

Optional Sectoral Module EDUCATION



In a resilient city, the education system strives for complete coverage by removing structural barriers to school enrollment (*inclusive*). Capacity management and planning of new facilities is grounded in demographic estimates, and the city's formal and informal growth patterns (*reflective and coordinated*). During disasters, there is an emphasis on continuity of education through adequate emergency preparedness and back-up systems (*redundant*). Schools previously exposed to shocks are retrofitted to better withstand future impacts, and new facilities are built in low-risk areas according to appropriate safety measures (*robust and reflective*). Contextualized risk information is integrated into the school curriculum encouraging pupils to engage in local risk reduction.

TOPIC	GUIDING QUESTION	APPLICABLE RESILIENCE QUALITY	RELATIONSHIP TO RESILIENCE QUALITY
Institutional Capacity	Who manages the education facilities and services in the city, including primary and secondary schools, vocational training centers and institutions of higher education? If there are multiple education agencies, are they well-coordinated in terms of management, development planning, and emergency response?	Coordinated	Close coordination among education providers facilitates complete coverage, planning for future demand, and emergency preparedness.

<p>Finance</p>	<p>What are the funding sources for education facilities and services? To what extent is the funding discretionary at the local level? To what degree are funding sources and uses coordinated across agencies?</p>	<p>Robust; Coordinated</p>	<p>An education system that strives for complete coverage and continuous operation relies on sustained and predictable funding. When a city has discretionary control over funding for education, it can be held accountable for achieving a pre-determined educational standard and coverage with the available funding. Where human resources and financing for education services are limited, coordination helps improve efficiency, targeting and flexibility of both ordinary education services and exceptional programming.</p>
<p>Finance</p>	<p>Is contingency financing available for education facilities and services?</p>	<p>Redundant</p>	<p>A contingency fund enables the continuity of education services in the event of unexpected disruption caused by external impacts, such as natural disasters, or human induced shocks, such as labor union strikes. A contingency fund can also help overcome sudden increase in demand for education services as caused by migration.</p>
<p>Access</p>	<p>Do all segments of the population have access to primary and secondary education? Is primary and secondary education financially accessible to all groups in the city?</p>	<p>Inclusive</p>	<p>In an inclusive education system, children from all socio-economic backgrounds, religions, abilities etc., have access to appropriate primary and secondary education. Access to education fosters students' participation in the labor market and, thereby supports social mobility and enhanced resilience to economic shocks. An inclusive education system is the cornerstone of a cohesive and just society.</p>

Access	Does the city have programs for maximizing enrollment in primary and secondary schools, especially among poor and vulnerable groups, through scholarships, transportation assistance, free lunch programs, etc.	Inclusive	Assistance programs which address barriers to school enrollment among poor and vulnerable groups help identify and reverse structural weaknesses in the education system.
Planning	Does the city have the capacity to adjust and/or increase provision of education services in line with projected and sudden population growth, accelerated by rural to urban migration, influx of refugees etc.?	Reflective	Reflective capacity management of schools requires regular service demand estimates to be made based on demographic changes (e.g., type of education needed). Inability to adjust to unexpected increase or changes in demand can lead to shortages in the education system and disruptions in the school year.
Planning	Have spatial patterns in the city shifted recently? Are there residential areas in the city, either formal or informal, that do not have education facilities available in the vicinity? Are informal settlements incorporated into demand estimates for planning of new education facilities?	Reflective; Inclusive	Monitoring the city's growth patterns, both formal and informal, allows for informed capacity management and appropriate siting of education facilities. Incorporating informal settlements into demand estimates for planning of education facilities is essential for encouraging social inclusion of poor and marginal groups.
Facilities	How have education facilities been impacted by past disasters and are they vulnerable to the consequences of climate change? Were the past impacts concentrated in specific locations? Have these disruptions and future risk projections informed improvements and substantial changes to the placement and/or (re)construction of facilities?	Robust; Reflective	Keeping a track of past events and anticipating potential future impacts helps the city identify vulnerable access routes, facility design faults and vulnerable locations for placement of new education facilities. Based on these evaluations, the city can make strategic maintenance and capital investments to improve school safety.

Facilities	Are there adequate resources and appropriate incentives for school maintenance and repair? To what degree do local governments or other levels of government have special programs in place to regularly assess schools for maintenance, compliance with building codes, general safety, weather-related risks etc.?	Robust	Facilities constructed according to appropriate building codes and safety measurements, which are additionally well-maintained, will generally better withstand disaster impacts. Regular evaluation of safety and disaster preparedness in schools allows for identification of maintenance needs and appropriate level of government intervention.
Curriculum	Are socio-emotional activities included in the academic curriculum?	Inclusive	Social and emotional competencies contribute to the overall well-being of children and youth by helping them cope with chronic exposure to violence and improving their academic performance. These can include student-led clubs, team-based learning, community projects, and other pedagogical activities.
Curriculum	Are there any strategies to strengthen the community and parental-school involvement?	Inclusive	Community and parental participation has been identified as an important determinant of students' school success. Family support and involvement is even more important in contexts of adversity, conflict and violence.
Preparedness	To what degree do local schools and colleges include courses, education, or training on disaster awareness and risk reduction (including climate-related risks) as part of the educational curriculum? Is the community included in such activities?	Reflective	Including knowledge about disaster risks into regular school curriculum fosters risk awareness and engagement of pupils in local risk reduction. Risk reduction education offered by local education institutions can be particularly useful due to its contextualization.

<p>Preparedness</p>	<p>How prepared are the education facilities (back-up education material, trained staff, etc.) for emergency situations? Do all schools have preparedness plans? How often are regular disaster preparedness drills undertaken in schools?</p>	<p>Robust</p>	<p>A high level of emergency preparedness helps ensure continuity of education activities during a disaster event. In order to avoid prolonged disruptions in the school year and promote school safety, schools should develop preparedness plans and regularly perform drills, so that staff and pupils are familiar with appropriate emergency procedures.</p>
<p>System Continuity</p>	<p>Is the probability that education facilities will remain operational in post-disaster situations assessed? Do shocks and stresses regularly create disruptions in the school calendar? How many days per year are schools out of session due to shocks and stresses? Is there a backup plan to ensure that school operations continue?</p>	<p>Robust</p>	<p>Education facilities that can remain operational in post-disaster situations are considered robust. Assessing the probability of education discontinuity according to disaster levels and types helps plan back-up/ temporary facilities.</p>