

Solomon Islands Knowledge- Action-Sustainability for Resilient Villages (SOLKAS)

Annex 27: Solomon Islands Education Sector Resilience and Climate Adaptation

Accredited Entity: Save the Children Australia

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1 Climate Change and the Education Sector

1.1 Climate Change Impacts on the Education Sector

- Climate change threatens to make it harder for children to remain safe and protected and complete their education without disruption. The impacts on children and the education sector are making a significant problem worse. The direct and indirect impacts are seen in the schematic below:

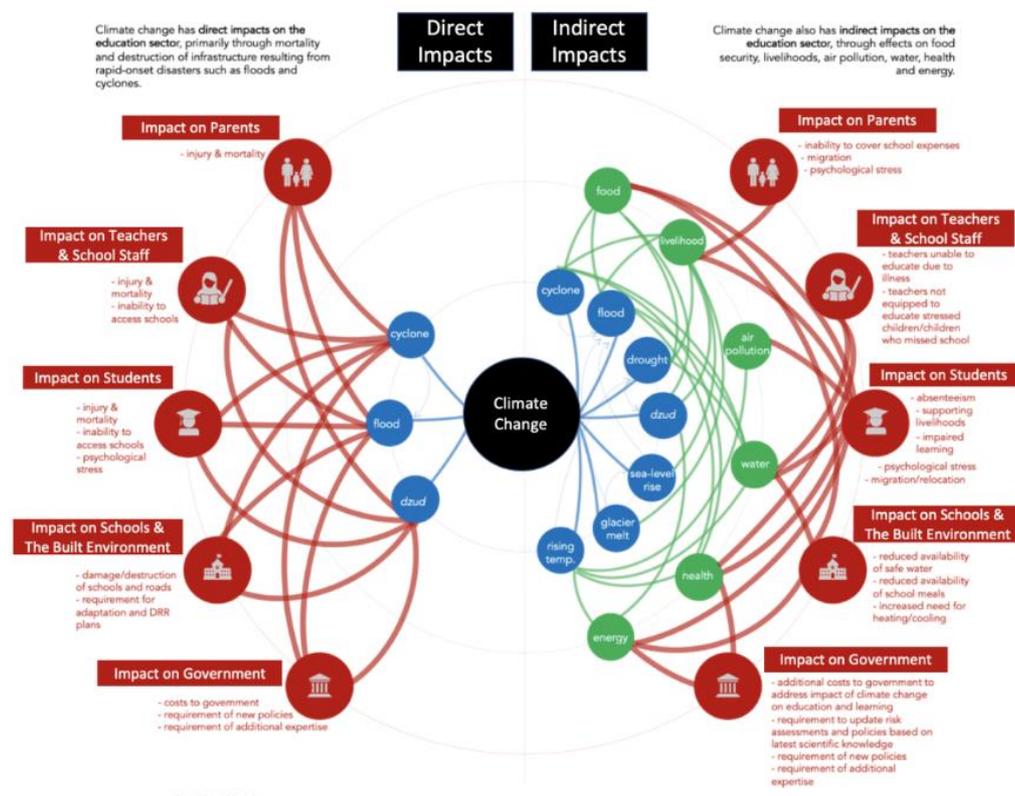


Fig.1 Climate Change on the Education: Direct and Indirect Pathways¹

Major UN agencies and child-centred international governmental organisations have identified that climate and environmental hazards, shocks and stresses are a child rights crisis², and have found education needs invisible in climate change discussions, and the voice of education almost silent. education sector isolated from climate change action and empowerment.³ been documenting the

¹ UNICEF (2022). [It is Getting Hot: Call for Education Systems to Respond to the Climate Crisis](#) (East Asia and the Pacific)

² UNICEF (August, 2021). [The climate crisis is a child rights crisis](#); Save the Children (2021) [Born into the climate crisis](#)

³ Kwauk, C. (February, 2020). [Roadblocks to quality education in a time of climate change](#), Brookings Institute.

alarming impacts of increasing temperatures, changing rainfall patterns, rising sea levels, and more frequent and intense extreme weather events. Guidance from East Asia and the Pacific for measuring both direct impacts: death, injury, damage to infrastructure and school materials, and educational disruption/foregone education, as well as the indirect impacts on absenteeism, dropouts, and negative impacts on well-being, food security and nutrition, livelihood security and incomes, air pollution, water and sanitation, health, energy.

Urgent action is recommended to:

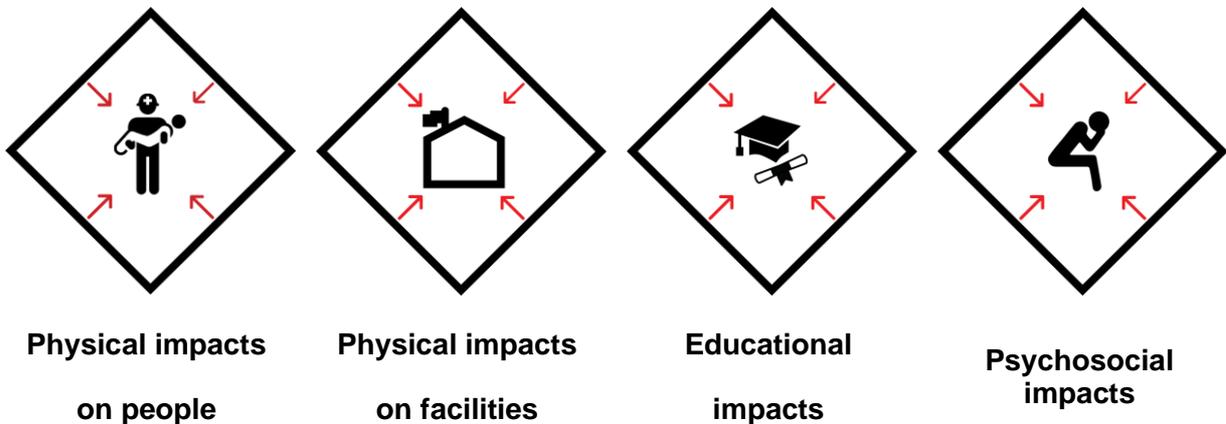
2. I. Improve learning and skills in schools to address climate crisis challenges
 - 1.1 Improve learning on Climate Change in schools*
 - 1.2 Take action-oriented pedagogies to ensure skills-based learning*
3. II. Enhancing data and improving the evidence base to inform climate and education policies and develop sustainable financing mechanisms for climate-resilient education systems
 - 2.1 Systematically collect and use data from education systems and other sectors*
 - 2.2 Improve monitoring and data analysis to improve policies and investments*
4. III. Ensure continued education and support of all children and adolescents, teachers and families under different climate change scenarios. Specific initiatives to climate-proof schools and relevant infrastructure necessary for access to and quality of education are needed
 - 3.1 Invest in climate-resilient education infrastructure*
 - 3.2 Establish alternative climate-resilient education pathways*
 - 3.3 Protect children, adolescents, teachers and their families affected by the climate crisis*
5. IV. The education sector's leadership in tackling the climate crisis is critical. For this, education stakeholders will need to strengthen their capacity in understanding and acting on the climate crisis and proactively participating in relevant climate change policy-making and financing processes at international, national and sub-national levels.
 - 4.1 Strengthen the education sector's leadership in climate change and raise the voice of the education sector in climate policies, finance and actions*
 - 4.2 Improve cross-sectorial collaboration and programming*
 - 4.3 Incorporate climate change in education planning and financing.”⁴*
6. Guidance from South Asia suggests system-wide standards and progress indicators for climate-resilient education systems with specific benchmarks for policies, plans and strategies; finance; curriculum, teaching and learning; teacher capacity-building; communication, coordination and partnership; school/community student participation platforms; monitoring, evaluation and

⁴ UNICEF (2022). [It is Getting Hot op.cit.](#)

accountability.⁵ Guidance from Latin America and the Caribbean similarly offers a new paradigm to: ensure safety, build resilience, and promote sustainability.⁶

Education sector resilience is essential to maintain and deliver educational continuity

7. Climate impacts require education sector resilience to avoid:
- *Physical impacts on staff and students:* death and injury, especially as a result of weather-related extreme events, and hazards in and on the way to school.
 - *Physical impacts on school facilities:* damage to school infrastructure investments, insufficient water for drinking and sanitation, and inadequate water and sanitation facilities.
 - *Educational impacts on students:* damaged infrastructure, inadequate and unsafe facilities result in disruption to education and exacerbate inequalities
 - *Psychosocial impacts:* inability to anticipate, plan for, and respond effectively lead to adverse psychosocial impacts of trauma, hopelessness, and helplessness.



8. The adverse impacts of the failure to plan and implement climate change mitigation and adaptation measures rebounds upon livelihoods, nutrition, health, shelter, and displacement – and all of these *also* impact children’s access to their rights to education and development.

⁵ UNICEF (2022). [Toward Climate Resilient Education Systems: A Tool for Reflection, Dialogue and Progress Assessment for Ministries of Education and its Partners](#) UNICEF Regional Office for South Asia

⁶ UNICEF (2022). Advancing climate action through the education sector: guidelines for policymakers in Latin America and the Caribbean (draft).

1.2 Education sector impacts on climate change

1.2.1 Education is vital to climate change resilience

9. A recent article in the Economist points to “how a bit of learning can help people adapt, and how its absence leaves them vulnerable”⁷ Recent research finds that better educated people have: access to information (such as early warnings), enhanced cognitive skills, better health, more willingness to change risky behaviors, and can extend their personal planning horizons. Economic modelling suggests that increased education can reduce the death toll from floods, droughts, wildfires, extreme temperatures and other extreme events.⁸ Better and longer education is associated with better health and hazard preparedness. It helps people to assess unfamiliar risks, respond to sudden changes, improve abstract thinking, and imagine and plan ahead. Education is a stronger predictor of survival than wealth.⁹ Education gives people the confidence, curiosity and ability to seek new information, process it, and act on it.
10. Their World Global Business Coalition for Education identifies a series of research findings that demonstrate the impacts of education on climate change. Among these are several with direct relevance to the SOLKAS proposition.¹⁰
 - **Universal education and health interventions can have a direct impact on climate change.** *The resulting reductions in emissions globally could be as high as 85.4 gigatons of carbon dioxide between 2020 and 2050 (Project Drawdown, 2020)*
 - **Education increases the capacity to adapt, reducing the risk of climate-related disasters.** *Education helps to foster the knowledge, skills, and attitudes required to lessen and prevent additional environmental damage. (Feinstein & Mach, 2019).*
 - **Providing environmental education to children has a ripple effect, with knowledge transferred to their families, inspiring action and reducing vulnerability.** *In the United States, intergenerational learning has proven to be an influential pathway for parental adoption of environmental concerns, ultimately changing harmful behaviour. (Lawson et al., 2019)*
 - **Education saves lives.** *If universal upper-secondary was realised by 2030, 200,000 disaster-related deaths could be prevented in 20 years. If progress towards achieving education for all is halted, disaster-related deaths could increase by 20% per decade. (GEM, 2016)*
 - **Increased education leads to higher levels of environmental concern and awareness.** *A study of nearly 30 countries found that 37% of people with secondary education and 46% of those with tertiary education were concerned for the environment, compared with 25% of those who did not start secondary education. UNICEF, 2015 Franzen & Voql, 2013*
 - **Education changes behaviours and fosters sustainable practices.** *In Ethiopia, a farmer with six years of education is 20% more likely to practise sustainable agricultural methods to adapt to climate change. (UNICEF, 2015)*

⁷ Economist, [Climate change is harder on less educated people](#) (June 2, 2022).

⁸ Lutz, W. & Patt, A., International Institute for Applied Systems Analysis.

⁹ Muttarak, R. & Dimitrova, A., Wittgenstein Center & Dimitrova, A., See also Samir, K.C. Asian Demographic Research Institute

¹⁰ Their World (2020). [The Key: Education and Climate Change](#).

- ***A better educated labour force is essential to ensuring the technological transformation required to combat climate change.*** Education provides the basic, technical, and managerial skills necessary to innovate and develop green industries, transforming economies and food systems, and reducing environmental destruction. Green growth could produce up to 60 million additional jobs globally.
Technopolis Group, 2015 ILO, 2012
- ***Education promotes sustainable farming practices.*** Farmers educated in field schools reduced their environmental impact by 39%, and decreased pesticide use by 17%, while increasing their yield by 13%, and revenue by 19% (*Waddington et al., 2014*).

2 Enabling systems, policies, and priorities in the Solomon Islands

11. There are three major strands of enabling systems, policies and priorities in the Solomon Islands that relate to all activities. These are **education sector**, **disaster** management and climate change, and **youth**.

2.1 Education Sector Enabling Systems, Policies and Priorities

2.1.1 Overview of education in the Solomon Islands

12. Solomon Islands has 900 islands organized into 10 administrative areas (9 provinces and the Capital Territory of Honiara). Of the total population of approximately 721,000, 209,000 are children enrolled in schools (47-50% female at most levels) as of 2019. There are a total of 1,050 schools in the country (271 early childhood (registered) 280 (unregistered), 510 stand-alone (years 1-6) primary (including 131 non-government), 243 community high schools (most of which include a primary and some ECE centers), 15 provincial high schools ((2 non-government), and 10 national high schools (8 non-government) 50 Rural Training Centers/Technical Vocational Education Training.¹¹
13. Total gross enrolment rates in all levels of education were highest in 2017-18 at 79-80% for females and males. There is virtually full enrolment at primary school level, but then a large drop off at the transition to junior secondary, and larger still at the transition to senior secondary. There was an overall decrease in student population from 216,000 in 2018 to 209,000 in 2019 (pre-COVID 19). In 2019 the gross enrolment rates were: 82% for ECE, 114% Primary, 68% Junior Secondary, 32% Senior Secondary. Although the transition rate in Year 6 increased from 88.5% to 89.4% in 2019, the survival rate at the end of Junior Secondary decreased from 55.2% to 47.2%. There were slightly higher rates for females in junior secondary, but otherwise gender similar. Provincial enrolment rates varied widely, between 51-64% in the lowest 4 provinces to 84>100% in the other 6 provinces and Honiara.¹² The total primary out-of-school rate from 2016-2019 was 13%. Here too there are

¹¹ Government of Solomon Islands, Ministry of Education and Human Resources Development (2019). [Performance Assessment Report 2019. Solomon Islands Education Statistics Digest](#). p.12

¹² Government of Solomon Islands, Ministry of Education and Human Resources Development (2019). [Performance Assessment Report 2019. Solomon Islands Education Statistics Digest](#). p.44

high of 45% and 24% in Guadalcanal and Western provinces, and lows of 12%–<1% in the other administrative regions.

14. Long-term trends show late entry to school, high over-age enrolments, high levels of repetition in primary, low survival rates across the school years. Most students leave school before senior secondary, due to infrastructure shortages, fees and other costs, lack of accessibility and academic focus of curriculum. The global CoVID-19 pandemic has heightened what was already a crisis in education.
15. The Ministry of Education and Human Resource Development (MEHRD) goal is that “all Solomon Island children complete a quality and relevant education”. Whilst the official language of the country is English, the most widely used and understood is Solomon Islands Pijin.

2.1.2 Disaster Management & Climate Change in Education Sector Strategy, Planning, and Practice

16. Its Theory of Change is organized around Increased Access, Improved Management, and Improved Quality. MEHRD introduced *Disaster Preparedness and Education in Emergency Situations Policy* in 2011. Since then, it has been into the **Education Strategic Framework 2016-2030 (ESF)**¹³, as well as the as well as the 2016–2020 and the current **Solomon Islands National Education Action Plan 2022-2026 (NEAP)**¹⁴. These are now aligned to both the international Sustainable Development Goals (SDGs), and the Pacific Regional Education Framework (PacRef)¹⁵. It is acknowledged that many policies introduced have only been partially implemented, and lessons learned incorporated into the current framework and action plan.
17. The impact of hazards and the importance of Disaster Risk Management has been well-recognized in the Solomon Islands for more than a decade. Thus,

“MEHRD responded swiftly to the threat of COVID-19 in 2020 to ensure the continuity of learning. Similarly, Education Authorities, School leaders and teachers were vital in keeping children engaged and learning during the pandemic. The Learning Communities project was... the lead strategy to find a collaborative approach to supporting communities and learning...”
18. Indeed, the new awareness of just how much disruption hazard impacts can have on education, has added urgency to this new item in the current National Education Action Plan (NEAP).

Disaster and Risk Management

*Start incorporating disaster, climate and environmental risk management considerations in the definition of access and quality goals*¹⁶

¹³ Government of Solomon Islands, Ministry of Education and Human Resources Development, [Education Strategic Framework 2016-2030](#)

¹⁴ Government of Solomon Islands, Ministry of Education and Human Resources Development, National Education Action Plan 2022-2026 (NEAP)

¹⁵ [Pacific Regional Education Framework \(PacREF\) 2018-2030](#)

¹⁶ Government of Solomon Islands, [Solomon Islands National Education Action Plan 2022-2026 \(NEAP\)](#) p.18

19. The three areas of focus under Disaster and Risk Management, are:

- Learning Continuity – especially related to COVID-19 and safe back-to-school
- Disaster Preparedness – with focus on staff and systems capacity audit, and capacity strengthening, response preparedness
- Safe Schools – “Undertake steps in disaster, resilience, climate change and safe schools audit of all schools and education infrastructure”, and “Develop national infrastructure standards for education facilities, ensuring that standards are cost, resource, and logistically feasible within the national context.”¹⁷

20. The Solomon Islands Education Management Information Systems quality and completeness of data have been steadily improving with the shift to tracking student progress more accurately based on names and birthdates, and with open-source tools that will allow real time entry and access to data. Education is a top priority, with 34% of the Solomon Islands budget allocated to it.

21. An *Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies*¹⁸ was first produced in 2015. At the time of writing it is being updated, and re-named *School Safety Context Analysis*. Since 2012, Solomon Islands school safety programming has been governed by a *Disaster Preparedness and Education in Emergencies (EiE) Policy*, and with support via UNICEF and Save the Children, by a national focal point for EiE, who dedicates 30% of their time to DRR and EiE. Similarly, national capacity building for EiE and Participatory School Safety Management has been supported by Save the Children and UNICEF and others over the past decade, with training delivered at a national and sub-national level.

2.1.3 Comprehensive School Safety (CSS) scaffolding

22. The Solomon Islands has endorsed the *Comprehensive School Safety Framework*¹⁹, and goals of reducing deaths, injuries, and physical harm to children, reducing education disruption for children, and promoting risk reduction and resilience knowledge and practice. The framework relies upon duty-bearing education and disaster management / climate authorities to lead national level cross-sectoral, multi-stakeholder coordination, to address:



- Enabling Systems and Policy
- Safer School Facilities
- School Safety and Educational Continuity Management
- Risk Reduction and Resilience Education

¹⁷ Government of Solomon Islands, Ministry of Education and Human Resources Development, [Solomon Islands National Education Action Plan 2022-2026 \(NEAP\)](#) p.44

¹⁸ Government of Solomon Islands, Ministry of Education and Human Resources Development, [Solomon Islands Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies](#) (2015).

¹⁹ GADRRRES (2022). [Comprehensive School Safety Framework 2022-2030](#).

23. This approach provides scaffolding for planning and decision-making at all levels. In 2015, at a national priority-setting workshop, MEHRD and other governmental, inter-governmental, and non-governmental partners identified the gaps and priorities in relation to the CSS Framework. Gaps and priorities were identified in:

Enabling Systems and Policies²⁰

- *Ensure job descriptions of education staff include disaster risk reduction and emergency response and coordination between NDMO and MEHRD focal points in place.*
- *TEES to broaden scope and coordinate SDM not only EiE and response mechanisms.*
- *Improve monitoring mechanisms – Create standard indicators for monitoring and tracking progress on CSS.*
- *National level: Review current EiE policy for incorporation of CSS and CCA and strategic plan.*
- *Disseminate policy to education authorities and schools.*

24. Other gaps and measures to address these are detailed in the next three sub-sections.

2.1.4 *Safer School Infrastructure in the Solomon Islands*

25. Field data collected in 2022 from 643 respondents to Save the Children’s survey of households found school infrastructure with significant problems. Findings include:

Question	Yes	Some times	No	Not Sure	No Response
School buildings safe from impacts of cyclones, coastal erosion, and other hazards	23%		48%	8%	20%
Sufficient water for drinking, handwashing and sanitation	23%	24%	36%	2%	
Route to school safe	48%	25%	21%	6%	
Children miss school because of bad weather	23%		48%	8%	20%
	Very often (> 10)	Often (10+)	Rarely (<4)		No answer

²⁰ [Pacific Consortium for the Advancement of School Safety: For a bright future safe from disasters for all children](#) (2019) p.13

	days / year)	days / year)	days/ year)		
Teachers or children stay home due to gastro-intestinal problems / lack of clean water	17%	35%	27%		20%
Children or staff miss school due to WASH facilities not available	11%- 13%	27- 41%	45%- 54%		
Unsafe routes to school due to: (297 responses) Rain and wind cause: Flooding, high tides, dangerous crossings in canoe, crocodiles, bridges are unsafe, downed trees, muddy, slippery paths, dangerous road conditions					

The Solomon Islands Education Strategic Framework (ESF) 2016-2030 consistently notes that meeting SDG 4 targets involves

“4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all”

and that increasing access to learning involves

“safe and easily accessible facilities”

Its school-management strengthening outcomes include

“a quality framework support system for managing school assets using ICT is developed and implemented” ²¹

26. In the current *National Action Plan*, the focus for infrastructure is on expanding access, School Asset Management Planning, better provision of WASH infrastructure, and improved maintenance to ensure proper conditions and extend life of current infrastructure. ²²

27. Gaps and Priorities identified as of 2015 for:

Pillar 1: Safe School Facilities ²³

New structures

- *National and sub-national level: Disseminate the six disaster-resilient construction models/ typologies to provincial offices.*
- *National level: Develop a checklist on safe site selection for use by community. This will be included as an Annex in School Establishment Policy.*
- *Implement disaster-resilient design and construction to make every new school a safe school.*

²¹ Government of Solomon Islands, Ministry of Education and Human Resources Development, [Education Strategic Framework \(ESF\) 2016-2030](#) p.3, p.6, p.23

²² Government of Solomon Islands, Ministry of Education and Human Resources Development [NEAP op.cit.](#) p.18

²³ [Pacific Consortium for the Advancement of School Safety: For a bright future safe from disasters for all children](#) (2019) p.12

Existing structures

- *National level: Existing structures implement prioritisations schema for retrofitting and replacement (including relocation) of unsafe schools.*
- *School level: Implement school assessment survey (structural and non-structural) in order to identify and prioritise schools maintenance and repair.*
- *Develop guidance for the use and administration of schools as temporary shelters for teachers and communities.*
- *School level: Water and sanitation: Facilities adapted to potential risks (rain-fed and lined latrines).*

2.1.5 School Safety and Educational Continuity Management in the Solomon Islands

28. Safety and educational continuity management fall squarely within the domain of the ESF outcomes for School Management Strengthening, including Whole School Development Plans, School Board and leadership training, and school inspection services. It also complements and supports meeting ESF challenges around the need to make better use of ICT in management, including in the short-term:

- *Strengthened technical leadership and further development of the Information Services Department and its SIEMIS Unit*
- *The organizational systems and procedures that are needed to ensure timely and reliable data for MIS are correctly addressed in all new MIS 28 Key Challenges Proposed way forward: actions and time-bound indicators designs, and current shortcomings affecting existing databases are addressed and resolved*

29. And in the long-term:

- *A robust Decision Support System that integrates all existing MIS is built and provides user friendly interfaces that allow its full customisation to individual user needs²⁴*

30. Gaps and Priorities identified as of 2015 for:

Pillar 2: School Disaster Management²⁵

- *Children's participatory activities to be rolled out for children's learning of School Disaster Management, and Standard Operating Procedures for Disasters and Emergencies.*
- *Develop focal points at sub-national level for disaster management.*
- *School level: Implement a non-structural inventory for mitigation measures (eg. for fire and earthquake safety) including safeguarding of assets in all schools.*
- *School level: Collect information on which schools have conducted drills to be included in the Solomon Islands Education Management Information System (SEMIS).*

Response capacity development – provisions

²⁴ [ESF op.cit.](#) p.13, p.27

²⁵ [Pacific Consortium for the Advancement of School Safety: For a bright future safe from disasters for all children](#) (2019) p.12

- *Provision for school should be standard and include fire extinguisher, first aid kit and other resources and tools for us in emergencies.*
- *National level: Inventory of materials stockpiled, and their location.*
- *National level: Scope opportunities for financing or finance methods and guidance for maintenance of emergency material stockpiles (including stock to be held with key suppliers).*
- *National level: Advocate for the establishment of an information database for national risk assessments and use of risk assessments to inform school planning.*

31. Field data collected in 2022 from households and education sector staff found school safety practices minimal, and children’s knowledge of safety procedures present, but not universal. Findings include:

Question	Yes	No	No Response
School communities assess hazards and risks regularly	35%	46%	18%
Children 6-16 know what to do to be safe in case of severe weather	72%	28%	0%

32. Participatory school-safety management provides a practical training ground for climate adaptation learning and action. Schools are a training ground for the application of a full set of important skills for climate change adaptation. Staff, students, and school communities are empowered as they learn about climate impacts and apply straightforward tools for:



- Risk assessment and planning
- Risk reduction
- Response-preparedness.

33. Save the Children, UNICEF, and others have supported the integration of school disaster management into ongoing school management with the Manual for School Committee/Board Training (2015) integrating school environment and disaster preparedness. Included within the School Development Standards is having a school disaster management plan and conducting school drills. A Management Plan for Solomon Island Schools was developed in 2017 or 2018. UNICEF staff member, Abel Likaveke, is seconded into MEHRD, is responsible for leading on Education in Emergencies, and is part of the (NDOC). A number of trainings have been conducted in Solomon Islands, with approximately 20+ education officers certified, and a strategy was put into place.

2.1.6 Risk Reduction and Resilience Education

34. In the ESF in Primary education one of the key challenges identified is “The need to substantially improve the quality of primary education” and one of two Short Term milestones is

“The curriculum introduces awareness about climate, environmental, disaster, social cohesion and social protection risk management to promote adaptation, sustainability, resilience and inclusion/equity”²⁶

35. In aligning with the SDGs, the ESF notes that Education has a key role in addressing Goal 13: Climate Change

“Some of the targets for Goal 13 depend on Education outcomes, especially target 13.3 (Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning)”²⁷

36. It recognizes that

“We are a small country, with a complex geography; a small but scattered population and a territory that is prone to some of the worst effects of climate change that permanently challenge our education infrastructure and the resilience of our population.”²⁸

37. As a result, two of its education targets in response to SDGs are:

<p><i>4.4 increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</i></p>	<ul style="list-style-type: none"> • <i>Ensure that secondary education include both work-related skills and transferable skills, including entrepreneurial and ICT skills</i> · <i>Introduce lifelong learning approaches for education and training</i>
<p><i>4.7 ensure that all learners acquire the knowledge and skills needed to promote sustainable development</i></p>	<ul style="list-style-type: none"> · <i>Additions to existing curricula in primary and secondary education</i> · <i>Coordinated actions with other ministries</i>

38. Gaps and Priorities identified as of 2015 for:

Pillar 3: Risk Reduction and Resilience Education²⁹

- *Adapt (from global sources) a scope and sequence for teaching about hazards, disasters and problem-solving for risk reduction.*
- *National level: Analyze entry points in curriculum for DRR education.*
- *Research current levels of climate change and DRR knowledge, beliefs and teaching practice among curriculum developers, principals, teachers and students.*

²⁶ Government of Solomon Islands, Ministry of Education and Human Resources Development, [Education Strategic Framework 2016-2030](#) p.11

²⁷ Government of Solomon Islands, Ministry of Education and Human Resources Development, [Education Strategic Framework 2016-2030](#) p.4

²⁸ Government of Solomon Islands, Ministry of Education and Human Resources Development, [Education Strategic Framework 2016-2030](#) p.5

²⁹ [Pacific Consortium for the Advancement of School Safety: For a bright future safe from disasters for all children](#) (2019) p.12

- *Provide teacher training for both teachers and teacher trainees on risk reduction curriculum materials.*
- *Teacher training should incorporate DRR and also include road safety and basic first aid.*
- *Develop strategies to scale-up teacher involvement for effective integration of these topics into formal curriculum as well as non-formal and extra-curricular approaches with local communities.*
- *TVET and SINU should offer certificate course in DM/DRR.*

39. Field data collected in 2022 from respondents to Save the Children’s survey of households and teachers, and discussions with children found teacher and children’s knowledge of climate changes was minimal. Findings include:

Question	Yes, a lot	Yes, a little	No, not much	No Answer
Staff know what CC is and how it might impact their lives	35%	41%	3%	20%
Children know what CC is and how it might impact their lives	12%	8%	82%	
Heard of climate change – But almost all don’t know what to do about it.	50%		50%	

2.2 Disaster management & climate change policy

40. The **National Climate Change Policy 2012-2017 (NCCP)** is the most recent climate change policy for the Solomon Islands. The Policy highlights the importance of community-based adaptation, access to clean and renewable energy, and disaster/climate risk reduction as core objectives. It also highlights greater emphasis in cooperation and collaboration with linkages to development partners, regional, and international bodies.
41. The **National Disaster Management Plan 2018 (NDMP)** is based on the National Disaster Council Act of 1989 and present practical and explicit framework for absorptive and adaptive capacity, supporting resilience at national, provincial, ward and community level. The NDMP is also aligned with the Framework for Resilient Development in the Pacific 2017-2030 (FRDP), which is the Pacific Region’s response to the Sendai Framework. It clearly highlights the arrangement for muti-sectoral coordination and collaboration to effectively respond to changing conditions and increasing occurrence of disasters.

2.3 National youth policy

42. The Strategic Framework for Youth Development and Empowerment in the Solomon Islands³⁰ was published in 2017. The Solomon Islands National Youth Policy 2017-2030³¹ articulates how the country's youth would like to see themselves, what they aspire to be and what to achieve, and focuses on six policy priorities.
43. The SOLKAS program will deliver significant co-benefits for five out of six of these, including their indicators, as follows:

1. Educational empowerment

1.1 Advocate for and ensure establishment of a 'youth education and empowerment programme' that focusses on bridging the skill-gaps of youths to actively participate in socio-economic activities

2. Economic empowerment

2.1 Develop and implement a National Youth Employment and Entrepreneurship Strategy NYEES (3rd tier of the 3-tier policy development framework) that will address:

b. Entrepreneurship including through: · The Young Entrepreneurs Council (YEC); and · The incorporated and expanded Youth@Work Entrepreneurship programme · Agricultural / Fisheries / Trade opportunities · Cultural industries & tourism · Development of a simple and standardised training manual on economic entrepreneurship to be used by all stakeholders conducting entrepreneurship training for youths in throughout country.

2.2 Establish a youth employment, empowerment and young entrepreneurs programme - that will focus on assisting young people to obtain employment; provide support to young entrepreneurs in business registration, business training and mentoring, access to start-up financing or financing to expand small businesses; support youth workers association; and support development of a business incubators programme

3. Health and well-being

4. Sustainable development

4.1 b. A youth participation strategy outlining specific activities youths can engage with under each SDG that is relevant to Solomon Islands with particular emphasis on:

- *youth-led programmes on poverty, health & wellbeing, quality education, gender equality, decent work and economic growth, sustainable cities and communities, sustainable & responsible consumption and production patterns, peace justice and strong institutions and partnership for goals [SDGs 1, 3, 4, 5, 8, 10, 11, 12, 16, 17]; ·*
- *youth-led programmes that maximize the 'blue economy' – a marine-based economic development that leads to improved human well-being and social equity, while significantly*

³⁰ [The Strategic Framework for Youth Development and Empowerment in the Solomon Islands](#)

³¹ [Solomon Islands National Youth Policy 2017-2030](#)

reducing environmental and ecological risks to preserve the environment and ecosystems for future generations [SDG 14];

- *youth-led programmes that maximize the ‘green economy’ - economic development that maximise the economic value of a country’s terrestrial resources and environment (land, agricultural crops, forests, terrestrial minerals, rivers, renewable energy) while significantly reducing environmental and ecological risks to preserve the environment and ecosystems for future generations including establishing a ‘youth for sustainable forest and tree-planting network’ [SDGs 6, 7, 15];*
- *youth-led programmes on disaster preparedness and response; climate readiness and resilience; and food and water security [SDGs 2, 6, 7, 13, 14, 15]; and*
- *use of appropriate and sustainable technology to aid sustainable development and disaster preparedness, mitigation and response [SDG 9].*

5. Leadership, Governance, Peace-building, Social inclusion & Citizenship

5.1 Create enabling environment to increase opportunities for youths including disabled and marginalised youths to participate in, lead, plan, make decisions, implement, monitor and evaluate development opportunities within and outside of government systems.

5.2 Facilitate leadership, social accountability and civic engagement opportunities for young people to acquire more knowledge and awareness about the role of government, parliament, parliamentarians, traditional leadership and governance, provincial and ward governance, businesses and civil society to strengthen their roles in democratic society

6. Evidence-based approach, Access to information & Provincial Strategies.

6.1 Strengthen evidence-based decision-making: Encourage and support research on youth related issues to inform planning, policy development and decision-making.

3 Education Sector Climate Adaptation Technologies

44. An expert-led Technology Needs Assessment (TNA) climate change mitigation and adaptation supported by MECDM, was published by UNEP, GEF, UNEP DTU Partnership and USP in 2022.³² The report reviews existing national policies and identifies priority sectors for climate change mitigation and adaptation. The focus is on transportation mitigation, and on adaptation technologies in forestry, coastal erosion, and relocation. Whilst all of these are important sectors that will protect environments and ecosystems for livelihoods, and children’s survival and well-being, none of these addresses or engages children and youth, and only relocation addresses climate change impacts on children’s access to education.
45. The time and place are right now, in home, school and community to engage children and youth in safeguarding their rights to safety and survival, protection, development and participation. Children and youth – the generation most impacted by climate change – continue to be overlooked in the priority work on climate action. By focusing on safeguarding children and youth rights in the education sector, and empowering them to expanding their livelihood options, we can and must

³² UNEP et. al. (2022) Identification and Prioritisation of Adaptation and Mitigation Technologies for Solomon Islands, Report 1

equip them as participants in climate change adaptation and mitigation – as active agents in shaping their own futures.

46. The SOLKAS project seeks to expand upon this initial TNA, and to introduce, evaluate and develop **Ten Education Sector Climate Adaptation Technologies** and prepare those most effective for implementation at scale.

3.1 Safer School Facilities Adaptation Technologies

A. CLIMATE RESILIENT EDUCATIONAL FACILITIES TECHNOLOGIES

#A1. Climate Resilient Facilities Maintenance

47. This refers to school facilities maintenance guidance and checklists to support school communities and school-based management in protecting education sector investments and maintaining the safety and security of school facilities.

#A2. Rainwater Harvesting

48. This refers to low-tech systems for capturing and protecting rainwater to supply water for drinking, sanitation, and hygiene at school level, where inadequate supply disrupts education.

#A3. Climate Resilient Water & Sanitation Facilities

49. This refers to the construction, refurbishment, and maintenance of appropriate climate-resilient water, sanitation and hygiene facilities adequate and safe for each school population.

#A4. Solar Photovoltaic Energy Systems & Satellite Communications

50. This refers to the provision, installation and maintenance of sustainable energy capture to provide power for school buildings and equipment, to facilitate normal school operations. This addresses the ability to operate lighting, heating and cooling systems, office equipment, and bridge the digital divide with internet access.

#A5. Safe Routes, Evacuation Pathways & Safe Havens

51. This refers to the construction or maintenance of safe access and egress routes to school, for locations impacted by climatological / meteorological/ geophysical conditions that threaten the lives and safety of children in or on the way to school (eg. enabling safe crossing bodies of water and inundation areas, landslide risk areas etc.)

B. SCHOOL SAFETY & EDUCATIONAL CONTINUITY MANAGEMENT ADAPTATION TECHNOLOGIES

#B1. School Climate and Disaster Risk Assessment (aka School Safety Self-Assessment)

52. The Annual School Climate and Disaster Risk Self-Assessment (and light version – School Safety & Resilience Checklist) refer to non-technical digital toolset modules, that are part of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES), *Comprehensive School Safety Assessment Suite*. These paradigm-shifting tools were developed by Save the Children and technology partner, Risk RED, and have been piloted in Lao PDR and Fiji, and implemented at scale in the Philippines.
53. Applying the globally endorsed Principles for Digital Development in both planning and implementation ensures the application of best practices to these digital innovations. An education-authority-led Technical Working Group (including cross-sectoral representation from Climate Change / Disaster Management, Health, and Child Welfare authorities, as well as IGO and INGO partners) provides oversight in the development of all of the tools and algorithms, as well as strategic planning for roll-out, scaling, and sustainability.
54. The toolset has three components: A user-friendly mobile app survey (with visual prompts), automated reports for both school and aggregate levels (Wards, Provinces, and National), and a web-portal that can be
55. The toolkit survey spans safer school facilities (including school maintenance), school-based safety and educational continuity management, *and* risk reduction and resilience education. Automated school reports provide ratings, rankings and recommendations.

Fictitious District
SCHOOL SAFETY SELF-ASSESSMENT REPORT

DISTRICT ID SCHOOLS REPORTING FROM TO

PROVINCE

PEOPLE

Students

Teachers

SELECTED TOTALS

Population

Buildings

USE AND GOVERNANCE

Day

Residential

Quasi

Public

Private

Religious

SITE CONCERNS

Urban Semiurb Rural Remote

Access to emergency services in < 15 mins

Police Fire Ambul.

Grounds

Stable Unstable

Secure Unsecure

Accessed only by

Unpaved High

Footpath road traffic road

Access

Safe Unsafe

POTENTIAL HAZARD IMPACTS ON SCHOOLS

	Fire	Water	Wind	Earthquake	Landslide	Health	Technology	Social	Drought
High	<input type="text"/>								
Medium	<input type="text"/>								
Low	<input type="text"/>								
None	<input type="text"/>								
Don't know	<input type="text"/>								

School days missed on average per year

0	1-5	6-10	>10
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

PILLAR 1: SAFE LEARNING FACILITIES



School sites

School buildings

Needs intervention for fire risk

Overall condition

Good
 Adequate
 Poor

FLOOD IMPACTS ON SCHOOL FACILITIES

Water Height	Years ago:				Average weeks/yr inaccessible due to flooding			
	1 yr	2-5 yrs	6-10 yrs	11+ yrs	0 wks	1-2 wks	3-5 wks	>5 wks
0.5-1 m	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				
> 1 m	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				
0 m	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				

Average height of floodwater for schools which were flooded last year cm.

SCHOOL CONSTRUCTION

Primary building material								Roof securely attached		
Reinforced concrete	Confined masonry	Adobe	Straw/bamboo	Wood frame	Brick & fiber cement sheet	Other	Don't know	Yes	No	Don't know
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Primary roofing material								
Tile	Corrugate metal	Straw of leaves	Bamboo	Mud	Concrete	Wood	Other	Don't know
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Recommend for technical assessment (earthquake, cyclone, flood risks)

PILLAR 2: SCHOOL DISASTER MANAGEMENT

SCHOOL SERVICES

Early warning

Fire suppression

Access

Playground

Electricity

Indoor lighting

Internet

First aid

Available								
Limited								
Unavailable								

ACTIVITIES FOR ALL HAZARDS

	Possible						
		All	most	Some			
School Disaster Management	4						
Risk Assessment & Planning	5						
Risk Reduction & Physical Protection	10						
Emergency Response Skills & Provisions	5						
SOPs for emergencies & disasters	3						

EARLY WARNING

	Fire	Flood	Cyclone	Landslide	Dam break	Drought	
Reliable & effective							
Not reliable & effective							
Needed							
Not needed							
Unknown							

MEASURES

	Not applicable	Done	Needed		Not applicable	Done	Needed
All hazards							
Fire							
Wind							
Water							
Earthquake/ Landslide							
Biological							
Technology							
Social							

	Not applicable	Done	Needed
Structural			
Non-structural			
Infrastructural			
Environmental			
Social/behavioural			

PILLAR 3: RISK REDUCTION & RESILIENCE EDUCATION

AWARENESS AND ACTION

Understanding of Standard Operating Procedures for Emergencies and Disasters

	Parents			Students		
	Good	Adequate	Poor	Good	Adequate	Poor
Hazards and Risk Awareness	<input type="text"/>					
Understanding of risk reduction and response preparedness	<input type="text"/>					
Participation in risk reduction and response preparedness	<input type="text"/>					

EDUCATION ON RISK REDUCTION

Where children learn about DRR

	Regular curriculum	Teacher initiatives	After-school clubs	School assemblies
<input type="text"/>				

Available education material

	Curriculum	Lesson plans/ activities	Books	Posters	Flipcharts	Video	Other electronic
Natural and man-made hazards and risk awareness	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Risk reduction knowledge, skills and competencies	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Response preparedness skills	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Learning to live together	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hygiene promotion	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

DISASTER IMPACT ON DISTRICT SCHOOLS

	Fire	Water	Wind	Earthquake	Landslide	Health	Technology	Social	Drought
Impacted in the last decade	<input type="text"/>								

#B2. SOPs & Drills for Emergencies & Disasters in Schools

56. The Standard Operating Procedures and Drills for Emergencies and Disasters in Schools is part of the [Public Awareness and Public Education for Disaster Risk Reduction: Action-Oriented Key Messages for Households and Schools](#) (Second Edition, 2018) was developed by the International Federation of Red Cross and Red Crescent Societies and Save the Children. Part C of this publication includes guidance validated by global experts including: Six SOPs, an emergency decision-tree to support the safest action under the conditions faced, and hazard specific protective measures. Adaptation and adoption by national education authorities is recommended. Videos developed in other Pacific countries provide visual guidance in how to implement the SoPs and many protective behaviors.

#B3. Solid Waste Management

57. This refers to the school-based practice of segregating solid waste in order to reduce, re-use, and recycle. The is particularly important in small island developing countries where incinerating waste, and disposal of waste in coastal waters contributes to environmental degradation and exacerbates the challenging impacts of climate change.

C. RISK REDUCTION & RESILIENCE EDUCATION ADAPTATION TECHNOLOGIES

#C1. Family Safety and Resilience Plan

58. The Family Safety and Resilience Plan refers to non-technical digital toolset, that is part of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES), *Comprehensive School Safety Assessment Suite*. Developed by Save the Children and technology partner, Risk RED, the tool was first introduced in Fiji in 2022. The toolset includes a downloadable mobile survey app designed for children to engage their families in action-oriented measures for household safety and resilience. The lightly gamified questions and prompts include animated graphics. The survey covers demographic questions, general all-hazards household risk assessment and planning measures, and hazard specific questions on fire, cyclones and flood, drought, pandemics, and earthquakes & tsunamis. Upon submission of responses the user receives an automated Family Safety Plan report with ratings, rankings and recommendations (including links to additional resources) based on specific responses. When used a second time, the report provides indicators of change (improvement, same, decline). Aggregated reports are available to climate and disaster management authorities to aid in planning and decision-making to support household and community resilience.

#C2. Climate Change Education for Children & Youth

59. At the present time, there are no initiatives or projects to link the Curriculum Dept. at the Ministry of Education with the Climate Change Dept and NDOM at the Ministry of Environment, Climate Change, Disaster Management and Meteorology. Climate change and disaster resilience concepts are not widely socialized, and many people and children are yet to understand these terminologies.
60. In 2016 subject matter experts in the Solomon Islands adapted and adopted the IFRC-initiated [*Key Messages for Disaster Risk Reduction and Resilience: Solomon Islands: A Guide for Public Education and Awareness \(first edition\)*](#), which covered household fire, wildfire, drought, cyclones, floods, landslides, earthquakes, tsunami, volcano, and pandemics. To begin to bridge this gap, in 2023, Save the Children and the International Federation of Red Cross and Red Crescent Societies will facilitate an update with revised messages for pandemics, and new sets of messages for extreme temperatures, water safety, and road safety. New sections will be added on Child Protection in Emergencies, and Standard Operating Procedures for Disasters and Emergencies in Schools. This document will form an important foundation for curriculum and public awareness campaign messages disseminate through both informal education, and outreach for mass media dissemination and training.
61. The SOLKAS project will facilitate collaboration between MEHRD and MECDM, SITESA and SNU suggesting a joint action plan to provide easily implemented teaching and learning content, for both curricular and extracurricular use. Whilst many high-quality climate-change education materials have been produced in the Pacific, these are neither: systematically reviewed and approved, widely available, nor integrated into curriculum. To remediate this, the project will interface with MEHRD's

Chief Officer in Social Science and Science to work with MECDM and other content providers. Conversion and refinement of existing materials into remote self-study materials, micro-learning modules, and incentivization with digital micro-credentialing will reduce dependency on over-burdened school-teachers. Activities with the National Curriculum Advisory Board to integrate climate change awareness and action into the formal curriculum for early childhood, primary, and secondary curriculum will also be explored.

#C3. Micro-learning for Youth Empowerment for Sustainable Livelihoods

62. [Solomon Islands National Youth Policy \(NYP\) 2017-2030: Youth Empowerment for Sustainable Livelihoods](#) is a whole-of-government and whole-of-society initiative, guided by the high level multi-sectoral “National Committee on Youth Development and Empowerment” (NCYDE). The National Youth Stakeholders Coordination and Monitoring Committee (NYSCMC) collates inputs from provincial level. And at the provincial level the “Provincial Youth Stakeholders Coordinating and Monitoring Committee (PYSCMC) monitors implementation. NYSCMC currently identifies that “The single biggest challenge with education articulated by youths and students who dropped out or were forced out of the education system is that ‘the current education curriculum does not prepare students with the appropriate levels of skills, knowledge and attributes to prepare them for the labour market’. Students are not work-ready when they leave school.
63. To support NYP objectives, including entrepreneurial education in secondary school, the program will work with existing content providers to adapt and develop micro-learning and micro-credentialing (digital badges) to support youth empowerment with green jobs and livelihoods.

ANNEX 1: Comprehensive School Safety Framework Summary



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.

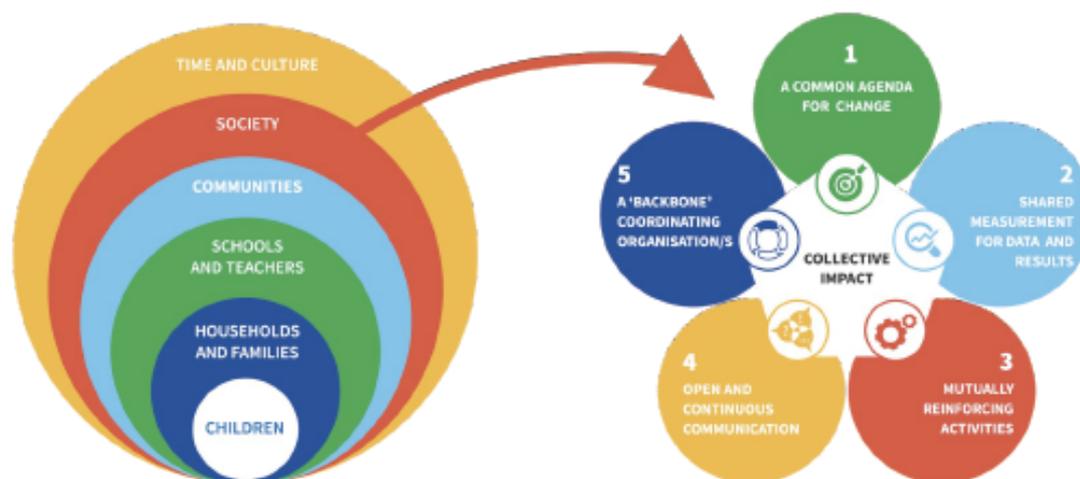
Pillar 3: Risk Reduction and Resilience Education



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
- **Access** the GADRRRES website: <https://gadrrres.net>
- **Follow** GADRRRES on social media: [LinkedIn](#), [Twitter](#), [Facebook](#)
- **Subscribe** to the Safe Children, Safe Schools Community of Practice: <https://cc.preventionweb.net/scss>