Promoting safety, resilience and social cohesion through and in education: a capacity development process in support of ministries of education

Programming: How do we get there?

Booklet 1

Booklet 2

Booklet 3

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Booklet 5

Booklet 6

Draft

ABOUT THE PROGRAMME

The basis for this series of booklets has arisen out of collaboration between the Protect Education in Insecurity and Conflict (PEIC) Programme, and UNESCO's International Institute for Educational Planning (IIEP) and International Bureau of Education (IBE). This collaboration and the overall framework build on the efforts and momentum of a wide range of stakeholders.

The overall purpose of the planning process outlined in these booklets is to strengthen education systems to better withstand shocks from disasters, insecurity or conflicts should they occur and to help prevent such problems. The aim of this programme therefore is to support Ministries of Education (MoEs), at central, provincial and district levels, to promote education systems that are safe, resilient and encourage social cohesion within education sector policies, plans and curricula. As recognized by the Education Cannot Wait campaign (which is within the UN Secretary General's Education First Initiative : 'No matter where a country is in its planning cycle there are opportunities to determine its priorities for conflict and disaster risk reduction and to integrate them into annual or sector plans'[1].

More specifically, the programme objectives are:
1. For a core team to catalyse collaboration between partners to consolidate approaches, materials and terminology on the topics of planning and curriculum to promote safety, resilience and social cohesion.
2. To strengthen a cadre of a) planning, research and training specialists in planning for conflict and disaster risk reduction through education (from ministries of education as well as international experts) and b) curriculum developers experienced in integrating cross-cutting issues into school programmes.
3. To strengthen national training capacities through institutional capacity development with selected training institutes and universities.

The programme offers the following materials and booklets for ministries to consult:
   A. **An online resource database/website** - this contains a consolidated set of resources on a range of related topics
   B. **Booklets and training materials on planning and curriculum to promote safety, resilience and social cohesion**
   C. **Policy briefs** for senior decision-makers
   D. **Case studies and practitioner examples -** these will be part of the online resource database
   E. **Development of monitoring tools and distance learning an innovative monitoring mechanism.** This is a self-monitoring questionnaire for MoEs to determine the level of integration of conflict and disaster risk reduction in their current planning processes.

The various booklets can be read independently, although for clarification of terminology and rationale for undertaking a process of promoting safety, resilience and social cohesion readers should refer to *Booklet 1: An overview of planning for safety, resilience and social cohesion*[2].

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[1] http://www.ineesite.org/uploads/files/resources/201209_GPE-UNGA_call-to-action_EN.pdf
[2] **Safety** in these materials denotes ensuring the protection and safety of learners, school personnel and facilities; by **resilience** we are primarily referring to the ability of education systems and learners to withstand, adapt to, and recover from shocks and stresses; and **social cohesion** includes promoting a sense of belonging, being accepted by others and having a desire to contribute to the common good. See Policy Booklet 1 for the complete definitions used in these booklets.

Booklet 4 – Programming: how do we get there?
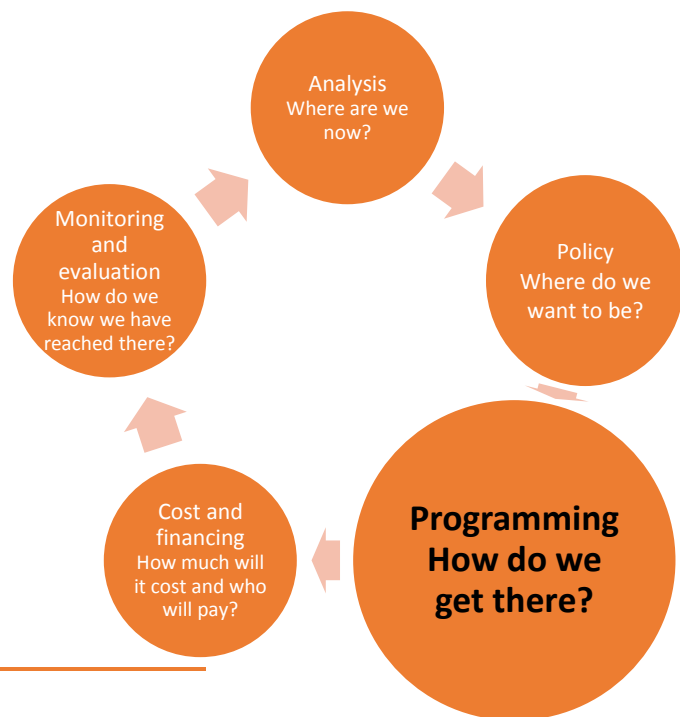
Take away points

- When *policies* and priorities for safety, resilience and social cohesion have been agreed upon, they should be enacted through *programmes* and included in the education sector plan.
- Decision-makers should consider criteria such as affordability, desirability and feasibility when choosing among the programmes.
- A plan with good policies and programmes for safety, resilience and social cohesion, and with realistic and SMART targets, will help a decision-maker in building stakeholder support (including donor funding and alignment) for the programmes in the plan.
- Programmes need to be linked with policies using a Logical Framework Matrix.

Introduction

How can the policies for safety, resilience and social cohesion (discussed in booklet 3) be implemented? Which policies can be implemented as part of ongoing activities? Which policies will benefit from specific programmes to be included in the budget framework of the education plan? These are some of the questions that this booklet will address. The task of a decision-maker in this regard is to: **Identify and build stakeholder support for programmes relating to safety, resilience and social cohesion.**

The following four steps indicate what ministries of education (MoEs) may need to consider when programming for safety, resilience and social cohesion:

Steps in programming for safety, resilience and social cohesion

- ✓ Consider programme options for safety, resilience and social cohesion
- ✓ Choose among the programme options, based on criteria of affordability, desirability and feasibility
- ✓ Set targets for the programmes
- ✓ Situate the programmes in a Logical Framework Matrix

Step 1: Consider programme options for safety, resilience and social cohesion

The first step in the process of programming is to consider the many possible programme options available. They can be divided into three groups, based on the desired outcomes, which are described in further detail on the following pages.

- ▪ Outcome 1: Education systems are safe and protective of learners, education personnel and assets
- ▪ Outcome 2: Education systems are resilient and provide continuous education regardless of context,
- ▪ Outcome 3: Education systems promote social cohesion through equitable access to relevant quality education

Outcome 1: Education systems are safe and protective of learners, education personnel and assets

Programme options to address safety and protection of learners, education personnel and assets include:

Reducing risks internal to schools and colleges. Some threats to the safety of students and education personnel come from the students and personnel themselves. For example, bullying and harassment, corporal punishment, sexual abuse (including sex for grades), and other forms of psychological or physical violence.

Programme options include: implementing, monitoring and enforcing a code of conduct for teachers[3] (and/or for students). This may involve sensitization of teachers and other education personnel (pre-service or in-service), setting up a complaints mechanism, and enforcing sanctions against misconduct.

Reducing risks from natural and human-made hazards, for example floods, hurricanes, earthquakes, epidemics, and fires. Programme options include safe learning facilities, and school disaster management. For more info, see the **Comprehensive School Safety Framework** in Annex A.

Programme options for Safe learning facilities would normally be part of a school construction programme, and include:

- Selecting safe sites for schools, adhering to building codes and performance standards, using disaster resilient design.
- Training builders, supervision of school construction, and quality control.
- Remodelling, retrofitting, building maintenance, and non-structural mitigation.
- Fire safety.

A MoE would have to monitor compliance with these standards and include indicators on safe learning facilities in EMIS (see booklet 6).

Programme options for School disaster management include:

- Setting up, training and monitoring school disaster management committees, with participation of education personnel, students, parents, and community stakeholders. The committee should be tasked with identifying hazards inside and outside the school – and in the community – and develop action plans.
- Adapting standard operating procedures including regular school evacuation drills, drop-cover-and-hold-on, evacuation and safe family reunification procedures
- Establishing communication and coordination linkages between the education sector and the disaster management sector.

Protection from insecurity and conflict, for example attacks on schools or colleges, attacks on students and education staff on the way to school, or child recruitment into armed groups.

Programme options can include any combination of the following (see Groneman 2011: 10-32 for details):

Physical protection, for example,

- building boundary walls around schools,

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[3] Poisson 2009

- providing dormitories or teacher housing on site (both can be part of a school construction programme),
- using armed or unarmed school guards,
- providing transportation or escorts/accompaniment,
- avoiding high risk routes or times of day,
- giving teachers physical protection (bulletproof vests, radios; mobile phones) or guns for self-defense,
- setting up phone or SMS alert systems.

Community involvement in protection, with MoE for example supporting

- school protection committees, or
- existing school management committees,
- involving communities in monitoring,
- involving religious leaders or youth.

A range of methods exist for **Alternative delivery of education** which can take place in safer locations than the regular schools, for example

- community based and home based schools,
- **"**bush" schools and other temporary learning spaces,
- mobile schools,
- summer schools (or evening classes),
- distance learning by TV, radio, or internet.

Negotiations between the parties to the conflict, including government, typically with the aim to:

- **declare schools as safe or neutral spaces** (including "schools as zones of peace", or to
- **restrict military or political use of schools** (the latter can have implications for curriculum)**.**

Advocacy, which is often a component of other programme options above, for example:

- use of media,
- child/human rights training,
- awareness raising campaigns, including back to school campaigns,
- coalition building with civil society.

Monitoring and reporting - again a component of other programme options – for:

- early warning,
- rapid response,
- advocacy,
- accountability - aiming at prosecution under national law or international humanitarian law, or to "name and shame" violators of children's rights.

An important accountability mechanism is the Monitoring and Reporting Mechanism (MRM) on Grave Violations of the Rights of the Child, which feeds into the reports of the UN Special Rapporteur on Children and Armed Conflict that reports to the UN Security Council. Measures against violators can include referral to the International Criminal Court in the Hague, country visits, and in any case, increased international pressure.

Outcome 2: Education systems are resilient and provide continuous education regardless of context

Programme options to ensure that education systems are resilient and provide continuous education (regardless of context) include:

Making education systems more resilient at all levels. Programme options include:

Safeguarding copies of

- **education records,**
- **databases, and**
- **curricula/learning materials** in safe locations, and
- keeping backups e.g. on USB keys or online in the "cloud".

This should be done at all MoE levels from schools to the central MoE.

Contingency planning[4] and flexibility ensuring continuous learning when access is disrupted, e.g. by:

- teaching in evening shifts,
- operating catch-up classes and Accelerated Learning Programmes[5],
- planning for redeployment and payment of teachers, and
- pre-positioning school supplies, school kits and tents.

Appointing MoE staff as emergency focal points at different (central to district) MoE levels to ensure know-how and emergency coordination.

Including dedicated budget lines for contingencies in the budgets of

- education sector plan budgets,
- operational plan budgets.

Promoting personal resilience. Programme options include:

- psychosocial support for students and teachers,
- positive classroom management,
- student participation.
- An important programme option for promoting personal resilience is **risk reduction education and resilience education to develop a culture of safety and resilient communities,** which is further described in Curriculum booklet xxxx.

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[4] For more information, see INEE's webpage on education contingency planning: www.ineesite.org/en/minimum-standards/contingency-planning

[5] See also the programme options for **alternative methods of education delivery** above, under Protection from insecurity and conflict, point 5.

Outcome 3: Education systems promote social cohesion through equitable access to relevant quality education

Programme options to ensure that education systems promote social cohesion through equitable access to quality education include:

Making access to all levels of education more equitable, regardless of identity, gender, religion, language, or geographic location. MoEs normally already have several policies and programmes in place, namely those on access and equity.

Programme options can therefore be, for example:

- girls' education,
- education for rural populations,
- mobile schools,
- distance education,
- refugee/IDP education,
- community based education,
- etc.

This can then involve a variety of well-known measures such as:

- reducing class size,
- teacher recruitment and training[6],
- teacher incentive packages - for example hardship location allowances[7],
- school feeding programmes,
- in-service teacher training for less qualified teachers,
- abolishing school fees (formal and informal fees),
- conditional cash transfer programmes,
- scholarships for girls,
- flexibility in the school calendar (catch-up classes),
- accelerated learning programmes.

Equity can also be ensured by:

- mapping existing budget allocations by geographical location,
- planning future budget allocations according to need (as reflected in teacher deployment, construction of schools and teacher training college etc.)[8]

MoEs will need to ensure **monitoring and adequate financing** of these programmes. Programmes on MoE **planning and management system strengthening,** for example

- mapping of education data,
- EMIS improvements, and/or
- public expenditure tracking surveys

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[6] For example targeted at female teachers, or teachers of a particular ethnic group

[7] or early promotions after serving a period of x years in a remote area

[8] For more ideas, see the GPE / UNGEI Equity and inclusion in education guide (2010), http://www.globalpartnership.org/download/file/fid/2252, and Sigsgaard 2013:23-31, 33-35

may therefore also be needed. See also the section on political and financial feasibility analysis below.

Promote languages of instruction that respect cultural identity and are pedagogically sound, and enhance curriculum and classroom practice to promote skills for responsible citizenship, the workplace, personal life and health, respect for all, teamwork and conflict resolution. <mark>Refer to Curriculum booklet xxxx</mark> for more details on this.

Alterations of language of instruction can have considerable budget/planning implications and implications for class sizes, teacher recruitment, allocation and training, etc.

Step 2: Choose among the programme options, based on criteria of affordability, desirability and feasibility

Planning starts with analysis, followed by formulation of policy (see booklets 2 and 3). To implement the policy, first a "wish list" of desired programmes is drawn up (as described under Step 1 above). But the "wish list" is followed by a more narrow assessment of which programmes are actually possible, from a financial, political and capacity point of view. This assessment can be done based on a number of criteria, including:

- **Affordability:** Can the MoE afford the programme? Different costs are involved. Firstly, the *financial* cost. But also the possible *social* or *political* cost. Will there be *private costs* associated with a particular programme (e.g. will a reform require households to share the costs, and if so, what happens to poor groups?) Are there *opportunity costs* (e.g. other desired programmes cannot be implemented due to its cost?) Are there *political costs* - if one group is favoured over another (as can be necessary to make up for past discrimination), is the government willing and able to pay the political cost)?[9]

- **Desirability:** There is of course a moral imperative to ensure children's right to education, and safety. In situations of crisis there can be a question of **priority** and **urgency,** for example when large groups of children are displaced or at risk**.** But desirability also involves the programme's impact on various interest groups and stakeholders. For example, policymakers and planners might want to bring create radical change, whereas certain interest groups (like teacher unions, or armed groups) may not agree with this. In such cases it may pay off to weigh the interests of stakeholder groups and to involve them in the policymaking and planning. Consider also whether the programme is in line with national and/or international development strategies and the society at large. Will the population accept (to get involved with) the programme?

- **Feasibility:** Are the necessary resources available to implement the programme? (human, financial, physical, time for implementation). Are funds, political will and capacity available? Over the long term, feasibility equals **sustainability.** Educational reform shows its impact over a long time period and hence needs sustained resources, including funding and political support.

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[9] Adapted from Haddad 1995: 33.

Setting priorities is not easy. Some issues get more attention than others, so some groups may feel neglected. For example, prioritizing construction of child-friendly schools may take resources away from other objectives, such as universalizing upper secondary education. So the priorities (objectives, targets, and strategies) must be based on well-argued criteria; be clearly justified and explained; and be based on consultation processes with relevant national stakeholders and groups.

Therefore, when selecting programmes, it can be useful to ask the following questions:

- Were the assessment criteria (outlined above) utilized to verify the programme choice?
- Were various stakeholder groups involved in the process of programme formulation?
- Does the programme chosen contribute achieving overarching national and international priorities (education) development goals?

Step 3: Set targets for the programmes

Once programmes have been selected, clear targets should be set for each programme. Box 4.1 explains the link between objectives, targets and programmes.

Box 4.1. Terminology

Plan *objectives* follow from the policy. Objectives are more specific than goals. Achieving them may take longer time than the plan period.

Example of an objective: Preventing attacks on education can be one objective among several objectives to achieve a goal of increasing equitable access.

Plan *targets* must be SMART: specific, measurable, achievable, realistic and time-bound. A sector plan is successful if it achieves its targets because that is one step closer to achieving the objectives and goals. Most of the plan elements – such as the programmes and their costs – depend on the plan targets (rather than on the objectives or goals as these are less specific).

Examples of targets: reducing attacks on female students by 50% by 2018.

Programmes are therefore identified to achieve the targets. Programmes are a combination of activities (in the same area).
Examples of programmes: See above under step 1.

Targets should be expressed in a '**SMART**' way. Characteristics of a SMART objective are the following:

- **Specific**: is the objective specific enough to measure progress towards the results?

- **Measurable**: is the objective a reliable and clear measure of results?

- **Achievable**: is the objective realistic?

- **Relevant**: is the objective relevant to intended results and outcomes?

- **Time-bound**: is it clear by when the objective should be reached?

In some cases, it can be better to reflect directly on the programmes that could be implemented to achieve an objective, without spending too much time on identifying targets. Target-setting is good, but quantification should not become an obsession.

Table 4.1 illustrate examples of a sector plan's goals, objectives, targets and strategies.

Table 4.1. Goals, objectives, targets and strategies of a sector plan: some examples

GOALS	OBJECTIVES	TARGETS	STRATEGIES
1. Achieve EFA by 2020	1.1 Increase enrolment for all including those affected by conflict or disaster	1.1.1 Increase net enrolment rate in primary education from 80% to 100% by 2020	1.1.1.1 Provide school facilities in underserved areas and zones at risk of disaster or conflict 1.1.1.2 Provide additional classrooms in the existing schools 1.1.1.3 Provide Non-Formal Education centres or alternative to schools 1.1.1.4 Sensitize parents to send their children to schools 1.1.1.5 …
	1.2 Decrease dropout	1.2.1 Reduce dropout rate in grades 1 to 4 from 15% to 0% by 2020	1.2.1.1 Provide uniforms, textbooks and scholarships 1.2.1.2 Introduce attendance-based incentives 1.2.1.2 …
	1.3 Improve quality	1.3.1 Increase learner achievement in grade 5 by 25% by 2020	1.3.1.1 Improve classroom learning conditions and refurbish classrooms and learning materials damaged by disaster 1.3.1.2 Provide trained teachers, including in remote areas and zones affected by recurrent disasters 1.3.1.3 …
2. Universalize secondary education by 2020	2.1 Increase enrolment	2.1.1 Increase the transition ratio from primary to secondary education from 70% to 85% by 2020	2.1.1.1 Introduce scholarships for girls and ethnic minorities 2.1.1.2 ….
	2.2 Improve quality	2.2.1 Ensure that 75 % of learners (including ethnic minorities, IDPs and refugees) demonstrate minimum competencies at end of secondary school exam	2.2.1.1 Improve laboratory and library facilities 2.2.1.2 Improve teacher pay and development 2.2.1.3 Improve school leadership 2.2.1.3 Strengthen school supervision, in particular for beginning teachers
3. Improve the effectiveness of educational management	3.1 More effective planning, management, resource allocation and utilization through improving skills of educational experts	3.1.1 By 2020, 90% of MoE staff have clear TOR and the skills needed to undertake their work	3.1.1.1 Designing appropriate professional development programmes for MoE staff at central, provincial and district level in collaboration with them 3.1.1.2 Organizing professional development programmes in educational planning and management 3.1.1.3 Organizing professional development programmes in EMIS 3.1.1.4 Developing and making available guidelines and support materials in educational planning and management and in EMIS

Step 4. Situate the programmes in a Logical Framework Matrix

Note: Readers who are already familiar with the logical framework approach may choose to skip reading this step.

A Logical Framework Matrix (also known as a Logframe) is a commonly used method for project design. It is a systematic, logical method of organizing activities for reaching objectives, which summarizes the programme or project and its goals, objectives, anticipated results, activities and targets, typically in 4 columns by 4 rows. It should be accompanied by more detailed work plans or activity schedules.

The Logframe is also essential for monitoring, see booklet 6. The targets set are linked to indicators which form the base for monitoring the programmes.

Once consensus has been reached on the project's overall objective(s), specific objective, results and activities, planners should define the precise targets to be achieved, the sources of information that will allow for the verification of these targets, and the assumptions surrounding activity implementation. The idea is to start from the purpose statement and work downwards following a "means-end logic" asking two questions:

(i)   If we achieve the specific objective of the project, what are the different results to be produced?
(ii)   What activities need to be implemented in order to deliver each of the specific results?

Developing a Logframe requires going a step further than elaborating strategies and involves considerable discussion and brainstorming among stakeholders in order to provide sufficient details on the expected results and the specific activities that are required to implement the strategies in order to reach the specific objectives. A sample Logframe, together with a brief explanation of each of the elements to be included in the Logframe, is provided in Table 4.2 below.

Table 4.2 Typical structure and content of a Logical Framework Matrix

Programme description	Indicators	Source of verification	Assumptions
Overall goal The broad development <u>impact</u> to which the program contributes at a national or sectoral-level (provides the link to the policy and/or sector program context) *e.g. Improved quality of primary education*	Measures the extent to which a contribution to the overall objective has been made. *e.g. Learning outcomes improved at international standards*	Sources of information and methods used to collect and report it (including who and when/how frequently). *e.g. International tests such as SACMEQ*	
Specific objective The development <u>outcome</u> at the end of the program, more specifically the expected benefits to the target group(s) *e.g. Improved learning achievements*	Helps answer the question: 'How will we know if the specific objective has been achieved'? Should include appropriate details of quantity, quality and time. *e.g. % of students achieving minimum scores in exams increased from 35% in 2009 to 52% in 2015*	Sources of information and methods used to collect and report it (including who and when/how frequently) *e.g. National examination results*	Assumptions (factors outside the program management control) that may impact on the results *e.g. Students have support from families to complete the education cycle*
Results The direct <u>outputs</u> (goods and services) that the program delivers, and which are largely under project management's control *e.g. 1. Curriculum developed* *2. Textbooks & guides available* *3. Trained teachers*	Helps answer the question: 'How will we know if the results have been delivered'? Should include appropriate details of quantity, quality and time. *e.g. new curriculum available* *Pupil-textbook ratio* *Number of teachers trained in new methods*	Sources of information and methods used to collect and report it (including who and when/how frequently) *e.g. evaluation reports for quality of textbooks and teaching methods*	Assumptions (factors outside the program management control) that may impact on the results *e.g. Teachers and parents adopt new curriculum* *proper incentives provided for teachers to enrol in training*
Activities The tasks that need to be carried out to deliver the planned results *e.g. 1.1 Develop syllabi and pedagogical materials* *2.1 Publication of textbooks* *2.2 Distribution of textbooks to schools* *3.1 Train teachers*	Sometimes a summary of resources/means is provided in this box *e.g. INPUTS*	Sometimes a summary of costs/budget is provided in this box *e.g. COSTS*	Assumptions (factors outside the program management control) that may impact on the activity-result linkage *e.g. Stable exchange rate throughout the duration of the project*

The Logframe matrix is typically read from the bottom to the top. The bottom row (Activities) explains *how* the results, specific objectives and overall goals will be attained. In turn, the rows above (Results, Specific objectives and Overall goals) clarify *why* the activities are being implemented.

The four columns provide different types of information about the steps in each row mentioned. The first column (Programme description), is used to provide a basic description of the activities, results, specific objectives and overall goals. The second column (Indicators) lists the relevant indicators or targets that will allow planners to know if the results, specific objectives and goals have been attained or if the activity has been implemented. The third column (Sources of verification) describes the sources of information for this data, and the fourth column lists the assumptions (external factors which could influence positively or negatively the aspects described in the first column).

The core of the Logical Framework is a series of connected propositions, as illustrated in figure 6.1:
- If these Activities are implemented, and these Assumptions hold, then these Results will be delivered;
- If these Results are delivered, and these Assumptions hold, then this Specific Objective will be achieved;
- If this Specific Objective is achieved, and these Assumptions hold, then this Overall Goal will be achieved.

Figure 6.1: Logic of the LFA

Programme description	Indicators	Source of verification	Assumptions
Overall goal The broad development impact to which the programme contributes at a national/ sectoral-level (provides the link to the policy and/or sector program context) *e.g. Improved quality of primary education*	Measures the extent to which a contribution to the overall objective has been made. *e.g. Learning outcomes improved at international standards*	Sources of information and methods used to collect and report it (including who and when/how frequently). *e.g. International tests such as SACMEQ*	
Specific objective The development outcome at the end of the project specifically that is delivered to the target group *e.g. Improved learning achievements*	Helps answer the question: 'How will we know if the specific objective has been achieved'? Should include appropriate details of quantity, quality and time. *e.g. % of students achieving minimum ... in exams increased from ...2009 to 52% in 2015*	Sources of information and methods used to collect and report it (including who and when/how frequently). *e.g. National examination results*	Assumptions (factors outside the program management control) that impact on the results *e.g. Students have support from families to complete the education cycle*
Results The direct outputs (goods and services) that the program delivers, and which are largely under project management's control *e.g. 1. Curriculum developed 2. Textbooks & guides developed 3. Trained teachers*	Helps answer the question: 'How will we know if the results have been delivered'? Should include appropriate details of quantity, quality ... *e.g. new curriculum available Pupil ... ratio Number of teachers ... in new methods*	Sources of information and methods used to collect and report it (including who and when/how frequently). *e.g. evaluation reports for quality of textbooks and teaching methods*	Assumptions (factors outside the program management control) that impact on the results *e.g. Teachers and parents adopt new curriculum proper incentives provided for teachers to enrol in training*
Activities The tasks that need to be carried out to deliver the planned results *e.g. 1.1 Develop syllabi and pedagogy 2.1 Publication of textbooks 2.2 Distribution of textbooks to schools 3.1 Train teachers*	Sometimes a summary of resources/means is provided in this box	Sometimes a summary of costs/budget is provided in this box	Assumptions (factors outside the program management control) that impact on the activity-result ... *e.g. stable exchange rate throughout the duration of the project*

The LFM follows a 'means-end logic'. It is based on a series of cause and effect relationships as the following example shows:
- Teacher training (*activity*) leads to better teacher competence (*result*);
- Better teacher competence (*result*) leads to better teacher performance (*specific objective*);
- Better teacher performance (*specific objective*) leads to better student results (*overall objective*).

These relationships however are always subject to a series of *assumptions*, which need to be made explicit.

- Assumptions (described in the fourth column) are external factors (political, economic, physical, etc.) that can impact on the implementation of the program while being outside the control of the project management.
- Most of those factors will already have been identified during

the diagnostic phase, but others might come up during the detailed program design discussions.

- External factors can have an effect on the program that is positive (e.g. an awareness raising campaign organized by an external agency) or negative (e.g. the possible eruption of civil war). But since both are outside the program management control, both imply a risk for successful program implementation.
- The risk of each factor has to be assessed (e.g. a subjective rating on a five point scale from very low to very high) and possible mitigating factors explored. The assumptions at activities level have to be defined first and then upwards at the level of results and program objective. Once the different assumptions have been assessed and on the whole considered reasonable, the assumptions column should serve as the basis for careful **risk monitoring** during program implementation.

As mentioned above, the Logframe is also essential for monitoring the programmes - read more in booklet 6.

Key actions

- Seek inspiration from the programmes for safety, resilience and social cohesion described in this booklet, and see the reference list for more detailed information
- Align programmes for safety, resilience and social cohesion with already-existing education programmes (e.g. on access, equity, quality and management) where possible.
- Consider the financial, but also the social and political cost of the programmes, to ensure sustainability.
- Involve stakeholder groups in programme development to ensure broad ownership.
- Set SMART targets
- Situate the programmes in a Logical Framework Matrix

Key Resources

Global Coalition to Protect Education from Attack. 2014. *Education Under Attack 2014* http://protectingeducation.org

Global Coalition to Protect Education from Attack. 2014. *Draft Lucens Guidelines* http://protectingeducation.org/sites/default/files/documents/draft_lucens_guidelines.pdf

Global Partnership for Education. 2010. *Equity and Inclusion in Education: A Guide to Support Education Sector Plan Preparation, Revision, and Appraisal* http://globalpartnership.org/content/equity-and-inclusion-education-guide-support-education-sector-plan-preparation-revision-and

Haddad, W.D. 1995. Education policy-planning process: an applied framework. Fundamentals of Educational Planning, 51. Paris: UNESCO International Institute for Educational Planning,

IIEP-UNESCO. 2009. *Guidebook for planning education in emergencies and reconstruction.* Paris: IIEP-UNESCO http://www.iiep.unesco.org/fileadmin/user_upload/Cap_Dev_Technical_Assistance/pdf/Guidebook/Guideboook.pdf

INEE 2013. *Conflict Sensitive Education Pack* http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1148

Koons, C. 2014. *Integrating Conflict and Fragility Analysis into the Education System Analysis Guidelines: A Proposed Companion Guide.* Washington, DC: USAID. http://pdf.usaid.gov/pdf_docs/PA00JW1Z.pdf

Poisson, Muriel. 2009. Guidelines for the design and effective use of teacher codes of conduct. Paris: UNESCO IIEP.

Sigsgaard, M. 2013. *Conflict-Sensitive Education Policy.* Doha: Protect Education in Insecurity and Conflict (PEIC), Education Above All.

Sinclair, M. (ed). 2013. *Learning to Live Together: Education for conflict resolution, responsible citizenship, Human rights and humanitarian norms*. Doha: PEIC. http://educationandconflict.org/sites/default/files/publication/LEARNING%20TO%20LIVE%20TOGETHER.pdf

Comprehensive School Safety Network (2014) (pp. 2-4)

The Three Pillars of Comprehensive School Safety

Comprehensive school safety is addressed by education policy and practices aligned with disaster management at national, regional, district, and local school site levels.
It rests on three pillars:

1. **Safe Learning Facilities**
2. **School Disaster Management**
3. **Risk Reduction and Resilience Education**

Multi-hazard risk assessment is the foundation for planning for Comprehensive School Safety. Ideally, this should be part of Educational Management Information Systems at national, subnational, and local levels. It is part of a broader analysis of education sector policy and management in order to provide the evidence base for planning and action.
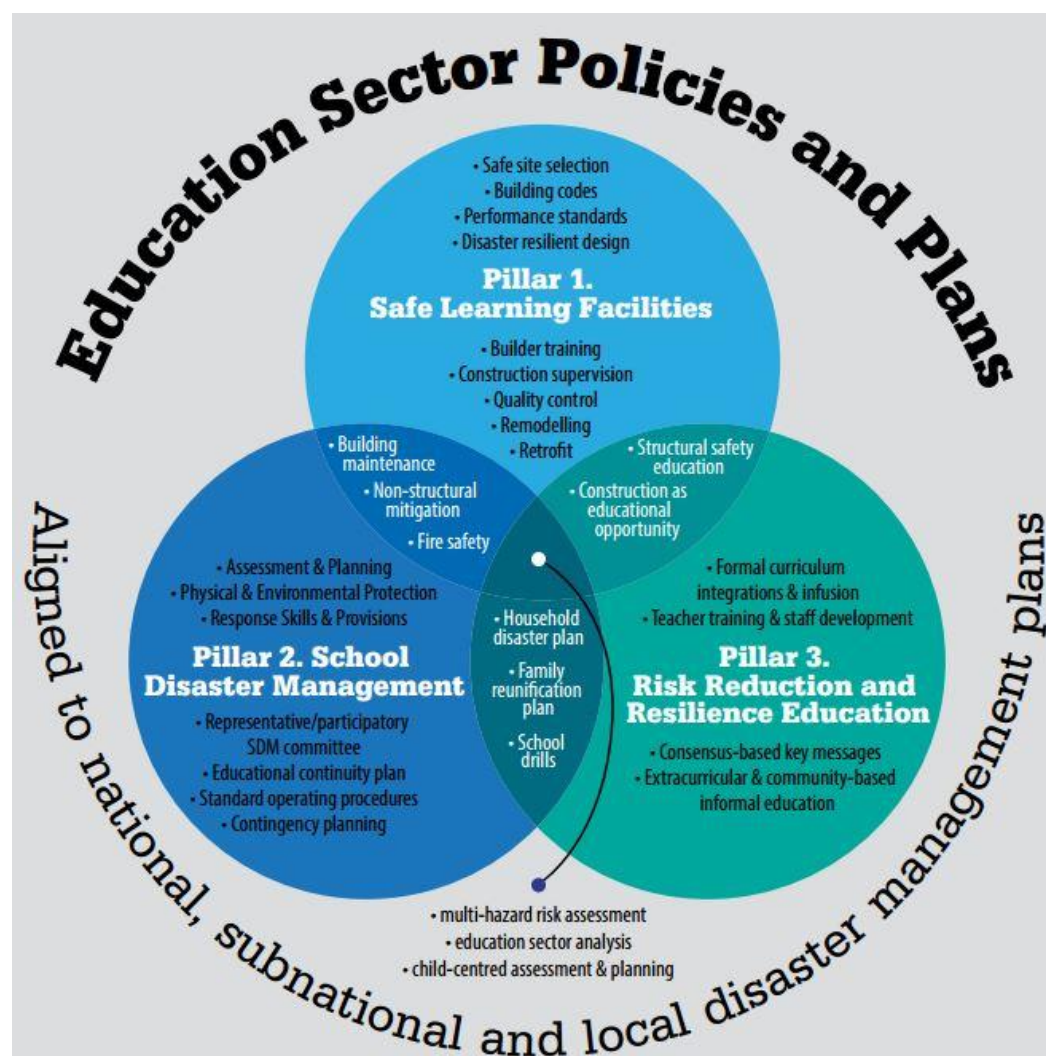
1. Safe Learning Facilities involves education authorities, planners, architects, engineers, builders, and school community members in safe site selection, design, construction and maintenance (including safe and continuous access to the facility). The key responsibilities for both public and private schools are to:

• Select safe school sites and implement disaster-resilient design and construction to make every new school a safe school.
• Implement prioritization schema for retrofit and replacement (e.g. including relocation of unsafe schools).
• Minimize structural, non-structural and infrastructural risks to make buildings and facilities for survival and evacuation.
• Incorporate access and safety for people with disabilities in design and construction of school facilities.
• If schools are planned as temporary community shelters, design them to meet these needs, and be sure to plan for suitable alternate facilities for educational continuity.

• Ensure that children's access to schools is free from physical risks (e.g. pedestrian paths, road and river crossings).
• Adapt water and sanitation facilities to potential risks (e.g. rain-fed and lined latrines).
• Implement climate-smart interventions to enhance water, energy and food security (e.g. rainwater harvesting, solar panels, renewable energy, school gardens).
• Plan for continuous monitoring, financing, and oversight for ongoing facilities maintenance and safety.

2. School Disaster Management is established via national and sub-national education authorities and local school communities (including children and parents), working in collaboration with their disaster management counterparts at each jurisdiction, in order to maintain safe learning environments and plan for educational continuity, conforming to international standards. The key responsibilities are to:

• Establish national and/or sub-national level committee and fulltime focal point(s) leading comprehensive school safety efforts.
• Provide policies, guidance at sub-national and school-site levels for ongoing site-based assessment and planning, risk reduction, and response preparedness as part of normal school management and improvement.
• Develop, train, institutionalize, monitor and evaluate school committees. These should be empowered to lead identification and mapping of all hazards inside and outside school and community and action-planning for ongoing risk reduction and preparedness activities. Encourage participation of staff, students, parents and community stakeholders in this work.
• Adapt standard operating procedures as needed, for hazards with and without warnings, including: drop cover and hold, building evacuation, evacuation to safe haven, shelter-in-place and lockdown, and safe family reunification.
• Engage schools in making early warning and early action systems meaningful and effective.

• Establish national and sub-national contingency plans, based on the Interagency Network for Education in Emergencies (INEE) Minimum Standards (2010), to support educational continuity, including plans and criteria to limit the temporary use of schools as temporary shelters.
• Identify alternate locations for temporary learning spaces and alternate modes of instruction
• Incorporate the needs of pre-school and out-of-school children, children with disabilities, and both girls and boys.
• Link education sector and disaster management sector, and public safety policies and plans at each level of social organization (national, sub-national levels, and local and schoolsite level) and establish communication and coordination linkages across sectors.
• Practice, critically evaluate, and improve on response preparedness, with regular school-wide and community-linked simulation drills. Adapt standard operating procedures to specific context of each school.

3. Risk Reduction and Resilience Education should be designed to develop a culture of safety and resilient communities. Key responsibilities are to:

• Develop consensus-based key messages for reducing household and community vulnerabilities, and for preparing for and responding to hazard impacts as a foundation for formal and non-formal education.
• Engage students and staff in real-life school and community disaster management activities, including school drills for fire (and other hazards, where applicable).
• Develop scope and sequence for teaching about critical thinking for all hazards.
• Infuse risk reduction throughout the curriculum and provide guidelines for integration of risk reduction and resilience into carrier subjects.
• Develop quality teaching and learning materials for students and teachers. Address all dimensions of climate-smart risk reduction education: disaster mechanisms, key messages for safety and preparedness, understanding risk drivers and

mitigating the consequences of disasters, building community risk reduction capacity and a culture of safety and resilience, and learning to live together.
• Provide teacher training for both teachers and teacher trainees on risk reduction curriculum materials and methodologies.
• Develop strategies to scale-up teacher involvement for effective integration of these topics into formal curriculum as well as nonformal and extra-curricular approaches with local communities.