



Caribbean



Comprehensive School Safety Policy Overview 2024



Regional Overview

United Nations Member States	14
Submitted Surveys	10
Countries and Territories Represented	10
Validated Responses	10 (100%)

Countries Endorsing Frameworks

	Endorser of the Comprehensive School Safety Framework	8 (80%)
	Endorser of the Safe Schools Declaration	4 (40%)

Country Responses

Antigua and Barbuda, Belize, British Virgin Islands, Dominica, Dominican Republic, Jamaica, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago



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, % (# = 10)			
	Damage	Closures	Injuries	Deaths
Earthquakes, landslides, rock falls, avalanches and similar	70%	30%	20%	0%
Tsunami	10%	10%	0%	0%
Flooding, coastal erosion, sea level rise	60%	80%	10%	10%
Wildfire, bushfire	20%	30%	0%	0%
Building fire	60%	40%	0%	0%
Extreme temperatures	0%	10%	10%	0%
Strong winds, storms, or cyclones	50%	90%	20%	10%
Biological and health hazards	10%	60%	40%	10%
War, conflict, or armed attacks on schools	0%	10%	10%	0%
Bullying and violence	10%	10%	60%	20%
Technological hazards	0%	0%	10%	0%
Everyday dangers and threats	10%	10%	30%	0%
Climate change impacts, in general, or the exacerbation of other risks due to climate change	20%	50%	10%	0%















Data Collection on Impacts

	Responding Countries, %					
	Tracked Consistently (# = 10)			Data disaggregated		
	No	Somewhat	Yes	#	Somewhat	Age, gender, & disability
	✗	✚	✓		✚	✓
Deaths at school	40%	20%	40%	10	20%	20%
Serious injuries at school	30%	40%	30%	10	20%	10%
Illnesses and disease outbreaks	30%	50%	20%	10	10%	20%
Schools heavily damaged or destroyed	30%	10%	60%			



Access to Education

None  Limited  Yes 

	Responding Countries, %											
	Gender			Disability			Immigrants and refugees			Minorities		
												
Access to education protected	(# = 10)			(# = 10)			(# = 10)			(# = 10)		
	0%	20%	80%	0%	40%	60%	0%	70%	30%	0%	50%	50%
Enrollment equity	(# = 10)			(# = 10)			(# = 8)			(# = 7)		
	0%	50%	50%	20%	50%	30%	0%	75%	25%	14%	71%	14%
Needs considered in planning	(# = 9)			(# = 9)			(# = 9)			(# = 9)		
	0%	22%	78%	0%	67%	33%	22%	44%	33%	22%	44%	33%



Funding

No funding -- Inconsistent \$ Consistent, but insufficient \$\$ Sufficient \$\$\$

	Responding Countries, % (# = 10)			
	--	\$	\$\$	\$\$\$
Safe school construction	0%	40%	30%	10%
Response preparedness	10%	30%	40%	0%
Health, nutrition and well-being	0%	20%	60%	20%
Child protection and violence prevention	0%	20%	30%	30%
Risk Reduction and Resilience Education Programming	10%	50%	30%	0%
Disaster recovery	30%	30%	0%	20%
Education in emergencies	40%	30%	10%	10%
Climate change adaptation	40%	40%	10%	0%



Enabling Systems and Policies

No.	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	Comprehensive School Safety Indicators
A1 (5 questions)	0%	20%	30%	20%	30%	Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks.
A2 (11 questions)	0%	40%	20%	40%	0%	Child-centered risk assessment is in place at all levels in the education sector.
A3 (4 questions)	0%	20%	20%	10%	50%	Education authority provides effective leadership and coordination for comprehensive school safety.
A4 (9 questions)	0%	10%	80%	10%	0%	Sustained funding is in place to reduce education sector risks, maintain educational continuity and support risk reduction and resilience programming.
A5 (10 questions)	0%	0%	50%	40%	10%	Monitoring and evaluation of comprehensive school safety is based upon data and evidence.



Policy and Leadership

	Responding Countries, % (# = 10)		
	Not addressed	Weak or unenforced	Robust and enforced
Policy			
Safer learning facilities	10%	40%	50%
School safety management	20%	40%	40%
Educational continuity management	10%	30%	40%
Risk reduction and resilience education	10%	50%	40%
Education sector climate change adaptation and mitigation	10%	60%	20%

		Responding Countries, %		
		None	Voluntary	Designated
Focal Point	(#)			
Safer learning facilities	10	0%	10%	90%
School safety management	10	0%	10%	90%
Educational continuity management	10	30%	0%	70%
Risk reduction and resilience education	10	0%	10%	90%
Education sector climate change adaptation and mitigation	9	33%	0%	67%



Pillar 1: Policies for Safer Learning Facilities

No.	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	Comprehensive School Safety Indicators
B1 (11 questions)	0%	10%	20%	50%	20%	Regulation and monitoring systems guide the safe site selection, design and construction of new schools.
B2 (9 questions)	0%	10%	30%	60%	0%	Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities).
B3 (4 questions)	0%	10%	50%	30%	10%	Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments.
B4 (5 questions)	0%	10%	40%	30%	20%	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)	30%	40%	10%	20%	0%	Children are protected from death, injury and harm on the way to school.



New School Construction

Risk	Risk Addressed in Regulations, % (# = 10)			
	No	Somewhat	Robust	Unknown or Not Applicable
	✗	✓	✓	—
Flood	0%	40%	50%	10%
Wildfire	20%	40%	20%	20%
Sea level rise	0%	60%	20%	20%
Earthquakes	0%	30%	50%	20%
Building fire	10%	20%	70%	0%
High winds	10%	20%	60%	10%
Extreme temperatures	30%	30%	20%	20%

Policy for Schools as Shelter



Policies or Guidance	#	Responding Countries, %		
		No	Being developed	Yes
		✗	✓	✓
Identification of schools for shelter	10	0%	10%	90%
Educational continuity	10	20%	30%	50%
Student safety	10	20%	30%	50%
Reimbursement for costs	9	78%	22%	0%



School Retrofit & Replacement

Assessment & prioritization: (N=)	Responding Countries, %		
	None	Limited	Systematic
	✗	✓	✓
	0%	20%	80%

Safety Upgrades: (N=)	Responding Countries, %		
	None	In progress	Complete
	✗	✓	✓
	10%	80%	10%



Pillar 2: School Safety & Educational Continuity Management

No.	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	Comprehensive School Safety Indicators
C1 (7 questions)	0%	20%	30%	20%	30%	Education authorities have robust, participatory plans for risk management, risk reduction, and response preparedness.
C2 (10 questions)	0%	10%	10%	60%	20%	Schools have robust participatory plans for risk management, risk reduction, and response-preparedness.
C3 (14 questions)	0%	0%	20%	40%	40%	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)	0%	0%	60%	30%	10%	Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning.
C5 (11 questions)	0%	10%	10%	30%	50%	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	10	0%	70%	30%
Risk reduction	10	0%	60%	40%
Response preparedness	10	0%	50%	50%
Educational continuity	10	0%	50%	50%
Climate change adaptation and climate action	10	30%	60%	10%
Actively including child participation while developing plans and measures	10	20%	80%	0%
Standard operating procedures for disasters and emergencies	10	10%	20%	70%

Training and Drills



Responding Countries, % (# = 10)			
	Not practiced	At least annually	Each term
Drills Required	✗	⚡	✓
Fire drills	10%	70%	20%
Other drills	0%	60%	40%
Full simulation drills	10%	70%	10%
Conducted for children of all ages and disabilities	0%	80%	20%

Health & Sanitation



Responding Countries, % (# = 10)			
	None or limited	Some	Robust
	✗	⚡	✓
Health policies and systems	10%	40%	50%



Pillar 3: Risk Reduction and Resilience Education

No.	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	Comprehensive School Safety Indicators
D1 (3 questions)	10%	10%	30%	30%	20%	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%	20%	0%	30%	50%	Climate-aware risk reduction, resilience, and well-being education is included in regular formal curriculum.
D3 (9 questions)	0%	0%	40%	30%	30%	Non-formal education for students and families addresses climate-aware, risk reduction, resilience and well-being.
D4 (5 question)	0%	60%	10%	20%	10%	Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and well-being is developed and assessed.
D5 (5 question)	20%	10%	30%	10%	30%	Student learning outcomes for climate-aware risk reduction, resilience, and well-being education are monitored and evaluated.
D6 (5 question)	30%	10%	30%	10%	20%	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	10	60%	70%	10	50%	50%	10	80%	20%
Climate change, action, justice and the environment	10	60%	70%	10	40%	40%	10	80%	20%
Education for sustainable development	10	60%	70%	10	40%	50%	10	70%	30%
Health and well-being	10	90%	80%	10	70%	70%	10	60%	40%
Social-emotional learning	10	80%	90%	10	60%	60%	10	60%	30%



Pillar 3: Risk Reduction and Resilience Education



National Key Messages

	Responding Countries, % (# = 10)
National Disaster Management Authority and Education authorities have nationally adopted, consensus- and evidence-based, action-oriented key messages	0%

National Key Messages		
Adaptation and Use	(#)	Responding Countries, %
Adapted for disabilities	10	60%
Available for linguistic minorities	10	20%
Used as foundation for formal education in schools	10	20%
Used for non-formal education	10	60%



Non-formal Education

Content Area	Responding Countries, % (# = 10)		
	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	70%	50%	70%
Climate change, action, justice and the environment	80%	40%	40%
Sustainable development	60%	40%	60%
Health and well-being	80%	70%	60%
Social-emotional learning	90%	70%	40%



Outreach to Families

Content Area	Responding Countries, % (# = 10)		
	None or very few schools	Some schools	Most or all schools
	❌	⚡	✅
Disaster risk reduction	10%	70%	10%
Climate change, action, justice and the environment	60%	10%	10%
Health and well-being	0%	50%	40%
Social-emotional learning	0%	50%	30%



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>

