

The Role of Management Practices for Supporting Safe Schools



*Safe Schools
Practices Package*

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Acknowledgments

The Role of Management Practices for Supporting Safe Schools Guidance Note was developed jointly with the Management Capacity and Service Delivery Thematic Group. Preparation of this Note was led by Manal Quota and Juan Baron, and co-authored with Jayanti Bhatia and Sharanya Ramesh Vasudevan. Colleagues including Mary Bend, Laura McDonald, Lauren Justine Marston, and Vincent Perrot provided comments, feedback, and inputs on the package. The team is grateful to Hafsa Alvi for her excellent research assistance.

This Guidance Note is part of a series of products by the Safe Schools Team. Overall guidance for the development and preparation of the *Safe Schools Practices* package was provided by Omar Arias, Practice Manager for the Global Knowledge and Innovation Team.

This Guidance Note was designed by Danielle Willis. Alicia Hetzner was the chief copy editor. Janet Omobolanle Adebo and Patrick Biribonwa provided administrative support.

Abbreviations

AN	Approach Note
ASEAN	Association of Southeast Asian Nations
CBT	cognitive behavioral therapy
CGS	comités de gestion scolaire (Mali)
DRM	disaster risk management
ECE	early childhood education
EMIS	Educational Management Information System
FCV	fragility, conflict, and violence
GBV	gender-based violence
GLOSI	Global Library of School Infrastructure
GPSS	Global Program for Safer Schools
INEE	Inter-agency Network for Education in Emergencies
LWiE	Learning and Well-Being in Emergencies Toolkit
MENET-FP	Ministry of National Education Technical Education and Vocational Training
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development (UNESCO)
NSCC	National School Climate Center
NSSF	National School Safety Framework
OECD	Organization for Economic Co-operation and Development
PLE	physical learning environment
QSM	Quiero Ser Maestro (I Want to Become a Teacher) (Ecuador)
SBMC	school-based management committee (Mali)
SEL	social and emotional learning
SiSVE	Specialised System against School Violence
SRGBV	school-related gender-based violence
TaRL	Teaching at the Right Level
T&L	teaching and learning
TPD	teacher professional development
UBC	Un Buen Comienzo (Chile)
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
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.

A review of global guidance on how to support and sustain safe school policies and practices identified three key steps, which are outlined in the *Approach Note: Global Guidance for Supporting and Sustaining Safe Schools*. The steps are to (1) diagnose risks to school safety, (2) design and implement safe school strategies, and (3) monitor and evaluate school safety (figure 1).











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 to address school safety. These three 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.

This Guidance Note on *The Role of Management Practices for Supporting Safe Schools* builds on the management strategies presented in the Approach Note. This Note provides additional details, resources, and country case studies that offer richer details on why and how countries have employed these strategies.

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 	
Diagnose Risks to School Safety:	Design and Implement Safe School Strategies:	Monitor and Evaluate School Safety:	
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.	
Safe Schools Practices Package (<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

Objective

The objective of this Note is to provide global guidance on the role of management practices to support and sustain safe schools. The Note includes resources and country case studies that offer richer details on why and how countries have employed these strategies. The strategies described in the Note can be used as guidance by policymakers, practitioners, school leaders, and/or teachers to support and maintain safe schools.

This Note is part of the larger *Safe Schools Practices* guidance package (figure 1). The package includes a chapeau Approach Note (AN) *Global Guidance for Supporting and Sustaining Safe Schools*, which describes a three-step process for addressing school safety risks. The package also includes an accompanying PPT on *Measuring School Safety*, and five Guidance Notes on (1) Role of Management Practices, (2) Role of Teaching and Learning Practices, (3) Role of Physical Learning Environment, (4) Supporting Mental Health and Psychosocial Well-Being in Schools, and (5) Resource Guide on Violence Prevention and School Safety.

Introduction

Management practices can support or exacerbate an education system's capacity to maintain safe schools (see box 1 for definition of safe schools). Education systems with strong management practices can create and help maintain a safe learning environment, promote inclusion and diversity, and improve teaching and learning (T&L) and the schools' physical learning environment (PLE). Management practices refer to *what* and *how* human, capital, and/or physical resources are utilized and mobilized to achieve a common goal.¹ 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.² Implementation effectiveness toward shared goals is determined by management capacity (for example, skills, motivation, experience, and demographics of education administrators and school leaders) and the organizational structures in place (the rules and institutional organization of the education system), including establishing systems of accountability.

Box 1. Safe Schools Definition

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.³ 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.

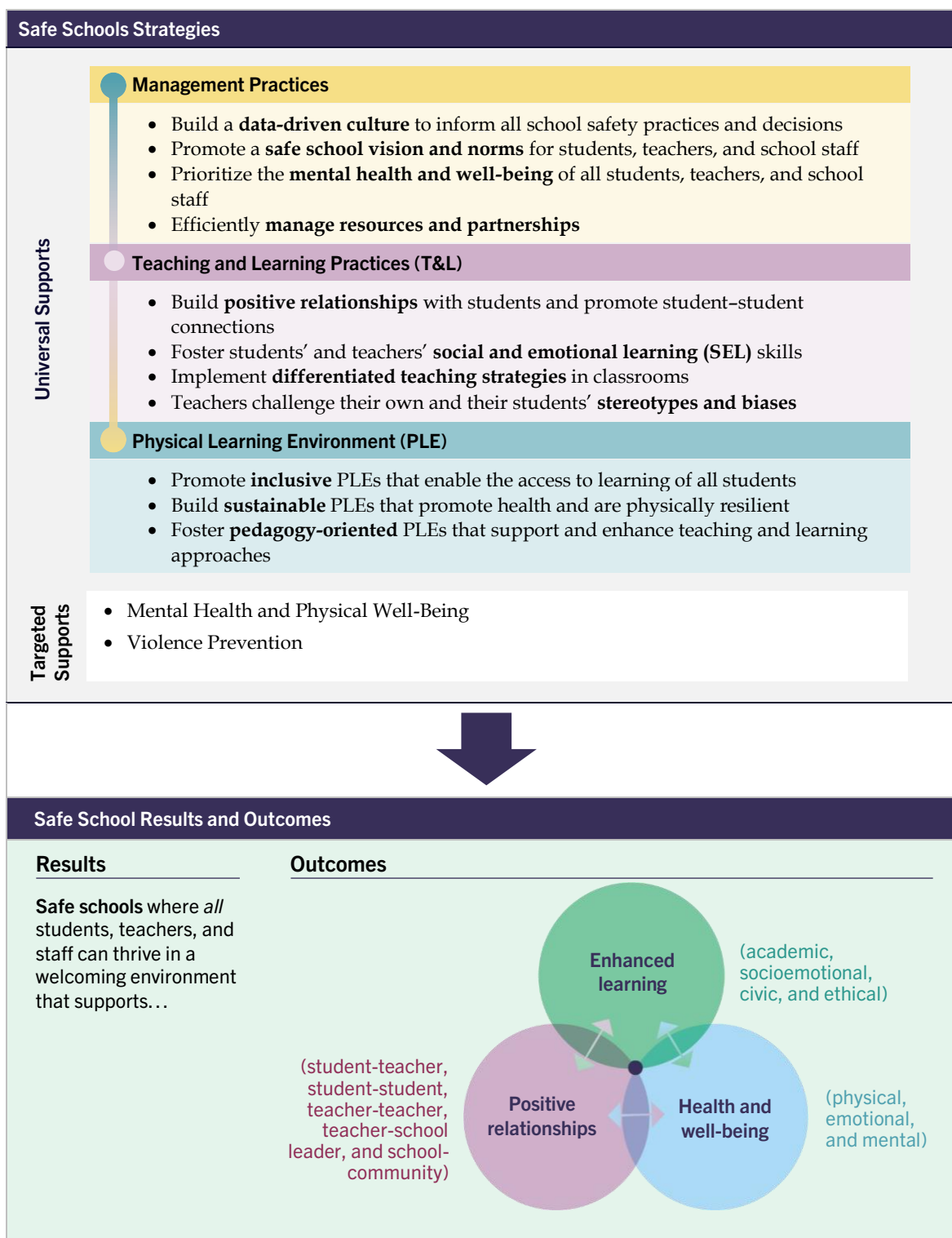
Effective education management can help mediate the diverse shocks that schools face, from gang violence to natural disasters, situations of conflict and fragility, to public health emergencies (such as the COVID-19 pandemic). At the system level, better managed units, aligned around a coherent allocation of responsibilities and common objectives, can deliver better services, such as getting teachers to the schools that need them most and ensuring that buildings are adequate for learning and properly maintained. At a school level, school leaders and school leadership⁴ teams play a significant role in enhancing school safety and recovering from education disruptions or shocks.⁵ For example, lack of safe spaces and/or adequate supervision by teachers and school staff

can facilitate bullying or gender-based violence.⁶ Furthermore, poorly managed schools can reduce schools' resilience, for example, by delaying school reopening in the event of a natural hazard or pandemic.⁷ Lack of resources and training of school leaders and supporting learning recovery presents its own set of management challenges,⁸ as systems and schools work to implement health and sanitation measures with limited resources; build trust among teachers, parents, students, and other stakeholders; and continuously adapt to the evolving pandemic.⁹

A review of global evidence and experiences identified four evidence-based management strategies that can help promote and improve school safety levels (figure 3). These strategies correlate with enhanced school safety levels, and build on the World Bank's [School Management Capacity and Service Delivery](#) approach, they draw from the [Global Platform for Successful Teachers](#), as well as the [Roadmap for Safer and Resilient Schools](#) and the [Global Library of School Infrastructure \(GLOSI\)](#), developed by the Global Program for Safer Schools (GPSS).

It is essential to note that management practices are intertwined with other practices that affect school safety. For this reason, education systems and schools are encouraged to take an integrated approach to school safety (figure 2). Evidence of effective practices for supporting safe schools highlights the areas of management practices, T&L practices, and the PLE, as levers for system-level school safety reforms. The World Bank's *Global Guidance for Supporting and Sustaining Safe Schools Approach Note (AN)* highlights these areas, and provides a general overview on school safety challenges and mitigation approaches. This Note expands on the management strategies outlined in the AN and provides country case studies and resources for how education systems can consistently practice safe school measures by applying effective management practices. Depending on context and needs, the guidance in this Note can be coupled with the strategies on T&L practices and the schools' PLE.¹⁰ For details on how to support safe schools through T&L and PLE strategies, refer to the corresponding Notes from the *Safe Schools Practices* guidance package.

Figure 2. Management Practices: One of the Three Levers for School Safety Reforms



Management Strategies for Safe Schools

A review of global evidence and experiences identified four evidence-based management strategies that can help education systems promote and improve school safety levels (figure 3).

Figure 3. Summary of Management Strategies for Safe Schools

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

1. BUILD A DATA-DRIVEN CULTURE

- A. Build the **capacity of school leaders and leadership teams** to manage and monitor school safety risks at the school level.
- B. Embed **school safety diagnostic and monitoring practices** in the education systems' data management practices.
- C. Design **risk-reporting procedures** to increase awareness and accountability and build capacity of relevant stakeholders to report safety risks.

2. PROMOTE A SAFE SCHOOL VISION AND NORMS

- A. Establish a **clear vision for school safety**, including developing emergency protocols for different types of safety risks.
- B. Foster a **positive school climate** that supports teaching, learning, and health and well-being.

3. PRIORITIZE MENTAL HEALTH AND WELL-BEING

- A. Develop a system to **identify and support students'** mental health and psychosocial needs.
- B. Provide **teachers and school staff with a work environment** that supports their psychosocial well-being and provides them with access to more targeted assistance when needed.

4. MANAGE RESOURCES AND PARTNERSHIPS

- A. Efficiently **manage and allocate** available resources to meet school safety priorities.
- B. Leverage **community and cross-sectoral support systems** to bolster support services for safe schools.

1. BUILD A DATA-DRIVEN CULTURE

Build a data-driven culture to inform all school safety practices and decisions. Data-driven culture refers to the process of continuously using data as evidence to improve school outcomes and environments.

Why

Effective education systems utilize data to inform their policies and practices. The case of school safety is no different. It is important to (a) understand the contextual factors that influence school safety and (b) diagnose the risks posed to students, teachers, and schools. Effective practices indicate that, given the variability in school context, culture, and stakeholders, data collection and analysis play an important role in developing a shared understanding and thereby a comprehensive school safety approach that centers on equity. Collecting data across actors also builds ownership and ensures that the voices and perceptions of risks from relevant stakeholders are taken into account.¹¹ The role of leadership teams is essential in this regard to build a data-driven culture and to use data to plan and inform practices not only at the school level but also at the system level. Moreover, to increase awareness and accountability, safety depends on school staff and students' ability to seek help for and report school safety incidents of violence or other unsafe practices within the school and in the community at large. Consequently, reporting practices need to be child-friendly and anonymous—while still able to hold culprits accountable—so that students and teachers feel comfortable participating in the process.

How

A. Build the **capacity of school leaders and leadership teams to manage and monitor school safety risks at the school level:**

1. **Support school leaders and leadership teams by** (a) carefully selecting and identifying school leaders; (b) offering professional development, capacity building, and incentives; (c) supporting distributed leadership¹² within schools; and (d) building autonomy¹³ and trust of school leaders so that they are better prepared to diagnose and manage safe schools and translate their vision into action. The roles of school leaders and leadership teams are not simply limited to setting a vision but also include collecting and using data and engaging with the community. Effective school leaders who can maintain safe schools and mitigate education shocks at the school level do not focus only on the day-to-day management of the school. These leaders also fulfil their roles as instructional leaders, are resourceful and engage with the community through partnerships, and manage a cadre of teachers and prioritize students' and teachers' social-emotional support.¹⁴ These school leaders set a culture of high expectations in schools, target high-need areas, and focus on improving T&L and PLE, both within and beyond the school.

B. Embed **school safety diagnostic and monitoring practices in the education systems' data management practices:**

1. **Educational Management Information System (EMIS) can capture data that inform decisionmakers on the levels of safety and well-being of students, teachers, and other staff.** Indicators of school safety may not be included as part of the mainstream data collection process. In such cases it is useful to identify and integrate data on school safety into the EMIS. In this way, data are systematized and collected for a prolonged period, thus supporting continuous measurement of school safety. Systematic reporting and data

collection on risks against students and teachers by district and provincial authorities also can inform policy implementation and provide data on implementation of relevant laws.

2. **As data become available, it is important to** (a) ensure that the stakeholder groups align on the significance of measuring school safety; (b) select stakeholders who are representative, credible, and rooted in school safety work to oversee the measurement processes; and (c) inform the design and implementation of school safety policies and practices by using data findings.¹⁵

C. Design risk reporting procedures to increase awareness and accountability and build capacity of relevant stakeholders to report safety risks:

1. **Empower students to report safety risks and create redressal mechanisms.** School staff, parents, and community members share a common responsibility to foster school safety. Nevertheless, students repeatedly have been identified as key informants for school violence intervention and prevention. Students often are the first to know about risks and are better able to identify students involved in interpersonal or self-directed violence. Redressal mechanisms can be created to receive complaints of harm to students, and teachers, within schools. The process can take on many forms but need to have procedures that ensure confidentiality, a fair investigation, and timely action. In such cases, technology can be harnessed to develop an anonymous-based school risk-reporting procedure that includes what to report, how to report, and where/to whom to report.¹⁶ National and/or regional registries of offenders (such as school employees who engage in corporal punishment or school-related GBV (SRGBV) could be maintained and made public to strengthen accountability in practices and better tracking of perpetrators, and particularly to ensure that frequent offenders are barred from future employment in the sector.
2. **Establish or enhance role of parent-teacher committees in schools for an integrated approach to prevent and address harm-related issues** (for example, corporal punishment, SRGBV) in schools. Include student representatives, parents, and teachers in governance mechanisms to prevent and redress harm to students within schools as well as in travel to and from schools.
3. **Train school leaders and teachers to identify, monitor, and, if feasible, address the identified risks in schools and/or classrooms, or outside through referral services** (for example, counseling, after school programs) as discussed under strategy 4. Designate a team of school staff to respond quickly and effectively to school safety reports. It will also be important to maintain a database of contacts of parents and students in case of emergencies.

Spotlight 1. Integrating School Violence and Bullying Indicators in the Education Management Information System: Côte d'Ivoire¹⁷

Following the publication of a national study showing high rates of violence in schools in Côte d'Ivoire,^a the Ministry of National Education, Technical Education and Vocational Training (MENET-FP) decided to integrate school violence and bullying indicators in the Education Management Information System (EMIS). The steps were (a) identifying key indicators by the education sector and UN partners; (b) training those responsible for collecting, reporting, and analyzing data at all levels; (c) developing a framework to harmonize data across different departments within the MENET-FP (for example, strategy, planning, statistics); and (d) establishing a working group composed of all relevant ministries (for example, education, health, child protection, social security, and justice) to coordinate child protection activities in schools and promote reporting of violence in schools.

Key indicators collect data on physical, psychological, and sexual violence perpetrated by peers and by teachers. Indicators comprised proportion of pupils (primary, secondary) who are victims of physical violence by other pupils; proportion of pupils (primary, secondary) who are victims of psychological violence by other pupils; proportion of pupils (primary, secondary) who are victims of sexual violence by other pupils; and the same again for all three forms of violence but in which the perpetrator is a teacher. Results will be disseminated via the "Pocket School Statistics" for the school year, showing the number of students who are victims of violence at primary and secondary school levels, by age, form of violence, and perpetrator. This information is expected to raise awareness of the problem and will be used to inform national, local, and school level actions to address school violence and bullying.

Côte d'Ivoire is the first country in West and Central Africa to collect data on school violence through the routine annual school census. Therefore, the country has provided an example for other countries in the region to follow. The experience in Côte d'Ivoire highlights the importance of national commitment and ownership, strong leadership from the education ministry, support from partners for successful integration of school violence indicators in the EMIS, and the necessity for capacity building at all levels to ensure that the EMIS provides reliable statistics.

Note:

- a. In Côte d'Ivoire, 61% of school-age children believe school can prepare students to manage conflicts without violence, and 73% believe that, in general, education contributes to people living together in peace. Nevertheless, despite schools' peacebuilding potential, UNICEF estimates that 78% of Ivorian school children have experienced at least 1 episode of verbal or physical abuse, while 63% of students have reported physical abuse by a teacher.

Spotlight 2. Improving Reporting of and Responding to School Violence: Peru¹⁸

The Ministry of Education in Peru launched the Specialised System against School Violence (SiseVE^a) in 2013. SiseVE is a specialized platform that aims to "register, attend to and monitor cases of violence in schools." SiseVE involves all levels of the education system: national, regional, and local education management and school management. Schools register with SiseVE, and then cases of violence in the school setting can be reported by victims, witnesses or others. The system enables follow-up actions as well as registration of cases to be recorded. The system also provides guidance on strategies to prevent and monitor school violence and bullying. The staff member in a school who is responsible for SiseVE must record the actions taken in each case. The regional and local education authorities can monitor each school

registry to ensure that this documentation takes place. To protect the identity of the victims, data are confidential and accessible only to specific staff in the Ministry of Education.

In 2013 when SiseVE was launched, only 907 cases of school violence and bullying were reported. The number has increased steadily each year, reaching 5,591 cases in 2017. This six-fold increase reflects both the improvement in the system and, in parallel, the government's implementation of large-scale social media communications campaigns to increase awareness of school violence. Evaluation of one of these campaigns, *Díle alto al bullying* ("Say stop to bullying"), found that the campaign had helped to reduce the acceptability of bullying. Peru's experience shows that combining an effective system to report cases of school violence with effective communication campaigns to raise awareness can dramatically increase reporting.

Note:

a. In Spanish, *Sí se ve* means "Yes, you can see it."

Do You Want to Learn More About Building a Data Driven Culture?

- *Measuring School Safety* PPT provides guidance on how education systems can diagnose, monitor, and evaluate safe school practices. The PPT includes examples of how data can be collected at the school level.
- Read the operational guide for preventing targeted school violence: [Enhancing School Safety Using a Threat Assessment Model](#).
- Sample Instrument: Refer to the [World Management Survey](#) for school management and leadership.
- Check out the [Positive Behavioral Interventions and Supports \(PBIS\) Technical Guide on Classroom Data](#), which lays out guidance on using data to support implementation of positive classroom behavior support practices and systems.
- Read OECD's guide to [Improving School Leadership Policy and Practice](#).
- Read the [Haiti case study](#) to see how better managed schools can recover from disasters.
- Read this report on [Strengthening Referral Pathways for Children and Adolescents Affected by Sexual Violence](#).

2. PROMOTE A SAFE SCHOOL VISION AND NORMS

Promote a safe school vision and norms for students, teachers, and school staff. School vision refers to high-level goals for the future: what institutions hope to achieve. School norms are the behavioral expectations that are set for staff, teachers, and students for the effective learning, health and well-being, safety, and functioning of the school.

Why

A strong school vision and clear expectations from school leadership help create an environment that is conducive to teaching and learning. Setting a strong common vision also aids with building a strong community of practice that can bring teachers together to work toward a shared goals of raising student achievement and creating an inclusive and safe space at school. Safety standards, codes of conduct, and standardized processes support the implementation of norms; and if done with fidelity, can help provide a safe environment for both students and school staff. Moreover, research underscores the importance of school leadership, vision, rules, and leadership's perceived fairness when dealing with students' behavior.¹⁹ For example, there is evidence that schools in which students perceived greater fairness and clarity of rules have lower rates of student victimization and student delinquency.²⁰ Those responsible for implementing new measures to promote school safety need to consider (a) how these measures can ensure that all vulnerable groups,²¹ particularly those who experience entrenched disadvantages, inequity, exclusion, and discrimination, will benefit from a given program, and (b) how the programs directly address the divisive factors in the school and local community.

How

A. Establish a **clear vision for school safety**, including developing emergency protocols for different types of safety risks:

1. **Co-create with relevant stakeholders a clear vision for school safety** by (a) defining clear roles and responsibilities of all stakeholders involved; (b) developing a shared understanding among stakeholders (for example, school staff and management, students, families) of the definition of school safety, and at-risk student or school staff groups through analysis of annual diagnosis data, student and teacher standards, or codes of conducts; (c) pairing the shared understanding with a shared commitment or responsibility to address school safety; this includes establishing or enhancing the role of parent-teacher committees; (d) adapting the student and teacher national standards to suit context; and (e) setting the code of conduct, norms, and expectations for students, teachers, and school staff (for example, disciplinary procedures, reporting and response system, redressal mechanisms, importance of ongoing teacher professional development (TPD), peer collaboration). The vision should promote the inclusion of excluded individuals and groups to contribute to better outcomes.
2. **Implement the vision for school safety** by (a) clearly communicating it to all students, teachers, and other school staff; (b) supporting²² the teachers and school staff to implement the vision, norms, and practices; (c) sharing the consequences of non-adherence of the vision and/or norms; and (d) continuously monitoring safety risks as described in strategy 3.

3. **Develop protocols and plans for emergencies including prevention activities and adequation of infrastructure** by (a) developing and utilizing emergency preparedness plans; (b) practicing simulation drills for expected and recurring disasters; (c) setting up school structural and non-structural safety measures (such as school evacuation plans, strategies for distance education). It will be imperative that all emergency preparedness plans, including school evacuation plans, should be developed and shared in ways that are accessible to all, including people who with physical, cognitive, and mental disabilities.

B. Foster a positive school climate²³ that supports teaching, learning, and health and well-being:

1. **Overall, provide a vision that is supported with safety standards and processes that protect both students and teachers** by (a) offering 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; adult-adult²⁴; (b) protecting students and teachers from physical harm, verbal and sexual abuse/teasing, gossip, unwanted touch and/or exclusion, including when on line or on electronic devices (for example, learning platforms, social media platforms, email, text messaging, posting photos/videos); (c) building awareness and extending participation to parents in the discussions surrounding school safety measures, especially for girls; and (d) providing a safe PLE²⁵ that includes adequate and accessible WASH services (clean drinking water, separate boys’ and girls’ bathrooms), 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.²⁶

Spotlight 3. National School Safety Framework (NSSF): South Africa²⁷

The South African National School Safety Framework (NSSF) is designed to provide a comprehensive document to guide the Department of Basic Education, schools, districts, and provinces in a common approach to achieve a safe, healthy, and violence-free learning environment. NSSF also is intended for other national and provincial state departments involved in any way in achieving safe school environments to ensure a common understanding of the nature and extent of school violence, and a shared evidence-based approach to school safety and violence prevention.

The NSSF is a tool through which minimum standards for safety at school can be established, implemented, and monitored; and for which schools, districts and provinces can be held accountable. It consists of a manual that describes the framework, including national policies, the roles and responsibilities of various stakeholders in ensuring safety at school, and a nine-step-process to implement the manual. These steps include implementing a safety diagnostic and an audit checklist, establishing a reporting mechanism, administering learner and educator surveys to determine experiences of safety and threats, responding to the results from the survey, developing a school safety plan, and monitoring and evaluating a school’s progress.^a There also are disciplinary codes, training materials, and a facilitator training guide.

Note:

a. [NSSF is linked here.](#)

Spotlight 4. *Un Buen Comienzo* (UBC) Social and Emotional Learning Program: Chile²⁸

Chile is a middle-income country with significant educational inequality, especially across socioeconomic levels. Chilean children under age 5 from low socioeconomic backgrounds have significantly higher rates of socioemotional problems and language delays than children from families at the top of the country's income distribution. Despite increased access to early childhood education (ECE) in Chile, the quality of the pre-school environment remains low. In response to this, *Un Buen Comienzo* (UBC) was developed with government support to improve the quality of ECE by leveraging the roles of teachers and school leaders. UBC is a TPD program intended to improve the quality of initial education and support schools in improving pedagogical and leadership practices so that children achieve better socioemotional and language development. In addition to contributing to the development of oral language, reading, and writing, **UBC focuses on socioemotional development and on the general well-being of the children who participate in the program by coordinating with local health services and communities.**

The main features of the program are:

- a. **For teachers:** (1) Classroom teams – Teacher teams take part in monthly training cycles to reflect on their current practices, watch instructional videos, and observe UBC facilitators model effective practices. (2) Coaching – Using a coaching-specific protocol, each session involves three parts: a pre-observation meeting, a classroom observation, and a post-observation meeting at which the teacher and facilitator discuss UBC strategies and action plans for improvement.
- b. **For school leaders:** (1) Meetings – Throughout the two years, school leaders receive intense support to implement the intervention. School leaders form part of a UBC-organized Collaborative Network. The network organizes the work of classroom, school, and district leadership teams and other stakeholders around the common purpose of maintaining a continuous improvement process for ECE. (2) Coaching sessions – School leaders meet regularly with their peers in the school district to reflect and discuss strategies to increase instructional time, improve attendance, and support their teachers in using effective practices to strengthen student-teacher interactions and language development in the classroom.

Do You Want to Learn More About Promoting a Safe School Vision and Norms?

- For [practical guidance on school-based violence prevention](#), read the UNICEF-WHO-UNESCO handbook.
- Read the [INEE School Code of Conduct Teacher Training Manual](#), which aims to empower education staff to gain skills and knowledge to understand and implement the governmental Teachers' Code of Conduct and the Quality Learning Environment principles in classrooms and schools.
- The [INEE Minimum Standards Handbook](#) contains 19 standards, each with accompanying key actions and Guidance Notes. The handbook is accompanied by a [list of tools that support the implementation and contextualization](#) of the Minimum Standards. Click here for the [INEE Minimum Standards Case Studies](#).
- For guidance on FCV context, read the World Bank Group's Approach Note on [Safe and Learning in the Midst of Fragility, Conflict, and Violence](#).

- Read the [six recommendations to improve SEL in primary schools](#). This guidance is accompanied by additional tools and resources to support effective implementation of the guidance recommendations.
- Refer to [RULER](#) as an example of a systemic evidence-based approach to SEL, which involves training for school leaders, educators, and staff; integrating SEL in the curriculum across grade levels; infusing SEL in schoolwide practices and policies; and engaging families and the broader community.
- For [types of TPD₂](#) refer to the OECD TALIS (Teaching and Learning International Survey) report (box 3.1, 50).
- School-day extensions provide an opportunity to rethink schools as places not only for learning but also for holistic student development, engagement, and support. This OECD working paper, [“More Time at School: Lessons from Case Studies and Research on Extended School Days,”](#) reviews the available evidence and synthesizes common lessons from six European and Latin American countries.
- Look at the [online training](#) on the National School Safety Framework (NSSF) discussed in spotlight 3. Although the training is more relevant to the South African schools and context, it can be used as a reference training to build capacity in different settings.

3. PRIORITIZE MENTAL HEALTH AND WELL-BEING

Prioritize the mental health and well-being of all students, teachers, and school staff. Mental health and well-being refer to an individual's emotional, psychological, and social well-being when he/she is protected from negative stress and symptoms of anxiety, depression as well as other negative thoughts, and feelings that can be disruptive and/or emotionally harmful.

Why

Outside the home, schools and child health systems have the most direct influence on a child's development.²⁹ Schools can help students shape and protect their physical safety and mental health and well-being by reducing their exposure to risks while equipping them with the skills and resources needed to cope with adversity when and if it occurs. Decades of research on violence and trauma (caused through many factors, as described in the *Safe Schools AN Guidance Document*) have demonstrated the negative impact they can have on the physical and mental health as well as the educational outcomes of children, and the adults they become.³⁰ School staff, including teachers, often are exposed to violence and stress. Consequently, it also is important to take steps to promote their mental health and well-being to help them cope and to protect them from burnout, particularly in many of the difficult, resource-poor settings in which they work. Teachers' mental health and well-being are essential for them to effectively teach and nurture students.

How

A. Develop a system to **identify and support students'** mental health and psychosocial needs:

1. **Build the capacity of school staff, including teachers, to identify and respond to children's psychosocial needs** by (a) providing training and information for them to identify children's psychological distress and psychosocial needs and to provide support in addressing them, including referring students to specialized/more targeted services when needed (see below); (b) applying a whole school ethos such as supporting school-wide activities to reinforce SEL skills or reduce bullying.³¹
2. **Monitor school-level risks to mental health and well-being and offer appropriate support. This may include** (a) access to universal supports and resources (individuals and activities) that can reinforce their mental health (for example, counselors, mental health experts, extracurricular activities, after-school programs); and (b) access to targeted supports/interventions to meet the specific needs of at-risk or high-need individuals. These supports may include SEL programs to proactively respond to or mitigate the impact of trauma on vulnerable students and teachers³² or other interventions that promote psychosocial well-being.
3. **Identify resources outside of the school and establish a functional referral system and protocols in coordination with other parts of the education system or other social services, as appropriate for students and their parents** by (a) establishing a mechanism to refer children to outside or more specialized services by leveraging community partnerships as discussed under strategy 4 (counseling, after-school programs, toll-free helplines); (b) establishing and adopting psychosocial support guidelines to guide such efforts and actions; and (c) setting up toll-free helplines and/or other remote (for example, chats) psychological support services to be provided by trained staff and volunteers.³³

4. **Raise awareness among school management and staff, parents, and the larger community by implementing communication campaigns that** (a) address stigma related to mental health and psychosocial needs and the use of such services through information and awareness-raising campaigns; and (b) increase understanding and raise awareness (particularly through low-technology means, for example, radio and TV) of teachers and/or parents to identify psychological distress and mental health risks and to provide psychosocial support to children. These campaigns also may be targeted to children to help relieve stress.³⁴

B. Provide teachers and school staff with a work environment that supports their psychosocial well-being and provides them with access to more targeted assistance when needed:

1. **Create a supportive work environment that** (a) provides support and resources to new teachers, for example, through mentorship or induction programs³⁵; (b) opens opportunities for TPD, particularly practice-based approaches with coaches or mentors. These approaches can help teachers build and maintain supportive and trusting relationships among themselves, or with other staff, including school administrators and leaders who can provide feedback and support; (c) organizes opportunities for peer learning (communities of practice) for teachers to discuss practices and daily challenges as well as coping techniques, and to reflect together on effective ways to address challenges to improve teaching and learning; and (d) provides access to mindfulness programs and/or evidence-based targeted interventions for the mental health and well-being of teachers and school staff.
2. **Support and address teachers' and school staff's psychosocial needs and prevent burnout by** (a) creating an environment which supports a mentally healthy workplace, with management acknowledging the difficulties and stressors teachers and school staff face, particularly in the context of returning to school following COVID-19; (b) providing teachers and staff with access to toolkits or interactive digital modules and/or identifying programs to help them cope with stressors and practice self-care; (c) encouraging teachers to establish informal peer support groups in which they can discuss the stressors they face and share coping strategies; and (d) promoting mental health literacy/providing training for teachers and school staff to recognize signs and symptoms of psychological distress and to destigmatize mental health issues—encouraging them to engage in help-seeking behaviors while providing them with information on available psychosocial services.

Spotlight 5. Prioritize the Mental Health and Well-Being of All Students and School Staff: Sierra Leone³⁶

In war-affected Sierra Leone, psychological trauma from the civil war, problems with community stigma, and interpersonal deficits and distrust have placed youth (many of them former child soldiers) at risk for poor health and developmental outcomes, low rates of school completion, and limited economic self-sufficiency. In response, the Youth Readiness Intervention (YRI) was an innovative, evidence-based mental health intervention that tapped into culturally sensitive mental health services. YRI consisted of a 10-session cognitive behavioral therapy (CBT)-based group mental health intervention for multisymptomatic, war-affected youth (aged 15–24 years). Focus groups with community leaders, young people, and professionals highlighted the need for an intervention that could be delivered in communities by lay mental health workers. For example, interviews with relevant stakeholders, mental

health professionals, youth organizations, teachers, school leaders, and health care workers provided valuable input for developing the intervention.

YRI integrates evidence-based common practice elements from cognitive behavioral therapy (CBT) and group interpersonal therapy (IPT) to address co-occurring mental health symptoms and functional problems that may impede life success and functioning in war-affected youth. The sessions under this intervention included (1) trauma psychoeducation; (2) understanding the links among behaviors, bodies, and beliefs; and (3) relaxation, emotion regulation, and behavioral activation. All counselors had a bachelor's degree or diploma in social work or a related field, and the delivery of the intervention was stratified by sex and age.

The results showed significant post-intervention effects on emotion regulation, prosocial attitudes/behaviors, social support, reduced functional impairment, and significant follow-on effects on school enrollment, school attendance, and classroom behavior. YRI is being scaled up^a by Youth FORWARD.^b

Notes:

a. [Betancourt, 2018](#).

b. Youth FORWARD (Youth Functioning and Organizational Success for West African Regional Development) is a coordinated plan to establish research partnerships and a regional hub to scale up evidence-based mental health interventions for young people in West Africa.

Spotlight 6. Learning and Well-Being in Emergencies Resource Kit for Teachers: Myanmar³⁷

Throughout the pandemic some governments and organizations have been working to meet teachers' well-being. Evidence clearly demonstrates that teachers and teacher qualities are the most important factor influencing student achievement. In refugee and emergency settings, teacher quality is an even more critical driver of variations in student learning outcomes. Nevertheless, we face a global teacher shortage; and support, remuneration, and professional development for teachers are woefully insufficient. In Myanmar, for example, after teachers identified their well-being as a top priority due to the stress and challenges faced due to remote learning and COVID-19, they were supported through interactive digital modules focusing on teacher well-being (building on Save the Children's [Learning and Wellbeing in Emergencies Resource Kit](#)). The modules were delivered through online and offline platforms via smart phones. Some schools conducted face-to-face peer learning sessions, but most conducted them through Facebook Messenger or Viber groups, which were supervised and supported by cluster heads and project staff. The *Learning and Well-Being in Emergencies Toolkit* (LWiE) focuses on building and measuring early foundational literacy skills, alongside social emotional learning, in emergency contexts with a particular focus on community engagement as a key support for children. Teacher training to support teachers/facilitators to be able to use tools and curriculum to inform their classroom pedagogy and socioemotional support to students is one of the many components of LWiE.

Do You Want to Learn More About Prioritizing Mental Health and Well-Being?

- Read the Safe Schools Guidance Note on *Supporting Mental Health and Psychosocial Well-Being in Schools*.
- For additional case studies from across the world, read [Mental Health Promotion: Case Studies from Countries](#).
- Check out [Kenya's Mental Health Action Plan 2021-2025](#) as an example of a national plan.
- Read how a program in Pakistan is [generating grassroots awareness](#) about how students, teachers, and parents can maintain good health and hygiene along with keeping positive mental health.
- Read the [develop psychosocial health and well-being](#) section from the RAPID framework in the World Bank learning recovery and acceleration report. The report also provides examples of country program interventions during COVID-19.
- For guidance in emergency settings, read the INEE's [Guidelines on Mental Health and Psychosocial Support in Emergency Settings: Checklist for Field Use](#).
- For [building teachers' capacity to provide mental health and psychosocial support](#) before, during, and after crises, read the case from Mozambique.
- For a Conceptual Framework for Teacher Well-Being in Low Resource, Crisis, and Conflict-affected Contexts and other related guidance, read the [Landscape Review: Teacher Well-Being in Low-Resource, Crisis, and Conflict-Affected Settings](#).
- Read the UNICEF's [Ready to Come Back: A Teacher Preparedness Training Package](#), developed in response to COVID-19. It includes a module dedicated to teacher well-being that addresses the stress that teachers are facing with the pandemic, including tips and suggestions to improve safety, well-being, and learning with students, in face-to-face or remote settings.
- Survey shows [Violence, Threats, and Harassment Are Taking a Toll on Teachers](#)

4. MANAGE RESOURCES AND PARTNERSHIPS

Efficiently manage resources and partnerships. Resources can include the recruitment and retention of teachers and other staff, teaching and learning materials, and financial and other material resources. Partnerships can include community and cross-sectoral support.

Why

Education systems are responsible to manage all administrative, material, human, and financial operations necessary for the system to operate smoothly. Teachers, support staff (for example, counselors), school infrastructure, and teaching and learning materials are among the resources that must be allocated in a manner that supports equity and enhanced levels of school safety. In the many contexts in which schools have limited resources and capacity, working with the community and developing partnerships may be means to bridge these service or resources gaps. Moreover, school safety is driven by multiple factors so a collective effort from a range of stakeholders is critical for response and prevention.

How

A. Efficiently **manage and allocate** available resources to meet school safety priorities:

1. **Through data-driven practices, education systems can monitor systemic changes and shocks.** Continuous data collection of school-based indicators (strategy 1) and better monitoring of practices can: (a) help identify areas of need and enable the rapid reallocation of budget or human resources in response to changing conditions, such as an influx of new students; and (b) create and follow emergency response plans while leveraging support from a cohesive network of stakeholders.
2. **Enhance inclusivity in selection and deployment of teachers, especially in LMICs in which political capture and favoritism may be at play.** Education systems should aim to (a) target, deploy, and retain teachers to work in remote, or high-need settings to mitigate school safety risks that can emerge due to teacher shortages and absenteeism; (b) hire teachers from diverse backgrounds, gender, and ethnicity. For example, Nepal proactively recruits teachers who are visually impaired.³⁸
3. **Education systems and schools ensure the availability of sufficient and inclusive high-quality T&L materials that are representative of diverse groups** (for example, teacher guides and course books in local dialects; laboratory equipment and facilities for all). For details on access and supply of high-quality T&L materials, refer to the accompanying Note on PLE.

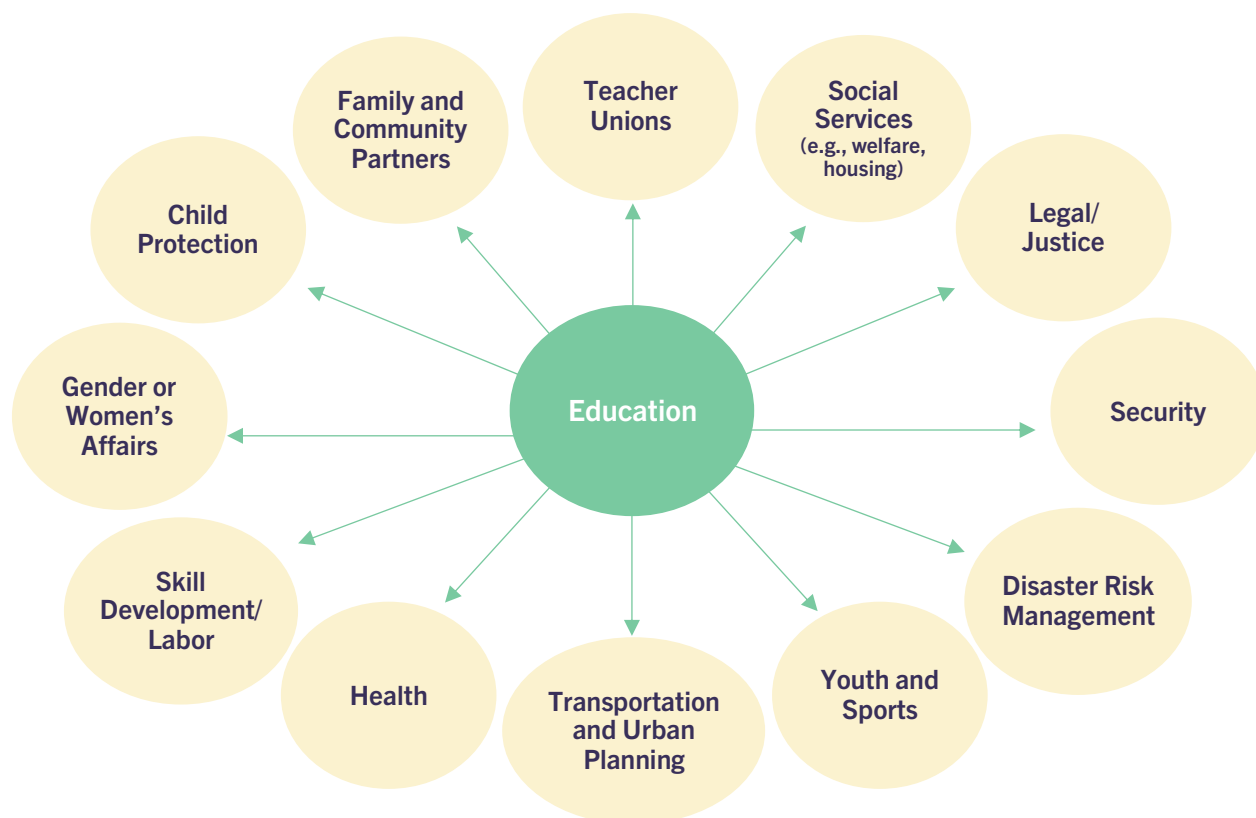
B. Leverage **community and cross-sectoral support systems** to bolster support services for safe schools (figure 4):

1. **Enhance students' and teachers' learning and health engagement and/or access to resources through partnerships with** (a) other schools in nearby clusters to share resources, and build peer-to-peer knowledge sharing; (b) external organizations, businesses, and donors to fund programs and activities that help connect student learning to real issues and settings, and to extend learning beyond the school (before-school, after-school, school projects, summer camps); and (c) non-profit organizations or governments

for health and social protection, for example, annual health check-ups or apprenticeship programs that support development and alignment with labor market needs to reduce exclusion, marginalization, and/or participation in crimes.

2. **Education systems can support schools' active engagement with parents to support students' learning progress and skills development.** Error! Bookmark not defined. Support schools to engage with parents through (a) home visits; (b) flexibly scheduled student-teacher-parent conferences and leverage Parent Teacher Associations (PTAs) to foster home-school partnerships; (c) involving families in school activities, including when students need referral services; and (d) regular communication through phone calls, emails, and/or text messages.³⁹
3. **Education systems run information and awareness campaigns and mobilization workshops for parents and community members to** (a) reinforce positive methods for bringing up children including positive discipline practices; (b) reframe community norms; and (c) create a safe community and home environment.⁴⁰
4. **Schools can leverage local, community, or national services for specialized support, for example, for mental health support.** Cases illustrate how individual schools can maintain a database of referral services to local professional service providers including (a) psychologists, (b) local hospitals; and (c) health clinics.⁴¹ Of course, the availability and quality of such supports will vary across contexts.
5. **Establish emergency response mechanisms such, as in the event of school attacks, natural hazards, fire, and other such incidents require an emergency response.** Schools (a) develop an Emergency Operations Plan (EOP), in coordination with law enforcement officials and first responders when feasible, to highlight the steps to be taken efficiently and timely; and (b) train and empower all stakeholders, including students, teachers, school leaders, and community to play an active role in the event of an emergency (for example, to carry out mockups and/or operation procedures).⁴²
6. **Ensure transport is safe and affordable.** Such transport should be (a) provided during school hours by schools or subsidized by government and (b) regulated, requiring special permits and regular monitoring of school drivers' behavior. The name and ID of driver and Helpline numbers should be prominently displayed in the vehicle.

Figure 4. Example of the Range of Partners Involved in School Safety Response Led by the Education Sector⁴³



Note: These sectors can have different names in different countries.

Spotlight 7. Teacher Selection: Ecuador⁴⁴

Since 2013, the Ministry of Education of Ecuador has selected teacher candidates and assigned them to school vacancies through a centralized teacher selection process known as *Quiero Ser Maestro* (I Want to Become a Teacher, abbreviated QSM). Although QSM has improved transparency and reduced the costs of applying to vacancies in different parts of the country, **Ecuador's teacher selection process still generates some inefficiencies and inequities.** While some schools receive more applications than available vacancies, others struggle to attract applicants. As a result, a large proportion of teaching positions remained unfilled at the end of the process, and several candidates were unable to secure job offers. For example, in 2016, 26 percent of teaching positions remained unfilled, and 56 percent of candidates were not assigned to positions.

In response, the government of Ecuador incorporated a **zero-cost nationwide intervention to attract teacher candidates to hard-to-staff schools** through innovations in the front- and back-end of the centralized teacher assignment platform.^a

First, the government re-launched the teacher assignment platform to help applicants have **clear, easy-to-follow** information about the available vacancies and the procedure that

applicants would follow to secure a position. The existing platform was re-designed to improve user experience and navigation so that teachers could more easily sort through the available vacancies. The platform also incorporated additional information about each available vacancy so that teachers could easily access additional information about each school, especially those with which they were unfamiliar.

Second, the innovations focused on helping teachers find it more **doable** to apply to a larger number of more diverse schools. To this end, the platform clearly labelled disadvantaged schools by adding a large icon that gave the information that the school was disadvantaged in terms of its student population and its equipment. Additionally, instead of presenting vacancies alphabetically, the platform listed the disadvantaged schools first in the system. This change helped teachers have more access to the disadvantaged schools first, instead of having to search through the long list of vacancies to identify these schools. Finally, the innovations provided real-time feedback to teachers about the probability of their application to each school. When teachers were applying to schools that were already oversubscribed, the platform leveraged artificial intelligence (AI) to identify these “risky applications” and provided real-time feedback in the form of other suggestions for nearby schools that were not oversubscribed.

These innovations were **successful** in attracting teachers to apply to a hard-to-staff vacancy by 5 percent over the baseline, and, ultimately, increased the probability of teachers being assigned to a hard-to-staff vacancy by 3-4 percent over the baseline. Treated teachers also were less likely to apply to higher performing and oversubscribed schools and more likely to apply to disadvantaged and low-performing schools – at no cost.^b

Note:

- a. Institutions typically located in more remote and vulnerable areas that normally have greater difficulty attracting teachers
- b. *Source:* Gregory Elacqua. 2022. Internal presentation for World Bank Teacher’s Team Operational Clinic. April 22, 2022.

Spotlight 8. Community-Based School Management Committees: Mali⁴⁵

Strengthening the relationship between communities and schools through school-based management committees (SBMCs) who demonstrate the principles of active citizenship can be a powerful step toward building school connectedness. In Mali, both displaced and host communities participating in the Mali education resilience assessment saw the importance of school-community relations, especially in adverse, uprooted living situations. Schools were seen as spaces of safety, learning, encouraging social and emotional skills, and bringing together children, youth, their extended families, and teachers in difficult times. For the education system to tap into the potential of the identified assets, including schools and communities working together, it needs to provide relevant support structures.

Mali is an example of a system that has in place existing SBMCs – its CGS (*comités de gestion scolaire*) – that can be strengthened and aligned to bolster the cooperation between schools and communities. SBMCs, such as Mali’s CGS, can help guide education communities to take decisions and work together to implement them. Decisions can be made on issues of safety, well-being, and the quality of learning of students across the country. Examples of school-based management structures that are useful to promote school-community relations exist in many countries that have risen from contexts of violence, conflict, or generalized adversity. Consisting of education community members, they offer school improvement plans, subsidies for school budgets, guidance manuals, and training.

In Mali, the CGS are in place in approximately 6,000 schools, composed of parents, teachers, and representatives of local governments. They are an opportunity to strengthen school-community relations in the aftermath of the recent crises and for the future. For example, CGS can provide the forum to convene parents and other community members to discuss, negotiate, and agree on the role of education in their communities. These conversations between schools and communities can expand beyond maintenance and administrative issues to touch on other important issues identified in the resilience assessment, such as language of instruction, relevant learning and skills for youth, girls' education, community activities to improve social cohesion and respect for diversity. School improvement plans, grants, and training (provided by national and international partners) can support CGS system to implement these important decisions.

Do You Want to Learn More About Managing Resources and Partnerships?

Managing Resources

- Example: [Getting the Right Teachers into the Right Schools: Managing India's Teacher Workforce](#).
- Read principle 3 for [managing teachers better](#) (p. 25) in the [Successful Teachers, Successful Students](#) report.
- Read [Education Brief: Update on the Global Platform for Successful Teachers](#) (forthcoming).

Managing Partnerships

- Read the [Education in Emergencies: Child Protection Collaboration Framework](#) for inter-sector coordination between child protection and education.
- Read the [Early Childhood Development Kit for Emergencies](#). It contains the [materials to help caregivers create a safe learning environment for young children](#), aged 0–8.
- Click here to read how [Read India leverages two types of partnerships](#): (1) working directly with school communities to improve student learning and (2) developing partnerships with the government to implement the TaRL approach.
- Read [country case studies](#) on safe schools from the ASEAN region to familiarize yourself with the types of partnerships.
- Explore the types of collaborations by reading country case studies in [Making every school a health-promoting school](#).
- Read these case studies that highlight the importance and relevance of global learning and [school partnerships](#) for schools, teachers, and pupils.
- Read chap. 7 on [engaging all stakeholders on violence](#)

Conclusion

A safe, inclusive, and positive learning environment is critical to ensure student learning, health and well-being, and relationships (with peers, teachers, family, or in school). Some students also may find school to be a refuge and an escape from unsafe home environments. School management practices and the role of school leaders can influence school safety levels and how students and teachers engage in the teaching and learning process. The evidence clearly indicates that education systems and school leaders that build a data-driven culture, promote a safe school vision and norms, and prioritize mental health and well-being of all students, teachers, and school staff are better able to protect their schools, respond, and recover from disruptions to education. Moreover, efficiently managing resources and partnerships can further promote and improve school safety levels.

The four strategies proposed in this Note identify key approaches to strengthen the role of management practices with the intention of focusing on actionable strategies that can be applied in low and high resource settings. As highlighted, different students may require different types of support to feel/be safe and the same should be considered while prioritizing strategies. Moreover, these four strategies form part of the guidance on safe school practices and can be integrated with strategies that strengthen T&L practices as well as the design and use of the schools' PLE, depending on context and needs.

Endnotes

- ¹ 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.
- ² Angela Demas and Gustavo Arcia. 2015. "What Matters Most for School Autonomy and Accountability: A Framework Paper." SABER (Systems Approach for Better Education Results) Working Paper 9. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/22086>. License: CC BY 3.0 IGO.
- ³ 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>.
- ⁴ In addition to the school principals or head teachers, the school leaders also can include the school management committee (or school board or school council) in some countries, pedagogical coordinators or any other staff member that has a responsibility in activities related to school management.
- ⁵ Matt Levinson. 2013. "The Principal Rule: Safety First." *Edutopia Blog*. <https://www.edutopia.org/blog/the-principal-rule-safety-first-matt-levinson>.
- ⁶ Tigran Shmis, Maria Ustinova, and Dmitry Chugunov. 2020. "Learning Environments and Learning Achievement in the Russian Federation: How School Infrastructure and Climate Affect Student Success." *International Development in Focus*. Washington, DC: World Bank. © World Bank. <https://openknowledge.worldbank.org/handle/10986/32598>.
- ⁷ Melissa, Adelman Juan Baron, and Renata Lemos. Forthcoming. "Managing Shocks in Education: Evidence from Hurricane Matthew in Haiti." Working Paper. World Bank, Washington, DC.
- ⁸ S.A. Sindhi. 2013. "Creating Safe School Environment: Role of School Principals." *The Tibet Journal* 38 (1-2): 77-89. Cited in J.R. Eslinger. 2017. "Creating a Safe, Caring and Inclusive School Environment through a Code of Conduct That Is Educative, Preventive and Restorative in Practice and Response." *The Organizational Improvement Plan at Western University* 19. <https://ir.lib.uwo.ca/oip/19>.
- ⁹ J. Weiner, C. Francois, C. Stone-Johnson, and J. Childs. 2021. "Keep Safe, Keep Learning: Principals' Role in Creating Psychological Safety and Organizational Learning during the COVID-19 Pandemic." In *Frontiers in Education* 5:618483. <https://doi.org/10.3389/feduc.2020.618483>.
- ¹⁰ The accompanying *Approach Note: Global Guidance for Supporting and Sustaining Safe Schools* provides details on understanding the local *context* by diagnosing school safety risks. The AN also lays out the factors that influence school safety and the negative impacts of those factors on safe school outcomes.
- ¹¹ D. Faster and D. Lopez. 2013. "School Climate and Assessment." In T. Dary and T. Pickeral (eds), "School Climate Practices for Implementation and Sustainability." A School Climate Practice Brief 1. National School Climate Center, New York, NY. <https://www.issueab.org/resources/15024/15024.pdf>; Gillian Makota and Lezanne Leoschut. 2016. "The National School Safety Framework: A Framework for Preventing Violence in South African Schools." *Sabinet* 14 (2) (Dec.), <https://journals.co.za/doi/10.10520/EJC-62a1851d6>.
- ¹² Distributed leadership means mobilizing leadership expertise at all levels in the school to generate more opportunities for change and to build the capacity for improvement (Alma Harris. 2014. Blog on Distributed Leadership. https://www.teachermagazine.com/au_en/articles/distributed-leadership). In other words, school leaders can share some of the load of their responsibilities with other school administrators, teachers, or specialists to focus on essential non-administrative tasks, such as providing instructional support to teachers or engaging with the community.

¹³ 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, so 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, Volume 1: Policy and Practice*. <https://www.oecd.org/education/school/44374889.pdf>).

¹⁴ Mauricio Romero, Juan Bedoya, Monica Yanez-Pagans, Marcela Silveyra, and Rafael de Hoyos. 2021. "Direct vs. Indirect Management Training: Experimental Evidence from Schools in Mexico." *Journal of Development Economics* 154. <https://doi.org/10.1016/j.jdeveco.2021.102779>.

¹⁵ The *Measuring School Safety* PPT provides guidance on how education systems can diagnose, monitor, and evaluate safe school practices. The PPT includes examples of how data can be collected at the school level.

¹⁶ The reporting procedure should capture key information about the incident, including sex, age and whether the person was targeted based on specific characteristics. Such information is important to identify patterns and create effective interventions to address the problem. That said, sometimes even though risk-reporting mechanisms are in place, people do not report (a) for fear of retribution or (b) feeling that reporting would not matter. It is essential, first, to ensure the anonymity of the reporting procedure and, second, to be transparent about the decision-making process, especially in contexts in which the perpetrators are the ones in power.

¹⁷ UNESCO (United Nations Educational, Scientific and Cultural Organization). 2019. "Behind the Numbers: Ending School Violence and Bullying." <https://unesdoc.unesco.org/ark:/48223/pf0000366483>.

¹⁸ UNESCO, 2019.

¹⁹ R.A. Astor, R. Benbenishty, and J.N. Estrada. 2009. "School Violence and Theoretically Atypical Schools: The Principal's Centrality in Orchestrating Safe Schools." *American Educational Research Journal* 46 (2): 423–61. <https://doi.org/10.3102/0002831208329598>; Amrit Thapa, Jonathan Cohen, Shawn Guffey, and Ann Higgins-D'Alessandro. 2013. "A Review of School Climate Research." *Review of Educational Research* 83 (3): 357–85. <https://doi.org/10.3102/0034654313483907>.

²⁰ Gary D. Gottfredson, Denise C. Gottfredson, Allison Ann Payne, and Nisha C. Gottfredson. 2005. "School Climate Predictors of School Disorder: Results from National Delinquency Prevention in School." *Journal of Research in Crime and Delinquency* 42: 421–44. <https://doi.org/10.1177/0022427804271931>.

²¹ Vulnerable and at-risk populations refer to children, youth, students, and schools who are most vulnerable or at risk of disparities in access, service use, and outcomes. This grouping includes females, immigrants, refugees, students with disabilities, sexual and gender minorities, racial and ethnic minorities, and the socioeconomically disadvantaged.

²² Support for teachers could include providing access to (a) training; (b) focus group discussions; and (c) structures that enable for peer-to-peer learning. The training does not need to be conducted by the school leaders, but it should be their responsibility to bring trained professionals into schools to conduct the training.

²³ 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>.)

²⁴ NSCC (National School Climate Center). 2020. "The 14 Dimensions of School Climate Measured by the CSCI." <https://schoolclimate.org/wp-content/uploads/2021/08/CSCI-14-Dimensions-Chart.pdf>.

²⁵ For details on safe PLE, refer to the accompanying Note on The Role of the Physical Learning Environment for Supporting Safe Schools.

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- ²⁹ Olga Acosta Price. 2016. "School-Centered Approaches to Improve Community Health: Lessons from School-Based Health Centers." *Economic Studies at Brookings* 5 (July13): 1-17. <https://www.brookings.edu/wp-content/uploads/2016/07/Price-Layout2-1.pdf>.
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- ³² Nandini Chatterjee Singh and Anantha K. Duraiappah (eds.). 2020. "Rethinking Learning: A Review of Social and Emotional Learning Frameworks for Education Systems." UNESCO-MGIEP, New Delhi. <https://mgiep.unesco.org/rethinking-learning>.
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