

Comprehensive School Safety

Policy Overview 2024

Gorontalo

Indonesia

Endorser of the Comprehensive School Safety Framework \bigcirc

Endorser of the Safe Schools Declaration

Risks and Impacts Affecting Education Sector							
Schools None or very few Some	About About Many Most of Unknown Parts: Yes Hazard not applicable						
			Types	of Impacts to Se	chools		
	School Exposed	Damage	Closures	Injuries	Deaths	Not Applicable/Mi nimal	
Earthquakes, landslides, rock falls, avalanches and similar	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	
Tsunami	\bigcirc						
Flooding, coastal erosion, sea level rise	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	
Wildfire, bushfire	\bigcirc						
Building fire	\bigcirc		\bigcirc	\bigcirc	\bigcirc		
Extreme temperatures	\bigcirc						
Strong winds, storms, or cyclones	\bigcirc						
Biological and health hazards	\bigcirc						
War, conflict, or armed attacks on schools	\bigcirc						
Bullying and violence		\ominus	\bigcirc	\bigcirc	\bigcirc	\bigcirc	
Technological hazards							
Everyday dangers and threats							
Climate change impacts, in general, or the exacerbation of other risks due to climate change	\bigcirc						

Data Collection on Impacts

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Yes 🐼 Somewhat 💓 No 🚫 Insufficient data —

	Tracked		D	Data disaggregated		Impacts per
	Consistently	Trend	No	Somewhat	Age, gender, & disability	100000 (2024)
Deaths at school	V	\bigcirc	\bigotimes			?
Serious injuries at school	V	\bigcirc	\bigotimes			?
Illnesses and disease outbreaks	X		\bigotimes			?
Schools heavily damaged or destroyed	\checkmark	\bigcirc				?



Enabling Systems and Policies

No.	2017	2024	Trend	Comprehensive School Safety Indicators
A1 (5 questions)	\bigcirc	****	\bigcirc	Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks.
A2 (11 questions)	\bigcirc	★★ ☆☆	\bigcirc	Child-centered risk assessment is in place at all levels in the education sector.
A3 (4 questions)	\bigcirc	★★ ☆☆	\bigcirc	Education authority provides effective leadership and coordination for comprehensive school safety.
A4 (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 (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 learnir	\bigotimes	X	
School safety ma	\bigotimes	X	
Educational continuity ma	anagement	\bigotimes	X
Risk reduction and resilience	Risk reduction and resilience education		X
	Education sector climate change adaptation and mitigation		\bigotimes
	\bigotimes	Not addressed	None
	V	Weak or unenforced	Voluntary
	\bigotimes	Robust and enforced	Designated



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	\bigotimes
\otimes	No
	Limited
\bigotimes	Regularly
Students included in risk assessment	\bigotimes
Parents and community have access to outcomes	\bigodot
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
B1 (11 questions)	\bigcirc	****	\bigcirc	Regulation and monitoring systems guide the safe site selection, design and construction of new schools.
B2 (9 questions)	\bigcirc	★★☆☆	\bigcirc	Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities).
B3 (4 questions)		★★ ☆☆		Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments.
B4 (5 questions)	\bigcirc	☆☆☆☆	\bigcirc	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)		****		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	\bigotimes
Earthquakes	\bigotimes
Building fire	\bigotimes
High winds	\bigodot
Extreme temperatures	?
Environmental impacts	\bigotimes

Regulations or guidelines include private schools			
Site selection	 Image: A set of the set of the		
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	\bigotimes
Educational continuity	\bigcirc	\bigotimes
Student safety	\bigcirc	\bigotimes
Reimbursement for costs	\bigcirc	\bigotimes

Insufficient data

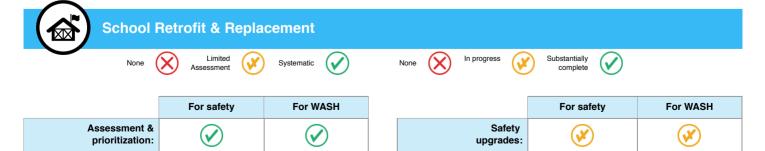
Funding for School Facilities

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	\$

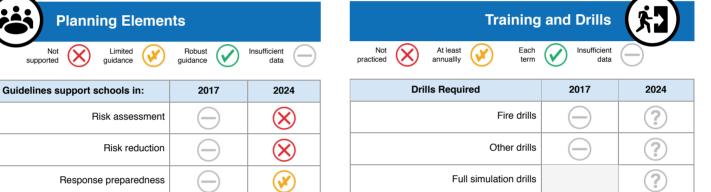


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Pillar 2: School Safety & Educational Continuity Management

No.	2017	2024	Trend	Comprehensive School Safety Indicators
C1 (7 questions)		★★★☆		Education authorities have robust, participatory plans for risk management, risk reduction, and response preparedness.
C2 (10 questions)	\bigcirc	★★☆☆	\bigcirc	Schools have robust participatory plans for risk management, risk reduction, and response-preparedness.
C3 (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.
C4 (4 questions)	\bigcirc	☆☆☆☆	\bigcirc	Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning.
C5 (11 questions)		★★ ☆☆		Education sector has robust systems and policies for school health and nutrition.



Conducted for children of all ages and disabilities

\bigcirc	\bigotimes
\bigcirc	X
\bigcirc	×
	×
\bigcirc	×
\bigcirc	V

Health & Sanitation						
None or limited Some	None 🗙 Irregular 💓					
Robust	At least annually					
Health policies and systems	Monitoring of WASH					

Access to Education							
No 🔀 Limited 📝 Yes 🖌							
	Gender	Disability	Immigrants and refugees	Minorities			
Access to education protected	\bigcirc	\bigcirc	\bigcirc	\bigcirc			
Enrollment equity	\bigcirc		\bigcirc				
Needs considered in planning							



Pillar 3: Risk Reduction and Resilience Education

No.	2017	2024	Trend	Comprehensive School Safety Indicators
D1 (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 (4 questions)	\bigcirc	★☆☆☆	\bigcirc	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)	\bigcirc	★☆☆☆☆	\bigcirc	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

C	ontent Area	Content Coverage	Available in primary schools	Available in secondary schools	Student learning assessed	Teachers trained
Disaster risk reduction		\bigotimes	\bigotimes	\bigotimes	\bigotimes	\bigotimes
Climate change, action, justice and the e	nvironment	\bigotimes	\bigotimes	\bigotimes	\bigotimes	\bigotimes
Education for sustainable de	evelopment	\bigotimes	\bigotimes	\bigotimes	?	\bigotimes
Health and well-being		\bigotimes	\checkmark	\checkmark		Ø
Social-emotional learning		\bigotimes	\checkmark	\checkmark		\bigotimes
	\bigotimes		Not available		No	No
		Being developed			In primary or secondary schools	Available for some
		Yes	Avai	lable	In both primary and secondary schools	Mandatory



Pillar 3: Risk Reduction and Resilience Education

National Key Messages		Key Message Adaptation and Use		
		\checkmark	Adapted for disabilities	
Yes No X		\mathbf{X}	Available for linguistic minorities	
National Disaster Management Authority and Education authorities have nationally adopted, consensus- and evidence-based, action-oriented		$\overline{\otimes}$	Used as foundation for formal education in schools	
key messages		\bigotimes	Used for non-formal education	



Non-formal Education

No 🚫 Yes 🕢

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	?	?	?
Climate change, action, justice and the environment	\bigotimes	\bigotimes	\bigotimes
Sustainable development	?	?	?
Health and well-being	\bigotimes	\bigotimes	\bigotimes
Social-emotional learning	\bigotimes	\bigotimes	\bigotimes







Some schools

 (\mathbf{x})

None or very few schools

 \otimes

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	\bigodot

	Educa	ation	Materials	• (
Both primary and secondary schools	Either primary or secondary schools	Ø	Neither primary nor secondary schools	\otimes	
	Sc	hools h	ave sufficient	, appi	oved, high

	quality education materials
Disaster risk reduction	\bigotimes
Climate change, action, justice and the environment	\bigotimes
Sustainable development	\bigotimes
Health and well-being	\bigotimes
Social-emotional learning	\bigotimes



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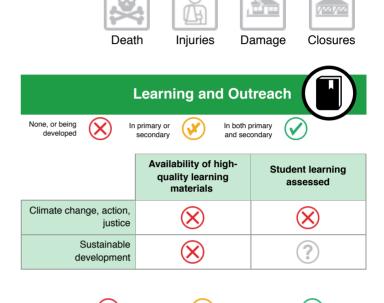
Spotlight on Sustainability and Climate Adaptation

Schools experiencing climate change impacts: None or very few



Focal Point: None designated

Policies and Plans						
Does not exist Weak, limited, or partial	Robust					
Climate adaptation policy						
Climate change risk assessment	\bigotimes					
Sector-wide climate adaptation and action plan	×					
Guidance to schools on climate action planning	×					



X

impacts and actions

Most or all schools

(🗸

?

Impacts on schools

Education Sector Funding

No funding -- Ad hoc or inconsistent \$

Consistent, but insufficient \$\$ Sufficient for implementation \$\$\$

\$\$\$
\$\$
\$
Existing Schools
\bigotimes

	Teacher Trai	ining
No 🚫 Some tea	chers trained Yes	\bigotimes
	Climate change, action, justice	Sustainable development
Teachers trained	?	?
Mandatory	?	?
Teachers assessed	?	?

New School	Construction			
Limited So	newhat 💓 Robust 💽 Not A	pplicable	Risk	Addressed
Flood		*	High wind	Addressed
Wildfire	$\overline{\bigcirc}$		Extreme temperatures	?
Sea level rise	\bigcirc	1	Environmental Impact	\checkmark

None or very few

(X

Some schools

Outreach to families about climate change



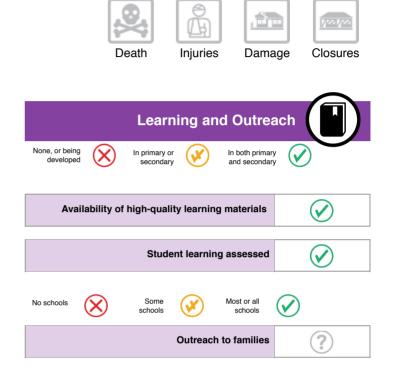
Spotlight on Health and Hygiene

Schools experiencing biological & health hazards: None or very few

Focal Point: Designated, part-time

Data Coll	ection and Trac	king
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	X	\bigotimes
Water	\bigotimes	
Sanitation	\bigotimes	
Hygiene	\bigotimes	
Solid waste management	\bigcirc	

Policies and Plans	
None X Yes, limited guidance or standards defined defined monitored	Data collected by stakeholder other than education authority
Water, sanitation and hygiene	\bigcirc
Food and nutrition	\bigcirc
Identification and tracking of communicable diseases at school	\bigcirc
Social measures to reduce disease transmission	\bigcirc
Environmental measures to reduce disease transmission	\bigcirc



Impacts on schools

Теа	acher Training
No Some teachers trained	Ves 🗸
	Health and well-being
Teachers trained	X
Mandatory	\bigotimes
Teachers assessed	\bigotimes

Education Sector Funding

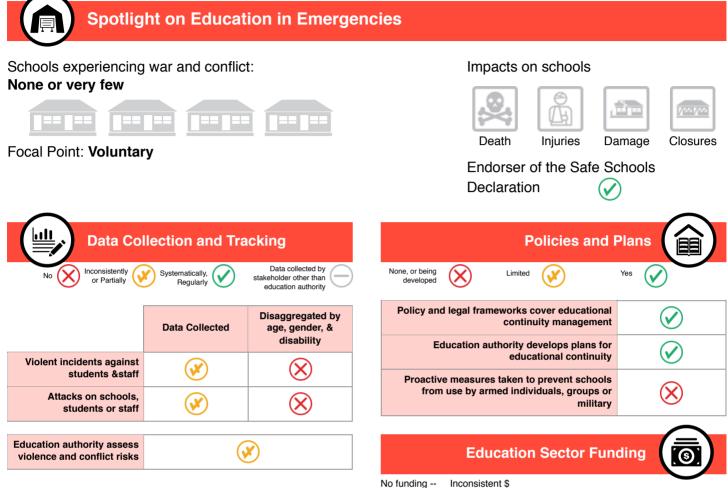
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No funding -- Inconsistent \$

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

\$\$\$
\$
In progress

Spc	otlight on Violer	nce Prevention	
Schools experien	ncing bullying and v	iolence:	Impacts on schools Death Injuries Damage Closures
Rou	te to School		Learning and Outreach None, or being None, or being
	Schools reduce dange rout		None, or being developed X In primary or secondary A In both primary and secondary
Transportation	Most or all		Availability of high-quality learning materials
Bullying, gender- based violence, and attack	Most or all		Student learning assessed
	· · · · · · · · · · · · · · · · · · ·		No schools Some Some Some schools Schools
			Outreach to families
Edu	cation Sector Fun	ding	Teacher Training
	No Consistent, but ins	funding Inconsistent \$ ufficient \$\$ Sufficient \$\$\$	No 🚫 Some teachers trained 🐼 Yes 🗸
Child prote	ction and violence prevent	ion \$\$\$	Social-emotional learning
			Teachers trained
			Mandatory 📀
			Teachers assessed



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

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

Spotlight on Finance

Pillar 1 Budget

			_
t			

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 🐼 Substa	antially Complete
Funding for School Upgrades	Status
For safety of school buildings	×
For WASH facilities	×
For climate change adaptation	\bigotimes
For environmental sustainability	\bigotimes

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	\$\$



No funding -- Ad hoc or inconsistent \$

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

Seeking funding

(X)

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

External Funding No funding Past funding Current funding

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

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Comprehensive School Safety Commitments for 2025-2030

		Commitments
	Enabling policies and legal frameworks	Melakukan Koordinasi dan pertemuan ke seluruh pemangku kepentingan baik daerah ataupun pusat
	Safer school facilities	Melakukan koordinasi dengan seluruh sekolah dalam rangka memastikan sekolah aman
iii	School safety and education continuity management	
È	Risk reduction and resilience education:	Menyusun prgram bersama untuk melakukan pelatihan kepada sekolah terkait sekolah aman
	Reducing barriers and inequities for our most vulnerable learners:	
	Supporting health and well-being	
	Implementing climate change adaptation measures	
	Implementing climate mitigation and environmental sustainability measures ('greening schools')	
	New or enhanced budget allocations	
	Strengthening data collection and evidence-based decision processes	
		· · · · · · · · · · · · · · · · · · ·

Not yet validated

Validated

Report validation by a relevant responsible authority

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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

