



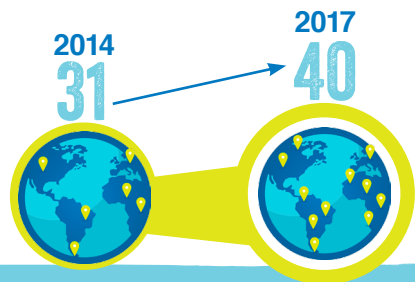
SAFE SCHOOLS GLOBAL PROGRAMME

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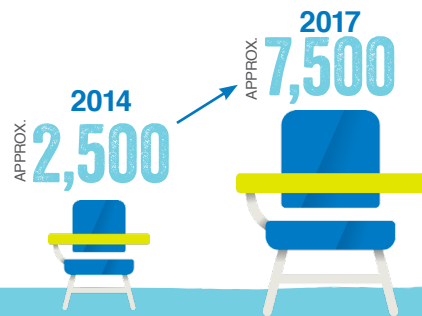
OUR GOALS

By 2017 the increased scope, depth and quality of Plan International's Safe Schools Global Programme will protect learners and schools workers from death, injury and harm in schools.

COUNTRIES RUNNING THE PROGRAMME



SCHOOLS REACHED



CHILDREN REACHED



HOW DONORS CAN SUPPORT

AROUND
1.5 MILLION CHILDREN WILL BE REACHED
WITH JUST OVER **€50 MILLION**

during the scaling up phase of Plan International's Safe Schools Global Programme

“ We can't stop natural disasters ever; it is not in our hands. But what we can do is learn the process for saving ourselves and others from the effects of disaster.”

Headmistress of Maniknagar Model
High School, Bangladesh

INTRODUCTION: A GLOBAL CHALLENGE

Worldwide, approximately 1.2 billion students are enrolled in primary and secondary school; of these, 875 million school children live in high seismic risk zones¹ and hundreds of millions more face regular floods, landslides, extreme winds and fire hazards. Children spend up to 50 per cent of their waking hours in school facilities, yet all too often schools are not constructed or maintained to be disaster resilient. The deaths of children and adults in schools cause irreplaceable losses to families, communities and countries. Millions of children also suffer lifelong injuries and disabilities through disasters.²

One of the most significant consequences of both natural and human-induced disasters is the impact they have on children's education as it is often one of the first activities abandoned when disasters occur.³

Vulnerabilities to shocks and stresses are exacerbated by new hazards brought on by climate change and environmental degradation, with up to 175 million children likely to be affected every year by climate-related disasters by the end of the decade.⁴ Human-induced hazards are also on the increase with a reported 32 active armed conflicts in 2012.⁵ Attacks on educational facilities have increased, with approximately 28 million of the 61 million children out of school in the world currently living in conflict-affected contexts.⁶ Human Rights Watch

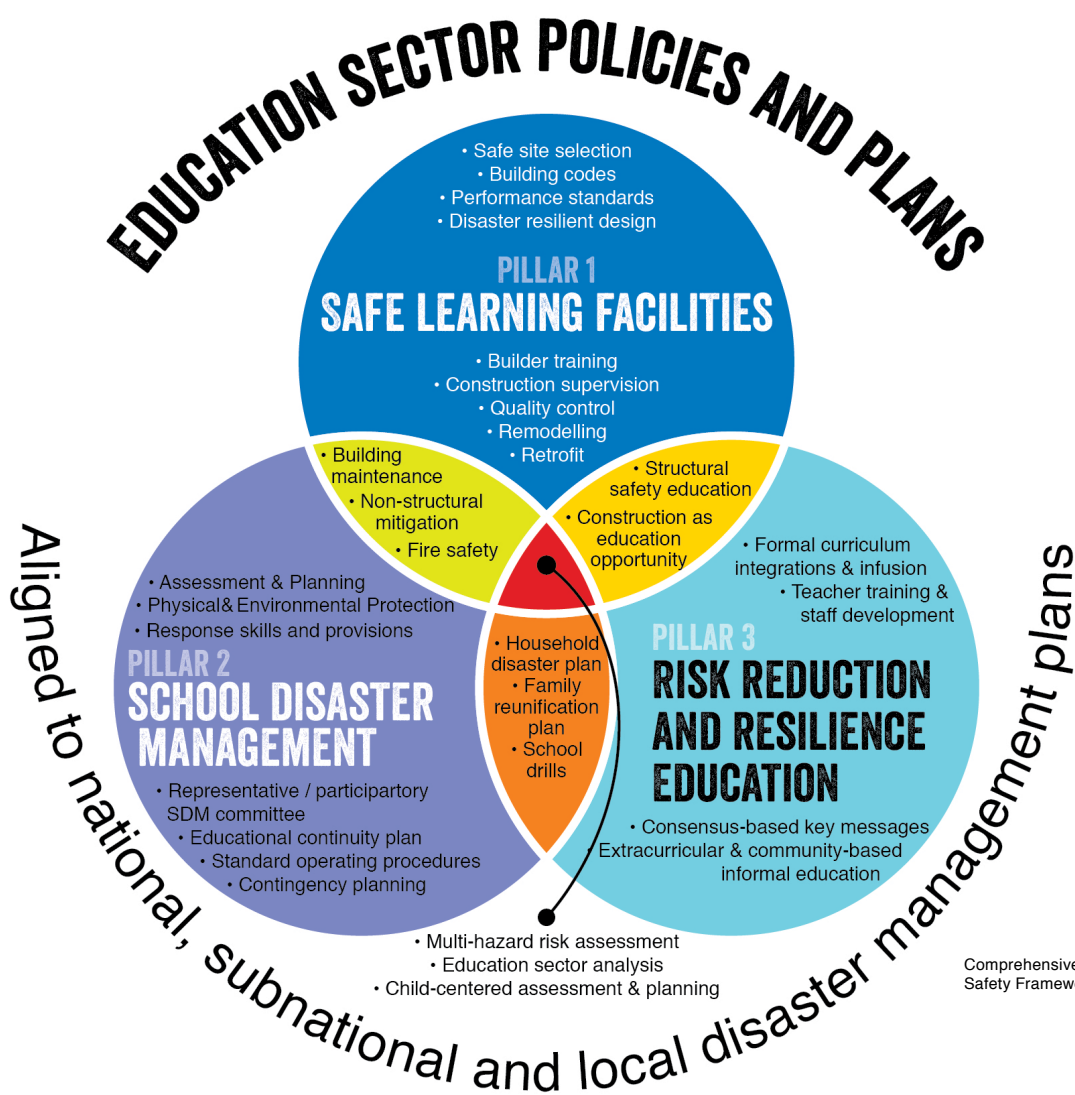
(HRW) estimates that between 2005 and 2012, armed forces and groups have used schools for military purposes in at least 24 countries in conflict. Schools have been converted into detention facilities, weapon depots or barracks. As the international community continues to negotiate an international post-2015 agenda with renewed international development and humanitarian agreements such as the Millennium Development Goals, the UNISDR's Hyogo Framework for Action and the Kyoto Protocol of the United Nations Framework Convention on Climate Change, it is clearer than ever that we live in a multi-risk environment in which children and their communities face frequent obstacles and setbacks to their development.

Plan International's Safe Schools Global Programme engages education sector partners – in development and humanitarian contexts alike – to promote schools as a platform for children and youth to grow up safely in resilient communities with their rights respected. Climate-Smart, Child-Centred Disaster Risk Reduction (CS-CCDRR) is Plan International's unique participatory rights-based approach to the global safe school movement and fulfilling the Children's Charter for Disaster Risk Reduction.⁷



1. Wisner et al (2004) School Seismic Safety: Falling between the Cracks? <http://www.ilankelman.org/articles1/wisneretal.2004.pdf>
2. UNISDR, INEE, GFDRR, the Guidance Notes on Safer School Construction
3. UNICEF & Plan International (2011) The benefits of a child-centered approach to climate change adaptation.
4. This is a considered estimated based on data from the International Federation of the Red Cross and Red Crescent Societies World Disasters Report 2006. "Legacy of disasters - The impact of climate change on children" Save the Children. This figure is an increase from 66.5 million children per year in the late 1990s (Penrose, A. and M. Takaki (2006) Children's rights in emergencies and disasters, The Lancet. 367, 698-699)
5. Uppsala Conflict Data Program, Themnér, Lotta and Peter Wallensteen, 2013, "Armed Conflicts, 1946-2012", Journal of Peace Research, 50
6. INEE Talking Points: INEE Conflict Sensitive Education Pack. Available at: http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1150/Talking_Points_CSE_Pack_final%2024%20June.pdf. Accessed 5 March 2014
7. <http://www.preventionweb.net/english/professional/publications/v.php?id=19894>

WHAT IS THE SAFE SCHOOLS GLOBAL PROGRAMME?



Comprehensive School Safety Framework. June 2014

Plan International's Safe Schools Global Programme is an innovative approach to today's multi-risk environment. The approach reinforces synergies and builds local capacity across the three pillars above, while linking to national, sub-national and local disaster management and education plans.

The Comprehensive School Safety Framework has been developed and adopted by leading organisations.¹ The Safe Schools Global Programme builds upon this internationally agreed framework and incorporates the principles of Plan International's rights-based Child Centred Community Development approach.

Plan International recognises the importance of transforming schools into centres for knowledge transfer on resilience to natural and human-made shocks and stresses through participatory planning and response.

The overall strategic goal of the Safe Schools Global Programme is to showcase the three-pillared Safe Schools approach and standards in practice. Plan International will utilise evidence-based advocacy, good practice and research to demonstrate that its rights-based approach to Safe Schools protects students and education workers, school infrastructure and creates a culture of disaster risk reduction that benefits the community as a whole both today and in future generations.

1. Comprehensive School Safety Framework endorsed by, inter alia, UNESCO, UNICEF, UNISDR, GFDRR, IFRC, INEE, Save the Children, World Vision and Plan International.



THE STRENGTHENING CHILDREN'S VOICES IN PROMOTING SAFE SCHOOLS PROJECT

Plan International Cambodia, funded by Sida

From October to November almost every year, a primary school in Russey Keo district was surrounded by flood waters and most students travelled to school by boat. Additionally, no clean water sources or sanitary toilet facilities were available in the school. In February 2012, the primary school was selected as a Safe Schools project. The Children's Council, teachers and school director received training on disaster risk reduction as well as hazard, vulnerability and capacity assessment (HVCA) organised by the Child Rights Foundation (CRF), a Safe School project partner of Plan International Cambodia.

Lightning and floods were identified as the main hazards. Children, teachers and school directors then developed a disaster risk reduction (DRR) action plan and a school emergency and preparedness plan. The DRR action plan has been divided into structural and non-structural parts to reduce disaster risks in school and protect children from harm. To implement the structural measures, the school has raised funding support from CRF, the community and other relevant stakeholders.

"I really admired the DRR action plan, which saw concerned people actively involved who developed it based on prioritised hazards at my school. The students are now safe from lightning strikes due to the installation of a lightning conductor; life jackets are provided to all students to prevent themselves from drowning during flood season when travelling to school or other places and the school has built a pathway behind the school to connect the school to non-flooded areas. Thus, children can come to the school during the rainy season. As well, a water pump, water storage tank and water filter have been installed in each class to give children access to safe water for drinking and handwashing." – Yin Sam Ang, School Director of a primary school in Russey Keo district.

SAFE SCHOOLS GLOBAL PROGRAMME MAP

GLOBAL FIGURES

2014

2,578
SCHOOLS

484,684
STUDENTS

2017

7,536
SCHOOLS

1,531,304
STUDENTS

WEST AND CENTRAL AFRICA

2014

24
SCHOOLS

9,620
STUDENTS

2017

164
SCHOOLS

61,476
STUDENTS

LATIN AMERICA AND CARIBBEAN

2014

111
SCHOOLS

16,565
STUDENTS

2017

594
SCHOOLS

118,565
STUDENTS

- 31 countries with current Safe Schools programmes
- 9 planned Safe Schools programmes 2014-2017
- Other Programme Countries
- National Offices fundraising for Safe Schools programmes
- Other National Offices

ASIA

2014

1,950
SCHOOLS

264,855
STUDENTS

2017

6,038
SCHOOLS

942,343
STUDENTS

EASTERN AND SOUTHERN AFRICA

2014

493
SCHOOLS

193,644
STUDENTS

2017

740
SCHOOLS

408,920
STUDENTS

WHAT IT MEANS TO OUR DONORS AND FINANCIAL SUPPORTERS

The Safe Schools Global Programme maximises impact of aid and/or investment, thereby adhering to the principles of value for money and aid effectiveness.¹ The Global Programme is an opportunity to provide support to and/or invest in schools, communities, education sectors and, most importantly, girls and boys.

VALUE FOR MONEY

The Safe Schools Global Programme's multi-year, multi-country harmonised strategic approach to scale up proven good practices offers **value for money** by meeting the specific needs of selected countries and communities, safeguarding investment in education (infrastructure, school supplies) and minimising losses and damages. The Safe Schools Global Programme also aims to consolidate a quality-assured evidence base, information sharing and knowledge management of good practice and accountability. Furthermore, the comprehensive approach ensures that aid and/or investments are channelled into coordinated efforts addressing each of the three pillars: Safe Learning Facilities, School Disaster Management, and Risk Reduction and Resilience Education.

AID EFFECTIVENESS

The **aid effectiveness** is visible at many levels of Plan International's country and global strategic planning. All Safe Schools programmes are aligned with self-identified country priorities, focusing on local and national capacities to deliver education services. All programming is harmonised through coordinated processes at the country, regional and international levels with an aim to maximise coordination with other stakeholders. Country programmes are results-oriented, designed within Plan International's programme quality guidelines – as are all of Plan International's projects and programmes – and, therefore, enable increased transparency and mutual accountability of aid and/or investments.

1. As per the Paris Declaration and the Accra Agenda for Action, accessible at: <http://www.oecd.org/dac/effectiveness/parisdeclarationandaccraagendaforaction.htm>. Accessed on 12 June 2014



WHAT IT MEANS TO THE COMMUNITIES WHERE WE WORK

The mutually reinforcing approaches of Plan International's Child-Centred Community Development and Child-Centred Disaster Risk Reduction programmes on the ground not only protect children, schools and their communities but also empower a new generation of climate-smart, disaster-resilient citizens.

Children are empowered through participation in disaster management committees and planning, including identification of potential hazards and vulnerabilities, development and implementation of DRR action plans. Schools are equipped with facilities and equipment to prevent, mitigate and prepare for disasters.

Formal and non-formal education on risk reduction and resilience strengthen knowledge, skills and attitudes thereby contributing to building a culture of safety. Active teaching and learning, and systems thinking, strengthen children's capacities to deal with and adapt to uncertainty.

**“WITH THE TRAININGS I HAVE
GOT FROM THE WORKSHOP,
I CAN NOW IDENTIFY THE RISKS
IN OUR TOWN.”**

Charles, Principal of a school in Liberia



FIVE MAIN EXPECTED OUTCOMES

In the 2014-2017 period, Plan International will scale up its Safe Schools Global Programme in terms of depth of interventions, institutionalisation of practice and reaching larger numbers of target schools and communities.

1

Over 1,531,000 girls and boys will be protected from natural and human-made disasters during school hours.

Improved infrastructure is at the heart of building a culture of safety and keeping children safe while attending school. Nevertheless, equally important is the need to link infrastructure to disaster management within schools and to the education sector as a whole, and ensure teachers and students have a practical understanding of risk reduction.

2

Over 1,531,000 girls and boys will be more capable to confront shocks and stresses through increased knowledge, skills and attitudes on disaster risk reduction and resilience.

Plan International's Child-Centred Community Development approach empowers girls and boys to be active and leading participants in their own development and to become more resilient, thereby contributing to long-term changes that benefit poor and marginalised children. Disaster risk and resilience education as well as conflict-sensitive education are fundamental to ensuring children have the knowledge, skills and attitudes to prepare for and respond to emergencies.



3

Forty national governments will be resourced with comprehensive school safety models and good practice.

The Safe Schools Global Programme provides national governments and local authorities with tangible examples of good practice in their own country. Plan International encourages and fully supports the adoption and institutionalisation of tools and resources for comprehensive safe school programming.

4

Strengthened global accountability and transparency through enhanced data collection and monitoring and evaluation.

The Safe Schools Global Programme adheres to the highest standards of accountability and transparency to ensure all stakeholders are provided with up-to-date, verifiable data on programme implementation. Plan International is committed to continual improvement processes in data collection and monitoring and evaluation for safe schools.

5

Cost-efficient guidance for prioritisation of school facilities for technical on-site assessment, and retrofit and replacement schedules will be developed.

The economic case for safeguarding investment in education is supported by evidence-based research. Linkages between local programme implementation and opportunities for influencing and advocacy work at different levels is supported.



THREE ACTION AREAS

Implementation of the Safe Schools Global Programme is broken down into three clearly defined levels based on existing operating structures: global, regional, and country. Each level will identify and undertake activities related to one of three action areas in order to work toward achieving the programme's goal and objectives. The action areas are:

PROGRAMMING

Programmes at each level will be underpinned by the principles of Child-Centred Community Development:

- Children at the centre
- Guided by human rights principles and standards
- Responsibility and accountability
- Inclusion and non-discrimination
- Gender equality
- Participation

The multi-faceted nature of comprehensive school safety requires an integrated approach targeting other sectors for joint initiatives. The programme will actively pursue partnership and joint programming with all of Plan International's eight programme areas.¹ Accordingly, programme planning at the country level will be harmonised with the Country Strategic Plan (CSP).

The Safe Schools Global Programme promotes gender equality, inclusion, and environmental sustainability as cross-cutting issues, and will take the necessary measures to ensure they are integrated as such.

1. Plan International's eight core programme areas are Education, Early Childhood Care and Development, Health, Water and Sanitation, Child Protection, Economic Security, Disaster Risk Management, Child Participation, Sexual and Reproductive Health.

ADVOCACY

Guided by Plan International's Global Advocacy Strategic Framework 2013 – 2015, advocacy on Safe Schools will be based on four foundations:

- A rights-based situation and power analysis and risk assessment
- Robust evidence base
- Results-based policy change objectives
- Strategies for child and youth / rights-holders' participation.

Based on these foundations we will work with and for children to influence duty bearers and public opinion on Safe Schools policies, and monitor their implementation at all levels. Plan International will continue to advocate for dialogue between sectors in order to support comprehensive Safe Schools programming.

LEARNING AND COMMUNICATIONS

Plan International will continue to be a leader in comprehensive school safety at global, regional and national levels by communicating clear and consistent messaging on Plan International's Safe Schools policy and programming across sectors to all relevant stakeholders and the media. With information sharing and knowledge management at the core of the Safe Schools Global Programme, integration across Plan International's eight core programme areas will enhance programmatic capacity and effectiveness and strengthen advocacy efforts. Communications will focus on:

- The uptake of research and good practice in national and sub-national policy.
- Ensuring Plan International programming is informed by robust empirical evidence and good practice.
- Decision-making that is supported by open information flow from local to regional to global levels and back down.
- The use of social media as a tool for awareness-raising both internally and externally.

UNIQUE AND INNOVATIVE



INTEGRATED APPROACH

The integrated approach of the Comprehensive School Safety Framework promotes cross-sector programming, including key development and humanitarian sectors such as Climate Change Adaptation and DRR, Education, WASH, Health and Child Protection. This holistic approach recognises the importance of systems thinking by highlighting and reinforcing synergies across the three areas central to building resilient communities and education sectors. Children require diverse knowledge and skills to face numerous stresses and shocks in today's multi-hazard world; education sectors require sound construction of facilities and appropriate management. Furthermore, this approach favours the fundamental principles of aid effectiveness and value for money as aid and/or investment in the Global Programme will impact multiple development sectors.

CHILD PARTICIPATION

Plan International recognises children as powerful agents of change and rights holders and, as such, girls and boys must be active members in School DRM Committees. This participation is a fundamental step to both address the needs of children and empower girls and boys to fulfil their rights. In the Safe Schools Global Programme girls and boys actively participate in the development and execution of risk vulnerability mapping, evacuation and contingency planning, and school safety assessments, amongst other vital disaster risk reduction and climate change adaptation activities. Plan International's unique Child-Centred Community Development approach allows girls and boys to make the greatest contribution to long-term changes that benefit poor and marginalised children by supporting children, youth, families

and communities to be active and leading participants in their own development, and to become more resilient.

POLICY TO PRACTICE – PRACTICE TO POLICY

A multi-level approach – from country, regional and international levels – ensures Plan International-wide lessons and good practice inform policy and practice at all levels. Integrated programming, advocacy and communication promotes continual improvement in and between comprehensive school safety policy and programmes. Evidence-based advocacy informs policy- and decision-making which, in turn, informs quality Safe School programming.

NEW TOOLS FOR MOBILE DATA COLLECTION

Information and communication technology such as new tools for mobile data collection of the Safe Schools Global Programme with Paimapper have been developed to allow Plan International to collect, share and visualise geographically tagged data in real-time. This unique feature allows Plan International to provide real-time visibility to Safe Schools sites and share the up-to-date data with stakeholders. The innovative data collection feature contributes to global accountability and transparency by providing real-time, detailed data for a better understanding of how the Safe Schools Global Programme is impacting the lives of girls and boys, school staff and authorities, and their communities. Within the context, the Safe Schools Global Programme will strive towards continual improvement of monitoring and evaluation through the identification of qualitative indicators and data sources.

HOW DONORS CAN HELP

Over the next three-year period, 2014 to 2017, Plan International requires an estimated €50 million to complete the ambitious scaling up phase of the Safe Schools Global Programme.

Current Safe Schools initiatives are supported by Plan International national organisations from Germany, UK, Spain and Japan, Sida, Norad, Australian Aid, Irish Aid, ECHO and UNICEF, as well as private sector partners, the COFRA Foundation in Switzerland and the Prudential Foundation, as of June 2014.

Further funding is urgently needed to support the scaling up of the Safe Schools Global Programme in terms of depth, institutionalisation and geographic expansion to newly identified strategic Plan countries.

For further information or current opportunities to support the Safe Schools Global Programme please contact safeschools@plan-international.org



SAFE SCHOOLS GLOBAL PROGRAMME BY 2017

| | Total budget (€) | Total secured (€) | Total gap (€) | No. Schools | No. Students |
|------------------------------------|-------------------|-------------------|-------------------|--------------|------------------|
| Global Figures | 50,783,621 | 9,199,257 | 41,584,364 | 7,536 | 1,531,304 |
| Asia | 24,991,604 | 4,075,164 | 20,916,441 | 6,038 | 942,343 |
| Regional Programme | 8,685,095 | 381,679 | 8,303,416 | - | - |
| Bangladesh | 1,459,854 | 364,964 | 1,094,891 | 330 | 90,605 |
| Cambodia | 1,033,394 | 91,241 | 942,153 | 84 | 92,262 |
| China | 1,094,891 | 547,445 | 547,445 | 240 | 95,000 |
| Indonesia | 1,459,854 | 91,241 | 1,368,613 | 156 | 23,400 |
| India | 1,459,854 | 729,927 | 729,927 | 2,000 | 200,000 |
| Lao | 510,949 | 36,496 | 474,453 | 30 | 2,100 |
| Myanmar | 1,313,869 | 218,978 | 1,094,891 | 150 | 10,800 |
| Nepal | 1,131,387 | 36,496 | 1,094,891 | 300 | 50,000 |
| Pakistan | 1,502,539 | 500,846 | 1,001,693 | 1,500 | 195,000 |
| Philippines | 1,079,088 | 349,161 | 729,927 | 782 | 66,676 |
| Sri Lanka | 291,971 | 145,985 | 145,985 | 150 | 30,000 |
| Thailand | 611,196 | 142,748 | 468,448 | 29 | 9,500 |
| Timor-Leste | 1,167,883 | 72,993 | 1,094,891 | 87 | 17,000 |
| Vietnam | 2,189,781 | 364,964 | 1,824,818 | 200 | 60,000 |
| Eastern and Southern Africa | 11,578,487 | 1,757,949 | 9,820,538 | 740 | 408,920 |
| Egypt | 1,459,854 | 51,095 | 1,408,759 | 150 | 30,000 |
| Ethiopia | 291,971 | 218,978 | 72,993 | 6 | 2,320 |
| Kenya | 1,454,399 | 13,423 | 1,440,976 | 47 | 24,000 |
| Mozambique | 437,956 | - | 437,956 | 42 | 27,600 |
| South Sudan | 4,087,591 | 437,956 | 3,649,635 | 50 | 50,000 |
| Sudan | 14,599 | 14,599 | - | 50 | 50,000 |
| Tanzania | 364,964 | - | 364,964 | 40 | 50,000 |
| Uganda | 547,445 | - | 547,445 | 70 | 70,000 |
| Zimbabwe | 2,919,708 | 1,021,898 | 1,897,810 | 285 | 105,000 |
| West and Central Africa | 4,081,445 | 1,602,190 | 2,479,255 | 164 | 61,476 |
| Burkina Faso | 437,956 | - | 437,956 | 15 | 5,000 |
| Cameroon | 1,824,818 | 1,240,876 | 583,942 | 12 | 9,500 |
| Liberia | 656,934 | 361,314 | 295,620 | 12 | 120 |
| Mali | 656,934 | - | 656,934 | 100 | 30,000 |
| Niger | 504,803 | - | 504,803 | 25 | 16,856 |
| Latin America and Caribbean | 10,132,085 | 1,763,955 | 8,368,130 | 594 | 118,565 |
| Regional Programme | 583,942 | - | 583,942 | 40 | 8,000 |
| Bolivia | 712,162 | 12,162 | 700,000 | 64 | 10,840 |
| Brazil | 307,000 | - | 307,000 | 15 | 3,000 |
| Colombia | 900,000 | 100,000 | 800,000 | 57 | 11,725 |
| Dominican Republic | 1,054,353 | 104,353 | 950,000 | 39 | 13,800 |
| Ecuador | 1,071,628 | 321,628 | 750,000 | 60 | 10,000 |
| El Salvador | 600,000 | 80,000 | 520,000 | 35 | 7,000 |
| Guatemala | 800,000 | - | 800,000 | 33 | 6,000 |
| Haiti | 1,186,000 | 386,000 | 800,000 | 64 | 12,800 |
| Honduras | 600,000 | - | 600,000 | 30 | 6,000 |
| Nicaragua | 800,000 | 300,000 | 500,000 | 70 | 12,000 |
| Paraguay | 500,000 | 151,812 | 348,188 | 22 | 4,400 |
| Peru | 1,017,000 | 308,000 | 709,000 | 65 | 13,000 |

As of June 2014



Plan International has a vision: a world in which all children realise their full potential in societies that respect people's rights and dignity. Today, hundreds of millions of children remain without their rights fulfilled. We believe this is totally unacceptable. Plan International's Strategy to 2015 has One Goal to reach as many children as possible, particularly those who are excluded or marginalised, with high-quality programmes that deliver long-lasting benefits.¹

In the process of delivering this strategy, we are determined to become One Plan, a more effective, efficient and collaborative organisation whose individual parts are all striving towards our One Goal.

The **Safe Schools Global Programme** demonstrates the commitment to work as One Plan, a more effective, efficient and collaborative organisation able to meet the demands of a fast-evolving development landscape. One Global Programme to promote schools as community agencies for child development and resilience building in their communities, to protect education facilities and reduce losses in the education sector due to disaster and, ultimately to ensure children and youth grow up safely in resilient communities.

1. Plan International's Disaster Risk Management Strategy 2009 - 2015

For further information or current opportunities to support
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