



Central America



Comprehensive School Safety Policy Overview 2024



Regional Overview

United Nations Member States	7
Submitted Surveys	8
Countries and Territories Represented	6
Validated Responses	8 (100%)

Countries Endorsing Frameworks

	Endorser of the Comprehensive School Safety Framework	1 (13%)
	Endorser of the Safe Schools Declaration	1 (13%)

Country Responses

Baja California Norte (Mexico), Chihuahua (Mexico), Costa Rica, El Salvador, Guatemala, Honduras, Panama, Sonora (Mexico)



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://gadrres.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://gadrres.net/css-targets-and-indicators/>





Risks and Impacts Affecting Education Sector

	Responding Countries, % (# = 8)			
	Damage	Closures	Injuries	Deaths
Earthquakes, landslides, rock falls, avalanches and similar	75%	75%	50%	38%
Tsunami	25%	25%	0%	0%
Flooding, coastal erosion, sea level rise	63%	63%	0%	0%
Wildfire, bushfire	38%	50%	13%	0%
Building fire	75%	38%	50%	13%
Extreme temperatures	25%	38%	25%	0%
Strong winds, storms, or cyclones	88%	63%	38%	25%
Biological and health hazards	13%	75%	63%	25%
War, conflict, or armed attacks on schools	0%	38%	25%	13%
Bullying and violence	13%	25%	50%	25%
Technological hazards	13%	13%	25%	13%
Everyday dangers and threats	38%	25%	75%	38%
Climate change impacts, in general, or the exacerbation of other risks due to climate change	88%	63%	50%	38%















Data Collection on Impacts

	Responding Countries, %					
	Tracked Consistently (# = 8)			Data disaggregated		
	No	Somewhat	Yes	#	Somewhat	Age, gender, & disability
Deaths at school	25%	38%	38%	8	25%	25%
Serious injuries at school	50%	25%	25%	8	25%	25%
Illnesses and disease outbreaks	50%	25%	25%	8	25%	25%
Schools heavily damaged or destroyed	13%	50%	38%			



Access to Education

None  Limited  Yes 

	Responding Countries, %											
	Gender			Disability			Immigrants and refugees			Minorities		
												
Access to education protected	(# = 8)			(# = 8)			(# = 8)			(# = 8)		
	0%	38%	63%	0%	38%	63%	0%	38%	63%	0%	38%	63%
Enrollment equity	(# = 8)			(# = 8)			(# = 7)			(# = 7)		
	13%	50%	38%	25%	50%	25%	29%	43%	29%	14%	71%	14%
Needs considered in planning	(# = 8)			(# = 8)			(# = 8)			(# = 7)		
	0%	25%	75%	0%	38%	63%	0%	63%	38%	0%	57%	43%



Funding

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

	Responding Countries, % (# = 8)			
	--	\$	\$\$	\$\$\$
Safe school construction	13%	13%	75%	0%
Response preparedness	25%	0%	63%	0%
Health, nutrition and well-being	0%	0%	50%	50%
Child protection and violence prevention	0%	0%	88%	13%
Risk Reduction and Resilience Education Programming	13%	25%	50%	0%
Disaster recovery	25%	0%	63%	0%
Education in emergencies	13%	25%	50%	0%
Climate change adaptation	25%	25%	50%	0%



Enabling Systems and Policies

No.	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	Comprehensive School Safety Indicators
A1 (5 questions)	0%	0%	13%	13%	75%	Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks.
A2 (11 questions)	0%	0%	25%	38%	38%	Child-centered risk assessment is in place at all levels in the education sector.
A3 (4 questions)	0%	0%	38%	25%	38%	Education authority provides effective leadership and coordination for comprehensive school safety.
A4 (9 questions)	0%	0%	50%	50%	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%	25%	13%	38%	25%	Monitoring and evaluation of comprehensive school safety is based upon data and evidence.



Policy and Leadership

Policy	Responding Countries, % (# = 8)		
	Not addressed	Weak or unenforced	Robust and enforced
	✗	⚡	✓
Safer learning facilities	13%	13%	75%
School safety management	13%	0%	88%
Educational continuity management	0%	13%	88%
Risk reduction and resilience education	0%	25%	75%
Education sector climate change adaptation and mitigation	0%	25%	63%

Focal Point	#	Responding Countries, %		
		None	Voluntary	Designated
		✗	⚡	✓
Safer learning facilities	8	0%	25%	75%
School safety management	8	0%	25%	75%
Educational continuity management	8	0%	38%	63%
Risk reduction and resilience education	8	0%	25%	75%
Education sector climate change adaptation and mitigation	8	0%	38%	63%



Pillar 1: Policies for Safer Learning Facilities

No.	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	Comprehensive School Safety Indicators
B1 (11 questions)	0%	25%	13%	25%	38%	Regulation and monitoring systems guide the safe site selection, design and construction of new schools.
B2 (9 questions)	0%	25%	25%	50%	0%	Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities).
B3 (4 questions)	0%	25%	25%	50%	0%	Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments.
B4 (5 questions)	25%	13%	13%	13%	38%	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)	13%	13%	25%	13%	38%	Children are protected from death, injury and harm on the way to school.



New School Construction

Risk	Risk Addressed in Regulations, % (# = 8)			
	No	Somewhat	Robust	Unknown or Not Applicable
	✗	✓	✓	—
Flood	25%	25%	50%	0%
Wildfire	13%	38%	50%	0%
Sea level rise	25%	38%	38%	0%
Earthquakes	0%	25%	63%	13%
Building fire	0%	25%	63%	13%
High winds	0%	25%	63%	13%
Extreme temperatures	0%	25%	50%	25%

Policy for Schools as Shelter



Policies or Guidance	#	Responding Countries, %		
		No	Being developed	Yes
		✗	✓	✓
Identification of schools for shelter	8	63%	0%	38%
Educational continuity	8	38%	13%	50%
Student safety	8	38%	13%	50%
Reimbursement for costs	8	63%	13%	25%



School Retrofit & Replacement

Assessment & prioritization: (N=)	Responding Countries, %		
	None	Limited	Systematic
	✗	✓	✓
	13%	38%	50%

Safety Upgrades: (N=)	Responding Countries, %		
	None	In progress	Complete
	✗	✓	✓
	13%	63%	25%



Pillar 2: School Safety & Educational Continuity Management

No.	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	Comprehensive School Safety Indicators
C1 (7 questions)	0%	0%	63%	0%	38%	Education authorities have robust, participatory plans for risk management, risk reduction, and response preparedness.
C2 (10 questions)	0%	0%	13%	25%	63%	Schools have robust participatory plans for risk management, risk reduction, and response-preparedness.
C3 (14 questions)	0%	0%	13%	38%	50%	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)	25%	0%	38%	13%	25%	Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning.
C5 (11 questions)	0%	0%	13%	63%	25%	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	8	0%	50%	50%
Risk reduction	8	0%	50%	50%
Response preparedness	8	0%	50%	50%
Educational continuity	8	0%	38%	63%
Climate change adaptation and climate action	8	13%	63%	25%
Actively including child participation while developing plans and measures	8	25%	13%	63%
Standard operating procedures for disasters and emergencies	8	13%	38%	50%

Training and Drills



Responding Countries, % (# = 8)			
	Not practiced	At least annually	Each term
Drills Required	✗	⚡	✓
Fire drills	50%	25%	25%
Other drills	25%	25%	50%
Full simulation drills	38%	25%	38%
Conducted for children of all ages and disabilities	25%	38%	38%

Health & Sanitation



Responding Countries, % (# = 8)			
	None or limited	Some	Robust
	✗	⚡	✓
Health policies and systems	0%	88%	13%



Pillar 3: Risk Reduction and Resilience Education

No.	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	Comprehensive School Safety Indicators
D1 (3 questions)	13%	13%	13%	38%	25%	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%	25%	13%	13%	50%	Climate-aware risk reduction, resilience, and well-being education is included in regular formal curriculum.
D3 (9 questions)	13%	13%	50%	13%	13%	Non-formal education for students and families addresses climate-aware, risk reduction, resilience and well-being.
D4 (5 question)	0%	75%	25%	0%	0%	Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and well-being is developed and assessed.
D5 (5 question)	25%	0%	13%	0%	63%	Student learning outcomes for climate-aware risk reduction, resilience, and well-being education are monitored and evaluated.
D6 (5 question)	25%	0%	13%	13%	50%	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	8	50%	50%	8	75%	63%	8	88%	0%
Climate change, action, justice and the environment	8	63%	50%	8	75%	63%	8	88%	0%
Education for sustainable development	8	63%	50%	8	75%	63%	8	88%	0%
Health and well-being	8	75%	75%	8	75%	63%	8	75%	0%
Social-emotional learning	8	63%	63%	8	75%	63%	8	88%	0%



Pillar 3: Risk Reduction and Resilience Education



National Key Messages

	Responding Countries, % (# = 8)
National Disaster Management Authority and Education authorities have nationally adopted, consensus- and evidence-based, action-oriented key messages	25%

National Key Messages		
Adaptation and Use	(#)	Responding Countries, %
Adapted for disabilities	8	75%
Available for linguistic minorities	8	25%
Used as foundation for formal education in schools	8	13%
Used for non-formal education	8	50%



Non-formal Education

Content Area	Responding Countries, % (# = 8)		
	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	75%	25%	50%
Climate change, action, justice and the environment	50%	13%	63%
Sustainable development	38%	38%	50%
Health and well-being	63%	25%	63%
Social-emotional learning	75%	13%	38%



Outreach to Families

Content Area	Responding Countries, % (# = 8)		
	None or very few schools	Some schools	Most or all schools
	❌	⚡	✅
Disaster risk reduction	38%	50%	13%
Climate change, action, justice and the environment	38%	38%	13%
Health and well-being	25%	63%	13%
Social-emotional learning	50%	13%	25%



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>

