

**Comprehensive School Safety** 

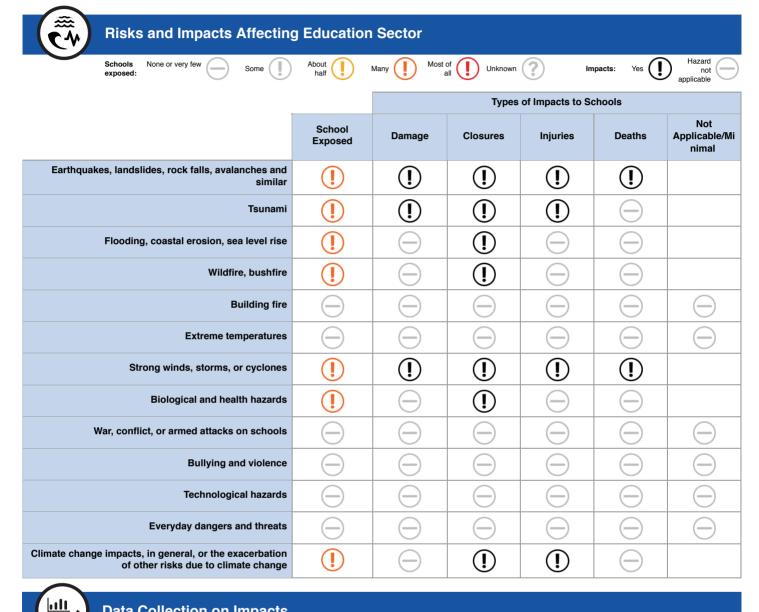
**Policy Overview 2024** 

## East Nusa Tenggara

## Indonesia

Not yet an Endorser of the Comprehensive School Safety Framework 

Not yet an Endorser of the Safe Schools Declaration



#### **Data Collection on Impacts**

Yes 📢 Somewhat 候 Insufficient data No (X)

|                                      | Tracked      |            | Data disaggregated |          |                              | Impacts per      |
|--------------------------------------|--------------|------------|--------------------|----------|------------------------------|------------------|
|                                      | Consistently | Trend      | No                 | Somewhat | Age, gender, &<br>disability | 100000<br>(2024) |
| Deaths at school                     | $\bigotimes$ | $\bigcirc$ | $\bigotimes$       |          |                              | ?                |
| Serious injuries at school           | $\bigotimes$ | $\bigcirc$ | $\bigotimes$       |          |                              | ?                |
| Illnesses and disease outbreaks      | $\bigotimes$ |            | $\bigotimes$       |          |                              | ?                |
| Schools heavily damaged or destroyed | $\bigotimes$ | $\bigcirc$ |                    |          |                              | ?                |



## **Enabling Systems and Policies**

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

## Policy and Leadership

| Policy                        |  | Addressed             | Focal Point |
|-------------------------------|--|-----------------------|-------------|
| Safer learni                  | Safer learning facilities                                    |                       |             |
| School safety ma              | V  | ×                     |             |
| Educational continuity ma     | V  | ×                     |             |
| Risk reduction and resilience | Risk reduction and resilience education                      |                       | ×           |
|                               | Education sector climate change<br>adaptation and mitigation |                       | Ø           |
|                               | $\bigotimes$   | Not addressed         | None        |
|                               | Ø  | Weak or<br>unenforced | Voluntary   |
|                               |  | Robust and enforced   | Designated  |



| Education sector risks   | Assessed  |
|--|-----------|
| Natural hazards and risks  | (V)       |
| Biological and health hazards and risks                              | <b>X</b>  |
| Violence and conflict hazards and risks                              | <b>X</b>  |
| Everyday hazards and risks   | <b>X</b>  |
| Climate change risk, or how climate change<br>exacerbates other risk | (¥)       |
| $\bigotimes$   | No        |
|  | Limited   |
| $\bigotimes$   | Regularly |
| Students included in risk assessment                                 | ?         |
| Parents and community have access to outcomes                        | ?         |
| Education sector staff use results for planning and decision making  | ?         |

# Ō

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<br>Programming | \$ |
|--|----|
| Disaster recovery                                      | \$ |
| Education in emergencies                               | \$ |
| Climate change adaptation                              | ?  |



## Pillar 1: Policies for Safer Learning Facilities

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



#### New School Construction

Not

Applicable



| Risk                  | Addressed in Regulations |
|-----------------------|--------------------------|
| Flood                 | $\bigotimes$             |
| Wildfire              | $\bigodot$               |
| Sea level rise        | $\bigodot$               |
| Earthquakes           | Ø                        |
| Building fire         | $\bigotimes$             |
| High winds            | <b>X</b>                 |
| Extreme temperatures  | Ø                        |
| Environmental impacts | <b>X</b>                 |

| Regulations or guidelines include private schools |              |  |  |
|---|--------------|--|--|
| Site selection                                    | <b>X</b>     |  |  |
| Building Design and construction                  | $\bigotimes$ |  |  |
| WASH facilities                                   | Ø            |  |  |

Policy for Schools as Shelter

Yes 🗸



| Policies or Guidance                  | 2017       | 2024 |
|---------------------------------------|------------|------|
| Identification of schools for shelter | $\bigcirc$ | ×    |
| Educational continuity                | $\bigcirc$ | ×    |
| Student safety                        | $\bigcirc$ | ×    |
| Reimbursement for costs               | $\bigcirc$ | ×    |

Insufficient data

#### Funding for School Facilities

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

Being developed

No X

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





## Pillar 2: School Safety & Educational Continuity Management

| No.                  | 2017       | 2024         | Trend      | Comprehensive School Safety Indicators   |
|----------------------|------------|--------------|------------|--|
| C1<br>(7 questions)  |            | <b>★★</b> ☆☆ |            | Education authorities have robust, participatory plans for risk management, risk reduction, and response preparedness.   |
| C2<br>(10 questions) | $\bigcirc$ | ★★☆☆         | $\bigcirc$ | Schools have robust participatory plans for risk management, risk reduction, and response-preparedness.  |
| C3<br>(14 questions) |            | <b>★★</b> ☆☆ |            | 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<br>(4 questions)  | $\bigcirc$ | <b>★★</b> ☆☆ | $\bigcirc$ | Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning.                       |
| C5<br>(11 questions) |            | ★★★☆         |            | Education sector has robust systems and policies for school health and nutrition.  |



| Access to Education         No       X         Limited       Yes |              |              |              |              |  |  |
|--|--------------|--------------|--------------|--------------|--|--|
| Gender Disability Immigrants<br>and Minoriti<br>refugees         |              |              |              |              |  |  |
| Access to education<br>protected                                 | V            | V            | ×            | Ø            |  |  |
| Enrollment equity  | $\bigotimes$ | $\bigotimes$ | $\bigotimes$ | $\bigotimes$ |  |  |
| Needs considered in<br>planning                                  | ×            | V            | ×            | V            |  |  |

| <b>U</b>   |            | $\bigcirc$   |
|--|------------|--------------|
| Guidelines support schools in:   | 2017       | 2024         |
| Risk assessment  | $\bigcirc$ | $\bigotimes$ |
| Risk reduction   | $\bigcirc$ | $\bigotimes$ |
| Response preparedness  | $\bigcirc$ | $\bigotimes$ |
| Educational continuity   | $\bigcirc$ | $\bigotimes$ |
| Climate change adaptation and climate action                               |            | ×            |
| Actively including child participation while developing plans and measures | $\bigcirc$ | X            |
| Standard operating procedures for<br>disasters and emergencies             | $\bigcirc$ | V            |





## Pillar 3: Risk Reduction and Resilience Education

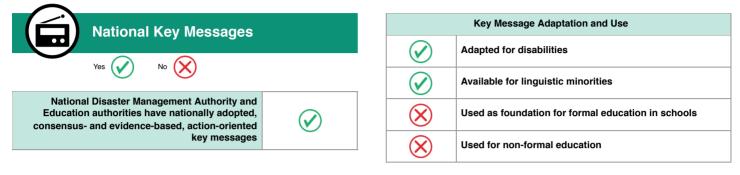
| No.                 | 2017       | 2024 | Trend      | Comprehensive School Safety Indicators   |
|---------------------|------------|------|------------|--|
| D1<br>(3 questions) | $\bigcirc$ | **** | $\bigcirc$ | National Disaster Management Authority and Education Authority have nationally adopted, consensus- and evidence based, action-oriented key messages as foundation for formal and non-formal education. |
| D2<br>(4 questions) | $\bigcirc$ | ★☆☆☆ | $\bigcirc$ | Climate-aware risk reduction, resilience, and well-being education is included in regular formal curriculum.   |
| D3<br>(9 questions) |            | ★★★☆ |            | Non-formal education for students and families addresses climate-aware, risk reduction, resilience and well-being.   |
| D4<br>(5 question)  | $\bigcirc$ | **** | $\bigcirc$ | Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and well-being is developed and assessed.  |
| D5<br>(5 question)  |            |      |            | Student learning outcomes for climate-aware risk reduction, resilience, and well-<br>being education are monitored and evaluated.  |
| D6<br>(5 question)  |            |      |            | Schools have sufficient education materials for teaching risk reduction, resilience, and well being.   |

#### **National Curriculum**

| Co   | ontent Area  | Content<br>Coverage | Available in<br>primary schools | Available in<br>secondary<br>schools | Student learning assessed                   | Teachers trained   |
|--|--------------|---------------------|---------------------------------|--------------------------------------|---|--------------------|
| Disaster risk                              | reduction    | ×                   | ?                               | ?                                    | $\bigotimes$                                | $\bigotimes$       |
| Climate change, action, justice and the en | vironment    | ×                   | ?                               | ?                                    | $\bigotimes$                                | $\bigotimes$       |
| Education for sustainable development      |              | ×                   | ?                               | ?                                    | $\bigotimes$                                | $\bigotimes$       |
| Health and well-being                      |              | ×                   | ?                               | ?                                    | $\bigotimes$                                | $\bigotimes$       |
| Social-emotional learning                  |              | ×                   | ?                               | ?                                    | $\bigotimes$                                | $\bigotimes$       |
|  | $\bigotimes$ | None                | Not av                          | ailable                              | No  | No                 |
|  |              | Being developed     |                                 |                                      | In primary or<br>secondary<br>schools       | Available for some |
|  |              | Yes                 | Avai                            | lable                                | In both primary<br>and secondary<br>schools | Mandatory          |



## Pillar 3: Risk Reduction and Resilience Education





#### **Non-formal Education**

| $\otimes$ |
|-----------|
|           |

| Content Area  | In school assemblies and<br>experiential learning | In classrooms at teacher's discretion | In school clubs, after school<br>activities and other extra-<br>curricular activities |
|---|---|---------------------------------------|---|
| Disaster risk reduction                             | $\bigotimes$                                      | $\bigotimes$                          | $\bigotimes$  |
| Climate change, action, justice and the environment | $\bigotimes$                                      | $\bigcirc$                            | $\bigotimes$  |
| Sustainable development                             | $\bigcirc$  | $\bigodot$                            | $\bigcirc$  |
| Health and well-being                               | $\bigcirc$  | $\bigotimes$                          | $\bigotimes$  |
| Social-emotional learning                           | $\bigcirc$  | $\bigodot$                            | $\bigotimes$  |

None or very few schools

 $\otimes$ 







Some

schools

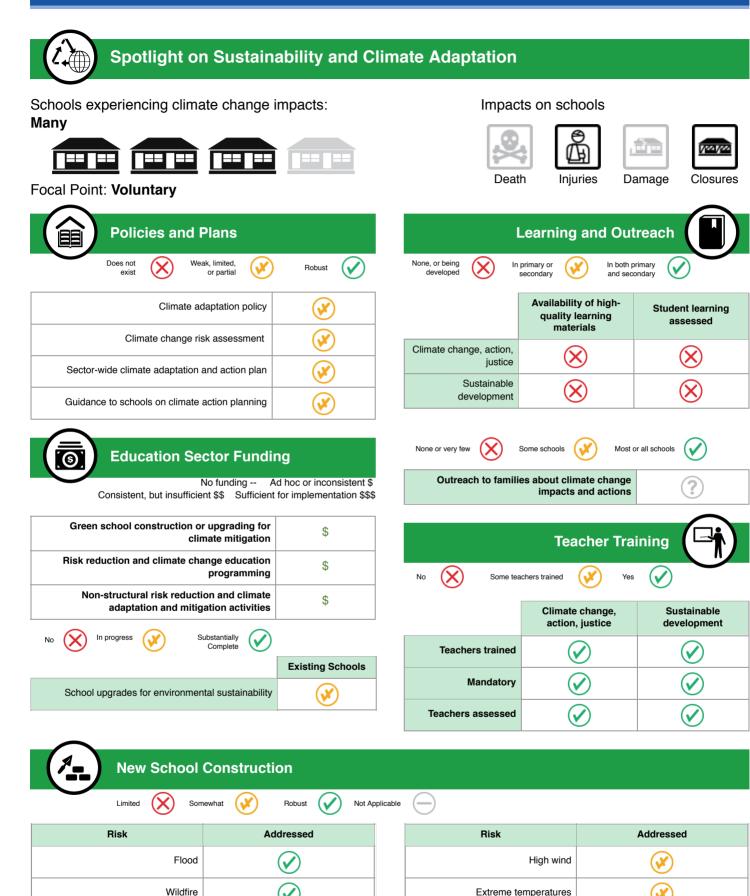
Most or all schools  $\checkmark$ 

| Content Area  | Regular outreach |
|---|------------------|
| Disaster risk reduction                             | ?                |
| Climate change, action, justice and the environment | ?                |
| Health and well-being                               | ?                |
| Social-emotional learning                           | ?                |

|  | Edu                               | Education Materials |   |                                |  |
|--|-----------------------------------|---------------------|---|--------------------------------|--|
| Both primary and<br>secondary<br>schools | Either primary of secondar school | у 🚺                 | Neither primary<br>nor secondary<br>schools | $\otimes$                      |  |
|  |                                   |                     | have sufficient<br>uality education         | t, approved, high<br>materials |  |
| Disaster ri                              | sk reduction                      |                     | $\bigotimes$                                |                                |  |

|   | $\mathbf{\overline{\mathbf{v}}}$ |
|---|----------------------------------|
| Climate change, action, justice and the environment | $\bigotimes$                     |
| Sustainable development                             | $\bigotimes$                     |
| Health and well-being                               | $\bigotimes$                     |
| Social-emotional learning                           | $\bigotimes$                     |

Sea level rise

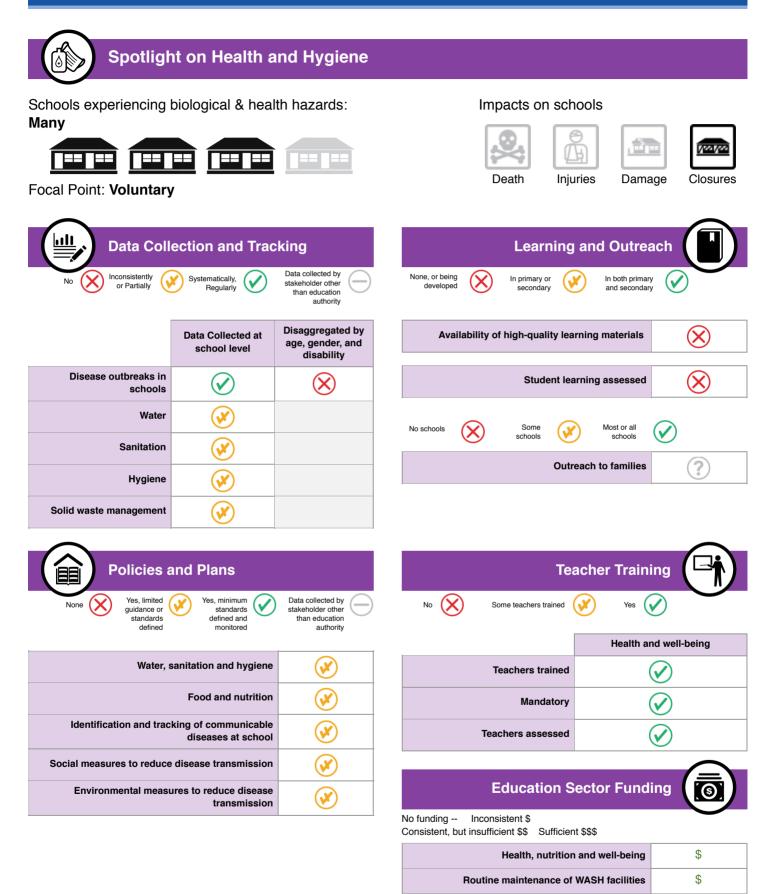


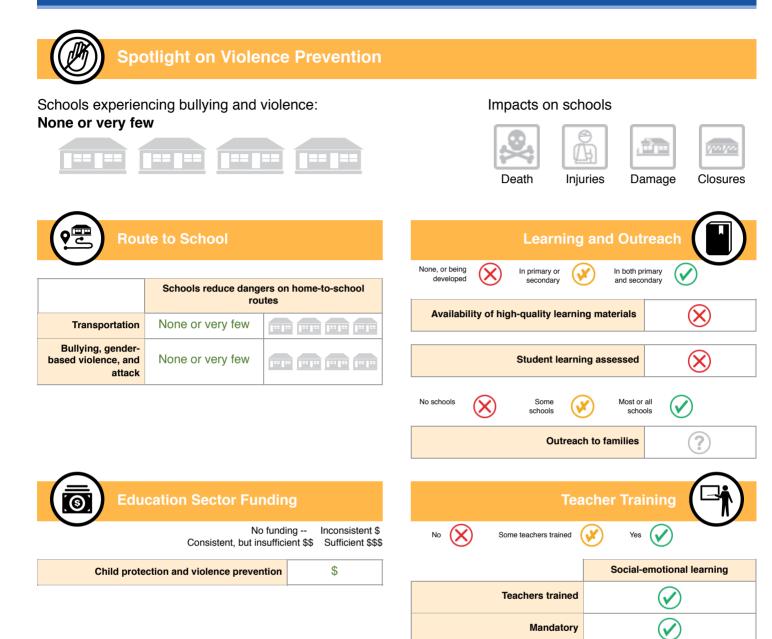
**Environmental Impact** 

X

Upgrades on WASH facilities

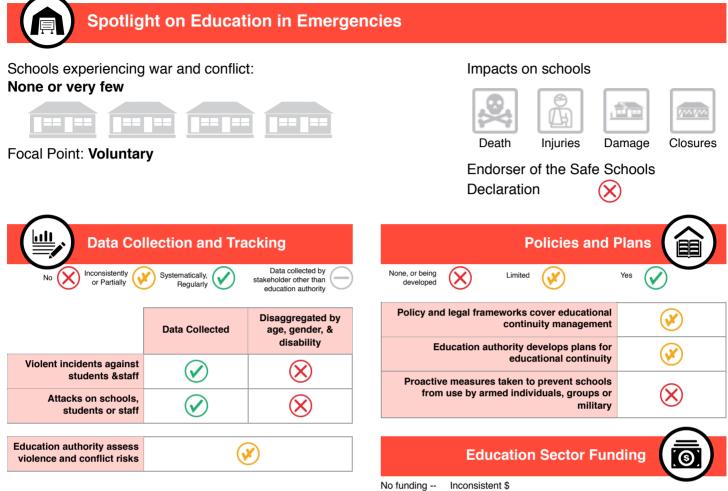
In progress





**Teachers assessed** 

 $\checkmark$ 



Consistent, but insufficient \$\$ Sufficient \$\$\$

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



6

#### Spotlight on Finance

#### Pillar 1 Budget

| No funding Ad hoc or inconsistent \$<br>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 🐼 Substa        | antially Complete |
|----------------------------------|-------------------|
| Funding for School Upgrades      | Status            |
| For safety of school buildings   | (¥)               |
| For WASH facilities              | ×                 |
| For climate change adaptation    | V                 |
| For environmental sustainability | ×                 |

## 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 | \$     |

# External Funding No funding Past funding Current funding

()

Seeking funding

**(X**)

| External Funders                       | Status    |
|--|-----------|
| Global Partnership for Education (GPE) | $\otimes$ |
| Education Cannot Wait (ECW)            | $\otimes$ |
| Green Climate Fund (GPF)               | $\otimes$ |



| $\frown$ |  |
|----------|--|
|          |  |
|          |  |

### Comprehensive School Safety Commitments for 2025-2030

|  | Commitments   |
|--|---|
| Enabling policies and legal frameworks   | Empowering safe School especially SEKBER in Province and district level   |
| Safer school facilities  | Rehabilitation gradually for the school under governement   |
| School safety and education continuity management  | Push the safe school commiittee in school   |
| Risk reduction and resilience education:   | Analize the HVCA  |
| Reducing barriers and inequities for our<br>most vulnerable learners:                                | No  |
| Supporting health and well-being   | WASH facilities in school ( developed from the rest covid project for wash facilities in school)  |
| Implementing climate change adaptation<br>measures   | Green School ( greeen gardening, safety electricity, less paper use)  |
| Implementing climate mitigation and<br>environmental sustainability measures<br>('greening schools') | Similar as above z1.8   |
| New or enhanced budget allocations   | No  |
| Strengthening data collection and evidence-based decision processes                                  |   |
|  | Safer school facilities<br>School safety and education continuity<br>management<br>Risk reduction and resilience education:<br>Reducing barriers and inequities for our<br>most vulnerable learners:<br>Supporting health and well-being<br>Implementing climate change adaptation<br>measures<br>Implementing climate mitigation and<br>environmental sustainability measures<br>('greening schools')<br>New or enhanced budget allocations<br>Strengthening data collection and |

Not yet validated

Validated

Report validation by a relevant responsible authority

 $\otimes$ 

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



Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector

