



## Rio Grande do Sul Brazil

### Comprehensive School Safety Policy Overview 2024



Not yet an Endorser of the Comprehensive School Safety Framework

Not yet an Endorser of the Safe Schools Declaration



### Risks and Impacts Affecting Education Sector

Schools  
exposed:

None or very few



Some



About  
half



Many



Most of  
all



Unknown



Impacts:



Yes

Hazard  
not  
applicable



#### Types of Impacts to Schools

	School Exposed	Damage	Closures	Injuries	Deaths	Not Applicable/Mi nimal
Earthquakes, landslides, rock falls, avalanches and similar						
Tsunami						
Flooding, coastal erosion, sea level rise						
Wildfire, bushfire						
Building fire						
Extreme temperatures						
Strong winds, storms, or cyclones						
Biological and health hazards						
War, conflict, or armed attacks on schools						
Bullying and violence						
Technological hazards						
Everyday dangers and threats						
Climate change impacts, in general, or the exacerbation of other risks due to climate change						



### Data Collection on Impacts

Yes



Somewhat



No



Insufficient data



	Tracked Consistently	Trend	Data disaggregated			Impacts per 100000 (2024)
			No	Somewhat	Age, gender, & disability	
Deaths at school						0.00
Serious injuries at school						100
Illnesses and disease outbreaks						0.00
Schools heavily damaged or destroyed						6764



## Enabling Systems and Policies

No.	2017	2024	Trend	Comprehensive School Safety Indicators
A1 (5 questions)	⊖	★★★★☆	⊖	Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks.
A2 (11 questions)	⊖	★★★★☆	⊖	Child-centered risk assessment is in place at all levels in the education sector.
A3 (4 questions)	⊖	★★★★★	⊖	Education authority provides effective leadership and coordination for comprehensive school safety.
A4 (9 questions)	⊖	★★★★☆	⊖	Sustained funding is in place to reduce education sector risks, maintain educational continuity and support risk reduction and resilience programming.
A5 (10 questions)	⊖	★★★★★	⊖	Monitoring and evaluation of comprehensive school safety is based upon data and evidence.



## Policy and Leadership

Policy	Addressed	Focal Point
Safer learning facilities	⚡	✓
School safety management	⚡	✓
Educational continuity management	⚡	✓
Risk reduction and resilience education	⚡	✓
Education sector climate change adaptation and mitigation	⚡	✓
	✗	Not addressed
	⚡	Weak or unenforced
	✓	Robust and enforced

## Risk Assessment



Education sector risks	Assessed
Natural hazards and risks	⚡
Biological and health hazards and risks	⚡
Violence and conflict hazards and risks	✓
Everyday hazards and risks	✓
Climate change risk, or how climate change exacerbates other risk	✓
	✗
	⚡
	✓
Students included in risk assessment	✗
Parents and community have access to outcomes	✓
Education sector staff use results for planning and decision making	✗



## Funding

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

Safe school construction	\$\$
Response preparedness	\$\$
Health, nutrition and well-being	\$\$
Child protection and violence prevention	\$\$

Risk Reduction and Resilience Education Programming	\$\$
Disaster recovery	\$\$
Education in emergencies	\$\$
Climate change adaptation	\$\$\$



## Pillar 1: Policies for Safer Learning Facilities

No.	2017	2024	Trend	Comprehensive School Safety Indicators
<b>B1</b> (11 questions)	⊖	★★★★☆	⊖	Regulation and monitoring systems guide the safe site selection, design and construction of new schools.
<b>B2</b> (9 questions)	⊖	★★★★☆	⊖	Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities).
<b>B3</b> (4 questions)		★★★★☆		Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments.
<b>B4</b> (5 questions)	⊖	★★★★☆	⊖	Policies and planning limit disruption of education due to use of schools as temporary shelters or collective centers, during the school year.
<b>B5</b> (2 questions)		★★★☆☆		Children are protected from death, injury and harm on the way to school.



### New School Construction

Not Applicable ⊖ No ✗ Somewhat 🟡 Robust ✔

Risk	Addressed in Regulations
Flood	✔
Wildfire	?
Sea level rise	?
Earthquakes	⊖
Building fire	✔
High winds	✔
Extreme temperatures	🟡
Environmental impacts	🟡

Regulations or guidelines include private schools	
Site selection	✔
Building Design and construction	✔
WASH facilities	✔



### Policy for Schools as Shelter

No ✗ Being developed 🟡 Yes ✔ Insufficient data ⊖

Policies or Guidance	2017	2024
Identification of schools for shelter	⊖	✔
Educational continuity	⊖	🟡
Student safety	⊖	🟡
Reimbursement for costs	⊖	🟡



### Funding for School Facilities

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

School building and routine site maintenance	\$\$\$
Operation and maintenance of WASH facilities	\$\$\$
Deferred maintenance for buildings and WASH facilities	\$\$\$
Non-structural risk reduction	--



### School Retrofit & Replacement

None ✗ Limited Assessment 🟡 Systematic ✔

	For safety	For WASH
Assessment & prioritization:	✔	✔

None ✗ In progress 🟡 Substantially complete ✔

	For safety	For WASH
Safety upgrades:	🟡	🟡



## Pillar 2: School Safety & Educational Continuity Management

No.	2017	2024	Trend	Comprehensive School Safety Indicators
<b>C1</b> (7 questions)		★★★★☆		Education authorities have robust, participatory plans for risk management, risk reduction, and response preparedness.
<b>C2</b> (10 questions)	⊖	★★★★☆	⊖	Schools have robust participatory plans for risk management, risk reduction, and response-preparedness.
<b>C3</b> (14 questions)		★★★☆☆		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)	⊖	☆☆☆☆	⊖	Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning.
<b>C5</b> (11 questions)		★★★★★		Education sector has robust systems and policies for school health and nutrition.



### Planning Elements

Not supported Limited guidance Robust guidance Insufficient data

Guidelines support schools in:	2017	2024
Risk assessment	⊖	
Risk reduction	⊖	
Response preparedness	⊖	
Educational continuity	⊖	
Climate change adaptation and climate action		
Actively including child participation while developing plans and measures	⊖	
Standard operating procedures for disasters and emergencies	⊖	



### Health & Sanitation

None or limited Some None Irregular   
Robust At least annually

Health policies and systems		Monitoring of WASH	
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### Training and Drills

Not practiced At least annually Each term Insufficient data

Drills Required	2017	2024
Fire drills	⊖	
Other drills	⊖	
Full simulation drills		
Conducted for children of all ages and disabilities		

### Access to Education

No Limited Yes

	Gender	Disability	Immigrants and refugees	Minorities
Access to education protected				
Enrollment equity				
Needs considered in planning				



### Pillar 3: Risk Reduction and Resilience Education

No.	2017	2024	Trend	Comprehensive School Safety Indicators
D1 (3 questions)	⊖	★★★★☆	⊖	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)	⊖	★☆☆☆☆	⊖	Climate-aware risk reduction, resilience, and well-being education is included in regular formal curriculum.
D3 (9 questions)		★★★★☆		Non-formal education for students and families addresses climate-aware, risk reduction, resilience and well-being.
D4 (5 question)	⊖	★★★★☆	⊖	Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and well-being is developed and assessed.
D5 (5 question)		★★★★☆		Student learning outcomes for climate-aware risk reduction, resilience, and well-being education are monitored and evaluated.
D6 (5 question)		★★★☆☆		Schools have sufficient education materials for teaching risk reduction, resilience, and well being.



### National Curriculum

Content Area	Content Coverage	Available in primary schools	Available in secondary schools	Student learning assessed	Teachers trained
Disaster risk reduction	✓	?	?	✗	✓
Climate change, action, justice and the environment	✓	?	?	✗	✓
Education for sustainable development	✓	?	?	✓	✓
Health and well-being	✓	?	?	✓	✓
Social-emotional learning	✓	?	?	✓	✓
	✗	None	Not available	No	No
	✓	Being developed		In primary or secondary schools	Available for some
	✓	Yes	Available	In both primary and secondary schools	Mandatory



## Pillar 3: Risk Reduction and Resilience Education



### National Key Messages

Yes ☒ No ☐

National Disaster Management Authority and Education authorities have nationally adopted, consensus- and evidence-based, action-oriented key messages



#### Key Message Adaptation and Use

<input checked="" type="checkbox"/>	Adapted for disabilities
<input type="checkbox"/>	Available for linguistic minorities
<input checked="" type="checkbox"/>	Used as foundation for formal education in schools
<input type="checkbox"/>	Used for non-formal education



### Non-formal Education

Yes ☒ No ☐

Content Area	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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Climate change, action, justice and the environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sustainable development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Health and well-being	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social-emotional learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



### Outreach to Families

Most or all schools ☒ Some schools ☐ None or very few schools ☐

Content Area	Regular outreach
Disaster risk reduction	<input type="checkbox"/>
Climate change, action, justice and the environment	<input type="checkbox"/>
Health and well-being	<input type="checkbox"/>
Social-emotional learning	<input type="checkbox"/>

### Education Materials

Both primary and secondary schools ☒ Either primary or secondary schools ☐ Neither primary nor secondary schools ☐

	Schools have sufficient, approved, high quality education materials
Disaster risk reduction	<input type="checkbox"/>
Climate change, action, justice and the environment	<input type="checkbox"/>
Sustainable development	<input checked="" type="checkbox"/>
Health and well-being	<input type="checkbox"/>
Social-emotional learning	<input checked="" type="checkbox"/>



## Spotlight on Sustainability and Climate Adaptation

Schools experiencing climate change impacts:  
**About half**



Focal Point: **Designated, full-time**



### Policies and Plans

Does not exist Weak, limited, or partial Robust

Climate adaptation policy	
Climate change risk assessment	
Sector-wide climate adaptation and action plan	
Guidance to schools on climate action planning	



### Education Sector Funding

No funding -- Ad hoc or inconsistent \$  
Consistent, but insufficient \$\$ Sufficient for implementation \$\$\$

Green school construction or upgrading for climate mitigation	\$\$
Risk reduction and climate change education programming	\$\$
Non-structural risk reduction and climate adaptation and mitigation activities	--

No In progress Substantially Complete

	<b>Existing Schools</b>
School upgrades for environmental sustainability	

Impacts on schools



Death



Injuries



Damage



Closures

### Learning and Outreach



None, or being developed In primary or secondary In both primary and secondary

	<b>Availability of high-quality learning materials</b>	<b>Student learning assessed</b>
Climate change, action, justice		
Sustainable development		

None or very few Some schools Most or all schools

<b>Outreach to families about climate change impacts and actions</b>	
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### Teacher Training



No Some teachers trained Yes

	<b>Climate change, action, justice</b>	<b>Sustainable development</b>
<b>Teachers trained</b>		
<b>Mandatory</b>		
<b>Teachers assessed</b>		



### New School Construction

Limited Somewhat Robust Not Applicable

<b>Risk</b>	<b>Addressed</b>
Flood	
Wildfire	
Sea level rise	

<b>Risk</b>	<b>Addressed</b>
High wind	
Extreme temperatures	
Environmental Impact	



## Spotlight on Health and Hygiene

Schools experiencing biological & health hazards:  
**None or very few**



Focal Point: **Designated, full-time**

Impacts on schools



Death



Injuries



Damage



Closures



## Data Collection and Tracking

No Inconsistently or Partially Systematically, Regularly Data collected by stakeholder other than education authority

	Data Collected at school level	Disaggregated by age, gender, and disability
Disease outbreaks in schools		
Water		
Sanitation		
Hygiene		
Solid waste management		



## Policies and Plans

None Yes, limited guidance or standards defined Yes, minimum standards defined and monitored Data collected by stakeholder other than education authority

Water, sanitation and hygiene	
Food and nutrition	
Identification and tracking of communicable diseases at school	
Social measures to reduce disease transmission	
Environmental measures to reduce disease transmission	

## Learning and Outreach

None, or being developed In primary or secondary In both primary and secondary

Availability of high-quality learning materials	
Student learning assessed	
No schools  Some schools  Most or all schools	
Outreach to families	



## Teacher Training

No Some teachers trained Yes

	Health and well-being
Teachers trained	
Mandatory	
Teachers assessed	

## Education Sector Funding

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

Health, nutrition and well-being	\$\$
Routine maintenance of WASH facilities	\$\$\$
Upgrades on WASH facilities	In progress





## Spotlight on Violence Prevention

Schools experiencing bullying and violence:  
**About half**



Impacts on schools



Death



Injuries



Damage



Closures



## Route to School

	Schools reduce dangers on home-to-school routes	
Transportation	None or very few	
Bullying, gender-based violence, and attack	Many	



## Education Sector Funding

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

Child protection and violence prevention	\$\$
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## Learning and Outreach



None, or being developed In primary or secondary In both primary and secondary

Availability of high-quality learning materials	
Student learning assessed	
No schools  Some schools  Most or all schools	
Outreach to families	



## Teacher Training

No Some teachers trained Yes

	Social-emotional learning
Teachers trained	
Mandatory	
Teachers assessed	



## Spotlight on Education in Emergencies

Schools experiencing war and conflict:  
**None or very few**



Focal Point: **Designated, full-time**

Impacts on schools



Death




Injuries



Damage












Closures

Endorser of the Safe Schools  
Declaration 






## Data Collection and Tracking




No  Inconsistently or Partially  Systematically, Regularly  Data collected by stakeholder other than education authority 

	Data Collected	Disaggregated by age, gender, & disability
Violent incidents against students & staff		
Attacks on schools, students or staff		
Education authority assess violence and conflict risks		

## Policies and Plans



None, or being developed  Limited  Yes 

Policy and legal frameworks cover educational continuity management	
Education authority develops plans for educational continuity	
Proactive measures taken to prevent schools from use by armed individuals, groups or military	

## Education Sector Funding



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

Child protection and violence prevention	\$\$
Education in Emergencies	\$\$



## Spotlight on Finance







### Pillar 1 Budget

No funding -- Ad hoc or inconsistent \$  
Consistent, but insufficient \$\$ Sufficient \$\$\$

School Construction Funding	Amount
Safe school construction (including WASH facilities)	\$\$
Green school construction or upgrading for climate mitigation	\$\$




Maintenance Funding	Amount
School building and routine site maintenance	\$\$\$
Operation and maintenance of WASH facilities	\$\$\$
Deferred maintenance for buildings and WASH facilities	\$\$\$
Non-structural risk reduction	--




No  In progress  Substantially Complete 

Funding for School Upgrades	Status
For safety of school buildings	
For WASH facilities	
For climate change adaptation	
For environmental sustainability	



### External Funding

No funding  Past funding  Current funding  Seeking funding 

External Funders	Status
Global Partnership for Education (GPE)	
Education Cannot Wait (ECW)	
Green Climate Fund (GPF)	



### Pillar 2 Budget

No funding -- Ad hoc or inconsistent \$  
Consistent, but insufficient \$\$ Sufficient \$\$\$

Budget Area	Amount
Response preparedness	\$\$
Child protection and violence prevention	\$\$
Disaster recovery	\$\$
Education in emergencies	\$\$
Risk reduction and resilience education programming	\$\$
Climate change adaptation	\$\$\$



### Pillar 3 Budget

No funding -- Ad hoc or inconsistent \$  
Consistent, but insufficient \$\$ Sufficient \$\$\$

Budget Area	Amount
Health, nutrition and well-being	\$\$
Risk reduction and resilience education programming	\$\$

World Bank	
Regional Development Bank	
UN agencies	 
Other	



## Comprehensive School Safety Commitments for 2025-2030

		Commitments
	Enabling policies and legal frameworks	Políticas públicas educacionais adaptadas a partir dos principais quadros metodológicos sobre segurança escolar abrangente.
	Safer school facilities	No âmbito da aplicação do conceito de escolas resilientes, definir e implementar soluções de infraestrutura escolar para construção ou reconstrução de escolas resilientes, sustentáveis e verdes, que sejam capazes de resistir e operar eficientemente diante de condições adversas, mitigando impactos na comunidade escolar.
	School safety and education continuity management	No âmbito da aplicação do conceito de escolas resilientes, estruturar e implementar plano de continuidade educativa
	Risk reduction and resilience education:	No âmbito da aplicação do conceito de escolas resilientes, integrar ao currículo escolar temáticas relacionadas a redução do risco e para resiliência, bem como por meio da construção dos planos escolares de contingência de forma participativa.
	Reducing barriers and inequities for our most vulnerable learners:	Programas de combate à evasão escolar por meio da transferência direta de renda.
	Supporting health and well-being	Implementação da Política de Cuidado e Bem-Estar Escolar.
	Implementing climate change adaptation measures	A partir da implementação do conceito de escolas resilientes, executar ações de prevenção, preparação, resposta e recuperação na infraestrutura, currículo, bem-estar e gestão.
	Implementing climate mitigation and environmental sustainability measures ('greening schools')	Criação de modelo de escola resiliente integrada ao meio ambiente.
	New or enhanced budget allocations	Programas de combate à evasão escolar por meio da transferência direta de renda.
	Strengthening data collection and evidence-based decision processes	

Not yet validated



Validated



Report validation by a relevant responsible authority



For more information about Comprehensive School Safety Targets and Indicators, see <https://gadrrres.net/css-targets-and-indicators/>