Comprehensive School Safety Assessment Suite: technology and innovation to deliver at scale quality Education
1. What is the CSS Framework: Target, Indicators and Purpose

**GOALS:**
- PREVENTION OF DEATH & INJURY
- EDUCATIONAL CONTINUITY
- LOSS PREVENTION (SAFEGUARD INVESTMENTS)
- DEVELOP A CULTURE OF SAFETY

### Pillar 1. Safe Learning Facilities
- Builder training
- Construction supervision
- Quality control
- Remodelling
- Retrofit
- Structural safety education
- Construction as educational opportunity

### Pillar 2. School Disaster Management
- Assessment & Planning
- Physical & Environmental Protection
- Household disaster plan
- Family reunification plan
- School drills
- Multi-hazard risk assessment
- Education sector analysis
- Child-centred assessment & planning

### Pillar 3. Risk Reduction and Resilience Education
- Consensus-based key messages
- Extracurricular & community-based informal education
- Formal curriculum integrations & infusions
- Teacher training & staff development

**Multi-hazard, Child-centered Assessment & Planning**

**Education Sector Policies and Plans**

**Pillar 1. Safe Learning Facilities**

**Pillar 2. School Disaster Management**

**Pillar 3. Risk Reduction and Resilience Education**

**Awareness & Education**

**Planning & Decision-Making**

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**Save the Children**
The CSS Assessment Suite tools are designed for:

- **Salience** (relevant to comprehensive school safety)
- **Scalability** (designed for universal application)
- **Sustainability** (with local capacity)
- **Effectiveness** (outputs usable for action-planning)
- **Efficiency** (and affordability)
- **Empowerment** (rather than extractive)
2. The CSS Assessment Suite tools: CSS Self Assessment and VISUS
TRIAGED ASSESSMENT APPROACH

**INPUTS**
- data-approach
  - Deep technical investigation
  - Quantitative analyses

**OUTPUT**
- decision making information
  - In-depth assessment for design and delivery of retrofit or replacement
  - Characterization & recommendations
  - Prioritization for in-depth assessment
  - Allocation of funding for improvements
  - Multi-criteria intervention strategies
  - Cost-estimation and retrofit threshold exceedance

**Steps of Assessment**
1. **Available and crowd-sourced data**
2. **School-based self-assessment**
3. **Visual inspection /detailed data**
   - Application of criteria
   - Photographic reportage
   - EMIS & geo-informatics
4. **Detailed investigation**
   - Design
   - Visual inspection by trained surveyors

**CSS ASSESSMENT SUITE**
- CSS ASSESSMENT SUITE  TRIAGE FOR SCHOOL SAFETY PLANNING
- FIRST STEP
  - SCHOOL-BASED SELF-ASSESSMENT
    - Pillars 1, 2, 3 quick survey
    - Photographic reportage
    - EMIS & geo-informatics

- VISUS
  - Available and crowd-sourced data

- STARTING POINT
  - Hazard/Risks maps
  - Desk review of available data
  - Crowd-sourced & other views

- Local perceptions and interest
  - Advocacy support
  - Gross hazards exposure
  - Prioritization by location, occupancy, construction type, year
The CSS Assessment Suite tools
CSS Self-Assessment and VISUS
## ASSESSMENT DOMAINS

<table>
<thead>
<tr>
<th>Profile &amp; Risks</th>
<th>School Facilities</th>
<th>School Disaster Management</th>
<th>Risk Reduction &amp; Resilience Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographic Location</td>
<td>Topographic location</td>
<td>Barriers to attendance</td>
<td>Level of hazard awareness</td>
</tr>
<tr>
<td>Type / Grade levels</td>
<td>Buildings characteristics</td>
<td>Risk reduction activities</td>
<td>Staff and student participation in risk reduction</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Building conditions</td>
<td>School disaster management</td>
<td>Knowledge of standard operating procedures</td>
</tr>
<tr>
<td>Hazards exposure</td>
<td>Occupancy and capacity</td>
<td>Risk assessment and planning activities</td>
<td>Settings for learning</td>
</tr>
<tr>
<td>Risk levels</td>
<td>Access hazards</td>
<td>Risk reduction activities</td>
<td>Availability of social/behavior change instructional materials</td>
</tr>
<tr>
<td>Disaster history</td>
<td>WASH hazards</td>
<td>Response skills</td>
<td></td>
</tr>
<tr>
<td>Educational impacts</td>
<td>Non-structural hazards</td>
<td>Response provisions</td>
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</tr>
<tr>
<td>Early warning systems</td>
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<td>Health care services</td>
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</tbody>
</table>

Tab 1 | Tab 2 | Tab 3 | Tab 4

**Save the Children**
SCHOOL-BASED SELF-ASSESSMENT

2. CSS SSA APP

The Landing Page

In Lao

School Safety
Self-Assessment Survey

Save the Children

Australian Aid

Risk RED

Save the Children
School Safety Self Assessment Portal

Register
To see safety reports and maps

- email address

A temporary password will be sent via email

Register

Login
To start a session.

- email address

- password

Forgotten password? Remember me

Login

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### List of users and their roles

<table>
<thead>
<tr>
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<th>First Name</th>
<th>Last Name</th>
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2. CSS SSA PORTAL

Map overview and search
Access to school safety report and photos
PILLAR 1: SAFE LEARNING FACILITIES

1. SAFE LEARNING FACILITIES
2. SCHOOL DISASTER MANAGEMENT
3. RISK REDUCTION AND RESILIENCE EDUCATION

VISUAL INSPECTION FOR DEFINING SAFETY UPGRADING STRATEGIES
NEW CONSTRUCTION
“EVERY NEW SCHOOL A SAFE SCHOOL”

- Building Codes
- School Design & Site Selection Guidelines
- Best Practices in Community-Based Construction

RISK PREVENTION
- Guidance
- Community Engagement
- Oversight & Approvals

EXISTING BUILDINGS
LARGE SCALE ASSESSMENT FOR REMEDIATION

ASSESS
ESTIMATE COST
PRIORITIZE INTERVENTION

RISK MITIGATION
- Rehabilitation
- Retrofit
- Replacement

ASSESSMENT OF EXISTING FACILITIES
# ASSESSMENT DOMAINS

<table>
<thead>
<tr>
<th>SITE</th>
<th>STRUCTURAL RESPONSE</th>
<th>NON-STRUCTURAL ELEMENTS</th>
<th>FUNCTIONALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Wind, Earth Fire Impacts</td>
<td>Foundation Frame Columns / Beams Walls Roof Connections</td>
<td>Doors / Windows Stairs / Ceilings HVAC Equipment Furnishing Haz materials</td>
<td>Safe access (ingress/egress) Water &amp; Sanitation</td>
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<tr>
<td>Site suitability and mitigation</td>
<td></td>
<td>falling, overturning, Sliding, floating flammable destruction</td>
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Adoptable /Adaptable/ Sustainability

• The tools are adaptable to each country specific context (e.g. Lao muti-hazard tool Indonesia earthquake centered tool)

• **Government led** tool for sustainability: Strong engagement of the CSS technical working group

• Great of role of the CSS working group to revised and adapt to fit the cultural, social, vulnerability of each country

• Providing guidance for the implementation at field level and the next steps for endorsement, approval of the tools

• Defining **safe school priorities** and strategy for scaling up at country level
Lessons learnt from Lao PDR 2014-2016
Efficiency of the CSS Self-Assessment tool:
- Enumerators have access to digital devise easily
- User friendly digital tool
- Supporting identifies gaps for fast decision making
- Data collection to support national indicator measurement toward safe school (Integration in the EMIS system)
- MoES advocating for it

To advance VISUS tool for the Lao context:
- Technically high
- Complex for Lao engineers
- Team up with National University of Laos to grassroots the tool and get support from trained intern
Ownership of MoES:

- Quality education is also related to safety at school: MoES committed to become a safe school leader at the WISS;
- Decree on School Disaster Management appointing focal point in charge of school safety (December 2015 Decree);
- Dissemination of good practices in the region (Thailand, North Korea)

Steps forward:

- Advocating for better budget allocation for school safety with MoES
- School safety indicators in the national system
- Advocating for better integration of school safety with the millennium development goals (basic learning quality education)
MORE CHILDREN BETWEEN 0 – 14 YEARS LIVE INSIDE OF THIS CIRCLE
8/10 countries with the highest number of deaths caused by disasters

8 OUT OF 10 OF THESE COUNTRIES COME FROM ASIA
THANK YOU

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