

Comprehensive School Safety

Policy Overview 2024



Baja California Norte

Mexico

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: Most of all Hazard About half None or very few Many Unknown 📿 Some ļ Impacts: Yes (not Types of Impacts to Schools Not School Applicable/Mi Damage Closures Injuries Deaths Exposed nimal Earthquakes, landslides, rock falls, avalanches and _ — ____ similar Tsunami Flooding, coastal erosion, sea level rise Wildfire, bushfire Building fire (\mathbf{I}) Extreme temperatures Strong winds, storms, or cyclones Ī Biological and health hazards War, conflict, or armed attacks on schools ? **Bullying and violence** Technological hazards Everyday dangers and threats ļ Climate change impacts, in general, or the exacerbation Ī 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	Ø	\bigcirc			\bigcirc	?
Serious injuries at school	Ø	\bigcirc			\bigcirc	?
Illnesses and disease outbreaks	V				\bigcirc	?
Schools heavily damaged or destroyed	Ø	\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 learni	Safer learning facilities		
School safety ma	\bigotimes	X	
Educational continuity ma	anagement	\bigcirc	×
Risk reduction and resilience	Risk reduction and resilience education		
	Education sector climate change adaptation and mitigation		
	\bigotimes	Not addressed	None
	V	Weak or unenforced	Voluntary
	\bigcirc	Robust and enforced	Designated



Education sector risks	Assessed
Natural hazards and risks	×
Biological and health hazards and risks	\bigotimes
Violence and conflict hazards and risks	\bigotimes
Everyday hazards and risks	×
Climate change risk, or how climate change exacerbates other risk	\bigotimes
\bigotimes	No
	Limited
\bigotimes	Regularly
Students included in risk assessment	\bigotimes
Parents and community have access to outcomes	
Education sector staff use results for planning and decision making	\bigotimes

Funding

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

Safe school construction	\$\$
Response preparedness	2
·	
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	X
Wildfire	Ø
Sea level rise	X
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

Yes (



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

Insufficient data

Funding for School Facilities

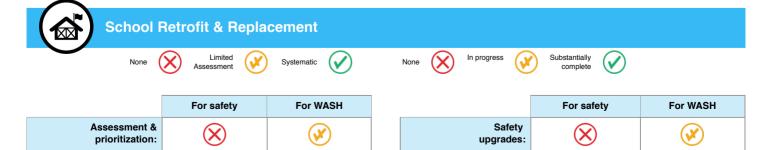
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No funding -- Inconsistent \$ Consistent, but insufficient \$\$ Sufficient \$\$\$

Being developed

No (X)

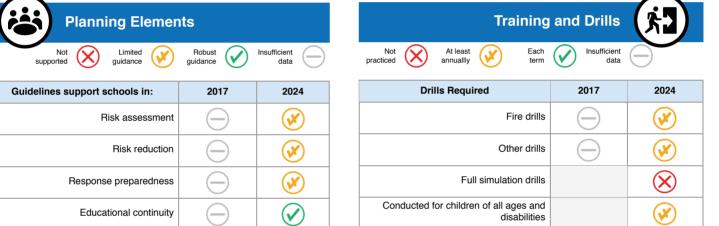
School building and routine site maintenance	\$
Operation and maintenance of WASH facilities	\$
Deferred maintenance for buildings and WASH facilities	\$
Non-structural risk reduction	\$





Pillar 2: School Safety & Educational Continuity Management

No.	2017	2024	Trend	Comprehensive School Safety Indicators
C1 (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.



No X Limited Yes Ves					
	Gender	Disability	Immigrants and refugees	Minorities	
Access to education protected	V	V	Ø	Ø	
Enrollment equity	\bigotimes	\bigotimes	\bigotimes	\bigotimes	
Needs considered in planning	\checkmark	Ø	X	Ø	

č	Ŭ	0
Guidelines support schools in:	2017	2024
Risk assessment	\bigcirc	 Image: A start of the start of
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	\bigotimes
Standard operating procedures for disasters and emergencies	\bigcirc	×





Pillar 3: Risk Reduction and Resilience Education

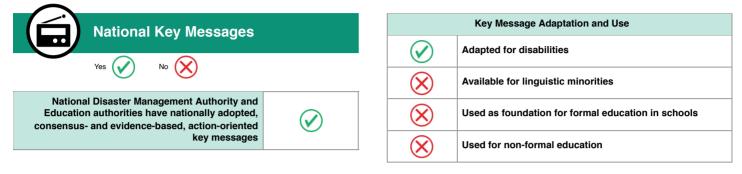
No.	2017	2024	Trend	Comprehensive School Safety Indicators
D1 (3 questions)	\bigcirc	★★☆☆	\bigcirc	National Disaster Management Authority and Education Authority have nationally adopted, consensus- and evidence based, action-oriented key messages as foundation for formal and non-formal education.
D2 (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 ris	k reduction	×	?	?	\checkmark	 Image: A start of the start of
Climate change, action, justice and the e	nvironment	×	?	?	\checkmark	(V)
Education for sustainable d	evelopment	×	?	?	\checkmark	 Image: A start of the start of
Health and	d well-being	\bigotimes	\bigotimes	\checkmark	\checkmark	Ø
Social-emotion	nal learning	\bigotimes	\bigotimes		\checkmark	(V)
	\bigotimes	None	Not av	ailable	No	No
	Ø	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





Non-formal Education

Yes 🕢	No	\otimes
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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	\bigotimes	\bigotimes
Climate change, action, justice and the environment	\bigotimes	\bigotimes	\bigotimes
Sustainable development	?	?	?
Health and well-being	\bigotimes	\bigotimes	\bigotimes
Social-emotional learning	\bigodot	\bigotimes	\bigotimes

Both primary and secondary

schools





Either primary or secondary \checkmark

schools

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



Most or all schools \checkmark

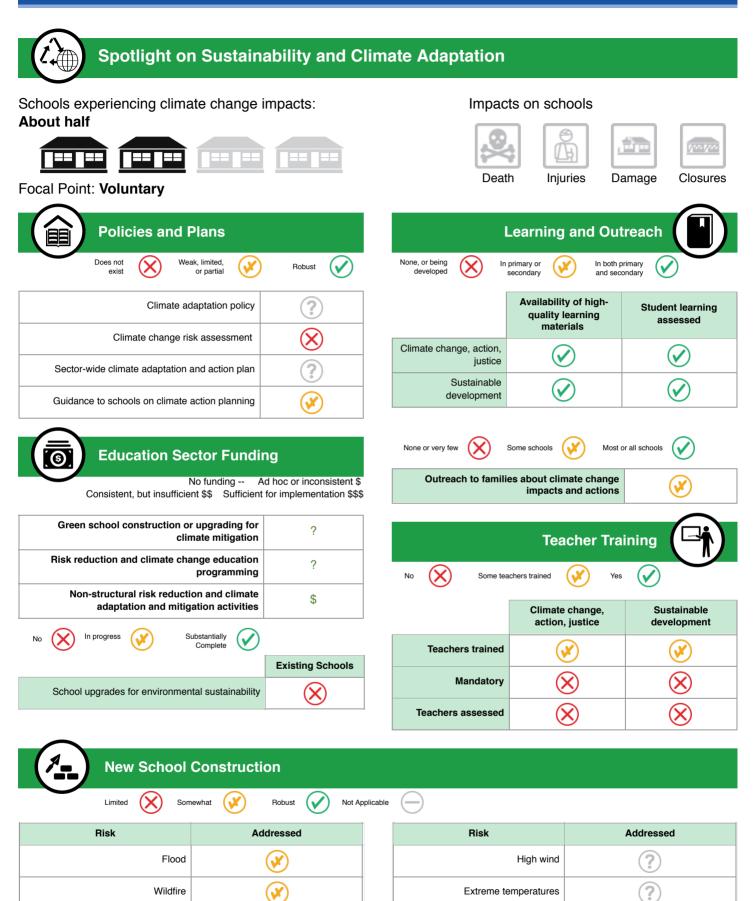
Outreach to Families

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

Some

schools

Sea level rise



Environmental Impact

?

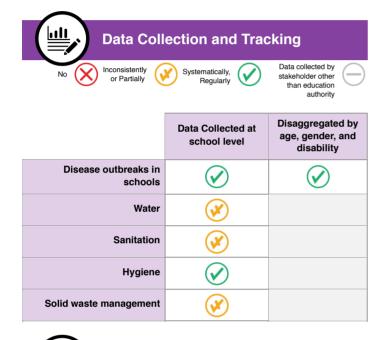


Spotlight on Health and Hygiene

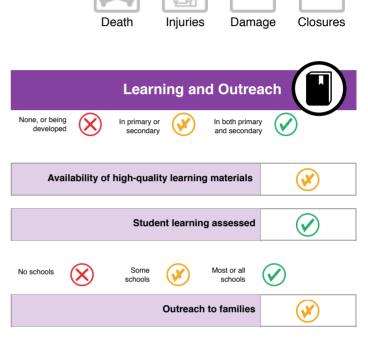
Schools experiencing biological & health hazards: None or very few



Focal Point: Voluntary



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



Impacts on schools

Yes 🕢
lealth and well-being
X
\bigotimes

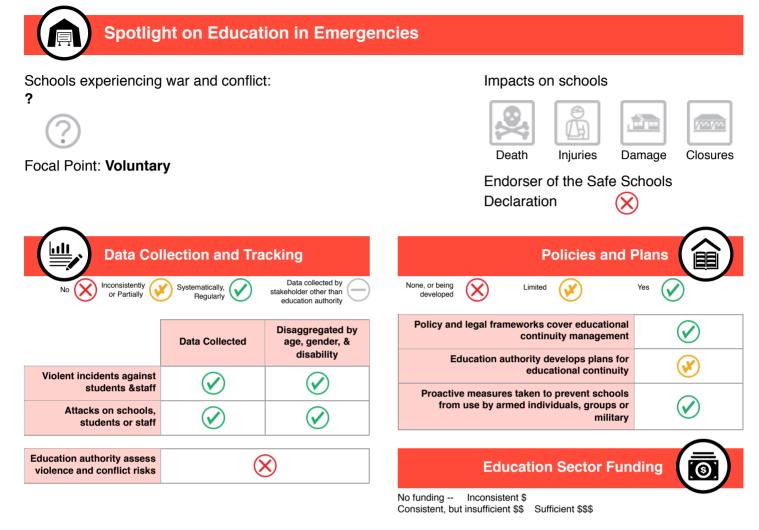
Education Sector Funding

No funding -- Inconsistent \$

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

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

Spc	otlight on Viole	nce Prevention	
Schools experiencing bullying and violence: Some		violence:	Impacts on schoolsImpacts on sch
Rou	te to School		None, or being In primary or In both primary
	Schools reduce dange rou		developed secondary 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 Most or all schools
			Outreach to families
Edu	cation Sector Fur	ding	Teacher Training
Ŭ	No Consistent, but ins	funding Inconsistent \$ sufficient \$\$ Sufficient \$\$\$	
Child prote	ction and violence preven	tion \$\$	Social-emotional learning
			Teachers trained
			Mandatory
			Teachers assessed



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 🐼 Substa	antially Complete
Funding for School Upgrades	Status
For safety of school buildings	\bigotimes
For WASH facilities	 Image: A start of the start of
For climate change adaptation	\bigotimes
For environmental sustainability	\bigotimes

Green Climate Fund (GPF)

External Funding

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	\$



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UN agencies

Other

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	?

	\mathbf{O}	Ø	Seeking funding	\checkmark	Current funding		Past funding	\otimes	No funding	Ŭ
(World Bank				Status	;	ternal Funders	E		
(egional Development Bank	Regional			\bigotimes)	Jucation (GPE)	ship for E	Global Partner	
					\bigotimes)	not Wait (ECW)	ation Can	Educ	

W

Comprehensive School Safety Commitments for 2025-2030

	Commitments
Enabling policies and legal frameworks	
Safer school facilities	
School safety and education continuity management	
Risk reduction and resilience education:	
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

 \checkmark

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



11.22.24