

TERMS OF REFERENCE FOR RESEARCH CONSULTANT for UPDATE of  
“SCHOOL SAFETY CONTEXT ANALYSIS ” REPORT for PAPUA NEW GUINEA  
May, 2024

## PAPUA NEW GUINEA SCHOOL SAFETY CONTEXT ANALYSIS

The first Papua New Guinea draft School Safety Context Analysis, called by its previous name “Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies in Papua New Guinea” was first drafted in 2017, under the auspices of the Pacific Coalition for the Advancement of School Safety (Phase 1). (Appendices are available from Save the Children).

It is intended to be a joint publication of the relevant Papua New Guinea Government Authorities, along with the National Department of Education and school safety partners in Papua New Guinea.

### Background

A School Safety Context Analysis is considered essential background for the following purposes:

- *As a shared, factual starting point for advocates, team members and new staff wanting to support comprehensive school safety and education sector development in [country].*
- *As an appendix to an appeal for funding for either education in emergencies or disaster risk reduction in the education sector.*
- *As part of the Emergency Preparedness Plan, as a document which will be read by both internal and external humanitarian contributors to the education sector to read ‘before their helicopter lands*
- *As ‘denominator’ information, providing a baseline against which to assess the adequacy, scalability and sustainability of efforts to integrate risk reduction and resilience into education sector development efforts.*

### Objectives

The objectives of the role are to:

- Update the School Safety Context Analysis for Papua New Guinea with any policy changes
- Add content on the relationship of Climate Change Adaptation to the disaster management systems in Papua New Guinea.
- Add content on the Violence Prevention and Child Protection Sector
- Update all denominator data, and appendices content in readable formats
- Add a current Who/What/Where Mapping of existing stakeholder engagement in school safety and climate change adaptation.
- Consult with relevant education and disaster management/climate change key informants and authorities, and school safety partners, and to validate the findings and report with these organisations
- Secure agreements for co-logoing, and document contributors and reviewers.

### Deliverables

- Updated School Safety Context Analysis for School Safety and Education in Emergencies for Papua New Guinea, including accomplishments and any changes in priorities since the previous update.
- Updated supporting documents for the School Safety Context Analysis as Annexes. Including relevant denominator information about number and types of schools at subnational levels, and summary mapping of schools/school populations vulnerable to each major hazard to the extent possible.
- Support stakeholder analysis through Who/What/Where mapping of current stakeholder engagement in all aspects of school safety and climate change adaptation in the education sector.
- Identification of gaps in available information.

**Please see: ANNEX I - Education Sector Snapshot Template for Papua New Guinea**

#### **Proposed Timeframe**

4-6 weeks of work over two months (May-June)

#### **Requirements**

- Sound knowledge and experience of Papua New Guinea education sector policies and plans and/or disaster risk management and climate change adaptation policies and plans
- Masters degree in relevant field desirable
- Excellent research, writing, and policy analysis skills
- Good relationships or ability to develop these with education sector, disaster management, and child protection sector key contacts.
- Knowledge of country and official language.

**###**

## Safe Schools Context Analysis – Additional information for SSA Consultant(s)

### HOW LONG SHOULD IT BE?

- About 30 pages, plus appendices as needed

### WHO NEEDS TO OWN AND UPDATE THE SSSCA?

National multi-stakeholder school safety / child-centered RR coordination mechanism (aka ‘cluster’, ‘task force’, ‘working group’ etc.)

- National Education authorities
- National Disaster Management authority
- Global education cluster co-chairs: Save the Children and UNICEF

### WHO CAN BEST UPDATE THE SSSCA?

- The multi-stakeholder coordination groups, in consultation with key informants from education and disaster management authorities – with support from a lead consultant.

### WHAT INFO IS NEEDED?

- National Disaster Risk Management & Climate Change Adaptation Plan(s), organigram, guidance materials
- National Education sector development plan / strategy /organigram. Mapping of all relevant authorities involved including pre-service teacher training etc.
- Specific policies and guidelines related to safer school construction / retrofit / remodeling / financing; school management and school disaster management; curriculum content
- Education sector data (schools / enrollment / grade levels etc)
- “Who? What? Where? When?” Mapping of stakeholder activities in all domains of school safety.
- Potential sources of information for this report are:
  - Ministry of Education statistics
  - UNESCO statistics
  - CSS Policy Survey and CSS Country Policy Profile (GFDRR & Save the Children, 2017 & 2018)
  - Reports of disaster and emergency impacts on education (eg. from Global Education Cluster, INEE and similar)
  - Education sector and disaster management strategic planning documents
  - Key informant interviews
  - Project proposals and reports
  - Case studies
  - Emergency preparedness and contingency plans

### WHERE DO YOU GET THE INFO YOU NEED?

- Publicly accessible reports and statistics from all national education authorities (including public, religious, private sectors)
- Existing reports from UNICEF, UNESCO, and SC including EFA reports, Child Rights Situation Analysis, Emergency Preparedness Plans

### HOW MANY COUNTRIES HAVE COMPLETED THEIR FIRST SSSCA?

- Between 2013 and 2017 the following were first published under the title: *Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies*.

- |                     |                               |                       |
|---------------------|-------------------------------|-----------------------|
| • Bangladesh        | • Myanmar                     | • Thailand            |
| • Fiji (+ 1 update) | • Nepal                       | • Timor Leste         |
| • Indonesia         | • Philippines                 | • Vanuatu (+1 update) |
| • Lao PDR           | • Solomon Islands (+1 update) | • Vietnam             |

- Between 2019 and 2020 the following were also developed

- |                   |                      |         |
|-------------------|----------------------|---------|
| • China – Sichuan | • Bangladesh, update | • India |
|-------------------|----------------------|---------|

- Papua New Guinea

- Uganda

**Document collection and review** – Thorough data collection begins with an effort to collect available data such as vulnerability and risk assessment, building codes, emergency plans, damage and needs assessment tools, training materials, school curricula, public awareness brochures, disaster response plans, and other documents relating to emergency preparedness and mitigation. This record can then be used for review and summary, as background information and for content and gap analysis. By keeping these easily accessible in institutional memory, the intention is to make it easy to build upon previous efforts, rather than to constantly reinvent them.

Published IEC materials should be catalogued and uploaded in the UNISDR Prevention Web Knowledge Base, and uploaded under the category of “educational materials”. Documents should be given public tags by at least one user (or ‘machine tags’ arranged by organization), so that a list of this sub-collection can be generated as an RSS feed for embedding on web resources.

**Semi-structured interviews with individuals and small groups of key informants** – Structured and semi-structured interviews of key informants with expert and local knowledge related to one or more pillars of comprehensive school safety are considered key sources of information.

**Small Group Stakeholder Meetings & Focus Groups** – Visits and meetings may be organized with small groups of stakeholders at academic and scientific institutes, government agencies and departments, with international governmental organizations, with non-governmental organizations in development, health, education and environmental sectors especially, with leaders of community-based organizations, and with business leaders. These meetings can be organized around each of the three pillars of comprehensive school safety.

Discussions are used to learn about the involvement of these organizations in disaster preparedness and mitigation activities, their perceptions, concerns and priorities. Skillful, reflective listening and report-writing will enable facilitators to gather consensual perspectives on analytic themes, and to help stakeholders engage in the process and its outcomes. These are also a place to take the pulse of participant satisfaction, impact and sustainability. As concerns are acknowledged and documented, stakeholders will begin to look forward to seeing their concerns shared with others.

**Case Studies** – Case studies can be documented to demonstrate needs and problems as well as lessons learned and best practices. These case studies will serve to describe in more detail the problems and progress. Positive case studies should enhance institutional memory and provide a real life example for others to follow. Again, this process of acknowledging of achievements is very important to the identification of resources, and beginning to see the glass as partially full, rather than largely empty. Recognizing and celebrating successes is critical to motivating the next round of effort.

**Direct Observation** - It is especially important for organizers and a wider range of participants to directly experience some of the available training activities and mitigation projects. Staff should be creative in inviting individuals from one setting to accompany them as observers in other settings that they may not have experienced. Too often direct experience is limited to a very small in-group, and the benefit of having an outside witness provide unsolicited testimonials is never experienced.

**Disaster, conflict, and violence impact and vulnerability assessments** – Plans for selection of sample geographic area for survey of disaster impacts and vulnerability of schools may test tools and data collection strategies for reliability and for extrapolation.

**Conflict analysis assessments** – Separate research may have been conducted or may be needed to understand the conflict and violence context in the country.