



Comprehensive School Safety Framework 2022-2030

For Child Rights and Resilience in the Education Sector

SUMMARY DOCUMENT



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



Comprehensive School Safety Framework 2022-2030

For Child Rights and Resilience in the Education Sector



• Gender Equity • Disability and Social Inclusion •

• SDGs • SFDRR • The Paris Agreement • EVAC Safe to Learn • SS Declaration •

Introduction

The purpose of the CSSF 2022-2030 is to provide strategic guidance to duty bearers and their partners to promote safe, equitable, and continuous access to a quality education for all. The framework provides a comprehensive approach to resilience and safety from all hazards and all risks confronting education and child protection sector populations, systems, and programs. It supports access, quality, and management strategies in the education sector. It has been revised to respond to our current understandings of climate change, CoVID-19, and conflict on the education sector, and to better align with

- [Sustainable Development Goals 2015-2030](#)
- [Sendai Framework for Disaster Risk Reduction 2015-2030](#)
- [The Paris Agreement](#)
- [Safe Schools Declaration](#) (on protecting education in armed conflict)
- [Inter-agency Network for Education in Emergencies Minimum Standards for Education: Preparedness, Response, Recovery](#)

and several other global frameworks for education and crisis.

The Goals of Comprehensive School Safety

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

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

Expected Outputs

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

All-Hazards and All-Risks Approach

Many approaches are used to describe hazards and risks, such as *economic, environmental, geopolitical, societal, or technological*. Education authorities found it helpful to be able to take an all-hazards approach that covers natural technological, biological, health, conflict, violence, and everyday hazards in order to be proactive in addressing these.



**Natural &
Climate-change-induced**



Technological



**Biological & Health
(including pandemics)**



**Conflict &
Violence**



**Everyday dangers
and threats**

Structure



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

Foundation: **Enabling Systems and Policies**



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

Pillar 1: **Safer Learning Facilities**



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

Pillar 2: **School Safety & Educational Continuity Management**



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

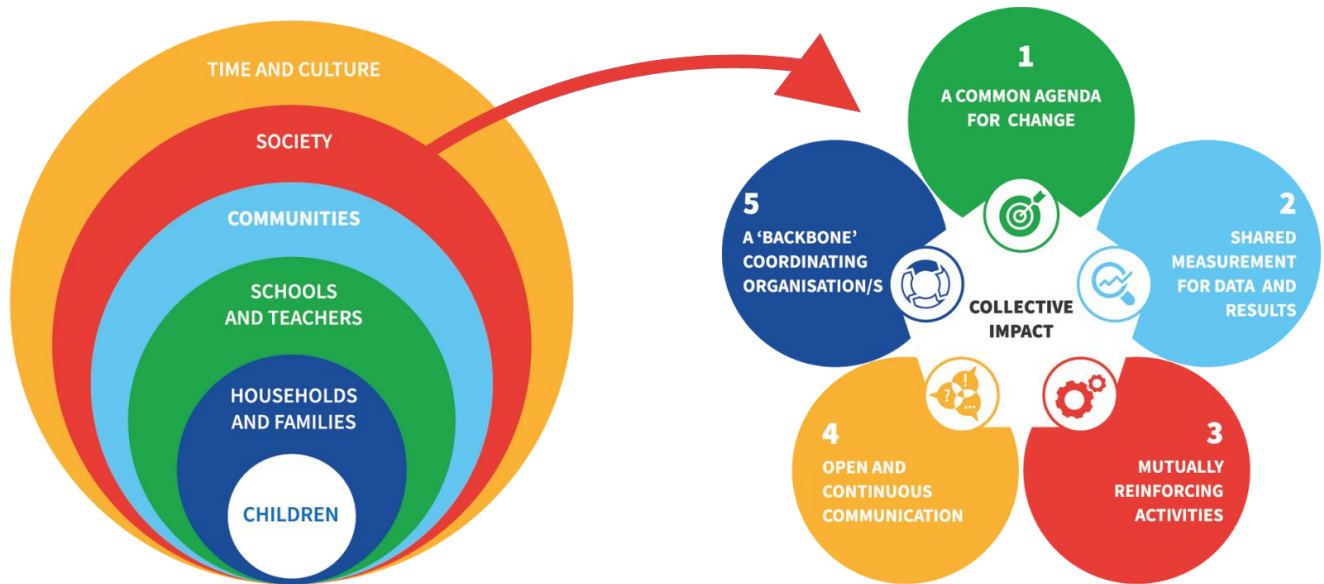
Pillar 3: **Risk Reduction and Resilience Education**



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

Practical Models for Action

The CSSF has two inter-related and widely-used models to guide diverse partnerships for effective action to address complex problems. The socio-ecological model begins with the child at the centre. The collective impact approach helps us to tackle school safety at the societal level.



The CSSF and the Sendai Framework for DRR 2015-2030

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

Global Targets for the Education Sector

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

Contact Us and Get Involved

If you want to know more:

- **Contact** the GADRRRES Secretariat at: gadrrres@gmail.com
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