



APPROACH  
NOTE

DRAFT FOR CONSULTATION

# Global Guidance for Supporting and Sustaining Safe Schools



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# Abbreviations

ABE ACR	Assistance to Basic Education: All Children Reading (USAID)
AN	Approach Note
ASA	Advisory Services and Analytics (World Bank Group)
ASEAN	Association of Southeast Asian Nations
CBT	cognitive behavioral therapy
CERC	Contingency Emergency Response Component
COI	classroom observation instrument
COVID-19	Coronavirus Disease 19
CRPD	United Nations Convention on the Rights of Persons with Disabilities
CSO	community service organization
DRM	disaster risk management
ECE	early childhood education
EM-DAT	Emergency Events Database
EMIS	Educational Management Information System
EOP	Emergency Operations Plan
FBO	faith-based organization
FCV	fragility, conflict, and violence
GBV	gender-based violence
GLOSI	Global Library of School Infrastructure
GPCEA	Global Peace Culture Exchange Association
HIC	high-income country
IEQ	indoor environmental quality
IPV	intimate partner violence
IPT	interpersonal therapy
IRC	International Rescue Committee
LGBTQ+	lesbian, gay, bisexual, trans, queer +
LMICs	low- and middle-income countries
MCSD	Management Capacity and Service Delivery
M&E	monitoring and evaluation
MERIT	Malawi Early Grade Reading Improvement Activity
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
MoEST	Ministry of Education, Science, and Technology
MTSS	multi-tier system of support
NASIS	National Assessment of Safe and Inclusive Schools

NGO	nongovernmental organization
NSSF	National School Safety Framework
OECD	Organization for Economic Co-operation and Development
PAD	Project Appraisal Document
PCU	Project Completion Unit
PISA	Program for International Student Assessment
PPT	PowerPoint
PLE	physical learning environment
SABER	Systems Approach for Better Education Results Working Paper Series
SAFE	Sequenced, Active, Focused, and Explicit
SDF	skills development fund
SDG	Sustainable Development Goal
SEA/SH	sexual exploitation and abuse/sexual harassment
SEL	social and emotional learning
SFUSD	San Francisco Unified School District
SRGBV	school-related gender-based violence
TA	technical assistance
T&L	teaching and learning
TIMSS	Trends in International Mathematics and Science Study
TLM	teaching and learning material
TaRL	Teaching at the Right Level
TPD	teacher professional development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNSDG	United Nations Sustainable Development Group
WASH	water, sanitation, and hygiene
YRI	Youth Readiness Intervention

# Executive Summary

**School safety is a critical contributor to positive student, teacher, and school-level outcomes.** Schools are safe when *all* students, teachers, and staff can thrive in a welcoming environment that supports learning, health and well-being, and positive relationships. Promoting school safety should consider the physical and remote spaces in which education takes place as well as the non-physical aspects of the school environment, such as norms and values. School safety comprises five main characteristics—each of which can impact the level of safety of students, teachers, and the teaching and learning (T&L) environment. The characteristics include physical safety, mental health and emotional well-being, instructional practices and environment, interactions and relationships, and school connectedness.

**Safe and inclusive schools are 1 of the 5 pillars of the World Bank’s vision** for the future of learning and a key aspect of **learning recovery efforts**. The COVID-19 pandemic amplified the importance of student and teacher safety and is an opportunity for education systems to adopt a whole-and-beyond-the-school approach that addresses risks to school safety. Safe Schools is the World Bank’s program to assist countries to design and implement sustainable safe school policies and practices.











**The objective of this Approach Note (AN) is to provide global guidance on how to support and sustain safe school policies and practices.** The AN provides a three-step process to address school safety risks (figure 1). The steps are to (1) diagnose risks to school safety, (2) design and implement safe school strategies, and (3) monitor and evaluate school safety.

**Step 1: Diagnose Risks to School Safety. Step 1 recommends diagnosing risks to school safety by identifying local, regional, or national factors that can influence safety levels.** Step 1 recognizes that school safety can be influenced by the country or regional context; community norms; and the relationships among schools, students, and teachers. School safety also can be influenced by unexpected shocks from natural hazards including those exacerbated by climate change, epidemics, or pandemics. Moreover, the local context can influence the physical, mental, emotional, and social well-being of an individual and impacts an individual’s growth. Step 1 outlines the critical factors that can be diagnosed at the country, regional, and/or school level and provides guidance on how to measure safety levels.

**Step 2: Design and Implement Safe School Strategies. Step 2 synthesizes global evidence and experiences by outlining universal and targeted supports that can help education systems promote and improve school safety levels.** Universal supports for safe schools are the (a) management practices, (b) teaching and learning (T&L) practices, and (c) physical learning environment (PLE). The available evidence highlights all three universal supports as key levers and strategies to address school safety. These three supports and the underlying strategies are correlated with enhanced school safety, but they are not sufficient to address all safety risks. In addition, targeted supports, typically executed through a tiered approach, may need to be designed and implemented to meet specific identified needs. Step 2 lays out practical, evidence-based strategies for implementing universal and targeted supports complemented by country case studies.

**Step 3: Monitor and Evaluate School Safety. Step 3 emphasizes the need for monitoring and evaluation (M&E) of school safety levels and implementation efforts to adapt supports to changing needs.** The AN provides a brief overview of global M&E practices in the context of school safety and builds on the design and implementation country case studies to highlight how systems can monitor and evaluate their interventions. The guidance provided in step 3 is complemented by the *Measuring School Safety PPT*, which lays down how education systems can diagnose, monitor, and evaluate safe school risks and practices.

**Figure 1. Three-Step Process to Address School Safety Risks**

Step 1	Step 2		Step 3
			
<b>Diagnose Risks to School Safety:</b>	<b>Design and Implement Safe School Strategies:</b>		<b>Monitor and Evaluate School Safety:</b>
Diagnose and define the magnitude of context-relevant risks to school safety by identifying local, regional, or national factors that can influence safety levels.	Use diagnostic evidence to design and implement universal and targeted supports that can promote and improve school safety levels.		Monitor school safety levels and evaluate implementation efforts to adapt supports to changing needs.
<b>Safe Schools Practices Package</b> ( <i>downloadable resources</i> )			
1. Diagnose	2a. Universal Supports	2b. Targeted Supports	3. Monitor and Evaluate
 Measuring School Safety	 Role of Management Practices  Role of Teaching and Learning Practices  Role of Physical Learning Environment	 Supporting Mental Health and Psychosocial Well-Being in Schools  Resource Guide on Violence Prevention and School Safety	 Measuring School Safety

**This AN is part of the larger *Safe Schools Practices* guidance package (figure 1).** The package includes a *Measuring School Safety* PPT and five Guidance Notes on (a) Role of Management Practices, (b) Role of Teaching and Learning Practices, (c) Role of Physical Learning Environment, (d) Supporting Mental Health and Psychosocial Well-Being in Schools, and (e) Resource Guide on Violence Prevention and School Safety. The individual Notes provide additional technical guidance as well as access to resources and country case studies that may be useful to readers. The guidance provided in the AN can have multiple uses for policymakers, practitioners, school leaders and/or teachers (table 1).



**Table 1. Applicability of Safe Schools Approach Note for Multiple Stakeholders**

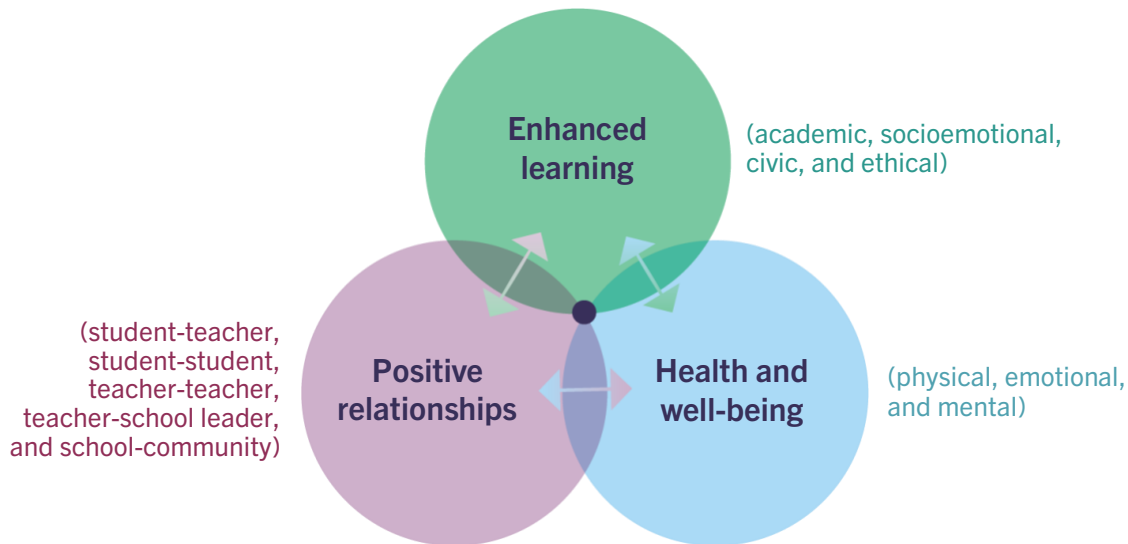
Stakeholder	Applicability
<b>Policyholders</b>	Can apply the guidance at the systems level to (a) systematize measurement approaches to school safety, which enable policymakers to align resources with high-needs regions/schools; (b) adopt safe schools strategies that can be applied at scale; and (c) inform education sector strategies and areas of priority.
<b>Practitioners</b>	Can inform (a) the design of programs to support school safety (national, regional, or district level) and (b) the review and assessment of safe school risks and programs.
<b>School Leaders and Teachers</b>	Can enhance school-level practices that promote safe schools. School leaders and teachers can work together to adopt the strategies in a classroom or at the school level.

**The *Safe Schools Practices* guidance package aligns with the World Bank’s work in several areas.** These areas span Inclusion and Disability: [Inclusive Education Resource Guide](#) and [Disability-Inclusive Investment Project Financing \(IPF\) in Education](#); Global Program for Safer Schools (GPSS): [Road Map for Safer and Resilient Schools](#) and the [Global Library of School Infrastructure \(GLOSI\)](#); School Management: [School Management Capacity and Service Delivery](#); Teachers: [Drawing from the Global Platform for Successful Teachers, Teach, and Coach](#); Water Global Practice: [Operational Toolkit for WASH in Education Settings](#); [Safe and Learning in the Midst of Fragility, Conflict, and Violence: A World Bank Group Approach Paper](#); and [The State of the Global Education Crisis](#).

# Introduction

**School safety is a critical contributor to positive student, teacher, and school-level outcomes.** Delivered in a safe and **inclusive environment**,<sup>1</sup> education has many benefits for children, their families, and societies. Namely, safe schools can help education systems achieve the outcomes of enhanced learning, health and well-being, and positive relationships (figure 2). Safe schools are positively associated with enhanced learning (academic, socio-emotional, civic, and ethical). Evidence shows that they can increase students' motivation to learn and the ability of teachers to teach, making it less likely for students to drop out of, and more likely to attend, school. Health and well-being also are supported by safe schools, which are characterized by reduced aggression, violence, and behavioral problems or disruptions. Safe schools also reduce overall health risks (physical, emotional, and psychological). Safe schools support the development of relationships through positive interactions, particularly those among students and teacher, peers, and community members. Such positive relationships can be critical for students' emotional, social, and intellectual development; growth; and adjustment. The primary outcomes sought—learning, health and well-being, and positive relationships—are mutually reinforcing (figure 2). Thus, when mitigating risks, rather than choosing a piecemeal approach across different areas, it is essential to adopt differentiated approaches that cater to each of the three outcomes sought.

**Figure 2. Mutually Reinforcing Nature of Safe School Outcomes**



**Schools are safe when *all* students, teachers, and staff can thrive in a welcoming environment that supports learning, health and well-being, and positive relationships.** “Schools” refers to any setting in which learning occurs, be it virtually or in person, formal or informal. Promoting school safety should consider the physical and remote spaces in which education takes place as well as the non-physical aspects of the school environment, such as norms and values. **School safety can be understood by looking at five main characteristics** – each of which can impact the safety levels of students, teachers, and the environment in which the teaching and learning occurs.

**The five main characteristics of school safety are:**

### **1. Physical Safety**

Safety from risks that can cause bodily harm in school or on the way to and from school, for example, from aggression, including acts of physical or sexual violence and abuse; the school physical infrastructure; or health conditions/diseases such as those that stem from poor nutrition, contaminated water, and inadequate water, sanitation, and hygiene (WASH) services.

### **2. Mental Health and Well-Being**

Prevention of negative stress and symptoms of anxiety, depression, and other negative thoughts and feelings; as well as protection from psychological violence, including aggressive, harassing, disruptive and other emotionally harmful behaviors and actions of students, teachers, and/or school staff.

### **3. Instructional Practices and Environment**

Safety derived from the practices and environment in which learners, teachers, content, equipment, and technologies interact to enhance learning engagement and inclusion.<sup>2</sup> Instructional practices encompass the non-physical elements including teaching and learning practices; curriculum, pedagogical resources, learning materials, culture, and management. Instructional environment encompasses the physical elements including classrooms, equipment, libraries, playgrounds, toilets, kitchens, and sports facilities.

### **4. Interactions and Relationships**

Positive interactions that promote social and emotional learning (SEL) and inclusion. Interactions include (a) student and teacher, (b) peers (student-student; teacher-teacher; teacher-school leader), and (c) school-community.

### **5. School Connectedness**

Partnerships and engagement of school with the (a) families; (b) community; (c) other schools in the cluster, for example, for teacher professional development (TPD); (d) local referral services to clinics, counselors, and psychologists; (e) local after-school and extra-curricular providers; (f) museums, research institutes, and businesses; and (g) local/national disaster risk management (DRM) teams/services.

**School safety is a critical input to learning recovery efforts.** Education systems can adopt practical, evidence-based strategies that enhance safety levels.<sup>3</sup> Safe and inclusive schools are 1 of the 5 pillars of the World Bank’s vision for the future of learning and a key aspect of learning recovery efforts.<sup>4</sup> The COVID-19 pandemic amplified the importance of safety of students and teachers (in school and virtually). With this momentum, education systems can adopt a whole-and-beyond-the-school approach that squarely addresses school safety risks. These efforts align with the United Nations’ Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.<sup>5</sup> As part of this effort, international practices and empirical evidence were synthesized to identify underlying system-level bottlenecks. Operational strategies for supporting safe schools that enhance learning, health and wellbeing, and relationships were identified to contribute to the global guidance on how to support education systems, prevent risks, and protect and promote school safety.

### Box 1. Violence

**Violence is defined as the use of force or power (threatened or actual) against self, another individual, or individuals that can result in injury, death, psychological harm, maldevelopment, or deprivation.**<sup>6</sup> Because violence can manifest in different ways, it is not identified as a standalone safety characteristic (box table 1a). Rather, violence is represented across the five characteristics listed above. Violence can be physical, sexual, or psychological/emotional. It often has the potential to negatively impact the physical and mental health of those who experience it directly or indirectly as well as those who perpetuate it. Violence can manifest as interpersonal violence (IPV) or self-directed violence. IPV refers to violence between two individuals or a group (for example, bullying, sexual violence, and physical violence). Self-directed violence refers to forms of self-harm (including suicide) but can include engaging in risky behaviors (for example, substance use and unprotected sex).

***Poly-victimization is a phenomenon, common among youth, whereby individuals experience different types of violence simultaneously and/or sequentially – increasing the likelihood of exacerbating existing physical and mental health problems among its victims, perpetrators, and witnesses.***<sup>8</sup> Research shows, for example, that children who are victimized outside of school are more likely also to be victimized in school. Certain individuals and groups are more vulnerable to violence. Included are children living in poverty, those with disabilities, or members of minority groups (including indigenous peoples; lesbian, gay, bisexual, transsexual, and queer, or LGBTQ, individuals; refugees; and those from ethnic, racial, or religious groups).<sup>9</sup> Research also has found an association between those who have experienced violence and those who perpetrate it. Experiencing both child maltreatment and domestic violence are predictors of perpetrating violence in schools.<sup>10</sup>

Box table 1a. Types of Violence

Type	Description and Examples
Physical	Physical violence refers to any form of physical force or aggression carried out with the intent to hurt another person or group. Students and school staff can experience and/or inflict physical violence. For example, physical violence against students as a means of discipline (such as corporal punishment) is prevalent. Other examples of physical violence include physical bullying, aggression and/or use of weapons such as knives and firearms.
Sexual	Sexual violence is defined as any sexual act perpetrated against an individual that involves unwanted, completed, attempted, or alcohol-/drug-facilitated penetration, sexual coercion, unwanted physical sexual contact, or verbal sexual harassment. <sup>11</sup> Sexual jokes, comments, or gestures also are characterized as sexual harassment, including legally, in some countries but not in others, particularly in the school environment. For these reasons, these actions are referred to as sexual bullying, which is a form of sexual violence. <sup>12</sup> Girls and LGBTQ+ students are at the highest risk of experiencing sexual harassment and rape. Sexual violence is associated with a variety of subsequent mental health problems (for example, depression, suicidality) and physical health problems (for example, sexually transmitted diseases, unwanted pregnancies). In the event of early pregnancy (often a result of sexual violence), girls in many developing countries also are precluded from attending/returning to school and learning opportunities.
Psychological or Emotional	Psychological or emotional violence refers to chronic verbal and relational or social aggression but includes neglect and deprivation of resources. Psychological violence may be used against students or school staff by attacking their self-esteem to frighten, isolate, or control them. Verbal and relational bullying behaviors, including cyberbullying, are examples of psychological violence. Tactics such as ridicule; name-calling; emotional abuse; spreading rumors; using racial slurs; isolation practices (for example, solitary confinement); and educational rejection based on culture, skin-color or language can occur among students and school staff. <sup>13</sup> These forms of violence are less visible than physical and sexual violence but can have lasting impacts on mental health and students' learning outcomes.

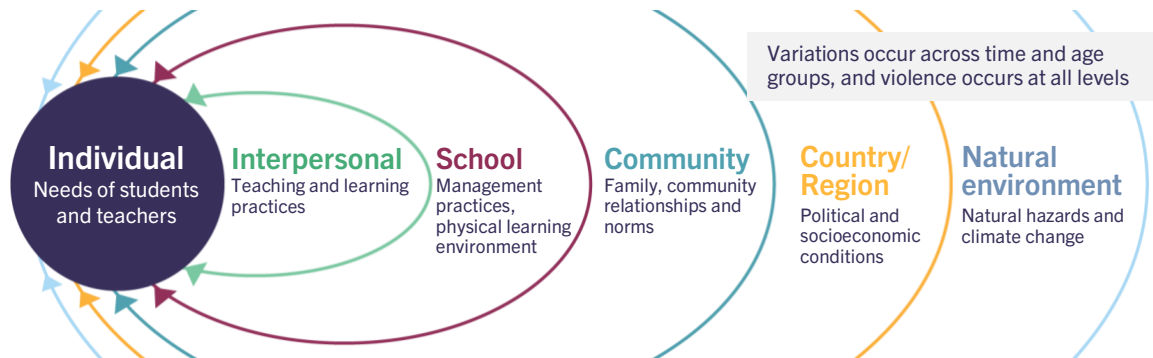
Note: For details, refer to the accompanying *Resource Guide on Violence Prevention and School Safety*.

# Step 1: Diagnose Risks to School Safety

The first step to support safe schools requires considering the local context for effective diagnostics of risks to school safety. The local context can either promote or impede school safety depending on a school’s level of exposure and vulnerability to risks, and its resilience, as well as its capacity to mitigate risks (see box 2 for description of contextual factors that may influence school safety). Safety can be influenced by the country or regional context; community norms; and the relationships that bring together schools, students, and teachers. School safety also can be influenced by unexpected shocks, for example, from natural hazards, epidemics, or pandemics. Moreover, the local context can influence the physical, mental, emotional, and social well-being of individuals and have an important impact on an individual’s growth and development. This influence of the local context is aligned with the ecological systems model and theories of child and youth development that emphasize how characteristics of the individual, family, school, and other levels of the environment impact individuals. Safety also has a temporal dimension whereby the impact of characteristics can vary by an individual’s age.

Schools, therefore, are part of a social and institutional ecosystem that can influence safety, further underscoring the importance of considering the community and local contexts in which the schools operate. Figure 3 depicts the interconnectedness of the contextual factors that can influence safety, showing that they are not discrete. Thus, before designing responses to mitigate the risks posed to school safety, it is important to identify and diagnose the contextual risks.

Figure 3. Interconnectedness of Contextual Factors Influencing School Safety<sup>14</sup>



Diagnostic information can identify priority needs of students, teachers, and staff and can help an education system gain greater understanding of safety risks and the efforts that they are using to mitigate them. Table 2 presents the five school safety characteristics that should be considered and provides illustrative questions and indicators to guide actors through the process of diagnosing school safety across different contexts. The questions and indicators are not intended to be comprehensive. Rather, the aim is to highlight lines of questioning and data needs. The contexts in which schools operate will have implications for the diagnostic data needed. For instance, practitioners operating in a fragile, conflict-ridden, and/or violent (FCV) context will need to focus more on physical safety and on mental health and well-being. Ultimately, the data collected should provide information on the existing status of the safety level. Furthermore, when data are collected over time, they can inform both the implementation and progress toward the overall outcomes of learning, health and well-being, and relationships.

## Box 2. Description of Contextual Factors

### Natural Hazards and Climate Change

**Natural hazards refer to the potential occurrence of a natural physical event that may cause loss of life, injury, or other health impacts as well as damage or loss to property, infrastructure, livelihoods, provision of services, or environmental resources.**<sup>15</sup> Natural hazards are categorized in five groups: Geological (such as earthquakes and landslides), Hydrological (such as floods), Climatological (such as droughts and wildfires), Meteorological (such as cyclones), and Biological (such as diseases including epidemics and pandemics).<sup>16</sup> Although hazards may be inevitable, they become disasters<sup>17</sup> only when the affected region or community does not have the resources to withstand the impact and may be vulnerable due to poverty or social exclusion.<sup>18</sup> The vulnerability of physical learning environments, discussed later in this Note, also is a key factor in determining whether a natural hazard event will become a disaster. For example, as a biological hazard, the COVID-19 pandemic has shown that deficiencies in school facilities such as overcrowding and poor ventilation can increase the risk of contagion, thereby putting students and teachers at greater risk of contracting the disease.<sup>19</sup>

**Climate change, defined as long-term shifts in temperatures and weather patterns,**<sup>20</sup> is affecting people's lives and exacerbating the occurrence and intensity of some natural hazards.<sup>21</sup> UNICEF has described the climate crisis as a "child rights crisis," estimating that 850 million children are exposed to 4 or more climate-related stress factors that create "challenging environments for children to live, play, and thrive."<sup>22</sup> Evidence shows that the education sector is particularly affected by climate change due to the effects of heat, pollution, and climate-induced shocks that directly impede school attendance or affect learning.

### Political and Socioeconomic Conditions

**Political and socioeconomic conditions refer to the systems and institutions as well as power relations that affect schools and how they operate, but over which schools have no direct control (for example, national economic conditions, income inequality, legal forms of exclusion of certain religious or ethnic groups, and education policies).**<sup>23</sup> Political factors that can influence school safety include the laws, policies, incentives, and accountability systems that drive how institutions function and decisions are made.<sup>24</sup> These factors can include macro-policies at the national level such as policies for social protection, subsidies, and resource regulations. The more overt political factors also include how different interest groups influence sector-specific policies regarding school curriculum, textbooks, teacher education, and language of instruction, all of which play an important role in determining the quality of classroom instruction and forms of inclusion and exclusion. Socioeconomic factors include geographic distributions of populations and inclusion policies for vulnerable and at-risk groups (for example, refugees). These factors also include types and levels of inequality that may affect how children from different socioeconomic groups are included or excluded by teachers and other students. An FCV<sup>25</sup> environment at a national or subnational level also can be seen as encompassing macro-level factors that can influence school and community relations, which are key outcomes of school safety. Moreover, the process of engaging in peaceful processes sits at the political level, beyond the control of any individual school.

### Family, Community Relationships, and Norms

**Family, community relationships, and norms refer to school-family, local school-community connectedness and social norms that may influence students' ability to participate or engage**

**in learning opportunities and that can influence how educators interact and deliver education services.** Individuals and communities are influenced by social preferences, networks, identities, and norms. Most people care about what others think about them and what those around them are doing and sometimes imitate the behavior of others almost automatically.<sup>26</sup> As examples, norms around gender roles can limit educational opportunities for girls; and norms that endorse violence as an acceptable means for instilling discipline can increase corporal punishment.<sup>27</sup> The nature of social norms in communities can result in both good and bad collective outcomes that are relevant to how parents and community members support certain approaches to education, address violence in schools, and treat excluded groups. School connectedness and the influences of peers and teachers change throughout a child's development, but they are especially important during adolescent years when students are most likely to engage in risky behaviors.

### **Management Practices**

**Management practices can support or exacerbate an education system's capacity to maintain safe schools.** Education systems with strong management practices can (a) create and help maintain a safe learning environment; (b) promote inclusion, diversity, and mental health and psychosocial well-being; and (c) improve T&L and the schools' PLE. Management practices refer to *what* and *how* human, capital, and/or physical resources are mobilized to achieve a common goal.<sup>28</sup> Management encompasses the norms, goals, interactions, and relationships that school leaders and teachers adopt within a school. Management also includes the working conditions of school leaders and teachers, their ability to collaborate with one another and with the surrounding community, and the ability to work toward a shared vision for student learning.<sup>29</sup> Implementation effectiveness toward shared goals is determined by management capacity (such as the skills, motivation, experience, and demographics of education administrators and school leaders) and the organizational structures in place (that is, the rules and institutional organization of the education system), including establishing systems of accountability. In the case of school safety, the evidence illustrates the significant role that school leaders and school leadership teams play in enhancing school safety, regardless of education systems' organizational structures.<sup>30</sup> Less evidence is available on the management of education systems as a whole and enhanced school safety practices. This dearth illustrates a critical gap in the literature.

### **Physical Learning Environment**

**Physical learning environment (PLE) refers to an environment in which learners, teachers, content, equipment, and technologies interact to enhance learning engagement and inclusion.**<sup>31</sup> Environment includes (a) the entire school, that is, classrooms, libraries, playgrounds, toilets, kitchen, and sports facilities; and (b) the use of physical elements to support learning, including buildings, furniture, equipment, teaching and learning materials (TLMs). To facilitate learning, physical learning environments, including teaching and learning materials, must be conceived as part of the pedagogical process and be aligned with the curriculum and teacher practices to ensure learning.<sup>32</sup> Schools' designs influence student engagement, teacher productivity, and learning climate, ultimately affecting learning outcomes. Natural hazards, climate change, pandemics such as COVID-19, or human-created threats such as violent conflicts can put additional pressure on the PLE. The COVID-19 pandemic also showed how the lack of basic infrastructure and practices such as ventilation, water, sanitation, and hygiene can put physical health at risk.

## Teaching and Learning Practices

*Teaching and learning practices refer to school- and classroom-level practices such as pedagogical strategies, teacher and student behaviors, and interactions.* These practices together encompass the school and classroom culture, pedagogy, and management. At its core, the process of teaching and learning is about relationships. The process includes practices that foster meaningful interactions between students and teachers, among students, as well as students' relationship with themselves (for example, sense of self-worth and self-efficacy).<sup>33</sup> Teaching and learning practices also can significantly impact students' academic and socio-emotional outcomes.<sup>34</sup> These impacts can be on student behaviors, choices, and relationships (with peers or adults) and thus are associated with the safety levels within a learning environment. A synthesis of 800 meta-analyses relating to variables that influence student learning illustrates that the most powerful impacts of schools on student learning include features that exist within the schools such as classroom climate, interpersonal relations, group cohesion, and absence of disruptive students.<sup>35</sup>

## Individual Needs of Students and Teachers

*Individual needs refer to a person's physical, mental/emotional, and social needs.* Meeting children's developmental needs is critical for their positive health growth, and overall well-being. These needs include adequate nutrition, positive parenting and engagement with adults and peers, and participation in active play. Major adversities during childhood can hamper brain development, disrupt cognitive functioning, and lead to lifelong physical and mental health problems. When a child experiences stress or difficult life events, supportive relationships with adults can be critical in supporting them to adapt and cope effectively. However, when a child experiences frequent or prolonged adversity without such support, this stress can become toxic and children have difficulty coping.<sup>36</sup> Certain types of adversity in childhood are more likely to cause trauma, which can affect children differently depending on their risk and protective factors. Also common is poly-victimization, which is associated with a decrease in emotional and social well-being).<sup>37</sup> Teachers, too, have individual needs that can determine their well-being. Well-being often is assessed by looking at level of stress/burnout, sense of self-efficacy and job satisfaction, and social-emotional competence.<sup>38</sup> The level of stress that teachers experience often is considerable, particularly in low-resource settings. These settings often are characterized by limited compensation, inadequate working conditions/materials, limited social support, and very few (if any) opportunities for professional development. Teachers' well-being is critical both for themselves and for their students. Research shows a significant relationship between teachers' well-being and their students' social, emotional, and cognitive development.<sup>39</sup> When an individual is exposed to violence/an unsafe environment, in addition to being vulnerable to physical problems and injuries, s/he can experience psychological distress and symptoms of anxiety and depression. For a child, the latter two can have considerable consequences for their overall well-being, growth, and development, hampering their ability to learn and engage in school. For teachers, in addition to jeopardizing their health and well-being, psychological distress can reduce their motivation, engagement and job commitment.<sup>40</sup>



**Table 2. Guiding Questions and Sample Indicators to Measure School Safety<sup>41</sup>**

<b>1. Physical Safety</b>		Safety from risks that can cause bodily harm in school or on the way to and from school, for example, from aggression, including acts of physical or sexual violence and abuse; the school physical infrastructure; or health conditions/diseases such as those that stem from poor nutrition, contaminated water, and inadequate WASH services.
<b>Individual</b>		
<ul style="list-style-type: none"> <li>• Is there a high prevalence of students or teachers falling ill or dying because of physical safety risks at school?</li> <li>• Are students or teachers exposed to harm, abuse, or violence on the way to/from school/virtually?</li> <li>• Are students or teachers hit, attacked, bullied, or injured while in school?</li> <li>• Are there incidents of gender-based or sexual attacks?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>• No. of students/teachers (a) hit, (b) threatened, (c) physically attacked, (d) bullied, (e) injured from infrastructure collapse/damage, (f) ill because of unsafe drinking water</li> <li>• No. students or teachers sexually assaulted or victim of gender-based violence (GBV)</li> </ul>	
<b>Teaching and Learning (T&amp;L) Practices</b>		
<ul style="list-style-type: none"> <li>• Do teachers use corporal punishment?</li> <li>• Are teachers aware of classroom health and safety protocols?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>• No. of students reporting teachers' use of corporal punishment</li> </ul>	
<b>School Management Practices</b>		
<ul style="list-style-type: none"> <li>• Are there security mechanisms or polices that protect students and teachers?</li> <li>• Does the school have a protocol to report and/or respond to incidents of violence and/or abuse?</li> <li>• Do schools cater to nutritional needs of students?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>• Percent of schools with (a) emergency preparedness and response protocols (for example smoke alarms, emergency exits, DRM measures), (b) risk-reporting mechanisms, and (c) first aid kits</li> <li>• Percent of schools that offer free (a) meals and (b) annual health check-ups</li> </ul>	
<b>Physical Learning Environment (PLE)</b>		
<ul style="list-style-type: none"> <li>• Do schools meet adequate safe construction standards?</li> <li>• Do schools have adequate indoor environmental quality and WASH services?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>• Percent of schools with (a) safe and secure electrical fittings, (b) gender-segregated toilets, and (c) gender- and disability-sensitive WASH services</li> <li>• Percent of students or teachers falling sick due to air quality and temperatures in classrooms and around the school premises</li> </ul>	
<b>Family, Community Relationships and Norms</b>		
<ul style="list-style-type: none"> <li>• Are there prevalent community norms and attitudes such that those that might harm some students/teachers' physical safety (for example, corporal punishment at home)?</li> <li>• Are students physically or sexually abused at home?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>• No. of gang violence attacks on the way to/from school in the last 12 months.</li> <li>• No. of out-of-school children (OOSC), disaggregated by gender, age, SES</li> </ul>	

<b>Political and Socioeconomic Conditions</b>	
<ul style="list-style-type: none"> <li>• Are students or teachers at risk of displacement?</li> <li>• Are the roads to and from school well-maintained?</li> <li>• Is the school in an area with poor public services (for example, water, electricity, transport)?</li> <li>• Are there are systems for perpetrator accountability? Are these systems trusted by teachers, students, and parents?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>• No. of parents concerned about child’s health and safety to/from school</li> <li>• Percent of schools with adequate (a) power, (b) WASH, and (c) transport facilities</li> <li>• Percent of schools with shop selling harmful substances, for example, tobacco, alcohol, and drugs, near school</li> </ul>
<b>Natural Hazards and Climate Change</b>	
<ul style="list-style-type: none"> <li>• Is the school in an area that has experienced or is exposed to risks of natural disasters? Is the school exposed to chronic hazardous conditions due to natural hazards and climate change?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>• (a) Percent of school buildings destroyed or (b) no. of students/teachers hurt, injured, or dead because of a natural hazard event (including climate events in the last 12 months)</li> <li>• No. of incidents of dehydration and/or fainting of students at school due to high temperatures</li> <li>• Percent of schools (a) with disruptions in passage to school, (b) exposed to chronic flooding, and (c) with presence of mold in learning environments</li> </ul>
<b>2. Mental Health and Well-Being</b>	Prevention of negative stress and symptoms of anxiety, depression, and other negative thoughts and feelings; as well as protection from psychological violence, including aggressive, harassing, disruptive and other emotionally harmful behaviors and actions of students, teachers, and/or school staff.
<b>Individual</b>	
<ul style="list-style-type: none"> <li>• Do students and/or teachers experience verbal abuse or humiliation (bullying) while in school, on the way to/from school, or on virtual platforms?</li> <li>• Are students and/or teachers experiencing significant stress while in school?</li> <li>• Are students and/or teachers having difficulty adjusting to a physical school setting after school closure?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>• No. of students/teachers (a) verbally abused; (b) humiliated; (c) stressed; (d) feeling lonely; and (e) contemplated suicide</li> <li>• No. of students reporting difficulty adjusting to physical school setting after school closure</li> <li>• No. of students married early and/or with early pregnancies</li> <li>• No. of students reporting feeling unsafe or anxious in specific areas of the physical learning environment (for example toilets, hallways, outdoor areas, traveling to school)</li> </ul>
<b>Teaching and Learning (T&amp;L) Practices</b>	
<ul style="list-style-type: none"> <li>• Are teachers/counselors trained to support students who have experienced traumatic events/are experiencing trauma (for example, including refugee/IDP students)? Do teachers shame/humiliate/insult/ embarrass students in classrooms (for example, due to low learning abilities, differences in culture)?</li> <li>• Do TPD opportunities includes topics on emergency response, trauma, mental health and wellbeing?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>• No. of school counselors, nurses, other support staff</li> <li>• No. of trained teachers/counselors to support students with trauma</li> <li>• No. of students reporting differential/maltreatment from teachers and/or peers</li> </ul>

<b>School Management Practices</b>	
<ul style="list-style-type: none"> <li>Does the school have resources that teachers and students can safely access if they fear or experience any type of violence, or for help to cope with stress, and/or feelings of anxiety or depression?</li> <li>Do teachers feel that they are compensated fairly, given adequate support and respected professionally?</li> <li>Are teachers concerned about job stability or security?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>No. of teachers reporting (a) too much material to cover in class, (b) difficulty keeping up with changes to the curriculum, and (c) too many administrative tasks</li> <li>No. of referral services/ programs for students/teachers</li> <li>Incorporation of free play or recreational time in school day schedule for students</li> <li>Attrition rate of teachers</li> </ul>
<b>Physical Learning Environment (PLE)</b>	
<ul style="list-style-type: none"> <li>Are there adequate, secure, and accessible spaces in schools (for example, playgrounds, WASH facilities, library)?</li> <li>Is the PLE conducive to the creation of positive relationships and feelings of safety (for example acoustics, colors of interior and exterior spaces, flexible areas for collaboration and play)?</li> <li>Do students feel they have some ownership in the way their PLEs are organized and decorated?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>No. of students who feel safe when using the toilet facilities inside school building</li> <li>No. of quiet learning spaces (for example, multipurpose halls) in schools</li> <li>Presence of PLE areas within a school that enable (a) collaboration and teamwork and (b) for recreational activities and play</li> <li>No. of classrooms PLEs that demonstrate student ownership, for example, in the way that the room is organized or the walls are decorated</li> </ul>
<b>Family, Community Relationships and Norms</b>	
<ul style="list-style-type: none"> <li>Are there family, community and/or societal pressures or expectations by groups, for example, gender?</li> <li>Are there prevalent community norms and attitudes against certain groups?</li> <li>What are the family/home or community conditions (on-going or temporary) of student and teachers?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>No. of students reporting that their parents or guardians never/rarely understand their problems and worries</li> <li>No. of students reporting that they (a) were made fun of because of race, nationality, ethnicity, or color; (b) were made fun of because of their religious beliefs/affiliation</li> </ul>
<b>Political and Socioeconomic Conditions</b>	
<ul style="list-style-type: none"> <li>Are students and/or teachers exposed to behaviors or actions (on the way to/from school, at school or in the community) that may affect their mental health and well-being?</li> <li>Are students living in settings characterized by violence and/or fragility?</li> <li>Are students' parent/caregiver unemployed?</li> <li>What are the student demographics and perceptions towards vulnerable students?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>Percent of schools in conflict zones</li> <li>No. of refugees/displaced students</li> <li>No. of students with unemployed parents/caregivers</li> </ul>
<b>Natural Hazards and Climate Change</b>	
<ul style="list-style-type: none"> <li>Is the school able to continue engaging students when schools are closed due to natural hazards?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>Percent of students with access to remote learning resources</li> </ul>

<b>3. Instructional Practices and Environment</b>	<p>Safety derived from the practices and environment in which learners, teachers, content, equipment, and technologies interact to enhance learning engagement and inclusion<sup>42</sup> Instructional practices encompass the non-physical elements including teaching and learning practices; curriculum, pedagogical resources, learning materials, culture, and management. Instructional environment encompasses the physical elements including classrooms, equipment, libraries, playgrounds, toilets, kitchens, and sports facilities.</p>	
<b>Individual</b>		
<ul style="list-style-type: none"> <li>• Are there high rates of student or teacher absenteeism or drop-out?</li> <li>• What are the average levels of students' academic outcomes?</li> <li>• Are there distinctions in student learning outcomes by student groups (for example gender)?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>• Student or teacher (a) absenteeism rates, (b) drop-out rates</li> <li>• Average academic achievement scores by grade levels (segregated by gender, socioeconomic background, ethnicity)</li> <li>• No. of student referrals to school principal's office, suspensions, and/or detention</li> </ul>	
<b>Teaching and Learning (T&amp;L) Practices</b>		
<ul style="list-style-type: none"> <li>• Can teachers manage a classroom using positive disciplinary approaches?</li> <li>• Can teachers adapt or innovate with available learning materials and content?</li> <li>• Are there early diagnostics to screen for students with disabilities and/or learning needs?</li> <li>• Are teachers' facilitators of learning and do they exhibit the needed pedagogical skills to support learning?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>• No. of students reporting teachers' use of (a) corporal punishment, (b) abusive language in the classroom</li> <li>• No. of students with specialized learning needs</li> <li>• No. of teachers who (a) notice when a student has trouble learning a topic; (b) ask questions to check whether students have understood what was taught; (c) relate the lessons to students' daily lives; and (d) encourage student discussions</li> </ul>	
<b>School Management Practices</b>		
<ul style="list-style-type: none"> <li>• Does school leadership support instructional practice?</li> <li>• Are there sufficient teachers to supervise learning activities (for example, in-class learning, recess, library, dance, sports)-?</li> <li>• Does the school have a student tracking process (to monitor learning of high-risk/high-need students)?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>• Percent of schools with principals (a) acting as instructional advisors, (b) providing regular feedback on teachers' teaching practice</li> <li>• Ratio of (a) student to teacher; (b) student to classroom size</li> </ul>	
<b>Physical Learning Environment (PLE)</b>		
<ul style="list-style-type: none"> <li>• Is the learning space organized to support pedagogical instruction?</li> <li>• Is the PLE conducive to learning? (for example acoustics, temperature, light, flexible areas for different modes of teaching and learning, availability of instructional materials)?</li> <li>• Do teachers have access to teaching materials and resources?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>• Percent of schools with adequate (a) instructional materials (for example, textbooks). (b) instructional spaces (for example, classrooms)</li> <li>• No. of students reporting use of traditional class with direct access to spaces for collaboration</li> </ul>	

<b>Family, Community Relationships and Norms</b>	
<ul style="list-style-type: none"> <li>Do community norms and attitudes penetrate in and out of the classrooms (for example, hate messages against certain groups, social divide)?</li> <li>Do family preferences and community norms prevent students from attending schools?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>No. of students reporting being made fun of because of religious beliefs, affiliations, and/or ethnicity</li> <li>No. of parents who do not want their girls to attend school</li> </ul>
<b>Political and Socioeconomic Conditions</b>	
<ul style="list-style-type: none"> <li>Is the curriculum influenced by political perceptions or context, for example, history content, civic education?</li> <li>Does the curriculum reinforce negative ethnic, national, religious, or gender stereotypes? Is linguistic diversity considered in the curriculum?</li> <li>Is informal or refugee education recognized by the government?</li> <li>Is the school being used as a shelter or for political purposes?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>No. of textbooks with discriminatory content</li> <li>No. of teachers who serve on official political duty</li> <li>No. of textbooks by grade with equitable representation of individuals across gender, ethnicity, and affiliations</li> </ul>
<b>Natural Hazards and Climate Change</b>	
<ul style="list-style-type: none"> <li>Is the operation of the school or the quality of education delivered impacted by natural hazards and climate events? (for example, extreme heat, flooding)</li> <li>Are students learning about climate change and natural disasters and being given strategies to cope with associated stress or the impacts of events they experience?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>Percent of schools that interrupted education delivery because of natural hazard event (including climate events) during the last 12 months</li> <li>No. of students unable to attend school due to climate event impacting access to school (such as flooded or impassable routes, extreme heat, or wildfire)</li> <li>No. of schools with curriculum on the social impacts of climate change</li> </ul>
<b>4. Interactions and Relationships</b>	Positive interactions that promote SEL and inclusion. Interactions include (a) student and teacher, (b) peers (student-student; teacher-teacher; teacher-school leader), and (c) school-community.
<b>Individual</b>	
<ul style="list-style-type: none"> <li>Do students have friends at school that support and care about them?</li> <li>Do teachers have support from school leadership and/or colleagues to discuss and learn teaching practices?</li> <li>Do students and teachers feel a sense of belonging to the school?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>No. of students who report having friends at school who support and care about them</li> <li>No. of teachers who report receiving instructional support at school</li> </ul>
<b>Teaching and Learning (T&amp;L) Practices</b>	
<ul style="list-style-type: none"> <li>Are teachers engaging with students in a manner that reinforces stereotypes/biases?</li> <li>Do teachers exhibit social skills that support inclusion, positive student interactions and group work?</li> <li>Do students have at least one teacher or another adult at school who listens to what they have to say?</li> </ul>	<p><b>Sample Indicators</b></p> <ul style="list-style-type: none"> <li>No. of students who agree with the statement: "At my school there is at least one teacher or other adult who listens to what I have to say."</li> </ul>

<b>School Management Practices</b>	
<ul style="list-style-type: none"> <li>• Is the management practicing inclusive teacher hiring and allocation practices?</li> <li>• Do teachers have access to experts (pedagogical leaders/coaches)?</li> <li>• Do teachers collaborate with their peers and/or receive feedback from school leadership?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>• Diversity of the teacher workforce (for example, by gender, ethnicity)</li> <li>• No. of pedagogical leaders/coaches accessible to teachers</li> <li>• Frequency of teachers' interactions with pedagogical leaders</li> </ul>
<b>Physical Learning Environment (PLE)</b>	
<ul style="list-style-type: none"> <li>• Is the PLE conducive to the creation of positive relationships (for example, flexible areas for collaboration and play)?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>• Presence of PLE areas within a school that enable (a) collaboration and teamwork; (b) recreational activities and play</li> <li>• Incorporation of free play or recreational time in school day schedule for students</li> </ul>
<b>Family, Community Relationships and Norms</b>	
<ul style="list-style-type: none"> <li>• Do students live with parents/guardians, or in single parent households?</li> <li>• Do students/teachers live in communities with a higher concentration of gangs, theft, and/or fragility, violence?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>• No. of students living in single-parent households</li> </ul>
<b>Political and Socioeconomic Conditions</b>	
<ul style="list-style-type: none"> <li>• Is the curriculum influenced by political perceptions or context, for example, historical content, civic education, life skills?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>• No. of textbooks by grade with equitable representation of individuals across gender, ethnicity, and affiliations</li> </ul>
<b>Natural Hazards and Climate Change</b>	
<ul style="list-style-type: none"> <li>• Are there school spaces that foster community relationships?</li> <li>• Are there community conflicts due to harsh environments (for example, changes in rainfall patterns) that make resource-dependent communities more vulnerable?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>• No. of schools with community-accessible green spaces</li> <li>• No. of community conflicts due to climate events in the last 12 months</li> </ul>
<b>5. School Connectedness</b>	Partnerships and engagement of school with the (a) families; (b) community; (c) other schools in the cluster, for example, for TPD; (d) local referral services to clinics, counselors, and psychologists; (e) local after-school and extra-curricular providers; (f) museums, research institutes, and businesses; and (g) local/national DRM teams/services.
<b>Individual</b>	
<ul style="list-style-type: none"> <li>• Are students and/teachers exposed to positive role models from the community?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>• No. of school visits from community members (for example, expert teachers, professionals)</li> </ul>
<b>Teaching and Learning (T&amp;L) Practices</b>	
<ul style="list-style-type: none"> <li>• Do students have learning opportunities outside school, for example, project-based learning with research institutes/community partners, after-school programs, summer internships?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>• No. of students attending after-school programs</li> <li>• No. of peer-to-peer learning opportunities for teachers per school year</li> </ul>

<ul style="list-style-type: none"> <li>Do teachers have an opportunity to engage with and learn from teachers from other schools in the cluster?</li> </ul>	<ul style="list-style-type: none"> <li>Percent of schools part of a cluster-based TPD learning model</li> </ul>
<b>School Management Practices</b>	
<ul style="list-style-type: none"> <li>Do schools partner with local clinics for annual health check-ups or offer referrals to specialized health, psychosocial, and/or protection services?</li> <li>Does the school have an operating budget to allocate to its needs?</li> <li>Are allocations for school improvement provided by the regional or central government?</li> <li>Are there community/local education committees or other partner community groups?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>Percent of targeted learning spaces that offer referrals to specialized health, psychosocial, and protection services</li> <li>Percent of school budget allocated by (a) regional government (b) central government and (c) donors</li> </ul>
<b>Physical Learning Environment (PLE)</b>	
<ul style="list-style-type: none"> <li>Are families and community members engaged in the operation and use of PLE?</li> <li>Do community activities take place in the school?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>Frequency of engagement of families and community members in the operation and maintenance of PLE (for example security, gardening, regular cleaning, funding infrastructure improvements)</li> <li>Frequency of use of school facilities by families and community members during off-hours (for example, community events and meetings, performances, sports and games)</li> </ul>
<b>Family, Community Relationships and Norms</b>	
<ul style="list-style-type: none"> <li>Do community members engage in volunteering or supporting school activities/tasks?</li> <li>Are there clear guidelines for school-parental communication? Are parents invited to the school?</li> <li>Do teachers communicate with parents?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>No. of community members engaged in school-infrastructure-related activities/tasks (for example, school garden, painting classrooms, maintenance activities)</li> <li>No. of parent-teacher meetings per school year</li> </ul>
<b>Political and Socioeconomic Conditions</b>	
<ul style="list-style-type: none"> <li>Do students have access to programs that support development and align with labor market needs?</li> <li>Do schools have sufficient partners who can fill the gaps in budget and resources?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>Percent of schools offering apprenticeship programs in high school</li> <li>Percent of budget attributed to school partnerships</li> </ul>
<b>Natural Hazards and Climate Change</b>	
<ul style="list-style-type: none"> <li>Do schools have emergency response mechanisms such as in the event of school attacks, natural hazards, and fire?</li> </ul>	<b>Sample Indicators</b> <ul style="list-style-type: none"> <li>No. of schools with partnerships with local/national DRM teams</li> <li>No. of schools using school facilities to help mitigate natural disasters or climate-related events in a community (such as green spaces in heatwaves, emergency shelters, access to water or power)</li> </ul>

**Diagnostic assessments of school safety often use several data sources across multiple stakeholders: school leaders, teachers, students, parents, and community members.** A review of country experiences (figure 4) that measure school risks indicates no universal way to measure school safety because it depends on resource constraints and operational capacities within different contexts. Rather, data to support diagnosis can be collected from (a) school-based assessments such as surveys, interviews, and focus group discussions with school leaders, teachers, students, and parents; (b) school- or classroom-based observations, for example, of teaching practices, student engagement, and school infrastructure; (c) administrative records, for example, number of school counselors, student/teacher absenteeism, and grievances; (d) regional or central data, for example, an education management information system (EMIS) that can provide data on identified indicators; national assessments; school infrastructure assessments; and health surveys; and (e) international assessments, for example, PISA, TIMSS, and School User Survey (SUS) questionnaires. See figure 4 for a glimpse of data sources in use across different global programs.<sup>43</sup> Instruments can be designed to collect data that is not adequately captured by existing sources. For details on instrument development, see the accompanying *Measuring School Safety* PPT.

**Figure 4. Data Source Combinations in Use across Different Global Programs<sup>44</sup>**

WB Project	Self-assessments			Observations		Administrative records	Regional / Central data (e.g., EMIS, national assessments)
	Surveys	Interviews	FGDs <sup>b</sup>	School	Classroom		
MERIT, Malawi <sup>a</sup>	xx	✓	✓	✓	✓	xx	xx
HEARTS, USA	✓	xx	xx	xx	xx	✓	xx
NC-YVPC, USA	✓	xx	xx	xx	✓	✓	✓
LARA, Uganda	✓	✓	xx	xx	✓	✓	xx
Good Schools Toolkit, Uganda	✓	✓	xx	✓	xx	✓	xx
PCYDP, Pakistan	✓	xx	xx	✓	xx	✓	xx
SCSS, USA	✓	xx	xx	✓	xx	xx	xx
Irie Classroom Toolbox, Jamaica	✓	✓	xx	✓	✓	xx	xx
Aulas En Paz, Colombia	✓	xx	xx	xx	✓	xx	xx
Washoe County School District, USA	✓	xx	xx	xx	xx	xx	xx
After School Programs, El Salvador, Honduras, Guatemala	✓	xx	✓	xx	xx	✓	xx
Education Reform Support P4R, Jordan (P162407)	✓	✓	xx	✓	xx	✓	✓
Safer, Inclusive and Sustainable Schools, Romania (P175308)	✓	xx	✓	xx	xx	xx	xx
ECE Improvement, Honduras (P169161)	xx	xx	xx	xx	✓	✓	xx
Enhancing Classroom Teaching and Resources, India (P172213)	✓	xx	xx	xx	✓	xx	✓

Note:

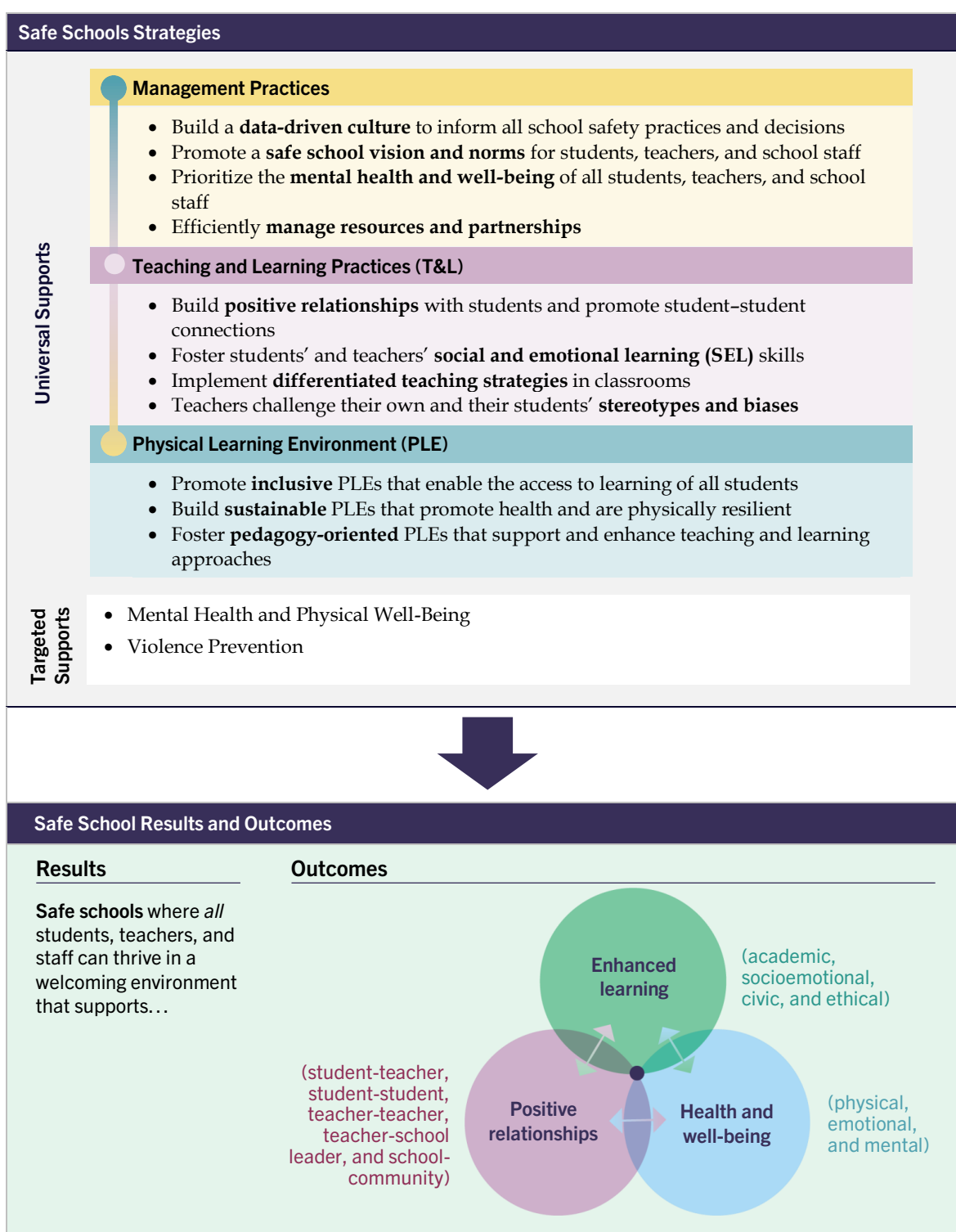
- a. Click on the project names to know more.
- b. FGDs = Focus Group Discussions.



## Step 2: Design and Implement Safe School Strategies

**The design and implementation of safe school policies and practices should draw on available diagnostics.** The diagnostic data provide education systems and schools with a clear understanding of the type of safety challenges at the system, regional, and/or school levels. This information can be used to design contextually relevant solutions that can be sustained long term.<sup>45</sup> Diagnostic information also will help policymakers and practitioners gauge the levels of school safety risks, which can be used to design a tiered approach to school safety that includes both *universal* and *targeted* supports (figure 5). Universal supports correlate with enhanced school safety levels, but they are not sufficient to address all safety risks. To address specific needs, targeted supports, typically executed through a tiered approach, may need to be designed and implemented. For instance, girls are at higher risks of dropping out of school due to social norms. Students from minority ethnic, religious, or racial groups may be more at risk of violence. Learners with disabilities may have certain physical and cognitive needs to feel safe. In such cases, to address specific needs, targeted supports for different levels and types of risk and vulnerability are needed.

Figure 5. Safe School Strategies and Outcomes



## Universal Strategies

**Universal supports for safe schools include the roles of managers, teachers, and the physical learning environment, which the evidence illustrates are key levers for reforming school safety.**

Practical evidence-based strategies (tables 3-5) to implement universal supports have been identified from successful cases of supporting and promoting safe schools. The strategies illustrate how education systems consistently can implement universal safe school measures by applying effective practices around education management teaching, and learning, and design and use of PLE. The strategies are not meant to be comprehensive. Rather, they exemplify the evidence-based approaches that have proved impactful and implementable across a range of contexts. Application of these strategies may differ depending on the local context and risks to school safety. Clear diagnostics of these risks can facilitate prioritizing the strategies. Education systems and schools can review their own practices against these strategies and reflect on the extent to which they are enacting these strategies as part of their safe school approaches.

### Safety with Management Practices

*Education systems and schools are equipped to plan, maintain, and prioritize school safety: At all times, for all students, teachers, and staff.*

Table 3 highlights the four key management strategies along with the operational steps (how) to achieve these goals. For details, including access to resources and country cases, refer to *The Role of Management Practices for School Safety Technical Note*.

**Table 3. Safety with Management Practices**

Strategy	How
<p><b>1</b>  <b>Build a data-driven culture to inform all school safety practices and decisions.</b></p> <p>WHY: Data plays an important role in developing a shared understanding and informing education systems policies and practices.</p>	<p>Build the <b>capacity of school leaders and leadership teams</b> to manage and monitor school safety risks at the school level.</p> <ul style="list-style-type: none"> <li>Carefully select and identify school leaders (to begin with).</li> <li>Offer professional development, capacity building, and incentive.</li> <li>Support distributed leadership<sup>46</sup> within schools.</li> <li>Build autonomy<sup>47</sup> and trust of school leaders such that they are better prepared to diagnose and manage safe schools and translate their vision into action.</li> </ul>
	<p>Embed <b>school safety diagnostic and monitoring</b> practices in the education systems' data management practices.</p> <ul style="list-style-type: none"> <li>Identify and integrate data on school safety into EMIS to support continuous measurement of school safety.</li> <li>As data become available, (a) align stakeholders on significance of measuring school safety; (b) select stakeholders who are representative, credible, and rooted in school safety; (c) use data findings to inform the design and implementation.</li> </ul>
	<p>Design <b>risk-reporting procedures</b> to increase awareness and accountability and build capacity of relevant stakeholders to report safety risks.</p> <ul style="list-style-type: none"> <li>Empower students to report safety risks. For example, harness technology to develop an anonymous-based school-risk reporting procedure, and inform all school staff, students, and families of it.</li> <li>Establish or enhance role of parent-teacher committees.</li> <li>Include student representatives, parents, and teachers in governance mechanisms.</li> <li>Train school leaders and teachers to identify, monitor, and address the identified/reported risks.</li> <li>Designate a team of school staff to respond quickly and effectively to reports.</li> </ul>

		<ul style="list-style-type: none"> <li>• Maintain a database of contact information of parents/ guardians of students in case of emergencies.</li> </ul>
<p><b>2</b> <b>Promote a safe school vision and norms for students, teachers, and school staff.</b> WHY: Clear expectations on behaviors and norms helps create a school environment that is conducive to teaching, learning, and health and well-being.</p>	<p>Establish a <b>clear vision for school safety</b>, including developing emergency protocols for different types of safety risk.</p>	<ul style="list-style-type: none"> <li>• Co-create with relevant stakeholders and establish a clear vision for school safety (for example, through defining clear roles and responsibilities, shared understanding and commitment, adapting national standards, setting code of conduct, and setting code of conduct and norms).</li> <li>• Implement the vision for school safety (for example, by clearly communicating the vision to all students, teachers, and staff; providing implementation support; sharing consequences of non-adherence; continuous monitoring).</li> <li>• Develop protocols and plans for emergencies including prevention activities and adequation of infrastructure (for example, simulation drills for expected and recurring disasters, school evacuation plans, and strategies for distance education).</li> </ul>
<p><b>3</b> <b>Prioritize the mental health and well-being of all students, teachers, and school staff.</b> WHY: A large body of research on the impact of violence and trauma has demonstrated the negative impact that they can have on mental health and well-being of students and the adults whom they become.</p>	<p>Develop a system to identify and support <b>students’</b> mental health and psychosocial needs</p>	<ul style="list-style-type: none"> <li>• Offer a supportive environment that fosters mutual respect for individual differences (for example, gender, race, culture) at all levels of the school: student-student, adult-student, and adult-adult.</li> <li>• Protect students and teachers from physical harm and verbal and sexual abuse.</li> <li>• Build awareness and extend participation to parents in the discussion surrounding school safety measures.</li> <li>• Provide a safe PLE that includes adequate and accessible WASH services (clean drinking water, separate boys’ and girls’ restrooms); hygienic mid-day meals; safe play areas; secure boundary walls around schools; strong buildings able to withstand attacks; and security through guards, safety equipment, security cameras, and visitor screening at schools.</li> <li>• Build the capacity of school staff, including teachers, to identify and respond to children’s psychosocial needs (for example, through targeted information and training, applying a whole-school ethos).</li> <li>• Monitor school level risks to mental health and well-being and offer appropriate support (for example, universal supports and resources, targeted supports through multi-tiered programs).</li> <li>• Identify resources outside of the school and establish referral system and protocols in coordination with other parts of the education system and other social services, as appropriate, for students and their parents (for example, counseling, after-school programs, toll-free helplines).</li> <li>• Raise awareness among school managers and staff, parents, and the larger community through communication campaigns (for example, about addressing stigma and identifying needs, symptoms, and behaviors such as those that indicate that a student may need more targeted support).</li> </ul>
	<p>Provide <b>teachers and school staff</b> with a work environment that supports their psychosocial well-being and provides them with access to</p>	<ul style="list-style-type: none"> <li>• Create a supportive work environment (for example, mentoring, induction, TPD opportunities, school leader feedback and support, peer networks).</li> <li>• Support and prevent burnout (for example, healthy workplaces, toolkits, peer supports, training in mental health literacy) by identifying programs in the education and health systems from which teachers can benefit.</li> </ul>

	more targeted assistance when needed	
<p><b>4</b></p> <p><b>Efficiently manage resources and partnerships.</b></p> <p>WHY: Resources should be allocated to support equity and enhanced levels of school safety.</p>	Efficiently <b>manage and allocate</b> available resources to meet school safety priorities.	<ul style="list-style-type: none"> <li>• Use data-driven practices to monitor system-level changes and shocks (for example, identify areas of need, rapidly allocate budget or human resources, create emergency response plans).</li> <li>• Enhance inclusive selection and deployment of teachers (for example, hire teachers from diverse backgrounds, gender, and ethnicity; target, deploy, and retain teachers to work in remote or high-need settings).</li> <li>• Ensure the availability of sufficient and inclusive high-quality T&amp;L materials that are representative of different groups (for example, teacher guides and course books in local dialects, laboratory equipment, and facilities).</li> </ul>
	Leverage <b>community and cross-sectoral support</b> systems to bolster support services for safe schools.	<ul style="list-style-type: none"> <li>• Enhance students’ and teachers’ learning and health engagement and/or access to resources (for example, through partnership with other schools in the cluster, museums, research institutes, local clinics, businesses, donors, ministries of skill development/labor and employment).</li> <li>• Actively engage with parents to support students’ learning progress and skills development (for example, home visits, student-teacher-parent conferences, participation and involvement in school activities, regular communication).</li> <li>• Undertake information and awareness campaigns and mobilization workshops for parents and community members (for example, upbringing of children, positive discipline practices, reframing community norms, safe community, and home environment).</li> <li>• Leverage local, community, or national services for specialized support (for example, referral services to psychologists, local hospitals, and health clinics).</li> <li>• Establish emergency response mechanisms such as in the event of school attacks, natural hazards, and fire. These mechanisms include training and empowering all stakeholders (students, teachers, school leaders, and community) to play an active role in an emergency.</li> <li>• Ensure safe, affordable transport (for example, provide school transport or government subsidies, provide special permits, and monitor school bus drivers).</li> </ul>

## Safety with Teaching and Learning Practices

Teachers receive ongoing training and support to create and maintain a safe, positive, and inclusive learning environment for all students.

Table 4 highlights the four key teaching and learning strategies along with the operational steps (how) to achieve these goals. For details, including access to resources and country cases, refer to *The Role of Teaching and Learning Practices for School Safety Technical Note*.

**Table 4. Safety with Teaching and Learning Practices**

Strategy	How	
<p><b>1</b> Support teachers to build positive relationships with their students and to promote student-student connections.</p> <p>WHY: Warm, caring, and supportive relationships help create a school environment in which students are more likely to feel safe. Such positive relationships are linked to better school performance and engagement.</p>	<p>Create a <b>classroom culture</b><sup>49</sup> conducive to student learning and engagement.</p>	<ul style="list-style-type: none"> <li>Teachers create a culture that is conducive to student learning and engagement (for example, treat students respectfully, set clear expectations for behavior).</li> </ul>
	<p>Adopt <b>classroom pedagogy</b> that promotes group work and employs personalizing structures.</p>	<ul style="list-style-type: none"> <li>Use collaborative or group-based learning pedagogical approaches (for example, through peer interaction, promoting students intra- and interpersonal skills).</li> <li>Form learning teams or communities with personalizing structures (for example, advisory systems, teaching teams, looping students with the same teacher over multiple years).</li> </ul>
	<p>Use <b>classroom management</b> approaches that use positive disciplinary approaches.</p>	<ul style="list-style-type: none"> <li>Incorporate sessions on positive approaches to discipline in pre-service and in-service TPD (for example, through student development theories, modeling best practices).</li> <li>Reinforce classroom routines and norms.</li> <li>Observe and learn classroom management approaches from peers.</li> <li>Co-create with students and school leaders the classroom management routines.</li> <li>Establish a teacher-student forum (and/or teacher-parent forum when required) to connect and address conflictual issues.</li> </ul>
<p><b>2</b> Foster teachers' and students' social and emotional learning (SEL) skills</p> <p>WHY: SEL leads to improved academic outcomes and student behaviors. Teachers who develop SEL skills are better able to manage their stress, model SEL skills, and build positive relationships with their students.</p>	<p>Use <b>curriculum and learning activities</b> to foster student's SEL skills<sup>50</sup></p>	<ul style="list-style-type: none"> <li>Ensure that the curriculum embeds SEL activities, is representative of different groups, does not reinforce existing negative stereotypes and includes civic education to support character building and citizenship.</li> <li>Provide teachers with sample SEL lessons and activities, or train teachers to create supplementary materials.</li> <li>Train teachers (for example, to identify, understand, and meet students' socio-emotional needs; to address common implicit beliefs).</li> <li>Collaborate with communities and caregivers to design SEL programs that ensure context relevance.</li> <li>Give all students access to sports or arts-based extra-curricular activities, after-school programs, or SEL interventions that promote and support their positive behaviors and socio-emotional skills.</li> </ul>
	<p>Use <b>classroom pedagogy</b> that promotes students' holistic development.</p>	<ul style="list-style-type: none"> <li>Within classroom or learning environments, teachers ensure that SEL skills are SAFE (Sequenced, Active, Focused, and Explicit).</li> <li>Teachers foster students' SEL skills that encourage them to succeed both inside and outside the classroom (for example, teachers instill autonomy, promote perseverance, and foster social and collaborative skills).</li> <li>Teachers use other supportive teaching practices that encourage SEL (for example, encouragement and constructive feedback, varied opportunities to</li> </ul>

		students to demonstrate their knowledge and skills, and atmosphere conducive to dialogue and questioning).
	Support <b>teachers’ SEL</b> to help them manage their stress and anxiety to eventually create a safe and supportive classroom environment that fosters positive relationships and effective teaching.	<ul style="list-style-type: none"> <li>• Adopt evidence-based practices and interventions that support teacher SEL (for example, enable teachers to examine their identities, explore their emotions, cultivate compassionate curiosity, orient toward optimism, and establish balance and boundaries).</li> <li>• Provide a supportive work environment as described under Management Strategy 3.</li> </ul>
<b>3</b> <b>Support teachers to implement differentiated teaching strategies in their classrooms.</b> WHY: Effective teaching should focus on pedagogy or delivery processes that align with students’ learning needs.	Support teachers to learn and apply <b>classroom pedagogy</b> that fosters student learning and engagement.	<ul style="list-style-type: none"> <li>• Recognize when and how to adjust or adapt instruction to students’ needs by checking for understanding.</li> <li>• Apply differentiated teaching strategies that include <i>all</i> learners in the learning process and cater to their diverse learning needs, especially girls, minorities, and children with special educational needs (for example, Universal Design for Learning framework, Teaching at the Right Level, preferred language of instruction).</li> <li>• Instruct in a way that deepens student understanding and encourages critical thinking and analysis (for example, articulate lesson objectives, check for student understanding, give feedback, ask open-ended questions).</li> </ul>
	Provide teachers with <b>ongoing professional development</b> opportunities to help create safe classrooms.	<ul style="list-style-type: none"> <li>• Schedule blocks for ongoing TPD opportunities that are focused, practical, and tailored. For example:             <ul style="list-style-type: none"> <li>○ On content, pedagogy, classroom culture, and management.</li> <li>○ To adjust instruction, apply differentiated teaching practices, create SAFE classrooms, and apply trauma-sensitive practices.</li> <li>○ For content creation of learning materials to aid learning.</li> <li>○ Mentorship, coaching, and communities of practice approaches to help teachers reflect on, engage with, and apply TPD learnings.</li> </ul> </li> <li>• Use technology to enhance access, engagement, and application of TPD by providing technology-based hybrid models.</li> </ul>
<b>4</b> <b>Support teachers to challenge their and their students’ stereotypes and biases, which inform their behaviors.</b> <sup>51</sup> WHY: Stereotypes and biases influence how teachers assess the aptitude and behavior of their students.	Challenge <b>teachers’ existing stereotypes and biases</b> to ensure that all learners are included in the learning process.	<ul style="list-style-type: none"> <li>• Inform teacher misconceptions toward students and other teachers/staff (for example, through diagnosis, collaborative dialogue, training on inclusive and culturally responsive teaching practices, embedding inclusion training in pre-service teacher education).</li> <li>• Teachers challenge their own stereotypes and biases in their classrooms (for example, by reflecting on classroom culture and materials, maintaining a class roster to give equal attention to students).</li> </ul>
	Challenge <b>students’ existing stereotypes and biases</b> to ensure that all students and teachers feel that they belong.	<ul style="list-style-type: none"> <li>• Teachers reflect on their classroom culture to uncover any stereotypes or biases in the relationships students have with one another, or with their teachers.</li> <li>• Teachers employ relevant strategies (for example, teach against stereotypes and biases, set and reinforce expectations for respect in classrooms, discuss classroom materials when they show stereotypes and bias).</li> </ul>

## Safety with the Physical Learning Environment

Education systems and schools build and maintain physical learning environments (PLEs) that are inclusive, physically resilient and sustainable, and learning oriented.

Table 5 highlights the three key physical learning environment (PLE) strategies along with the operational steps (how) to achieve those goals. For details, including access to resources and country cases, refer to *The Role of Physical Learning Environment for School Safety Technical Note*.

**Table 5. Safety with Physical Learning Environment**

Strategy	How	
<p><b>1</b> Promote inclusive PLEs that enable the access to learning of all students.</p> <p>WHY: Create a sufficient supply of PLEs that are accessible and gender friendly reduces absenteeism and learning poverty that disproportionately impact girls and disadvantaged populations.</p>	<p>Enable <b>access for each student</b> to a PLE at a reasonable distance from home and accessible by a safe travel route.</p>	<ul style="list-style-type: none"> <li>• Use population and utilization data to plan the construction of sufficient new classrooms with reasonable catchment areas.</li> <li>• Provide transportation services for those with disabilities.</li> <li>• Use “safe routes to schools” approaches.</li> </ul>
	<p>Ensure new and existing PLEs are <b>gender-friendly</b> to eliminate barriers contributing to gender disparities in education.</p>	<ul style="list-style-type: none"> <li>• Enforce minimum standards for gender-friendly WASH facilities for new school construction and rehabilitations.</li> <li>• Ensure that operations and maintenance practices support menstrual hygiene management.</li> </ul>
	<p>Make new and existing PLEs <b>accessible and accommodating to students with disabilities</b> to allow for meaningful participation in all learning activities.<sup>52</sup></p>	<ul style="list-style-type: none"> <li>• Enforce minimum standards for physical accessibility for new school construction and rehabilitations.</li> <li>• Provide furnishings and equipment including ICT devices to support those with disabilities.</li> </ul>
	<p>Use PLEs to foster <b>positive relationships</b> and <b>social cohesion</b>.</p>	<ul style="list-style-type: none"> <li>• Enforce minimum standards for PLE size, spatial configuration, and physical security measures.</li> <li>• Identify and mitigate “hot spots” for school-based violence with lighting and surveillance.</li> <li>• Engage families and community in using PLEs.</li> </ul>
<p><b>2</b> Build sustainable PLEs that promote health and are physically resilient.</p> <p>WHY: Sustainable and physically resilient PLEs ensure the basic comfort and physical safety of teachers and students, enabling them to focus on teaching and</p>	<p>Ensure PLEs meet adequate standards for <b>basic infrastructure service provision</b> and indoor environmental quality (IEQ).</p>	<ul style="list-style-type: none"> <li>• Coordinate school infrastructure planning with centralized power, water, and transport infrastructure. Where infeasible, use distributed approaches for power and water.</li> <li>• Enforce minimum standards for IEQ of PLEs.</li> <li>• Engage families and community in maintaining and upkeep of PLEs.</li> </ul>
	<p>Make PLEs <b>physically resilient</b> to protect health and physical safety and to minimize the disruption of education.</p>	<ul style="list-style-type: none"> <li>• Ensure that new schools are not sited in current or future hazard zones.</li> <li>• Enforce minimum standards for the physical safety and resilience of school buildings including safety retrofit standards for existing buildings.</li> <li>• Build the capacity of the public and private sectors around risk-informed planning, design, and construction.</li> <li>• Engage school communities in risk reduction, climate adaptation, and emergency planning.</li> </ul>



<p>learning, even when faced with shocks and stresses.</p>	<p>Make PLEs <b>sustainable</b> to reduce negative environmental impacts and avoid exacerbating future climate and safety risks.</p>	<ul style="list-style-type: none"> <li>• Enforce minimum standards for energy and water efficiency of PLEs.</li> <li>• Promote sustainable building materials and locally appropriate construction approaches.</li> <li>• Engage school communities in school-based sustainability projects linked to the curriculum on climate change and sustainability.</li> </ul>
<p><b>3</b>  <b>Foster pedagogy-oriented PLEs that support and enhance teaching and learning approaches.</b>  <b>WHY:</b> PLEs can positively influence student engagement, teacher productivity, and learning climate when they are child-centered and align and make available pedagogy with sufficient learning materials.</p>	<p>Create <b>child-centered</b> PLEs that promote learning through naturalness, individuality, and stimulation.</p>	<ul style="list-style-type: none"> <li>• Use school design and construction standards to enhance PLE's naturalness, individuality, and stimulation.</li> <li>• Engage school communities in making existing PLEs more child-centered by improving furnishings and finishes, such as adding colorful wall murals.</li> </ul>
	<p>Design PLEs to <b>adapt to evolving pedagogies</b> and support <b>diverse types of learning</b>.</p>	<ul style="list-style-type: none"> <li>• Use school design and construction standards to promote flexible spatial layouts and configurations that can adapt to changing needs.</li> <li>• Pilot more flexible PLE configurations within traditional classrooms by training and empowering teachers to, for example, rearrange furniture.</li> </ul>
	<p>Provide <b>adequate learning materials, including ICT</b> for blended education modalities.</p>	<ul style="list-style-type: none"> <li>• Ensure that all schools have sufficient, high-quality learning materials including ICT devices.</li> <li>• Make sure that all equipment and resources are properly used and maintained and available to the students who need them most.</li> </ul>

## Targeted Supports and Strategies

**Applying universal strategies can support enhanced school safety levels, but universal strategies are not sufficient to address all safety risks.** Rather, targeted supports, typically executed through a tiered approach, may need to be designed and implemented. Tiered support systems, typically referred to as multi-tiered support system (MTSS), enable categorization of interventions to support students through different tiers that represent the intensity of support provided at the school level. Typically, these are structured as Universal Prevention (Tier 1) for all students, Targeted Intervention (Tier 2) for students with identified risks, and Intensive Intervention (Tier 3) for the few students with greater needs. Adopting a multi-tiered approach can involve interdependent evidence-based programs<sup>53</sup> that target and mitigate risks and protect individuals.

**Using tiered support enables education systems and schools to focus resources on the highest need individuals, thereby creating the opportunity for a more tailored approach.**<sup>54</sup> Targeting support is particularly important when addressing risks to vulnerable groups, those who have experienced or been exposed to GBV gang violence, or greater occurrence of natural hazards. Diagnostic data can inform the design of the tiers and support systems at each level. Although the evidence for MTSS mainly comes from high-resource settings, it is a promising approach that can be adapted to all settings. See figure 6 for the types of responses or interventions at different levels of MTSS.

**For details on targeted supports, read the safe school Guidance Notes on Supporting Mental Health and Psychosocial Well-Being in Schools and Resource Guide on Violence Prevention and School Safety.**

**Figure 6. Overview of Multi-Tiered Support System**

	Definition	Examples
<b>Tier 1</b>  <b>Universal supports</b> (provided for <i>all</i> students)	Targets <i>all</i> students through inclusive practices and by promoting an environment with instructional and behavioral strategies that improve academic and SEL outcomes for all students, with and without disabilities. <sup>a</sup>	<b>Management:</b> Safe transport, textbooks, first aid <b>T&amp;L:</b> Extracurricular activities, sports, SEL programs <b>PLE:</b> Adequate WASH services, safe playground and libraries
<b>Tier 2</b>  <b>Targeted supports</b> (for <i>groups</i> of high-risk students)	In addition to Tier 1 support, this support targets fewer individuals who have specific requirements and needs.	Remedial classes, after-school support and enrichment activities, supplementary learning materials
<b>Tier 3</b>  <b>Intensive targeted supports</b> (for <i>individual</i> students with greatest needs)	More intensive support targeting individuals with greater needs or high-risk groups.	Referral services for students with issues related to substance abuse, early pregnancy, those victimized or perpetrating violence, specific mental health issues and needs

a. Educator Effectiveness Guidebook for Inclusive Practice. 2017. Cited in "A Blueprint for Massachusetts Educators," <https://www.doe.mass.edu/sfss/mtss/blueprint.pdf>.

## Case Studies

To highlight how a tiered support system can be implemented effectively in different settings, the following section presents 1 case study from a low-resource context (Malawi) and 1 from a high-resource context (USA).

### Case Study 1a. Intervention with Differentiated Support Systems in a Low-Resource Context

#### Malawi Early Grade Reading Improvement Activity (MERIT)<sup>55</sup>

**Context:** In 2009 Malawi's primary enrollment surged to 96 percent.<sup>56</sup> However, students' ability to learn basic skills was negatively affected by at least four conditions: no associated increases in resources and trained teachers, large class sizes, teacher shortages, and a lack of teaching and learning materials.<sup>57</sup> As part of the National Reading Strategy, the Ministry of Education, Science, and Technology (MoEST) developed the National Reading Program (NRP) to improve literacy for students in standard grades 1 through 4. In 2015 to support MoEST in the NRP initiative, the Malawi Early Grade Reading Improvement Activity (MERIT)—a five-year USAID-funded activity—was developed. Furthermore, the National Assessment of Safe and Inclusive Schools (NASIS) was designed as part of MERIT's Objective 3: **To support reading in safe and supportive school learning environments.**

**Risks to School Safety:** In 2017 as part of the NRP, the first NASIS was conducted to evaluate learning environments with respect to the four elements of school safety: (a) gender-responsiveness, (b) inclusion, (c) positive reinforcement and discipline, and (d) physical and emotional safety. Findings indicated that, although teachers and head teachers reported strong support for safe and inclusive environments, students reported multiple threats to safety, including humiliation by teachers, physical threats, and punitive disciplinary practices. For example, some students who were late to school were made to kneel outside classrooms. To explore this issue, in 2018 a qualitative study was conducted that involved classroom observations and in-depth interviews. Findings from this qualitative study reinforced the findings from the 2017 NASIS. That is, the attitudes, support, and experiences related to gender-responsiveness, inclusion, positive discipline, and school safety varied greatly among teachers, students, and head teachers. The findings also revealed how contexts, relationships, resources, and school policies and practices either supported or constrained safe learning environments, especially for girls and students with special needs.

**Components of MERIT:** The program's three components were (a) teacher and school leader professional development, (b) teaching and learning materials, and (c) gender-responsive programming and project management.

**Teacher and school leader professional development.** MERIT training aimed to improve teaching and school management practices to create safer learning environments for reading, focusing on gender, inclusion, and positive reinforcement and discipline. To improve these three areas, MERIT intended to promote learning spaces in classrooms and schools that are welcoming to all children, free from threats of physical harm and mental abuse, equitable for girls and boys, and accommodating the diverse needs of all learners. Four types of training were conducted: standard 1-4 teacher training, coaching, teacher learning circles, and special needs education training. Trainings included participatory activities for teachers and school leaders that enabled them to understand the importance of the four safety elements for reading, to reflect on their current practices, to identify areas requiring improvement, and to learn practical strategies that they can easily implement to improve their practices. The activities supported and reinforced education policies and practices. For example, teacher training

activities for grade 1 focused on MoEST's Malawi Education Standards for gender responsiveness, inclusion, and positive reinforcement and discipline. To ensure a deeper understanding of the four elements of school safety, MERIT developed a cascade model of training that was delivered in cycles in which one cycle built on the previous one.

**Teaching and Learning Materials (TLMs).** The program developed TLMs that focused on the four elements of safe learning environments. Included were teacher training and other support materials such as for coaching and teaching learning circles. Program officials trained textbook writers and illustrators to develop gender-equitable and inclusive textbooks and illustrations. As a result of this training, for the first time, Malawi's primary textbooks show a woman doctor (Standard 1 Chichewa and English textbooks), exposing students to various professions that women can undertake.

**Gender-Responsive Programming and Project Management.** An ongoing, systematic process was developed to support and enable MERIT staff to integrate gender in all aspects of program activities, including monthly planning and reporting practices. This process was outlined in the Gender Integration Guide and a checklist. The process enabled all project staff to identify gender dimensions and barriers within their work and address them. MERIT staff were trained in the process and provided with ongoing periodic feedback on gender integration. Moreover, their attention was directed to gender issues that otherwise they may not have considered.

#### Case Study 2a: Intervention with Differentiated Support Systems in a High-Resource Context

##### San Francisco's Healthy Environments and Response to Trauma in Schools (HEARTS)<sup>58</sup>

**Context:** In 2008 the San Francisco Unified School District (SFUSD) developed a multi-year strategic plan to address the student achievement gap arising from racial and ethnic discrimination, class, and language spoken at home.<sup>59</sup> The strategic plan reflects nationwide efforts to address the "school-to-prison pipeline." In this much-studied phenomenon, students of color and students with disabilities are subject to more punitive and exclusionary disciplinary practices than are other students. These discriminatory practices result in their expulsion from school and, eventually, imprisonment or juvenile detention. In response, SFUSD introduced the Healthy Environments and Response to Trauma in Schools (HEARTS) program. HEARTS promotes school success for trauma-impacted children and youth by creating more trauma-informed, safe, and supportive environments that foster resilience and wellness for all (children/youth and adults) in the school community. The school sites for intervention were chosen based on need, principal buy-in, and infrastructure. Need was determined if schools served students from under-resourced, trauma-impacted neighborhoods and had significant achievement gaps between African-American and Latino students, and other students. Principal buy-in meant that the principal believed that socio-emotional skills and wellness were crucial to academic achievement and that addressing trauma would promote school success. Good-enough infrastructure was defined as a reasonably functioning Coordinated Care Team who met regularly and included key school staff and administrators.

**Risks to School Safety:** Chronic stress and trauma, when combined with the effects of implicit and explicit biases in disciplinary actions and expulsions, put students, especially those belonging to communities of color, at increased risk of dropping out and of imprisonment. Moreover, traditional approaches to address challenging behaviors, including disciplinary procedures such as suspension, are not effective long-term solutions to create lasting, meaningful change for students or for the school community.

**Components of HEARTS:**

*What:* The HEARTS program used a whole-school approach and provided support across three levels: “students, adults in the care-giving system, and the school system as a whole.” The interventions were designed using the multi-tier system of support (MTSS). Tier 1 consisted of universal support for all. Tier 2 consisted of selected interventions for those needing additional support. Tier 3 interventions were more intensive and targeted students, teachers, and administrators for whom Tier 1 and Tier 2 supports were not sufficient.

	Students	Adults (Staff and Caregivers)	System
Tier 1	Classroom support for all students on coping with stress	Train all staff members in (a) trauma-sensitive practices and (b) how to address stress, burnout, and secondary trauma	Providing a trauma-informed lens to school staff
		Psychoeducation and skill-building workshops for parents/caregivers on coping with stress	
Tier 2	Psychoeducational skill- building for at-risk students	Wellness support for school staff to address stress, burnout, and secondary trauma	Consultation to school or district efforts to revise disciplinary policies and alternatives to suspension
Tier 3	School-based, trauma-specific individual, group, and family therapy services for students with trauma-related mental health difficulties	Crisis support for trauma-impacted school staff, and referral for more intensive services if needed	Consultations around improving district-wide processes
		Engaging and supporting parents/caregivers as part of their children’s psychotherapy	

*How:*

**Tier 1.** Universal support started off with half-day trainings for all school staff. This support established common language and understanding around the effects of trauma on learning-readiness and teaching-readiness, behavior, interactions, relationships, and communities. The training also provided an overview of strategies to address these effects that could be implemented regardless of one’s role in the school system. The HEARTS team used a set of metaphors to translate teachings from neurobiology and physiology about chronic stress and trauma to better enable educators to grasp the content. As an example, the team used the metaphor of the rider as the learning brain and the horse as a survival/emotional brain. When an individual is triggered by trauma and emotions, s/he often falls off the horse so is unable to use the learning brain effectively. Consequently, for students affected by trauma, using common classroom management strategies such as “students losing a star on the chart” or “students writing about their inappropriate behavior” are not likely to be effective in changing triggered behavior and may inadvertently escalate the behavior. Instead, educators were encouraged to address triggered students’ safety needs, helping them get the students’ (as well as their own) “riders” back on their “horses” before all else. Initial trainings were augmented

and deepened through a series of follow-up trainings and collaborative consultation. Such follow-up trainings included understanding and addressing (a) burnout and secondary trauma in school staff via self-care and organizational strategies and (b) how their own trauma impacts their interactions with students, with the help of self-care, organizational strategies, and modeling.

**Tier 2.** HEART clinicians were embedded in the school's Coordinated Care Team to help the school staff and administration adopt a trauma-informed lens to develop behavioral support plans for at-risk students, as well as design disciplinary policies that were more supportive and less punitive.

**Tier 3.** HEARTS clinicians provided on-site, trauma-specific, culturally relevant therapy for trauma-impacted students. The therapy involved skill-building and trauma processing with individual students as well as collaborating with parents and family members to strengthen their capacity to help their children heal. The program also worked closely with the teachers and other school staff of the individual student to integrate their knowledge of the offerings and to promote the integration of effective, trauma-informed interventions and practices in their daily interactions with the individual student.

## Additional Considerations for School Safety

As discussed earlier, the education system operates within a larger political and social context. For school safety efforts to succeed, the commitment to protect students and promote safety needs to be supported by the full range of actors: global, national, local, and individual.

### Global and National Commitments for Safe Schools

**To make schools a safer place for children, coordinated efforts at multiple levels are required by governments, civil society organizations (CSOs), communities, teachers, and students.** Global commitments have addressed implicit and explicit barriers to education and can support the implementation of accountability measures to monitor progress toward that goal. Global commitments enable countries to commit to a common goal and enable mainstreaming issues such as disability inclusion—which otherwise might be left out—in the policy agenda and in large-scale education projects. For example, historically, in many countries, corporal punishment has been viewed as an effective disciplinary strategy and is a legally and socially accepted form of violence. However, corporal punishment not only has detrimental impacts on student learning outcomes and mental health but also enables other forms of violence to be normalized. Today 134 countries have prohibited corporal punishment in schools, and 62 have done so in all settings, including at home.<sup>60</sup>

**Global commitments have the potential to influence country norms and values, enabling them to evolve into local laws, policies, and regulations.** The 1960 UNESCO Convention against Discrimination in Education obliged countries to address discrimination in education. Global commitments have begun to support improved access and quality of education for marginalized groups including girls, refugees, minorities, and children with disabilities. These commitments include the [World Bank's set of 10 commitments](#) on disability inclusion; UN Sustainable Development Goals (SDGs), which focus on creating safe, non-violent, inclusive, and effective learning environments for all children (SDG 4); and UN Convention on the Rights of Persons with Disabilities (CRPD), which has been ratified by 185 countries.

### National Accountability Redressal Mechanisms and Legal Frameworks

**Global commitments should be translated to a set of nationally designed policies, laws, and regulations that oversee and monitor these commitments ongoing.** The first step is for the country to set clear standards for all stakeholders in the form of clear laws that prohibit all forms of violence and ensure safe learning environments for all. Countries also can set codes of conduct for school communities as an effective way to outline ethical guidelines and standards for teachers, students' parents; and the community; and the consequences for not adhering to them.<sup>61</sup>

**Importantly, legislation alone will not be sufficient. A national plan that outlines the strategies and activities to address a particular issue related to safe schools is crucial for effective implementation of a policy related to a children's rights issue.** The national plan serves as an accountability mechanism to strengthen political commitment to a specific issue and is important to effectively implement the plan's strategies and activities. Depending on the political system, resources, and context, the national plan can be developed as a separate document or as part of an existing plan. The national plan also will include M&E mechanisms to track progress and outline systems for collaborating with relevant ministries and departments.<sup>62</sup> Examples of national plans include the second Master Plan for Child Policy in the Republic of Korea (2020–24),<sup>63</sup> which focuses on positive discipline and child rights-based parental education.

## Community and Stakeholder Engagement

**School safety is driven by several factors. Therefore, a collective effort from a range of stakeholders is critical to response and prevention.** It is essential to continuously engage all stakeholders—teachers, school staff, students, parents, and the broader community—for school safety.<sup>64</sup> A team should be built of relevant and diverse stakeholders who are interested in developing, implementing, and assessing safe school efforts and are invested in student and school staff safety. To centralize equity, it is important to include the perspectives of stakeholders who have marginalized identities or to work closely with these communities to inform the development of a comprehensive safety plan that is inclusive of individuals at greater risk.

**Stakeholder engagement can take varied forms depending on context. However, evidence highlights the importance of working with key partners and using a whole-school approach as appropriate.** In some contexts, working with key partners may take the form of advocating with subnational and national government offices and with the local community. Engagement could take the form of establishing the necessary linkages with government institutions; nongovernmental (NGOs), faith-based (FBOs), and community-based organizations (CBOs); law enforcement agencies; and care workers to build a network of support on which the school can draw.<sup>65</sup> Engagement also extends to parents, caregivers, and the broader community, who can be included in interventions and with whom relevant tools and resources can be shared for use with their children.<sup>66</sup>

## Behavioral Change

**Promoting behavioral change at all levels (and for all stakeholders) needs to be an integral component of the safe schools agenda.** Policies often fail to generate the desired change because they have little or no focus on understanding how behaviors and habits are formed and changed.<sup>67</sup> Inputs to school safety such as adopting safe teaching and management practices, data use, and technology, as discussed in this Note, require not only learning new skills but also sustaining their use over time. For example, to change how teachers create an inclusive environment conducive to student learning, effective TPD cannot stop at imparting skills that may or may not be performed in the classroom, but also must support teachers to adopt and sustain new habits. In this way, the desired skills and behaviors can be regularly put into practice. Similarly, supporting shifts in student behaviors is critical to promote safe schools and requires consideration of the stages of childhood development. For example, because the adolescent brain is malleable, adolescence is a time of vulnerability to the potential effects of toxic experiences (violence, substance abuse, unintended pregnancy) but also a time of opportunity for positive change.<sup>68</sup> Healthy relationships with adults can foster social and emotional development for young adolescents and should be considered as a support system for positive behavioral change.<sup>69</sup>

**Supporting behavioral change is essential for all stakeholders and should be captured in the data to inform safe school policies and practices that are better suited to achieve results.** UNICEF's Behavioral Drivers Model provides a conceptual framework for social and behavioral change programming by considering the psychological, sociological, and environmental factors.<sup>70</sup> Moreover, the desired change in behaviors and perceptions can happen only through clear, focused, and sustained communication. Examples are mass media at state/district level; advocacy; community mobilization; and training and interpersonal communication at community, school, or household level.<sup>71</sup>



## Step 3: Monitor and Evaluate School Safety

**Step 3 entails *monitoring* the school safety levels and *evaluating* the implementation efforts.**

Periodic monitoring of approaches enables better risk mitigation and proactive responses to unforeseen challenges to school safety. The absence of reliable data sometimes can lead to misplaced or inefficient efforts. For example, despite the twenty-year implementation of zero tolerance policies to improve discipline in US schools, these policies did not result in a meaningful desirable school climate and academic changes over time.<sup>72</sup> Moreover, the design and execution of targeted supports and/or MTSS also require a governing data system that collects relevant information from different sources. The MTSS framework can support the school administration in designing and deploying interventions that target individuals and groups with different needs.

**Collective buy-in of relevant stakeholders is necessary for reliable data collection.** Effective practices indicate that, given the variability in school contexts, cultures, and stakeholders (for example, school staff and management, students, families), data collected from a wide range of stakeholders helps develop a shared understanding of school safety risks and possible approaches. Collecting data across actors also builds ownership and ensures that voices and perceptions of risks from relevant stakeholders are taken into account.<sup>73</sup>

**Data collection needs to be repeated periodically,** for example, to ensure that, in deploying the MTSS, its focus and effective targeting are consistently improved. Practices from high income countries (HICs) illustrate annual data collection processes that take place at the start of the year to inform interventions throughout the year. Although monitoring of processes and results can occur throughout the year, results feed into a year-end report to inform processes and interventions in the subsequent year.

**It also is essential that the school safety measurement is integrated in the existing management information system** (for example, EMIS). In other words, instruments and tools to measure school safety (a) should not duplicate existing means of collecting reliable data and (b) should build on existing data to gather more streamlined information. (For example, if academic scores are high, measure whether the same is true by gender, ethnicity, and/or affiliation.) For more details on monitoring and evaluation, refer to the accompanying *Measuring School Safety* PPT.

### Case Study 1b. Interventions with Differentiated Support Systems in a Low-Resource Context

#### Malawi Early Grade Reading Improvement Activity (MERIT)<sup>74</sup> (continued)

**Program Evaluation:** NASIS used 2 instruments to collect observational data and 3 instruments to collect interview and focus group discussion data. The items on the *classroom observation instrument* (COI) measured teacher-student and student-student relationships, teacher pedagogies, and resource distribution in the classrooms. Examples included seating arrangements, teacher behaviors (such as whether teachers called students by name), and group work along with items related to inclusion such as equal opportunities for girls and boys to be leaders. Also administered was the *school observation instrument* (SOI) by which data collectors gathered data on infrastructure (such as cleanliness of toilets), presence/absence of rules and regulations, and other aspects that threatened safety such as adults holding sticks/objects for discipline.

For further data triangulation, NASIS collected student, teacher, and head teacher experiences at the school with regard to the four program elements. The instruments were designed to understand how different stakeholders perceived relations, daily practices, and interactions in

classrooms and schools to promote gender-responsive, inclusive, positive, and safe reading environments. Data were collected at both the classroom and school levels to examine whether and how classroom cultures and norms aligned with school culture and norms, while accounting for differences by grade levels and gender.

Overall, the 2017 and 2019 NASIS data show that there have been important and meaningful gains in creating safer, more gender-responsive, and more inclusive primary schools and classrooms in Malawi.

### Case Study 2b. Interventions with Differentiated Support Systems in a High-Resource Context

#### San Francisco's Healthy Environments and Response to Trauma in Schools (HEARTS)<sup>75</sup> (continued)

**Program Evaluation:** HEARTS Program Evaluation Survey was used to capture staff's perception of changes in their knowledge, skills, and use of trauma-sensitive practices as well as their perception of changes in their students' school engagement (5-point Likert scale). This survey was administered to participants at each HEARTS school at the end of every full school year of implementation. The surveys used a retrospective pre-post method in which both "before" and "after" information was collected at the same time to reduce or eliminate response shift bias. The 9 survey items were (1) knowledge about trauma and its effects on children, (2) understanding how to help traumatized children learn in school, (3) knowledge about trauma-sensitive practices, (4) knowledge about burnout and vicarious traumatization, (5) use of trauma-sensitive practices, (6) students' ability to learn, (7) students' time on task in the classroom, (8) students' time spent in the classroom, and (9) students' school attendance.

The team also examined changes in the number of disciplinary office referrals and suspensions over time. Additionally, to capture effects related to the provision of trauma-specific psychotherapy by HEARTS clinicians, Child and Adolescent Needs and Strengths (CANS) scale data was gathered on HEARTS clients.

Program evaluation provides preliminary support for the effectiveness of the HEARTS program. School personnel who responded to the Program Evaluation Survey reported significant increases in their understanding of trauma and use of trauma-sensitive practices as well as in students' ability to learn, time on task and school attendance. Evidence also indicated a reduction in trauma-related symptoms for students who received HEARTS therapy.

# Conclusion

**School safety levels influence how well students and teachers interact and engage in the teaching and learning process.** Real learning – the process of receiving and distilling information, of thinking, creating, producing, and socializing – is less likely to happen if a child is uncomfortable, scared, or traumatized.<sup>76</sup> Real learning also is less likely to occur when teachers are stressed, overwhelmed, and similarly traumatized by factors influencing the school and community context. This Note presents three steps for supporting safe schools that can guide policymakers and practitioners in the process of identifying and maintaining safe school practices. The guidance is intentionally broad to capture the varying needs of education systems that have to cater to students of different ages and community backgrounds in different contexts. Five accompanying Notes provide additional technical guidance as well as access to resources and country case studies that illustrate the operationalization of strategies. The guidance presented in this AN should be used in tandem with the contents of the five accompanying Notes.

**Education systems can diagnose risks to school safety and use those findings along with evidence to inform the design and implementation of safe school policies and practices.** This AN lays out measurable characteristics of school safety to systematize diagnostic approaches and to highlight the need to gather information across the range of stakeholders. By identifying and better understanding the risks to school safety, education systems and individual schools can design and adopt safe school practices that address their context-specific needs. The universal levers for changing school safety levels lie in strengthening practices around management, T&L, and the PLE through educating and training all stakeholders. Improving practices across these areas can be supplemented with additional targeted support through a tiered approach, especially for school systems in contexts whose populations maybe at higher risk.

**Safe and inclusive schools are a critical element of the learning recovery agenda.** By employing evidence-based strategies to promote school safety, education systems will be in a better position to mitigate and address learning losses and regressions with mental and emotional health, protect the most vulnerable, and strengthen their resilience against future crises.

# Appendix A. Methods

A review was conducted of existing empirical and operational evidence that details prevalent risks to students and teachers in schools was conducted between September 2021 and March 2022. The review included studies that cover school safety risks at all levels and helped map out the main factors influencing school safety.

This AN also is informed by a review of global literature on safe schools to identify impactful strategies and interventions to facilitate a safe school environment conducive to enhanced learning, health and well-being, and positive relationships. A key challenge was the limited number of peer-reviewed empirical studies that focus on low- and middle-income countries (LMICs). Please see below for details on methodology and the inclusion criteria.

## Methods

The search for relevant studies by using meta-analyses, systematic reviews, citation tracking, and contacting researchers in the field yielded over 100 studies. Keywords for search used were: safe schools, safety in schools, school climate/environment, violence in schools, teaching and learning practices, safe school vision/norms, school infrastructure, school design, school construction, school access, school resilience, inclusive schools, climate change, mental health of students and teachers. We also used “classrooms” and “learning environments” in place of “schools” in these keywords.

## Inclusion Criteria for Selecting Studies

The studies included in this Evidence Matrix were narrowed according to the following inclusion criteria:

**Table A1. Inclusion Criteria for Selecting Studies**

Selection Criteria		Included	Excluded
<b>Year</b>	Year of Study	Year 2000 and onward; priority given to studies published after 2010.	Anything before the year 2000
<b>Context</b>	Income level of country of implementation	Priority for studies conducted in low-income, low-middle-income, and upper-middle-income countries. Evidence-based practices for safe schools can come from HICs.	
	Education level	K-12.	ECE, Higher Education
	Setting	Within public school (Formal).	At Home; Informal School (NGOs)
<b>Design</b>	Target beneficiaries	K-12 students, teachers, and other school staff.	Community members, families
	Languages	English, Spanish.	

# Appendix B. Negative Impacts of Factors on School Safety

**Table B1. Negative Impacts of Factors on School Safety**

Factor	Impacts on Learning Outcomes	Impacts on Health and Well-Being	Impacts on Relationships
<p><b>Natural Hazards and Climate Change</b></p> <p><i>Natural Hazards:</i> For example, earthquakes, landslides, floods, droughts, wildfires, cyclones, and diseases including epidemics and pandemics. Their occurrence and intensity are exacerbated by <i>climate change</i>.</p>	<p>(1) Exposing children and teachers to more frequent and higher intensity disaster events that reduce their ability to attend or access schools. For example, globally, 400M children are living in areas exposed to tropical cyclones.<sup>77</sup> Recurrent or chronic flooding also can disrupt travel routes to schools, cutting off access to education. (2) Reducing resources available to invest in schools. For example, when limited government funds need to be channeled repeatedly to respond to and recover from recurring disasters.<sup>78</sup></p>	<p>(1) Causing trauma, injury, or death of students, teachers and school staff, and disruption of education services due to damage of PLEs. This impact is directly influenced by the level of vulnerability and functional conditions of physical learning environments discussed later in table B1.</p>	<p>(1) As an indirect effect, being at greater risk of communal tensions or violence resulting from trauma and loss, lack of resources provided, and fragile government institutions. This indirect impact can be exacerbated by climate change – when harsh environments and/or changes in rainfall patterns make resource-dependent communities more vulnerable.<sup>79</sup></p>
<p><b>Political and Socioeconomic Conditions</b></p> <p><i>Political:</i> Laws, policies, incentives, accountability systems, and violent conflicts.</p> <p><i>Socioeconomic:</i> Income inequality, geographic distributions, and inclusion policies for vulnerable and at-risk groups.</p>	<p>(1) Limiting access to education due to socioeconomic constraints. For example, shocks to household income puts schooling out of reach for millions of children. (2) Limiting access to education by establishing or deepening inequitable or exclusionary practices that discriminate against certain groups. For example, girls in Afghanistan or the Rohingya, a Muslim minority in Myanmar, are excluded from basic education. Students also are excluded if teaching takes place in a language that favors certain groups.<sup>80</sup> (3) Disruption in education owing to a surge in threats and attacks against students, teachers, and schools. For example, nearly 2 million children in Western and Central Africa cannot attend schools due to the growing insecurity in and around schools.<sup>81</sup> (4) Constraining school supply and the provision of quality education in rural or conflict-affected areas. For example, some education financing algorithms result in</p>	<p>(1) <i>Harming the mental health and well-being of students and teachers.</i> For example, the conflict in the Democratic Republic of Congo (DRC) which is driven by ethnic, political, and economic factors, has led to severe psychosocial distress, including depression and anxiety, among children. As a result, these children may have difficulty sleeping and concentrating as well as behavior challenges, which impede their ability and that of others around them to learn. Many children also are too afraid to leave their parents, further hampering the children’s ability to participate in learning opportunities.<sup>83</sup> Moreover, following the attacks by Boko Haram in Northeastern Nigeria, over 19,000 teachers were estimated to have fled their posts and many were fearful of returning to work.<sup>84</sup></p>	<p>(1) <i>Reinforcing or perpetuating negative sentiments and norms through curricular control.</i> For example, negative stereotypes presented against the Ahmedi community in Pakistan and the superiority of other religions in the national curriculum has led to hate speech being used against the community.<sup>85</sup> (2) <i>Limiting positive relationships,</i> especially in emergencies or FCV settings. For example, girls, refugees, and other vulnerable populations are more likely to be out of school, making them unable to benefit from schools, which often serve as an essential venue for positive relationships.<sup>86</sup></p>

Factor	Impacts on Learning Outcomes	Impacts on Health and Well-Being	Impacts on Relationships
	poor areas receiving fewer resources by design or schools remaining closed during conflict. <sup>82</sup>		
<p><b>Family, Community Relationships, and Norms</b></p> <p>Social preferences, networks, identities, and norms around education (for example, the role of gender, using violence to discipline students).</p>	<p>(1) <i>Limiting access to education and learning outcomes due to students' race, gender, religious beliefs, or ethnic identity.</i> For example, discriminatory gender norms and practices around child marriage, limited voice and agency of girls, and gender expectations in South Asian countries contribute to driving violence against both girls and boys, and, in turn, are associated with increased absenteeism or school drop-outs and lower test scores.<sup>87</sup></p> <p>(2) <i>Disrupting access to education owing to unsafe routes to and from schools.</i> For example, students could be targeted by other students or adults for sexual exploitation and abuse/sexual harassment (SEA/SH) on the way to school, making children fearful of going to school and parents reluctant to send their children to school.<sup>88</sup></p>	<p>(1) Contributing to/causing individual and collective trauma associated with injuries, stress/fear, depression, and anxiety (including PTSD) and other mental health impacts for the entire school community (for example, resulting from exposure to community violence, such as gang violence.) For example, there is some evidence that children who know many adult criminals are more likely to engage in violent behavior by age 18.<sup>89</sup></p>	<p>(1) Reinforcing negative, punitive, and/or exclusionary disciplinary approaches or social inequalities of society through hidden curriculum. For example, teachers and school staff may resort to harsher punishment (including physical or psychological abuse) due to their own experiences of violence in the community and/or negative social norms that condone and reinforce violence against specific groups.<sup>90</sup> (2) Increasing engagement in antisocial and risky behaviors. For example, exposure to violence is linked to antisocial or risky behaviors among youth<sup>91</sup> which, in turn, often are associated with increased engagement in perpetrating violence and experiencing it.<sup>92</sup> Moreover, exposure to community violence may influence children to become numbed, demonstrate uncaring behavior toward others, and become desensitized to aggression.<sup>93</sup></p>
<p><b>School Management Practices</b></p> <p>What and how human, capital, and/or physical resources, are mobilized to achieve a common goal.</p>	<p>(1) <i>Reducing schools' resilience.</i> For example, in the event of a natural hazard, epidemic, or pandemic, poorly managed or disorganized schools could experience delayed school re-openings.<sup>94</sup></p>	<p>(1) <i>Reducing physical health and well-being</i> of teachers, students, and school staff resulting from an unclean/poorly maintained school environment and/or one that lacks access to basic supplies and limited support for menstrual hygiene management. Overall, the school is not well managed. It is unsafe, unsupportive, unaligned with learning/teaching needs, and/or management; and lacks a shared vision and goals.<sup>95</sup> (2) <i>Reducing the potential positive impacts</i> of complementary services, such as school feeding programs and mental health services.</p>	<p>(1) <i>Reducing feelings of connectedness, inclusion, and belonging</i> when leadership decisions and practices are not inclusive or reflective of the needs of teachers, students, and community. For example, in many developing countries, teachers often are not satisfied with the quality and effectiveness of school leadership, which reduces their trust in school management.<sup>96</sup> (2) <i>Reducing transparency and open communications with stakeholders.</i> For example, head teachers communicating school/classroom data and/or educational policies in a manner that benefits certain groups or excludes marginalized groups.<sup>97</sup></p>

Factor	Impacts on Learning Outcomes	Impacts on Health and Well-Being	Impacts on Relationships
<p><b>School Physical Learning Environment</b></p> <p>Environment in which learners, teachers, content, equipment, and technologies interact to enhance learning engagement, and inclusion (for example, school spaces and other physical elements).</p>	<p>(1) <i>Impeding access to education due to insufficient access to the physical learning environment.</i> For example, in India, 25 percent of girls could not attend school during menstruation because of lack of adequate toilets in the school.<sup>98</sup> (2) <i>Reducing educational outcomes.</i> For example, schools' poor physical conditions<sup>99</sup> including shared unsupervised spaces<sup>100</sup> and/or poorly lit areas can increase the risk of violent incidents and affect academic performance.<sup>101</sup> (3) <i>Limiting effectiveness of teaching/learning processes due to outdated school designs</i> that do not allow nontraditional methods with proven effectiveness. For example, group work or team teaching.<sup>102</sup> (4) <i>Limiting students' opportunities to learn due to the lack of access to learning resources, technology, equipment, and materials.</i> For example, in Honduras, only 15 percent of the basic education centers nationwide have a library.<sup>103</sup></p>	<p>(1) Threatening individuals' physical health and lives due to the vulnerability of the school infrastructure to damage from natural hazards. Globally, more than 1 million school buildings are at risk of collapse leading to an average annual risk of 2,500 deaths from earthquakes and hurricanes.<sup>104</sup> (2) Affecting students and teachers' health and well-being, caused by the lack of compliance with basic physical conditions, construction standards, and services. For example, confined or inadequately ventilated spaces can affect students' health due to heat waves or airborne diseases.<sup>105</sup> (3) Placing girls at risk of GBV due to lack of adequate and supervised spaces. For example, girls studying in Vietnamese schools identified toilets, canteens, and storage rooms as places in which they were likely to suffer sexual abuse.<sup>106</sup></p>	<p>(1) <i>Affecting the psychological climate and relationships among students</i> through a physical learning environment (PLE) that facilitates bullying and violence within the school. For example, when schools have places that cannot be adequately supervised by teachers and the school staff.<sup>107</sup></p>
<p><b>Teaching and Learning Practices</b></p> <p>Pedagogical strategies, and teacher and student behaviors and interactions (student-teacher, student-student, teacher-teacher, teacher-school leader, school-community).</p>	<p>(1) <i>Reducing the quality of teaching and learning.</i> For example, when teachers do not use pedagogical practices that promote student collaboration, inquisitiveness, and autonomy and/or use teaching practices that are not adapted to students' varied learning needs, students fall behind or feel excluded.<sup>108</sup> (2) <i>Reducing students' learning engagement in the classroom.</i> For example, when children are excluded from the learning process because teachers hold negative biases against them<sup>109</sup> or are taught in a language they do not fully speak or understand.<sup>110</sup> (3) <i>Reduced educational outcomes</i> because of disengagement in learning as evidenced in reduced attendance or student drop-out.<sup>111</sup> Students who were bullied scored 9.6 to 18.4 points lower in mathematics, and 5.8</p>	<p>(1) <i>Jeopardizing the physical health of students (causing physical harm and injury) or negatively impacting their mental health and well-being.</i> For example, harmful school practices such as corporal punishment – which affects an estimated 720 million children<sup>114</sup> – and psychological violence such as humiliating students are detrimental to children's physical and mental health, development, and overall well-being.<sup>115</sup> (2) <i>Harming the mental health of students and impacting their behaviors</i> – for example, threats to social identity<sup>116</sup> – lead to significant stress and symptoms of anxiety, and depression.<sup>117</sup> Students also can</p>	<p>(1) <i>Reducing the quality of classroom-level interactions.</i> For example, students who have conflictual relationships with teachers receive less social and academic support not only from teachers but also from their peers.<sup>120</sup> (2) <i>Obstructing the opportunity to develop cognitive, social, and emotional skills critical to developing positive relationships and student success.</i> For example, peer rejection significantly impacts the self-esteem of students, leading to several negative social outcomes including feelings of low self-efficacy and motivation.<sup>121</sup> (3) <i>Influencing students' behavioral and emotional engagement in the school and classroom.</i> For example, students who speak indigenous languages often are overlooked by teachers and</p>

Factor	Impacts on Learning Outcomes	Impacts on Health and Well-Being	Impacts on Relationships
	<p>to 19.4 points lower in reading.<sup>112</sup> (4) <i>Disrupting education continuity and increasing educational inequities.</i> For example, almost 45 percent of students who were frequently bullied, compared to 35 percent of those not frequently bullied, reported wanting to leave formal education after finishing secondary school.<sup>113</sup></p>	<p>experience social withdrawal, decreased engagement in learning, and new or increased engagement in risky behaviors (substance use). (3) <i>Driving decreased interest or engagement in teaching, and negatively impacting the mental health and well-being of teachers.</i> For example, exposure to, or fear of, violence could reduce teachers' ability to perform their tasks, decrease their engagement, and increase absenteeism.<sup>118</sup> (4) Increasing the likelihood of physical, sexual, and psychological violence among students and school staff. Being subjected to one type of violence is associated with a higher likelihood of being a victim of another type (poly-victimization). For example, being bullied is associated with an increase in the likelihood of future attacks in school by 16.9 percentage points.<sup>119</sup></p>	<p>participate little in class.<sup>122</sup> (4) <i>Reduced sense of belonging.</i> For example, students who feel that their social identities are threatened often develop a heightened assumption that they are not cared for or that they are not welcome in school.</p>



# Endnotes

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<sup>1</sup> “Inclusive education” refers to strengthening the capacity of the education system to ensure equity and inclusion in the forms of educational access, participation, and achievement for all learners, irrespective of their race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status. The World Bank’s commitment is that all its education programs and projects will be disability inclusive by 2025. For more information on how to support inclusive education through World Bank operations, please see the [Inclusive Education Resource Guide](#).

<sup>2</sup> Adapted from OECD (Organization for Economic Co-operation and Development). 2017. “OECD Framework for a Module on the Physical Learning Environment.” Rev. ed. Dec. <https://www.oecd.org/education/OECD-FRAMEWORK-FOR-A-MODULE-ON-THE-PHYSICAL-LEARNING-ENVIRONMENT.pdf>.

<sup>3</sup> World Bank. 2020. *Fostering Skills for Young Women in Argentina* (English). eMBEd brief Washington, DC: World Bank Group. <http://documents.worldbank.org/curated/en/736721587534719829/Fostering-Skills-for-Young-Women-in-Arentina>.

<sup>4</sup> Jaime Saavedra Chanduvi, Mario Cristian Aedo Inostroza, Omar S Arias Diaz, Adelle Pushparatnam, Marcela Gutierrez Bernal, and Rogers, F. Halsey. 2020. *Realizing the Future of Learning: From Learning Poverty to Learning for Everyone, Everywhere* (English). Washington, DC: World Bank Group. <http://documents.worldbank.org/curated/en/250981606928190510/Realizing-the-Future-of-Learning-From-Learning-Poverty-to-Learning-for-Everyone-Everywhere>; World Bank, the Bill & Melinda Gates Foundation, FCDO, UNESCO, UNICEF, and USAID. 2022. *Guide for Learning Recovery and Acceleration: Using the RAPID Framework to Address COVID-19 Learning Losses and Build Forward Better*. Washington, DC: World Bank. <https://www.worldbank.org/en/topic/education/publication/the-rapid-framework-and-a-guide-for-learning-recovery-and-acceleration>.

<sup>5</sup> The Safe Schools Advisory Services and Analytics (ASA) contributes to the achievement of the UN’s Sustainable Development Goal (SDG) 4 goal and targets:

“SDG 4 Goal: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.

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

<https://indicators.report/targets/>.

<sup>6</sup> Etienne G. Krug, Linda L. Dahlberg, James A. Mercy, Anthony B. Zwi, and Rafael Lozano. 2002. *World Report on Violence and Health*. Geneva: World Health Organization. [https://apps.who.int/iris/bitstream/handle/10665/42495/9241545615\\_eng.pdf](https://apps.who.int/iris/bitstream/handle/10665/42495/9241545615_eng.pdf).

<sup>7</sup> C. Pinto-Cortez, N. Pereda, and M.S. Álvarez-Lister. 2018. “Child Victimization and Poly-Victimization in a Community Sample of Adolescents in Northern Chile.” *Journal of Aggression, Maltreatment and Trauma* 27 (9): 983-1002; A. Rutherford, A.B. Zwi, N.J. Grove, and A. Butchart. 2007. “Violence: A Glossary.” *Journal of Epidemiology and Community Health* 61 (8): 676-80. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2652990/>.

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- <sup>17</sup> In EM-DAT, to be recorded as a natural disaster, an event must meet at least 1 of the following criteria: Ten or more people reported killed; 100 or more people reported affected; declaration of a state of emergency; or call for international assistance. CRED (Center for Research on the Epidemiology of Disasters). <https://www.emdat.be/explanatory-notes>.
- <sup>18</sup> Mami Mizutori. 2020. "Time to Say Goodbye to Natural Disasters." Blog. <https://www.preventionweb.net/blog/time-say-goodbye-natural-disasters>.
- <sup>19</sup> More than 258 million primary- and secondary-school-age children and youth were affected by school closures. UNESCO, UNICEF, and World Bank. 2021. "The State of the Global Education Crisis: A Path to Recovery." UNESCO, Paris, UNICEF, New York, and World Bank, Washington, DC. © UNESCO, UNICEF, and World Bank. <https://openknowledge.worldbank.org/handle/10986/36744>.
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- <sup>25</sup> The "FCV" concept groups three issues that often are related: (a) deep governance issues and state institutional weakness, (b) situations of active conflict, and (c) high levels of interpersonal and/or gang violence. World Bank Group, 2020b, "World Bank Group Strategy for Fragility, Conflict, and Violence 2020–2025 (English)." World Bank Group, Washington, DC, <http://documents.worldbank.org/curated/en/844591582815510521/World-Bank-Group-Strategy-for-Fragility-Conflict-and-Violence-2020-2025>.
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- <sup>27</sup> Social norms that dictate gender roles may lead some families to value boys' education over girls' because boys are seen as "breadwinners" or may result in girls missing out on school to stay home and support with domestic chores. For example, in Nepal, spending 1 hour a day fetching water lowers girls' primary school completion rate by 17 percentage points (UNESCO. 2022. "Global Education Monitoring Report. Challenging Gender Bias and Stereotypes in and through Education." <https://unesdoc.unesco.org/ark:/48223/pf0000380827/PDF/380827eng.pdf.multi>).
- <sup>28</sup> Melissa Adelman and Renata Lemos. 2021. "Managing for Learning: Measuring and Strengthening Education Management in Latin America and the Caribbean." *International Development in Focus*. Washington, DC: World Bank. © World Bank. <https://openknowledge.worldbank.org/handle/10986/35514> License: CC BY 3.0 IGO.
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- <sup>30</sup> In some countries, in addition to the school principals or head teachers, school leaders can include the school management committee (or school board or school council).
- <sup>31</sup> Adapted from OECD. 2017. "OECD Framework for a Module on the Physical Learning Environment." Rev. ed. December. <https://www.oecd.org/education/OECD-FRAMEWORK-FOR-A-MODULE-ON-THE-PHYSICAL-LEARNING-ENVIRONMENT.pdf>.
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<sup>34</sup> Emily Gallagher. 2013. "The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low-Income Middle and High School Students." [https://wp.nyu.edu/steinhardt-appsych\\_opus/the-effects-of-teacher-student-relationships-social-and-academic-outcomes-of-low-income-middle-and-high-school-students/](https://wp.nyu.edu/steinhardt-appsych_opus/the-effects-of-teacher-student-relationships-social-and-academic-outcomes-of-low-income-middle-and-high-school-students/).

<sup>35</sup> J.A.C. Hattie. 2009. *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. New York: Routledge. <https://doi.org/10.4324/9780203887332>.

<sup>36</sup> CDC (Center on the Developing Child). 2007. "The Impact of Early Adversity on Child Development" (InBrief). <https://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/>.

<sup>37</sup> D.C. Lätsch, J.C. Nett, and O. Hümbelin. 2017. "Poly-Victimization and Its Relationship with Emotional and Social Adjustment in Adolescence: Evidence from a National Survey in Switzerland." *Psychology of Violence* 7 (1): 1-11. <https://doi.org/10.1037/a0039993>.

<sup>38</sup> Danielle Falk, Emily Varni, Julia Finder Johna, and Paul Frisoli. 2019. "Landscape Review: Teacher Well-Being in Low Resource, Crisis, and Conflict-Affected Settings." [https://www.edulinks.org/sites/default/files/media/file/TWB%20Landscape%20Review\\_June%202019.pdf](https://www.edulinks.org/sites/default/files/media/file/TWB%20Landscape%20Review_June%202019.pdf).

<sup>39</sup> Danielle Falk and others 2019.

<sup>40</sup> Danielle Falk and others 2019.

<sup>41</sup> a. No. = number.

b. The sample indicators are pulled from sources such as PISA, TIMSS, and SUS. They can be adapted to suit a given context.

<sup>42</sup> Adapted from OECD 2017.

<sup>43</sup> To inform preventive practices and actions, when possible, education and school systems also should consider the value of collecting data from out-of-school students (and teachers). Many potential students (and teachers) already have left the school system due to their school safety concerns. Their voices need to be considered. These data could come from social sectors and/or health records.

<sup>44</sup> Zohair Zaidi, Syed Muhammad, Jayanti Bhatia, and Manal Quota. Forthcoming 2022. "Measuring School Safety." Safe Schools Series, World Bank, Washington, DC. License: Creative Commons Attribution CC BY 4.0 IGO.

<sup>45</sup> NCSSLE (National Center on Safe Supportive Learning Environments). 2018. "Quick Guide on Making School Climate Improvements." <https://safesupportivelearning.ed.gov/scirp/quick-guide>.

<sup>46</sup> Distributed leadership" means mobilizing leadership expertise at all levels in the school to generate more opportunities for change and to build the capacity to improve (A. Harris. 2014. *Distributed Leadership Matters: Perspectives, Practicalities, and Potential*. Thousand Oaks, CA: Corwin Press. <https://dx.doi.org/10.4135/9781483332574>). To focus on essential non-administrative tasks, such as providing instructional support to teachers or engaging with the community, school leaders can share the load of some of their responsibilities with other school administrators, teachers, or specialists.

<sup>47</sup> Many countries have moved toward decentralization, making schools more autonomous in their decision-making and holding them more accountable for results. However, the impact of autonomy depends on context. Thus, it is essential to ensure that school leaders have the capacity, motivation, and support to make use of their autonomy. Greater degrees of autonomy should be coupled with new models of distributed leadership, new types of accountability, and training and development for school leadership. (OECD. 2008, "Improving School Leadership: Executive Summaries." <https://www.oecd.org/education/school/40545479.pdf>.)

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<sup>48</sup> School climate has been conceptualized to include the physical, academic, social, and disciplinary environment. This definition includes culture, norms, goals, values, practices, characteristics of relationships, and organizational structures. (D. Osher and J. Berg, 2017. "School Climate and Social and Emotional Learning: The Integration of Two Approaches." Edna Bennet Pierce Prevention Research Center, Pennsylvania State University. <https://www.prevention.psu.edu/uploads/files/rwjf443059-SchoolClimate.pdf>.)

<sup>49</sup> "Classroom culture" refers to a set of beliefs, attitudes, and behaviors shared by teacher and students. For a positive classroom culture to emerge, students, teachers, and staff members all need to understand and adhere to shared values and goals, which in turn form the identity and sense of a caring community of learners. (Ezequiel Molina, Syeda Farwa Fatima, Andrew Ho, Carrollina Melo Hurtado, Tracy Wilichowski, and Adelle Pushparatnam. 2018. *Measuring Teaching Practices at Scale: Results from the Development and Validation of the Teach Classroom Observation Tool*. Policy Research Working Paper 8653. Washington, DC: World Bank © World Bank. <https://openknowledge.worldbank.org/handle/10986/30880>. License: CC BY 3.0 IGO.)

<sup>50</sup> Curricula reforms need to be cognizant of teacher overload and work stress. Consequently, the reforms should address making the existing curricula holistic and multidisciplinary, rather than always adding new focus areas and activities.

<sup>51</sup> Stereotypes and biases can include discrimination by racial/ethnic, gender, socioeconomic, disability, and/or religious identity.

<sup>52</sup> The World Bank's aim is that all its education programs and projects will be disability inclusive by 2025. Achieving this target means making schools inclusive by removing physical barriers to access, training teachers to adapt their teaching strategies to support all, and increasing the supply of accessible learning materials. For more information on how to support inclusive education through World Bank operations, see the [Guidance Note on Disability Inclusion in Education](#).

<sup>53</sup> Evidence-based programs are validated empirically for a specific purpose (for example, to reduce bullying) and determined to be effective with a specific population (for example, elementary school students). They are most effective when appropriate for the school context and when implemented with fidelity. (S. Lester, C. Lawrence, and C.L. Ward. 2017. "What Do We Know about Preventing School Violence? A Systematic Review of Systematic Reviews." *Psychology, Health and Medicine* 22 (March 2017) (sup1): 187-223. <https://doi.org/10.1080/13548506.2017.1282616>.)

<sup>54</sup> Linda Darling-Hammond and Channa Cook-Harvey. 2018. "Educating the Whole Child: Improving School Climate to Support Student Success." Learning Policy Institute, Palo Alto, CA. <https://learningpolicyinstitute.org/product/educating-whole-child-report>.

<sup>55</sup> USAID. 2019. "Assistance to Basic Education: All Children Reading (ABE ACR). MERIT: The Malawi Early Grade Reading Improvement Activity National Assessment of Safety, Gender and Inclusion Report." [https://pdf.usaid.gov/pdf\\_docs/PA00W951.pdf](https://pdf.usaid.gov/pdf_docs/PA00W951.pdf).

<sup>56</sup> UNESCO Institute for Statistics (UIS). 2019. "Malawi Education and Literacy." Retrieved from <http://uis.unesco.org/country/MW>.

<sup>57</sup> A. Gove, T. Brunette, J. Bulat, B. Carrol, C. Henny, W. Macon, E. Nderu, and Y. Sitabkhan. 2017. "Assessing the Impact of Early Learning Programs in Africa." *New Directions for Child and Adolescent Development Special Issue: Global Approaches to Early Learning Research and Practice* 158 (1): 25-41. <https://onlinelibrary.wiley.com/doi/full/10.1002/cad.20224>.

<sup>58</sup> Joyce S. Dorado, Miriam Martinez, Laura E. McArthur and Talia Leibovitz. 2016. "Healthy Environments and Response to Trauma in Schools (HEARTS): A Whole-School, Multi-level, Prevention and Intervention Program for Creating Trauma-Informed, Safe and Supportive Schools." *School Mental Health* 8: 163-76. <https://doi.org/10.1007/s12310-016-9177-0>.

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- <sup>59</sup> SFUSD (San Francisco United School District). 2008. "Beyond the Talk: Taking Action to Educate Every Child Now. SFUSD 2008-2012 Strategic Plan." Cited in Joyce and others 2016.
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- <sup>61</sup> Quentin Wodon and others 2021.
- <sup>62</sup> Global Partnership to End Violence against Children. 2021. "Laying the Foundation for Non-Violent Childhoods: Putting Prohibition of Corporal Punishment of Children into Practice." Implementation Guidance. Together to #ENDviolence Solutions Summit Series. <https://www.end-violence.org/sites/default/files/2022-02/Implementation%20guidance.pdf>.
- <sup>63</sup> Global Partnership to End Violence against Children. 2021.
- <sup>64</sup> Interventions without broad engagement with stakeholders are not likely to succeed. Similarly, engagement without specific (evidence-based) interventions also is unlikely to succeed. Both specific interventions and engagement with stakeholders are needed (Quentin Wodon and others 2021).
- <sup>65</sup> Gillian Makota and Lezanne Leoschut. 2016. "The National School Safety Framework: A Framework for Preventing Violence in South African Schools." *African Safety Promotion* 14 (2). <https://journals.co.za/doi/10.10520/EJC-62a1851d6>.
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- <sup>68</sup> B.J. Casey, Rebecca M. Jones, and Todd A. Hare. 2008. *The Adolescent Brain*. <https://doi.org/10.1196/annals.1440.010>; Laurence Steinberg. 2014. Interview regarding *Age of Opportunity: Lessons from the New Science of Adolescence*. New York: Houghton Mifflin Harcourt. <https://www.psychiatrytimes.com/view/adolescent-brain>.
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- <sup>72</sup> American Psychological Association Zero Tolerance Task Force. 2008. "Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations." <https://www.apa.org/pubs/reports/zero-tolerance.pdf>.
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- <sup>74</sup> USAID 2019.
- <sup>75</sup> Joyce Dorado and others 2016.
- <sup>76</sup> Quentin Wodon and others 2021.

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