



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 None or very few Some	About half							
			Types	of Impacts to Se	chools			
	School Exposed	Damage	Closures	Injuries	Deaths	Not Applicable/Mi nimal		
Earthquakes, landslides, rock falls, avalanches and similar	(İ)	(!)	(!)	(!)	(!)			
Tsunami								
Flooding, coastal erosion, sea level rise	(!)	(!)	(!)		①			
Wildfire, bushfire	(!)	\bigcirc	\bigcirc					
Building fire	(!)	(!)	(!)					
Extreme temperatures	(!)		(!)					
Strong winds, storms, or cyclones	(!)	(!)	(!)	<u>(!)</u>	<u>.</u>			
Biological and health hazards	(!)		(!)	①	①			
War, conflict, or armed attacks on schools	(!)	(!)	(!)	①	①			
Bullying and violence	(!)		(!)	<u>(I)</u>				
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 (V	Somewhat	V) No (\hat{X}	Insufficient data	

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



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	Policy			
Safer learni	ng facilities	\bigcirc	\bigcirc	
School safety ma	₩	⊘		
Educational continuity ma	\bigcirc	\bigcirc		
Risk reduction and resilience	education	₩	⊘	
Education sector clima adaptation and	(*	\bigcirc		
	\otimes	Not addressed	None	
	⋘	Weak or unenforced	Voluntary	
	⊘	Robust and enforced	Designated	

Risk Assessment



Education sector risks		Assessed				
Natural hazards	Natural hazards and risks					
Biological and health hazards	Biological and health hazards and risks					
Violence and conflict hazards	Violence and conflict hazards and risks					
Everyday hazards	and risks	\otimes				
Climate change risk, or how clima exacerbates	(X)					
	\otimes	No				
	(Limited				
	\checkmark	Regularly				

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
B1 (11 questions)		★★☆☆☆	~	Regulation and monitoring systems guide the safe site selection, design and construction of new schools.
B2 (9 questions)		★★☆☆☆	~	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)	***	***	~	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

No Somewhat Robust





Policy for Schools as Shelter



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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	X				

Policies or Guidance	2017	2024
Identification of schools for shelter		(X)
Educational continuity		\bigcirc
Student safety		\bigcirc
Reimbursement for costs		\bigcirc

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













	For safety	For WASH
Assessment & prioritization:	₩	₩

	For safety	For WASH
Safety upgrades:	(X)	₩



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)		***	~	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)	★★☆☆		\	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.



Planning Elements



Limited guidance



Robust guidance







At least annually



Each term

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



systems

2017	2024
	\otimes
\bigcirc	\otimes
	?
	?
	2017









	Gender	Disability	Immigrants and refugees	Minorities
Access to education protected	\bigcirc	⊘	\otimes	\otimes
Enrollment equity	\bigcirc	⊘	?	?
Needs considered in planning	⊘	⊘	×	\otimes



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 ris	sk reduction	\otimes	\otimes	\otimes	\otimes	⋘
Climate change, action, justice and the	environment	\bigcirc	\bigcirc	\bigcirc	\otimes	⋘
Education for sustainable development		\otimes	\otimes	\otimes	\otimes	₩
Health and well-being		\bigcirc	\bigcirc	\bigcirc	\otimes	₩
Social-emotio	nal learning	\otimes	\otimes	\otimes	\otimes	₩
	\otimes		Not av	ailable	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

Yes 🚺

No	(S	S
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National Disaster Management Authority and Education authorities have nationally adopted, consensus- and evidence-based, action-oriented key messages



Key Message Adaptation and Use		
\bigcirc	Adapted for disabilities	
⊘	Available for linguistic minorities	
\otimes	Used as foundation for formal education in schools	
\otimes	Used for non-formal education	



Non-formal Education





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	\bigcirc	\bigcirc	\bigcirc
Climate change, action, justice and the environment	\bigcirc	\bigcirc	\bigcirc
Sustainable development	\bigcirc	\bigcirc	\otimes
Health and well-being	\bigcirc	⊘	\otimes
Social-emotional learning	\otimes	⊘	\otimes



Outreach to Families

Most or all schools



Some schools



None or very few schools





Education Materials

Both primary and secondary schools







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

	Schools have sufficient, approved, high quality education materials
Disaster risk reduction	⊘
Climate change, action, justice and the environment	(X)
Sustainable development	(
Health and well-being	\bigcirc
Social-emotional learning	\otimes



Spotlight on Sustainability and Climate Adaptation

Schools experiencing climate change impacts: Most or all









Focal Point: Designated, full-time

Policies and Plans Weak, limited.







Climate adaptation policy	₩
Climate change risk assessment	₩
Sector-wide climate adaptation and action plan	\otimes
Guidance to schools on climate action planning	(V)

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	









Existing Schools

School upgrades for environmental sustainability



Impacts on schools









Injuries

Damage Closures

Learning and Outreach



None, or being developed



In primary or

and secondary



	Availability of high- quality learning materials	Student learning assessed
Climate change, action, justice	(X)	\otimes
Sustainable development	₩	\otimes







Outreach to families about climate change impacts and actions



Teacher Training





Some teachers trained





	Climate change, action, justice	Sustainable development
Teachers trained	₩	₩
Mandatory	\otimes	\otimes
Teachers assessed	\otimes	\otimes



New School Construction









Not Applicable



Risk	Addressed
Flood	X
Wildfire	X
Sea level rise	X

Risk	Addressed
High wind	₩
Extreme temperatures	(*
Environmental Impact	₩



Spotlight on Health and Hygiene

Schools experiencing biological & health hazards: **About half**









Focal Point: Designated, full-time

Impacts on schools









Injuries

Damage

Closures



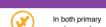
Data Collection and Tracking

Inconsistently or Partially

Systematically, Regularly



Data collected by stakeholder other than education authority



Learning and Outreach





None, or being developed
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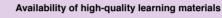


and secondary



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	Data Collected at school level	Disaggregated by age, gender, and disability
Disease outbreaks in schools	₩	\otimes
Water	₩	
Sanitation	(X)	
Hygiene	⋘	
Solid waste management	\otimes	





Student learning assessed





Some



Most or all



Outreach to families





Policies and Plans



guidance or standards



Yes, minimum standards defined and



Data collected by stakeholder other than education



Teacher Training



Some teachers trained

Teachers trained

Teachers assessed

Mandatory



(v	

Health and well-being

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	⋘

Education Sector Funding



No funding -- Inconsistent \$

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

Health, nutrition and well-being	\$\$
Routine maintenance of WASH facilities	\$

Upgrades o	n WASH	facilities
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In progress



Schools experiencing bullying and violence:

About half









Impacts on schools









Death

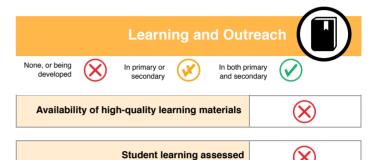
Injuries

Damage

Closures



	_	ers on home-to-school ites
Transportation	Some	
Bullying, gender- based violence, and attack	Some	





Most or all schools



Outreach to families





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

Child protection and violence prevention

\$





Some teachers trained



emotional learning	
(X)	

	Social-emotional learning
Teachers trained	(X)
Mandatory	\otimes
Teachers assessed	\otimes



Spotlight on Education in Emergencies

Schools experiencing war and conflict:

About half









Focal Point: Designated, full-time

Impacts on schools









Injuries

Damage

Closures

Endorser of the Safe Schools Declaration

Data Collection and Tracking



or Partially



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der other than	(-)
ation authority	\vee

Data collected by stakeholder other than education authority	\subseteq

	Data Collected	Disaggregated by age, gender, & disability
Violent incidents against students &staff	\otimes	\otimes
Attacks on schools, students or staff	\otimes	\otimes

Education authority assess
violence and conflict risks



Policies and Plans



None, or being developed



Limited





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

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	\otimes





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



External Funders Sta	
Global Partnership for Education (GPE)	⊘ ⊘
Education Cannot Wait (ECW)	\otimes
Green Climate Fund (GPF)	\otimes

World Bank	⊘ ⊘
Regional Development Bank	\bigcirc
UN agencies	⊘ ⊘
Other	\otimes



Comprehensive School Safety Commitments for 2025-2030

	Commitments
Enabling policies and legal frameworks	Strategie nationale d'Education en Situation d'urgence a elaborer
Safer school facilities	Batements scolaires adaptes a la temperature extremes
School safety and education continuity management	Education et apprentissage a distance utilisant la TICE
Risk reduction and resilience education:	Integration dans le programme scolaire et les modules de formation initiale des enseignants
Reducing barriers and inequities for our most vulnerable learners:	strategie d'education inclusive a elaborer
Supporting health and well-being	Developper un infirmerie scolaire
Implementing climate change adaptation measures	Mise en place de club RRC/ACC dans chaque ecole
Implementing climate mitigation and environmental sustainability measures ('greening schools')	Promotion du Jardin et reboisement scolaire et alternative de construction de salles de classes en material
New or enhanced budget allocations	Utilisation de kobo toolbox
Strengthening data collection and evidence-based decision processes	Acces aux fonds verts

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/



