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Risk-informed Education Programming for Resilience

Guidance Note

Acknowledgements

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Abbreviations and acronyms

ADAP	Adolescent Development and Participation
AIR	American Institutes for Research
ASPIRE	Atlas of Social Protection Indicators of Resilience and Equity
BCCSAP	Bangladesh Climate Change Strategy and Action Plan
CCA	Climate change adaptation
CDA	Collaborative for Development Action
CDC	Centers for Disease Control (US)
CERF	Central Emergency Response Fund
CO	Country Office
CPC	Community Peace Committee (Liberia)
CYP	Children and young people
DFID	Department for International Development (UK)
DRR	Disaster risk reduction
EAPRO	East Asia and Pacific Regional Office
ECD	Early Childhood Development
EDC	Educational Development Corporation
E-GRIP	Education Guidance Note on Risk-Informed Programming
EFA	Education for All
EMOPS	UNICEF Office of Emergency Programs
ESP	Education Strategic Plan
EVD	Ebola virus disease
FRESH	Focusing Resources on Effective School Health
GADRRRES	Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
GBV	Gender-based violence
GFDRR	Global Facility for Disaster Reduction and Recovery
GMR	Global Monitoring Report
GoB	Government of Bangladesh
GRIP	HATIS Guidance on Risk-Informed Programming
HATIS	Humanitarian Action and Transition Section
IASC	Inter-Agency Standing Committee
IFC	International Finance Corporation
INEE	International Network for Education in Emergencies
IT	Internet Technology
JICA	Japan International Cooperation Agency
JNV	Junior National Volunteer (Liberia)
M&E	Monitoring and evaluation
MERS	Middle East respiratory syndrome
MICS	Multiple Indicator Cluster Survey
MoE	Ministry of Education
MoU	Memorandum of understanding
NAPA	National Adaptation Programmes of Action
NASA	National Aeronautics and Space Administration (US)
NESP	National Education Sector Plan (Myanmar)

NGO	Non-governmental organization
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
PBEA	Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme
PCA	Partnership and cooperation agreement
PCD	Partnership for Child Development
PVA	Participatory vulnerability analysis
QBEP	Quality Basic Education Programme (EC)
RIPA	Risk-informed Programming Approach
RRD	Relief and Resettlement Department (Myanmar)
SARS	Severe acute respiratory syndrome
SDM	School disaster management
SitAn	Situation analysis
SPF	Social protection floor
SPL	Social Protection and Labor
SRGBV	School-related gender-based violence
UCCE	UNICEF climate change and environmental education
UESP	UNICEF Education Strategic Plan
UNDRI	United Nations Disaster Risk Index
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	United Nations Framework Convention on Climate Change
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund
UNISDR	United Nations International Strategy for Disaster Reduction
UNODC	United Nations Office on Drugs and Crime
UPSPI	UNICEF Proposed Social Protection Indicators
USP	UNICEF Strategic Plan
UXO	Unexploded ordinance
VDC	Village Development Committee
WHO	World Health Organization

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1. Background

Crisis—such as conflict, natural disaster, climate change and other hazards, shocks and stresses—has a destructive impact on people and systems and can prevent states from reaching development goals.[1] Over the past 20 years, natural disasters have affected roughly 4.4 billion people and caused US$2 trillion in economic losses.[2] By the end of 2016, 65.6 million people were displaced from their homes because of war, violence and persecution.[3] Children are disproportionately affected by crisis, and often deprived of basic needs like education, healthcare and shelter.[4] While current development and humanitarian approaches in hazard-affected contexts play an important role in improving living conditions, evidence shows that they are not enough to fulfill the rights of all children.[5] Across the continuum of development and humanitarian activities, policies and programs must be informed by risk if they are to help make populations more resilient and social services better equipped to withstand cycles of crisis.

UNICEF, building on its many years of program experience in crisis-affected contexts, committed in its 2018-21 Strategic Plan to "*help reduce needs, vulnerabilities and risks over the long term to protect children against future.*"[6]

Toward this end, UNICEF will take agency-wide actions to adjust how it identifies, assesses and manages risks using a common risk language.[7] As one of several tools[8] to facilitate these operational adaptations, UNICEF has developed this guidance note on risk-informed programming which includes guidance and tools to support country offices across all sectors.

At the same time, UNICEF will scale up relevant advanced approaches, such as disaster risk reduction, peacebuilding, social protection and climate change adaptation, and systematically integrate them into its development and humanitarian actions.[9] UNICEF country offices will support governments to undertake risk-informed budgetary planning, management, and auditing to improve preparedness, prevention, and response to crises.

In contributing to the above, the UNICEF Education Sector will work to ensure that its education, humanitarian, and development programs[10] are also risk-informed. This work builds on the sector's experience with disaster risk reduction, climate change adaptation, sexual and gender-based vio-
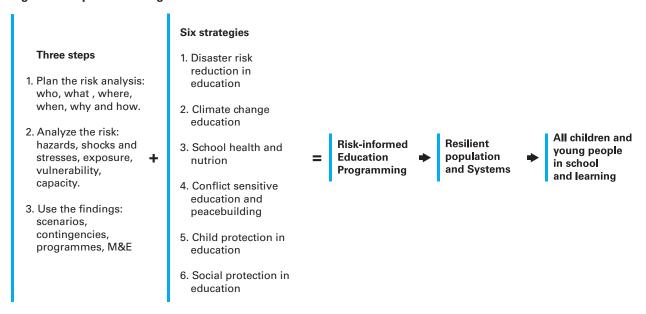
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[1] The six countries with the highest disaster scores on the United Nations Disaster Reduction Index are all least developed countries (United Nations, *United Nations Millennium Development Goals Report 2014*, 2014, p. 16). High poverty rates are often found in fragile and conflict-affected countries (United Nations Office of the High Representative for the Least Developed Countries, *State of the Least Developed Countries Report* 2014, 2014, p. 9).

[2] United Nations Office for Disaster Risk Reduction, Towards the Post-2015 Framework for Disaster Risk Reduction: Tackling Future Risks, Economic Losses and Exposure, 2013.

[3] United Nations, *The Sustainable Development Goals Report* 2017.

[4] Ibid.

[5] For a summary of remaining gaps in the fulfillment of children's rights, see UNICEF, *State of the World's Children, 2014*.

[6] UNICEF, *UNICEF Strategic Plan 2018-2021 – Executive Summary*, 2018.

[7] See UNICEF, UNICEF Risk Management Policy, 2009, p. 3. See also UNICEF, Core Commitments for Children in Humanitarian Action, 2010, p. 13.

[8] See also, for example, UNICEF and United Nations documents and processes related to business continuity planning (UNICEF), programme criticality (UN), strategic risk assessment and management, available from UNICEF Headquarters Staff.

[9] These are the four pillars of UNICEF resilience programming as cited in UNICEF, *Resilience in UNICEF* PowerPoint, 2015. Available from UNICEF Headquarters Staff.

[10] For details on how risk-informed programming links humanitarian and development programmes in education, see UNICEF, *Briefing Note for the Global Management Team, Session III: Humanitarian-Development Continuum – Models of Programming*, 2015. Available from UNICEF staff.

lence (GBV), conflict sensitivity, and peacebuilding. The *Risk-informed Education Programming for Resilience Guidance Note* and tools are the first step in this effort.

2. Purpose

This Guidance Note aims to help UNICEF education staff at all levels, who are working in humanitarian, transition, and development contexts, analyze risk and adapt education policies and programs to take risk into account, so that education populations and systems are more resilient and all children and youth are in school and learning. The figure below illustrates this theory of change:

Figure 1: Steps and strategies for risk reduction in education

Three steps

1. Plan the risk analysis: who, what , where, when, why and how.

2. Analyze the risk: hazards, shocks and stresses, exposure, vulnerability, capacity.

3. Use the findings: scenarios, contingencies, programmes, M&E

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Six strategies

1. Disaster risk reduction in education

2. Climate change education

3. School health and nutrion

4. Conflict sensitive education and peacebuilding

5. Child protection in education

6. Social protection in education

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Risk-informed Education Programming ➡ **Resilient population and Systems** ➡ **All children and young people in school and learning**

3. Is risk-informed education programming new?

UNICEF education staff have been addressing the impacts of emergencies, natural disasters, and conflict on children and their education for decades. In some ways, "risk-informed" programming builds on existing activities, such as situation analyses and preparedness planning. In other ways, it requires activities that may be new, for example by risk-informing the Theory of Change as an integral component of risk-informed, results-based management or by calculating the vulnerability of specific parts of the education system or groups of children and identifying their capacities to cope with a variety of hazards, shocks and stresses. To begin, UNICEF education staff members may want to assess whether their existing programmes are risk-informed, and if so, how. For assistance in this process see the Risk-informed Education Programmes Checklist on page 81 and the programme review questions in box 14 on page 36.

Some UNICEF education staff may find risk-informed education programming to be different from prior approaches in that it challenges humanitarian and development staff to:

a. Analyze *all potential hazards, shocks and stresses*—not only natural disasters or conflicts—to education populations, programs, and systems and their gender-differentiated impacts.

b. Analyze vulnerabilities of populations and systems, as well as their *capacities to prevent, prepare for and respond to potential hazards, shocks and stresses.*

c. Deliver *collaborative, multi-sectoral program strategies* that help build resilience at individual, school community,[11] and system levels such as child protection, school health and nutrition, social protection, disaster risk reduction, climate change education, conflict sensitivity, and peacebuilding.

Deliver education strategies that continue seamlessly *across the humanitarian and development cycles,* so that humanitarian interventions contribute more to strengthening systems and development interventions that prioritize risk reduction.

4. How to use this Guidance Note

UNICEF is a decentralized agency with country offices that employ a variety of approaches according to diverse programming contexts. Therefore, it is not possible to specify points of entry for risk-informed education programming that would apply to all offices. Each education team will need to assess their own annual processes to identify points of entry that exist for risk-informed education programming. Examples of possible **entry-points**:

• The situational analysis, including data on hazards, shocks and stresses; vulnerabilities and capacities to cope;
• Inputs, outputs, outcomes, and strategies described in the country program document may include risk reduction;
• The country program management plan may assign accountabilities for risk-informed programming;
• The country program action plan may include risk-informed strategies; and
• UNICEF education staff may also consider how the Guidance may be shared to inform the work of sub-national offices and partners.

5. How is the Guidance Note organized?

Chapter 1 describes the process of risk-informed education programming: plan, analyze, review, and adapt programs, and monitor and evaluate results. Chapter 2 describes six education programme-related strategies that target specific hazards, shocks and stresses. Chapter 3 provides supporting tools, including the UNICEF Risk-informed Education Programming for Resilience Checklist (hereafter referred to simply as "the Checklist"), which summarizes all the steps described in the Guidance Note. The Education Guidance Note describes *an approach* to education programming, not a prescriptive model. Users may refer to it in whole or in part as needed, in order to improve the risk-informed nature of their education programming, in alignment with the UNICEF's Guidance on Risk-informed Programming (GRIP)

A blue arrow indicates that a relevant tool exists in the parent document—UNICEF's GRIP—which provides general guidance for all sectors. This Education guidance note differs from the GRIP in that it is education-specific and includes greater detail.

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[11] The use of the term "school community" in this paper refers to the community around and supporting the school, such as families, guardians, parents, children, youth, teachers, support staff, administrators and school management committee members.

6. Key concepts[12]

The following definitions are provided to clarify the terms used throughout this document.

Box 1: Key concepts for child-centred risk-informed programming

Risk-informed education programming	A risk-informed education program is one that: a. Is informed by an analysis of hazards, shocks, and stresses; exposure; vulnerabilities; and capacities. b. Employs strategies that reduce the vulnerabilities of populations and systems to hazards, shocks, and stresses, and promotes capacities to prevent, prepare for, and respond to hazards, shocks, and stresses. c. This makes education programs, populations, and systems more resilient to cycles of hazards, shocks, and stresses.
Resilience	UNICEF defines resilience as the ability of children, communities, and systems to anticipate, prevent, withstand, adapt to, and recover from stresses and shocks while advancing the rights of every child, with special attention to the most vulnerable and disadvantaged children. Risk-informed programming is one of UNICEF's pathways to resilience; it is not synonymous with resilience.[13]
Resilient Development	Resilient development means providing children and families with what they need to better prepare for and better manage crises, and recover from them more rapidly. It requires addressing the underlying drivers of inequity and fragility that cause environmental, economic, and social deprivation and stresses. It means bridging the arbitrary divide between development and humanitarian assistance, integrating risk factors such as climate change into programming, and strengthening systems that can anticipate as well as absorb shocks in the event of disasters.[14]
Risk	UNICEF defines risk as the function of how much the population is vulnerable and the likelihood that the country will be exposed to hazard, shock or stress, adjusted for how much capacity exists in the hands of national and local actors to cope by themselves.[15] In equation form:[16] $$\text{Risk} = \frac{\text{Hazard, Shock, or Stress X Exposure X Vulnerability}}{\text{Capacity}}$$

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[12] Not listed here are the principles that underpin risk-informed programming and are aligned with UNICEF's principles, such as child participation, children's rights, child-centeredness, gender equality, holistic programming and do-no-harm, among others. All these are defined in UNICEF's GRIP.

[13] UNICEF Office of Emergency Operations (EMOPS), *UNICEF and Resilience: Draft,* 2013.
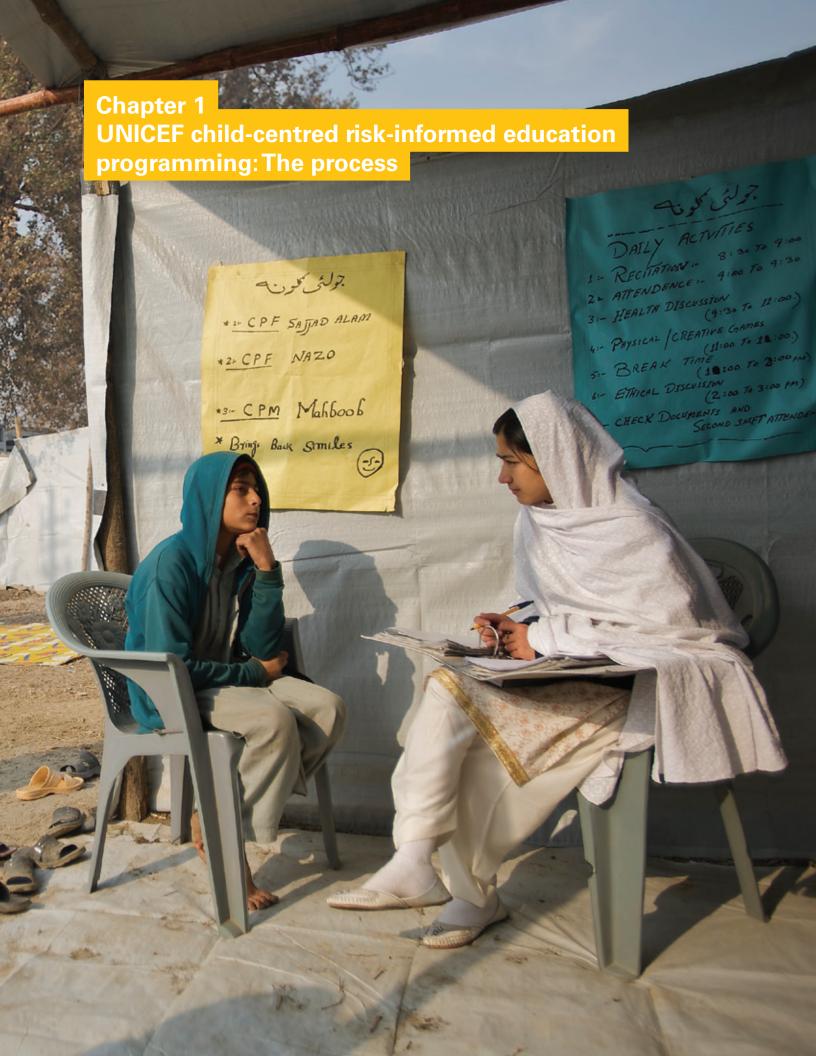
[14] UNICEF DRP, *Technical Note on Resilient Development*, May 2016, p. 1.

[15] Michel Le Pechoux and James Rogan, *Technical Note: Emergency Risk-informed Situation Analysis*, 2012, p. 1.

[16] This is a departure from the long-used formula: Risk = Impact X Likelihood.

Hazard	United Nations International Strategy for Disaster Reduction (UNISDR) defines hazard as a dangerous *phenomenon, substance, human activity, or condition* that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage. This definition includes events that occur: a) suddenly, such as an earthquake, flood, or fire; and b) overtime, due to multi-level causes such as an economic shock, violent conflict, and/or climate change.
Shock	A sudden event that affects the vulnerability of a system and its components or the moment where a slow-onset process passes its tipping point and becomes an extreme event.
Stress	A longer-term trend that undermines the potential of a given system and increases the vulnerability of actors and elements within it.
Exposure	The presence of people, property, livelihoods, service delivery systems, or other elements in areas that can be impacted by various shocks or stresses.
Vulnerability	The characteristics and circumstances of a community, system, or asset that make it susceptible to the damaging effects of a hazard, shock, or stress.
Capacity	The combination of all the strengths, attributes, and resources available within a community, society, or organization that can be used to achieve agreed-upon goals.

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* 1= CPF SAJJAD ALAM

* 2= CPF NAZO

* 3= CPM Mahboob

* Brings Back Smiles ☺

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DAILY ACTIVITIES

1= RECITATION := 8:30 To 9:00
2= ATTENDANCE := 9:00 To 9:30
3= HEALTH DISCUSSION
       (9:30 To 11:00)
4= PHYSICAL/CREATIVE GAMES
       (11:00 To 12:00)
5= BREAK TIME
       (12:00 To 2:00 PM)
6= ETHICAL DISCUSSION
       (2:00 To 3:00 PM)
= CHECK DOCUMENTS AND
     SECOND SHIFT ATTENDEN

Step 1:
Plan the child-centred risk analysis

1.1 Who will be involved?
1.2 What will be analyzed and where?
1.3 When will the analysis occur?
1.4 Why is the analysis being done?
1.5 How will the analysis be conducted?

1.1 Who will be involved in analyzing risk?

Begin with establishing clear roles and responsibilities for all UNICEF Education Staff, including field staff and leadership. Who is the lead focal point accountable for child-centred risk analysis and use of the findings? Who will support this person? Who will implement the analysis process?

Then, determine how those involved can best collaborate. Establish a coordination protocol for UNICEF *internal relationships* at all hierarchical levels between UNICEF's education staff and UNICEF's other relevant sectors: disaster risk reduction, peacebuilding, social protection, health, child protection, early childhood development (ECD), adolescent development and participation unit (ADAP), emergency operations, human resources, logistics, or others. Similarly, establish a communication and coordination protocol for *external relationships* between UNICEF education staff and, for example, the Ministry of Education and its various administrative units and levels, local education groups and their members, the Education Cluster and its members, and other relevant stakeholders like UNESCO, disaster risk reduction platforms, or peacebuilding networks.

Once it is clear who is accountable for leading the child-centred risk analysis and using the findings, and who is on the support team, **consider who can provide information and which key stakeholders should be invited to participate, including girls, boys, women and men, and those within UNICEF and outside of the organization**. Identifying stakeholders for child-centred risk analysis requires considering actors less commonly consulted in education situation analyses, such as economists, engineers, epidemiologists, and peace-builders (for more examples, see box 4 below). For each stakeholder, determine the preferred level of engagement. For example, he or she may be kept informed, periodically consulted, or invited for full participation in all steps of child-centred risk analysis and use of the findings. UNICEF has produced multiple resources to assist in stakeholder analysis, as well as appropriate methods for engaging children and youth (for examples, see box 3).

Box 2: The UNICEF risk management policy (2009) states:

"The identification and treatment of risks is part of the UNICEF accountability framework and is the responsibility of all managers and staff.

Risks should be identified in relation to organizational objectives, as may be defined throughout the formal multi-year planning process, programme planning, office plan development, etc."

Box 3: Key Resources for Stakeholder Analysis and Participation

UNICEF. *Child and Youth Participation Resource Guide.*

This online guide presents resources on child and youth participation from Asia, Europe, North America, Latin America, Africa, Australia and the Pacific.

UNICEF. *Monitoring and Evaluation Training: Stakeholder Analysis Section*

A brief description and illustration of UNICEF's approach to stakeholder analysis.

Box 4: Examples of stakeholders responding to risks posed to children and youth and their education

Local	Children, youth, out-of-school students (girls and boys) from different identity groups
	Teachers and school administrators (women and men)
	Parents, caregivers, guardians (women and men) from different identity groups
	Local leaders and groups: religious and tribal leaders, women's groups, members of civil society organizations (women and men)
	UNICEF's implementing partners and community-based organizations
Governmental	Relevant MoE units, such as curriculum, teacher training, and facilities management
	Other relevant ministries or authorities of disaster management, such as those focused on emergency, finance, justice, social welfare, social cohesion and women
	Government representatives from all levels, including national, provincial and district
	Police, security forces, army Governmental civil society organizations, if any
Specialists on hazard-related topics	School facility specialists: including architects, inspectors and constructors
	Scientists: including meteorologists, climatologists, and seismologists
	Peacebuilding and conflict specialists
	Gender specialists
	Economists, including specialists in child well-being, education, risk and political economy
	Medical professionals such as doctors, school nurses, epidemiologists and community health care workers
	Mental health professionals, including school counselors and psychologists
	Researchers and data analysts of hazards, shocks and stresses and child well-being, deprivation and vulnerability
	Coordination Platforms: Disaster Risk Reduction, Resilience Working Group, Rapid Assessment Clusters
United Nations	UNICEF leadership: resident, regional and global coordinators, country directors and unit chiefs
	UNICEF security, crisis management and emergency operations staff
	UNICEF staff from child protection, social protection, health, nutrition, communication for development, peacebuilding, gender-based violence, disaster risk reduction and other sections
	UN Peacebuilding Commission, support office, and peacekeeping operations
	Other UN agencies who work in the area of risk reduction, such as the UNDP, FAO and WHO

Cautions and considerations: Risk-informed education programming includes topics that may be politically sensitive, such as conflict dynamics and actors, inequitable education provision or gender exclusion. It is important to use sensitivity when identifying stakeholders and determining

roles and levels of engagement, such as whether to keep informed, consult periodically or invite for full participation. Depending on the hazards, shocks and stresses to be analyzed, it may be advisable to go beyond stakeholder identification to stakeholder analysis in order to identify the actor's relationship with the hazard and with other actors, or variations in perspectives, positions, interests and needs. When consulting with victims of violence, establish appropriate informed consent and support mechanisms prior to engaging, such as professional psychological support for survivors of rape.

1.2 What will be analyzed, and where?

Determining what to include in the analysis will be an iterative process based on several factors, including the level and type of resources allocated, the education unit's strategic priorities, who requested the analysis and why, and opportunities and barriers surrounding data in the context.

Begin by determining what information exists. Take inventory of existing relevant reports and quantitative and qualitative data, such as those regarding hazards, shocks and stresses, risk-analysis, education, vulnerabilities and capacities to cope. Assess what is reliable and what needs to be verified Identify information gaps and whether it is feasible to fill those gaps. For example, stakeholders in Nepal may wish to analyze the risk of landslides to schools in the earthquake-affected region to support transition and recovery planning and link emergency response efforts with long-term educational development planning. However, geographic location data of landslide-prone regions may only exist at the Village Development Committee (VDC) or district level, not the school level. The team must decide if it is feasible to do a school-level assessment on their own, or if they should use existing VDC-level data.

Define the scope of the analysis. Taking into consideration available resources—human, time, and financial—prioritize which education categories will be included in the analysis. There are many ways to shape the scope of a child-centred risk analysis for education. At a minimum, decide what to include for each of the three education categories listed below. It is useful to identify both what is included, and what will *not* be included, so that the scope is very clear from the outset.

1. Level of education (early childhood, primary, lower secondary, upper secondary, tertiary, etc.);
2. Type of education delivery system (e.g., private, government, religious, non-governmental organization, UNICEF, or non-formal, informal, or alternative); and
3. Geographic area (e.g., all schools in a school catchment area, a river flood zone, an especially hazard-prone or poor province)

1.3 When will the analysis be carried out?

Before scheduling the initial analysis and updates, there are a number of factors for UNICEF education staff to consider, including the country context, UN country team processes and schedule, country office processes (see box 16) and documents (see box 5), the education unit's strategic priorities and annual operational plan, and availability of support from regional office colleagues.

Regarding the country context, it is important to consider:

- Educational context, such as the school calendar year and exam schedule;
- Political context, such as elections and MoE political and administrative cycles;
- Environmental context, including seasons of rain, drought and flood;
- Social context, such as national, religious or ethnic holidays;

- Economic context, including market days, harvest, banking and UNICEF education funding cycles; and
- Conflict context, such as routine periods of violence occurring during cattle-raiding or drought season, or peace processes.

Child-centred risk analysis is an ongoing process. After the first risk analysis, it can be helpful to create a schedule that is then systematically revised over time and in response to any major context changes.

1.4 Why is the analysis being done?

Because each UNICEF country office and its context is unique, the purpose of the child-centred risk analysis and the ways in which the findings will be used will vary. One country office may request an internal education risk analysis to safeguard against reputational risk. Another office in a hazard-prone country may desire a national education risk analysis to inform the UNICEF education staff's situational analysis, annual work plan, or annual programme review. Another country office may partner with the education ministry to undertake a national education risk analysis to inform education sector preparedness plans or the education management information system (EMIS).

Whatever the origin and nature of the demand for risk-informed programming, it is very important to identify these parameters explicitly, at the outset, and reference them throughout the process. This will help to keep the analysis within budget and time constraints and ensure that intended objectives are achieved. To set clear parameters, identify who is requesting the analysis and explain how the findings will be used to inform current and future UNICEF education programmes, both those explicitly linked to risks and those *not* explicitly linked to risks.

Box 5: UNICEF documents with entry points for risk analysis

UNICEF, Core Commitments for Children in Humanitarian Action, 2015.

UNICEF, Programme, Policy and Procedure Manual (situation analysis section), 2015.

UNICEF, *Technical Note: Emergency Risk-Informed Situation Analysis, causal analysis section, p. 4*, 2012.
Short guidance note with narrative and links to resources for integrating risk analysis into UNICEF Situational Analysis.

UNICEF, Guidance Note on Risk-Informed Programming, 2018.

UNICEF, Conflict Analysis Guidance Note, 2016.

1.5 How will the analysis be conducted?

How the analysis will be conducted depends on "who, what, when, where, why and how." The "how" can be divided into two subcategories: project management and analysis methodology.

Regarding project management, as with any education programme, **create a project plan that lays out activities, accountabilities, deadlines, and resources (both needed and available).** Allocate human, time, and financial education programme resources to conduct the analysis. Where resources are needed, explore cost-sharing and coordinating with other analyses already funded, such as an MoE sector diagnosis or context analysis, an Education Cluster assessment, a Global Partnership for Education transitional plan assessment, a local education group situational analysis, UNICEF

partners' analyses, a UNICEF Situational Analysis, the United Nations Development Assistance Framework, a donor analysis or a research institution's analysis.

The way in which UNICEF education staff conduct the child-centred risk analysis will depend on *why* it is being done and *how* the findings will be used. The aim is to select a methodology that is:

a.   *Feasible* in the context;
b.   Inclusive of *multiple hazards, shocks and stresses* that may impact *education systems and populations*;
c.   Most likely to provide *actionable information* to enable ongoing education for all children and youth (female and male), regardless of the hazard context.

A robust, child-centred risk analysis will employ mixed methodology, involving:

a.   Desk review of existing reports and data sources, such as an analysis of statistical hazard data-sets;
b.   Qualitative methods, such as a multi-stakeholder, participatory appraisal workshop in a hazard-prone area (see box 14); and
c.   Quantitative methods, such as creating a multi-hazard, multivariate index (see box 8). Selecting a quantitative approach will also involve identifying relevant hazard data sets available in the context. Education actors can find a select list of hazard-specific, regional- and country-level data sources in UNICEF's GRIP.

Step 2:
Analyze the risk

2.1 Hazards, Shocks and Stresses
2.2 Exposure
2.3 Vulnerability
2.4 Capacity
2.5 Risk

UNICEF defines risk as the degree to which a population is vulnerable and the likelihood that the country will be exposed to a hazard, shock or stress, adjusted for how much capacity exists among national and local actors to cope by themselves.[17] This is referred to as the *risk equation* (see box 6). The general steps and tools for analyzing risk can be found in UNICEF's GRIP.

Box 6: Risk equation

$$Risk = \frac{Hazard,\ Shock,\ or\ Stress\ x\ Exposure\ x\ Vulnerability}{Capacity}$$

The following section defines each of the elements of the risk equation and offers "how to" guidance for UNICEF education staff.

2.1 Hazard, Shock, or Stress

Hazard: Dangerous phenomenon, substance, human activity, or condition that could negatively impact [education] programmes or the population they aim to serve.[18]

Shock: A sudden event that impacts on the vulnerability of a system and its components or the moment where a slow-onset process passes its tipping point and becomes an extreme event;

Stress: A longer-term trend that undermines the potential of a given system and increases the vulnerability of actors and elements within it.

Map the hazards, shocks, and stresses. In education, there are many possible approaches to hazard mapping. For example, it can be as simple as using a child-centered, participatory approach whereby students map their perceptions of hazards, shocks and stresses at the school level. Or it can be as complex as multivariate hazard and school geo-localization based on quantitative data at the national level. (For example, see box 8. For a list of sources of quantitative data on hazards, shocks and stresses, see UNICEF's GRIP.

Whatever the approach, the following questions should be explored:

a.   What are the hazards, shocks and stresses that may disrupt education systems and populations (girls, boys, women and men)? Consider the individual, school community, and systems levels (see examples in box 7).
b.   Where are they located?
c.   When do they occur? How often do they happen? How long do they last? What is their impact on education systems and populations (girls, boys, women and men)?

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[17] Rogan & Le Pechoux, Emergency Risk-informed Situation Analysis, 2012, p. 1.
[18] United Nations International Strategy for Disaster Reduction (UNISDR), 'Terminology Bank,' 2009.

Cautions and considerations: While box 7 below presents hazards, shocks and stresses as independent, hazards, shocks, and stresses are often inter-related and impact education directly and indirectly. For example, a drought caused by climate change could lead to food scarcity, which could cause children to stay home from school because of hunger. Additionally, although this guidance note focuses on hazards arising *external* to UNICEF, depending on the context, hazards *internal* to UNICEF should also be considered. Internal hazards are those activities or conditions that arise from within the agency and are detrimental to education programmes; for example, slow bureaucratic procedures that may result in loss of partnerships, conflict and friction among staff pertaining to different identity groups, inadequate monitoring that allows for low quality programming, fraud or corruption that may cause funding to be retracted or heavy administrative burden that delays funds to partners and thus programmes for children.

Box 7: Examples of hazards, shocks, and stresses that impact education

Definition	Examples	Examples of impacts related to education
Natural hazard A natural process or phenomenon that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.	• Severe weather • Hurricane • Earthquake and aftershock • Typhoon • Flooding • Fire • Droughts • Windstorms • Volcanic eruption • Landslides • Storms • Cyclones	Individual: • Death or injury of children, youth, and teachers • Psychological stress or trauma of children, youth, and teachers • Students missing exams, not receiving credits or certificates • Loss of instructional time School community: • Displacement of school community • Loss of family and social support network • Damage or destruction of school or route to school • Increased vulnerability to other hazards, shocks and stresses • Break in continuity of education system • Disruption of payroll, teacher training, or inspections • Loss of administrative data and records • Increased costs for reconstruction, retrofitting, or provision of alternative learning environments

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[19] United Nations Framework Convention on Climate Change, as cited in United Nations International Strategy for Disaster Risk Reduction, *'Terminology Bank'*, 2009.

Climate change		
Climate change A change of climate that is attributed directly or indirectly to human activity, which alters the composition of the global atmosphere and is in addition to natural climate variability observed over comparable time periods.[20]	• Increase in natural hazards • Loss of biodiversity • Changes in ecosystem • Spread of climate-sensitive disease • Temperature increases • Changes in rainfall • Desertification • Coastal inundation • Melting glaciers • Shorter growing seasons	Individual: • Displacement of children and youth, e.g., due to coastal inundation • Decline in food security means children and youth are not ready to learn • Increased disease reduces attendance and possibly enrolment School community: • Loss of livelihoods pulls children and youth from school to work or causes displacement • Destruction of learning environment or route to school • Scarcity of natural resources triggers violent conflict, resulting in school closure or use as base or barracks System: • Increased costs for retrofitting or moving schools from affected areas (e.g., coastal)
Biological hazard A process or phenomenon of organic origin or conveyed by biological vectors, including exposure to pathogenic micro-organisms, toxins, and bioactive substances that may cause loss of life, injury, illness, or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.[21]	• Ebola • Avian Flu • MERS coronavirus • SARS • Non-communicable diseases, such as malaria and dengue • Hunger and malnutrition • Worms, diarrhea, cholera • Dehydration	Individual: • Increased disease reduces attendance and possibly enrolment • Malnourished and sick children are not ready to learn • Children and youth drop out, teachers are absent to care for sick family member School community: • Parents fear sending their children to school • Ill suffer psychosocial trauma from stigmatization and exclusion • Schools are used as clinics or morgues and thus contaminated or stigmatized • Uncontaminated schools are overwhelmed by increased demand System: • Disruption of government capacity to manage system (payment, oversight, support)

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[20] Ibid.
[21] Definition adapted from Conflict Sensitivity Consortium, Conflict-sensitive approaches to development, humanitarian assistance and peacebuilding: A resource pack, 2004, p.1.

Violent conflict Violent conflict occurs when two or more parties believe that their interests are incompatible and take violent action that damages other parties' ability to pursue their interests. [22]	• Terrorist attacks • Violent civil demonstration • Armed conflict between state and/or non-state actors • Inter-group violence • Violent attacks • Killings • Rape and other sexual violence as a weapon of war • Attacks against schools and education personnel • Abduction • Recruitment into armed forces	Individual: • Injury and death to teachers, children, and youth • Psychosocial harm making it difficult to teach and to learn • Prohibition of access to exams, certificates • Displacement of students from school catchment area School community: • Destruction or damage to school buildings and routes to them, schools caught in the crossfire • Overcrowding of surviving schools • Disruption of school activities • Disruption of household livelihoods causing dropouts System: • Politicization of schools • Humanitarian access blocked • Diversion of funds from education to address conflict • Destruction of administrative systems or school records • Perpetuation of grievances due to inequitable access to quality education
School-related gender-based violence[23] School-related gender-based violence (SRGBV) is defined as acts or threats of sexual, physical, or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics.[24]	In or on the way to school: • Rape, bullying, attacks, abduction • Femicide[25] • Transactional sex • Pedagogy biased towards one gender • Touching, groping, molestation • Insults, humiliation, harassment • Corporal punishment • Psychological, physical, emotional abuse • Systemic, structural exclusion, violence, marginalization • Textbooks with discriminatory messages about women and men • Preference for sending one gender to school over another • Violence against gender and sexual minorities	Individual: • Injury or death of teachers, children, and youth • Psychological and emotional trauma • Diminished educational achievement • Lower enrolment, persistence, and participation rates • Lowered self-esteem, self-efficacy[26] of children, youth, or teachers • Sexually transmitted diseases • Higher rates of absenteeism • Expulsion (e.g., in cases of pregnancy) • Early marriage causing drop-out School community: • Fewer mothers with literacy skills • Increased maternal and child mortality rates • Lower household earning potential and education System: • Fewer skilled female labourers, female teachers in market

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[22] The GRIP does not list SRGBV as a hazard. The authors of this guidance note have nonetheless opted for listing SRGBV as a hazard which produces deprivations that require capacity development efforts towards the reduction of exposure and vulnerabilities.

[23] UNGEI and Education for All (EFA) *Global Monitoring Report*, 'School-related gender-based violence is preventing the achievement of quality education for all,' 2015, Policy Paper #17.

[24] Generally understood to involve the intentional murder of women (World Health Organization).

[25] Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events. Bandura, A., Self-efficacy, In V. S. Ramachaudran (Ed.), *Encyclopedia of Human Behavior,* (Vol. 4), Academic Press, New York, 1994, pp. 71-81. Reprinted in H. Friedman [Ed.], *Encyclopedia of Mental Health*, Academic Press, San Diego, 1998.

Economic shock		
Economic shock Economic shock is an unexpected event that affects the economy.	• Disruption of terms of trade • Global financial crisis • Food and oil price volatility • Financial institution interruption • Unemployment • Underemployment • Unequal access to productive assets	Individual: • Students pulled from school to work • Lack of food means students come to school hungry and are more vulnerable to illness School community: • Reduction in livelihoods resulting in parents' inability to pay direct or indirect school fees • Increase in teacher absenteeism • Hiring freezes, layoffs, reduced salaries • Closure, merging, or reorganization of schools[26] • Increase in parent stress, depression, household abuse System: • Reduction in tax base for investment in education • Reduction in education achievement

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[26] See a detailed global mapping of reported impacts of the economic crisis on teachers and at the school level in Education International, *Education and the Global Economic Crisis: Summary of Results of the Follow-Up Survey*, 2010.

2.2 Exposure

Exposure: People, property, systems or other elements of education located in hazard zones that are thereby subject to potential losses.[27]

For each of the hazards, shocks or stresses identified, determine who and what may be exposed to the hazard. Answer the questions:

a. What education populations (such as gender or age groups), property and systems are exposed to identified hazards, shocks and stresses? Consider the individual, school community, and system levels (for examples, see box 8).
b. Where are they located?

Box 8: Education assets subject to exposure to hazards, shocks, and stresses

Populations	Property	Systems
Female and male: • Students • Children and youth out of school • Parents • Teachers and other education personnel • Volunteer teachers • School administrators • School management committee/parent- teacher association members • Ministry of Education staff • UNICEF education staff • UNICEF partner staff	• School buildings • Temporary learning spaces • Home schools • School furniture and electronic equipment • Learning materials • Stockpiled tents, school-in-a-box kits, recreational kits, adolescent kits, ECD kits, child-friendly space kits • Latrines • Water points • Barrier walls • Kitchens • Vehicles • National and sub-national offices • Office furniture and electronic equipment • Servers, files, and data bases	• Education system (government, private, religious, accredited, non-accredited, formal, non-formal, etc.) • Parallel education system (i.e., semi-autonomous regions, refugee camps with refugees or vulnerable populations not integrated into formal education systems) • Human resource and payroll systems • Routes to and from school (bridges, roads, boats, trails, etc.) • Higher education institutions and processes (public and private) • Transport and road infrastructure • Electricity, water, gas, IT, telecom, internet • Teacher training institutes and processes (government and NGO) • UNICEF education programme delivery system • Financing systems and entities (e.g., banks, credit unions) on which UNICEF, partners or Ministry of Education rely to manage their programmes

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[27] United Nations International Strategy for Disaster Risk Reduction, 'Terminology Bank,' 2009.

Box 9: Case study: Quantitative, multivariate, child-centered risk analysis in Nepal[28]

Following the 2015 earthquake and tremors, the UNICEF Nepal country office commissioned a risk analysis to identify children and members of the overall population in the earthquake-affected region who were most severely affected by the earthquake and at risk for landslides. Those involved included staff from the UNICEF Nepal country office and analysts from the Jet Propulsion Laboratory at NASA and Image Cat (a risk analysis company and partner of NASA). The methodology for the risk analysis was quantitative. A multivariate index of factors of vulnerability and exposure was collected at the Village Development Committee (VDC, district) level. The hazards mapped included landslides caused by precipitation and flooding, landslides caused by earthquakes, existing landslides in post-quake conditions and aftershock forecasts. For each hazard, a measurable indicator was defined and a relevant data set identified. The analysts also mapped the hazard-exposed populations and systems, including schools, healthcare facilities, students and households. The analysis resulted in an online, interactive map that illustrated regions particularly affected by the earthquake, as well as those vulnerable to landslides.

2.3 Vulnerability

Vulnerability: The characteristics and circumstances of a community, system, or asset that make it susceptible to the damaging effects of a hazard, shock or stress.[29]

See Tools: Vulnerability and Capacity Tables in GRIP

For each of the populations and systems identified as exposed to a hazard, determine their vulnerability. Answer the questions:

a. What education populations (grouped by gender, age, or identity background) and systems are particularly vulnerable to hazards?
b. Where are they located?
c. What characteristics and circumstances drive this vulnerability, at the individual, school community, and system levels (see examples listed below)?

The specific characteristics and circumstances that drive vulnerability are unique to each context and population. Broad groups commonly vulnerable to hazards include women and girls, children, urban dwellers, the elderly, the disabled (including those with cognitive, physical, and emotional disabilities), migrants, refugees, displaced persons, nomads, indigenous minorities, orphans and the poor. Specific characteristics and circumstances of vulnerability can be related to physical, social, economic and environmental factors.

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[28] Source: J. Bevington, S. Ghosh, C. K. Huyck, M. Huyck, M. Glasscoe, R. Eguchi, and A. Rabi, *A Multi-temporal, Multivariate Index to Dynamically Characterize Vulnerability of Children and Adolescents in Nepal*, UNICEF, Kathmandu, 2015.
[29] United Nations International Strategy for Disaster Risk Reduction, 'Terminology Bank,' 2009.

A few examples of drivers of vulnerability[30] include the following:

a. Poor coastal children in Bangladesh are especially vulnerable to climate change and economic shock hazards because they are likely to live in poor quality housing; they depend on coastal resources and lack the livelihood skills more common among children living inland; and they may lack knowledge about potential risks and how to prevent, mitigate, or respond to them.

b. Ethnic minority families in Sri Lanka are especially vulnerable to conflict and natural disasters because lower status groups are less likely to attract government resources for emergency response, such as temporary learning spaces. They are less likely to hold title to their land and to have reliable access to utilities such as electricity and water that are needed for returning home and reopening schools after a disaster. Moreover, resources used to support the conflict are not invested in education or in disaster risk preparedness and response. In addition, conflict causes displacement and destroys social safety nets such as the stability, structure, and peer support provided by schooling.

c. The education system for internally displaced people in Pakistan is especially vulnerable to biological and conflict hazards. Prioritizing displaced persons for education resources creates grievances with other, non-recipient groups such as the local population. Education delivery systems for displaced persons are often provided by multiple agencies. This creates governance challenges and the opportunity for gaps in service. Risks of diseases like cholera are high in crowded camp schools. The need for livelihoods draws children and youth away from school and leaves them vulnerable to other environmental, physical, and psychological hazards such as searching for scrap metal near landmines, being recruited into armed groups, or being forced into prostitution.

Box 10: Key resources for vulnerability and capacity analysis

UNICEF and Palestine Red Crescent Society, *Vulnerability & Capacity Assessment: A Participatory Action Research Study of the Vulnerabilities and Capacities of Palestinian Society in Disaster Preparedness*. 2001.

A detailed and comprehensive case study of hazard, vulnerability and capacity assessment through a mixed method approach (not education-specific).

Jingqing Chi, Marlous de Milliano, Chris De Nebourg, and Ilze Olavgo, *Step-by-Step Guidelines to the Multiple Overlapping Deprivation Analysis (MODA),* 2013.

MODA is a UNICEF methodology which provides a comprehensive approach to the multidimensional aspects of child poverty and deprivation.

Tracy Vaughan-Gaugh: *Vulnerability and Capacity Assessments. Guide to using existing VCA tools & methodology ensuring a socially inclusive approach.* UNICEF Kenya, 2010.

Narrative guidance and tools on assessing hazards, risk and vulnerability based on an initiative in Kenya.

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[30] Additional detailed examples of what makes different groups of children vulnerable to different hazards can be found in UNICEF, *Children's Vulnerability to Climate Change and Disaster Impacts in East Asia and the Pacific*, 2011 and UNICEF, *Education in Emergencies in South Asia: Reducing the Risks Facing Vulnerable Children*, 2009.

2.4 Capacity

Capacity: The combination of all the strengths, attributes, and resources available within a community, society, or organization that can be used to prevent, prepare for and respond to hazards.[31]

For each of the populations and systems identified as exposed to a hazard, shock or stress, determine their capacities to prevent, prepare for, and respond to hazards. Answer the questions:

a. What education populations (girls, boys, women and men) and systems have capacities to prevent, prepare for and respond to hazards, shocks and stresses?
b. Where are they located?
c. What strengths, attributes, and resources drive their capacity to prevent, prepare for, and respond to hazards, shocks and stresses at the individual, school community and system levels?

A few examples of drivers of capacities to prevent, prepare for and respond to hazards, shocks and stresses include:

- In some contexts, women's[32] capacities to prevent, prepare for, and respond to hazards, shocks and stresses at the household and community levels, and to protect themselves, their children, and their families, are driven by their vital role in household preparedness. This includes women's skills in overcoming challenges of food and shelter insecurity for their families, thus enabling their children to continue schooling, and their ability to mobilize the school community to participate in trainings to protect children from disease and other hazards, shocks and stresses.
- At a secondary school in South Sudan, the school community's capacities to prevent, prepare for, and respond to conflict are driven by their implementation of life skills and a peacebuilding curriculum in the classroom. Peer discussions take place and support is provided following traumatic experiences. Students previously divided along ethnic lines have positive, interactive experiences through peace clubs, while the government's commitment to Learning Spaces as Zones of Peace[33] provides national-level support.
- Maldives education system's capacity to prevent, prepare for, and respond to climate change is driven by the establishment of a National Disaster Management Centre and subsequent Strategic National Action Plan for Disaster Reduction and Climate Change Adaptation (2010). The education sector has policy guidelines on safety for children and efforts are being made to strengthen national curricula by including climate change and active learning techniques.[34]

[31] Adapted from United Nations International Strategy for Disaster Risk Reduction, 'Terminology Bank,' 2009. Capacity is defined in multiple ways—for example, capacity to cope, capacity to mitigate or adapt. Note that in this paper, capacity refers specifically to the capacity to prevent, prepare for and respond to hazards and their impacts on education populations and systems.
[32] For greater detail on lessons learned by coastal communities on vulnerability and capacity assessments, see Humanitarian Aid and Concern Worldwide, *Participatory Hazard, Vulnerability and Capacity Assessment: Practice and Theory*, 2011.
[33] For examples and greater detail, see UNICEF, *Humanitarian Action, Conflict Sensitivity and Peacebuilding through Education in South Sudan – Achievements, Challenges, and Lessons Learned*, 2015, pp. 24-25.
[34] For examples and for greater detail, see UNICEF, *Climate Change Adaptation and Disaster Risk Reduction in the Education Sector: Resource Manual,* 2012, p. 59.

2.5 Risk

Child-centred risk analysis: a comparative analysis of the nature and extent of risks linked to different kinds of hazards, shocks and stresses and vulnerable conditions that could harm children, caregivers, populations and systems, and the capacity of those populations and systems to prevent, prepare for, and respond to them in a given locality.[35]

In this final step of child-centred risk analysis, all the variables of the risk equation are considered together. What are the hazards, shocks and stresses to the education community (girls, boys, women and men) and which members of this community are exposed? Who and what are particularly vulnerable to the hazards, shocks and stresses and where are they located? What capacity do education community members and systems have to prevent, prepare for, and respond to the hazards, shocks and stresses? Understanding the drivers of vulnerability and the capacities that exist to prevent, prepare for, and respond to the hazards, shocks, and stresses will inform the design of the education programme as it seeks to reduce vulnerabilities and build capacities.

$$\text{Risk} = \frac{\text{Hazard, Shock, or Stress x Exposure x Vulnerability}}{\text{Capacity}}$$

After considering the full risk equation for the hazards, shocks and stresses mapped, prioritize three to five criteria. The governing principle for prioritization is to consider both the *overall impact* of the risk and the *capacity* and *feasibility* for UNICEF education staff and programming to prevent, prepare for and respond to that risk, given the technical, financial and human resources available. Considerations for prioritization will vary according to each situation; here are a few examples of criteria:

- Likelihood and severity of impact on school-aged young children and youth;
- Greatest risk posed to achieving of the objectives of the MoE's or UNICEF's education strategic plan;
- Risks prioritized by the MoE; and
- Greatest likelihood of financing and providing technical and human resources needed for implementing the response.

For each of the three to five prioritized risk criteria, take a deeper look, and ask: Why is this happening? What is driving the hazard and the vulnerability? This "causality analysis" seeks to establish relationships among the underlying structural (or root) social, political, environmental

Box 11: Key resources for causality analyses

UNICEF, *Guidance on Conducting a Situation Analysis of Children and Women's Rights,* pp. 12-15, section on causality analysis, 2012.

Narrative guidance and diagram on how to conduct a causality analysis via various methods such as a problem tree and bottleneck analysis.

UNICEF, *Technical Note: Emergency Risk-Informed Situation Analysis, causality analysis section,* p. 4, 2012.

A short guidance note with narrative and links to resources regarding integrating risk analysis into UNICEF Situational Analysis

UNICEF, *Lessons Learned for Peace. How conflict analyses informed UNICEF's peacebuilding and education programme*, 2019.

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[35] Definition adapted from: UNICEF, Disaster Risk Analysis Guidance for Local Governments: Central and Eastern Europe and the Commonwealth of Independent States, 2013.

and economic drivers of risk at the individual, community and national levels that the education programme is designed to address.
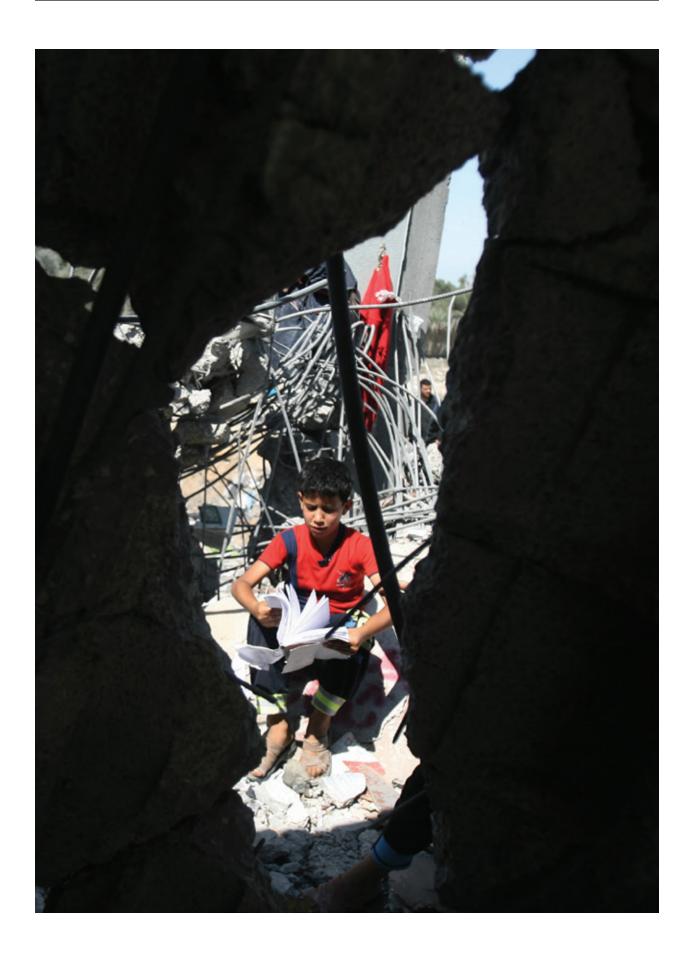
There are several reasons to implement a causality analysis:

- It helps education actors and relevant stakeholders generate a shared understanding of the drivers of the hazard and vulnerabilities.
- It helps in the design of education strategies that address risk at multiple levels: immediate, proximate, and root.
- It helps in the design of education strategies that address the multiple causes of a hazard.
- It helps in identifying interaction among multiple hazards.

Many tools exist for causality analysis. UNICEF's GRIP prioritizes the "risk causality analysis."

Step 3:
Use the child-centred risk analysis findings

3.1 Build scenarios
3.2 Plan for contingencies
3.3 Review and adapt programmes
3.4 Monitor and evaluate

UNICEF is committed to building the resilience of children, school communities, and education systems. One way to achieve this is risk-informed programming. *Step 3: Use of the child-centred risk analysis findings* is the most critical step in risk-informed programming. This step involves using the findings of the child-centred risk analysis to:

a. Plan for the future through building scenarios that take contingencies into account;
b. Review and adapt existing education programmes;
c. Hold actors accountable through monitoring and evaluation.

Box 12: Key resources for scenario-building

United Nations, *Pandemic Planning and Preparedness Guidelines*, Annexes E and F, 2006.

These annexes provide detailed guidance on building scenarios and related contingency planning for UN actors.

As with all the activities described in this guidance note, the Step 3 activities—scenario building, contingency planning, programme review and adaptation, monitoring and evaluation—may be stand-alone activities or may be integrated into wider United Nations or UNICEF country office processes, such as annual review and planning, joint sector review, situation analysis, humanitarian preparedness planning, conflict analysis, UNICEF Business Continuity Planning[36] or the United Nations Programme Criticality Framework[37].

3.1 Build scenarios

Scenarios: Hypotheses about the way the context might evolve.

Child-centred, risk-informed education programming is about prevention, preparedness and response to hazards, shocks and stresses that impact education, with the aim of ensuring continuity of education for all children. In order to be prepared for future eventualities, it is necessary to take what we know about the hazards, shocks, and stresses (from the findings of the child-centred risk analysis) and imagine what a hazard, shock, or stress scenario might look like in the future. To do this, build scenarios (ideally three: worst case, better case, best case) and their likely impact on education for the set of three to five prioritized hazards, shocks or stresses. The scenario creates the potential problem statements that will be addressed in the contingency plans.

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[36] UNICEF Executive Board Second Regular Session 2007 (5-7 Sept 2007), *Implementation of Executive Board decision 2007/4 on crisis management and business continuity capacity*, distributed 6 July 2007.
[37] High-level Committee on Management, Twenty-fifth Session, International Fund for Agricultural Development, Rome, 7-8 March 2013, document prepared by the Program Criticality Working Group, *United Nations System Program Criticality Framework*, 25 Feb 2013.

Include in each scenario (worst, better, and best case) the following topics:

a. Description of the scenario: who, what, when, where, why, and how;
b. Impact on achieving the objectives of the MoE's Strategic Plan;
c. Impact on achieving of the objectives of UNICEF's Education Strategic Plan;
d. Impact on school-age populations (disaggregated by sex and age) as well as families (not just in terms of education, but also health, nutrition and toxic stress): who, what, when, where, why, and how;
e. Impact on education delivery systems (e.g. government, religious, UNICEF and UNICEF partners): who, what, when, where, why and how; and
f. Schedule and accountability for updating of scenarios over time.

3.2 Plan for contingencies

Contingency planning: A management process that analyzes specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective, and appropriate responses to such events and situations.[38] UNICEF is expected to respond adequately and consistently to situations of instability and crisis, including hazards, shocks and stresses. Contingency planning is a tool to help achieve this goal. For each scenario (worst, better, and best case) it is important to plan for education continuity. For example, if scenario X happens, UNICEF education staff will do Y to promote education continuity. Working with UNICEF education staff and relevant stakeholders, develop a contingency plan that addresses these scenarios through both humanitarian and development programmes. An example of a contingency plan table of contents is provided below.[39]

Education contingency plan

Table of Contents
a. The child-centred risk analysis report (Summary of 2-5 pages; include link to longer version)
b. The three scenarios (best, worst, probable)
c. Education programmes critical to be continued
d. Education programmes for response
e. UNICEF education staff leadership, roles, accountability, contact details, and systematic way to update this information

Box 13: Key Resource for Contingency Planning

IASC, *Contingency Planning Guidelines for Humanitarian Assistance*, 2007.

A guidance note on contingency plans with useful annexes such as terms of reference of working group, contingency plan checklist, and work flow.

UNICEF, *DRR contingency planning toolkit for implementing partners: action matrix*, 2012.

This contingency plan addresses the obligation for all UNICEF Implementing Partners (IP) to complete all preparedness and response activities listed under different phases and interventions.

UNICEF, Business Continuity, n.d.

An internal UNICEF initiative that provides policy and guidance to ensure the capabilities to continue critical process and operational services when exposed to a broad range of risks. [A type of contingency plan.]

United Nations, *Programme Criticality Framework*, 2013.

A common UN system framework for decision-making that puts in place guiding principles and a systematic, structured approach to ensure that programme activities can be balanced against security risks. A type of contingency plan, mandatory in areas where Security Risk Assessment levels are high or very high.

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[38] United Nations International Strategy for Disaster Risk Reduction, 'Terminology Bank,' 2009.
[39] The Inter-agency Standing Committee (IASC) is a forum of UN and non-UN humanitarian partners.

f. Critical education staff list and education partner organizations (for short- and medium-term interventions)
g. Process for conveying alert notification to UNICEF education staff
h. Coordination roles (who, what, when, where, why, how) with Cluster, other sectors, and, importantly, education partners (for short- and medium-term interventions)
i. Linkages with existing country office, education unit, education ministry, global education cluster, and development partner plans and processes
j. Preparedness plan to implement the contingencies: what can be done with what you have; what is needed in order to do more (stockpiles, equipment, resources on standby)
k. Programme strategy for short, medium, and long term: humanitarian to development response
l. Trigger for activating the contingency plan (with clear activation guidance)
m. Schedule and accountability for practicing, reviewing and updating the contingency plan and the scenarios on which it is based
n. Monitoring and reporting on the planned activities and anticipated results
o. Trigger for return to normal programming and reviewing lessons learned, with clear guidance and indicators signaling when to return to normal programming, for example.
p. Budget, for example, Flash Appeal and Central Emergency Response Fund applications
q. Critical office operations needed to support the contingency plan such as fuel, IT, communications, human resources and security
r. Critical partners, vendors and procurement processes to implement the contingency plan.

3.3 Review and adapt programmes

Child-centred risk-informed education programming involves not only preparedness planning for anticipated hazards, shocks and stresses (addressed above), but also the review and adaptation of current UNICEF education programmes. Informed by the risk analysis findings, the UNICEF education staff should review the current strategic plan, programme design, implementation and M&E documents that detail processes, procedures, partnerships, indicators, short- and medium-term results, budgeting and other fiscal information. Box 14 below offers some questions that may guide the review of education programmes or systems, whether delivered by the MoE, UNICEF, or UNICEF Partners.

Begin by reviewing whether and how the UNICEF education staff has implemented the *activities* described in Steps 1 and 2 above. To assist in this review, the Child-centred Risk-informed Education Programming Checklist is provided on page 81.

Next, review the UNICEF education team's current programme *content*, including the strategic plan, annual work plan, and partners' programmes. Review the theories of change or programme logic (inputs, outputs, outcomes, and intended impact) and implementation. The aim is to assess whether, and how, the education programmes (humanitarian and development) are informed by the child-centred risk analysis; that is, the extent to which they are reducing vulnerabilities to hazards, shocks and stresses and promoting capacities to prevent, prepare for, and respond to hazards, shocks and stresses—either explicitly or implicitly. To assist in this review, consider the questions in box 14 below. Additional questions may be found in Table 9 of the UNICEF's GRIP.

Box 14: Nine questions for reviewing the risk-sensitivity content of existing UNICEF education programmes, both humanitarian and development[40]

1	In the past, to what extent have hazards, shocks and stresses affected the supply, demand, and quality of the UNICEF education programme?[41]
2	Based on past trends and expected scenarios, does the education programme target the most hazard-prone geographic areas where the most vulnerable girls, boys, women and men are located?[42] Why or why not?
3	Does the education programme have a clear objective that explicitly addresses expected multiple hazards, shocks, and stresses?
4	To what extent does the education programme design (inputs, outputs, outcomes, situation analysis, theory of change) already factor in (explicitly or implicitly) expected hazards, shocks and stresses, drivers of vulnerability and capacities to prevent, prepare for, and respond to hazards, shocks and stresses?
5	To what extent does the education programme include risk-informed strategies that address hazards, shocks and stresses and reduce vulnerabilities, such as disaster risk reduction, climate change education, child protection in education, social protection for education, school health and nutrition, conflict sensitivity, and peacebuilding?
6	To what extent does the education programme reduce vulnerabilities to hazards, shocks and stresses of education populations and systems (at multiple levels)? Can these efforts be improved?
7	To what extent does the education programme promote the capacities of education populations and systems (at multiple levels) to prevent, prepare for and respond to hazards, shocks and stresses? Can these efforts be improved?
8	How is the education programme linked to early warning systems (UNICEF or other) and to people and processes that support risk management?
9	To what extent have the education programme design and implementation been analysed for criticality in the event of a hazard? Does a plan exist to continue the critical elements of the education programme in the event of a hazard?

If the review of programmes reveals room for improvement, then make a progressive plan for making the UNICEF education programmes more risk-informed and include it in the annual work plan. Depending on the UNICEF education staff's technical expertise and mandate, a team may choose to focus on different elements of the risk equation for their programme revision, such as improving hazard risk analysis, developing capacity, or reducing the vulnerability of children and

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[40] These questions are informed by the Rapid Assessment Checklist in UNICEF, Protecting Children from Poverty, Disaster and Climate Risks: Linking Social Protection with Disaster Risk and Climate Change Adaptation in East Asia and the Pacific: Reflections from a Symposium, 2014. Available from UNICEF East Asia and Pacific Regional Office (EAPRO) staff.

[41] This question builds on the bottleneck/barriers analysis framework used by many UNICEF country offices. As described by the EAPRO Resilience Working Group, risks may be analyzed for their impact on ten determinants of quality, demand, supply and enabling environment. These are: social norms, legislative policy, budget expenditure, management/coordination, availability of essential inputs, access to adequately staffed services and facilities, financial access, social and cultural practices and beliefs, timing and continuity, and quality of care. For greater detail, contact UNICEF EAPRO Resilience Working Group.

[42] UNICEF, Child-centered Risk Assessment: Regional Synthesis of UNICEF Assessments in Asia, 2014, p.18.

youth. Whatever the focus, adapting the education programme according to the findings of the child-centred risk analysis should follow a process similar to that used in UNICEF country pro-gramme planning,[43] such as:

- Agree on what risk-informed education programming should look like given the country con-text and likely scenarios.
- Agree on the areas that need improvement.
- Consult with stakeholders regarding strategies to better address hazards, shocks and stresses and related risks.
- Make a progressive plan to address the identified gaps in order of priority and include the rele-vant activities and accountabilities in the appropriate UNICEF planning document.
- Secure resources for the changes needed from existing Country Office budgets from education or related sector funds or establish a fundraising plan with country and regional office stake-holders.
- Organize the resource and management arrangements of UNICEF's education unit.

Remember the overall aim: a child-centred, risk-informed education programme is one that:

a. Is informed by an analysis of hazards, shocks and stresses, exposure, vulnerabilities and ca-pacities;
b. Employs strategies that reduce the vulnerability to hazards, shocks and stresses of populations and systems and promote capacities to prevent, prepare for and respond to them;
c. Enables education programmes, populations and systems to be resilient to cycles of hazards, shocks and stresses.

Box 15: Case study: Risk Analysis of hazards, shocks and stresses in the Central African Republic

In 2015, the senior leadership of the Central African Republic UNICEF country office commissioned a risk analysis to inform education strategies, proposals and emergency portfolio management. The scope of the analysis was UNICEF's education in emergency portfolio's catchment area and target population. The method was qualitative, conducted through participatory workshops, site observations and guided, protocol-based key informant interviews—all of which were conducted in 12 days. The risk analysis focal point was from UNICEF Headquarters. Stakeholders involved in the analysis included UNICEF staff from Education, Security, Social Policy, Monitoring and Evaluation, Operations, HIV/AIDS and Proposal Development, as well as the Education in Emergencies regional focal point.

The analysis covered both internal and external hazards affecting UNICEF's education programming. External hazards to included security threats to staff, fraud or misuse of resources by partners and insufficient capacity of sub-contractors, e.g. school construction of poor quality. Internal hazards were also identified: insufficient monitoring of budgets and programmes, inadequate management of supply and warehouses and bureaucratic administrative delays causing tension with partners. The people and systems exposed included the UNICEF country office and its education operations and delivery system, (which caused a decline in the reputation of the agency and a reduction in the ability to fundraise); the UNICEF country office staff, who experienced low morale; and ultimately, children in UNICEF's educa-tion programme target area who did not have access to quality education. Site visits revealed some learning spaces with sub-standard water points and sanitation facilities; limited operation of temporary learning spaces and closures due to delays in teacher payment. Particularly vulnerable were the dis-placed Muslim children living in the area affected by conflict and the teachers who were not receiving the payments on which their families depended. This vulnerability was driven by inadequate project supervision and the fact that the children were already suffering from multiple unmet basic needs. Nev-

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[43] UNICEF, *Programme, Policies and Procedures Manual*, 2007.

ertheless, UNICEF education programme staff and UNICEF leadership were found to have the capacity (will, time and human resources) to prevent and respond to the identified internal hazards.

Following the risk analysis, a programme review and adaptation plan was established in which Finance would designate budget focal points, review standard operating procedures and begin third party monitoring. Operations would establish a supply focal point and accountability system for partner cooperative agreement (PCA) oversight. The Education programme team would identify an internal working group to develop a fundraising strategy and integrate risk analysis and updates into the UNICEF education annual processes and documents, including new proposals.

3.4 Monitor and evaluate

Monitoring: periodic oversight of the implementation of an activity in order to establish the extent to which input deliveries, work schedules, other required actions and targeted outputs are proceeding according to plan, so that timely action can be taken to correct deficiencies detected.

Evaluation: a process that attempts to determine as systematically and objectively as possible the relevance, effectiveness, efficiency and impact of activities in light of specified objectives.

Box 16: Key resources for UNICEF risk-related process indicators—not education-specific.

UNICEF's *Early Preparedness Platform*

The UNICEF emergency preparedness platform is a mandatory tool which Country Offices, Regional Offices and Headquarters should use in planning effective preparedness activities and monitoring their preparedness levels.

Monitoring and evaluation involves three dimensions:[44]

* *Process:* Measuring "risk-informedness," or the extent to which education programming processes are risk-informed; taking into account the risks identified by child-centred risk analysis and utilizing this information to institutionalize policies, practices and mechanisms to respond to and monitor changes in risks;
* *Results:* Monitoring and reflecting on the extent to which education programmes have addressed risks;
* *Updating the child-centred risk analysis:* Monitoring changes in the risk context surrounding education programmes.

The first dimension (*process*) entails being informed of the risks when implementing an education strategy. For example, determine whether the programme design is based on a child-centred risk analysis (see the risk-informed education programming checklist on page 81), and whether strategies that address hazards are being delivered. General UNICEF risk-informed process indicators may be found in the Early Preparedness Platform (which replaces Early Warning Early Action). It includes questions such as:

* Did the situational analysis integrate an analysis of multiple hazards, shocks and stresses and identify who is exposed and who is particularly vulnerable?
* In the Annual Work Plan, were risk scenarios and projected contingency plans discussed with key office staff?
* Do you have a plan for the first 72 hours after the onset of a hazard?

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[44] Adapted from: INEE, *Two-day training, Module 8: Monitoring and Evaluation*, 2014. This concept is informed by Rachel Goldwyn and Diana Chigas, *Monitoring and Evaluating Conflict Sensitivity*, 2013, p. 4. This was a collaborative project of CARE, CDA and DFID.

See UNICEF's GRIP for additional indicators relevant to the process of being risk-informed.

The second dimension (*results*) involves monitoring the extent to which the UNICEF education programme has reduced risk, in other words, its efficacy and results. For example:

- Has the education programme reduced the vulnerability of children and youth to hazards, shocks and stresses and if so, how?
- Has the UNICEF education programme bolstered the capacities of the MoE to prepare, prevent and respond to hazards, shocks and stresses that impact education, and if so, how?
- Were there any unintended consequences of UNICEF education programmes that resulted in increased vulnerabilities?

Of course, any methodology used to measure this second dimension, this cause and effect relationship, must be specific to the unique theory of change and related strategies of the education country programme. To assist in indicator selection and creation, examples of strategy-specific, outcome-level indicators are available in the risk-informed education programming menu of Indicators on page 84.

The third dimension (*updating the child-centred risk analysis*) involves scheduled and systematic updating of the original risk analysis. The steps include abbreviated versions of what was completed in the first risk analysis identifying hazards, shocks and stresses, exposure, vulnerability and capacity, followed by prioritizing and causal analysis (see Chapter 1: Step 2: Analyze the risk). This systematic updating may be built into UNICEF education staff's systems and processes, such as the situation analysis, theory of change, the mid-term review, the annual management review and regular check-ins at staff meetings about changes in context.

Box 17: Case Study: EAPRO Resilience Working Group identification of "windows" for risk-informed programming[45]

The EAPRO Resilience Working Group has mapped countries' risk ratings using INFORM; identified the relevant windows of opportunity in UNICEF processes to promote risk-informed programming (such as those below); and mapped the progress of each country in maximizing those windows of opportunity.

- Situational analysis—includes analysis of risk, hazards, vulnerabilities, capacities of duty bearers.
- Country programme documents—based on analysis, integrates risk-reduction objectives into outcomes, outputs, indicators and strategies.
- Enterprise risk management, early warning early action and emergency preparedness platform—includes the risk- control self-assessment and informs the country programme management plans and the country programme action plans.
- Country programme management plan—includes adequate allocation of financial and human resources and accountabilities to support risk-informed programming, as well as measures to mitigate internal hazards.
- Country programme action plan—includes strategic, risk-informed results and strategies, such as climate change education, disaster risk reduction, school health and nutrition, child protection, social protection, conflict sensitive education and peacebuilding.
- Mid-term review—opportunity to revise plans to elevate risk-informed education programming.
- Country programme evaluation—ensures that risk-informed programming outputs and results are measured.

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[45] Adapted from East Asia Pacific Regional Office Resilience Working Group (EAPRO RWG), 'Maximizing opportunities to further risk-informed country programming for EAPRO countries in a planning process in 2015,' 2015, Brown Bag Lunch PowerPoint, Slide 4. Available from EAPRO RWG.

**Chapter 2:
Six strategies for UNICEF risk-informed
education programming for resilience**

Chapter 1 of this guidance note offered education sector-specific considerations for three steps of risk-informed programming. Chapter 2 focuses on six education strategies that address hazards, shocks and stresses that impact education.[46] Each of the six sections addresses a strategy/hazard pair as illustrated in box 18 below. Each section includes the UNICEF definition; an illustrative table of strategies at the individual, school community and system or policy level; and a list of key resources.

Box 18:

Hazards that impact education	UNICEF education strategies that address hazards
1. Natural hazards, shocks and stresses	1. Disaster risk reduction in education
2. Climate change	2. Climate change education
3. Biological hazards	3. School health and nutrition
4. Violent conflict	4. Conflict-sensitive education and peacebuilding
5. School-related gender-based violence	5. Child protection in education
6. Economic shocks	6. Social protection in education

Eight characteristics of robust, child-centred, risk-informed education strategies
While each section below describes a strategy/hazard pair, there are several characteristics that apply across all risk-informed education strategies. Whatever the strategy package selected to address the unique hazards, it is good to remember that every robust risk-informed education programme shares the following characteristics:

- Addresses *prevention (if feasible), preparedness* and *response*;
- Addresses *immediate, proximate and root or structural causes* of the hazard;
- Decreases *vulnerabilities* and increases *capacities to prevent, prepare and respond*;
- Ensures that both the *strategies*(content) and the *strategy delivery mechanisms* (process) are informed by risk;
- Includes *mutually-reinforcing strategies at multiple levels*: micro (child and young person), meso (school community) and macro(system);
- Is child-centered—not sector-centered or institution-centered—and addresses risks through collaborative, *multi-sectoral strategies*;
- Continues education seamlessly across the *humanitarian* and *development* cycles; and
- Is monitored, evaluated and adapted to ensure that it is *risk-sensitive* and that it is *making progress towards intended outputs, outcomes and impacts*.

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[46] There are additional relevant strategies beyond these six; this paper focuses on those considered most relevant to the prioritized hazards.

1. Disaster risk reduction in education to address natural hazards, shocks and stresses

1. Disaster risk reduction in education to address natural hazards, shocks and stresses

Chapter 1 reviewed both the definition of natural hazards and examples of their impacts on education populations and systems. This section provides a brief overview of education strategies to prevent, prepare for, mitigate or respond to natural hazards. This package of strategies is commonly referred to as Disaster Risk Reduction in Education. While disaster risk reduction is sometimes understood as addressing various hazards (natural, biological, manmade) affecting children, in this section we highlight the disaster risk reduction strategies that address natural hazards.

Currently, two frameworks predominate in the disaster risk reduction field. As education actors, we may use these frameworks in several ways:
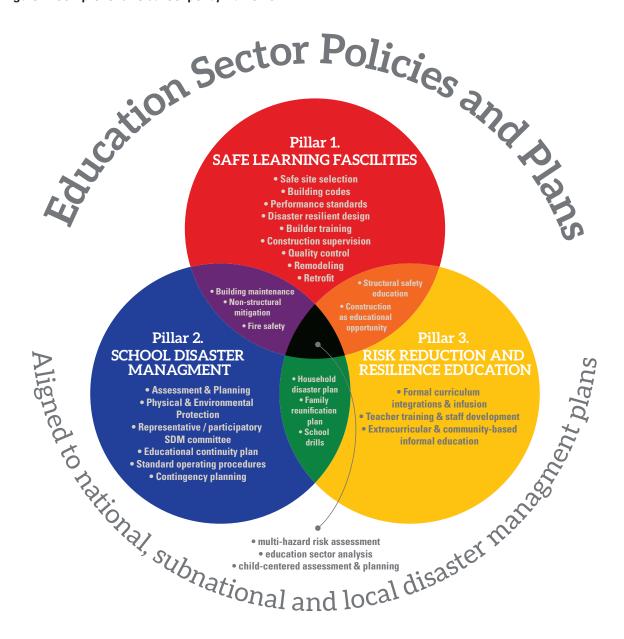
a. As a "check" on our programme design to ensure that it is comprehensive;
b. For examples of language to use in our logical frameworks and strategic plans; and
c. As advocacy tools to demonstrate how programmes are contributing to frameworks to which the global community has committed action.

The Sendai Framework for Disaster Risk Reduction 2015-2030, endorsed in 2015 at the Third United Nations World Conference on Disaster Risk Reduction, follows the Hyogo Framework and includes seven targets and four priorities for action for the next 15 years. The goal, target 4, and priority 1 are of particular relevance to education.[47]

a. Goal: To prevent new, and reduce existing, disaster risk by implementing integrated and inclusive economic, structural, legal, social, health, cultural, *educational,* environmental, technological, political and institutional measures that prevent and reduce hazard exposure and vulnerability to disasters; increase preparedness for response and recovery and thus strengthen resilience.
b. Target 4: Substantially reduce disaster damage to critical infrastructure and disruption of basic services, among them health and *educational* facilities, including through developing their resilience by 2030.
c. Priority 1: Disaster risk management needs to be based on an understanding of disaster risk in *all its dimensions of vulnerability, capacity, exposure* of persons and assets, hazard characteristics and the environment.

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[47] See the full chart of the Sendai Framework, including other content relevant to disaster risk reduction in education here: https://www.unisdr.org/we/inform/publications/44983.

Figure 2: Comprehensive school policy framework

The Comprehensive School Safety Framework, (illustrated above) developed by a consortium of actors in 2012, the goals of which are:[48]

- To protect learners and education workers from death, injury, and harm in schools.
- To plan for educational continuity in the face of expected hazards.
- To safeguard education sector investments.
- To strengthen climate smart disaster resilience through education.

[48] GADRRRES and United Nations International Strategy for Disaster Risk Reduction, *Comprehensive School Safety Framework,* 2012.

Below is a table of some disaster risk reduction strategies at the child and young person, school community and system and policy levels. This is followed by an in-depth description and list of resources for learning more about disaster risk reduction.

Box 19: Illustrative examples of child-centred disaster risk reduction strategies in education

Definition: UNICEF describes disaster risk reduction (DRR) as a systematic approach to identifying, assessing and reducing risk. Specifically, the purpose of disaster risk reduction is to minimize vulnerabilities and disaster risks throughout a society in order to avoid (prevent) or to limit (mitigate and prepare for) the adverse impacts of natural hazards and facilitate sustainable development.[49]

Children and youth	School community	System and policy[50]
Students: • Raise awareness about hazards and capacities. • Teach risk assessment, planning, critical thinking, problem-solving, scientific literacy, environmental education, swimming and other hazard-specific classes. • Provide instructional materials on emergency readiness and response. • Encourage children and youth to carry out contingency planning with their families or guardians. • Map school vulnerabilities and capacities to overcome hazards. • Provide first aid kits and train students and teachers in their use. • Provide alternative learning opportunities, non-formal education opportunities, and catch-up or accelerated education classes to address any breaks in education continuity.	Community: • Involve school management and parent committees in hazard mapping, contingency planning and school safety monitoring (i.e. monitoring the physical and social or emotional safety aspects of the school environment). • Involve parents in hazard awareness and environmental activities at school. • Train parents and community members as non-formal education service providers, able to provide psychosocial support and basic education activities for diverse age ranges, to prepare a cadre of local, non-formal education service providers to support education in development and emergency contexts. Teachers and other education personnel: • Facilitate the review and adaptation of curriculum and learning materials to include environmental education and scientific literacy. • Promote pedagogic methods that foster critical thinking and problem-solving. • Plan and carry out evacuation and hazard-specific drills. • Support teachers through peer-support networks, psychosocial services and reliable salaries.	Education systems and policies: • Include in sectoral child-centred risk analysis. • Assess and allocate appropriate financing for risk-informed education programming. • Include hazard preparedness, prevention, response and recovery in teacher training and new staff orientation. • Establish accountability mechanisms at all levels to monitor and support risk-informed programming. • Revise existing education sector plans to include risk assessment planning. • Establish an incident command system. • Design and communicate early warning procedures across all systems. • Establish, support and enforce policies requiring education system hazard preparedness, prevention, response and recovery at the national and sub-national levels.

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[49] UNICEF, *Disaster Risk Reduction and Education Technical Note*, 2014.
[50] Following the HATIS guidance, a "system" refers to government-level capacity building, policy making, sector planning, etc. See http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/CCESD/framework/files/assets/basic-html/page6.html

Children and youth	School community	System and policy[51]
• Provide psychological protection and support or referrals to specialists for children and youth who have experienced hazard-related trauma. • Train children to conduct school safety monitoring.	Facilities: • Select sites and construction materials based on information about risk and sensitivity to potential conflict. • Foster community ownership of school construction and maintenance. • Conduct independent assessments of structural (e.g. buildings), and non-structural (e.g. heating) safety systems of buildings. • Restore, reconstruct and retrofit learning spaces to make them hazard-resilient. • Build barriers, e.g. around schools, wells, bodies of water, and ditches. • Maintain space free from hazardous materials like needles, glass, and sewage. • Ensure that emergency shelters are stocked and accessible.	• Establish, support and enforce building codes and retrofit policies and guidelines. • Fair, transparent and conflict-sensitive contracting and employment protocols that prevent corruption and elite contract capture. • Establish child-seeking and back-to-school policies for out-of-school children and youth. • Establish psychological protection and support policies as well as socio-emotional enablement policies.

The field of disaster risk reduction is vast and there are many resources that address its multiple subtopics. The table below provides links to a few of these resources. For example, the annotated bibliography by Marla Petal is a comprehensive document with links to many additional sources.

Box 20: Key resources for disaster risk reduction in education

UNICEF, *Disaster Risk Reduction and Education Technical Note*, 2014.

One in a series of briefing notes to help practitioners identify how sector work can contribute to reducing disaster risk.

UNICEF, *Climate Change Adaptation and Disaster Risk Reduction in the Education Sector Resource Manual*, 2013.

A comprehensive narrative resource manual that explores dimensions of climate change adaptation and disaster risk reduction, while emphasizing equity and child rights.

UNICEF and UNESCO, *Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries,* 2012.

A guidance note with case studies regarding multiple pathways of integrating disaster risk reduction in schools, including approaches, teaching methods, learning assessments and policies. Includes a checklist for optimal disaster risk reduction curriculum practice.

UNISDR, INEE, and the World Bank, *Guidance Notes on Safer School Construction: Global Facility for Disaster Reduction and Recovery*, 2009.

A framework of guiding principles and general steps to develop a context-specific plan to address disaster-resilient construction and retrofitting of school buildings, by Marla Petal.

Marla Petal, *Disaster Risk Reduction Tools for Humanitarian Action and Development in the Education Sector*, 2010.

A comprehensive and accessible annotated bibliography of disaster risk reduction resources.

Box 20: Key resources for disaster risk reduction in education

UNISDR, *Disaster Prevention for Schools: Guidance for Education Sector Decision-Makers,* 2008.

Narrative guidance and tools on creating and maintaining safe learning environments, teaching and learning disaster prevention and preparedness and developing a culture of safety.

International Finance Corporation (IFC), *Disaster and Emergency Preparedness: Guidance for Schools* (2010).

Reader-friendly narrative with definitions and many tools and checklists, such as: school building safety checklist, family disaster plan, preparedness checklists and several decision trees.

UNISDR and UNESCO, *Towards a Culture of Prevention: Disaster Risk Reduction Begins at School, Good Practices and Lessons Learned*, 2007.

More than 30 case studies of disaster risk reduction activities in schools around the world.

Box 21: Case Study: Natural hazards and disaster risk reduction in Peru[51]
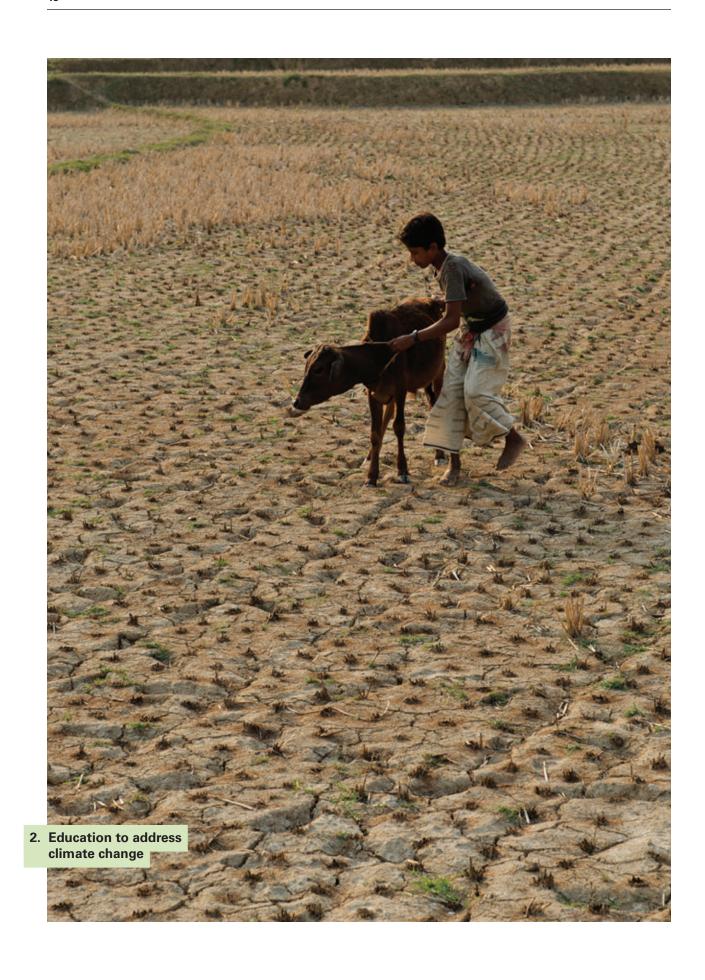
What is the hazard and who is particularly vulnerable?

Peru is in the top 20 countries considered to be at high risk from multiple hazards, including drought, earthquake, flood, landslides, volcanoes, storms, extreme temperatures and El Nino weather variations. Drought has affected the greatest number of people, while earthquakes have caused the greatest economic damage. The poor are particularly vulnerable (about 40 per cent of the population live below the poverty line); urban-dwellers (roughly 75 per cent of the population live in urban areas, a large proportion of which are illegal settlements); and those living near rivers. Of these, 23 per cent live in flood-prone areas where El Nino weather patterns cause torrential downpours, increasing the frequency and magnitude of floods.

What risk-informed strategy was used and what were the results?

In 2007, the Ministry of Education integrated DRR into the national school curriculum. For example, emergency preparedness was included in the geography curriculum for grades 1-6 and "participation in actions to prevent environmental risks" was included in science and environment for grade 5. The national DRR curriculum was flexible and incorporated a wide range of risks; thus, each school was expected to integrate risk management across multiple subject areas, as appropriate for its unique contextualized curriculum. UNICEF supported the Ministry's DRR work through, among other things, the reproduction and distribution of Risklandia (a board game on risk management produced by UNICEF and UNISDR; by providing workshops (such as on the *Inter-Agency Network on Education in Emergencies Minimum Standards for Education: Preparedness, Response, Recovery*); and by facilitating knowledge-sharing (for example, project school exchanges for teachers and students to share disaster risk reduction practices). The UNICEF support contributed to some important results, including an increase in school-led evacuation drills, an increase in local levels of awareness of holistic risk (including traffic, child abuse and malnutrition) and the integration of risk management into one of the Ministry's main teaching guides on environmental education.

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[51]   Case study sources: The World Bank and the Global Facility for Disaster Reduction and Recovery, *Disaster Risk Management in Latin America and the Caribbean Region: GFDRR Country Notes Peru*, 2010. UNICEF and UNESCO, *Disaster Risk Reduction in School Curricula: Case Studies from 30 Countries.* Venton, Courtenay Cabot and Paul Venton, *Disaster Risk Reduction and Education Outcomes for Children as a Result of DRR Activities Supported by the UNICEF EEPCT Programme Case Study B: DRR Outcomes for Children in Peru*, 2012.

2. Education to address climate change

2. Education to address climate change

Although clearly related to disaster risk reduction, climate change adaptation (CCA) has emerged as a sector worthy of distinct consideration and programme strategies. In Chapter 1, we reviewed both the definition of climate change and examples of impacts on education populations and systems. Importantly, girls, boys, women and men have different vulnerabilities to climate change because of the socially constructed roles they are expected to play. Climate change also further entrenches existing gender inequalities in terms of wealth creation and access to information and education.[52] This section provides a brief overview of education strategies to prepare for, prevent, mitigate or respond to the impacts of climate change. This package of strategies may be referred to as Climate Change Education.

Many of the strategies listed in the table on disaster risk reduction in education may also apply to climate change education; the table below offers a few more strategies.

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[52] See Ellen Chigwanda, *A Framework for Building Resilience to Climate Change through Girls' Education Programming*, 2016, p. 3.

Box 22: Illustrative examples of climate change education strategies

Definition: Climate change education involves teaching education populations and systems how to adjust to actual or expected climatic stimuli or their effects. It moderates harm or exploits beneficial opportunities.[53]

Children and youth	School community	System and policy
• Map local impacts of climate change. • Map local adaptive strategies. • Explore the science of climate change • Mobilize environmental clubs to raise the awareness of children and youth on climate change and adaptive strategies. • Teach children and youth climate science literacy and environmental education. • Support and participate in school preparedness planning. • Encourage environmental stewardship projects.	Community: • Support and participate in school preparedness planning. Have community use gender-sensitivity and critical thinking skills to link school preparedness planning with household preparedness planning activities they may undertake in their home environments. • Share existing adaptive strategies and indigenous knowledge of the patterns of climate change and its impacts. Facilities: • Ensure that school rehabilitation, construction and retrofitting are multi-hazard resilient and safe. Teachers and other education personnel: • Adapt the school calendar for changing seasons, floods and agricultural patterns. • Plan to continue education in the case of a hazard, for instance by training a cadre of non-formal, community-based education service providers. • Implement school-based environmental practices for water and sanitation, like harvesting rain water. • Teach children and youth life skills, such as critical thinking, self-efficacy and problem-solving, needed for school- and home-preparedness actions. • Integrate climate change across multiple subjects to address not only the science, but also the values, attitudes and skills needed to address it.	• Review education sector plans and policies for gender-sensitive climate change adaptation and disaster risk reduction. • Reform national curriculum to include scientific literacy of climate change. • Reform national curriculum in non-science subjects to include critical thinking, problem-solving, local relevancy and emotional connection. • Connect climate change scientists with educators and education policy makers to ensure that education plans and policies are informed by climate change. • Ensure that education is relevant; establish vocational training programmes for new industries in areas where old industries are destroyed by climate change.

[53] This paper uses climate change education to refer to all of the following: sustainable education, climate change adaptation, climate change mitigation. UNICEF, *Climate Change Adaptation and Disaster Risk Reduction in the Education Sector: Resource Manual, 2013,* p. 4, prefers adaptation rather than mitigation because "UNICEF works mainly with vulnerable children in developing countries where the challenge is to adapt to the changing environment in an uncertain climatic future," p. 6. Mitigation is understood as reducing or eliminating climate change, whereas adaptation is understood as accepting that some climate change is happening and seeking ways to adapt to it.

Box 23: Key Resources for Climate Change Education

UNICEF, Children's Vulnerability to Climate Change and Disaster Impacts in East Asia and the Pacific, 2012.

Summarizes methods for measuring climate change impacts on children in five countries.

UNICEF, *Climate Change Adaptation and Disaster Risk Reduction in the Education Sector: Resource Manual*, 2013.

Includes case studies from the Maldives and the Philippines on climate change adaptation.

UNESCO, *Climate Change Educational Clearinghouse*, 2015.

Trilingual (English, French and Spanish) online platform for hundreds of resources, including good practices, teaching and learning materials, scientific articles and multimedia material from around the world.

UNESCO, *Course for Secondary Teachers on Climate Change Education for Sustainable Development: Climate Change in the Classroom*, 2013.

This six-module online course positions climate change education under the broad framework of education for sustainable development.[54] The course makes the case for pulling climate change adaptation out of the sciences and integrating it across multiple subjects, with an anchor in local context. It closes with a module on the actions teachers, children and youth can take toward climate change adaptation and mitigation.

Climate Change Education.org

Provides access to educators and students about climate change; materials include lesson plans, videos and activities.

[54] Education for sustainable development is defined as a holistic framework for considering and integrating issues of environmental, economic, social and cultural sustainability in the name of realizing a sustainable future, p. 6.

Box 24: Case Study: Climate change and climate change education in Bangladesh[55]

What is the hazard and who is particularly vulnerable?
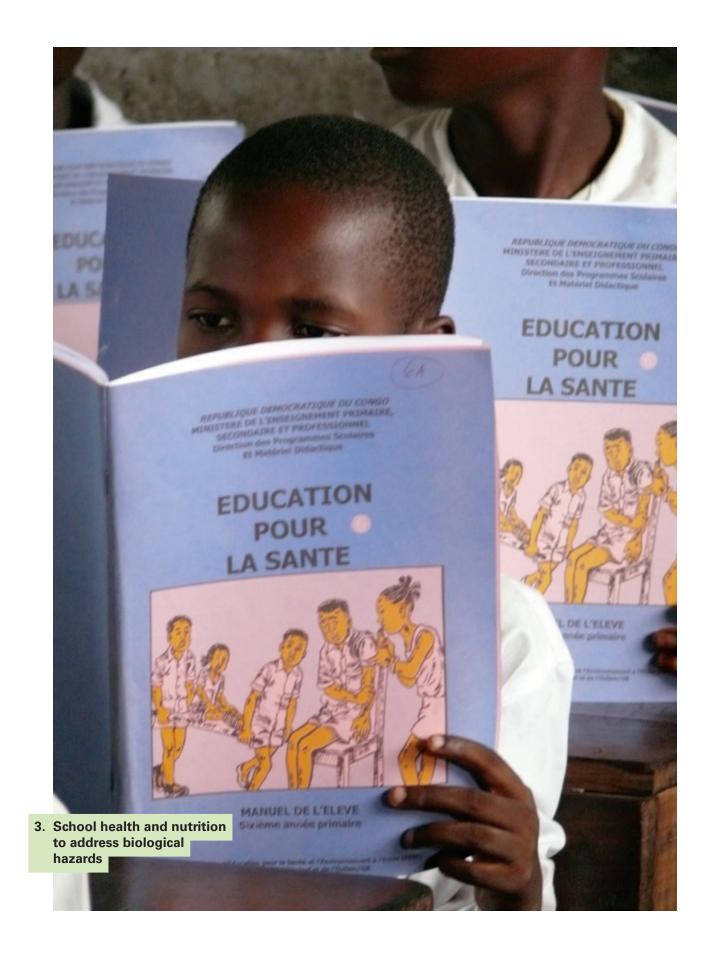
The major climate change hazards for Bangladesh are: in the North, drought and floods; in the central region, river erosion and flood; and in the South, cyclone and tidal surges. On average, Bangladesh is affected by 16 cyclones each decade. Multiple hazards in Bangladesh threaten 63 million children, who are vulnerable to death, disease, chronic malnutrition, internal displacement, increased risk of trafficking and exploitation, loss of family and lack of educational opportunities. Education is vulnerable to facility destruction and, as a result, reconstruction costs. For example, the super- cyclone of 2007 destroyed at least 849 government and non-government primary schools and damaged another 3,775 schools (government, non-government and community). Education demand is also affected when families' live-lihoods decrease, which causes lower school attendance, increased malnutrition, increased competition and, potentially, conflict for increasingly scarce resources such as land. According to some estimates, 17 per cent of Bangladesh's land will be underwater by 2050, displacing 18 million people.

What risk-informed strategy was used and what were the results?

To facilitate adaptation to climate change, the Government of Bangladesh (GoB) and partners took several actions. The GoB established a ministerial-level working group on climate change and multiple plans, such as the Bangladesh Climate Change Strategy and Action Plan (BCCSAP, 2008), and a National Adaptation Plan of Action (NAPA, 2005). In support of the national plans, a study was commissioned to identify how education could contribute to the plans' objectives, for example through climate change education at primary and secondary levels. In addition, stakeholders gathered information on the gaps in climate change adaptation and mitigation through two methods: 1) a national-level workshop was convened in Dhaka in 2009 for government, researchers and non-governmental agencies; 2) Action Aid conducted a participatory vulnerability analysis (PVA) in 28 schools in disadvantaged communities.

The NAPA included a goal to develop a curriculum for primary and secondary school children on the im-pact of climate change. The national-level workshop and PVA produced a list of additional education-re-lated strategies, such as school environmental clubs, planting trees on school grounds, training teachers to use examples of adaptation in their classrooms, arranging for a temporary school in the event of disaster, make-up classes for loss of instruction time due to disaster-caused closures, disaster resistant school design and emergency storage for school supplies, food and medicine. This approach of review-ing the NAPA for education entry points as well as collecting school-level data via a PVA contributed to the integration of education activities within subsequent GoB climate change activities. As an indication of positive results, a 2014 review found that more than 18 million students now have relevant disaster and climate change knowledge from 39 primary and secondary school textbooks.

[55] Case study resources: P.K. Das *Climate Change and Education Bangladesh,* 2010, pp. 39-74; Action Aid, *Partici-patory Vulnerability Analysis: A Step by Step Guide for Field Staff,* (Undated); Gardiner Harris, 'Borrowed Time on Disappearing Land Facing Rising Seas, Bangladesh Confronts the Consequences of Climate Change, *New York Times*, 28 March 2014; Prevention Web, *Bangladesh: National progress report on the implementation of the Hyogo Framework for Action (2013-2015),* 2015, p. 26.

3. School health and nutrition to address biological hazards

3. School health and nutrition to address biological hazards

This section provides a brief overview of education strategies to prepare for, prevent, mitigate or respond to biological hazards. (See Chapter 1 for the definition of biological hazards and examples of impacts on education populations and systems.) Biological hazards, as well as the breakdown of primary healthcare services, disproportionately affects women and children. It exposes women in particular to increased risks of domestic violence, limits women's access to resources differently than than it does for men, and causes different social and economic deprivations for each gender group.[56]

The package of strategies introduced below for mitigating biological hazards through the education sector are labeled as School Health and Nutrition. While these strategies are effective in addressing various hazards posed to children, they have also been recognized as a key pathway to addressing biological hazards.

UNICEF and its partners have produced the Focusing Resources on Effective School Health (FRESH) framework, a conceptual map for promoting health through schools, including addressing biological hazards. The four pillars of which—particularly number 3—harmonize well with the risk-informed approach.

[56] Sara E. Davies and Belinda Bennett, '*A gendered human rights analysis of Ebola and Zika: locating gender in global health emergencies,*' International Affairs, 92:5 (2016) 1041–1060.

The FRESH Framework[57]

1. **Equitable school health policies**

   Health-related school policies set priorities, objectives, standards and rules to protect and promote the health and safety of students and staff.

2. **Safe learning environment**

   The physical school environment should be a place where students are free from danger, disease, physical harm or injury; where sufficient water and sanitation facilities are provided; and where physical structures are sound, welcoming and secure.

   The socio-emotional environment should be a place where all students are free from fear or exploitation, and where codes against misconduct exist and are enforced.

3. **Skills-based health education**

   Skills-based health education uses participatory exercises to help students acquire knowledge and develop the attitudes and skills required to adopt healthy behaviors. *For example, skills-based health education can clarify students' perceptions of risk and vulnerability, which can help them avoid situations of increased risk.*

4. **School-based health and nutrition services**

   Providing well-managed health services at school—such as counseling, de-worming, micronutrient supplements and referrals—can improve children's health and nutritional status and consequently their ability to concentrate in school.

The FRESH framework can be used:

a. As a 'check' to verify that a programme strategy is comprehensive, including activities across all four categories of the framework to address biological hazards;
b. As a source of language to inform programme design and logical frameworks that take risk into account.
c. As an advocacy tool to show that school health and nutrition programmes are consistent with priorities agreed upon by an international, inter-agency network;

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[57] This is excerpted from: UNICEF et al., Focusing Resources on Effective School Health [FRESH]. *Monitoring and Evaluation Guidance for School Health Programmes. Eight Core Indicators to Support FRESH*, 2013.

Box 25: Illustrative examples of possible school health and nutrition strategies

Definition: Strategies that promote equitable school health policies, safe learning environments, skills-based health education and school-based health and nutrition.

Children and youth	School community	System and policy
• Give children and youth the skills to identify biological hazards and vulnerabilities and the capacities to overcome them. • Refer children and youth to the appropriate health care professionals. • Teach children and youth about good handwashing, personal hygiene (including menstrual hygiene) and household hygiene. • Train children and youth in what to do if they or a family member get sick with the warning signs of an epidemic disease. • Distribute to children and youth, as appropriate, malaria pills, micronutrients, de-worming medicine, vitamin A. • Check hearing and vision of children and youth; monitor children's growth and mobility.	Community: • Carry out gender-responsive awareness campaigns on individual and household hygiene and communicable disease prevention. • Carry out awareness campaigns on what to do in the case of expected epidemics. Facilities: • Establish and maintain gender- segregated latrines and appropriate menstrual hygiene management facilities. • Establish and maintain hand washing stations with soap and water or anti-bacterial gel. • Eliminate standing water on school grounds. • Stock school with sanitation supplies or instruct students in how to make sanitation supplies using locally available materials. Teachers and other education personnel: • Integrate prevention strategies (hand, personal and environmental hygiene) into curriculum. • Conduct malnutrition checks. • Provide good nutrition at learning sites. • Establish gender-responsive school codes of conduct prohibiting abuse, sexual harassment, discrimination and bullying. • Provide gender-responsive counseling for children and youth who may be stigmatized or traumatized by illness or abuse • Establish clear "sick day" policies regarding when it is not OK to come to school. • Use school gardens to teach about nutrition. • With parents, make education continuity plans in the event of an epidemic. • Establish alternative education options, such as remote radio or television instruction, if children and youth cannot gather at learning site.	• Include, in teacher training and orientation, instructions on how to recognize biological hazards. • Explain to new teachers the policies and protocols for responding to biological hazards. • Include, in teacher training, orientation on gender-sensitive mental health responses, such as the provision of psychosocial support in typical development educational settings and in the face of hazards. • Establish an early warning system and implement it at all levels. • Incorporate content into national curriculum about communicable diseases and prevention; sexual, reproductive and sexually transmitted disease; menstrual hygiene management, personal hygiene and hand- washing. • Based on vulnerability assessments, schools should provide nutritious food, malaria pills, micronutrients, de-worming and vitamin A. • Where school feeding is indicated, provide for training on food preparation, hygiene and safety. • Establish gender-responsive national teacher and education personnel codes of conduct against aggression and violence, including accountability policies and procedures. • Provide national guidelines for schools to develop education continuity plans, should an epidemic occur in their area.

Box 26: Key Resources for School Health and Nutrition

Focusing Resources on Effective School Health (FRESH) Coalition, *Focusing Resources on Effective School Health: Framework and Indicators*, 2014.

An international framework for implementing school health interventions jointly launched by UN and international development agencies at the 2000 World Education Forum in Dakar, Senegal. Also offered: two companion documents on monitoring and evaluation.

UNICEF, *UNICEF Water, Sanitation and Hygiene Strategies for 2006-2015*. 2006.

Describes UNICEF's set of WASH strategies based on previous lessons learned and changing contexts.

UNICEF, Center for Disease Control and Prevention, and World Health Organization, *Key Messages for Safe School Operations in Countries with Outbreaks of Ebola*, 2015.

Narrative and succinct guidelines for West African government ministries regarding prevention and response to Ebola in schools. Includes guidance on when and how to reopen post-epidemic.

Government of Hong Kong Department of Health Center for Health Protection, *Guidelines on Prevention of Communicable Diseases in Schools/Kindergartens/Kindergartens-cum-Child Care Centers/Child Care Centers*, 2014.

Practical information on biological hazard prevention measures for those working in schools and child-care centres. Includes specific prevention and response instructions for school staff regarding each type of disease and mode of transmission, as well as useful decision-making trees for teachers and account-abilities of school staff.

Education Bureau of the Government of Hong Kong, *Handbook on Prevention of Avian Influenza in Schools*, 2013.

Example of guidelines addressing a specific biological hazard; includes details on strategies such as civic education, parents' participation, case identification and reporting and school recovery and resumption.

Box 27: Case Study: Biological hazard, violent conflict, school health and nutrition and peacebuilding in Liberia[58]

What was the hazard and who was particularly vulnerable?

In 2014, Liberia experienced the intersection of a biological hazard—Ebola Virus Disease (EVD)—with a post-violent conflict context. EVD, a severe and often fatal illness transmitted from animals to humans and humans to humans, quickly spread from Guinea to Liberia. According to WHO estimates in September 2015, EVD resulted in 4,806 deaths. This biological hazard occurred in the context of previous decades of violent conflict which left 250,000 people dead and basic infrastructure in ruins. Particularly vulnerable were children and youth under 18, who comprised 51 per cent of the population, the majority of whom were out of school. (According to the most recent data available from the Demographic and Health Survey 2007, 65 per cent of primary school age children and 25 per cent of secondary school age youth were out of school).

What risk-informed strategy was used and what were the results?

In response to the legacy of violent conflict, UNICEF Liberia was funding a youth education programme, the Junior National Volunteers Project, in three counties in 2013. Forty-five high school-educated Junior National Volunteers (JNVs), 12 of them female, were recruited, trained and assigned to conduct activities on social cohesion in conflict-prone communities of Grand Gedeh, Maryland and Nimba counties. The JNVs then trained 540 Community Peace Committee (CPC) members, resulting in the resolution of 170 community conflicts. As the EVD spread, UNICEF leveraged the success of the JNV project and repurposed it to assist in the prevention, management and control of EVD transmission. The 45 JNVs were retrained to work within local community structures with the aim of eradicating EVD and maintaining peace, despite the many challenges caused by the disease. Together with the CPC members, the JNVs educated families on symptoms and prevention, distributed sanitation supplies and intervened to resolve conflicts, both EVD-related and others. The impact of the repurposed JNV project included reaching 2,002 people (1,072 female) with EVD awareness messages. By reviewing and adapting the current education and peacebuilding project to address the changing hazard context (the arrival of EVD), UNICEF was able to promote the capacities of the community to cope with both the legacy of violent conflict and the current biological hazard.

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[58] World Health Organization, *Ebola Data and Statistics*, 20 September 2015; United Nations Children's Fund, Republic of Liberia Country Office, *National Youth Volunteer and Ebola Response*, 2015. Available from UNICEF Headquarters' Staff.

4. Conflict-sensitive education and peacebuilding to address violent conflict

4. Conflict-sensitive education and peacebuilding to address violent conflict

Chapter 1 includes the definition of violent conflict and examples of impacts on education populations and systems. This section provides a brief overview of education strategies to prepare for, prevent, mitigate or respond to violent conflict. This package of strategies is referred to as Conflict-sensitive Education and Peacebuilding. These strategies are not reserved for programmes explicitly titled 'peacebuilding' or 'conflict-sensitive;' all programmes should aim to prepare for, prevent, mitigate or respond to violent conflict.

A conflict causal analysis is critical for conflict-sensitive education and peacebuilding strategies. UNICEF Education Staff may look for conflict analyses carried out by other agencies or include one in their child-centred risk analysis. Through the conflict analysis, the immediate, proximate and root causes, actors, dynamics and profile of a conflict are identified. By identifying the various causes of conflict, education programmers can then select strategies to address not only the immediate causes but the structural or root causes of violent conflict as well, thus contributing to sustainable peace.

For example, a conflict analysis may find (as was the case in Myanmar[59]) that a driver of violent conflict is the historical failure to recognize and provide for ethnic minority languages, identity and culture within the education system. UNICEF education staff may address that cause in the country workplan—at the systems-level, by supporting a revision of the national policy on the language of instruction that responds to diverse linguistic needs; and at the community-level, by facilitating dialogue between teachers and families about adaptations that can be made to include minority language students in the classroom, thus allowing these students to feel welcome and safe.[60]

Box 28: Key Resources for Conflict Analysis

UNICEF, *Technical Note on Peacebuilding and Conflict Sensitivity. Annex*, 2012.

This document offers key concepts, tools, entry points for strategies, frameworks, and programs to support a systematic approach to conflict sensitivity and peacebuilding.

UNICEF Humanitarian Action and Transition, *Guide to Conflict Analysis*, 2016.

UNICEF, *Peacebuilding Education and Advocacy (PBEA) Conflict Analysis Summaries, 2012-2015*.

UNICEF Country Office reports describing methodology and findings of conflict analyses conducted to inform PBEA programming 2012-2015.

UNICEF, *Lessons Learned for Peace. How conflict analyses informed UNICEF's peacebuilding and education programme*, 2019.

Claudia Seymour: *Engaging Adolescents in Conflict Analysis: A Guidance Note (Draft)*
A guidance note. UNICEF, n.d.

United Nations, *Conflict and Development Analysis*, 2015. A flexible analysis tool for multiple contexts.

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[59] Learning for Peace and UNICEF, *Conflict Analysis Summary: Myanmar*, 2014.
[60] Melbourne Graduate School of Education, Learning for Peace and UNICEF, *Synthesis Report: Language Education and Social Cohesion (LESC) Initiative*, 2016.

A robust, risk-informed, conflict-sensitive education and peacebuilding strategy will:

a. Be informed by a gender-responsive conflict analysis.
b. Address all three levels of conflict causes: immediate, proximate and root or structural;
c. Include mutually reinforcing strategies at each level: micro, meso and macro;
d. Reduce the ways education contributes to conflict (conflict sensitivity);
e. Promote the ways education contributes to peace.

Conflict-sensitive education refers to ensuring that education *does not harm*, that it does not contribute to tensions and violent conflict. For example, that inequitable education distribution does not trigger intergroup conflict; that teaching methods are not biased towards one group, causing grievances; or that UNICEF's hiring practices do not contribute to existing intergroup tensions.

Peacebuilding, in this text, refers to ensuring that education not only 'does not harm,' but that education in addition *does some good*; by contributing to building the foundations of peace, for example by encouraging different identity groups to practice tolerance. UNICEF provides the following framework (box 28) to conceptualize this relationship. It articulates three pathways through which education contributes to peace:

1. Education investments facilitated in the aftermath of conflict (e.g., a 'peace dividend'[61]) may be perceived by the society as a benefit of peace and can incentivize maintaining peace in the future..

2. In many contexts, education is a far-reaching social service system provided by the government. If done well, it can strengthen vertical cohesion—the trust and confidence between citizen and government.

3. Education at the community level can also foster horizontal cohesion: knowledge, attitudes and behaviours of tolerance and peaceful conflict resolution across identity groups. Individual capacities can also contribute to peace-making and peacebuilding.

Conflict-sensitive education and education for peacebuilding programming will be stronger and more effective when designed and operationalized in ways that are gender-sensitive, gender-responsive, and gender-transformative. Gender-sensitive approaches acknowledge and highlight existing gender differences, issues, and inequalities and incorporate these into education for peacebuilding strategies and actions. Gender-responsive education for peacebuilding approaches are informed by an awareness of the effects of gender norms, roles, and relations and involve measures to actively reduce those effects that pose barriers to gender equality. Finally, gender-transformative approaches aim to understand and transform entrenched norms and practices that produce unequal gender relations within a given context. Such approaches adopt strategies to promote shared power, control of resources, and decision-making as a key programme outcome.[62]

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[61] Peace dividends are "visible, tangible results of peace, delivered ideally by the state, but also by international partners, and also accessible beyond the political elite to communities throughout the state and in an equitable manner. Peace dividends may not necessarily address the underlying causes of conflict, but are nonetheless vital actions that address the consequences of conflict. They help create incentives for non-violent behaviour, reduce fear and begin instilling confidence in affected populations in their communities and in the legitimacy of their institutions." UNICEF, *Conflict-sensitivity and peacebuilding. Technical note*, 2012, pp. 3-4.

[62] UNICEF, Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme, UNICEF Programme Report 2012-2016, p. iv.

Box 29: UNICEF's theory of change: Education's contribution to peace[63]

Education builds peace
Education addresses the root causes of conflict and builds horizontal and vertical social and political co-hesion[64] through individuals, communities, institutions and systems.

Pathway 1.
Education delivers peace divi-dends

Pathway 2.
Education strengthens govern-ment and institutional account-ability

Pathway 3.
Education builds peace at the community level

Examples:
Helping to rebuild a destroyed school; distributing new school books and materials; follow-up after a back-to-school campaign that indicates a return to nor-malcy after violent conflict.

Example:
Quality and relevant education services are being distributed equitably, competently and transparently.

Examples:
Schools as zones of peace; peace and conflict resolution curriculum.

The table below (box 30) provides some examples of conflict-sensitive, gender-responsive and peace-promoting education strategies that addresses the hazards, shocks and stresses of violent conflict. Some strategies contribute to one or the other, while some contribute to both peacebuild-ing and conflict-sensitive education.

[63] Adapted from UNICEF, Conflict-sensitivity and Peacebuilding Programming Guide, 2016.
[64] Social cohesion is the degree to which vertical (the responsiveness of a state to its citizenry) and horizontal (cross-cut-ting, networked relations among diverse communal groups) social capital intersects. The more social capital exists, the more it can be leveraged in a mutually beneficial manner and the more likely it is that a society will be cohesive and thus possess the inclusive mechanisms necessary for mediating/managing conflict. Cited in R. Herrington, *Emerging Practices in Design, Monitoring, and Evaluation for Education for Peacebuilding Programming*. 1st ed., 2015.

Box 30: Illustrative examples of conflict-sensitive education and peacebuilding strategies

Definitions
Peacebuilding has been defined as 'a multi-dimensional range of measures to reduce the risk of a lapse or relapse into conflict by addressing both the causes and consequences of conflict and strengthening national capacities for conflict management at all levels in order to lay foundations for sustainable peace and development.'[65]

INEE defines conflict-sensitive education as:[66]
- Understanding the context in which education takes place;
- Analyzing the two-way interaction between the context and education; and
- Acting to minimize negative impacts, and maximize positive impacts, of education on conflict.

Children and youth	School community	System and policy
• Promote a sense of routine, well-being, security and structure in children and youth. • Provide education opportunities—early learning, drama and sports clubs—that bring together children and youth (girls and boys) from different identity groups. • Promote child protection committees in schools. • Provide gender-responsive, psychosocial support to victims of violence or refer them to mental health professionals. • Teach children and youth (girls and boys) to be critical thinkers and problem-solvers in order to resolve conflict peacefully. • Provide education that is relevant to children and youth (girls and boys) to 'pull' them away from recruitment into armed groups, forced early labour, forced early marriage or prostitution.	Community: • Train community members in monitoring and reporting attacks on education and in negotiating with groups to establish protective zones around schools. • Establish schools as zones of peace and codes of conduct to protect schools from attack and students from recruitment. • Promote social cohesion with marginalized groups. • Ensure participation by women and girls, as well as men and boys. • Create youth and community leader peace champions to promote attendance-monitoring to ensure educational opportunities for all children (girls and boys), good practices in local conflict resolution and inclusive education monitoring practices. Teachers and other education personnel: • Train teachers in inclusive and participatory methodologies that are non-discriminatory and gender-responsive. • Promote parental involvement in the school. • Promote early alert systems. • Train teachers on what teachers and schools can do to protect education from attack. • Train teachers to identify girls' and boys' psychosocial needs.	• Establish gender-responsive policies that promote equitable access to education for all, with specific provisions for previously excluded groups. • Support education sector plans that contribute to the mitigation of conflict factors • Build institutional capacity within *ministries to protect education against attack* • Leverage *education services as a peace dividend or transitional justice measure*. • Build capacity of government ministries at all levels for conflict, equity, and gender analysis. • Include conflict, equity, and gender in education sector diagnosis and analysis. • Require partners to conduct gender-responsive conflict analysis before establishing programmes in conflict-affected areas. • Adopt the *Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*. • Review national curriculum to remove bias, stereotypes and violence, including those related to gender. • Adopt peacebuilding, peace education and child-friendly, gender-responsive schools programming.

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[65] Adapted from the Secretary General's Policy Committee Decision, May 2007, as cited in UNICEF, Conflict Sensitivity and Peacebuilding in UNICEF: Technical Note, 2012. Also see technical note for greater detail on *the distinctions between peacebuilding and conflict sensitivity.*

[66] Adaption of definition from INEE, *Guidance Note on Conflict Sensitive Education*, 2013.

Children and youth	School community	System and policy
• Provide learning materials that include content, language and images that positively reflect the identities of the children and youth (girls and boys) of other identity groups. • Provide opportunities for meaningful community service, and 'helping others.'	• Build the capacities of education personnel in gender-responsive, conflict-sensitive competencies. • Provide disarmament, integration and life skills vocational training for child soldiers. • Establish confidential violence reporting systems in schools and communities appropriate for young children and youth (girls and boys). • Monitor and report attacks on schools, teachers and education personnel. • Establish a communication protocol for early warning and for reporting violence; provide necessary mobile phones or radios. • Should conflict occur, establish contingency plans for continuing education such as temporary learning spaces or remote radio instruction. Facilities: • Establish barrier walls and car blockades. • Consider employing armed or unarmed guards. • Select school construction sites away from expected military targets. • Select school designs with safe zones and evacuation routes. • Retrofit existing schools with protection measures. • Ensure schools have separate toilets for female and male teachers and students, as well as appropriate facilities for menstrual hygiene management. • Designate containers or underground locations for school data and safety equipment. • Ensure procurement of construction services and employment policies is gender- and conflict-sensitive.	• Include in curriculum images and content that are gender-responsive and represent the variety of learners' identity groups as well as multiple historical narratives. • Review for conflict sensitivity policies, programmes and curricula that may directly or indirectly contribute to tension between or among groups. • Foster trusting relationships between government ministries and citizens through participatory and transparent processes. • Include in national curriculum peacebuilding subjects such as: critical thinking, conflict prevention, peaceful conflict resolution, peace education, human rights, humanitarian action and law, gender equality and women's rights, respect for diversity and responsible citizenship. • Establish language policies that are sensitive to the diversity of learners' languages. • Establish national policies for transparent and diverse teacher recruitment, training, placement and payroll (i.e. recruit qualified female and male teachers, persons with disabilities, persons from different ethnic and language backgrounds, etc.). • Advocate for legal and military protections. • Support the Safe Schools Declaration and Monitoring and Reporting Mechanism. • Establish reciprocity agreements with neighboring countries regarding students' exams and certificates so that displaced children and youth can integrate into the host system. • Conduct back-to-school campaigns.

Box 31: Key resources for conflict-sensitive education and peacebuilding

UNICEF, *Conflict Sensitivity and Peacebuilding Technical Note,* 2012.

This narrative guidance note describes concepts, tools and approaches of UNICEF's systematic approach to conflict sensitivity and peacebuilding.

UNICEF, *Learning for Peace: Narratives from the Field – A compendium of programme strategies 2012/2016*, 2018.

This compendium describes and analyses UNICEF programme initiatives that leveraged education for the mitigation of conflict drivers, in 14 fragile and post-conflict settings.

UNICEF, *Child-Friendly Schooling for Peacebuilding*, 2014.

Chapters 4 and 5 describe programme strategies to convert child-friendly schooling into peacebuilding schooling at the school and system levels.

UNICEF, *Gender, Education and Peacebuilding: A review of selected Learning for Peace case studies*, 2016.

UNICEF, *Gender, Education and Peacebuilding Brief: Emerging issues form Learning for Peace*, 2016.

INEE, *Conflict Sensitive Education Pack*, 'Training Modules, Whiteboard Videos and Infographics', 2014.

Comprehensive library of narrative guidance and tools on conflict-sensitive education, organized according to INEE Minimum Standards for Education in Emergencies.

USAID, *Checklist for Conflict Sensitivity in Education Programs*, 2013.

Tool to assess education programmes and programming for conflict sensitivity.

USAID, *Education and Fragility: an Assessment Tool*, 2006.

This table provides over 100 questions and indicators regarding the relationship between education and fragility and conflict across the five structural dimensions.

Box 32: Case study: Conflict analysis and conflict-sensitive education and peacebuilding in South Sudan[67]

What is the hazard, shock or stress; and who is particularly vulnerable?

The people of South Sudan have coped with many cycles of violent conflict, rooted in over a century of inequity between the powerful minority and the marginalized majority. The most recent cycle began in Juba during December 2013, two years after South Sudan declared its independence from Sudan. To better understand the causes of the violence, in March 2013 UNICEF and stakeholders conducted a conflict analysis through interviews and reviews of studies, strategic documents and contextual analysis reports. A number of underlying causes and dynamics of conflict were identified, such as chronic insecurity, reintegration of refugees, inequitable distribution of resources, ethnic and political tensions, youth unemployment, trauma and social norms that can incite violence. The education system was found to be part of the inequitable distribution of resources, and to be reactive to the symptoms of violence rather than proactively addressing the root causes of violence.
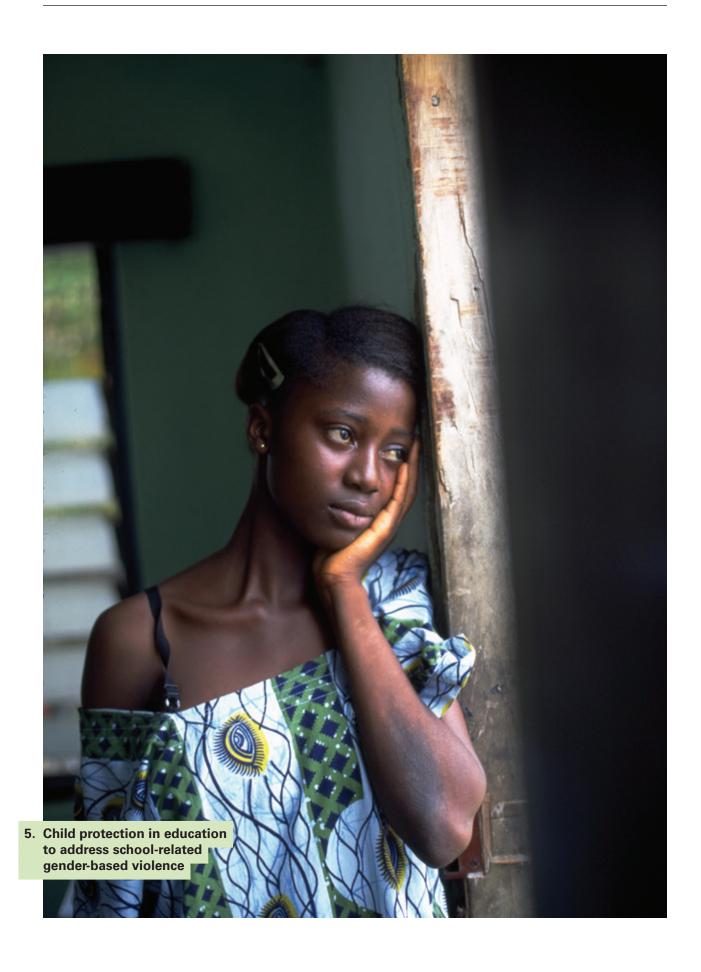
What risk-informed strategy was used and what were the results?

Recognizing the drivers of conflict, the UNICEF Peacebuilding Education and Advocacy (PBEA) programme addressed both immediate humanitarian needs and the structural, multi-level causes of violence. At the systems level, in response to a request for support from the Ministry of Education, Youth and Sports, PBEA facilitated 28 participatory workshops for revising the new life skills and peacebuilding primary and secondary curriculum guidelines. The new curriculum was distributed to 48 schools in four intervention areas in at least six counties, reaching a total of 13,109 students in primary and secondary school.

At the community level, PBEA supported peace clubs, recreational activities, and peace dialogues to help change attitudes and behaviours of those living in Tonj East, an area impacted by tribal and border conflict. As an example, during a PBEA-supported peacebuilding dialogue involving two communities in conflict, participants requested that a temporary learning space be built on the boundary area between the communities, called Ananatak, Tonj East. PBEA facilitated an inclusive, participatory construction and teacher training process. Subsequently, 68 students (23 of them girls) benefitted from classes in life skills, peacebuilding education and peace clubs, and from a broader community with greater social cohesion.

PBEA also sought to build peace at the individual level of youth displaced by the recent outbreak of conflict in Juba. In 2014, through partnerships with Sports for Hope, 7,000 young people and parents from different ethnic groups came together to play various sports and access information on HIV/AIDS prevention, community resilience and peacebuilding.

[67] Neven Knezevic and W. Glenn Smith, *Curriculum, Life Skills and Peacebuilding Education: Promoting Equity and Peacebuilding in South Sudan--Results and Lessons Learned*; UNICEF, *Conflict Analysis Summary: South Sudan, 2015*; Neven Knezevic and W. Glenn Smith, UNICEF, *Humanitarian Action, Conflict Sensitivity and Peacebuilding through Education in South Sudan--Achievements, Challenges and Lessons Learned,* 2015, p. 26.

5. Child protection in education to address school-related gender-based violence

5. Child protection in education to address school-related gender-based violence

Chapter 1 includes the definition of school-related gender-based violence (SRGBV) and examples of its impacts on education populations and systems. This section provides a brief overview of education strategies to prepare for, prevent, mitigate or respond to SRGBV. This package of strategies is called Child Protection in Education. While child protection strategies are effective in addressing various hazards posed to children, they have also been recognized as one of the key interventions to address SRGBV.

Reviews of multiple programmes found the following approaches to be effective in the reduction of SRGBV[68] (specific strategies are listed in the box 33):

- Begin by defining what is meant by SRGBV in this context.
- Use mutually reinforcing strategies at the child and young person, school community and systems' levels.
- Address all types of abuse: verbal, physical, emotional and sexual.
- Address different levels of causes: immediate, proximate and structural.
- Engage communities in a culturally-sensitive manner to address structural drivers of violence, such as deeply entrenched social norms that perpetuate gender inequalities.
- Use multi-sectoral, comprehensive and integrated approaches in areas such as HIV prevention, sexuality education, health, law, the judiciary, and social services.
- Expose participants to subject matter through multiple intervention components over a sustained period of time (at a minimum, six months).
- Conduct rigorous evaluations using mixed methods and share with policy makers.

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[68] Adapted and summarized from Global Women's Institute at George Washington University, *A Policy Brief: School-based Interventions to Prevent Violence Against Women and Girls,* 2015, and Fiona Leach, Máiréad Dunne, and Francesca Salvi, *School-related Gender-based Violence*, 2014.

Box 33: Illustrative examples of strategies for child protection in education

Definition: UNICEF defines child protection as "preventing and responding to violence, exploitation and abuse against children— including commercial sexual exploitation, trafficking, child labour and harmful traditional practices such as female genital mutilation/cutting and child marriage."[69]

Children and youth	School community	System and policy
• Train children and youth to identify acts of gender-based violence and how to report them. • Provide children and youth with knowledge, attitudes and life skills that challenge social norms of violence and promote non-violence and mutual respect. • Provide children and youth with arts and sports activities that challenge exclusionary perspectives, such as girls' football teams. • Work with youth to promote gender equality and attitudes of mutual respect and empathy. • Organize violence-awareness workshops run by children and youth; establish a culture of speaking out and not blaming the victim. • Encourage children and youth to report violence—such as bullying, school-based sexual abuse or domestic violence—whether perpetrated by peers, teachers, community members, family members or education personnel.	Community: • Accompany students to and from school. • Support female teachers and make them feel safe. • Set up school safety committees. • Reform curricula to eliminate biases, exclusionary and discriminatory perspectives, either explicit or implicit. • Support a Gender Equity Movement in Schools.[70] • School Management Committees, parents and local police should agree on protocols to address complaints of violence and monitor school safety. • Establish community platforms (or 'reference groups') for discussing of social norms that condone gender-based violence. • Recognize the gender and authority dimensions of violence.	• Hire female teachers and administrators. • Enact policies that entitle children to equal, quality and safe education, including accountability measures. • Establish programmes that incentivize equal access to school for both sexes and monitor their progress over time using gender-disaggregated data. • Through a broad public consultative process, establish a national code of conduct for teachers and education personnel that prohibits violence, transactional sex, corporal punishment and all forms of physical, sexual or emotional abuse. • Enact bridging programmes for the reintegration of child soldiers to school and between the education and justice systems. • Enact policies, leadership and management practices that support protection from gender-based violence at schools and accountability of perpetrators.

[69] UNICEF, Child Protection Information Sheet: What is Child Protection? 2006, p.1.
[70] Campaign on Gender and Violence in Schools. See GEMS Campaign Guide.

Children and youth	School community	System and policy
• Refer abused children and youth to appropriate medical and psychological professionals. • Involve children and youth in strategy design and monitoring. • Create peer counseling and mediation programmes. • Avoid labeling children or youth as spokespersons for their group; invite different perspectives and integrate them into the whole. • Encourage children to serve on school safety committees.	Teachers and other education personnel: • Build the capacities of teachers to create a welcoming and safe environment for both sexes. • Train teachers in pedagogy that does not reinforce unequal gender relations and roles or demean students because of their sex or gender. • Train teachers in how to support children in reporting violence and how to refer abused children to appropriate medical and psychological professionals. • Enact clear school policies against bullying, harassment and violence. • With children, youth and parents, establish a confidential complaint procedure for all forms of violence and abuse, and clearly communicate it to the children and youth. • Model and enforce a culture of not blaming the victim but of firmly and consistently holding the perpetrator accountable. • Avoid gender-differentiated discipline strategies, punishment and tasks. Enact positive reinforcement, clear guidance and instruction. • Enact a safe schools initiative that supports the identification of hazards facing children and youth in the community, and brainstorm solutions to address them. • Engage communities in a culturally-sensitive manner to address structural drivers and social norms of violence. Facilities: • Place sex-segregated latrines in areas that are safe for all to access. • Place water points in areas that are safe for all to access. • Provide school gates, barriers, lighting and locks.	• Revise curricula and learning materials, deleting stereotypes, unequal gender relations and the attribution of unequal values to one gender. Include gender-neutral characters, human rights and non-violence. • Include images that represent equal gender relations and equal value of both girls and boys in curriculum content and learning materials. • Establish protocols with police services regarding what constitutes SRGBV and accountability measures. • Ensure that all policies are systematically implemented at lower levels. • Train education professionals systematically and continuously (including new teachers in teacher training programmes and education service providers in non-formal learning programmes) to recognize, prevent and mitigate violence and to understand the gender and authority dimensions of violence.

Box 34: Key resources for child protection in education

UNGEI, *Mitigating Threats to Girls' Education in Conflict-affected Contexts: Current Practice,* 2017.

UNICEF, GPE, UCL Institute of Education, UNGEI, and Learning for Peace, *A Rigorous Review of Global Research Evidence on Policy and Practice on School-related Gender-based Violence,* 2016.

UNESCO and UN Women, *Global Guidance on Addressing School-related Gender-based Violence,* 2016.

Guidance aimed at national education sector policy makers, ministries, school administrators and school staff. The package is a repository of case studies, policies and evidence on proven practices.

Concern Worldwide, *Study: addressing school-related gender-based violence,* 2013.

A review of SRGBV, describing best practices and effective interventions.

International Rescue Committee, *GBV Emergency Response Program Model and Sample Indicators,* 2013.

This comprehensive package includes narrative guidance as well as a host of tools, including preparedness planning templates, a GBV rapid assessment checklist, a safety audit tool, interview and focus group guides, community mapping, logical framework and indicators.

UNESCO, *School-related Gender-based Violence,* 2014.

A global review of current issues and approaches in policy, programming and implementation responses to school- related gender-based violence (SRGBV) for the education sector. Authors: Leach, Fiona Leach, Máiréad Dunne, and Francesca Salvi.

United Nations Secretary General, *World Report on Violence Against Children*, '*Chapter 4: Violence against Children in Schools and Educational Settings,'* 2006.

This chapter documents violence in schools and its impact on children, as well as risk and protective factors. It describes strategies and case studies.

UNESCO, *Stopping Violence in Schools: A Guide for Teachers,* 2011.

This succinct narrative guide for teachers covers 10 action areas for addressing and preventing violence, one that specifically focuses on GBV.

UNESCO, *Promoting Gender Equality through Textbooks: A methodological guide,* 2009.

This methodological guide illustrates how gender inequality is constructed in textbooks and provides actors with tools to revise textbook content.

USAID, *Beyond Access: Toolkit for Integrating Gender-Based Violence Prevention and Response into Education Projects,* 2015.

Toolkit for USAID technical and programme officers working on education to integrate gender-based violence (GBV) prevention and response throughout the programme cycle.

Box 35: Case Study: School-related gender-based violence and child protection in education in Democratic Republic of the Congo[71]
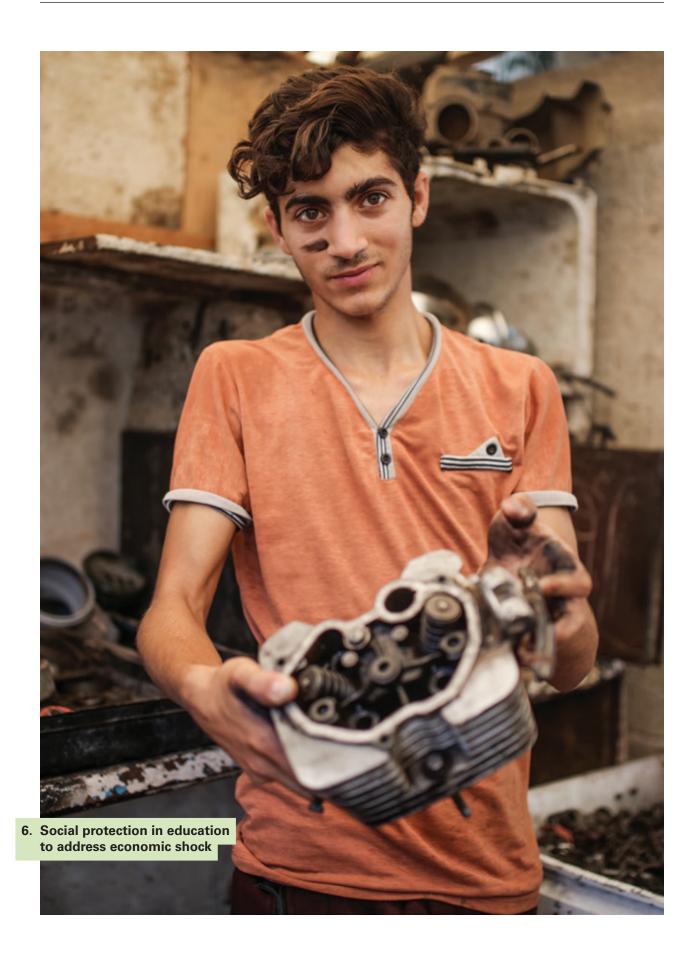
What was the hazard and who was particularly vulnerable?

School-related gender-based violence (SRGBV) was a legacy of armed conflict in the Democratic Republic of the Congo (DRC). Girl students were particularly vulnerable to this violence in unsafe schools, which often lacked drinkable water, sex-segregated latrines and accountability mechanisms for perpetrators of abuse. In a 2010 baseline study in the southeastern region of the country (Katanga), primary and secondary school girls reported inappropriate touching by students and teachers, propositioning for sex by teachers and, in several schools, reported cases of teachers impregnating girl students. Girls' dropout rates were higher than those of boys.

What risk-informed strategy was used and what were the results?

Based on the USAID Safe Schools model, in 2010 FHI360 initiated the C-Change School-Related Gender-Based Violence (SRGBV) Prevention Project in 31 schools in Katanga, DRC, with the aim to "promote positive social and gender norms to prevent and mitigate SRGBV amongst school children." Founded on the belief that prevention of SRGBV requires multi-level strategies, the project included activities at the student, school community and system levels. Students participated in life skills training aimed at identifying and changing attitudes regarding SRGBV (based on *USAID's Doorways I Student Training Manual on School-related Gender-based Violence Prevention and Response*). Schools put in place SRGBV focal teachers, school codes of conduct, SRGBV oversight committees to address complaints of violence in the school and teacher training (based on *USAID's Doorways II Community Counselor Training Manual*). Communities created SRGBV prevention media campaigns using radio, theater and comic books as well as focal teachers. Advocacy was carried out at the national level for a teachers' code of conduct that would address SRGBV more openly. Results of the project included increased levels of awareness among students and teachers of how to prevent SRGBV. The percentage of students reporting that they know how to prevent/avoid SRGBV increased (from 30 percent before the project to 90 percent after; for teachers the increase was from 56 to 95 percent). Both students and teachers reported a decrease in multiple types of physical and psychological violence in schools.

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[71] Fiona Leach, Eric Slade, Máiréad Dunne, *Promising Practice in School-related Gender Based Violence Prevention and Response Programming Globally,* 2013, pp. 19, 25, 32, 36, 52.
Katzin, Eugene, '*Intervention and Results of Combating School-Related Gender-Based Violence in Democratic Republic of Congo*' (PowerPoint, Undated).

6. Social protection in education to address economic shock

6. Social protection in education[72] to address economic shock

This section reviews education strategies to prepare for, mitigate or respond to economic shocks. This package of strategies is referred to as "social protection in education." (See Chapter 1 for the definition of economic shock and its impact on education population and systems.)

Social protection is defined by UNICEF as the set of public and private policies and programmes aimed at preventing, reducing and eliminating economic and social vulnerabilities to poverty and deprivation. These policies and programmes take different forms, including:

- Social transfers, such as cash transfers, in-kind transfers, and public work;
- Programmes to ensure access to services, including user fee abolition for education services and health insurance;
- Social support and care services, such as home-based care; and
- Legislation and policies to ensure equity and non-discrimination, including maternity and paternity leave and minimum equal pay legislation.

While social protection strategies are effective in addressing various sources of vulnerabilities, including natural hazards, health risks or unemployment, they have also been recognized as among the key policy tools to address economic shocks. Considerable evidence suggests that well-functioning social protection interventions can:[73]

- Reduce barriers to accessing quality education and health services, including financial access, location and distance, and societal and cultural norms;
- Contribute to addressing some of the underlying causes of increased risk of abuse, neglect and violence against children; and
- Contribute to achieving equitable outcomes across sectors.

Social protection strategies should be child-sensitive. This means considering—in the design, implementation and evaluation of child-sensitive social protection programmes—the following principles:[74]

- Intervene as early as possible where children are at risk, in order to prevent irreversible impairment or harm to children.
- Consider the age- and gender-specific risks and vulnerabilities of girls, boys, women and men throughout the life-cycle.
- Mitigate the effects of shocks, exclusion and poverty on families.
- Make special provision to reach children who are particularly vulnerable and excluded.
- Consider intra-household dynamics that may affect how children are reached; pay particular attention to power dynamics between men and women.
- Include the voices and opinions of children, their caregivers and youth, including girls, boys, women and men.

[72] This section and the related list of indicators in the checklist have been reviewed by the UNICEF New York Headquarters Social Protection team.

[73] For a longer list of recommendations for social protection programmes see World Bank and UNICEF, *Common Ground: UNICEF and World Bank Approaches to Building Social Protection Systems,* (n.d.). and UNICEF, *Social Protection Strategic Framework*, 2012.

[74] For details, please refer to UNICEF, et al., *Advancing Child-sensitive Social Protection,* 2009.

Box 36: Illustrative examples of the role of social protection in education

Definition:
UNICEF defines social protection as "the set of public and private policies and programmes aimed at preventing, reducing and eliminating economic and social vulnerabilities to poverty and deprivation."[75]

Children and youth	School community	System and policy
• Provide education grants to vulnerable children and youth to ensure continued access to education in spite of hazards. • Augment existing psychosocial and peer support and social or emotional learning programmes in schools to help children and youth deal with increased stress at home due to shocks.[76] • Provide youth with life skills and vocational training. • Provide care and support programmes for children with special needs. • Establish student feeding programmes.	Community: • Ensure that cash transfers, vouchers and subsidies reach vulnerable households, e.g., those where children are out of school because of the economic shock. • Provide school transportation cost supplements to households. • Provide temporary emergency cash transfers to families in acute need, particularly families with girls or with many children who are at risk of removing their children from school for forced child labour, early marriage, or child trafficking. • Providing access to essential health care can reduce health-related barriers to education. • Ensure that cash transfers reach families who are likely to remove their girls from school or are at risk of trafficking their children. • Provide in-kind transfers of nutritional supplements, fortified food, etc. • Support communities in identifying savings groups or other financial preparedness measures to be used for children's education and basic needs in the event of an emergency or in a dire development context. Facilities: • Design public works programmes to retrofit schools for disasters or establish latrines and water points. Teachers and other education personnel: • Train teachers in the different ways economic shock may be impacting children and youth and in how to identify those in need of support	• Train education ministry staff to assess children's vulnerabilities, including those relating to education. • Establish social protection policies prior to economic shocks to ensure support will be provided to address children's and young people's vulnerabilities during hazards. • Communicate available social protection schemes against economic shocks to reduce uncertainties and short-term negative behaviours during crises. • Build partnerships across stakeholders and ministries for the design and implementation of social protection programmes. • Use participatory programme design and implementation processes to enable ministries to learn by doing. • Remove direct school fees for early childhood and basic education. • Reduce and regulate indirect school fees. • Reform policies to prevent discrimination and ensure access to education services by excluded groups. • Invest in social protection research on both supply- and demand-side barriers to school participation. • Reform legislation to include maternity leave and childcare facilities in the workplace.

[75] UNICEF, Integrated Social Protection Systems: Enhancing Equity for Children, UNICEF Social Protection Strategic Framework, 2012, p. 14.
[76] This table includes a few strategies, such as this one, that are not typically categorized as social protection but are mentioned as strategies for helping children and youth cope with the impact of economic shocks.

Box 37: Key resources for social protection in education

The World Bank, *Children and Youth in Crisis: Protecting and Promoting Human Development in Times of Economic Shock,* 2012.

This overview of the full paper describes how individuals and households across cultures cope with stresses due to economic shocks. Includes an analysis across stages of child development.

UNICEF, *Integrated Social Protection Systems: Enhancing Equity for Children, UNICEF Social Protection Strategic Framework,* 2012.

This technical note defines social protection and vulnerability and summarizes lessons learned from UNICEF programming experience. Education-specific lessons begin in Chapter 4.

Juan Saavedra and Sandra García, *Educational Impacts and Cost-effectiveness of Conditional Cash Transfers in Developing Countries: A Meta-analysis*, 2013.

This academic paper analyzes 42 conditional cash transfer programmes in 15 countries and their impact on children in primary and secondary school. Results are most positive when this demand intervention is matched with supply interventions, such as supplying more teachers.

The World Bank and UNICEF, *Common Ground: UNICEF and World Bank Approaches to Building Social Protection Systems,* 2013.

This memorandum describes the movement of the two agencies towards a coordinated, systems-level approach, including succinct descriptions of key concepts in social protection.

The Transfer Project, *The Impact of Social Cash Transfers on Schooling in Africa: An Update,* 2015.
This document summarizes impacts of social cash transfers on schooling in sub-Saharan Africa.

Box 38: Case study: Economic shock and social protection in the Philippines[77]

What was the hazard and who was particularly vulnerable?

The global financial crisis and fluctuating food and fuel prices of 2008 posed new challenges to the people of the Philippines. Families who already lagged behind in development indicators were especially vulnerable to the crisis and were less able to cope. Limited access to social services can be a driver of vulnerability. The Government of the Philippines was aware that the average enrollment rate in secondary education for the poorest 10 percent of the population was less than 55 percent, compared to 75 percent for the wealthiest 10 percent.

What risk-informed strategy was used and what were the results?

In 2008 the Government of the Philippines began a conditional cash transfer programme—Pantawid Pamilyang Pilipino Program, or '4Ps'—with the goal "to promote human capital development among poor families, especially children, and to break intergenerational cycles of poverty." The poorest families in the poorest provinces received monthly health and education grants (US$11-US$32) in exchange for meeting six conditions, such as children attending school at least 85 per cent of the time. One result was an increase in school enrollment and attendance, in comparison to the equally poor control group that did not receive grants. For example, the share of students age 6-14 attending school at least 85 percent of the time

[77] World Bank, *Philippines - PH-Social Welfare and Development Reform : P082144 - Implementation Status Results Report : Sequence 08*, World Bank Group, Washington, D.C., 2015, pp. 1-5; Government of the Philippines Department of Social Welfare and Development, 'Conditional Cash Transfer (CCT) Philippines - Improving the Human Capital of the Poor' (Pantawid Pamilyang Pilipino Program or 4Ps)', *Concept Paper for the Millennium Challenge Corporation*, 2009, pp. 1-4; UNICEF Evaluation Office, *Cash Transfer as a Social Protection Intervention: Evidence from UNICEF Evaluations 2010-2014,* 2015, pp.12-13.

increased from 76 percent in 2009 to 96.8 percent in 2014. UNICEF evaluations show that households that receive cash transfers (conditional or unconditional) show a high propensity to invest in children's education and to engage in medium- or long-term thinking—key capacities for coping with hazards.

Box 39: Putting it all together: multi-hazard risk analysis and risk-informed multi-strategy response in Myanmar[78]

According to INFORM,[79] Myanmar ranks first in the Asia-Pacific region in terms of disaster risk, facing natural and biological hazards, climate change, violent conflict and economic shocks. To inform decision making for geographical and programmatic targeting, from 2013 to 2015 UNICEF analyzed risks to children and young people through a variety of assessments, such as:

- *Situational Analysis of Children in Myanmar* (2012), developed by UNICEF and the SITAN Technical Working Group led by the Planning Department under the Ministry of National Planning and Economic Development.
- *Situational Analysis on Comprehensive School Safety* (2013), developed by UNICEF for the Disaster Preparedness in Education Working Group led by the Ministry of Education, UNESCO and Plan since 2009.
- *Child-centered Risk Assessment* (2015), developed by UNICEF in partnership with the National Disaster Management Authority (Relief and Resettlement Department).
- *Education and Conflict Assessment* (2013), developed by UNICEF and focused on Rakhine State.
- *Peace and Development Conflict-sensitivity Analysis* (2013), developed by UNICEF to inform the peacebuilding programme.
- *Risk Matrix for a Four-year Quality Basic Education Programme* (QBEP 2015), reviewed and updated annually by the QBEP steering committee, including senior representatives from Australia, Denmark, the European Union, Norway, the United Kingdom and UNICEF.
- A *Bottleneck and Barriers Analysis* (UNICEF, ongoing) of gender dynamics affecting participation in secondary school education and implications for social cohesion.

The scope of the analyses varied. For example, one focused on a single hazard in a sub-national geographic region (conflict in Rakhine State); another focused on natural hazards and climate change nation-wide; a third focused on internal hazards posed to the catchment area of a specific project (QBEP). Four analyses limited the scope to focus on the impacts of hazards on a specific sector: education.

With regard to methodology, the Child-centered Risk Assessment[80] followed the steps outlined in this guidance note and is therefore described in detail below. The steps taken included quantitative (not qualitative) analysis of hazards, exposure and vulnerability, as well as local capacity to manage risk. Stakeholders who contributed to the analysis included the Relief and Resettlement Unit of the Government of Myanmar, the Department of Meteorology and Hydrology, the Fire Services Department, the Regional Multi-Hazard Early Warning System, members of the Disaster Risk Reduction Working Group such as United Nations-Habitat, the Myanmar Earthquake Society, the Myanmar Engineering Society and the Myanmar Geo-Science Society. The United Kingdom's Department for International Development supported the project financially. Importantly, limitations of the study due to the lack of data were explicitly noted at the beginning and a list of planned studies to address the gaps was included in the report; for example, the United Nations Development Programme and UN-Habitat support the Government in developing a loss and damage database, DesInventar,[81] to inform calculations of exposure and vulnerability.

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[78] In addition to the sources noted below, this case study is informed by interviews with UNICEF Myanmar Country Office staff, including Aniruddha Bonnerjee, Jane Davies, Jessica Chaix and Mathew Kjaer.
[79] INFORM is a global, open source risk assessment which provides risk rankings as well as country risk profiles for 191 countries, accessible online at: http://www.inform-index.org.
[80] Available from the UNICEF Myanmar Country Office.
[81] DesInventar is a conceptual and methodological tool for the generation of national disaster inventories, available at: http://www.desinventar.net/index_www.html.

Hazard, shock and stressor data was compiled for each hazard type: cyclone data was derived from the OCHA multi-hazard map; an earthquake index was developed by earthquake experts from the Myanmar Geo-science Society and UN-Habitat; flood information was developed by Ithaca/World Food Programme based on a historical seasonal analysis; conflict data was drawn from the Heidelberg Institute for International Conflict Research for Myanmar.[82] **Prioritization** of hazards was carried out based on likelihood and severity of impact sourced from the risk matrix in the Myanmar Emergency Response Preparedness Plan that ranked each hazard on a five-point scale for impact and likelihood. The result of the hazard mapping was a profile of 14 states and regions in the country, which indicated the highest likelihood of greatest impact hazards in two areas: Rakhine state and Ayeryawady region.

Exposure was defined as the size of the total child population aged 0-18 years in each state and region based on the results of the 2014 census. To compensate for the lack of age-disaggregated data, the child population was calculated by applying a ratio of 35.08 percent (which corresponds to the Statistical Year Book of the Myanmar Central Statistics Organization age data). The exposure analysis indicated a wide range of exposure, from 86,021 children in Kayah state to 2,206,523 children in Yangon region.

Child vulnerability was calculated based on nine indicators drawn from the 2009-10 Multiple Indicator Cluster Survey.[83] These included, among other things, births not registered, children not completing primary school on time, children not attending early childhood development programmes and incidences of poverty. Because the survey did not include specific child protection indicators, a proxy indicator of the number of children in residential childcare centres was added to the nine. The result of the vulnerability analysis highlighted the fact that children are most likely to be deprived of their rights in two regions: Chin and Rakhine.

Capacity was assessed through a series of proxy indicators, selected during a brainstorming session of multiple stakeholders. The four proxy indicators of disaster risk reduction capacity were: 1) Presence and outreach of the Government Relief and Resettlement Department (RRD); 2) Number of decentralized RRD warehouses and number of people who could benefit from supplies in them; 3) Number of disaster risk reduction (DRR) trainings benefitting local authorities per state and region in the last two years. The source of data was the RRD record of all DRR trainings using officially recognized curriculum; 4) Number of agencies implementing or having implemented DRR projects per state/region. The results of the capacity analysis were not mentioned in the report.

Risk was then calculated using the following weighted formula:

$$\text{Risk} = \frac{\text{(Hazard, Shock or Stress x .04) x (Climate Change x .1) x (Vulnerability x .3) x (Exposure x .1)}}{\text{(Capacity x .1)}}$$

The results showed that the highest levels of child-centered risk, the most densely populated areas and the highest levels of economic and social assets exist in five areas: Ayerwaddy, Bago, Yangon, Mandalay and Sagaing.

Causal analysis: Complementing the *Child-Centered Risk Assessment*, the *Education and Conflict Assessment* and the *Peace and Development Conflict-Sensitivity Analysis*[84] examined the causal chains leading to one of the mapped hazards: violent conflict. The studies identified multi-layered and dependent determinants of violent conflict at the national level and at the Rakhine state level. With regard to the latter, root causes identified include historical patterns of discrimination and marginalization of the Rohingya Muslim population through inequitable distribution of resources (such as education) and lack

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[82] The Heidelberg Conflict Barometer is an annual analysis of global conflict events and is available at: http://hiik.de/en/konfliktbarometer/.

[83] The MICS is a UNICEF methodology for monitoring the situation of women and children and is available at: http://www.unicef.org/statistics/index_24302.html.

[84] UNICEF, *Conflict Analysis Summary, Myanmar,* 2014.

of political representation. This has caused widespread fear and distrust between the Rohingya and the Government, disrupting vertical social cohesion. It has also caused the humanitarian agencies to target Rohingya for services such as education, which has caused resentment among the Rakhine who perceive the Rohingya to be receiving preferential treatment, thus disrupting horizontal social cohesion. The result of the conflict analysis indicated that education has an important role in conflict dynamics and a significant potential to contribute to conflict mitigation and peacebuilding.

Use of the findings: The UNICEF Myanmar country team made use of the findings of the multiple risk-related analyses listed above in many ways. For example, UNICEF education staff members have:

- Advocated for the integration of references to the risk profile of Myanmar (both natural hazard and conflict) into the draft National Education Sector Plan (NESP) Situational Analysis, and mainstreaming of a comprehensive school safety approach in the basic education chapter of the NESP. This is supported by the development of a DRR costing model for the NESP in partnership with UNESCO.
- Organized technical meetings and discussions with the curriculum review team (which includes the Ministry of Education and the Japan International Cooperation Agency [JICA]) to ensure that DRR is present throughout the curriculum.
- Participated in the national school construction sub-working group which is supporting the MoE in developing national safe school construction guidelines (including natural multi-hazard guidelines with a component on landmines and unexploded ordnance (UXO) safety).
- Supported the MoE in conducting a light post-disaster needs assessment for the education sector following the July-August flood and landslides that caused substantial damage and losses in the sector.
- Supported the MoE in developing improved, disaster-resilient school construction designs that will be used in the flood response, wherein 500 schools will be reconstructed and over 1,000 rehabilitated.

Included in the UNICEF Multi-year Work Plan are:

- Development of linguistically- and culturally-representative learning materials; an awareness campaign on the importance of multi-lingual education; and trainings of government officials and adolescents on social cohesion (thus addressing, in part, the root cause of violent conflict).
- Development of national standards on gender-equitable and disabilities-friendly water and sanitation facilities (which also addresses some of the risks of school-related gender-based violence and biological hazards).
- Raising awareness of social protection support to promote the enrollment of out-of-school children (which also addresses impacts of economic shock and poverty as well as inequitable education access, a trigger for conflict).
- Development of guidelines for education emergency preparedness and readiness planning for national, state, township and school levels, as well as development of plans for five states.

Included in the UNICEF Myanmar Theory of Change:

- An output explicitly related to education conflict and emergency preparedness and responses in accordance with core commitments for children and international good practices (disaster and emergency preparedness, social cohesion) aimed at children affected by conflict.
- A whole state programming approach: a package of support that is consistent at state, district, township and school levels which allows for education planning that reflects the context, cultures and languages of the states and enables UNICEF to work with schools provided by monasteries and non-state actors. This means that programming is likely to have a greater impact on the education outcomes of the most vulnerable children.
- Finally, in order to fill the data gaps related to risk, UNICEF plans to strengthen the evidence base on education in emergencies and social cohesion, including a gender analysis, risk-informed programmes and monitoring and evaluation.

**Chapter 3:
Tools for UNICEF risk-informed education
programming for resilience**

Chapter 3 offers tools to support UNICEF Education Staff in analysing risk and adapting their programmes accordingly. It builds on Chapter 1 of the guidance note, which describes the process of risk-informed programming, including special considerations for UNICEF Education Staff, and Chapter 2, which details six education programme strategies to address six common hazards, shocks or stresses. This chapter includes:

- The **Risk Assessment Checklist**, which provides top-line activities for each of the three steps: planning the child-centred risk analysis, analysing risk and using the findings;
- A proposed **index of proxy-indicators**, which presents ten illustrative indicators drawn from existing sources for each of the six risk-informed strategies described in detail in chapter 2. For convenience, they are presented in alignment with Results Assessment Module (RAM) Outcome and Output Indicators from the Strategic Plan 2018-2021 RAM Guidelines; and
- The Costing Template, which provides a list of line items to consider when budgeting and financing risk-informed education programme activities.

UNICEF risk-informed education programming for resilience checklist

The purpose of this checklist is to provide a quick reference on the major steps in risk-informed programming. The content is drawn from Chapters 1 and 2 of the guidance note, which also include explanatory details of concepts and process.

Box 40: UNICEF risk-informed education programming for resilience checklist

1. Plan the child-centred risk analysis

Who
- Establish clear roles and responsibilities for all UNICEF education staff, including field staff and leadership.
- Appoint a lead focal point who is accountable for risk analysis and use of the findings.
- Appoint or recruit support staff who will implement the risk analysis and use the findings.
- Determine the stakeholders (girls, boys, women and men) to be involved and the preferred level of engagement.

What and Where
- Define the scope of the risk analysis by selecting the type, level and geographic location of education on which to focus.

When
- Consider the context and schedule the initial risk analysis.
- Schedule systematic revision of the risk analysis over time and in response to any major context changes.

Why
- Analyze existing information regarding hazards, shocks or stresses, and their impact on education in order to determine the gaps.
- Articulate the origins and nature of the demand for the risk-analysis and risk-informed programming.
- Articulate the way the findings will be used to inform UNICEF education programmes (current and future).

How
- Create a deprivation mitigation plan that includes activities, accountabilities, deadlines and resources (needed and available).
- Allocate human, time, financial and any other needed resources for the risk-analysis and use of the findings.
- Design a mixed methodology, including a desk review, quantitative and qualitative methods.

2. Analyze Risk = Hazard, Shock or Stress X Exposure X Vulnerability
Capacity

Hazard, shock or stress
- Identify hazards (present or expected) and their frequency, duration, likelihood and location.

Exposure
- Within the hazard zones, identify education populations (girls, boys, women and men), property, systems and other elements present and subject to potential losses and note their locations.

Vulnerability
- Within the hazard zones, determine which education populations (girls, boys, women and men) and systems are particularly vulnerable and their locations.
- Of those education populations (girls, boys, women and men) and systems that are particularly vulnerable, determine the characteristics and circumstances that make them susceptible to the damaging effects of a hazard.

Capacities
- Within the hazard zone, determine which exposed populations (girls, boys, women and men) and systems have the capacity to prevent, prepare for and respond to the effects of the hazard, and their location.
- Of those education populations (girls, boys, women and men) and systems that are particularly vulnerable, determine the strengths, attributes and resources that make them capable of preventing, preparing for and responding to the effects of the hazard.

Risk
- Do a comparative analysis of the risk linked to each hazard, the vulnerabilities of education populations (girls, boys, women and men) and systems, and the capacities of populations and systems to prevent, prepare for and respond.
- For 3-5 prioritized risks, analyze the immediate and underlying causes.
- Determine risks internal to the office, if feasible

3. Use the child-centred risk analysis findings

Build scenarios
- Considering prioritized risks, build a hypothesis about the way the context might evolve, including the best, worst and probable scenarios and their likely impact on populations and systems.

Plan for contingencies
- For each scenario built, draft a contingency plan to continue education programmes.

Review and adapt programmes
- Review whether and how the UNICEF education team has implemented the activities described in steps 1 and 2 above. Identify gaps.
- Review whether and how the current education programme design (inputs, outputs, outcomes and strategies) and implementation already factor in risk. Identify gaps.
- Make a progressive plan that adapts the programme to address the identified gaps, in order of priority, and include the activities in the relevant UNICEF planning document.
- Design new education programmes with inputs, outputs, outcomes and impacts that are risk-informed.
- Include in adaptation and design risk-informed education programme strategies, such as disaster risk reduction, climate change education, school health and nutrition, conflict-sensitive education and peacebuilding, child protection and social protection.

Monitor and evaluate
- Monitor and evaluate the risk sensitivity of the education programme, including the "risk-informedness" of the programme processes, the effectiveness of the programme at reducing risk, and systematic updating of the risk analysis over time.

Menu of proxy-indicators

Drawn from existing UNICEF menus and global peer-reviewed menus, this menu illustrates proxy-indicators that address the six risk-informed education strategies[85] described in Chapter 2. The proxy-indicators reflect variety in both unit of analysis (for example, student, school, or system), and level of result (for example, activity, output, outcome, or impact). Boxes 41-46 below align risk-informed proxy-indicators with UNICEF 2018-2021 Strategic Plan results, outcomes and outputs, in order to accommodate to the agency's need of reducing number of indicators and by adhering with indicator standards proposed in the UNICEF's results assessment module (RAM).

What is the purpose of the menu?

The purpose of this menu is to serve as a reference for UNICEF education staff when they are modifying their education programme adaptation to include some of the six risk-informed education strategies described in the Chapter 2. Proxy-indicators should reflect the specific theory of change of the unique risk-informed education programme: that is, the specific intended inputs, activities, outputs, outcomes and impacts. Therefore, this menu, drawn from existing indicator menus, can only be a source for ideas; it is neither exhaustive nor prescriptive, nor does it attempt global standardization of any kind. The sources listed in the footnotes provide hundreds of additional indicators for consideration.

How can the menu be used?

1. Review the UNICEF education programme's risk-informed theory of change of the UNICEF education programme.
2. Identify whether and how the proxy-indicators below relate to the activities, inputs, outputs or outcomes in education programme's theory of change.
3. If relevant, adapt the proxy indicators to match the education programme's theory of change or results framework. This may involve, for example, simplifying, defining[86] or specifying the level of education, location, timeframe, key terms, age, gender, identity group of populations.
4. If the proxy-indicators are not relevant, review the footnoted sources for additional indicator ideas.[87]
5. Determine the means of verification (e.g., focus group, interviews, school administrative records, site visit observation, surveys, existing datasets such as UNESCO Institute for Statistics (UIS), UNICEF Multiple Indicators Cluster Survey (MICS) and Demographic Household Surveys (DHS).
6. Determine the frequency of data collection (monthly, biannually, annually, beginning and end of school year, etc.).

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[85] Additional indicators relevant to the risk-informed programme cycle/process, such as the number of UNICEF country office education teams that have conducted a risk analysis in the last two years, may be found in the UNICEF Guidance for Risk-Informed Programming and the UNICEF *Early Preparedness Platform* .

[86] Precise definitions are necessary for robust monitoring. For definitions of terms common to risk-informed education indicators, see Inter-agency Network for Education in Emergencies Terminology Bank, United Nations Office for Disaster Risk Reduction Terminology Bank and the Learning for Peace Websites hosted by the International Network for Education in Emergency (INEE) and USAID'S Education in Crisis and Conflict Network (ECCN).

[87] Though not used in this menu, worth noting is the comprehensive source of peer-reviewed indicators across sectors in the *UNOCHA Humanitarian Response Indicator Registry*.

Box 41: Natural Disasters and Disaster Risk Reduction in Education

	Suggested Risk-Informed Indicator Proxies (Education)	Relevant SP 2018-2021 RAM Output Indicator	Relevant SP 2018-2021 RAM Outcome Indicator	SP 2018-2021 Results Area
Systems	**1.1.** Existence of national-level, comprehensive school disaster management plan for child safety and protection and educational continuity in the face of health, natural, and man-made hazards, shocks and stresses, including conflict.	*Systems Strengthening: Availability of a risk reduction strategy within the Education Sector Plan/Policy*	*Emergency Preparedness & Response: Children in humanitarian situations targeted by UNICEF and partners accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces)*	*Equitable Access to Quality Education*
	1.2. Existence of national-level guidance for standard operating procedures for all known hazards, shocks and stresses, to protect children from sudden on-set disasters and emergencies and to respond to early warnings.	*Systems Strengthening: Availability of a risk reduction strategy within the Education Sector Plan/Policy*		
	1.3. Existence of life skills-based disaster risk reduction education for building a culture of safety and resilience in the national-level curricula and in school leaving examinations for primary and secondary schools.	*Systems Strengthening: Disaster risk reduction is included in curricula at all levels of education*		
	1.4. Existence of pre-service and in-service training for teachers addressing life skills-based disaster risk reduction education for building a culture of safety and resilience.	*Skills Development: UNICEF-targeted children and youth in humanitarian situations provided with life skills training*		
	1.5. Percentage of schools with an ongoing committee responsible for leading risk assessment, risk reduction and response preparedness planning.	*Systems Strengthening: Number of schools / communities developing and implementing DRR measures/plans with UNICEF support*		
Community / Child	**1.6.** Percentage of schools designed (or constructed, reconstructed or retrofitted) to be disaster-resilient.	*Service Delivery: Number of schools / communities developing and implementing DRR measures/plans with UNICEF support*		
	1.7 Existence of building codes to ensure disaster-resilient construction of schools.	*Systems Strengthening: Availability of a risk reduction strategy within the Education Sector Plan/Policy*		

Box 42: Climate Change and Climate Change Adaptation

	Suggested Risk-Informed Indicator Proxies (Education)	Relevant SP 2018-2021 RAM Output Indicator	Relevant SP 2018-2021 RAM Outcome Indicator	SP 2018-2021 Results Area
Systems	**2.1.** Existence of national-level comprehensive school climate change adaptation plans for educational continuity.	*Systems Strengthening: Number of schools / communities developing and implementing DRR measures/plans with UNICEF support*	*Emergency Preparedness & Response: Children in humanitarian situations targeted by UNICEF and partners accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces)*	**Equitable Access to Quality Education**
Systems	**2.2.** Climate change education evident in national-level primary and secondary curricula and leaving examinations.	*Systems Strengthening: Disaster risk reduction is included in curricula at all levels of education*		
Systems	**2.3.** Existence of pre-service and in-service training for teachers addressing climate change education.	*Systems Strengthening: Disaster risk reduction is included in curricula at all levels of education*		
School / Community	**2.4.** Percentage of teachers demonstrating knowledge about climate change and teaching it in their classrooms.	*Systems Strengthening: Disaster risk reduction is included in curricula at all levels of education*		
School / Community	**2.5.** Percentage of teachers able to make linkages between climate change and the local context and relevance to students.	*Skills Development: Number of children who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-supported programmes*		
School / Community	**2.6.** Percentage of schools with climate change education teaching and learning materials available and used.	*Systems Strengthening: Number of schools / communities developing and implementing DRR measures/plans with UNICEF support*		
School / Community	**2.7.** Percentage of schools with school management committees or parent teacher associations (or other community group) involved in climate change education.	*Systems Strengthening: Number of schools / communities developing and implementing DRR measures/plans with UNICEF support*		

	Suggested Risk-Informed Indicator Proxies (Education)	Relevant SP 2018-2021 RAM Output Indicator	Relevant SP 2018-2021 RAM Outcome Indicator	SP 2018-2021 Results Area
Child / Young Person	**2.8.** Percentage of students who demonstrate knowledge of climate change (e.g. ecological cycles, how to identify risks, importance of natural resources).	*Skills Development: Number of children who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-supported programmes*	*Emergency Preparedness & Response: Children in humanitarian situations targeted by UNICEF and partners accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces)*	**Equitable Access to Quality Education**
	2.9 Percentage of students who have participated in a lesson or project addressing climate change.	*Systems Strengthening: Disaster risk reduction is included in curricula at all levels of education*		
	2.10 Percentage of students reporting to have shared information on climate change with their families or guardians.	*Skills Development: Number of children who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-supported programmes*		

Box 43: Violent Conflict, Conflict-sensitive Education and Peacebuilding Education

	Suggested Risk-Informed Indicator Proxies (Education)	Relevant SP 2018-2021 RAM Output Indicator	Relevant SP 2018-2021 RAM Outcome Indicator	SP 2018-2021 Results Area
Systems	**3.1.** Number of countries with education sector plan informed by conflict analysis (conflict sensitivity and peacebuilding).	*Systems Strengthening: Comprehensive and updated risk assessment of the education sector*	*Emergency Preparedness & Response: Children in humanitarian situations targeted by UNICEF and partners accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces)*	**Equitable Access to Quality Education**
	3.2. Number of countries with education sector diagnostic informed by conflict analysis (conflict sensitivity).	*Systems Strengthening: Availability of a risk reduction strategy within the Education Sector Plan/Policy*		
	3.3. Number of countries with education management information systems that collect and provide disaggregated data by identity groups and sex (conflict sensitivity).	*Systems Strengthening: EMIS that provides disaggregated data, including income/assets, disability and school physical environment*		

	Suggested Risk-Informed Indicator Proxies (Education)	Relevant SP 2018-2021 RAM Output Indicator	Relevant SP 2018-2021 RAM Outcome Indicator	SP 2018-2021 Results Area
School / Community	**3.4.** Number of school construction projects implemented on the basis of a conflict-sensitive construction employment contract protocol.	_Systems Strengthening_: _Availability of a risk reduction strategy within the Education Sector Plan/Policy_		
	3.5. Percentage of parents and guardians who perceive education content as relevant for their children (conflict sensitivity).	_Systems Strengthening_: _Peacebuilding, conflict and/or disaster risk reduction integrated in national curricula in primary and secondary education_		
	3.6 Percentage of parents and guardians who perceive school as accessible (not exclusionary) for their children.	_Systems Strengthening_: _Peacebuilding, conflict and/or disaster risk reduction integrated in national curricula in primary and secondary education_		
	3.7 Number of trainees demonstrating increased knowledge, attitudes and practices in peaceful conflict mitigation and tolerance.	_Systems Strengthening_: _Peacebuilding, conflict and/or disaster risk reduction integrated in national curricula in primary and secondary education_	_Emergency Preparedness & Response: Children in humanitarian situations targeted by UNICEF and partners accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces)._ _ALSO /OR (in case of 13-17 year old populations): Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse (ages 13 to 17 years old);_	
	3.8. Percentage of schools with conflict resolution mechanism (e.g. within a parent teacher association, student council, or peace club) that address tensions, grievances, and misunderstandings.	_Systems Strengthening_: _Number of schools / communities developing and implementing DRR measures/plans with UNICEF support_		
	3.9. Percentage of identity groups whose children enjoy full access education services in lower numbers than majority identity group (inequality = conflict risk).	_Skills Development_: _School aged children targeted by UNICEF that have access to psychosocial support in their schools/learning spaces during and after the humanitarian situation_		
	3.10. Percentage of targeted children reporting a positive change in their own ability to prevent, reduce and cope with conflict and promote peace.	_Skills Development_: _Number of children who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-supported programmes_		

	Suggested Risk-Informed Indicator Proxies (Education)	Relevant SP 2018-2021 RAM Output Indicator	Relevant SP 2018-2021 RAM Outcome Indicator	SP 2018-2021 Results Area
Child / Young Person	**3.11.** Percentage of children and young people in school catchment area who engaged during the last school year in a community activity that addressed tensions (drivers of conflict) in the community	*Skills Development: Number of children who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-supported programmes*		
	3.12. Number and percentage of UNICEF-targeted children in humanitarian situations accessing formal or non-formal basic education programmes that have incorporated psychosocial support.	*Skills Development: School aged children targeted by UNICEF that have access to psychosocial support in their schools/learning spaces during and after the humanitarian situation*		

Box 44: Biological Hazards, and Health and Education

	Suggested Risk-Informed Indicator Proxies (Education)	Relevant SP 2018-2021 RAM Output Indicator	Relevant SP 2018-2021 RAM Outcome Indicator	SP 2018-2021 Results Area
Systems	**4.1.** Existence, quality and dissemination of a comprehensive, national-level school health policy.	*Systems Strengthening: Availability of a risk reduction strategy within the Education Sector Plan/Policy*	*Emergency Preparedness & Response: Children in humanitarian situations targeted by UNICEF and partners accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces)*	Equitable Access to Quality Education
	4.2. Percentage of schools that have comprehensive, health-related school policies	*Systems Strengthening: Number of schools / communities developing and implementing DRR measures/plans with UNICEF support*		
	4.3. Priority health content and skill-based pedagogy are present in national guidance for school curricula, teacher training and learning assessments.	*Systems Strengthening: Disaster risk reduction is included in curricula at all levels of education*		

	Suggested Risk-Informed Indicator Proxies (Education)	Relevant SP 2018-2021 RAM Output Indicator	Relevant SP 2018-2021 RAM Outcome Indicator	SP 2018-2021 Results Area
School / Community	**4.4.** Percentage of schools that provide regular skills-based health education sessions, as recommended in the national guidance.	*Systems Strengthening: Disaster risk reduction is included in curricula at all levels of education*	*Emergency Preparedness & Response: Children in humanitarian situations targeted by UNICEF and partners accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces)*	Equitable Access to Quality Education
	4.5. Percentage of schools with a functional water point at or near the school that provides a sufficient quantity of water for the needs of the school, is safe for drinking and accessible to children with disabilities.	*Systems Strengthening: Number of schools / communities developing and implementing DRR measures/plans with UNICEF support*		
	4.6. Percentage of schools with functioning toilets and urinals for girls, boys, and teachers that meet the national standards and are accessible to children with disabilities.	*Systems Strengthening: Number of schools / communities developing and implementing DRR measures/plans with UNICEF support*		
	4.7. Percentage of schools with functional hand washing facilities and soap (ash or anti-bacterial gel) available for girls and boys in the school and where hygiene is taught.	*Systems Strengthening: Number of schools / communities developing and implementing DRR measures/plans with UNICEF support*		
	4.8. Percentage of schools that require students to be in compliance with the national immunizations schedule for school enrolment.	*Systems Strengthening: Number of schools / communities developing and implementing DRR measures/plans with UNICEF support*		
Child / Young Person	**4.9.** Percentage of students who demonstrate good hygiene practices and who are encouraging others to do the same.	*Skills Development: Number of children who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-supported programmes*		
	4.10. Percentage of students (and teachers) who understand basic concepts of disease outbreaks.	*Systems Strengthening: Disaster risk reduction is included in curricula at all levels of education*		

Box 45: **Economic Shocks and Social Protection in Education**

	Suggested Risk-Informed Indicator Proxies (Education)	Relevant SP 2018-2021 RAM Output Indicator	Relevant SP 2018-2021 RAM Outcome Indicator	SP 2018-2021 Results Area
Systems	**5.1.** Existence of social protection interventions that address root causes of hazards and enhance educational outcomes.	*Systems Strengthening: Availability of a risk reduction strategy within the Education Sector Plan/Policy*	*Emergency Preparedness & Response: Children in humanitarian situations targeted by UNICEF and partners accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces)*	**Equitable Access to Quality Education**
	5.2. Countries with improved capacity to develop, implement and finance integrated social protection systems.	*Systems Strengthening: Allocation of human and financial resources to implement the conflict/DRR/CCA strategy*		
	5.3. Adequacy of social protection interventions measured by the total transfer amount received by all beneficiaries in a quintile as a share of the total welfare of beneficiaries in that quintile.	*Systems Strengthening: Allocation of human and financial resources to implement the conflict/DRR/CCA strategy*		
	5.4. Poverty gap reduction by social protection interventions, measured by simulated change (%) on poverty gap due to social protection and labor (SPL) programs.	*Systems Strengthening: Allocation of human and financial resources to implement the conflict/DRR/CCA strategy*		
Child /Young Person	**5.5.** Beneficiary incidence, measured by percentage of program beneficiaries in a quintile relative to the total number of beneficiaries in the population.	*Skills Development: Number of children who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-supported programmes*		
	5.6. Percentage of children in the households that received any type of social transfers and benefits in the last three months.	*Systems Strengthening: Existence of national strategies to address inequities in education access, participation and retention*		
	5.7. Percentage of children and young people age 5-24 years currently attending school that received support for school fees or school materials in the current school year.	*Systems Strengthening: Existence of quality prevention and response mechanisms to address gender based violence in and around schools*		
	5.8. Percentage of girl school-age children enrolled but absent.	*Service Delivery: School-aged children and adolescents in affected areas back in school (including early childhood education programmes) after interruption or newly enrolled since the emergency*		

Box 46: School-Related Gender-Based Violence and Protection in Education

	Suggested Risk-Informed Indicator Proxies (Education)	Relevant SP 2018-2021 RAM Output Indicator	Relevant SP 2018-2021 RAM Outcome Indicator	SP 2018-2021 Results Area
Systems	**6.1.** Countries with an education policy or sector plan that specify prevention and response mechanisms to address gender-based violence in and around schools.	*Systems Strengthening: Education Sector Policy/Plan that includes holistic institutional capacity building to improve awareness, attitudes and empowerment to address gender based violence in and around schools*	*Emergency Preparedness & Response: Children in humanitarian situations targeted by UNICEF and partners accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces)*	**Equitable Access to Quality Education**
	6.2. Percentage of education policies, guidelines or standards that include GBV prevention and response strategies from the GBV Guidelines.	*Systems Strengthening: Existence of well-defined legal/policy frameworks to address gender based violence in and around schools*		
School / Community	**6.3.** Percentage of schools that have or follow a written policy, guideline, or rule prohibiting physical or sexual abuse of students by teachers or staff.	*Systems Strengthening: Existence of quality prevention and response mechanisms to address gender based violence in and around schools*		
	6.4. Percentage of active-duty education staff who have signed a code of conduct that protects girls and boys from gender-based violence.	*Systems Strengthening: Existence of quality prevention and response mechanisms to address gender based violence in and around schools*		
	6.5. Percentage of schools routinely collecting data on violent incidents that have occurred on the school property.	*Systems Strengthening: Existence of quality prevention and response mechanisms to address gender based violence in and around schools*		**Equitable Access to Quality Education**
	6.6. Number of schools where boys are engaged in activities that challenge gender-based violence and support girls.	*Systems Strengthening: Existence of quality prevention and response mechanisms to address gender based violence in and around schools*		
	6.7. Percentage of education community outreach activities that include information on where to report risk and access care for GBV survivors.	*Systems Strengthening: Existence of quality prevention and response mechanisms to address gender based violence in and around schools*		

	Suggested Risk-Informed Indicator Proxies (Education)	Relevant SP 2018-2021 RAM Output Indicator	Relevant SP 2018-2021 RAM Outcome Indicator	SP 2018-2021 Results Area
Child / Young Person	**6.8.** Percentage of students exposed to classes in which they were taught how to avoid physical fights and violence.	*Skills Development*: *Number of children who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-supported programmes*	*Emergency Preparedness & Response: Children in humanitarian situations targeted by UNICEF and partners accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces). ALSO /OR (in case of 13-17 year old populations): Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse (ages 13 to 17 years old).*	**Equitable Access to Quality Education**
	6.9. Percentage of girls who experienced violence at school in the last 12 months.	*Systems Strengthening*: *Existence of quality prevention and response mechanisms to address gender based violence in and around schools*		
	6.10. Percentage of girls able to correctly identify formal mechanisms for reporting and referring incidences of gender-based violence.	*Skills Development*: *Number of children who have participated in skills development programmes for learning, personal empowerment, active citizenship and/or employability through UNICEF-supported programmes*		

Costing template

What is this template?

This is a generic budget template for risk-informed education programming for resilience. The broad categories (for example, supplies) are informed by existing UNICEF budget templates.[88] Each broad category includes an example line item drawn from the risk-informed education programming strategies described in Chapter 2 (such as handwashing stations, rape kits, retro-fitting schools for floods, or community training on peaceful conflict resolution).

What is the purpose of this template?

The purpose of this template is to guide UNICEF education staff to cost and finance activities related to risk-informed education programming. Of course, a budget must match the Programme Document and Annual Work Plan. This tool is intended to be a starting point from which a more detailed and dedicated budget may be developed.

How to use this template

1. **List all risk-informed education programming costs,** in accordance with the newly risk-informed UNICEF education theory of change and results framework. (Template is formatted to be easily pasted into Excel.)

2. **Use this budget as a stand-alone, or integrate** each line item into another appropriate budget, such as the Central Emergency Response Fund Budget, Partnership Cooperative Agreement Budget, Country Programme Document, donor proposal, or partnership Memoranda of Understanding,.

3. **Finance the budget.** Actions will vary by country office; at a minimum, consider the following:

   a. Identify existing UNICEF processes (all sectors) wherein the risk-informed activities can be integrated at minimal additional cost.
      • Example: include child-centred risk analysis in the activities of the Situation Analysis (SitAn), the Education Sector Diagnosis, UNICEF annual programme review, or community mobilization activities.

   b. Distribute risk informed activity and budget line items across the budgets of all sectors (humanitarian and development): education, school health and nutrition, child protection, social protection, disaster risk reduction and others.
      • Example: School health and nutrition can take on activities related to preparing for, preventing and responding to biological hazards.

   c. Identify partners whose mandate or current strategic plan includes reducing vulnerabilities of children and increasing their capacity to prepare for, prevent or respond to hazards.
      • Example: USAID and UNESCO have supported child-centred risk analysis related to natural hazards and conflict.

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[88] UNICEF, UNICEF Programme Cooperation Agreements and Small-scale Funding Agreements with Civil Society Organizations, 2009. UNICEF, CERF Updated Guidelines, 2013. UNICEF, Project Proposal Template, Undated.

d. Build in a percentage of costs for risk-informed processes and programming in all UNICEF budgets.
    • Example: integrate into annual work plan and budget, fixed percentage of new proposals, recovery costs.

e. Earmark UNICEF thematic and core resources for risk-informed education programming line items.

f. If full funding is not feasible now, prioritize items and make a progressive plan to finance overtime.

Box 47: Risk-informed education programme budget template

No.	Items	Unit	Quantity	Unit cost	Total budgeted	Partner's contribution	Total UNICEF Contribution	Quarterly Budget			
								1st	2nd	3rd	4th
	Risk-informed Education Direct Programme Support Costs[89]										
1	**Travel** e.g., for prepositioning supplies, to district-level child-centred risk analysis workshops, to regional trainings on risk analysis				0.00						
2	**Salaries** e.g., risk-informed strategy implementing personnel, child-centred risk analysis technical assistance, data analysts, hazard experts (epidemiologists, seismologists), technical advisors, facilitators, researchers, consultants				0.00						
3	**Transport for programme management** e.g., vehicles and their maintenance, for site observations of risk-informed strategies, for programme monitoring				0.00						
4	**Office equipment** e.g., GPS, computers, mapping software, data analysis software, colour map printer, external drives				0.00						

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[89] Direct Programme Support Costs are management and administrative costs that directly support the project objectives and directly derive from implementation of the risk-informed education programme activity.

#	Item										
5	**Management and coordination** e.g., prorated salaries and related costs for representation, planning, coordination, fundraising, advocacy, management of procurement, staff and partnerships				0.00						
6	**In-country planning expenses** e.g., risk-analysis training and planning meetings, contingency planning with partners				0.00						
7	**Administrative support** e.g., prorated salaries of financial management, communication, logistics, security, contracts, IT, printing				0.00						
8	**Monitoring and evaluation costs** e.g., baseline study, routine monitoring, formative evaluation, summative evaluation, case studies, analytic work, communication summary materials, report writing, reports to Cluster				0.00						
9	**Other expenses incurred** e.g., rental of warehouse for prepositioned supplies, tariffs and fees for emergency procurement				0.00						
10	Other?				0.00						
	Risk-informed Education Programme Costs[90]										
	The following items will depend upon which risk-informed strategies[91] are in the TOC. Provided are illustrative examples drawn from across the 6 risk-informed education strategies.										
11	**Child-centred risk analysis workshops and other trainings** e.g., venue rental, accommodation, food, equipment, per diem, participant travel, folders, banners, printing, supplies				0.00	-					

[90] Programme costs are those that clearly contribute to the achievement of the objectives of the risk-informed education programming activity, i.e. directly benefit the targeted population.

[91] Many strategies address risks posed to children and young people; those highlighted in this guidance note include school health and nutrition, disaster risk reduction, social protection, child protection, climate change education, conflict-sensitive education and peacebuilding. See Chapter 2 for greater detail on activities for each.

#												
12	**Supplies for beneficiaries or beneficiary institutions** e.g. tents, floor mats, hand-washing stations, learning materials, bore holes, water points, gender-segregated latrines, cash transfers, vaccines, medicines, rape kits, boundary fences				0.00		-					
13	**Materials production** e.g., school-in-a-box kits, peace-building and life skills manuals, training manuals				0.00		-					
14	**Learning spaces** e.g., retrofitting, reconstruction, construction, setting up of temporary learning sites, prefab units, maintenance of sites				0.00							
15	**Technical assistance** e.g., mentoring, supervising, peer support groups, advising the MoE, developing curricula/learning materials, psychosocial support, facilitating MoUs on exam reciprocity				0.00							
16	**Communication and awareness - raising** e.g., advocacy campaigns, health campaigns, communication for development, back to school campaigns				0.00							
17	**Transport** e.g., delivery of pre-positioned materials, movement of beneficiaries to clinics, trainings, events, safe spaces, alternative learning spaces				0.00							
				Subtotal	0.00							
Risk-informed Education Indirect Programme Costs[92]												
18	Partners' indirect cost recovery rates				0.00							
				Subtotal	0.00	-	-		-		-	-
				GRAND TOTAL	0.00							

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[92] The standard percentage of programming support and programme costs, paid to support partner organizations' general operations.

Image Credits:

Sahel region of Burkina Faso. Schools became a target of invasion. In the beginning of July, 243 children have been displaced with the help of UNICEF from the most violent-affected areas. Here, they are studying in a classroom tent erected on an abandoned compound and preparing for this year's national exam. Children are given a chance to continue with their education as well as staying in a peaceful and safe environment to cope with the profound stress of the ongoing crisis in their home town region. August 2018.

p. 64 © UNICEF/UN0202141/Rich. On 17 April 2018 in Yambio, South Sudan, Ganiko, 12 yrs, and Jackson, 13 yrs, [Names Changed] stand during a ceremony to release children from the ranks of armed groups and start a process of reintegration. Jackson and Ganiko were best friends when they served together with the armed group. April 2018.

p. 67 © UNICEF/UNI31992/Pirozzi. A 15-year-old girl stands in a doorway at a vocational training centre run by the Christian Brothers, a local NGO that works with unaccompanied, abused and street children, as well as former child soldiers, in the southern town of Bo, Sierra Leone. December 1998.

p. 68 © UNICEF/UN018631/Zehbrauskas. Adolescent girls raise their hands in class during a UNICEF-supported Leadership and Communicators Network meeting at the Amigos del Volcán School in the municipality of Santa Tecla in El Salvador. The group promotes online safety, protection and prevention of sexual violence and exploitation of children, and monitoring of cases of gender-based violence in schools. April 2017

p. 71 © UNICEF/UN0222669/ El Baba. 17-year old Moussa works as a mechanic in a small workshop with his father in Beit Lahiya in northern Gaza, Palestine. June 2018.

p. 80 © UNICEF/UNI47917/Asselin. A girl carrying her slate and schoolbooks on her head smiles in the village of Essaout in the south-western Ziguinchor Region of Senegal. June 2007.

p. 83 © UNICEF/UN028257/Page. On 10 August 2016, diverse zika virus prevention lessons – including through posters, theater, songs, quizzes - are integrated into school curricula in Campina Grande, Paraiba State, Brazil. They are crucial in preventing the breeding and spread of the Aedes Aegypti mosquito which carries the zika virus, dengue and other diseases. August 2016.

p. 99 © UNICEF/UN062021/Vishwanathan. 16 years old Vinita and her friends who have fought child marriage and are today going to school walk to a transportation facility provided in the village of Berhabad, in Jamua block of Giridih, India. Earlier school dropouts were frequent especially among girls due to long distances of the school premises which led to early marriages. Today the transport facility provided under the programme facilitates the girls to attend school and be safe. December 2016.

p. 100 © UNICEF/UN09632/Rich. Three boys formally associated with armed forces pose for UNICEF photographer at a training centre run by UNICEF partner, INTERSOS, in Baidoa, Bay region. November 2015.

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