

## Pacific



## Comprehensive School Safety Policy Overview 2024



### Regional Overview

United Nations Member States	14
Submitted Surveys	6
Countries and Territories Represented	6
Validated Responses	6 (100%)

### Countries Endorsing Frameworks

	Endorser of the Comprehensive School Safety Framework	0 (0%)
	Endorser of the Safe Schools Declaration	0 (0%)

### Country Responses

Cook Islands, Federated States of Micronesia, Marshall Islands, Samoa, Solomon Islands, Tuvalu



### 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, % (# = 6)			
	Damage	Closures	Injuries	Deaths
Earthquakes, landslides, rock falls, avalanches and similar	50%	50%	50%	17%
Tsunami	50%	50%	50%	17%
Flooding, coastal erosion, sea level rise	100%	83%	17%	0%
Wildfire, bushfire	0%	17%	17%	0%
Building fire	33%	33%	33%	17%
Extreme temperatures	0%	33%	0%	0%
Strong winds, storms, or cyclones	100%	83%	33%	0%
Biological and health hazards	0%	50%	17%	0%
War, conflict, or armed attacks on schools	17%	17%	17%	17%
Bullying and violence	17%	0%	33%	17%
Technological hazards	17%	17%	0%	0%
Everyday dangers and threats	17%	33%	17%	0%
Climate change impacts, in general, or the exacerbation of other risks due to climate change	67%	50%	0%	0%















## Data Collection on Impacts

	Responding Countries, %					
	Tracked Consistently (# = 6)			Data disaggregated		
	No	Somewhat	Yes	#	Somewhat	Age, gender, & disability
	✗	✚	✓		✚	✓
Deaths at school	83%	17%	0%	6	0%	17%
Serious injuries at school	83%	17%	0%	6	0%	17%
Illnesses and disease outbreaks	83%	17%	0%	6	0%	17%
Schools heavily damaged or destroyed	17%	67%	17%			



## Access to Education

None  Limited  Yes 

	Responding Countries, %											
	Gender			Disability			Immigrants and refugees			Minorities		
												
Access to education protected	(# = 6)			(# = 6)			(# = 5)			(# = 5)		
	0%	33%	67%	0%	50%	50%	60%	0%	40%	20%	60%	20%
Enrollment equity	(# = 6)			(# = 6)			(# = 2)			(# = 2)		
	0%	33%	67%	17%	33%	50%	0%	0%	100%	0%	50%	50%
Needs considered in planning	(# = 5)			(# = 5)			(# = 4)			(# = 4)		
	20%	40%	40%	0%	50%	50%	75%	25%	0%	75%	25%	0%



## Funding

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

	Responding Countries, % (# = 6)			
	--	\$	\$\$	\$\$\$
Safe school construction	33%	67%	0%	0%
Response preparedness	50%	33%	17%	0%
Health, nutrition and well-being	33%	17%	33%	0%
Child protection and violence prevention	17%	33%	33%	17%
Risk Reduction and Resilience Education Programming	50%	33%	17%	0%
Disaster recovery	50%	17%	33%	0%
Education in emergencies	50%	33%	17%	0%
Climate change adaptation	33%	17%	50%	0%



## Enabling Systems and Policies

No.	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	Comprehensive School Safety Indicators
A1 (5 questions)	0%	0%	33%	33%	33%	Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks.
A2 (11 questions)	0%	0%	100%	0%	0%	Child-centered risk assessment is in place at all levels in the education sector.
A3 (4 questions)	0%	33%	17%	33%	17%	Education authority provides effective leadership and coordination for comprehensive school safety.
A4 (9 questions)	17%	33%	33%	17%	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%	17%	50%	17%	17%	Monitoring and evaluation of comprehensive school safety is based upon data and evidence.



## Policy and Leadership

	Responding Countries, % (# = 6)		
	Not addressed	Weak or unenforced	Robust and enforced
Policy	✗	⚡	✓
Safer learning facilities	17%	17%	67%
School safety management	0%	50%	50%
Educational continuity management	0%	50%	50%
Risk reduction and resilience education	0%	67%	33%
Education sector climate change adaptation and mitigation	17%	83%	0%

		Responding Countries, %		
		None	Voluntary	Designated
Focal Point	(#)	✗	⚡	✓
Safer learning facilities	6	17%	17%	67%
School safety management	6	17%	17%	67%
Educational continuity management	6	17%	0%	83%
Risk reduction and resilience education	6	17%	17%	67%
Education sector climate change adaptation and mitigation	6	17%	50%	33%



## Pillar 1: Policies for Safer Learning Facilities

No.	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	Comprehensive School Safety Indicators
B1 (11 questions)	0%	17%	33%	17%	33%	Regulation and monitoring systems guide the safe site selection, design and construction of new schools.
B2 (9 questions)	0%	17%	50%	33%	0%	Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities).
B3 (4 questions)	17%	17%	33%	33%	0%	Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments.
B4 (5 questions)	17%	17%	33%	33%	0%	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)	0%	33%	50%	0%	17%	Children are protected from death, injury and harm on the way to school.



### New School Construction

Risk	Risk Addressed in Regulations, % (# = 6)			
	No	Somewhat	Robust	Unknown or Not Applicable
	✗	✓	✓	—
Flood	17%	33%	50%	0%
Wildfire	33%	17%	17%	33%
Sea level rise	17%	67%	17%	0%
Earthquakes	0%	0%	50%	50%
Building fire	0%	50%	50%	0%
High winds	0%	33%	50%	17%
Extreme temperatures	17%	50%	0%	33%

### Policy for Schools as Shelter



Policies or Guidance	#	Responding Countries, %		
		No	Being developed	Yes
		✗	✓	✓
Identification of schools for shelter	6	33%	0%	67%
Educational continuity	6	67%	17%	17%
Student safety	6	33%	17%	50%
Reimbursement for costs	6	67%	0%	33%



### School Retrofit & Replacement

Assessment & prioritization: (N=)	Responding Countries, %		
	None	Limited	Systematic
	✗	✓	✓
	0%	33%	67%

Safety Upgrades: (N=)	Responding Countries, %		
	None	In progress	Complete
	✗	✓	✓
	33%	67%	0%



## Pillar 2: School Safety & Educational Continuity Management

No.	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	Comprehensive School Safety Indicators
<b>C1</b> (7 questions)	0%	0%	67%	33%	0%	Education authorities have robust, participatory plans for risk management, risk reduction, and response preparedness.
<b>C2</b> (10 questions)	0%	0%	83%	17%	0%	Schools have robust participatory plans for risk management, risk reduction, and response-preparedness.
<b>C3</b> (14 questions)	0%	0%	50%	50%	0%	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.
<b>C4</b> (4 questions)	0%	33%	50%	17%	0%	Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning.
<b>C5</b> (11 questions)	0%	0%	67%	33%	0%	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	6	17%	67%	17%
Risk reduction	6	0%	100%	0%
Response preparedness	6	0%	83%	17%
Educational continuity	6	0%	67%	33%
Climate change adaptation and climate action	6	33%	67%	0%
Actively including child participation while developing plans and measures	6	50%	50%	0%
Standard operating procedures for disasters and emergencies	6	0%	67%	33%

### Training and Drills



Responding Countries, % (# = 6)			
	Not practiced	At least annually	Each term
Drills Required	✗	⚡	✓
Fire drills	0%	67%	33%
Other drills	0%	83%	17%
Full simulation drills	67%	33%	0%
Conducted for children of all ages and disabilities	17%	50%	17%

### Health & Sanitation



Responding Countries, % (# = 6)			
	None or limited	Some	Robust
	✗	⚡	✓
Health policies and systems	33%	67%	0%









### Pillar 3: Risk Reduction and Resilience Education

No.	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	Comprehensive School Safety Indicators
D1 (3 questions)	33%	17%	17%	17%	17%	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%	17%	0%	33%	50%	Climate-aware risk reduction, resilience, and well-being education is included in regular formal curriculum.
D3 (9 questions)	0%	17%	33%	50%	0%	Non-formal education for students and families addresses climate-aware, risk reduction, resilience and well-being.
D4 (5 question)	0%	33%	67%	0%	0%	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%	0%	83%	Student learning outcomes for climate-aware risk reduction, resilience, and well-being education are monitored and evaluated.
D6 (5 question)	0%	17%	0%	17%	67%	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	6	50%	67%	6	50%	83%	6	83%	0%
Climate change, action, justice and the environment	6	83%	83%	6	67%	83%	6	83%	0%
Education for sustainable development	6	67%	67%	6	83%	83%	6	67%	17%
Health and well-being	6	83%	83%	6	83%	83%	6	67%	17%
Social-emotional learning	6	50%	67%	6	67%	67%	6	67%	17%



## Pillar 3: Risk Reduction and Resilience Education



### National Key Messages

	Responding Countries, % (# = 6)
National Disaster Management Authority and Education authorities have nationally adopted, consensus- and evidence-based, action-oriented key messages	17%

National Key Messages		
Adaptation and Use	(#)	Responding Countries, %
Adapted for disabilities	6	33%
Available for linguistic minorities	6	17%
Used as foundation for formal education in schools	6	17%
Used for non-formal education	6	33%



### Non-formal Education

Content Area	Responding Countries, % (# = 6)		
	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	67%	50%	83%
Climate change, action, justice and the environment	67%	67%	67%
Sustainable development	50%	33%	83%
Health and well-being	67%	67%	67%
Social-emotional learning	67%	50%	17%



### Outreach to Families

Content Area	Responding Countries, % (# = 6)		
	None or very few schools	Some schools	Most or all schools
	❌	✅	✅
Disaster risk reduction	33%	67%	0%
Climate change, action, justice and the environment	50%	50%	0%
Health and well-being	33%	33%	33%
Social-emotional learning	33%	67%	0%



## Regional Report Definitions and Question Links

Region	Countries within Region
<b>Africa</b>	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
<b>Asia and the Pacific</b>	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
<b>Eastern Europe and Central Asia</b>	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
<b>Latin America &amp; the Caribbean</b>	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
<b>Middle East and North Africa</b>	Algeria, Bahrain, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Qatar, Saudi Arabia, Syria, Tunisia, United Arab Emirates, Yemen
<b>Western &amp; Northern Europe &amp; North America</b>	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

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6	Planning Elements	C2
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\*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>

