

Grupo Sectorial Regional de
EDUCACION
en RRD y EeE en LAC



Protegiendo a través de la Educación



System of Indicators to Monitor the Progress of the Education Sector in Disaster Risk Management

Product 5 - Final Version and Guidelines for Implementation at the Regional Level

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September 2015



This document has been prepared within the framework of the work plan of the Regional Sectoral Education Group in Disaster Risk Reduction/Education in Emergencies in Latin American and the Caribbean,¹ through the project for **advocacy and capacity-building to guarantee the rights of children and youth in disaster risk management and emergency situations** developed by the UNICEF Latin America and the Caribbean Regional Office and RET International. Technical contributions have been provided by the GSRE-RRD/EeE through the Spanish Agency for International Cooperation for Development-AECID, Save the Children and UNESCO

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¹ Often referred to by its Spanish acronym, GSRE-RRD/EeE (*Grupo Regional de Educación en reducción del riesgo de desastres y educación en situaciones de emergencia*). This group is the mechanism for regional coordination between national bodies, NGOs, the United Nations system, international organizations, donors, humanitarian agencies and all groups linked to education for exchange of information, reflection and programming for joint actions and support to Latin American and Caribbean countries, to strengthen disaster risk reduction and humanitarian action in the education sector. To date, the group comprises AECID, ChildFund, IFRC, INEE, OCHA, Plan International, RET International, Save the Children, UNESCO, UNICEF, UNISDR, USAID/OFDA and World Vision.



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Acronyms

AECID	Spanish Agency for International Development Cooperation (<i>Agencia Española de Cooperación Internacional para el Desarrollo</i>)
CSSF	Comprehensive School Safety Framework
GADRRRES	Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
GSRE-RRD/EeE	Regional Sectoral Education Group in Disaster Risk Reduction/Education in Emergencies in Latin American and the Caribbean (<i>Grupo Regional de Educación en reducción del riesgo de desastres y educación en situaciones de emergencia</i>)
IDB	Inter-American Development Bank
IFRC	International Federation of Red Cross and Red Crescent Societies
iGOPP	Index of Governance and Public Policy in Disaster Risk Management
INEE	Inter-Agency Network for Education in Emergencies
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
NGOs	Non-governmental organizations
SSI	Safe Schools Initiative
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNISDR	United Nations Office for Disaster Risk Reduction
USAID/OFDA	United States Agency for International Development/Office of Foreign Disaster Assistance
WISS	Worldwide Initiative for Safe Schools



Introduction

Education is fundamental to disaster risk reduction because it can have a positive effect on the participation of children, adolescents, young people and the entire population, helping them to become agents to reduce risk and promote a culture of prevention in their families and communities.

With education (considered from a comprehensive and integrated perspective), people can and must take actions to:

1. Protect or save lives and avoid damage to people's physical and/or emotional well-being from an adverse or harmful event;
2. Avoid interrupting the right to education or ensure its early resumption;
3. Help the population to strengthen or build their capacities to lessen and endure the social, cultural and economic impacts of harmful events, that is, help the population to increase resilience.

In the last decade, the relationship between education and disaster risk management has been recognized in various national, regional and global political and technical arenas. Various considerations, goals and commitments directly connected to the *education sector* have been defined in the area of disaster risk reduction, some of which directly involve Ministries of Education of the countries of Latin America and the Caribbean.

However, there is still no methodology to identify progress made by Ministries of Education in integrating disaster risk management in work or processes that promote and ensure education in emergency situations.

The Regional Sectoral Education Group for Disaster Risk Reduction and Education in Emergencies in Latin America and the Caribbean² is addressing this challenge. A working group comprising regional representatives of the United Nations system, international non-governmental organizations (NGOs), donors and humanitarian agencies engaged in education³ are promoting an initiative for an **analysis of disaster risk reduction in the education sector in Latin America and the Caribbean**.

Understanding the gains made and the ongoing challenges of countries in the region with respect to disaster risk management in the education sector, including a component on education in emergencies, will allow the Regional Sectoral Education Group to identify elements or areas to contribute to the strengthening of the processes in this development area.

The objective of this initiative was to develop an analytical methodology to provide quantitative and qualitative information on the institutional framework and performance of the education sector in disaster risk management in countries in the region. It included the creation of a system of indicators that takes into account existing disaster risk management initiatives and instruments in the education sector, including the Guidance on Measuring the Implementation of the Hyogo

² Referred to in Spanish as GSRE-RRD/EeE (*Grupo Regional de Educación en reducción del riesgo de desastres y educación en situaciones de emergencia*).

³ To date, the participants are AECID, ChildFund, IFRC, INEE, OCHA, Plan International, RET International, Save the Children, UNESCO, UNICEF, UNISDR, USAID/OFDA and World Vision.



Framework for Action/Indicators of Progress; the Inter-American Development Bank (IDB) instrument for disaster risk reduction and risk management; and the Index of Governance and Public Policy in Disaster Risk Management, also prepared by the IDB.

The proposed system of indicators was piloted in Ecuador and Guatemala in August and September 2015 respectively. The results and lessons learned from the pilot influenced the final version of the system of indicators, the respective criteria and suggestions for future implementation in other countries in Latin America and the Caribbean.

The present document presents the conceptual framework used to design the system of indicators, the validation in the revision and pilot process, the implementation protocol, details of the proposed criteria and recommendations and suggestions for the creation of a system of indicators for periodic evaluations.

Summary of the analysis of disaster risk reduction in the education sector in Latin America and the Caribbean

The stages that have been considered in the analysis are briefly described below, within the framework of this system of indicators.

- **Historical analysis:** A historical analysis (of the last 10 years) identified the common variables for countries in the region in promoting and ensuring disaster risk reduction in the educational sector.
- **Preliminary version of the system of indicators:** Based on this analysis, a system of indicators was created for the respective Ministries of Education to serve as a mechanism for gathering information, monitoring and evaluating progress and defining a methodology for information gathering and analysis.
- **Pilot testing of the system of indicators:** The system was piloted in Ecuador and Guatemala with the collaboration of the respective Ministries of Education.
- **Analysis and communication of the results:** Based on the results and lessons learned from the pilot testing, adjustments were made to both the system of indicators and the preliminary version of the implementation protocol. Likewise, based on the results of the piloting, criteria were designed to assess the indicators.
- **Final version of the system of indicators and implementation methodology:** The final version of the system of indicators was developed from the analysis of the pilot study and includes the different tools for needed for implementation in other countries in Latin America and the Caribbean.

The historical analysis was conducted during the first half of 2015. These are the main findings:

1. Policies, programmes and projects formulated at the global level have always been contextualized at the regional level, to be promoted and implemented at the country level. On occasion, this has involved subregional platforms.
2. A number of issues in the education sector related to risk management have been mentioned explicitly in the initiatives and/or agreements carried out by the sector:
 - Ensuring a sectoral regulatory framework for risk management;
 - Ensuring education during conflicts, fragility and/or violence;



- Ensuring education in disaster situations;
 - Strengthening preparations for the response;
 - Reducing the physical vulnerability of school buildings;
 - Including education for peace in the curriculum and promoting it;
 - Incorporating risk management in the curriculum;
 - Training teachers currently in service in risk management;
 - Training new teachers in risk management;
 - Ensuring links between schools and communities for the promotion of risk management.
3. The education sector has been gaining ground with regard to defining the objectives and tasks of protection institutions. One example is that Ministries of Education were included, from the beginning, in the establishment of national risk management systems or platforms.
 4. In 2004, the United Nations Office for Disaster Risk Reduction (UNISDR) organized a meeting on education for disaster risk reduction in Latin America and the Caribbean where, for the first time at the regional level, the representatives of Ministries of Education defined the risk management priorities for the sector.

Currently, it can be said that very few Ministries of Education in Latin American and Caribbean countries do not recognize their roles and responsibilities for risk management. However, issues such as the use of schools as shelters and the recognition of education as an integral part of disaster response are still pending a consensus with the systems and institutions responsible for emergency and disaster planning and response.

Conceptual framework

The development of a system of indicators requires a conceptual framework. In this case, the conceptual framework should allow analysis of the work of the education sector from the perspective of disaster risk management action areas, since the objective of this system is to track and monitor progress in the regulatory and institutional framework and implement actions in the education sector for disaster risk management.

The system of indicators has been developed to resonate with Ministries of Education and other key actors in the sector. To this end, the relevant questions for risk management have been articulated from the **topics of interest for the education sector**. These issues are those which, in broad terms, structure the work of the Ministries as will be seen later in this section. In addition, many of these coincide with areas where agreements have been signed or initiatives have been carried out, as shown in the historical analysis.

The system of indicators allows examining the policies, programmes, plans, methodologies and other tools of the Ministries of Education from the perspective of risk management. Therefore, a conceptual framework will present the various risk management action areas, which aid in disaggregating the analysis to see whether advances in risk management in the education sector are related to all or only some (and if so, which) risk management components.



Several conceptual frameworks exist in the field of risk management. For this system of indicators, the components of disaster risk management considered in the Sendai Report have been used.⁴

The **risk management conceptual framework** in this report brings together all the proposed actions under frameworks used by other entities such as UNISDR, the United Nations Development Programme and other risk management actors at the global and regional levels. In addition, the conceptual framework enables the highlighting of key issues such as risk identification or financial protection in disaster risks that are fundamental to achieving the disaster resilience required by the sector, which are not as strongly reflected in other conceptual frameworks.

The construction of the system of indicators also took into account the core elements of recent global initiatives that are highly relevant to risk management and its interface with the work of the education sector.

The first such initiative is the **Sendai Framework for Disaster Risk Reduction 2015-2030**, adopted at the Third UN World Conference on Disaster Risk Reduction. The Sendai Framework aims to substantially reduce the risk of disasters and related loss of life, livelihoods and economic, physical, social, cultural and environmental goods of individuals, companies, communities and countries. It compels countries to action within and among sectors around four priority areas:

1. Understand the risk;
2. Strengthen governance to manage risk;
3. Invest in reducing risk and strengthening resilience;
4. Improve disaster preparedness for an effective response and for recovery, rehabilitation and reconstruction.

The Sendai Framework is the main instrument at the international level to guide the work of countries and the international community to act against the risk of disasters, and it gives great importance to the role of the education sector. For this reason, in the construction of the system of indicators, the actions of the education sector included in the Sendai Framework were taken into account. The system will show the relationship between each condition to be assessed and the priorities of the Sendai Framework (see Annex I).

Another global initiative considered in the construction of the system was the **Comprehensive School Safety Framework (CSSF)**. This is the conceptual framework used to promote and monitor the Worldwide Initiative for Safe Schools, which is driven by the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector.⁵

The CSSF is a valuable global initiative that already has the support of some Ministries of Education in Latin America and the Caribbean. In the construction of the system of indicators, all the elements that this framework seeks to promote and evaluate have been taken into account (see Annex II).

⁴ Global Facility for Disaster Reduction and Recovery, World Bank, Government of Japan (2012) "The Sendai Report: Managing Disaster Risks for a Resilient Future"

⁵ More information is available at <http://gadrrres.net/>



Thematic axes that structure the work of Ministries of Education

As previously mentioned, the thematic axes in the structures of different Ministries of Education in the region were identified⁶ for the construction of the system of indicators. The purpose was to structure the system so it would resonate with their areas of interest and with the ways in which they organize their work. These were validated during the pilot testing in Ecuador and Guatemala.

General thematic axes of the education sector⁷

Enabling framework. Under this thematic axis, the Ministries address the development/existence of a framework of responsibilities or institutional structure, including the existence of regulations that define their obligations, powers and attributions.

Coordination. Under this thematic axis, the Ministries take into consideration the mechanisms and instruments that allow them to coordinate their actions within their Ministries, as well as to articulate with the other actors within and outside the sector in the different territorial levels, in order to implement their actions.

Curriculum. Under this thematic axis, the Ministries address all aspects related to the development of content, competencies, skills and/or learning objectives, as well as the development of syllabi and programmes (at all educational levels).

Extracurricular activities and community participation. Under this thematic axis, the Ministries include aspects related to activities led by the schools that involve the educational community (students, teachers, administrators, parents/mothers) and that are not necessarily part of the curriculum.

Teachers. Under this thematic axis, the Ministries consider various aspects related to the initial and continuing training of professionals in charge of teaching at all levels.

Educational supplies and resources. Under this thematic axis, the Ministries include the development and availability of supplies and other work materials, whether for managers, teachers or students, both to carry out the teaching-learning process and to manage the educational project.

Educational quality. Under this thematic axis, the Ministries consider all aspects (learning, teaching development, educational management, infrastructure, etc.) for which they have developed standards of educational quality, as well as monitoring systems of said standards.

Financing. Under this thematic axis, the Ministries address all matters related to the allocation of financial resources that make possible the implementation of their actions, whether these are

⁶ See for example the organizational charts of the Ministries of Education of Ecuador <http://educacion.gob.ec/organigrama-del-ministerio-de-educacion/>, Guatemala <http://www.mineduc.gob.gt/portal/index.asp> or Belize <http://www.moe.gov.bz/images/spdownload/organization%20structure.pdf>

⁷ The definitions used in this document are of a guiding nature and do not constitute official definitions. The thematic areas that are individualized in the different Ministries of Education coincide, in several aspects, with the areas for which the Ministries have committed to disaster risk management, but they are more general since they apply to all the work and not only to those aspects specific to risk management.



General thematic axes of the education sector⁷

the Ministry's own resources or those of other government agencies or national or international cooperation institutions.

Infrastructure. Under this thematic axis, the Ministries include the planning, construction, operation and maintenance of all educational infrastructure, whether administrative buildings or educational facilities.

Educational information systems. This thematic axis assembles the official systems available to the Ministry of Education that allow the management of information for planning, management and/or monitoring purposes. It is therefore linked to systems that collect, organize and analyse education sector data to plan, implement, monitor, assess and redesign actions.

Components of disaster risk management

The conceptual framework used in the 2012 Sendai Report⁸ indicates that risk management is based on a necessary institutional, political, regulatory and financial context that explicitly incorporates and considers disaster risk management. It has five pillars and specific processes for: risk identification; risk reduction; disaster preparedness; financial protection); and reconstruction with resilience, as shown in Figure 1.

Risk identification and communication

Risk identification is the basis of disaster risk management, since it identifies and measures the events that might occur, as well as their magnitude and likely impacts. Despite its importance, it does not always appear explicitly as a component of risk management.

Disaster risk identification includes the evaluation of multiple threats/hazards (frequency, intensity and magnitude) of potentially dangerous phenomena, as well as the identification and characterization of the infrastructure, services, communities and other exposed elements or systems and their vulnerabilities.

It is important that the education sector understand the various risks to the sector, but not necessarily that this knowledge be created by the Ministry itself. What is crucial is whether these studies exist or that the Ministry of Education requires that such studies be undertaken.

Types of risk identification actions in the education sector

- Know the exposure of the educational infrastructure to different threats.
- Develop vulnerability and/or risk studies for school infrastructure.
- Develop vulnerability and/or risk studies for the education sector administrative infrastructure

⁸ Global Facility for Disaster Reduction and Recovery, World Bank, Government of Japan (2012) "The Sendai Report: Managing Disaster Risks for a Resilient Future"

Risk reduction (prevention and mitigation)⁹

Risk reduction includes all measures taken to avoid the creation of risks or to reduce them. That is, it includes the structural and non-structural measures that can eliminate or reduce a threat, or decrease the exposure of the community, system or structure.

Risk reduction is equivalent to “prospective” (anticipating and intervening) risk management. This prospective management is realized through prevention and mitigation. It is mainly achieved by incorporating risk analysis into the planning of the territory that ensures the location and the safe construction of infrastructure. The use of criteria and norms that reduce the impact of threats, thus mitigating the risk of a major disaster, also contributes to reducing risk.

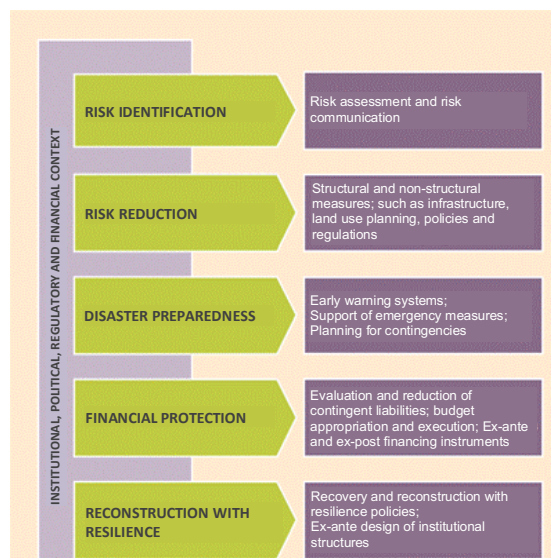


Figure 1. Components of disaster risk management

In the education sector, risk reduction is observed mainly through protecting buildings (schools, administrative offices, warehouses, etc.). However, actions connected to disaster risk reduction can also include a series of policy actions and guidelines for the planning, design, construction and maintenance of safe facilities. The fundamental idea is the conviction that some disaster risks can be eliminated and those that cannot be eliminated can be reduced.

Types of risk reduction actions in the education sector

- Design and implementation of structural and/or non-structural reinforcement works of existing infrastructure (schools, administrative offices, warehouses, etc.).
- Relocation of existing infrastructure (schools, administrative offices, warehouses, etc.) exposed to threats/hazards.
- Improvement of the school infrastructure, equipment and services used as temporary shelters.
- Incorporation of safety considerations against threats in **the maintenance** of the existing sector infrastructure (schools, administrative offices, warehouses, etc.).
- Incorporation of safety considerations against threats in **the planning** of new sector infrastructure (schools, administrative offices, warehouses, etc.).¹⁰
- Incorporation of safety considerations against threats in **the selection of places** for the location of new infrastructure (schools, administrative offices, warehouses, etc.).
- Incorporation of safety considerations against threats in **the design** of the new sector infrastructure (schools, administrative offices, warehouses, etc.).

Disaster preparedness

In many cases, the risks of disasters either cannot be eliminated completely, or there are no ways to implement appropriate measures. In this context, adequate preparation to respond to the emergency is frequently one of the most cost-effective ways to reduce the impact of disasters.

Disaster preparedness has been the component of disaster risk management where most efforts have been concentrated. Some of the actions to prepare for a disaster include the implementation

⁹ Although “prevention and mitigation” do not appear in the title of the component of the aforementioned conceptual framework, this distinction is included to emphasize that the concept of “disaster risk reduction” adopted by UNISDR is not being referred to here, but to a more limited and literal interpretation to name what is done to avoid or limit risk.

¹⁰ This can be due to Ministry of Education planning instruments or be part of the National System of Public Investment.



and use of early warning systems that lead to action; contingency plans (and practical exercises to publicize these plans); strengthening the capacity of local organizations to warn about disasters; actions to reduce the exposure of the population; and preparing to respond to the impacts of a disaster.¹¹

The response of the education sector during an emergency and disaster situation must ensure the protection of the lives and well-being of the members of the school community. Likewise, it must ensure continuity of the educational service and other supplementary services (school meals, student welfare, etc.) to protect the right to education in disaster contexts.

Types of disaster preparedness actions in the education sector

- The national, subnational and local bodies of the Ministry of Education and educational centres have access to early warning systems.
- The Ministry of Education has developed, implemented and follows up school safety plans or contingency plans.
- The national, subnational and local bodies of the Ministry of Education and educational centres have emergency signage.
- The national, subnational and local bodies of the Ministry of Education and the educational centres undertake periodic simulations and drills and incorporate the lessons learned.
- The national, subnational, local entities of the Ministry of Education and the educational centres have developed plans or protocols for the immediate restitution or continuity of education.
- The Ministry of Education has developed materials and methodologies for resuming classes and it has an emergency curriculum.
- The Ministry of Education has materials and educational supplies to respond to emergency situations.

Financial protection

Financial protection consists of strategies aimed at increasing the financial capacity to respond to emergencies, for example, through contingency funds or transferring of risk. Financial protection seeks to relieve Governments, institutions and individuals from the economic burden caused by disasters and to contribute to restoring damaged components or systems to conditions similar to pre-existing ones, minimizing total costs.

The Ministries of Education have available or can access instruments that allow them to ensure the financing of the educational response at the moment of the emergency or disaster.

Types of financial protection measures against disasters in the education sector

- The Ministry of Education has a fund or budget reserve for emergencies.
- The Ministry of Education can access a national fund or other national instruments (line of credit, etc.) to respond to emergencies.
- The Ministry of Education has insurance policies that include the impact of emergencies and disasters.

Reconstruction with resilience

Reconstruction with resilience is rebuilding the damaged infrastructure and restoring services, without reestablishing the risk conditions that led to the occurrence of the disaster in the first place. The maxim is to “rebuild better,” improving people’s capabilities as well as infrastructure, facilities, public services and the means and living conditions of disaster-affected communities.¹²

¹¹ Taken from Global Facility for Disaster Reduction and Recovery, World Bank, Government of Japan (2012) “The Sendai Report: Managing Disaster Risks for a Resilient Future”.

¹² Adapted from UNISDR “Terminology on Disaster Risk Reduction” (2009).



Disasters often create spaces and opportunities to “rebuild better” since authorities, institutions and the population have become sensitized to the need to reduce risk and disasters and are more willing to make changes. It is important to adopt a multi-risk approach, which enables a greater resilience against all types of threats and not just the event that triggered the last disaster. Otherwise they will be avoiding the risk that already occurred, and not the one that could cause the next disaster.

The education sector can choose to rebuild its facilities and restore its services by integrating risk reduction measures. The analysis of how the threat was translated into a disaster will facilitate identifying future disaster mitigation measures. Likewise, extending this analysis to other risks will enable it to incorporate measures to reduce the school community’s exposure to multiple threats.

Reconstruction with resilience allows the education sector to maximize its risk management capabilities by reducing vulnerability to threats while working to restore educational services.

Type of reconstruction actions with resilience of the education sector

- The Ministry of Education conducts a planning process for a reconstruction process in case of disasters in the places most exposed or vulnerable to disaster threats.
- The Ministry of Education updates or has access to vulnerability studies and reviews the location of the administrative and school infrastructure according to the studies.
- The Ministry of Education works to reinforce the existing infrastructure in other areas that could be affected by a similar disaster or another.
- The national, subnational and local bodies of the Ministry of Education and the educational centres update the emergency or contingency plans including lessons learned.

Enabling framework for risk management in the education sector

Figure 1 illustrates the institutional, political, regulatory and financial context as a cross-cutting and defining area for each of the five pillars. In the case of the education sector, this context represents the existence of conditions in the regulatory and institutional framework and the allocation of financial resources to define the roles of the Ministry of Education, the provision of resources and the planning of specific risk management actions in the education sector.

Considering the above, the system of indicators proposed below, in addition to observing each of the pillars of Figure 1, also takes into consideration the conditions related to disaster risk management in the regulatory, institutional and resource allocation framework of the Ministry of Education.

Structure and characteristics of the system of indicators

The section below provides information on the structure and characteristics of the system of indicators proposed in this document.

Structure

The structure of the system of indicators was constructed in a way that, above all, makes sense for the authorities and Ministry of Education personnel, which is why it is based on areas that illustrate the work of the Ministries, which in turn demonstrate concrete actions with the different areas of risk management. Therefore:



- The indicators are grouped into 11 themes that represent the areas that structure the work of the Ministries of Education.
- The system of indicators comprises 22 indicators, structured as presented in Table 1.
- A series of conditions (70 conditions in total) are detailed for each indicator, describing what is expected to be observed for that indicator, and as shown in Table 1. The number of conditions varies by indicator as well as by thematic axis.
- One or more areas of action of disaster risk management should be verified for each condition (179 verifications in total), as appropriate. Table 2 shows the distribution of these verifications, both by thematic axis and by the component of risk management.

Table 1. Number of indicators and conditions according to thematic axis

Thematic axis	Number of indicators	Number of conditions
I. General enabling framework	4	13
II. Coordination	3	12
III. Curriculum	1	4
IV. Extracurricular activities and community participation	1	2
V. Teachers	2	4
VI. Educational supplies and resources	2	9
VII. Educational quality	1	2
VIII. Financing	2	4
IX. Infrastructure	4	12
X. Educational information systems	1	5
XI. Impact of disasters	1	3
Total	22	70

Table 2 shows how the 179 verifications required by the system of indicators are distributed according to the disaster risk management components detailed below:

Table 2. Number of verifications according to thematic axis and risk management component

Thematic axis	Risk management components						Total
	GL	RI	RR	DP	PF	RC	
I. General enabling framework	3	6	6	10	4	8	37
II. Coordination	6	6	6	6	6	6	36
III. Curriculum	1	3	3	3	1	1	12
IV. Extra-curricular activities and community participation	-	2	2	2	-	2	8
V. Teachers	-	4	4	4	-	4	16
VI. Educational supplies and resources	-	6	6	9	-	6	27



VII. Educational quality	-	2	2	2	-	2	8
VIII. Financing	-	3	2	2	4	2	13
IX. Infrastructure	-	4	6	3	-	1	14
X. Educational information systems	1	1	-	3	-	-	5
XI. Impact of disasters	3	-	-	-	-	-	3
Total conditions according to component	14	37	37	44	15	32	179

RI = risk Identification; RR = risk reduction; DP = disaster preparedness; FP = financial protection;
RC = reconstruction with resilience.

In addition, GL (Global) is used for the general enabling conditions that go beyond a specific risk management component.

Characteristics:

- Relevant, inspired by real commitments: The system of indicators aims to measure the progress of the education sector, and mainly of the Ministries of Education, in fulfilling commitments in risk management. It includes international and subregional commitments and national frameworks and achievements in risk management already reached by the Ministries of Education. These have been captured in the historical analysis prepared within the framework of the **analysis of disaster risk reduction in the education sector in Latin America and the Caribbean**.
- Appealing to the interests of the education sector: The system is structured according to the thematic axes of the work of the Ministries of Education. The system will appeal to its areas of interest to study how the Ministries are incorporating risk management in each of these areas. This will facilitate appropriation of the system by the Ministries and other actors in the education sector.
- Analysing which risk management areas are being addressed: The concept of disaster risk management varies from country to country. Sometimes it is not used, but rather specific components are referred to (such as “prevention” or “preparation”, etc.). The system is supported by a conceptual framework that has already been used successfully in other systems of indicators for risk management and it seeks depth in the analysis regarding which components concentrate the greatest progress or challenges. During the pilot testing, verification will focus on the areas of risk management each condition is contributing to, and in the analysis, it will be possible to show disaggregated results for each component.
- Measurable and verifiable: It is essential that the system be based on indicators that can be measured based on information available at the national level. To ensure the above, while the indicators were being developed, preliminary information-gathering served as a pre-pilot, anchoring the system in the reality of the information that can be found in the region. It has therefore been confirmed that the type of information that will be sought does exist, or that at least there are reasonable expectations to be able to achieve it during the piloting. Likewise, the system seeks to give greater objectivity to the implementation results, so it involves the compilation of verifiable indicators that will be used to demonstrate that the condition has actually been fulfilled.



- Focused on the national level and the school level: The system will be implemented at the national level but will provide evidence of enabling conditions for risk management at the school level, which is where the safety of the school community is evident. The expectation is to be able to analyse some aspects related to the convergence between actions at the national and local levels.
- It does not address the intermediate political and administrative levels of the education sector (subnational/district): The system of indicators intends to show the advances at the national level and the relation with the work performed at the school level. It does not include specific indicators to measure achievements at the subnational level (but rather, about the school), because the political and administrative realities of the Ministries of Education vary considerably among countries and in order to make comparisons, the system would have to be adapted to reflect these advances. The system of indicators should be adapted for federal or centralized countries, etc. but this is not included in this stage.
- Time frame: The system of indicators includes a proposed time frame to consider the validity of the verifiable indicators that will account for compliance with the expected conditions. This proposal is tentative and it is based on the preliminary information-gathering, the contributions of the monitoring group, the experience of the consultant team and the deadlines that have been used in other systems of indicators that measure developments in the public sector in Latin America. This time frame will be adjusted based on the results of the pilot testing to reflect an ideal that responds to the regional reality.
- Cross-cutting issues: The system does not specifically address other cross-cutting issues such as inclusion, since they are being measured with other instruments or within the framework of specific programs.

System of indicators

Below are the 22 proposed indicators, organized in each of the thematic axes that structure the work of the education sector. Each indicator is presented with a series of expected situations or conditions and verifiable indicators that would allow to account for progress.

For complete understanding of each of the indicators, conditions and possible verifiable indicators, Annex III shows the implementation protocol, which details the scope and provides additional information on each of the 22 indicators in order to reduce the free interpretation or understanding of indicators, conditions and verifiable indicators. Likewise, the implementation protocol for each indicator has one or more examples of real verifiable indicators, which have been compiled during the pilot testing in Ecuador and Guatemala.

General enabling framework

Four indicators are included in this thematic axis, as described below:

- Indicator 1:** There are regulations that define the sectoral responsibilities of the Ministry of Education in disaster risk management.
- Indicator 2:** The education sector recognizes the right to education during disaster situations.
- Indicator 3:** The Ministry of Education has instruments that facilitate disaster risk management actions at the national level within the scope of its competencies.



Indicator 4: The Ministry of Education has instruments that facilitate disaster risk management actions in schools.

I. General enabling framework	
Condition	Verifiable indicator
Indicator 1: There are regulations that define the sectoral responsibilities of the Ministry of Education in disaster risk management.	
1.1 The regulations of the education sector establish that the Ministry of Education has responsibilities in risk management.	- Regulatory framework of the education sector (law, decree or binding instrument that defines obligations) that enables or makes the Ministry responsible for the different risk management components.
1.2 The regulations of the national risk management system or equivalent establish responsibilities for the Ministry of Education.	- Regulatory framework of the national civil protection/risk management/emergencies system (law, decree or binding instrument that defines obligations).
Indicator 2: The education sector recognizes the right to education during disaster situations.	
2.1 The regulations of the education sector establish the responsibility of the Ministry of Education to ensure educational continuity in emergency and disaster situations.	- Regulatory framework of the education sector (law, decree or other binding instrument that explicitly defines obligations)
2.2 There are instruments that facilitate the restoration of the educational service after an emergency has occurred.	- Plans, regulations that address educational continuity in schools that are used as shelters. - Sectoral and/or emergency school protocols that specify the objective of maintaining or restoring the educational service. - Training materials prepared/used by the Ministry of Education to facilitate the educational response in emergencies. - Guidelines for restarting classes in emergency situations. - Agreements for the establishment of responsible committees, etc., in force, including Emergency Operations Committee of the Ministry of Education that incorporate educational continuity or educational response in their objectives. - Damage and needs assessment forms or equivalent of the Ministry of Education
Indicator 3: The Ministry of Education has instruments that facilitate disaster risk management actions at the national level within the scope of its competencies.	
3.1 The policy and/or planning instruments of the Ministry of Education include risk management measures.	- National plan or strategies of the Ministry of Education in force that explicitly include objectives, actions and/or results related to risk management. - Ministry of Education plans in force specifically on disaster risk management. - Contingency plans/response protocols in force and/or updated within the last five years
3.2 The policy instruments of the Ministry of Education involve carrying out practical exercises for risk management (simulations/drills).	- Plan or strategy of the Ministry of Education in force that establishes the realization of these exercises - Ministry of Education plans for risk management in force - Ministerial agreements or directives - Guidelines/technical documents for the Ministry of Education
3.3 The execution and results of the actions included in the instruments used as verifiable indicators for condition 3.1 are monitored.	- Reports of monitoring missions - Reports of evaluations carried out within the last three years.
Indicator 4: The Ministry of Education has instruments that facilitate disaster risk management actions at the school level.	



I. General enabling framework	
Condition	Verifiable indicator
4.1 The policy instruments of the Ministry of Education mandate including risk management in the planning of schools (educational centres, educational institutions, etc.)	- Ministry resolution, official letter or another official document that explains the above
4.2 The education sector has tools (guides or technical materials, etc.) that guide the planning of risk management in schools (educational centres, educational institutions, etc.)	- Document or technical guide of the Ministry of Education for the preparation of risk management school plans.
4.3 The Ministry of Education has a register of schools that have school risk management plans.	- List updated during the last two years at the time of implementation. - Information system that reports on this with updated information within the last year at the time of implementation.
4.4 The school risk management plans include simulations or drills.	- Ministry resolution, trade, etc. - Documents or technical guides of the Ministry of Education. - Simulation evaluation formats
4.5 The participation of the different actors of the school community in school risk management committees is included.	- List of members of school risk management committees that shows the participation of the different members of the school community - Guidelines for setting up school risk management committees
4.6 The Ministry of Education has mechanisms for monitoring and evaluating school risk management plans.	- Document or technical guide of the Ministry of Education for the preparation of school risk management plans - Document that indicates the responsibility to inform higher levels about the progress in the implementation of the plans (Ministry resolution, technical guides, etc.) - Evaluation of implementation of school risk management plans with a territorial/administrative scope that involves several schools - Information system that reports on this updated information within the last year at the time of implementation



Coordination

This thematic axis involves three indicators, as described below:

Indicator 5: The Ministry of Education has the institutional framework to coordinate disaster risk management actions within the institution.

Indicator 6: There is a coordination mechanism for disaster risk management among actors in the education sector

Indicator 7: The Ministry of Education participates in the coordination mechanisms of the National Disaster and Emergency Risk Management System or equivalent at the national level.

II. Coordination	
Condition	Verifiable indicator
Indicator 5: The Ministry of Education has the institutional framework to coordinate disaster risk management actions within the institution.	
5.1 There is a permanent department within the Ministry of Education that coordinates work related to risk management.	- Document that defines the current tasks of the department
5.2 The department has defined roles and responsibilities in terms of coordination for risk management in the Ministry of Education.	- Current regulations of the Ministry of Education - Document that defines current department tasks
5.3 The department has personnel assigned to its functions.	- Current description of positions engaged - Organizational chart of the department
5.4 There is a formal mechanism/process for coordination among the headquarters of the Ministry of Education and the territorial units of the Ministry of Education for disaster risk management issues.	- Document showing the coordination mechanisms - Minutes of meetings or reports of coordination activities carried out within the last year at the time of implementation - Workplan of the body or mechanism that specifies risk management activities in coordination with the territorial departments
5.5 There is a formal coordination mechanism among the different areas, units and/or departments of the Ministry of Education.	- Document showing the coordination mechanisms - Minutes of meetings or reports of coordination activities carried out within the last year at the time of implementation - Workplan of the body or mechanism that specifies risk management activities in coordination with the other areas, units and/or departments of the headquarters of the Ministry of Education
Indicator 6: There is a coordination mechanism for disaster risk management among actors in the education sector.	
6.1 There is a formal body that brings together actors from the education sector to plan and/or implement risk management actions.	- Act or official communication on the constitution of the body - List of participants - Calendar of scheduled meetings in force at the time of implementation - Minutes of meetings held within the last year at the time of implementation
6.2 Joint risk management actions are planned within the education sector	- Joint workplans in force at the time of implementation
	- Conceptual note on initiatives



II. Coordination	
Condition	Verifiable indicator
6.3 Joint/coordinated risk management actions are carried out	<ul style="list-style-type: none"> - Minutes of meetings demonstrating the accomplishment of joint activities - Report of activities and collaborations on actions carried out within the last two years at the time of implementation
6.4 Coordination is led by the Ministry of Education	<ul style="list-style-type: none"> - Official letter, circular, resolution or ministerial agreement or similar - Regulation of the coordination mechanism - Minutes of meetings held within the last year at the time of the implementation that account for said role
6.5 This sectoral coordination mechanism is recognized in the coordination mechanism of the national risk management system or equivalent	<ul style="list-style-type: none"> - Official letter, circular, resolution or ministerial agreement or similar. - Structure and coordination established by the National Risk Management System/Civil Protection/Emergency or equivalent - Official designation of representative - List of participation of the coordination mechanism of the education sector in the coordination mechanism of the national risk management system
Indicator 7: The Ministry of Education participates in the coordination mechanisms of the National Risk and Emergency Management System or equivalent at the national level.	
7.1 The Ministry of Education has permanent representation in the National Risk Management Committee, the National Risk Management Platform or equivalent.	<ul style="list-style-type: none"> - Document establishing the formation of the national entity responsible for risk management issues indicating the participation of the Ministry of Education - Official designation of representative Ministry of Education - List of participation of the National Risk Management Platform or equivalent
7.2 The Ministry of Education participates in the country's Emergency Operations Committee) at the national level.	<ul style="list-style-type: none"> - Document establishing the formation of the national body indicating the participation of the Ministry of Education - Official designation of representative Ministry of Education - Country Emergency Operations Committee participation list



Curriculum

III. Curriculum	
Condition	Verifiable indicator
Indicator 8: The school curriculum explicitly includes aspects related to disaster risk management in the content, competencies, skills and/or learning objectives.	
8.1 There is an indication or obligation for the Ministry of Education to integrate risk management into the school curriculum.	<ul style="list-style-type: none"> - National Risk Management Plan - Official letter, circular, resolution, ministerial agreement or similar establishing said obligation explicitly
8.2 The curriculum includes risk management in the content, competencies, skills and/or learning objectives for early childhood education.	<ul style="list-style-type: none"> - Early childhood education curriculum
8.3 The curriculum includes risk management in the content, competencies, skills and/or learning objectives for primary education	<ul style="list-style-type: none"> - Primary school curriculum
8.4 The curriculum includes risk management in the content, competencies, skills and/or learning objectives for secondary education	<ul style="list-style-type: none"> - Secondary school curriculum

Extracurricular activities and community participation

IV. Extracurricular activities and community participation	
Condition	Verifiable indicator
Indicator 9: The Ministry of Education promotes extracurricular activities, participation by students and/or the educational community for disaster risk management.	
9.1 Extracurricular activities, participation of students and/or the educational community include initiatives related to risk management.	<ul style="list-style-type: none"> - Regulatory framework that enables the organization of extracurricular activities related to disaster risk management - Material for dissemination of activities - Methodology, instructions or other guidance document
9.2 The Ministry of Education has a record of extracurricular activities, participation of students and/or the educational community on risk management carried out in the school.	<ul style="list-style-type: none"> - Calendar of scheduled activities - Reports of activities carried out during the last three years at the time of the implementation that shows the realization of activities - Training materials standardized by the Ministry of Education for use with teachers



Teachers

This thematic axis involves two indicators, as described below:

Indicator 10: There are opportunities to strengthen capacities in disaster risk management for teachers currently in service, valid for the teaching career.

Indicator 11: The professional training of teachers involves disaster risk management in the content or learning objectives.

V. Teachers	
Condition	Verifiable indicator
Indicator 10: There are opportunities to strengthen capacities in disaster risk management for teachers currently in service valid for the teaching career.	
10.1 The strategy or national plan of the Ministry of Education to strengthen teaching capacity involves specific training opportunities in risk management.	<ul style="list-style-type: none"> - Teacher development plan or strategy where training opportunities in risk management are explicitly indicated - Programmes of specific activities on risk management - Plans or specific training programmes for teachers in risk management
10.2 Activities are carried out for the continuous training of teachers in risk management recognized by the Ministry of Education and valid for the teaching career.	<ul style="list-style-type: none"> - Calendar of scheduled activities - Reports of activities carried out during the last three years at the time of the implementation that show the realization of activities - Training materials standardized by the Ministry of Education for use with teachers
Indicator 11: The professional training of teachers involves disaster risk management in the content or learning objectives	
11.1 There are initial teacher training programmes that incorporate compulsory risk management in normal schools, institutes and higher education centres that train teachers in the country.	<ul style="list-style-type: none"> - Programmes of the last two years
11.2 Normal schools, institutes, training centres or universities offer special continuing education programmes for teachers that incorporate risk management.	<ul style="list-style-type: none"> - Programmes of the last two years



Educational resources

This thematic axis involves two indicators, as described below:

Indicator 12: Educational resources that address risk management for technical personnel, teachers, students and/or school directors, validated by the Ministry of Education, are prepared, reproduced and/or distributed.

Indicator 13: The Ministry of Education has educational supplies and/or resources (for teachers or students) to restart classes in emergency situations.

VI. Educational resources	
Condition	Verifiable indicator
Indicator 12: Educational resources that address disaster risk management for technical personnel, teachers, students and/or directors, validated by the Ministry of Education, are prepared, reproduced and/or distributed.	
12.1 There are educational resources for teachers that address risk management content.	<ul style="list-style-type: none"> - Training materials or modules in disaster risk management - Pedagogical materials
12.2 There are educational resources for students of early childhood education that address risk management.	<ul style="list-style-type: none"> - Training materials or modules in disaster risk management - Didactic materials
12.3 There are educational resources for primary school students that address risk management.	<ul style="list-style-type: none"> - Training materials or modules in disaster risk management - Didactic materials
12.4 There are educational resources for high school students that address risk management.	<ul style="list-style-type: none"> - Training materials or modules in disaster risk management - Didactic materials
12.5 There are educational resources for school directors that address risk management.	<ul style="list-style-type: none"> - Training materials or modules in disaster risk management
12.6 There are educational resources for technical personnel from the Ministry of Education that deal with disaster risk management.	<ul style="list-style-type: none"> - Training materials or modules - Technical materials
Indicator 13: The Ministry of Education has the necessary educational supplies and/or resources for the resumption of classes in emergency situations.	
13.1 The Ministry of Education has officially defined the necessary educational resources and supplies for the early resumption of classes.	<ul style="list-style-type: none"> - List of materials, details of kit contents, etc.
13.2 The Ministry of Education has, in its departments, educational supplies and resources to be used exclusively in case of emergencies.	<ul style="list-style-type: none"> - List of materials available at the time of evaluation
13.3 The Ministry of Education receives support from other institutions to store and manage the delivery of educational materials and/or resources (for teachers or students) in order to respond to emergency situations.	<ul style="list-style-type: none"> - List of materials available in the country at the time of the evaluation - List of materials delivered in the last emergency where the Ministry of Education has been involved



Educational quality

VII. Educational quality	
Condition	Verifiable indicator
Indicator 14: The educational quality standards include aspects related to disaster risk management.	
14.1 Quality standards explicitly include aspects related to disaster risk management.	- Quality standards/regulations (education, teachers, management, infrastructure, etc.)
14.2 The aspects related to disaster risk management are monitored in compliance with educational standards.	- Evaluation instruments - Reports of evaluation results that explicitly include aspects of risk management carried out within the last three years at the time of implementation

Financing

This thematic axis involves two indicators, as described below:

Indicator 15: The Ministry of Education has financing for the design and implementation of disaster risk management actions in the education sector.

Indicator 16: The infrastructure and goods of the education sector are insured against disasters.

VIII. Financing	
Condition	Verifiable indicator
Indicator 15: The Ministry of Education has financing for the design and implementation of disaster risk management actions in the education sector.	
15.1 The Ministry of Education has its own resources for risk management.	- Assignment/budget line, investment project or other items included in the budgetary instruments of the Ministry of Education that demonstrate allocation of regular resources characterized as risk management or that contribute directly to it (e.g., field studies, supervision of works, etc.) in the last two years
15.2 The Ministry of Education receives financial resources from other government entities and/or international cooperation for risk management in the education sector.	- Project/programme that details the resources that have been received to invest in risk management activities in the last two years - Transfer of funds to be implemented by the Ministry or direct service contracts required by the Ministry of Education in the last two years - Products (documents, materials), activities (workshops, training, etc.) carried out in coordination with the Ministry of Education
Indicator 16: The infrastructure and goods of the education sector are insured against disasters.	
16.1 The Ministry of Education has carried out studies of probable maximum losses due to disasters.	- Report and results of a study carried out in the last 10 years
16.2 The Ministry of Education has one or more collective insurance policies that explicitly include coverage in cases of disasters.	- Current collective insurance policy



Infrastructure

This thematic axis involves four indicators, as described below:

Indicator 17: The Ministry of Education knows the vulnerability of the existing school infrastructure and intervenes against the threats to which it is exposed.

Indicator 18: The Ministry of Education knows the vulnerability of the existing administrative infrastructure and intervenes against the threats to which it is exposed.

Indicator 19: New school buildings are located in safe places and their design incorporates criteria for disaster risk management.

Indicator 20: There are national agreements to limit the use of schools as temporary shelters in case of disasters.

IX. Infrastructure	
Condition	Verifiable indicator
Indicator 17: The Ministry of Education knows the vulnerability of the existing school infrastructure and intervenes against the threats to which it is exposed.	
17.1 The Ministry of Education has school infrastructure vulnerability/risk/exposure studies.	<ul style="list-style-type: none"> - List of buildings that defines exposure, vulnerability or risk level, updated during the last three years at the time of implementation - Vulnerability or risk studies carried out during the last five years
17.2 The Ministry of Education has reinforced and improved the school infrastructure to reduce the existing vulnerability/risk.	<ul style="list-style-type: none"> - List of improved buildings updated in the last three years at the time of implementation - Document showing the moving or relocation of school infrastructure - Reports of reinforcement projects in force or made in the last five years
17.3 The Ministry of Education has rebuilt the sectoral infrastructure in a more resilient manner after recent disasters.	<ul style="list-style-type: none"> - Vulnerability studies conducted after an event occurred in the last five years - School construction regulations updated after the event, in the last five years - School infrastructure relocation reports after an event in the last five years
17.4 The Ministry of Education has school infrastructure maintenance programmes that include risk management measures	<ul style="list-style-type: none"> - Budgetary allocation for maintenance that includes risk management actions - Maintenance programmes and projects that include risk management
Indicator 18: The Ministry of Education knows the vulnerability of the existing administrative infrastructure and intervenes against the threats to which it is exposed.	
18.1 The Ministry of Education has administrative infrastructure vulnerability/risk studies.	<ul style="list-style-type: none"> - List of buildings and level of vulnerability/risk updated within the last two years at the time of implementation - Vulnerability studies or assessments conducted during the last five years at the time of implementation - Risk management plans or equivalent with sections or paragraphs identifying disaster hazards/vulnerability/risk



IX. Infrastructure	
Condition	Verifiable indicator
18.2 The Ministry of Education has reinforced and improved the administrative infrastructure to reduce the existing vulnerability/risk.	<ul style="list-style-type: none"> - List of buildings improved, updated within the last two years at the time of implementation - Budget allocation or implementation reports for improvements/reinforcement against threats/risks - Binding instructions/budget allocation for the relocation of administrative infrastructure. - Reports of reinforcement projects planned or carried out during the last five years at the time of implementation.
Indicator 19: The new school buildings are located in safe places and their design and construction incorporate criteria for disaster risk management.	
19.1 The instruments that govern the selection of sites for new school buildings take threat studies into consideration.	<ul style="list-style-type: none"> - Guides, manuals, technical criteria - Bases of bids, etc. of the last five years - Terms of reference for the construction of schools - Regulations and technical documents of the National Public Investment System that define guidelines for the construction of schools that specify the consideration of threats in the selection of sites
19.2 The regulations/guidelines for the construction of schools include criteria for disaster risk management in the design/execution/supervision of the work.	<ul style="list-style-type: none"> - Rules, regulations in force - Tender base for the last five years - Terms of reference for the construction of schools - Regulations and technical documents of the National Public Investment System that define criteria for risk management
19.3 There are types of school buildings according to the most frequent threats in the country.	<ul style="list-style-type: none"> - Guides, manuals, technical criteria that establish appropriate types for various threats
Indicator 20: There are national agreements to limit the use of schools as temporary shelters in case of disasters.	
20.1 The country has agreements or guidelines on the use of schools as temporary shelters.	<ul style="list-style-type: none"> - Decrees or resolutions of the Ministry of Education or the national civil protection system or equivalent that defines basic aspects of school shelter use - Current documents/guides that define basic aspects about the use of schools as shelters - Current official list of schools that can be used as temporary shelters.
20.2 The use of schools that are used as shelters is monitored.	<ul style="list-style-type: none"> - Monitoring mission report made during the last response to disaster/emergency - Information system that reports on this aspect - Official list of schools that have been used as an updated shelter within the last year at the time of implementation
20.3 There are programmes/projects that limit the negative impact of using schools as shelters.	<ul style="list-style-type: none"> - Educational continuity plans in shelter schools - Guidelines to ensure the continuity of supplementary social programmes in schools (food, health, etc.) - Guidelines that define basic aspects about the use of schools as shelters (capacity, duration, services, administration, etc.) - Document of projects/reports that confirm the improvement of physical conditions of the school (health services) - Reports of damages caused to schools after having been used as shelters



Educational information systems

X. Educational information systems	
Condition	Verifiable indicator
Indicator 21: The information systems of the Ministry of Education collect and analyse information for disaster risk management.	
21.1 The information systems of the Ministry of Education make it possible to know the situation of the school infrastructure when facing disaster and emergency threats.	- Official management information system form including fields related to risk management, for use by the Ministry of Education
21.2 The information systems of the Ministry of Education have details about the educational centres used/considered temporary shelters.	- Official management information system form including fields related to the use of schools as shelters, for use by the Ministry of Education
21.3 The information systems of the Ministry of Education make it possible to know the existence of school risk management plans .	- Official management information system form including fields related to the existence of school risk management plans, for use by the Ministry of Education.
21.4 The information systems of the Ministry of Education make it possible to know the existence of educational response protocols for disasters and emergencies.	- Official management information system form including fields related the existence of response protocols, for use by the Ministry of Education.
21.5 Information systems integrate a system for georeferencing schools.	- Map of schools - Official management information system form including fields related to geographic coordinates for each school, for use by the Ministry of Education.

Impact of disasters

XI. Impact of disasters	
Condition	Verifiable indicator
Indicator 22: The Ministry of Education monitors and knows the impact of disasters in the education sector.	
22.1 The Ministry of Education monitors the impact of emergencies and disasters in schools.	- Damage reports - Lists of affected educational centres - Documents showing the existence of a situation room, Emergency Operations Committee of the Ministry of Education
22.2 The Ministry of Education has carried out an evaluation of the impact of disasters in the education sector.	- Report of damages and impact of disasters that have occurred in the last three years
22.3 Institutions other than the Ministry of Education have carried out an evaluation of the impact of disasters in the education sector.	- Report of damages and impact of disasters that have occurred in the last three years
22.4 The evaluations include the impacts of the disaster in the medium and long terms in the education sector.	- Report of damages and impact of disasters that have occurred in the last three years

Criteria proposed for the system of Indicators

Considering that the system of indicators is built on the basis of binary verifications (yes or no) of the different conditions that are required for compliance with a given indicator, it is possible to construct the criteria for the system of indicators based on the compliance percentage of the different thematic axes, indicators, conditions, verifiers and risk management components. More details are given below on the criteria recommended for use with each of these groups.

In some cases, different criteria are proposed to estimate progress or compliance under the different aspects addressed by the system of indicators.



Criteria for progress in compliance with indicators

For this case, there are two possible options to define the criteria for measuring the level of progress in complying with each of the indicators in the system.

OPTION 1: Progress towards indicators based on conditions

This option proposes estimating progress for a given indicator based on the level of individual compliance with each of the conditions considered by the indicator. This compliance is calculated on a percentage basis, based on compliance with the verifiable indicators required for each condition. Therefore, the level of compliance with the indicator corresponds to the arithmetic mean of compliance with each of the conditions.

When applying the above to the example in the following table, these are the results:

- For condition 4.1, there are four verifiable indicators, and for country NN it was possible to verify three out of four, so the progress level for condition 4.1 corresponds to 75 per cent.
- For condition 4.3, there is only one verifiable indicator, and it was not possible to obtain the respective verifiable indicator for country NN, so the progress level for condition 4.3 corresponds to 0 per cent.
- For condition 4.6, there is also a single verifiable indicator which was verified for country NN, so the progress level for condition 4.6 corresponds to 100 per cent.



Table 3. Example of level of progress of country NN based on compliance with conditions

I. General enabling framework		Country NN	
Indicator 4: The Ministry of Education has instruments that facilitate disaster risk management actions in schools.		Verifiable indicators	Compliance with conditions
Condition			%
4.1 The policy instruments of the Ministry of Education mandate including risk management in the planning of schools (educational centres, educational institutions, etc.).	RI	1	75
	RR	1	
	DP	1	
	RC	0	
4.2 The education sector has tools (guides or technical materials, etc.) that guide the planning of risk management in schools (educational centres, educational institutions, etc.).	RI	1	75
	RR	1	
	DP	1	
	RC	0	
4.3 The Ministry of Education has a register of schools that have school risk management plans.	GL	0	0
4.4 The school risk management plans include simulations or drills.	DP	1	100
4.5 The participation of the different actors of the school community in school risk management committees is included.	GL	0	0
4.6 The Ministry of Education has mechanisms for monitoring and evaluating risk management school plans.	GL	1	100
Progress level - Indicator 4			58.3

RI = risk Identification; RR = risk reduction; DP = disaster preparedness; FP = financial protection;
RC = reconstruction with resilience; GL = global

OPTION 2: Progress in compliance with indicators based on risk management areas

As seen above, each **indicator** comprises various numbers of **conditions**, and in turn for each **condition**, there are various numbers of verifiable indicators. In this option, it is proposed that the level of progress towards the indicator be defined based on compliance with the total number of verifiable indicators for a given indicator.

Observing the above and using the following table as an example, it can be seen that for indicator 4, there are six conditions and 12 verifiable indicators. Country NN complies with 8 of the 12 verifiable indicators, which corresponds to **66.7 per cent** compliance with the verifiable indicators.



Conditions

Table 4. Example of level of progress of country NN based on compliance with disaster risk management area verifiers

I. General enabling framework		
Indicator 4: The Ministry of Education has instruments that facilitate disaster risk management actions in schools.		Country NN
Condition		
4.1 The policy instruments of the Ministry of Education mandate including risk management in the planning of schools (educational centers, educational institutions, etc.)	RI	1
	RR	1
	DP	1
	RC	0
4.2 The education sector has tools (guides or technical materials, etc.) that guide the planning of risk management in schools (educational centers, educational institutions, etc.)	RI	1
	RR	1
	DP	1
	RC	0
4.3 The Ministry of Education has a register of schools that have school risk management plans	GL	0
4.4 The school risk management plans include simulations or drills.	DP	1
4.5 The participation of the different actors of the school community in school risk management committees is included	GL	0
4.6 The Ministry of Education has mechanisms for monitoring and evaluating risk management school plans	GL	1
Verifiable indicators	12	8
Progress level - Indicator 4		66.7%

Verifiable indicator

Country NN compliance

RI = risk Identification; RR = risk reduction; DP = disaster preparedness; FP = financial protection; RC = reconstruction with resilience; GL = global

If the results of tables 3 and 4 showing the progress level for country NN are analysed, the progress level for indicator 4 differs under options 1 and 2.

Metrics Used for Calculation	Level of progress country NN Indicator 4
Option 1. Compliance with conditions	58.3%
Option 2. Compliance with disaster risk management area verifiers	66.7%



Criteria for compliance with thematic axes

Based on the design of the system of indicators, some thematic axes have only one related indicator but others have up to four indicators.

For the thematic axes with only one linked indicator, the level of compliance will be identical to the level of compliance with the corresponding indicator. However, for the thematic axes with more than one related indicator, as is the case of those highlighted in Table 5, it is proposed that the level of compliance be established using the arithmetic mean of the level of compliance for each of the indicators that comprise it.

Table 5. Thematic axes according to number of indicators

Thematic axis	Number of indicators
I. General enabling framework	4
II. Coordination	3
III. Curriculum	1
IV. Extracurricular activities and community participation	1
V. Teachers	2
VI. Educational supplies and resources	2
VII. Educational quality	1
VIII. Financing	2
IX. Infrastructure	4
X. Educational information systems	1
XI. Impact of disasters	1
Total	22

In the example in Table 6, it can be seen that the level of compliance with thematic axis I, general enabling framework, has been determined as the arithmetic mean of the level of compliance of each of the indicators that are part of the thematic axis.

Table 6. Example of level of compliance for indicators linked to thematic axis I, general enabling framework

Indicators linked to thematic axis I, general enabling framework"	Compliance with indicators by country NN (%)
Indicator 1: There are regulations that define the sectoral responsibilities of the Ministry of Education in disaster risk management.	60.0
Indicator 2: The education sector recognizes the right to education in disaster situations.	75.0
Indicator 3: The Ministry of Education has instruments that facilitate disaster risk management actions at the national level within the scope of its competencies.	9.1



Indicator 4: The Ministry of Education has instruments that facilitate disaster risk management actions in schools	91.7
Level of compliance with axis I, general enabling framework	58.9

Criteria for progress under the different risk management components

The 179 verifiable indicators shown in Table 2 are distributed heterogeneously among the different risk management components. Therefore, it is proposed to estimate a country's level of progress under the different risk management components based on the percentage of positive verifications over the total number of verifiable indicators included in the system of indicators for each of them, as shown in Table 7.

Table 7. Example of the use of criteria to determine the level of progress of country NN in the different risk management components

	Risk management components						Total
	GL	RI	RR	DP	PF	RC	
Total verifiable indicators according to component of the system of indicators	14	37	37	44	15	32	179
Country NN positive verifications	11	21	21	26	0	11	90
Progress level of country NN (%)	78.6	56.8	56.8	59.1	0.0	34.4	

RI = risk Identification; RR = risk reduction; DP = disaster preparedness; FP = financial protection;
RC = reconstruction with resilience; GL = global

Criteria to define a country's global progress

Consistent with the criteria proposed above, in order to determine a country's overall level of progress in relation to the work of the education sector in disaster risk management, it will be estimated as the arithmetic mean of the country's level of progress for each of the 22 indicators.

$$\text{Global level of progress} = \frac{\sum_{i=1}^{22} \text{progress indicator}_i}{22}$$

Interpretation of results

To interpret the results on the level of progress regarding an indicator, thematic axis, particular disaster risk management area or a country's level of global progress using this system of indicators, it will be necessary to establish ranges and valuations.

Below are some classifications used in similar systems such as the School Safety Index, presented in Table 8, and the Index of Governance and Public Policy in Disaster Risk Management, presented in Table 9.



Table 8. Interpretation of results of the school safety index (SSI)

SSI value	Category	Interpretation
0 – 0.35	C	Immediate urgent action is required, since current levels of facility safety are not sufficient to protect the lives of occupants during and after a disaster.
0.36 – 0.65	B	Necessary measures are required in the short term, since the current safety levels of the establishment can put the occupants and their functioning at risk during and after a disaster.
0.66 - 1	A	Although the establishment is likely to continue functioning in the event of a disaster, it is recommended to continue measures to improve the response capacity and to implement preventive measures in the medium and long term, so as to improve the level of safety when facing disasters.

Table 9. Interpretation of results of the Index of Governance and Public Policy in Disaster Risk Management (iGOPP)

iGOPP value	Valuation
0 – 20	Incipient
21 – 40	Low
41 – 70	Sufficient
71 – 90	Remarkable
91 – 100	Outstanding

As can be seen from the above tables, for the case of the School Safety Index, the values are between 0 – 1, three categories are defined and heterogeneous intervals (from 0.29 to 0.35) are used. Similarly, the iGOPP values are between 0 – 100, five categories are defined and heterogeneous intervals (from 9 to 29) are used to determine the different valuations assigned by this system of indicators.

Considering the above, for this system of indicators to define both the categories and intervals of each of them, it will be necessary to assign a comprehensive valuation of the progress of the education sector for each indicator, thematic axis, particular disaster risk management area and the level of global progress of a country.

Considerations for future implementation

For future implementation of the system of indicators in this document, the following stages should be observed:

- Stage 1:** Searching and gathering information
- Stage 2:** Analysis of information gathered
- Stage 3:** Interviews with informants
- Stage 4:** Construction of verifiable indicator data base

Stage 1: Searching and gathering information

This system of indicators is based on the evidence of compliance with a series of conditions and verifications that must be made based on searching and gathering of information and



documentation to verify compliance. Therefore, much of the work in the implementation of the system of indicators will be the careful process of searching and identifying information that will enable verification, whether or not the conditions for each indicator are actually met.

The search for information can be performed virtually, accessing the Ministry of Education website, the Official Gazette and sites specialized in the work of the education sector or disaster risk management.

Stage 2: Analysis of information gathered

When there is sufficient information to support the different conditions and verifications, it must be analysed using the implementation protocol (Annex III), in order to determine whether the condition or verification is met according to the established criteria and considerations.

The analysis should entail a complete reading of the information gathered, taking note of the documentation and articles, content or passages that show explicitly that the conditions and verifiable indicators are fulfilled. It will later be transcribed into the implementation form (matrix) of the system of indicators.

Stage 3: Interviews with informants

When it is not possible to obtain secondary information to verify the conditions required by the system of indicators, it will be necessary to interview Ministry of Education personnel and authorities, as well as other relevant actors for the education sector.

During the bilateral meetings, it is recommended to follow the indications and details included in the implementation protocol, in order to verify that the information and documentation received during the interview meets or does not meet the condition (s) required.

Stage 4: Construction of a verifiable indicator data base

As important as the verification of the different conditions and verifiable indicators—which will allow assigning a valuation to the country’s level of progress towards compliance with a given indicator, thematic axis, scope of risk management or performance globally—is having adequate supporting documents and information to allow a positive evaluation of each of the verifiable indicators.

Having the supporting information of the verifiers will be useful both for purposes of auditing implementation of the system of indicators and to foster knowledge and promote good risk management practices in the education sector. Making verifiers available will allow different countries to know, use or be inspired by initiatives from other countries in Latin America and the Caribbean to continue advancing risk management in the education sector.

Therefore, the information used as verifiers must meet the following conditions:

- Electronic files in mass-use formats;
- Each verifier should be named in order to report on the indicator, condition, area of risk management and the corresponding country. For example, the verifiable indicator “4.2a DP ECU.pdf” would correspond to Indicator 4, condition 2, area of the Disaster Preparedness (DP) of Ecuador (ECU).
- When there is more than one verifiable indicator for one same condition and area of risk management, the same initial name will be used for the file, modifying the first letter of the



file, going down the alphabet. Example “4.2a DP ECU.pdf; 4.2b DP ECU.pdf; 4.2c DP ECU.pdf, etc.”



Annexes

Annex I. Sendai Framework for Disaster Risk Reduction

The Sendai Framework for Disaster Risk Reduction 2015-2030¹³ was adopted in March 2015 and is in the process of ratification by all signatory countries of the Hyogo Framework for Action. This framework aims to substantially reduce the risk of disasters and the loss of life, livelihoods and economic, physical, social, cultural and environmental goods of individuals, companies, communities and countries.

Its relevance originates in the commitment made by the Governments of the more than 190 countries that adopted it, as well as the international community as a whole adopting its predecessor, the Hyogo Framework for Action, 2005-2015. The Hyogo Framework for Action was used to shape national and regional risk management strategies, and countries regularly monitored their progress in relation to their priorities.

The Sendai Framework for Disaster Risk Reduction is already being incorporated into policy instruments at the national level in several countries including in Latin America and the Caribbean.

It involves four priorities:

1. Understanding the risk of disasters;
2. Strengthening governance for disaster risk measures;
3. Investing in resilience and disaster risk reduction;
4. Improving disaster preparedness for an effective response, as well as “rebuilding better” in terms of recovery, rehabilitation and reconstruction.

The Sendai Framework for Disaster Risk Reduction will enable the creation of a system of indicators that will monitor progress against these priorities. To ensure synergy between these monitoring tools and the system of indicators proposed in this document, we have mapped the priorities to which each of the conditions for each indicator contributes. This information will show, in the analysis, the areas where the education sector is making the biggest contributions to the priorities established in Sendai.

¹³ For more information see <http://www.preventionweb.net/drr-framework/sendai-framework>



Annex II. Worldwide Initiative for Safe Schools

The Worldwide Initiative for Safe Schools (WISS) is a joint initiative developed among the partners of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES).¹⁴

WISS responds to the objective set out during the Global Platform for Risk Reduction 2013 to “initiate a global safe schools and safe health infrastructures campaign in disaster-prone areas with voluntary funds and concrete commitments”. It focuses on motivating and supporting the Ministries of Education of countries in high-exposure areas to implement school safety programmes according to the three pillars of the Comprehensive School Safety Framework (CSSF).¹⁵

The CSSF was adopted in 2014 and it comprises the following pillars:

1. Safe educational centres/safe schools;
2. Disaster management in the school;
3. Education for risk reduction and resilience.

GADRRRES has preliminarily defined a series of goals and indicators for the CSSF with a focus on the national and subnational levels. It is expected that much of the information needed to apply this system of indicators will be gathered and aggregated from school-level reports. This will require the use of technologies that will allow the active participation of the school community in the collection of information. GADRRRES is currently addressing this aspect.

This is a fundamental distinction in relation to the system of indicators in this document; the system presented here must be applied by the Ministries of Education or partner institutions based on information available at the national level and allowing comparisons at the regional level.

¹⁴ More information at <http://gadrrres.net/>

¹⁵ More information available at <http://gadrrres.net/uploads/files/resources/Comprehensive-School-Safety-Framework-Dec-2014.pdf>

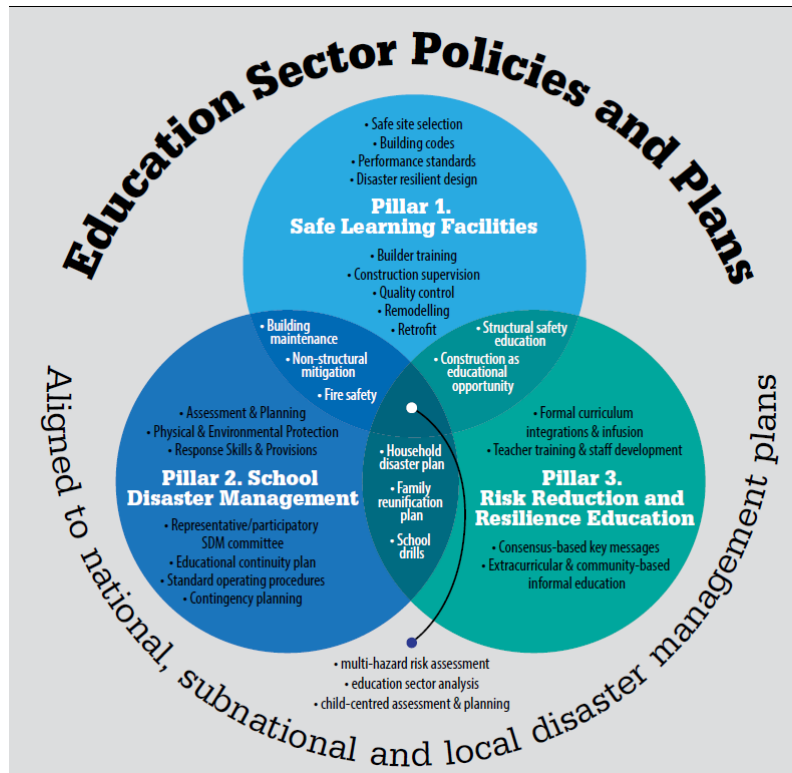


Figure 2. RISK MANAGEMENT Conceptual approach proposed by WISS

In addition to promoting adhesion of the Ministries of Education to WISS, GADRRRES has been working globally under the leadership of Save the Children on the construction of a system of indicators at a global level to monitor the progress level of the signatory countries in the development, start-up and impact of school safety programs based on the Comprehensive School Safety Framework.

WISS and CSS are valuable global initiatives that have the support of some Ministries of Education in Latin America and the Caribbean and they have been used as guiding instruments in the construction of this system of indicators to be applied on a global scale. Although, as explained above, the proposed system of indicators has a different structure to represent the way of thinking and to articulate work in the education sector in Latin America and the Caribbean, all the aspects that WISS and CSS seek to promote to meet the technical implementation criteria proposed for the system of indicators have been incorporated.



Annex III. Protocol for implementation of the system of indicators

Implementation Protocol

System of indicators to monitor progress in disaster risk management in the education sector

This implementation protocol is a guiding document that supplements the implementation matrix of the system of indicators. It presents its structure and key definitions that guide the assessment of conditions. It then introduces the indicators one by one, providing guidelines for the search for verifiable indicators and their interpretation, and it provides some illustrative examples.

Structure of the system:

- The system of indicators comprises 22 indicators.
- The indicators are grouped by the 11 themes that represent the axes that structure the work of the Ministries of Education¹⁶ (see text box).
- For each proposed indicator, conditions or situations are described that could be observed in relation to the indicator.
- Each condition is linked to risk management components as seen in the implementation matrix, except in cases where carrying out this distinction does not apply or is not relevant.

Definitions of the components of disaster risk management:¹⁷

The conceptual framework of risk management adopted for this system of indicators distinguishes five components or areas of action: risk identification and communication; risk reduction; disaster preparedness; financial protection; and reconstruction with resilience. These are defined below.

Risk identification and communication: a component of risk management that includes the evaluation of multiple threats/hazards (frequency, intensity and magnitude) of potentially dangerous phenomena, as well as the identification and characterization of infrastructure, services, communities and other exposed elements or systems and their vulnerabilities, and the communication of this information to the actors who manage risk.

Risk reduction (prevention and mitigation): a component of risk management that includes all the measures taken to avoid risks from being created or to reduce them. It includes structural and non-structural measures that can eliminate or reduce a threat, or decrease the exposure of a community, system or structure. It is equivalent to “prospective” risk management, which anticipates and intervenes. This prospective risk management is carried out through prevention and mitigation. In the education sector, risk reduction is done by protecting buildings (schools, administrative offices, warehouses, etc.) and through policies and guidelines for the planning, design, construction and maintenance of safe facilities. The fundamental idea is the conviction that some disaster risks can be eliminated and that those that cannot be eliminated can be reduced (prevention and mitigation).

Disaster preparedness: the component of disaster risk management where efforts are normally concentrated. Some disaster preparedness activities include the implementation and use of early

¹⁶ See for example organizational charts of the Ministries of Education of Ecuador <http://educacion.gob.ec/organigrama-del-ministerio-de-educacion/>, Guatemala <http://www.mineduc.gob.gt/portal/index.asp> or Belize <http://www.moe.gov.bz/images/spdownload/organization%20structure.pdf>

¹⁷ According to the conceptual framework used in the formulation of the System of Indicators in the “Sendai Report”. GFDRR, World Bank, Government of Japan (2012) “THE SENDAI REPORT: Managing Disaster Risks for a Resilient Future”.



warning systems that lead to action; contingency plans and the carrying out of practical exercises to publicize these plans; strengthening the capacity of local organizations to warn about disasters; acting to reduce the population's exposure and preparing to respond to the impacts, etc.

Financial protection: a component of risk management that consists of strategies aimed at increasing the financial capacity to respond to emergencies, for example, through contingency funds or transferring risk.¹⁸ Financial protection seeks to relieve Governments, institutions and individuals from the economic burden caused by disasters and to contribute to restoring damaged components or systems to conditions similar to pre-existing ones, minimizing total costs.

Reconstruction with resilience: a component that addresses what is to be done after an emergency to rebuild damaged infrastructure and restore services without reestablishing the risk conditions that led to the occurrence of the disaster in the first place. Its maxim is to "rebuild better", improving people's capacities as well as infrastructure, facilities, public services, media and living conditions of communities affected by a disaster.

General: in the system of indicators, GL ("general") is used to identify a more general aspect that does not relate to one of the specific components of disaster risk management.

Thematic axes of the education sector ¹⁹
<p>Enabling framework. Under this thematic axis, the Ministries of Education address the development/existence of a framework of responsibilities or institutional structure, including the existence of regulations that define their obligations, powers and attributions.</p>
<p>Coordination. Under this thematic axis, the Ministries of Education take into consideration the mechanisms and instruments that allow them to coordinate their actions within their Ministry as well as to articulate with other actors in and outside the sector, in the different territorial levels, to perform their actions.</p>
<p>Curriculum. Under this thematic axis the Ministries of Education address all aspects related to the development of learning content, competencies, skills and/or objectives, as well as the development of syllabi and study programmes (in all educational levels).</p>
<p>Extracurricular activities and community participation. Under this thematic axis, the Ministries of Education include the aspects related to the activities led by the schools that involve the educational community (students, teachers, directors, administrators, parents, and mothers) and that are not necessarily part of the curriculum.</p>
<p>Teachers. Under this thematic axis, the Ministries of Education take into consideration various aspects related to the initial and continuing training of professionals in charge of teaching at all levels.</p>

¹⁸ A fundamental feature of this component of risk management is that these are initiatives to retain (funds) or transfer (insurance) the financial risk associated with disasters.

¹⁹ The definitions used in this document are of a guiding nature and do not constitute official definitions. The thematic areas that are individualized in the different Ministries of Education coincide, in several aspects, with the areas the Ministries have committed to disaster risk management, but they are more general since they apply to all the work and not only to those aspects specific to risk management.



Thematic axes of the education sector¹⁹

Educational supplies and resources. Under this thematic axis, the Ministries of Education include the development and availability of supplies and other work materials, whether for managers, teachers or students, both to carry out the teaching-learning process and to manage the educational project.

Educational quality. Under this thematic axis, the Ministries of Education include all aspects (learning, teaching development, educational management, infrastructure, etc.) for which the Ministry has developed educational quality standards and monitoring systems for these standards.

Financing. Under this thematic axis, the Ministries of Education address all matters related to the allocation of financial resources that make possible the implementation of the actions of the Ministry of Education, whether these are the Ministry's resources or those of other government agencies or cooperation institutions, whether national or international.

Infrastructure. Under this thematic axis, the Ministries of Education include the planning, construction, operation and maintenance of all sectoral infrastructure, whether administrative buildings or educational facilities.

Educational information systems. This thematic axis brings together the official systems available to the Ministry of Education that handle information for planning, management and/or monitoring purposes, so it is connected to systems that collect, organize and analyse data of the education sector to plan, implement, monitor, evaluate and redesign actions.



I. General enabling framework

Indicator 1: There are regulations that define the sectoral responsibilities of the Ministry of Education in disaster risk management.

Rationale:

Priority 1 for the Hyogo Framework for Action was: “Ensure that disaster risk reduction is a national and a local priority with a strong institutional basis for implementation”. The countries of Latin America and the Caribbean have been making various efforts to strengthen their institutions around risk management, not only because of their commitments to the Hyogo Framework for Action, but many times as a reaction to disasters and their own analyses. On the other hand, the Sendai Framework for Disaster Risk Reduction 2015-2030 emphasizes the role of education in its priorities 1 and 4. This indicator seeks to account for how countries have been reflecting this close link in their regulations.

Description of the indicator:

- This indicator seeks to verify the existence of norms that explicitly express the roles and responsibilities of the Ministry of Education in disaster risk management.
- The conditions to value this indicator can be related to all the risk management components.

Considerations for assessing the conditions:

- The Ministry of Education’s responsibility under the aforementioned aspects can be expressed in one or more norms, regulations, ministry resolutions or other binding documents.
- This regulation may originate from mandates established within the framework of national risk management systems or have arisen on the initiative of the Ministry of Education.
- It is necessary to review whether there is a specific national regulation for disaster risk management as well as the sectoral education regulations.
- The standards can refer to “risk management” or similar or be related to some more specific aspects (e.g. preparations, drills, identification of threats, etc.). It is crucial for the regulations to define the education sector’s responsibilities in one or more of the risk management action areas as defined in this protocol, including having an emergency fund, insurance or other financial protection instruments against disasters.
- In older legislation, it is possible to talk about prevention and/or preparation and/or response and/or reconstruction, etc. These terms must be standardized with the risk management components using the definitions given in this protocol as guide.



Example

- In Mexico, the General Law of Educational Physical Infrastructure (*Ley General de Infraestructura Física Educativa* (INFE)), published on 1 February 2008 (last amendment published on 14 March 2013) provides, in the general guidelines (Article 2): ;... IV. The creation of mechanisms to prevent and respond to contingencies arising from natural disasters in the national educational physical infrastructure,...” Additionally, Article 11 states: “...In the planning of programmes and projects for construction, equipping, maintenance , rehabilitation, reinforcement, reconstruction and habilitation of the INFE... the implementation of sustainable systems and technologies will be ensured, and the climatic conditions and the probability of contingencies caused by natural, technological or human disasters will be taken into account...”.
- From the foregoing, it is possible to use the INFE as a verifiable indicator that the condition examining the definition of sectoral regulations defines sectoral responsibilities. It also allows verifying that these responsibilities address the following risk management components: risk identification, risk reduction, disaster preparedness and reconstruction with resilience.



I. General enabling framework

Indicator 2. The education sector recognizes the right to education during disaster situations

Rationale:

The right to education is a fundamental right recognized by the countries of the region. Protecting it in emergency situations and disasters is a commitment assumed by the representatives of the Ministries of Education of 18 countries in the 2011 Panama Declaration, in the framework of the International Conference on Disaster Risk Reduction in the Education Sector in Latin America and the Caribbean.

Description of the indicator:

- This indicator seeks to establish whether there is evidence that countries recognize the right to education during disaster situations through the existence of norms (laws, decrees, regulations) that define the Ministry of Education's responsibility to ensure educational continuity in emergency and disaster situations.
- Likewise, it enquires into the existence of instruments that can contribute to facilitating the restoration of educational services after an emergency.

Considerations for the valuation of the indicator:

- The sectoral education regulations must be reviewed and the responsibility to guarantee the right to education in disaster situations must be established explicitly. It will not be considered valid if this responsibility is expressed in the regulations, strategies or plans of other institutions or the national system of risk management, civil protection or equivalent.
- Plans and regulations that address educational continuity in schools used as shelters can be consulted.
- The interpretation of "instrument" should be broad, and it must include not only plans and agreements but also coordinating bodies or any mechanism established to facilitate the rapid re-establishment of educational service, for example, Emergency Operations Committee of the Ministry of Education, protocols. Likewise, training materials drafted or at least used by the Ministry of Education focused on facilitating educational response, including guides for the resumption of classes will be considered valid.
- The conditions that are identified to assess this indicator may be related to the disaster preparedness" and reconstruction with resilience components.



I. General enabling framework

Indicator 3. The Ministry of Education has instruments that facilitate disaster risk management actions at the national level within the scope of its competencies.

Rationale:

In addition to having a solid institutional framework for risk management, the Ministries of Education need to have instruments that allow them to operationalize their obligations as a sector. On the other hand, having instruments that facilitate disaster risk management actions at the Ministry level will demonstrate the sector's commitment to risk management in the event that there is no national or sectoral regulatory framework defining responsibilities in this regard.

Description of the indicator:

- This indicator seeks to establish whether the Ministries of Education have policy and planning instruments that incorporate risk management for action at the thematic/objective level.

Considerations for assessment of the indicator:

- This indicator specifically looks into sectoral instruments that contribute to risk management at the national level. It must not be mistaken for indicator #4 that asks about the existence of instruments at the school level.
- It is necessary to review whether the Ministry of Education has current national plans or strategies and if they explicitly include objectives, actions and/or results connected to risk management, analysing which risk management components are being addressed.
- These plans may be specific to risk management or be broader and include risk management in some section or chapter, integrating it with other relevant issues.
- Likewise, it must be verified whether these instruments promote concrete actions such as simulations and drills, and that implementation is followed up.
- To verify whether implementation of actions or their results are followed up, it must be possible to verify that there is an active monitoring system, or to demonstrate that evaluations of the instruments presented as verifiable indicators have been conducted. It is important to verify if there is follow-up of that plan, strategy, etc. Verifiable indicators related to the monitoring of risk management actions but not to the follow-up of action plans will be addressed in relation to other indicators, for example, under the educational quality thematic axis.
- It should be verified that all the risk management components relevant to each condition are addressed in the verifiable indicators.



I. General enabling framework

Indicator 4. The Ministry of Education has instruments that facilitate disaster risk management actions in schools.

Rationale:

The central objective of integrating risk management in the education sector is to protect the school community from the effects of emergencies and disasters. For this to be possible, it is necessary that developments at the national level be translated into concrete measures in the country. In this system of indicators, the school is considered the fundamental unit for actions that increase the safety of the school community in relation to emergencies and disasters at the local level. This indicator seeks to show that the instruments of the Ministry of Education contribute to this objective.

Description of the indicator:

- This indicator seeks to establish whether countries have instruments that facilitate concrete actions for risk management in schools (educational centres, educational institutions, etc.), creating the conditions to include them in their planning.

Considerations for assessing the conditions:

- This indicator specifically requires sectoral instruments that guide or support actions at the school level (schools, educational institutions, etc.).
- Schools, sectoral plans, ministry resolutions, official letters and other official documents that contain guidelines for risk management actions in schools will be considered “instruments”.
- The documents and technical guides of the Ministry of Education that guide the realization of plans and activities at the school level should be reviewed to verify whether they support the formulation of school risk management plans or promote the performance of simulations or drills.
- This is not to be mistaken for indicator #3 that asks about the existence of instruments with national scope. If a valid verifier for indicator #3 includes specific guidance for schools/educational centres, it can also be considered.
- It is not necessary for verifiable indicators to deal exclusively with aspects related to risk management at the level of the school/centre or educational institution. There may also be educational project planning instruments that integrate aspects related to risk management.



II. Coordination

Indicator 5. The Ministry of Education has the institutional structure to coordinate disaster risk management actions within the institution.

Rationale:

Risk management requires joint and harmonized action in different areas, which can be led by different departments or units within the Ministry of Education. It is desirable that the Ministries have the capacity to articulate and promote risk management processes within the Ministry, to integrate the actions within a coherent vision and optimize the efforts and their benefits.

Description of the indicator:

- This indicator seeks to establish whether the Ministry of Education has the internal capacity to coordinate all work related to risk management within the Ministry.

Considerations for assessing the condition:

- The “capacity” must be housed in a department that can lead this function among the different areas, departments, units and departments of the Ministry of Education.
- Minutes of incorporation or other official documents that verify the existence and role of the unit should be reviewed, as well as the existence of workplans or formal coordination mechanisms.
- In addition to the formal recognition of the body, it should be possible to check the availability of personnel with roles and functions formally assigned for coordination of tasks.
- It should be verified whether the department is included in the organization chart or in any other description of the structure of the Ministry of Education. The descriptions of the positions and functions should be reviewed, and the risk management components to which these functions would contribute should be identified.
- The aim of this indicator is to establish whether there is coordination among the departments of the central level as well as with units at other levels.
- It will be necessary to analyse the verifiable indicators to infer the risk management components to which the coordination and assigned human resources contribute.



II. Coordination

Indicator 6. There is a coordination mechanism for disaster risk management among actors in the education sector.

Rationale:

Risk management in the education sector, including the protection of the right to education in situations of emergencies and disasters, benefits from the coordinated actions of the various actors responsible for aspects related to education. A mechanism is needed to help them act collaboratively and in a coordinated manner, to create synergy and new opportunities, promote shared learning and optimize resources.

Description of the indicator:

- This indicator seeks to establish whether there is, within the education sector, a coordination mechanism or body for planning and carrying out risk management actions that brings together the actors working in education.

Considerations for assessing the conditions:

- It is necessary to verify that there is an active body, external to the Ministry, that regularly brings together actors from the education sector (Ministry of Education, other ministries, cooperation, civil society, etc.) to plan and/or implement risk management actions.
- They can be sectoral roundtables/groups, clusters, etc.
- This body may be exclusively for risk management (such as a sectoral risk management roundtable) or a roundtable that also addresses other issues but which has a formal risk management agenda. For the latter, it would be necessary to show that risk management or related aspects are part of the action plan's objectives.
- It should be verified that the body has worked during the last year and that there are joint workplans, conceptual notes of initiatives and/or reports on the development of the same.
- The verifiable indicators should be analysed to determine the areas of risk management affected by the coordination and actions.
- The leadership of the Ministry of Education in the mechanism can be confirmed in the minutes of establishment or with evidence that this happens in practice (role of convener/facilitator in the meeting minutes, etc.).
- It will also be necessary to study whether this body is recognized in the coordination mechanism of the national civil protection/risk management system or equivalent. The participation of the roundtable or group in the sectoral risk management coordination mechanism can be demonstrated through meeting minutes or with official documentation reporting on the establishment of the body or of the designation of an official delegate of the Ministry of Education, etc.



II. Coordination

Indicator 7. The Ministry of Education participates in the coordination mechanisms of the National Disaster and Emergency Risk Management System or equivalent at the national level.

Rationale:

The participation of the Ministry of Education in the coordination bodies led by risk management actors is desirable. It ensures that they include actions that can effectively protect the school community from the risk of emergencies and disasters, or at least minimize the impacts, guarding the safety of the educational community and the right to education.

Participation in these bodies is an opportunity for the Ministry of Education to integrate its institutional priorities into the risk management agenda, as well as to contribute to the articulation and implementation of national risk management strategies and plans from its areas of competence. Given the sectoral relevance of education in the Hyogo and Sendai Frameworks, such coordination becomes essential for the country's progress in implementing its international commitments to risk management.

Description of the indicator:

- This indicator shows the participation of the Ministry of Education in roundtables, platforms, work groups or other bodies of coordination at the national level focused on risk management (led from the "sector" or risk management community of practice, usually by the governing body of the national risk management/civil protection system or equivalent).

Considerations for assessing the conditions:

- The aim is to find evidence of the participation of the Ministry of Education as an institution in coordination mechanisms, established and led by the risk or emergency management sector, which is the fundamental distinction between this indicator and indicator # 6.
- It is possible that the Ministry participates in a risk management body and/or the Emergency Operations Committee or equivalent.
- To verify whether the conditions are fulfilled, it will be necessary to obtain the participation lists of the bodies at the national level, or to obtain a document that shows the formation of the body, the assignment of an official delegate, etc.



III. Curriculum

Indicator 8. The school curriculum explicitly includes aspects related to disaster risk management in the learning content, competencies, skills and/or objectives.

Rationale:

Promoting the incorporation and/or strengthening of risk management in the curriculum is one of the commitments assumed by representatives of the Ministries of Education of 18 countries of the region in the Panama Declaration in 2011, within the framework of the International Conference on Disaster Risk Reduction in the Education Sector in Latin America and the Caribbean.

Description of the indicator:

- This indicator seeks to establish whether the school curriculum integrates relevant content to risk management in its various manifestations.

Considerations for assessing the conditions:

- The integration of risk management in aspects of the curriculum can be at the level of learning content, competencies, skills and/or objectives, for each of the levels analysed. In order to assess the conditions positively, identification of this integration in one aspect (content, competencies, etc.) is enough, although it is desirable that integration be into the greatest number of these aspects. This should be analysed.
- The educational levels of early childhood, primary and secondary education can acquire different names according to the country. In the implementation, correspondence must be verified between the levels of the country and those identified in the system of indicators.
- The official UNESCO definition²⁰ was used for the system of indicators. The concept is that, in general, early childhood education usually begins at three years of age, depending on the country, and lasts until the age of entry to primary education. Primary education starts between ages 5-7 years and lasts about six years, ending at age 10-12 years. Secondary education usually has a starting age of between 10 and 13 years and can be divided into lower secondary education and upper secondary education. In the system of indicators, it will be enough to demonstrate how risk management is integrated into some of the sublevels for secondary education.
- The curriculum can address risk management in learning content, competencies, skills and/or objectives explicitly (i.e., as “risk management” or similar), or target certain aspects directly connected to risk management. For example, identification of threats, vulnerabilities or risks of emergency or disaster, or behaviour of natural/climatic phenomena directly associated with emergencies or disasters (floods, deluges, hurricanes, earthquakes).
- The contents should be analysed to determine to which risk management components they relate.
- In order to determine the obligation of the Ministry to include risk management in the curriculum, it would be expected to see such an obligation in the National Risk Management Plan or Strategy or sector regulations, etc. The verifiable indicators must be binding.

²⁰ UNESCO (2011) International Standard Classification of Education.



IV. Extracurricular activities and community participation

Indicator 9. The Ministry of Education promotes extracurricular activities, participation of students and/or the educational community for disaster risk management

Rationale:

Extracurricular activities can strengthen the teaching-learning process in risk management and encourage the participation of the educational community in the promotion and realization of related activities as well as involving other local actors. It is desirable that in addition to the formal efforts undertaken as part of the curriculum, other initiatives be fostered to allow broadening the dialogue and motivating action in communities. This indicator also collects the initiatives that are not part of the curriculum, often with the support of different organizations, and which make a valuable contribution to risk management at the local level.

Description of the Indicator:

- This indicator seeks to ascertain whether the Ministry of Education includes disaster risk management in its offer of extracurricular activities or activities that bring together the educational community and communities in general regarding risk management.

Considerations for assessing the conditions:

- The methodologies, instructions or other guidance documents on extracurricular activities should be studied to verify whether they contain information on risk management activities.
- Likewise, there may be regulatory frameworks that enable organizing activities which could be related to risk management activities.
- Records of activities, reports or dissemination materials that show that these activities are carried out will also be considered valid verifiable indicators.
- Analysis should be made regarding the risk management components to which these activities are connected.



V. Teachers

Indicator 10. There are opportunities to strengthen capacities in disaster risk management for teachers currently in service, valid for the teaching career.

Rationale:

Teachers play a fundamental role in the teaching-learning process of risk management. Therefore, the development of teaching competencies at all levels and educational modalities is one of the commitments assumed by the representatives of the Ministries of Education of 18 countries in the Panama Declaration in 2011, within the framework of the International Conference on Disaster Risk Reduction in the Education Sector in Latin America and the Caribbean.

Description of the indicator:

- This indicator seeks to ascertain whether teachers have regular opportunities to train in risk management when they are already in practice.

Considerations for assessing the conditions:

- It must be identified if there is a national plan or national strategy for teacher development, or any official document that includes the objectives and initiatives that the Ministry of Education or other entities in this area may be promoting.
- Inquiries should be made concerning the realization of activities for the continuous training of teachers in risk management, or whether they are planned.
- Inquiries should be made concerning the existence of calendars, programmes, activity reports that show regularity, training materials for teachers standardized by the Ministry, etc.
- It must be possible to demonstrate that the activities are regular (programmes of the last two years, reports of activities developed during the last three years, etc.)
- It is important that these training activities be recognized by the Ministry and valid for the teaching career, if they are taught by other institutions. If the Ministry does not have this information, consultations should take place with representatives of the cooperation bodies supporting the education or risk management sector.
- The verifiable indicators must be analysed to establish which risk management components are addressed in the training of teachers currently in service.



V. Teachers

Indicator 11. The initial training of teachers includes the creation of capacities for disaster risk management.

Rationale:

The development of teaching competencies for risk management, at all levels and educational modalities, is one of the commitments assumed by the representatives of the Ministries of Education of 18 countries in the Panama Declaration in 2011, within the framework of the International Conference on Disaster Risk Reduction in the Education Sector in Latin America and the Caribbean.

Description of the indicator:

- The indicator seeks to ascertain whether the initial teacher training mandatorily addresses aspects related to risk management.

Considerations for assessing the conditions:

- The aim is to show that the initial teacher training programmes incorporate compulsory risk management content in the main training centre in the country, that is, if risk management is part of what teachers are required to know for the exercise of their profession.
- The training centre, normal school, institute or universities that train teachers must be identified and their programmes checked for the last two years, according to the Ministry.
- Demonstration is required of incorporation of this content within the training, on a regular basis, at the time of implementation. That is, that the training is provided year after year. If it is shown that it is happening for the first time in the year of the implementation, it must be demonstrated that it is included in the following year's programme, through official planning documents or others.
- If it has not yet been implemented, evidence of the planning cannot be considered sufficient to positively assess compliance with the condition.



VI. Educational supplies and resources

Indicator 12. Educational resources that address risk management for school technical staff, teachers, students and/or directors validated by the Ministry of Education are prepared, reproduced and/or distributed.

Rationale:

Experience indicates that to effectively address risk management in the teaching-learning process, educational supplies and resources that support this process are required. Teachers, students and managers must have materials to internalize risk management. The Ministry of Education's validation and participation in the creation and dissemination of these resources is desirable, since it allows it to ensure quality and access to them, as well as having an institutional mechanism to promote their due appropriation by the school community.

Description of the indicator:

- This indicator explores the availability of educational supplies and resources (production, replication and distribution) whether through the Ministry of Education or other organizations with which it collaborates directly, to cover aspects related to disaster risk management.

Considerations for assessing the conditions:

- Educational resources should be understood as technical/methodological guides, support materials, promotional or dissemination materials, games, booklets, etc.
- Basically, they refer to materials that the school community has available to address risk management, in any format (written, audiovisual, etc.).
- The school community is understood as "students, teachers, managers, administrators, parents and mothers." In some countries, schools or educational centres do not have administrative staff, so some flexibility in the interpretation of the term "educational community" should be considered in these cases. What is important is that the idea be respected that it is the educational "community" and not just students and teachers.
- When inquiring about teaching materials, it should be considered that pedagogical materials or training modules in disaster risk management for teachers can include guidance on how to prepare such materials from local resources. This can be considered a verifiable indicator for the fulfilment of the condition.
- Likewise, the conditions specifically ask for particular supplies and resources for different groups (teachers, students, managers, Ministry technicians) and resources for all of them should be explored.
- Although it is common that managers are also teachers in the schools, this should not be interpreted as fact that the educational supply or resource for teachers will be valid as an educational supply or resource for a manager. The functions of teachers and managers in the school or educational institution are different, and therefore it would be desirable to see this distinction reflected in the available educational resources and supplies.
- Although materials produced by institutions other than the Ministry of Education (either government or other organizations) may be included, only those that have been formally validated by the Ministry of Education should be considered verifiable indicators. This can be corroborated by the presence of the Ministry logo on the resource, or by endorsement of the resource in an official document (official letter or other), as well as in prefaces and introductions, etc.
- All verifiable indicators must be analysed to determine which risk management components they target.



VI. Educational supplies and resources

Indicator 13. The Ministry of Education has educational supplies and/or resources (for teachers or students) to restart classes in emergency situations.

Rationale:

The first response in an emergency situation or disaster that affects education ideally requires some preparation and basic elements to ensure that basic needs are met and educational services restored as quickly as possible. This allows protecting the services provided by the Ministry of Education and safeguarding the right to education in emergency or disaster situations.

Description of the indicator:

- This indicator seeks to ascertain whether the Ministry of Education has taken practical measures to stay ahead of emergencies and disasters and have a minimum of supplies or resources to promptly restore educational services in case of emergencies or disasters.

Considerations for assessing the conditions:

- The aim is to show that there are kits of materials for teachers and students for the resumption of educational services. Kits that are merely “first aid” do not count, since the purpose is to show that the materials are aimed at restoring educational services and that students and teachers have what is required to continue the teaching-learning process.
- Educational materials and resources may include backpacks, printed materials, pencils, notebooks, temporary learning spaces, etc. to be used in case of emergencies. They must have that explicit end.
- For this indicator, it is necessary to verify whether said supplies and materials are officially defined and/or in stock.
- In case they are in stock, the verifiable indicators must specify that they are available in the country at the time of implementation, either stored by the Ministry or by actors who act in collaboration with the Ministry in emergency situations.



VII. Educational quality

Indicator 14: Educational quality standards include aspects related to disaster risk management.

Rationale:

The promotion of quality in education is a sectoral priority that is expressed in the creation and monitoring of compliance with standards of various kinds by the Ministries of Education. It is desirable that these standards incorporate aspects of risk management to be able to measure the quality of risk management in the sector and guide and prioritize decisions on actions for improvement on a more solid base. Likewise, it allows observing progress and improvements over time.

Description of the indicator:

- The indicator seeks to ascertain whether the standards that are defined to measure quality (learning, teaching, teachers, management, infrastructure or others) measure aspects related to risk management.

Considerations for assessing the conditions:

- To assess the conditions related to this indicator it is necessary to review the Ministry of Education's quality standards and analyse whether they include aspects related to risk management and if so, with which components.
- If the standards incorporate aspects of risk management, then it will be necessary to study if compliance with the standards that incorporate these aspects is monitored.
- The existence of standards that incorporate risk management does not guarantee that they are monitored. Therefore, in order to assess condition 14.2 positively, it is necessary to show that this is the case through the existence of evaluation instruments that include aspects related to risk management within their fields, or results reports of those evaluations that refer explicitly to aspects directly connected to risk management.
- It is important to analyse to which risk management components the standards refer, as well as the monitoring to comply with them.



VIII. Financing

Indicator 15. The Ministry of Education has financing for the design and implementation of disaster risk management actions in the education sector.

Rationale:

The availability of financing alternatives is essential for implementation of sectoral plans and strategies for risk management in the education sector. It is desirable that these sources be regular and predictable, since strategies can therefore be supported to go beyond the implementation of isolated activities. This is essential for consolidation and integration of progress in risk management into the work of the Ministries of Education. The management of funds by the Ministry of Education is desirable because it guarantees the Ministry's knowledge in this regard; it facilitates the formulation of initiatives; and it can contribute to the actions financed being part of the long-term planning.

Description of the indicator:

- This indicator seeks to establish whether there are resources to finance risk management in the education sector over which the Ministry of Education has control.

Considerations for assessing the conditions:

- This indicator explicitly asks about resources whose use is controlled by the Ministry of Education, whether they are part of its sectoral budget allocation or a contribution from other government entities, donors, etc.
- It is necessary to verify if there are or have been allocations or budget lines in the last two years for investment projects or items financed with Ministry of Education budgetary instruments that finance activities related to risk management. Or, it should be verified that funds have been transferred to the Ministry of Education to carry out risk management activities (studies, training, supervision of works, creation of products or training materials or guides, etc.).
- It is recommended to check whether there is a spending item or budgetary classifier (or equivalent) within the sectoral budget for expenses in risk management, disaster preparedness, disaster response, etc. or any expense classifier that allows allocating resources to risk management activities in education at any level.
- Inquiries should be made concerning whether there are one or more funds that are explicitly enabled to finance or co-finance risk management activities in education at the national or local level.
- The areas of disaster risk management where these funds can be used should be defined and the conditions based on this should be assessed.

Example:

- In Guatemala, the General Budget of Income and Expenditures of the State for Fiscal Year 2013 allocated a budget in the following item: 11130007 97 01 000 001 000 (Educational maintenance and repair) Q.5,126,239.15. This item was identified through the Risk Management Budgetary Classifier, which is why the condition is considered positive.
- According to this evidence, it can be established that this budget allocation contributes to the risk reduction and reconstruction with resilience areas of risk management, and not to the other risk management areas since a direct relationship cannot be shown between the financing of these actions and the financing of risk identification, disaster preparedness or financial protection actions by the Ministry.



VIII. Financing

Indicator 16. The education sector infrastructure and goods are insured against disasters.

Rationale:

The transfer of risk through insurance is one of the alternatives to mitigate the impact of emergencies and disasters and it is an essential component of financial protection in the framework of disaster risk management. It is particularly valuable as a complement to risk reduction measures, when these are not viable, and helps to protect the Ministry of Education's important normal investments in infrastructure. Its use allows the transfer of risk to third parties and securing financing for response and reconstruction with resilience. It is desirable that the Ministries of Education use these options to protect their assets.

Description of the indicator:

- This indicator seeks to establish whether the Ministries of Education transfer the risk to which their infrastructure and assets are exposed, through the use of insurance.

Considerations for assessing the conditions:

- Probable maximum loss studies are distinguished from hazard or risk studies in the estimation of economic losses that can be caused by an emergency or disaster. To be considered valid as a verifiable indicator, it must be possible to demonstrate that the study contains such an analysis, so it is important to review the report and the results, regardless of the technical name given to the study.
- Inquiries should be made with the Ministry of Education concerning the existence of current insurance policies and whether they include coverage in case of emergencies, disasters, catastrophic events or any other term that is comparable with emergencies and disasters. The existence of a policy will suffice to assess the relevant condition positively.
- A policy that makes specific mention of any particular type of threat (earthquake, fire, flood, spillage of toxic waste, etc.) will be considered valid as a verifiable indicator.
- The policies can be taken out at the national or local level and must be collective since the idea is to demonstrate that the insurance is part of Ministry policy. Therefore, compliance with a condition will not be considered proven if there is evidence that a single school or provincial headquarters of the Ministry has insurance.



IX. Infrastructure

Indicator 17. The Ministry of Education knows the vulnerability of the existing school infrastructure and intervenes against the threats to which it is exposed.

Rationale:

Implementing a policy of continuous assessment and improvement of the existing educational infrastructure and the development of new school buildings, according to risk management codes and standards, is one of the commitments assumed by representatives of the Ministries of Education of 18 countries in the Panama Declaration in 2011, within the framework of the International Conference on Disaster Risk Reduction in the Education Sector of Latin America and the Caribbean.

Description of the indicator:

- This indicator seeks to clarify whether the Ministry of Education has identified the risks (threats, vulnerabilities) to its existing infrastructure and has taken measures to reduce the likelihood of an emergency or disaster occurring.

Considerations for assessing the conditions:

- Inquiries should be made concerning the existence of studies that account for the vulnerability of the existing school infrastructure (not to be mistaken for indicator # 18 that addresses the same issue in relation to administrative buildings).
- These studies should address the exposure, vulnerability or risk of buildings, considering the threats in the environment where they are located, and not be more than five years old.
- For this indicator, it is important that the education sector be aware of the various disaster risks for schools or educational centres. It is not necessary that this knowledge be produced by the Ministry of Education. What is important is whether the Ministry requires that this type of study be undertaken, or if it knows of and considers their existence.
- In addition to giving an account of the existence of the studies, this indicator seeks to show that actions have been taken based on the conclusions of the studies. Evidence should be sought that the school infrastructure has been reinforced and improved.
- To verify the above, the recommendation is to check the existence of a registry/report of vulnerable infrastructure that has been or will be reinforced, actions in response to vulnerability/risk studies, maintenance programmes and evidence of budget assigned to these actions.
- Likewise, the following may be considered: reinforcement or relocation plans that respond to identified risks, provided they are binding; reports on engineering works; relocation of infrastructure; maintenance programmes; evidence of budgetary allocation for these actions; or manuals or maintenance guides that explicitly address aspects of risk management.
- Evidence of updating building and land use planning regulations after a recent disaster (ideally the last event that destroyed educational infrastructure) will account for measures being taken for reconstruction with resilience for schools.



IX. Infrastructure

Indicator 18. The Ministry of Education knows the vulnerability of the existing administrative infrastructure and intervenes against the threats to which it is exposed.

Description of the indicator:

- This indicator seeks to ascertain whether efforts are being made to identify and reduce the risk to the administrative buildings of the Ministry of Education.

Considerations for assessing the conditions:

- It is necessary to show that studies, inspections, etc. are carried out to know the situation of disaster vulnerability, exposure or risk to the Ministry's infrastructure that is used for administrative tasks.
- Not to be mistaken for indicator #17 that addresses these subjects in relation to school infrastructure (schools, educational centres, etc.).
- Verification is required that the design, construction and outfitting of administrative buildings of the Ministry of Education have taken into consideration the disaster threats and possible risks in the area where they are located, and that measures are taken to avoid or reduce risks, both when deciding their location and structural characteristics and when they are being built and used.
- In order to ascertain whether the condition is met, the existence of risk management plans or equivalent containing sections with information on exposure, risk or threats can be verified for the sectoral infrastructure. Also valid are studies or visual inspections that identify them which have been made within the last five years at the time of implementation.
- Likewise, lists of existing infrastructure which is vulnerable or is part of a reinforcement or relocation programme will be valid verifiable indicators, if updated within the last two years at the time of implementation.
- Binding instructions that order the carrying out of these reinforcements and/or budget allocations in order to facilitate the above can also be taken into consideration.



IX. Infrastructure

Indicator 19. The new school buildings are located in safe places and their design incorporates criteria for disaster risk management.

Rationale:

Incorporating risk management criteria in the planning of school infrastructure, both when choosing the location of the site and when defining the characteristics of the buildings, is one of the most effective ways to reduce disaster risk and protect the school community from the impact of disasters.

Description of the indicator:

- This indicator seeks to ascertain whether efforts are made to know and reduce the risk of disasters both when the sites are selected and when the characteristics of the school buildings are defined.

Considerations for assessing the conditions:

- The conditions for this indicator represent three ideal situations: that when the site is chosen, threats have been taken into account; that the guidelines for the design, construction and supervision of the works integrate risk management measures; and that a type of construction is available according to the most frequent threat scenarios in the country to facilitate the above.
- In order to verify these conditions, it is necessary to study all the resources that guide the construction of new educational buildings. Guidance instruments (guides, manuals and other documents that specify technical criteria, including bidding rules) should be reviewed for the construction of school buildings as well as whether they are instructed to include studies of threats.
- It is necessary to check whether instruments and regulations order that actions be performed to reduce the risk of emergencies and disasters in the construction phases (from design to execution and supervision).
- Instruments and regulations may be initiatives of the Ministry of Education or other government institutions that affect where and how new school buildings are built (Ministry of Infrastructure/Public Works, National Investment System, etc.).
- Tender bases within the last five years at the time of implementation of the system of indicators can also be considered.



IX. Infrastructure

Indicator 20. National agreements are in place to limit the use of schools as temporary shelters in case of disasters.

Rationale:

The use of schools as shelters can contribute to emergency and disaster response by providing a safe place to house the population when their homes have been destroyed or damaged by the occurrence of an event or if they are in danger. These buildings are often better equipped than other local infrastructure to fulfil that role. However, the use of schools as shelters can have a negative impact on educational continuity, hindering the early restart of classes. That is why it is desirable that countries have national agreements on the use of schools as shelters, in order to facilitate the adoption of measures that may limit these possible negative impacts and protect the right to education.

Description of the indicator:

- This indicator seeks to ascertain whether the Ministries of Education are aware of how many and which schools are considered as shelters in case of emergency or disasters and whether measures are taken to mitigate negative impacts associated with this use.

Considerations for assessing the conditions:

- It is necessary to study whether the country has agreements or guidelines on the use of schools as shelters.
- These agreements can be binding (decrees or resolutions) or guiding (documents, guides that define basic aspects on the use of schools as shelters) prepared by the Ministry of Education or by other institutions of the National Civil Protection System, etc.
- It will be important to verify whether the use of schools as shelter is monitored, for which it will be necessary to find monitoring reports or recent evaluations. It can also be checked that within the fields of the forms, aspects related to the use of schools as shelters are considered, or if there are updated lists within the last two years at the time of the implementation of the use of schools as shelters.
- It is also necessary to verify whether measures are taken to mitigate the adverse effect that this may have on the right to education. To verify whether the above is true, plans for the improvement or recovery of damages to the school infrastructure resulting from its use as a shelter must be made. Documents can also be used to illustrate measures that are taken to ensure the continuity of the educational service during emergency responses.



X. Educational information systems

Indicator 21. The information systems of the Ministry of Education allow gathering and analysis of information for disaster risk management.

Rationale:

The monitoring of risk management actions is an essential step to ensure that policies, programmes and plans are effectively translated into concrete actions at the local level. The integration of fields related to risk management measures in the official monitoring systems of the Ministries of Education is an effective way to ensure the above, and also to confirm the integration of risk management in the work of the Ministry.

Description of the indicator:

- This indicator seeks to verify that the monitoring and evaluations carried out by the Ministry of Education incorporate aspects related to risk management in the sector.

Considerations for assessing the conditions:

- To verify compliance with the conditions, it must be shown that the forms used to collect and analyse information held by the Ministry, as part of its monitoring and quality assessment systems, incorporate fields directly connected to risk management.
- Specifically, the aim is to show that the Ministry makes systematic efforts to know the situation of school infrastructure in the face of disaster and emergency threats, its use as a shelter, and the existence of risk management and disaster response plans.
- Since the aim is to establish that these aspects are being monitored regularly and systematically, plans, instruments or lists related to these aspects will not be valid as verifiable indicators: what is sought is to verify that the systems follow up on the implementation of these types of actions.



XI. Impact of disasters

Indicator 24. The Ministry of Education monitors and knows the impact of disasters in the education sector.

Rationale:

Knowing the impact of disasters in the education sector provides a basis for the formulation of public policies and the design and implementation of programmes. The availability of concrete data on the impact of disasters and emergencies is a key input for advocacy or awareness raising, and it often provides solid arguments to promote investment in disaster risk management. In addition, it allows monitoring results over time and refining strategies to ensure the effectiveness of the proposals and measures taken.

Description of the indicator:

- This indicator seeks to show that the Ministry of Education is making efforts to quantitatively and/or qualitatively estimate the impact of emergencies and disasters on the sector, considering educational services, infrastructure and other relevant aspects.

Considerations for assessing the conditions:

- Inquiries should be made concerning the existence of damage reports, lists of affected educational centres and other documents that show the impacts of disasters that have occurred during the last years.
- Conditions 22.2 and 22.3 require that the damage and impact reports transcend the damage to the infrastructure, addressing, for example, days of lost classes, loss of educational supplies and resources and other aspects since the aim is to show that the damage and impact are comprehensive.