

Comprehensive School Safety Policy Overview 2024

Mali

Not yet an Endorser of the Comprehensive School Safety Framework



Risks and Impacts Affecting Education Sector

Schools None or very few Some	About half	Many Most o	of Unknown	? In	npacts: 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	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Tsunami	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Flooding, coastal erosion, sea level rise		(!)	()	()	()	
Wildfire, bushfire	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Building fire	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Extreme temperatures	(!)	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Strong winds, storms, or cyclones		(!)	()			
Biological and health hazards	(!)	\bigcirc	()	()	\bigcirc	
War, conflict, or armed attacks on schools	((!)	()		(!)	
Bullying and violence	()	\bigcirc	\bigcirc	()	\bigcirc	
Technological hazards	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
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	Trend	Data disaggregated			Impacts per
	Consistently		No	Somewhat	Age, gender, & disability	100000 (2024)
Deaths at school		\bigcirc			\bigcirc	0.00
Serious injuries at school	\checkmark	\bigcirc			\bigcirc	0.00
Illnesses and disease outbreaks	\bigcirc				\bigcirc	0.00
Schools heavily damaged or destroyed	\checkmark	\bigcirc				?

Er	Enabling Systems and Policies					
No.	2017	2024	Trend			
A1 (5 questions)	★★☆☆	★★☆☆				
A2 (11 questions)	☆☆☆☆	★☆☆☆	\sim			
A3 (4 questions)	☆☆☆☆	★★☆☆	\sim			
A4 (9 questions)		★★☆☆	\sim			
A5 (10 questions)	***	★★★☆	\sim			

Comprehensive School Safety Indicators
Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks.
Child-centered risk assessment is in place at all levels in the education sector.
Education authority provides effective leadership and coordination for comprehensive school safety.
Sustained funding is in place to reduce education sector risks, maintain educational continuity and support risk reduction and resilience programming.
Monitoring and evaluation of comprehensive school safety is based upon data and evidence.

Risk Assessment

Policy and Leadership

Policy		Addressed	Focal Point
Safer learni	ng facilities	V	\bigotimes
School safety management		V	V
Educational continuity ma	anagement	V	V
Risk reduction and resilience education		V	X
Education sector climate change adaptation and mitigation		\bigotimes	Ø
	\bigotimes	Not addressed	None
	Ø	Weak or unenforced	Voluntary
		Robust and enforced	Designated

Education sector risks	Assessed
Natural hazards and risks	\bigotimes
Biological and health hazards and risks	\bigotimes
Violence and conflict hazards and risks	×
Everyday hazards and risks	×
Climate change risk, or how climate change exacerbates other risk	(¥)
\otimes	No
\bigotimes	Limited
\bigodot	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	\$

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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)		★★☆☆	\sim	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)	☆☆☆☆	★★☆☆	\sim	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.

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New School Construction

Not Applicable	No 🚫 Somewhat 💓 Robust 🕢
Risk	Addressed in Regulations
Flood	\bigotimes
Wildfire	\ominus
Sea level rise	\ominus
Earthquakes	\bigcirc
Building fire	X
High winds	\bigotimes
Extreme temperatures	\bigotimes
Environmental impacts	\bigotimes

Regulations or guidelines include private schools				
Site selection	\bigotimes			
Building Design and construction	X			
WASH facilities	\bigodot			

Policy for Schools as Shelter



Policies or Guidance	2017	2024
Identification of schools for shelter	\bigcirc	×
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)	☆☆☆☆	★★☆☆	\sim	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 Elemer	nts			
Not Supported Supported Supported Supported Supported Supported Support Suppor	Robust guidance	Insufficient data		Not practiced
Guidelines support schools in:	2017	2024		
Risk assessment	\bigcirc	V		
Risk reduction	\bigcirc	(V)		
Response preparedness	\bigcirc	X		
Educational continuity	\bigcirc	X		Cor
Climate change adaptation and climate action		Ø		
Actively including child participation while developing plans and measures	\bigcirc	Ø		
Standard operating procedures for disasters and emergencies	\bigcirc	Ø		No



Training	and Drills	
Not At least Each term	Insufficient data	\ominus
Drills Required	2017	2024
Fire drills	\bigotimes	\bigotimes
Other drills	\bigotimes	\bigotimes
Full simulation drills		\bigotimes
Conducted for children of all ages and disabilities		\bigotimes

No 🚫 Lin	nited 💓	Yes	\checkmark	Ŭ
	Gender	Disability	Immigrants and refugees	Minorities
Access to education protected	V	V	Ø	V
Enrollment equity	V	V	?	?
Needs considered in planning	X	X	\bigotimes	\bigotimes

Access to Education



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Pillar 3: Risk Reduction and Resilience Education

No.	2017	2024	Trend	Comprehensive School Safety Indicators
D1 (3 questions)	****		\sim	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)	★★★☆	★★☆☆	\sim	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)	☆☆☆☆	★★★☆	\sim	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

С	content Area	Content Coverage	Available in primary schools	Available in secondary schools	Student learning assessed	Teachers trained
Disaster ris	sk reduction	\bigotimes	\bigotimes	\bigotimes	\bigotimes	\bigotimes
Climate change, action, justice and the e	environment	\bigotimes	\bigotimes	\bigotimes	\bigotimes	\bigotimes
Education for sustainable d	levelopment	\bigotimes	\checkmark	\checkmark	\bigotimes	\bigotimes
Health an	d well-being	\bigotimes	\checkmark	\checkmark	\bigotimes	\bigotimes
Social-emotional learning		×	?	?	\bigotimes	Ø
	\bigotimes	None	Not available		No	No
	Ø	Being developed			In primary or secondary schools	Available for some
\bigcirc		Yes	Available		In both primary and secondary schools	Mandatory



Pillar 3: Risk Reduction and Resilience Education

Vational Key Messages Yes No		Key Message Adaptation and Use		
		\bigotimes	Adapted for disabilities	
		\bigotimes	Available for linguistic minorities	
National Disaster Management Authority and Education authorities have nationally adopted, consensus- and evidence-based, action-oriented key messages	?	?	Used as foundation for formal education in schools	
	<u> </u>	?	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	\bigotimes	\bigcirc	\bigotimes
Climate change, action, justice and the environment	\checkmark	\bigcirc	\bigotimes
Sustainable development	\bigotimes	\bigcirc	\bigotimes
Health and well-being	\bigodot	\bigodot	\bigcirc
Social-emotional learning	\bigcirc	\bigcirc	\bigotimes











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/	(\mathbf{X})
3	<u> </u>

Content Area	Regular outreach
Disaster risk reduction	X
Climate change, action, justice and the environment	Ø
Health and well-being	 Image: A start of the start of
Social-emotional learning	 Image: A start of the start of

schools schools		
nt, approved, high n materials		

Social-emotional learning

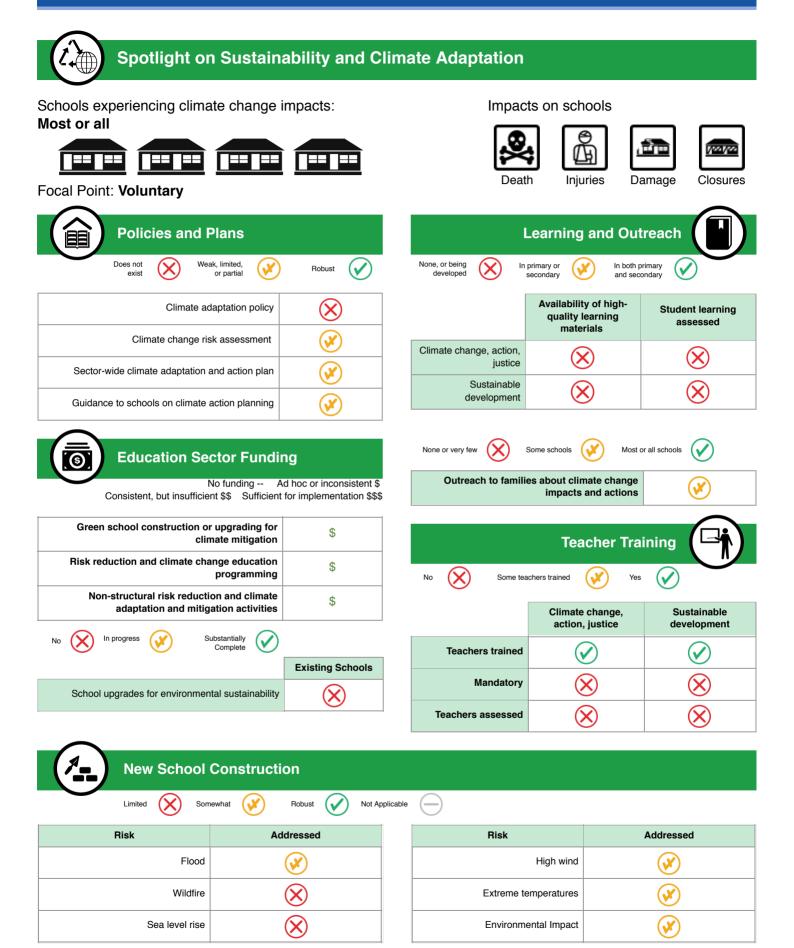
Both primary and secondary

Either primary or secondary

Neither primary nor secondary

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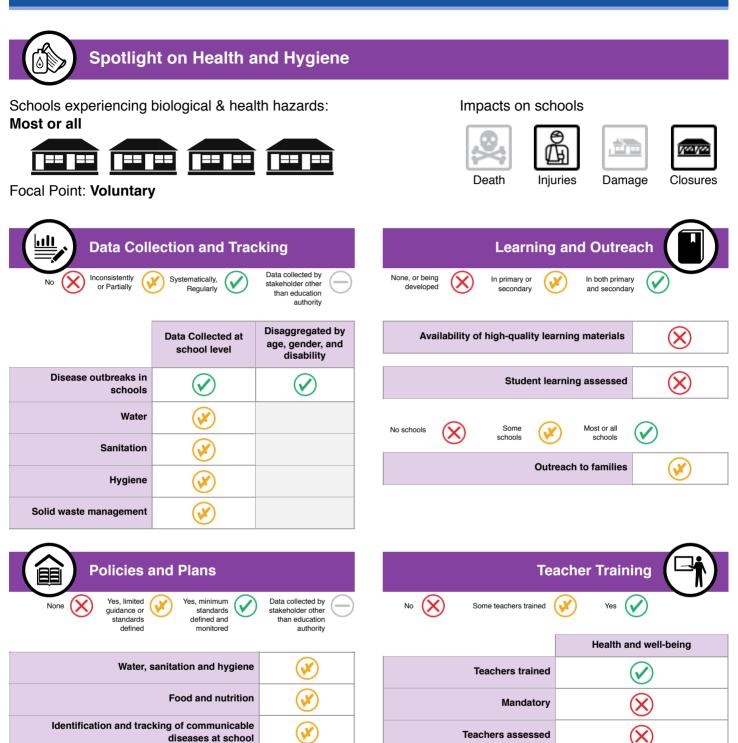
Education Materials



Social measures to reduce disease transmission

Environmental measures to reduce disease

transmission



X

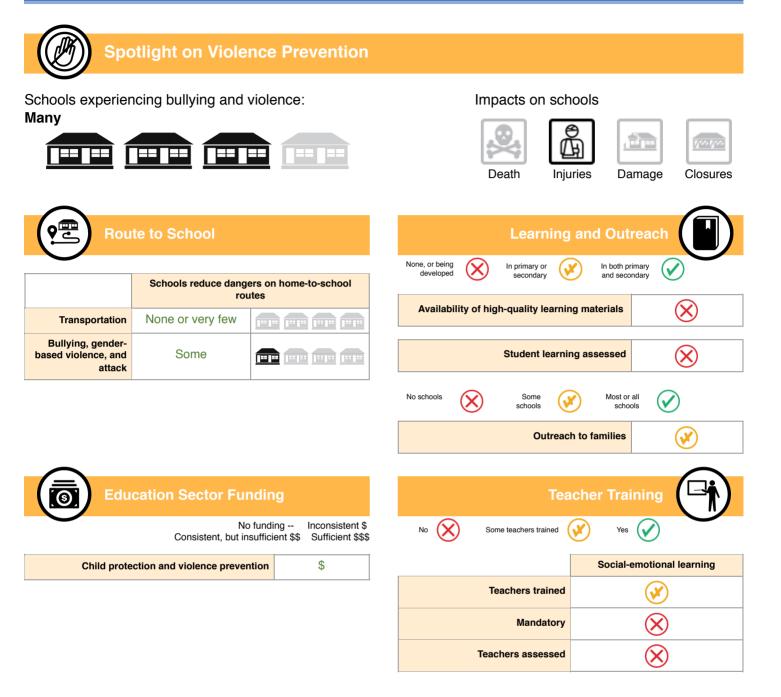
Education Sector Funding

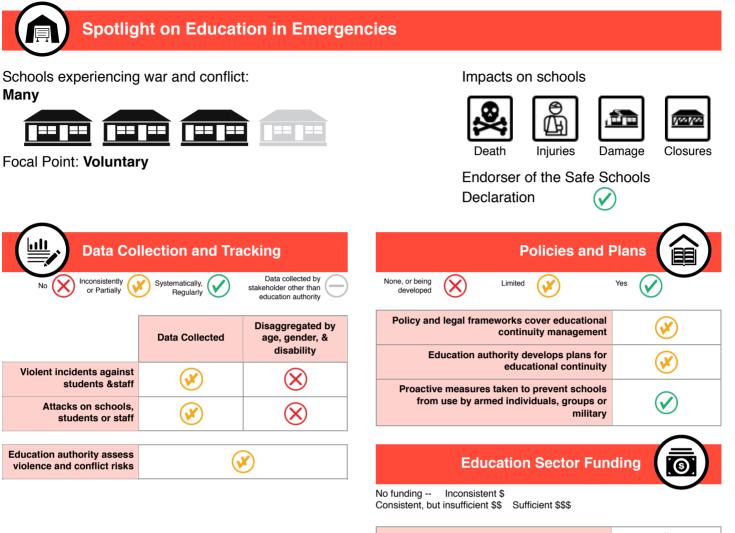
on Sector Funding

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

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





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

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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 🐼 Substa	antially Complete
Funding for School Upgrades	Status
For safety of school buildings	X
For WASH facilities	Sector
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	\$

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	Ø	Seeking funding	X	
External Funders	Status			World Bank	
Global Partnership for Education (GPE)				Regional Development Bank	\otimes
Education Cannot Wait (ECW)				UN agencies	
Green Climate Fund (GPF)	\bigotimes			Other	



Comprehensive School Safety Commitments for 2025-2030

	Commitments
Enabling policies and legal frameworks	loi sur la securite des ecoles dans le cadre de la DSE (en cours)
Safer school facilities	reviser les normes en terme de construction pour renforcer la protection et l'adaptation au changement climatique
School safety and education continuity management	developper les alternatives educatives notamment les offres d'education a distance ; renforcer les plans et stock de contingence
Risk reduction and resilience education:	integrer dans la formation initiale des enseignants des notions en lien avec la reduction des risques et la resilience (SMSPS, reduction des risques, etc.)
Reducing barriers and inequities for our most vulnerable learners:	Appuyer l'operationnalisation de la politique d'education inclusive
Supporting health and well-being	Faciliter la mise en place et l'operationnalisation ds points focaux pair-aidant SMSPS et mecanisme d'echanges d'experience ; poursuivre les equipements des ecoles en infrastrucures WASH adaptees et fonctionnelles ainsi que les mecanismes de gestion
Implementing climate change adaptation measures	integration des actions anticipatives pour attenuation des impacts des changements climatiques dans les plans et programmes
Implementing climate mitigation and environmental sustainability measures ('greening schools')	Developpement d' approches d'"ecologisation des ecoles" a partir des experiences existantes au Mali et suivant une approche communautaire
New or enhanced budget allocations	voir Z1.5
Strengthening data collection and evidence-based decision processes	plaidoyer pour integration de lignes budgetaires / activites pour soutenir la securite scolaire et la resilience dans le PAPB

Not yet 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/



Validated

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



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