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

November 18th, 2020

Subject: Revision of the CSS Framework & Targets and Indicators – For immediate action.

Dear GADRRRES Members,

The growing climate crisis, the COVID-19 pandemic, and increasing numbers of children impacted by conflict and violence, have underscored the urgent need to pursue our collective action in order to ensure the rights of children in the education sector: to safety, protection and educational continuity.

An important task in the GADRRRES Workplan is the need to lightly revise two of GADRRRES core documents: the *Comprehensive School Safety Framework*, and its *Targets and Indicators*, in order to make our "all-hazards" approach more explicit.

Our proposal is to complete the first phase of the revision of these two documents, internally, drawing upon the expertise available through all of our GADRRRES Members and regional affiliates. Once these are consolidated, we propose to take these out for broader consultation with potential stakeholders and allies externally in 2021. This will include major humanitarian and development education sector advocacy efforts as well as directly with supporting education authorities themselves.

Please let Lucille know whether you prefer to:
a) Coordinate and collate the inputs from experts across your agency and submit these by Dec.10th 2020 or
b) Provide us with the list of names / position / e-mails of experts by November 23rd, and we will invite them individually to contribute to a Google Doc. by Dec. 10th, 2020.

In order to make the CSS Framework more robust as an umbrella for all of our advocacy work globally in the education sector, Save the Children and UNICEF have prepared a 'Comprehensive School Safety Framework Revision Package' including:

● The **CSSF Revision 2020-2021 Revision Roadmap** which explains the objectives, scope, and their rationale follows below this invitation letter.
● The **CSS Framework 2020-21 Revision**
● The **CSSF Targets and Indicators 2020-21 Revision**

You can download all three documents here:
https://drive.google.com/drive/folders/1rynbo2QzURWiDQkVTAGLhyA8NNvP7jbp?usp=sharing

We are also maintaining a rolling record of the full **Contributors List** of expert reviewers participating in the revision process, which you can see in the same folder.

We appreciate the work you have done and are continuing to do to advance our work on behalf of children and youth at this important moment and do thank you very much in advance for your support and collaboration on this important initiative.

Please do not hesitate to respond with any questions. And please take care of yourself and others.

Yours sincerely,

Neven Knezevic & Lucille Angles
The GADRRRES Chair & Secretariat

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

GADRRRES
2020–2021 Revision Roadmap
for
COMPREHENSIVE SCHOOL SAFETY FRAMEWORK
and its TARGETS & INDICATORS

Marla Petal, Save the Children & Neven Knezevic, UNICEF
for GADRRRES Steering Committee November 4, 2020

I. CSSF 2021 Revision Goals and Objectives

Goal
The goals of this revision are to strengthen the Comprehensive School Safety Framework (CSSF) and its supporting documents[1], based on emerging lessons learned globally. The revision will especially focus on four areas:
- Risk-informed education sector development (bridging the development & humanitarian nexus)
- Climate change action and environmental sustainability
- Educational continuity planning (esp. in relation to pandemic disruption)
- Violence and conflict-prevention

The revised framework, targets and indicators, and policy survey will have greater relevance to global partners and change agents supporting children's rights to safety, protection, education and development and school safety. It will incorporate and make clear the linkages not only to sustainable development goals and disaster risk reduction, but also to climate resilience, environment sustainability and green schools, protecting children from the impacts of conflict and violence, resilient and sustainable water and sanitation systems, and school health and nutrition and road safety. It will continue to incorporate a gender and inclusive lens to identify and address inequities and barriers to the achievement of CSS.

The revision process will build broader recognition, consensus, and ownership for the CSSF, and create a broader umbrella for all of our work in school safety. This process is consistent with the *collective impact* (See Addendum Note #1) goal of establishing a *common agenda* and *shared system of measurement* as a foundation to increase the enduring impact and effectiveness of mutually reinforcing activities across both development and humanitarian sectors. It will also provide a foundation for proposing an *International Decade for School Safety and Education in Emergencies.*

Objectives
1. Generate engagement of GADRRRES partners and other key stakeholder organisations in reviewing and contributing to the CSSF revision, and making linkages with existing global collaborative work and resources for collective impact
2. Update the CSS Framework to address emerging priorities based on lessons learned to ensure the broader relevance and utility of the CSS for government and development partners in risk reduction,

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[1] These include the CSS Targets and Indicators, intended to provide global guidance for monitoring progress in achieving comprehensive school safety, and the CSS Policy Survey, developed in consultation version in 2014, intended for self-monitoring by national multi-stakeholder school-safety coordination mechanisms.

preparedness planning and responses in the face of different hazards.
3. Update the CSS Targets & Indicators (2014) to complement the CSSF revisions.
4. Update the CSS Policy Survey (2016) to complement the CSS Targets and Indicators revisions.
5. Update identification of relevant key research and evidence and implementation tools.

II. Background

GADRRRES

The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) brings together UN Agencies, International NGOs and others in global and regional networks. It aims to enhance global coordination, and improved information and knowledge management for child-centred risk reduction and school safety.

GADRRRES was established in 2013, evolving from the Thematic Platform for Knowledge and Education, formed to support implementation of the Hyogo Framework for Action (2005– 2015) Priority #3. GADRRRES Members are currently: UNICEF, UNESCO, IIEP-UNESCO, GFDRR-WB, IFRC, INEE, IsraAID, Plan International, Ret International, Risk RED, Save the Children, World Vision, UNDRR and ARUP International Development. GADRRRES has been staffed since 2017 by a part-time Secretariat supported alternately by UNICEF and UNESCO.

The Islamabad Declaration on School Safety in 2008 was precursor to the *Comprehensive School Safety Framework (CSSF)* introduced in the IFC World Bank (2010) *Disaster and Emergency Preparedness for* Schools. It was presented and endorsed in 2012 at the Southeast Asian Ministers of Education Organisation and galvanized the shared mission and agenda of GADRRRES in 2013. The *CSS Targets and Indicators* were developed and adopted in a consultation version by GADRRRES in 2014. The CSS Framework was revised in 2017 in order to align more explicitly with both the Sustainable Development Goals and the Sendai Framework for Disaster Risk Reduction (2015-2030).

Since 2014 when the UNDRR launched the Worldwide Initiative for Safe Schools, garnering the best intentions of disaster management and education authorities in 58 countries, GADRRRES members developed a robust package of technical support (See Appendix 1: GADRRRES Accomplishments)

In 2015, GADRRRES and its members began to respond specifically to the 'post-2015' agendas for sustainable development, risk reduction, climate action, and violence reduction. The CSS Framework had initially documented linkages to the priorities of the Sendai Framework for Disaster Risk Reduction. GADRRRES currently has active working groups addressing: Safe Learning Facilities, School Safety Management, Risk Reduction and Resilience Education, Research Learning and Knowledge Management and CSS Assessment Suite. It also has Regional Affiliate groups in the Asia-Pacific Region and in Latin America and the Caribbean.

By far the greatest progress of the past decade for school safety has been the recognition of duty-bearing education authorities that the problems of ensuring both safety and protection are theirs – *as well as* children's education and development, literacy and numeracy. The second greatest achievement is that IGOs, INGOs, and CBOs are learning to desist from approaching education authorities with their solutions for one hazard at a time, or with their agency's own unique approach – and instead these stakeholders are collaborating in national multi-stakeholder coordination platforms for school safety – to implement a collective and collaborative approach for impact at scale to address this complex set of problems. GADRRRES Members staff are working at national levels, participating in and facilitating these mechanisms throughout the world.

GADRRRES endeavors to apply a 'collective impact approach' in order to achieve impact at scale for comprehensive school safety. Two recent studies support this approach (See Addendum Notes #2 & #3) This proposal for a revision of the CSSF, CSS Targets and Indicators and CSS Policy Survey is consistent with the recommendations in these reports, and is intended as a substantive contribution to the humanitarian-development nexus as proposed at the World Humanitarian Summit – Agenda for Humanity in 2016.

The CSS Framework, CSS Targets and Indicators, and CSS Policy Survey: Aims and Metrics

The goals of the CSS Framework as well as Targets and Indicators are:
- To protect learners and education workers from death, injury, violence and harm in schools
- To plan for educational continuity in the face of all expected hazards and threats
- To safeguard education sector investments
- To strengthen risk reduction and resilience through education.
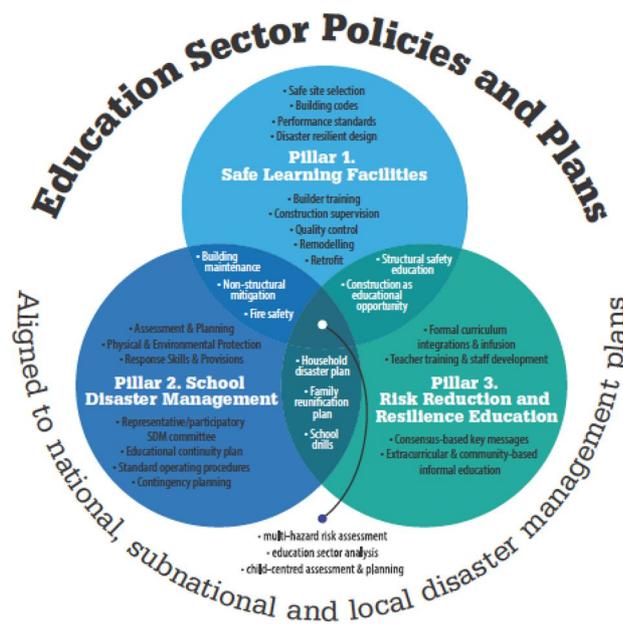
The enabling environment (the circle around the CSS infographic's three pillars) is addressed by education policy and practices aligned with disaster management at national, regional, and local levels. This work rests on three intersecting pillars: P1. Safer Learning Facilities; P2. School Safety Management; P3. Risk Reduction and Resilience Education. At the heart of this work are a *School Safety Context Analysis*, and child-centred multi-hazard risk assessment.

The main audience for the CSS Framework are the public and private education authorities, the duty-bearers for children safety in and around schools. The CSS Framework has already been adopted and put into action by national education and disaster management authorities in more than 50 countries.

The chief reason for its acceptability, is that the three pillars map easily to the typical education sector strategic planning framework, as well as allow mobilization of key agents of change to address a set of responsibilities specific to their work.

Education Sector Strategic Planning Framework	CSS Framework	Change Agents
Access	Safer School Facilities	Facilities planners, architects, engineers, maintenance personnel
Management	School Safety Management	School administrators, student welfare, health, safety, protection, emergency management
Quality	Risk Reduction and Resilience Education	Curriculum development, staff capacity development, teaching and learning

The CSS Framework intends to provide a single, *all-hazards* approach that education authorities can adopt to address the full range of hazards and threats impeding children's rights to safety and protection in the school environment, and threatening equitable access to a free, quality, basic education. This involves ongoing monitoring of hazard impacts on education, systematic approaches and guidance for planning and decision-making, and measuring progress towards a set of targets and indicators collected at both school and policy levels.

Child Rights and an *All-hazards* Approach

Safeguarding children's rights to safety, protection, development and participation are the common foundation for the CSS Framework. The Alliance takes a child-centric point of view when it comes to amplifying the voices and needs of children and addressing all of the hazards and risks that may impede children's rights in the education sector and is not bound by any narrow mandates of any specific agency.

Nevertheless practitioners working on the frontlines of education in emergencies (in humanitarian response and complex crisis-affect settings), and those working in climate adaptation and mitigation, environmental sustainability and green schools have found it wanting in alignment to the frameworks that they use, and the realities that they are working to address. It will therefore be important in the revision process to more clearly cover our broader understanding of *all-hazards* impacting *all children's* rights to equitable access to education.

GADRRRES members understanding of "all hazards" spans two broad areas:
A) The UNDRR's 2020 Hazard Definition & Classification Review inclusion criteria for hazards are:
1. The hazard has the potential to impact a community; 2. Proactive and reactive measures are available;
3. The hazard has measurable spatial and temporal components.

According to this definition the following major classifications of hazards is covered:
- Hydro-meteorological
- Geohazards
- Environmental degradation
- Chemical
- Biological (including health and pandemics)
- Extraterrestrial
- Technological (including various waste and contamination incidents, rail and road accidents)
- Societal (including behavioral – i.e. conflict, violence, and economic shocks)

B) A broader set of hazards affecting children's rights in the education sector requires going beyond the UNDRR's current definition *"the potential to impact a community"* to cover impacts on a *"school community"*. It is important that we include both the 'everyday hazards' and also 'slow-onset hazards',

which not only have impact on children and school communities but have very important proactive mitigation measures. These help in adopting a broader "school safety" model, that does not wait for infrequent or large-scale disasters, to become relevant. Examples of these include the largest killers of children in and on the way to school: road accidents and drownings, and the single condition with the largest impact on school participation: lack of access to clean water. In addition, there are harder-to-see hazards such as gender-based violence, corporal punishment, cyber-bullying, as well as slow-onset and local hazards like coastal erosion and water logging that disrupt equitable access to education.

Complementary Global Advocacy Efforts & Stakeholder Identification

Members of GADRRRES and other child-centred risk reduction and school safety advocates are also engaged a number of very important and complementary efforts of to secure children rights to safety, protection and educational continuity. These include:
• **Sustainable Development Goals** - especially *#4 Quality Education*: Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all, through alliances such as the Global Partnership for Education which also requires governments to assess and mitigate risks in sector planning processes.
• **Paris Climate Agreement** – especially commitments in relation to risk assessment and priority-setting (Article 7), risk mitigation and management (Article 8) and capacity-building (Artice 11) and enhancing climate change education (Article 12)
• **Education in Emergencies** – through the **Global Education Cluster** and the **Interagency Network for Education in Emergencies** (*Minimum Standards*), **COVID-19** and the implication to education sector. The need to be prepare and the connectivity capacities to ensure digital learning capacities hardware and software.
• **Violence Reduction** – supported by ***End Violence Against Children*** and their *Safe to Learn* campaigns.
• **Safe Schools Declaration** – supported by the **Global Coalition to Prevent Attacks on Education**
• **School health, nutrition and safety**– such as the *FRESH* approach to education, health and development, and global campaigns for road safety.
• **Bridging the humanitarian, peace and development nexus** as promoted by the **World Humanitarian Summit 2016** and it's *Agenda for Humanity*, and successor World Humanitarian Forum

3. Revision Focus and Process

The three core documents that are the focus of this revision are: The CSS Framework, The CSS Targets and Indicators, and the CSS Policy Survey.

Phase 1 – 2020: GADRRRES Internal Strengthening
We propose in the first phase, in 2020, to engage the GADRRRES Steering Committee Members and other GADRRRES partners more deeply, by identifying a reference group of experts to provide the first round of suggestions for revision, comments, and feedback in the following areas:

- Risk-Informed Education Sector Development (bridging the development & humanitarian nexus)
- Climate Change Action and Environmental Sustainability
- Educational Continuity Planning (esp. in e.g. EiE relation to pandemic disruption including water and sanitation, school health and safety, and on-site and remote learning
- Violence and Conflict-Prevention
- School Health and Nutrition / Road & Water Safety

We will solicit suggestions for external reviewers, and we will also use this phase to build a broader plan of outreach to potential partners, and identify the best points of contact to engage with potential new stakeholders in Phase 2.

Phase 2 – 2021: Engagement for Expanded Partnership

In the second phase, in 2021, our aim is to engage potential global partners in the review process. We intend to invite these potential partners (and others yet to be identified) to participate in a series of introductory online meetings, and then to identify subject matter experts who will participate in our external reference group, to similarly provide suggestions and comments to CSSF Revision and the CSS Targets and Indicators Revision 2020-2021. These potential partners include, but are not limited to:

- **Education Sector Partners**
  Education Authorities who have adopted or endorsed the CSS Framework previously
  Other government partners

- **Risk-Informed Education Sector Development**
  Global Partnership for Education
  Education Above All Foundation
  UN Major Stakeholder Group for Children and Youth

- **Climate Change Action and Environmental Sustainability**
  Children in a Changing Climate Coalition
  UNEP
  UNFCC
  Action for Climate Empowerment
  Children's Climate Strike

- **Educational Continuity Planning**
  Global Education Cluster
  Education Cannot Wait
  Interagency Network for Education

- **Violence and Conflict-Prevention**
  Global Partnership to End Violence Against Children
  Global Coalition to Prevent Attacks on Education

- **School Health and Nutrition / Road & Water Safety**
  FRESH

Workplan

The table below provides a roadmap and timetable for the two phases in the revision process, the first with GADRRRES members internally and the second with broader stakeholders, externally.

Workplan

OBJECTIVE	RESPONSIBLE	BY DATE
PHASE 1: GADRRRES Internal Strengthening (2020)		

1.1. Share Roadmap draft with GADRRRES Steering Committee and discuss revision roadmap and internal reference group	Marla Petal – SC Neven Knezevic – UNICEF	Nov. 5, 2020
1.2. Collect inputs to roadmap and identification of reference group for review of CSS 2021	GADRRRES Steering Committee & Secretariat	Nov. 11, 2020
1.3. Send Invitation/Roadmap and CSSF & CSS T&I 2021 via Google docs to GADRRRES Members	GADRRRES Secretariat	Nov 17, 2020
1.4. Receive comments & collated inputs from GADRRRES Member experts into CSSF & CSS T&I 2021.	GADRRRES Secretariat	Dec 10, 2020
1.5. Update CSSF & T&I 2021 consultation version, based on inputs received	Marla Petal – SC Neven Knezevic – UNICEF Ruth Custode – UNICEF	Dec 13, 2020
1.6. Share CSSF & T&I 2021 with GADRRRES Steering Committee for endorsement	Internal Reference Group/ GADRRRES Secretariat	Dec 15, 2020
1.7. Receive endorsements for CSSF & T&I 2021 from GADRRRES Members		Jan 15, 2021
PHASE 2: Engagement for Expanded Partnership (2021)		
2.1 Design CSSF & T&I 2021 consultation version	Marla Petal – SC GADRRRES Secretariat	January 31st, 2021
2.2 Circulate CSSF & T&I 2021 consultation version	GADRRRES Secretariat External Reference Group	February 2021
2.3 Hold series of consultation meetings with external reference groups & seek final inputs	GADRRRES Secretariat Neven Knezevic – UNICEF Marla Petal – SC External Reference Group	February-April 2021
2.4 Adapt CSS Policy Survey to align with CSSF & T&I 2021	Marla Petal – SC Rebekah Paci-Green – Risk RED	March-April 2021
2.5 Consolidate changes to the CSS Framework & Targets and Indicators and CSS Policy Survey, and submit for design and packaging	Marla Petal – SC Neven Knezevic – UNICEF GADRRRES Secretariat	June 2021
2.6. Translate and package in French, Spanish, Arabic, and Hindi	GADRRRES Secretariat	Q3 2021
2.7. Develop communications materials: explainer video, global webinar series And micro-learning training materials	TBD	Q3-4 2021
2.8. Outreach and socialize to secure additional endorsements and GADRRRES membership	GADRRRES Steering Committee and Secretariat	Q3-4 2021
2.9. Initiate long-term global advocacy planning with key stakeholders to bridge the nexus between humanitarian and development work and build a movement for global school safety	GADRRRES Steering Committee and other partners	Q3-4 2021

Building a movement for global school safety

We will work to socialize the new CSSF and its Targets and Indicators as well as Policy Survey measurement tool – and will explain the changes to government education authorities.

We will work with expanded partners to explore strategic commitments, new synergies, and organisational efficiencies to enable greater impact across the humanitarian-development nexus and to avoid duplication of effort.

A series of strategic planning discussions and meetings are envisioned between UNICEF (as GADRRRES Secretariat host), Save the Children (providing technical expertise), and INEE (representing the broader group of stakeholders in the humanitarian / Education in Emergencies (EiE) sector

We will engage in dialogue with private sector and government donors in this sphere, to bridge the current humanitarian/development siloes, and seek financial resources to strengthen a collective impact approach for school safety.

ADDENDUM – THEORIES OF CHANGE

The following three references are offered for discussion in relation to the underlying theory of change for the CSSF.

1. Collective Impact for School Safety – Introductory Notes

The Collective Impact approach was introduced by an article in the Stanford Innovation Review (SSIR) in 2011 and a growing body of research on "what works" when it comes to tackling complex social problems. Whilst we know that no single government department, organization or program can expect to keep children safe on their own, and whilst we are committed to "working in partnership", we aren't necessarily clear on what does work. The "collective impact" approach gives us some important guidance. It identifies 5 essential conditions associated with successful efforts to tackle complex problems, at scale. The starting point for "Collective Impact" is Stakeholder Identification.

Figure 2: Collective Impact

We are often frustrated – and our education sector partners doubly frustrated – by the many agencies and entities 'doing their own thing' but pulling in all different directions. We all have good intentions, but sometimes it seems like we're trying to compete, instead of work together. The result is a massive duplication of effort, inconsistencies and confusion, and nothing much left that is sustainable and scalable.

Complex problems do have multiple layers of stakeholders, all with different perspectives and different perspectives on causes and solutions. So it isn't easy to work collectively. However, if we can start with a foundation and framework for how to look at the problem, and a shared evidence base, then we may be able to move forward systematically.

The 5 Essential Components of Collective Impact
Let's look at the 5 essential components of Collective Impact, associated with successful solutions to complex social problems.

Figure 3: The Five Essential Components of Collective Impact

If we could move out of our silos and work collectively, what would this look like?
- All players work toward the same goal and measuring the same things
- Cross-sector alignment occurs with government and corporate sectors as essential partners
- Organisations actively coordinate their action and share lessons learned.
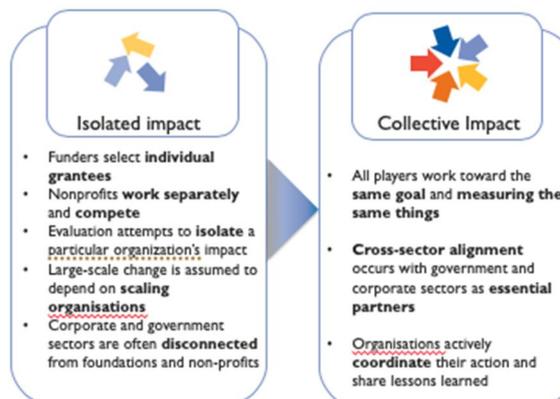

**Figure 4: The Collective Impact Paradigm Shift**

Figure 5: From Isolated to Collective Impact

What kind of change does this imply? It means moving out of an era of independent pilot projects that are not sustainable, replicable or scalable, and putting our collective shoulder to the wheel to move forwards. It means moving away from isolated, competing, duplicative activities on the left, to the collective impact activities on the right of the figure below.

And how about our mindsets and cultures. Are we ready to shift from the isolated impact thoughts in the box on the left, to the corresponding collective impact ideas in the box on the right?
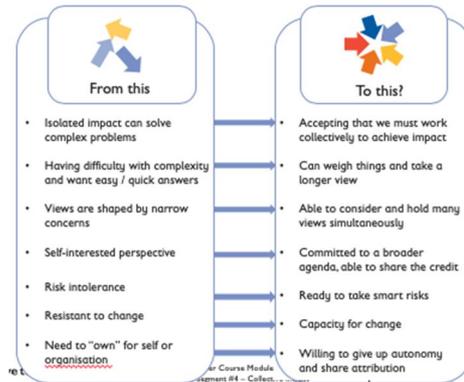

Figure 6: Shifting Mindsets and Organisational Cultures

Can we work to bring partners along this journey with us?

2. Evidence-based Practice Framework

Petal, M., Ronan, K., Ovington, G. & Tofa, M. (2020). Child-Centred Risk Reduction and School Safety: An evidence-based framework and roadmap, International Journal of Disaster Risk Reduction, V49. 1-12.

This study proposes the roadmap illustrated below to improve upon *evidence-based practice* as well as to generate higher quality evidence *from* practice.
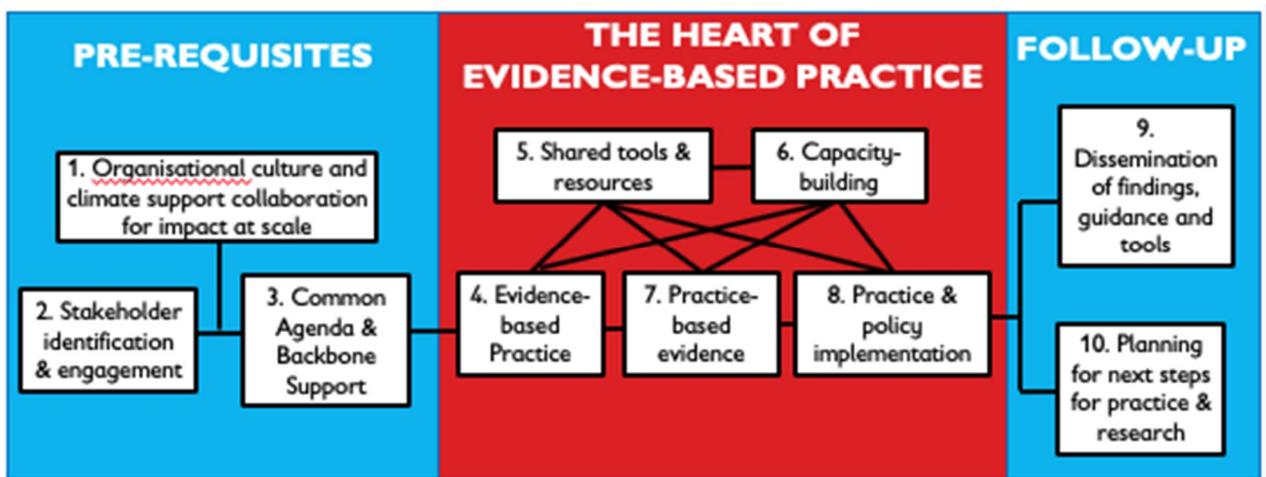
Figure 1: Evidence-based Practice Roadmap

3. GADRRRES Evaluation

Twigg, J. (2020). Global School Safety: Collective Impact Evaluation of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector: GADRRRES and Save the Children, 2020 examines GADRRRES operating model and makes several recommendations to ensure that GADRRRES and the CSS Framework continue to build on existing strengths and deliver impact for the most vulnerable children and youth, in the face of rapidly evolving risks to education systems and children's learning.

These include:
• **Revise the CSS Framework to incorporate everyday and emerging risks**, such as climate change, environmental sustainability, school health and nutrition, road safety and the impacts of conflict and violence on children. The need for a strengthened framework has been especially underscored during 2020 with the onset of the COVID-19 induced global pandemic.
• **Enhance the relevance of the CSS Framework and GADRRRES operating model to the humanitarian and development nexus.** As emergencies become more chronic, the lines between the humanitarian and development sphere are increasingly blurred. This relationship must be bridged so that the chronic problems that exacerbate risks to school safety during crises are more effectively addressed.
• **Ensure that the membership and tools reflect the diversity of voices** that are important to addressing school safety – for example, greater representation of people with disabilities, children and youth.

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