



Asia and the Pacific



Comprehensive School Safety Policy Overview 2024



Regional Overview

| | |
|---------------------------------------|----------|
| United Nations Member States | 37 |
| Submitted Surveys | 29 |
| Countries and Territories Represented | 14 |
| Validated Responses | 28 (97%) |

Countries Endorsing Frameworks

| | | |
|---|---|----------|
|  | Endorser of the Comprehensive School Safety Framework | 19 (66%) |
|  | Endorser of the Safe Schools Declaration | 12 (41%) |

Country Responses

Aceh (Indonesia), Bali (Indonesia), Balochistan (Pakistan), Bengkulu (Indonesia), Cook Islands, East Nusa Tenggara (Indonesia), East Timor, Federated States of Micronesia, Gorontalo (Indonesia), Indonesia, Islamabad Capital Territory (Pakistan), Khyber Pakhtunkhwa (Pakistan), Laos, Marshall Islands, Mongolia, Papua (Indonesia), Philippines, Punjab (Pakistan), Samoa, Sindh (Pakistan), Solomon Islands, Special Region of Jakarta (Indonesia), Special Region of Yogyakarta (Indonesia), Thailand, Tuvalu, Vietnam, West Java (Indonesia), West Kalimantan (Indonesia), West Sumatra (Indonesia)



Regional Report Notes

These findings are the result of a comprehensive school safety policy survey undertaken by GADRRRES and its members from July to November 2024. Responses are self-reported by governments and partner organisations. Some countries had an appropriate authority, for example an official in the Ministry of Education, also validate the responses.

For full report findings, including national profile reports that have been released to the public, visit

<https://gadrrres.net/css-policy-survey/css-policy-survey-2024>

Not all countries release their reports to the public.

This regional profile report summarises the percentage of responding countries for survey questions and responses. In the report tables, # refers to the number of countries that responded to the question. Aggregate reports are generated once 25% of a region's countries have submitted a survey.

For more information on region definitions and survey questions used in this report see the last page of this report. For more information about Comprehensive School Safety Targets and Indicators, see

<https://gadrrres.net/css-targets-and-indicators/>





Risks and Impacts Affecting Education Sector

| | Responding Countries, % (# = 29) | | | |
|--|-------------------------------------|----------|----------|--------|
| | Damage | Closures | Injuries | Deaths |
| Earthquakes, landslides, rock falls, avalanches and similar | 86% | 79% | 69% | 55% |
| Tsunami | 52% | 48% | 48% | 38% |
| Flooding, coastal erosion, sea level rise | 90% | 90% | 69% | 28% |
| Wildfire, bushfire | 24% | 41% | 21% | 3% |
| Building fire | 59% | 52% | 34% | 17% |
| Extreme temperatures | 3% | 48% | 14% | 7% |
| Strong winds, storms, or cyclones | 79% | 66% | 48% | 24% |
| Biological and health hazards | 0% | 52% | 45% | 31% |
| War, conflict, or armed attacks on schools | 28% | 31% | 21% | 14% |
| Bullying and violence | 7% | 3% | 55% | 34% |
| Technological hazards | 7% | 14% | 28% | 17% |
| Everyday dangers and threats | 10% | 21% | 52% | 31% |
| Climate change impacts, in general, or the exacerbation of other risks due to climate change | 41% | 55% | 34% | 14% |



Data Collection on Impacts

| | Responding Countries, % | | | | | |
|--------------------------------------|----------------------------------|----------|-----|--------------------|----------|---------------------------|
| | Tracked Consistently (# = 29) | | | Data disaggregated | | |
| | No | Somewhat | Yes | # | Somewhat | Age, gender, & disability |
| | ✗ | ✚ | ✓ | | ✚ | ✓ |
| Deaths at school | 38% | 14% | 48% | 29 | 17% | 48% |
| Serious injuries at school | 38% | 14% | 48% | 29 | 21% | 41% |
| Illnesses and disease outbreaks | 38% | 17% | 45% | 29 | 10% | 48% |
| Schools heavily damaged or destroyed | 7% | 21% | 72% | | | |



Access to Education

None















Limited



Yes



| | Responding Countries, % | | | | | | | | | | | |
|-------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| | Gender | | | Disability | | | Immigrants and refugees | | | Minorities | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |
| Access to education protected | # = 29 | | | # = 29 | | | # = 28 | | | # = 28 | | |
| | 7% | 17% | 76% | 7% | 28% | 66% | 25% | 32% | 43% | 11% | 32% | 57% |
| Enrollment equity | # = 29 | | | # = 28 | | | # = 19 | | | # = 22 | | |
| | 10% | 21% | 69% | 14% | 21% | 64% | 26% | 11% | 63% | 14% | 23% | 64% |
| Needs considered in planning | # = 28 | | | # = 28 | | | # = 27 | | | # = 27 | | |
| | 4% | 36% | 61% | 3% | 41% | 55% | 37% | 33% | 30% | 19% | 33% | 48% |



Funding

No funding --

Inconsistent \$

Consistent, but insufficient \$\$

Sufficient \$\$\$

| | | Responding Countries, % (# = 29) | | | |
|---|--|-------------------------------------|-----|------|--------|
| | | -- | \$ | \$\$ | \$\$\$ |
| Safe school construction | | 14% | 17% | 41% | 28% |
| Response preparedness | | 17% | 28% | 45% | 7% |
| Health, nutrition and well-being | | 14% | 14% | 31% | 34% |
| Child protection and violence prevention | | 10% | 24% | 34% | 28% |
| Risk Reduction and Resilience Education Programming | | 21% | 17% | 41% | 21% |
| Disaster recovery | | 21% | 17% | 45% | 17% |
| Education in emergencies | | 21% | 14% | 48% | 14% |
| Climate change adaptation | | 24% | 21% | 34% | 17% |



Enabling Systems and Policies

| No. | ☆☆☆☆ | ☆☆☆☆ | ☆☆☆☆ | ☆☆☆☆ | ☆☆☆☆ | Comprehensive School Safety Indicators |
|----------------------|------|------|------|------|------|--|
| A1 (5 questions) | 0% | 0% | 24% | 17% | 59% | Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks. |
| A2 (11 questions) | 0% | 17% | 34% | 10% | 38% | Child-centered risk assessment is in place at all levels in the education sector. |
| A3 (4 questions) | 0% | 10% | 24% | 31% | 34% | Education authority provides effective leadership and coordination for comprehensive school safety. |
| A4 (9 questions) | 7% | 14% | 21% | 34% | 24% | Sustained funding is in place to reduce education sector risks, maintain educational continuity and support risk reduction and resilience programming. |
| A5 (10 questions) | 0% | 3% | 21% | 28% | 48% | Monitoring and evaluation of comprehensive school safety is based upon data and evidence. |



Policy and Leadership

| Policy | Responding Countries, % (# = 29) | | |
|---|-------------------------------------|--------------------|---------------------|
| | Not addressed | Weak or unenforced | Robust and enforced |
| | | | |
| Safer learning facilities | 3% | 24% | 72% |
| School safety management | 3% | 34% | 62% |
| Educational continuity management | 3% | 34% | 62% |
| Risk reduction and resilience education | 0% | 52% | 48% |
| Education sector climate change adaptation and mitigation | 14% | 38% | 45% |

| Focal Point | # | Responding Countries, % | | |
|---|----|-------------------------|-----------|------------|
| | | None | Voluntary | Designated |
| | | | | |
| Safer learning facilities | 29 | 3% | 28% | 69% |
| School safety management | 29 | 3% | 28% | 69% |
| Educational continuity management | 29 | 7% | 17% | 76% |
| Risk reduction and resilience education | 29 | 3% | 28% | 69% |
| Education sector climate change adaptation and mitigation | 29 | 14% | 31% | 55% |



Pillar 1: Policies for Safer Learning Facilities

| No. | ☆☆☆☆ | ☆☆☆☆☆ | ☆☆☆☆☆ | ☆☆☆☆☆ | ☆☆☆☆☆ | Comprehensive School Safety Indicators |
|----------------------|------|-------|-------|-------|-------|--|
| B1 (11 questions) | 0% | 7% | 21% | 21% | 52% | Regulation and monitoring systems guide the safe site selection, design and construction of new schools. |
| B2 (9 questions) | 0% | 10% | 31% | 55% | 3% | Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities). |
| B3 (4 questions) | 7% | 17% | 24% | 34% | 17% | Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments. |
| B4 (5 questions) | 10% | 10% | 17% | 17% | 45% | Policies and planning limit disruption of education due to use of schools as temporary shelters or collective centers, during the school year. |
| B5 (2 questions) | 10% | 14% | 28% | 21% | 28% | Children are protected from death, injury and harm on the way to school. |



New School Construction

| Risk | Risk Addressed in Regulations, % (# = 29) | | | |
|----------------------|--|----------|--------|---------------------------|
| | No | Somewhat | Robust | Unknown or Not Applicable |
| | ✗ | ✓ | ✓ | — |
| Flood | 10% | 28% | 62% | 0% |
| Wildfire | 21% | 17% | 45% | 17% |
| Sea level rise | 21% | 21% | 48% | 10% |
| Earthquakes | 3% | 17% | 66% | 14% |
| Building fire | 0% | 28% | 62% | 10% |
| High winds | 10% | 28% | 55% | 7% |
| Extreme temperatures | 10% | 45% | 28% | 17% |

Policy for Schools as Shelter



| Policies or Guidance | # | Responding Countries, % | | |
|---------------------------------------|----|-------------------------|-----------------|-----|
| | | No | Being developed | Yes |
| | | ✗ | ✓ | ✓ |
| Identification of schools for shelter | 29 | 17% | 28% | 55% |
| Educational continuity | 29 | 28% | 21% | 52% |
| Student safety | 28 | 21% | 21% | 57% |
| Reimbursement for costs | 29 | 34% | 17% | 48% |



School Retrofit & Replacement

| Assessment & prioritization: (N=) | Responding Countries, % | | |
|-----------------------------------|-------------------------|---------|------------|
| | None | Limited | Systematic |
| | ✗ | ✓ | ✓ |
| | 0% | 31% | 69% |

| Safety Upgrades: (N=) | Responding Countries, % | | |
|-----------------------|-------------------------|-------------|----------|
| | None | In progress | Complete |
| | ✗ | ✓ | ✓ |
| | 14% | 83% | 3% |



Pillar 2: School Safety & Educational Continuity Management

| No. | ☆☆☆☆ | ☆☆☆☆ | ☆☆☆☆ | ☆☆☆☆ | ☆☆☆☆ | Comprehensive School Safety Indicators |
|----------------------|------|------|------|------|------|--|
| C1 (7 questions) | 0% | 3% | 38% | 34% | 24% | Education authorities have robust, participatory plans for risk management, risk reduction, and response preparedness. |
| C2 (10 questions) | 0% | 0% | 52% | 28% | 21% | Schools have robust participatory plans for risk management, risk reduction, and response-preparedness. |
| C3 (14 questions) | 0% | 0% | 28% | 24% | 48% | Children's rights in the education sector are equally assured for children of all gender, disability, language or cultural groups, and at all stages of development. |
| C4 (4 questions) | 7% | 17% | 52% | 7% | 17% | Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning. |
| C5 (11 questions) | 0% | 3% | 24% | 28% | 45% | Education sector has robust systems and policies for school health and nutrition. |



Planning Elements

| | | Responding Countries, % | | |
|--|-----|-------------------------|------------------|-----------------|
| | | Not supported | Limited guidance | Robust guidance |
| Guidelines support schools in: | (#) | ✗ | ⚡ | ✓ |
| Risk assessment | 29 | 3% | 55% | 41% |
| Risk reduction | 29 | 0% | 59% | 41% |
| Response preparedness | 29 | 0% | 59% | 41% |
| Educational continuity | 29 | 3% | 45% | 52% |
| Climate change adaptation and climate action | 29 | 14% | 59% | 28% |
| Actively including child participation while developing plans and measures | 29 | 24% | 55% | 21% |
| Standard operating procedures for disasters and emergencies | 28 | 4% | 54% | 43% |

Training and Drills



| Responding Countries, % (# = 29) | | | |
|---|---------------|-------------------|-----------|
| | Not practiced | At least annually | Each term |
| Drills Required | ✗ | ⚡ | ✓ |
| Fire drills | 3% | 62% | 28% |
| Other drills | 7% | 62% | 24% |
| Full simulation drills | 24% | 48% | 17% |
| Conducted for children of all ages and disabilities | 3% | 48% | 21% |

Health & Sanitation



| Responding Countries, % (# = 29) | | | |
|-------------------------------------|-----------------|------|--------|
| | None or limited | Some | Robust |
| | ✗ | ⚡ | ✓ |
| Health policies and systems | 10% | 38% | 52% |









Pillar 3: Risk Reduction and Resilience Education

| No. | ☆☆☆☆ | ☆☆☆☆ | ☆☆☆☆ | ☆☆☆☆ | ☆☆☆☆ | Comprehensive School Safety Indicators |
|---------------------|------|------|------|------|------|--|
| D1 (3 questions) | 10% | 10% | 7% | 34% | 38% | National Disaster Management Authority and Education Authority have nationally adopted, consensus- and evidence based, action-oriented key messages as foundation for formal and non-formal education. |
| D2 (4 questions) | 0% | 3% | 7% | 17% | 72% | Climate-aware risk reduction, resilience, and well-being education is included in regular formal curriculum. |
| D3 (9 questions) | 0% | 17% | 24% | 28% | 31% | Non-formal education for students and families addresses climate-aware, risk reduction, resilience and well-being. |
| D4 (5 question) | 0% | 38% | 28% | 14% | 21% | Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and well-being is developed and assessed. |
| D5 (5 question) | 17% | 0% | 0% | 10% | 72% | Student learning outcomes for climate-aware risk reduction, resilience, and well-being education are monitored and evaluated. |
| D6 (5 question) | 3% | 7% | 7% | 3% | 79% | Schools have sufficient education materials for teaching risk reduction, resilience, and well being. |



National Curriculum

| | Responding Countries, % | | | | | | | | |
|---|-------------------------|---|---|----|---|---|----|---|---|
| | # | Content Coverage | | # | Student learning assessed | | # | Teachers trained | |
| | | Primary | Secondary | | Primary | Secondary | | Available for some | Mandatory |
| | |  |  | |  |  | |  |  |
| Disaster risk reduction | 29 | 90% | 93% | 29 | 69% | 79% | 29 | 69% | 24% |
| Climate change, action, justice and the environment | 29 | 90% | 93% | 29 | 72% | 76% | 29 | 72% | 17% |
| Education for sustainable development | 29 | 72% | 72% | 29 | 83% | 83% | 29 | 62% | 17% |
| Health and well-being | 29 | 93% | 90% | 29 | 79% | 76% | 29 | 45% | 41% |
| Social-emotional learning | 29 | 76% | 79% | 29 | 72% | 76% | 29 | 41% | 45% |



Pillar 3: Risk Reduction and Resilience Education



National Key Messages

| | Responding Countries, % (# = 29) |
|---|-------------------------------------|
| National Disaster Management Authority and Education authorities have nationally adopted, consensus- and evidence-based, action-oriented key messages | 14% |

| National Key Messages | | |
|--|-----|-------------------------|
| Adaptation and Use | (#) | Responding Countries, % |
| Adapted for disabilities | 29 | 69% |
| Available for linguistic minorities | 29 | 48% |
| Used as foundation for formal education in schools | 29 | 24% |
| Used for non-formal education | 29 | 48% |



Non-formal Education

| Content Area | Responding Countries, % (# = 29) | | |
|---|--|---------------------------------------|--|
| | In school assemblies and experiential learning | In classrooms at teacher's discretion | In school clubs, after school activities and other extra-curricular activities |
| Disaster risk reduction | 72% | 69% | 90% |
| Climate change, action, justice and the environment | 62% | 66% | 76% |
| Sustainable development | 41% | 41% | 72% |
| Health and well-being | 69% | 72% | 83% |
| Social-emotional learning | 69% | 66% | 62% |



Outreach to Families

| Content Area | Responding Countries, % (# = 29) | | |
|---|-------------------------------------|--------------|---------------------|
| | None or very few schools | Some schools | Most or all schools |
| | ❌ | ✅ | ✅ |
| Disaster risk reduction | 24% | 45% | 21% |
| Climate change, action, justice and the environment | 28% | 41% | 21% |
| Health and well-being | 17% | 34% | 38% |
| Social-emotional learning | 21% | 31% | 34% |



Regional Report Definitions and Question Links

| Region | Countries within Region |
|--|--|
| Africa | Angola, Benin, Botswana, Burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Democratic Republic of the Congo, Congo, Côte d'Ivoire, Djibouti, Equatorial Guinea, Eritrea, Eswatini, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Tanzania, Togo, Uganda, Zambia, Zimbabwe |
| Asia and the Pacific | Afghanistan, Australia, Bangladesh, Bhutan, Brunei Darussalam, Cambodia, China, Fiji, India, Indonesia, Japan, Kiribati, North Korea, South Korea, Laos, Malaysia, Maldives, Marshall Islands, Micronesia, Mongolia, Myanmar, Nauru, Nepal, New Zealand, Pakistan, Palau, Papua New Guinea, Philippines, Samoa, Singapore, Solomon Islands, Sri Lanka, Thailand, Timor-Leste, Tonga, Tuvalu, Vanuatu, Viet Nam |
| Eastern Europe and Central Asia | Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czechia, Estonia, Georgia, Hungary, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Montenegro, Poland, Republic of North Macedonia, Romania, Russia, Serbia, Slovakia, Slovenia, Tajikistan, Türkiye, Turkmenistan, Ukraine, Uzbekistan |
| Latin America & the Caribbean | Antigua and Barbuda, Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Uruguay, Venezuela |
| Middle East and North Africa | Algeria, Bahrain, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Qatar, Saudi Arabia, Syria, Tunisia, United Arab Emirates, Yemen |
| Western & Northern Europe & North America | Andorra, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Liechtenstein, Luxembourg, Malta, Monaco, Netherlands, Norway, Portugal, San Marino, Spain, Sweden, Switzerland, United Kingdom, United States of America |

| Page | Section | Relevant Survey Questions* |
|------|-------------------------------|--|
| 2 | Risks and Impacts | X12 |
| 2 | Data Collection on Impacts | O1, A5.1 |
| 3 | Access to Education | C3.1, C3.2, C3.3 |
| 3 | Funding | A4.1 |
| 4 | Indicator Stars | Indicator A1: A1.2; Indicator A2: A2.1, A2.2, A2.3, A2.4; Indicator A3: A3.2; Indicator A4: A4.1; Indicator A5: A5.1, A5.2 |
| 4 | Policy and Leadership | A1.2, A3.2 |
| 5 | Indicator Stars | Indicator B1: B1.1, B1.2, B1.4; Indicator B2: B2.1, B2.2; Indicator B3: B3.1; Indicator B4: B4.1, B4.2; Indicator B5: B5.1, B5.2 |
| 5 | New School Construction | B1.1, B1.2 |
| 5 | Policy for Schools as Shelter | B4.1, B4.2 |
| 5 | School Retrofit & Replacement | B2.1, B2.2 |
| 6 | Indicator Stars | Indicator C1: C1.1, C1.2; Indicator C2: C2.1, C2.4; Indicator C3: C3.1, C3.2, C3.3; Indicator C4: C4.1; Indicator C5: C5.1, C5.2, C5.3 |
| 6 | Planning Elements | C2 |
| 6 | Training and Drills | C4 |
| 6 | Health & Sanitation | C5.2 |
| 7 | Indicator Stars | Indicator D1: D1.1, D1.2; Indicator D2: D2.5; Indicator D3: D3.1, D3.2; Indicator D4: D4.1; Indicator D5: C5.1; Indicator D6: D6.1 |
| 7 | National Curriculum | D2.5, D4.1 |
| 8 | National Key Messages | D1.1, D1.2 |
| 8 | Non-formal Education | D3.1 |
| 8 | Outreach to Families | D3.2 |

*To review full text of survey questions, see survey question previews, available in multiple languages, at:
<https://gadrres.net/css-policy-survey/css-policy-survey-2024>

