies to monitor the post-2015 DRR interventions in the education sector. To provide initial idea on indicators for both Outcomes and Outputs level, country focal agencies shall consider modifying the indicators making it more precise and aligned to the country targets.

   Countries shall also take into account the following issues, among others, to refine country-specific indicators: availability of data, existing system of data collection, and system modification to include school safety data, relevance of the indicators to country context, and possible inclusion of school safety indicators into the set of indicators for monitoring education sector performance.

2. *Developing process and mechanisms for progress monitoring and impact evaluation*

   Process and mechanisms for progress monitoring and impact evaluation entail various options for data collection and analysis from the school level and sub-national level, such as number of students drop out per academic year due to disaster impacts, number of schools with DM plan developed, coordination and support for disaster response at school level, etc. (See also other indicators of CSS in the annex). Hence, mechanism for data collection relevant to school safety needs to be established and tested to ensure all concerned at various levels are able to support in a systematic data collection.

   Ministry of Education shall identify available data, including currently collected and managed by various agencies such as local authorities, sub-regional education offices, provincial or district offices. Some may be available in centralized database such as ministry of public works, or NDMO. The current set of data shall be reviewed vis-à-vis country targets and indicators to improving the

overall architecture of information and database required for monitoring purposes, system for data collection, transfer, consolidation and analysis. This is crucial to ensure the quality of data, i.e. accuracy, timeliness and completeness for each monitoring period as well as to minimize double recording and duplication of tasks for school and concerned officials.

Simplified templates or databases shall be designed to collect quantitative and qualitative data for periodic updates where focal agencies at sub-national level are identified to facilitate, test and modify the process as necessary.

ACTIVITY 4
REFINING SET OF MONITORING INDICATORS, DEVELOPING AND CONDUCTING PROCESS FOR PROGRESS MONITORING AND EVALUATION

KEY STEPS	DESCRIPTION	KEY OUTPUTS
Step 1 - Compilation and analysis of existing data relevant to school safety	School Safety Coordinating Unit compiles data relevant to school safety. This is the same exercise as baseline data collection in Activity 1 in which systematic compilation of existing data relevant to school safety takes place. This helps identify the type of data, locate source of data, identify current practices for data collection, agencies in charge of data management, and gaps in data collection.	Data relevant to school safety compiled
Step 2 - Developing and refining set of monitoring indicators for country- specific targets	Preparatory work will be conducted to develop consensus of concerned agencies on a set of country monitoring indicators. The CSS Indicators, presented in Annex 1 & 2, shall be critically reviewed and refined as deemed necessary and appropriate to targets and school safety context of a particular country. The indicators will also determine a set of data required to track the progress. In this step, existing data shall be mapped against the indicators to ensure that for each indicator, there will be sufficient information and/or data set to support monitoring exercise. The more elaborated set of data associated with the indicators could be identified, the better.	Refined set of country-specific monitoring indicators developed
Step 3 - Developing or/improving system for data/information collection for monitoring	School Safety Coordinating Unit, as supported by M & E experts, develops system for data collection, transfer, validation and consolidation adopting a bottom-up approach. For output level, the central system shall be installed to systematically report school safety interventions (activities completed, status of achievement, number of school construction with safe site selection, number of schools implementing school safety measures, etc.). All concerned agencies and stakeholders shall familiarize themselves with the reporting system and reach an agreement on the reporting timeline. For impact level, data collection system shall be designed to improve the existing data collection on disaster impacts (See Annex 1) - that should improve timeliness, accuracy and completeness of the data. The developed system shall also include new set of data not yet available.	System for data collection developed and informed to concerned agencies and stakeholders
Step 4 - Testing of the system	Testing of data collection system shall be conducted for one to two years, the result of which will be used to consider redesign of the system if needed.	System for data collection tested, and improved

Step 5 - Data compilation in progress	School Safety Coordinating Unit, with support by data management/ statistical unit of MoE, is in charge of data consolidation from various sources on school safety, ready to be used for annual progress monitoring.	Data compilation and analysis in progress to support monitoring exercise
Step 6 - Monitoring exercises and reporting	School Safety Coordinating Unit develops progress monitoring and impact evaluation report (with support from M&E consultant, as required) for the agreed timelines and indicators (See the Milestones on Page 6) highlighting overall performance of school safety under each of the priority activity and target.	Monitoring report developed
Step 7 - Review and revision of country priorities, targets and country action plans using monitoring results	Meeting of MoE, NDMO and Inter-Departmental Working Group (formed under Activity 2 for setting country priorities and targets) will be convened to discuss results of monitoring. The priorities, targets as well as country action plans will be revisited and updated to address areas where the school safety interim outcomes are low.	

DIAGRAM DEPICTING DETAILED STEPS 1–6 UNDER ACTIVITY 3

Step 1 - Compilation and analysis of existing data relevant to school safety

Step 2 - Developing and refining set of monitoring indicators for country- specific targets

Step 3 - Developing or/improving system for data/information collection for monitoring

Step 4 - Testing of the data collection system

Step 5 - Data compilation in progress for monitoring

Step 6 - Monitoring exercises and reporting

Step 7 - Review and revision of country priorities, targets and country action plans using monitoring results

OUTPUTS
- Monitoring report developed
- Countries' priorities, targets and action plan reviewed for revision

KEY CONSIDERATIONS

ISSUES	DETAILS
Synergy of school safety monitoring and evaluation with education sector development agenda	The Ministry of Education or its specific units conducts periodic report on education sector performance incorporating range of indicators, such as status of achieving Education for All, or country annual report on basic education focusing on prevalent education agenda and learners development as per country's needs. School safety monitoring shall be reflected in the education sector status review, especially for countries in hazard hotspots, and should be well-connected to the overall education sector performance and challenges. This will ensure that school safety priorities will not be treated as a separate issue. Concerned officials shall not see school safety monitoring as additional burden, but an added value for the ongoing sector monitoring.
Integration of school safety indicators into education sector performances	Countries shall be encouraged to develop database for school safety tracking purposes into the existing education sector data management system for annual or academic year report. Embedding data on school safety in the current system can reduce redundancy of data collection at school level, and data management unit at central level. The Education Management Information System (EMIS) should be optimized as a tool used for data collection and analysis. Expanding the database to include data relevant to school safety shall be a done collectively by the unit incharge of EMIS, and the School Safety Coordinating Unit.
Roles of sub-national agencies in the process of data collection	Given different institutional dynamics of education sector from country to country, focal agencies at different levels (local administrative level, provincial level, sub-national education management areas, etc.) will function as interim points for data compilation and transfer to the centralized database. This is to ensure data collection is proportionately distributed to concerned agencies according to the size and manageability of data with their existing capacity.
Templates for data collection	Simplified and ready-to-use templates with simple instructions, and databases shall be designed and provided so that concerned officials, school administrators and personnel as users and system administrator could easily input, revise, update and analyze the data . A mechanism to synchronize school safety data collection with existing data collection systems of various agencies should be explored. To include additional entries for tracking impacts of disasters on school or record of schools with regular simulations or drills, minor modifications of the existing databases should be undertaken.
Performance during occurrence of major disaster events	In the year with major disaster, structural impacts and casualties in the education sector might be dramatically high, compared to the years with small-scale hazards or no-hazard years. Looking from the positive side, occurrence of major hazards could be taken as a real scenario to test the effectiveness of school safety interventions. However, such extreme incidents (with 30 up-year return period) might be considered exceptional and the impacts (i.e. number of schools completely destroyed, number of days of school closure, number of student death and injuries, etc.) should not be reflected in a way that it negates accumulated efforts on school safety over the years. MoE and NDMO (as well as regional and global school safety stakeholders) shall come up with realistic way to capture the incident-based school safety impacts (for major disasters), while appreciating country achievements of certain school safety targets.

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NOTE FOR MOE, NDMO AND SCHOOL SAFETY COUNTRY STAKEHOLDERS

The Rollout Manual for Operationalisation of ASEAN Common Framework for Comprehensive School Safety (2015-2030) aims to discuss overview of framework operationalisation, demonstrates broad steps, and highlights key considerations to guide countries in translating the conceptual framework into actionable interventions and concrete outcomes. The MoE, NDMO and other country stakeholders should not be confined to the suggested steps, but contextualize the rollout manual to suit country context and education sector administrative and management practices. This will help ensure that school safety interventions within the ASEAN framework will be mainstreamed into the mandates and functions of key actors at the country level.

Ministry of Education, and its coordinating unit on school safety, shall be the prime actor that provides overall guidance to national counterparts as well as sub-national concerned agencies, and take the lead to establish policy platform and legal provision to support school safety. In countries highly prone to disaster, MoE shall advocate to have school safety agenda an inclusive element of DRR/DRM strategy, hence affirming cross-fertilization of risk reduction in education and the school. This will significantly create wide acceptance for operationalisation of school safety at all levels.

The steps, as described, could be presented in a simplified manner for non-technical stakeholder such as school staff, personnel, students, parents and communities, with no DRR planning and monitoring background. Countries shall also develop ready-to-use templates, questionnaires, database and other mechanisms to facilitate engagement of all concerned in the four steps, with due consideration of the barriers such as work load of school administration, lack of online system and internet network, limited capacity of monitoring, etc.

Four key activities (See page 6 & 7) to operationalise the framework have to be carried out in a cyclical process. Results of the monitoring exercise (2020, 2025, and 2030) will be extensively used, along with updated hazard and risk information, for periodic review and update of country priorities, targets and action plans. Countries could broaden or scope down the priorities and targets, or include additional ones as per current status, gaps and needs based on the monitoring results of the previous operational period. It is essential that action plans are revisited and revised to ensure validity and suitability to address emerging issues on school safety such as new hazard types and changing vulnerability of the schools and education. Implementation of country action plan and data collection for progress monitoring be implemented simultaneously for cross-referencing in further identifying critical challenges and areas of low performances on school safety to improve country's actions in the future.

SFDRR TARGETS AND COMPREHENSIVE SCHOOL SAFETY (CSS) TARGETS AT OUTPUT LEVEL FOR COUNTRY TO DEVELOP AND REFINE COUNTRY'S TARGETS OR IMPACT/OUTCOME LEVEL

SFDRR TARGETS	CSS TARGETS
• Substantially reduce global disaster mortality by 2030 • Substantially reduce the number of people affected globally by 2030 • Reduce disaster economic losses • Substantially reduce damage to critical infrastructure and disruption of basic services, among them health and educational facilities • Substantially increase the number of countries with national and local disaster risk reduction strategies by 2020 • Substantially enhance international cooperation to developing countries • Substantially increase the availability of and access to multi-hazard early warning systems and disaster risk information and assessments to the people by 2030	Minimization in number of deaths and injuries due to hazard impacts on schools
	Educational continuity is maintained
	Reduction in education sector investment losses to hazard impacts

Outcome Level Targets - set of targets to evaluate the outcomes or impacts as a result of the interventions
Output Level Targets - set of targets to monitor the implementation and interventions accomplished by the country

INDICATORS	BASELINE DATA	COUNTRY TARGETS FROM 2015
# of deaths and severe injuries in schools, disaggregated by type of hazard, students and staff, education level (early childhood, primary, secondary, post-secondary) males and females	i.e. 200 student deaths from 2010-2015 i.e. 3,000 students injured from 2010-2015 (converted into percentage of total number of students in the whole country)	i.e. Reduce deaths by 15% by 2020, 20% by 2025 and 25% by 2030 i.e. Reduce injuries by 20% by 2020, 25% by 2025 and 30% by 2030
# of days of school closure due to hazard impacts # of days of school closure made up through school calendar adjustments # of students displaced from school for # days # of hours reduction in school day for # days % Increase in average class size for # days # of student relocation to temporary learning facilities (School attendance sampled 5, 10, 20, 30, 40, 50 school days after impact; and cohort at beginning of next school year.) # of students not returning to school		
# of schools, # of classroom, estimated cost of repair or replacement of classrooms, and of materials disaggregated, by specific intensive hazard impacts, non-specific extensive hazard impacts, and use of schools as temporary shelters		

The proposed set of indicators (presented in Annex 1 and Annex 2) is developed by the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES), a multi-stakeholder mechanism composed of UN agencies, international organizations, and global networks. It aims to support country level implementation of Comprehensive School Safety Framework especially for monitoring and impact evaluation. The set of monitoring indicators is comprised of three (3) targets (or impact indicators): #1 Minimization in number of deaths and injuries due to hazard impacts on schools, #2 Educational continuity is maintained, and #3 Reduction in education sector investment losses to hazard impacts; and twenty-two (22) output indicators under four areas: Enabling Environment, Safer Learning Facilities, School Disaster Management and Risk Reduction and Resilience Education (GADRRRES, 2015).

SFDRR TARGETS AND COMPREHENSIVE SCHOOL SAFETY (CSS) TARGETS TO GUIDE COUNTRIES TO DEVELOP AND REFINE COUNTRY'S TARGETS AT OUTPUT LEVEL (INTERVENTIONS)

RELATED SFDRR PRIORITIES	CSS TARGETS
Priority for Action 2	Legal Frameworks & Policies
Priority for Action 3	Organizational arrangements, leadership, and coordination for risk reduction and resilience are established by senior management, and includes designated focal points responsible at all levels.
Priority for Action 1	A comprehensive approach to school safety is the foundation for integrating risk reduction and resilience into education sector strategies, policies and plans.
Priority for Action 3	Funding is in place to reduce education sector risks
Priority for Action 1	Child-centered Risk Assessment is in place at all levels in the education sector
Priority for Action 3	Monitoring and Evaluation for CSS is underway

* SFDRR 4 Priority Areas: Priority 1: Understanding disaster risk, Priority 2: Strengthening disaster risk governance to manage disaster risk, Priority 3: Investing in disaster risk reduction for resilience, Priority 4: Enhancing disaster preparedness for effective response and to "Build Back Better" in recovery, rehabilitation and reconstruction. (Sendai Framework for Disaster Risk Reduction 2015-2030)

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THE TARGETS ARE MAPPED WITH SFDRR PRIORITY AREAS* AND GROUPED UNDER ENABLING ENVIRONMENT AND THE 3 PILLARS OF THE ASEAN COMMON FRAMEWORK FOR COMPREHENSIVE SCHOOL SAFETY.

CSS INDICATORS	BASELINE DATA	COUNTRY TARGETS FROM 2015
Enabling policies and legal frameworks are in place at national and/or sub-national levels to address key elements of comprehensive school safety	i.e. No policy document pertaining school safety	i.e. Incorporate school safety into education sector long-term development plan by 2020 i.e. Issue regulations in support to Pillar 1 by 2020
a. Education authority provides leadership in disaster risk reduction and management b. Risk Reduction and Resilience Focal Points are engaged at all levels in the education sector		
The framework or approach has been communicated and understood at all levels by education administration, and is publicly available		
a. National education sector budget includes allocation for risk reduction and resilience programming ($) b. Education in emergencies and/or other sufficient funding sources exist and can be drawn upon by the national education authority, in an emergency ($)		
a. Hazard mapping and risk analysis information is available to the national education authority, at all levels for education sector planning b. National/sub-national/school-level staff have guidance to assess hazards and risks c. National/sub-national/school-level staff have the capacity to assess hazards and risks		
a. Data collection tools for Pillars 1, 2, and 3 are well-developed and used at the school and sub-national levels on an annual basis to monitor progress towards scaled, sustainable implementation. b. Output indicator data on impacts of hazards on deaths, injuries, damage to education sector infrastructure, and long-term educational outcomes is systematically collected at national and sub-national levels and reported.		

PILLAR 1: SAFER LEARNING FACILITIES

RELATED SFDRR PRIORITIES	CSS TARGETS
	EVERY NEW SCHOOL BUILT IS A SAFE ONE
Priority for Action 2	Guidance and regulations for safe school construction are in place
Priority for Action 2	Safe school site selection, design and construction are monitored for compliance/enforcement by appropriate authorities
	EXISTING SCHOOLS ARE BEING MADE SAFER, SYSTEMATICALLY
Priority for Action 1	A systematic plan for assessment and prioritization for retrofit and replacement of unsafe schools has been developed, and is being implemented
Priority for Action 3	The prioritization plan for upgrading of existing unsafe schools is being resourced and implemented
Priority for Action 3	Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of investments in public schools
Priority for Action 4	Planning is undertaken for limited use of schools as temporary shelters or collective centers, during the school year

* SFDRR 4 Priority Areas: Priority 1: Understanding disaster risk, Priority 2: Strengthening disaster risk governance to manage disaster risk, Priority 3: Investing in disaster risk reduction for resilience, Priority 4: Enhancing disaster preparedness for effective response and to "Build Back Better" in recovery, rehabilitation and reconstruction. (Sendai Framework for Disaster Risk Reduction 2015-2030)

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CSS INDICATORS	BASELINE DATA	COUNTRY TARGETS FROM 2015
Guidance and regulations are in place from appropriate authorities for safe school construction. This includes: safe school *site selection, safe design, and safe construction*	i.e. Guidance are available, but not up-to-date and incomplete.	i.e. Guidance will undergo extensive review and revision; testing of guidance will be conducted in pilot schools to validate and improved by 2020
# and % of new school construction monitored for compliance with safe school *site selection, safe design and safe construction*		
a. estimated % of school stock that has been inventoried b. estimated % of school stock covered by the risk assessment process c. # and % of unsafe school buildings have been identified		
a. Construction capacity, systems for monitoring and quality assurance and financial resources are allocated for completion of needed upgrading within a 20-year period b. # and % of unsafe school buildings upgraded each year		
a. Education authorities provide guidance and skills training for routine maintenance and for needed non-structural mitigation measures to reduce risks in all schools b. Roles and responsibilities for maintenance and non-structural mitigation are defined, documented and assigned c. Education authorities have identified budget for routine and deferred maintenance of school facilities for safety and to protect investments, with transparent monitoring oversight at the school level		
a. Disaster management and education authorities have identified those schools that are expected to be used as temporary evacuation centers for disasters with early warning, and as temporary collective centers or shelters in the event of major hazard impact b. Planning, support and capacity development are being provided at sub-national level to meet these needs		

PILLAR 2: SCHOOL DISASTER MANAGEMENT

RELATED SFDRR PRIORITIES	CSS TARGETS
Priority for Action 4	Education authorities have national and sub- national plans for education sector risk reduction and management, with focus on safety and security, educational continuity, and protection of education sector investments
Priority for Action 4	Schools annually review school disaster risk reduction and management measures (e.g. as part of school-based management and/or school improvement)
Priority for Action 4	Education authority has established and guides a full simulation drill, held annually, at all levels, to practice response preparedness and to review response plans (based on expected scenarios)
Priority for Action 3	Education authority has needs assessment, strategy, and implementation plan to develop staff and student capacity for participation in school-based disaster risk reduction and management, at necessary scale

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CSS INDICATORS	BASELINE DATA	COUNTRY TARGETS FROM 2015
a. National and sub-national plans are publicly available and are reviewed annually. b. Risk assessment, risk reduction, response preparedness, and educational continuity are included in plans c. Inputs from children and youth are included in planning processes [ ] yes [ ] no		
a. Education authorities provide common approach and guidance policies and procedures for all key elements of risk reduction, response and recovery b. Total number and % of schools that have reviewed school safety measures during the last academic year c. Students participate in these reviews [ ] yes [ ] no		
a. % of schools participating b. % of administrative levels participating c. Students participate in planning and review [ ] yes [ ] no		
a. Number and percentage of individuals accredited in DRRM through pre-service training programs b. Number and percentage of new staff trained through pre-service training programs c. Number and percentage of individuals accredited in DRRM through in-service training programs d. Number and percentage of individuals trained through on-site, and computer-aided instruction e. Students participate in needs assessment and planning		

PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION

RELATED SFDRR PRIORITIES	CSS TARGETS
Priority for Action 3	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.
Priority for Action 3	Education authority has infused climate-aware risk reduction and resilience education into regular curriculum.
Priority for Action 3	Schools convey risk reduction and resilience education through non-formal education, through participation in school disaster management, and through afterschool clubs, assemblies and extra-curricular activities.
Priority for Action 3	Education authority has needs assessment, strategy, and implementation plan to develop teachers capacity for teaching risk reduction and resilience education.
Priority for Action 3	Country has quality and quantity of RRR Education materials for implementation of risk reduction and resilience education at scale.
Priority for Action 3	Monitoring and Evaluation.

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CSS INDICATORS	BASELINE DATA	COUNTRY TARGETS FROM 2015
a. Set of consensus-based and evidence-based, action-oriented key messages for personal, family, and household risk reduction has been adopted as foundation for public education		
a. Consensus-based action-oriented key messages are used as a foundation for formal and non-formal education b. A full set of skills and competencies for risk reduction and resilience have been adopted at national level c. Number and % of schools that have included disaster risk reduction and management into formal and non-formal education in the last academic year d. Skills and competencies of students are assessed through measurable learning and risk reduction (RR) outcomes		
a. Student participatory activities for engagement in household, school, and community risk reduction are available, and assessed, at school level (including involvement in Pillar 1 and 2 activities) b. Student participatory activities for engagement in household, school, and community risk reduction are utilized, and assessed, at school level through formal and non-formal education (including in Pillar 1 and 2 activities		
a. Number and percentage of individuals accredited in Risk Reduction and Resilience (RRR) Education through pre-service training programs b. Number and percentage of new staff trained through induction trainings c. Number and percentage of individuals accredited in RRR Education through in-service training programs d. Number and percentage of individuals trained through on-site, and computer-aided instruction e. Number of pre-service RRR Education/CSS training programs developed at tertiary level		
a. Quality criteria for development and review of RRR educational materials b. Inventory of number and grade levels of educational materials meeting criteria and demonstrate effectiveness in RRR outcomes c. Quality educational materials are available and utilized at school level		
a. Monitoring and evaluation of effectiveness in DRR educational programs is carried out in terms of student learning outcomes and RRR outcomes b. Monitoring and evaluation of implementation is carried out to assess scaled, sustainable implementation		

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