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

Chihuahua
Mexico

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 exposed: None or very few | Some | About half | Many | Most of all | Unknown

Impacts: Yes | Hazard not applicable

	School Exposed	Types of Impacts to Schools: Damage	Closures	Injuries	Deaths	Not Applicable/Minimal
Earthquakes, landslides, rock falls, avalanches and similar						
Tsunami						
Flooding, coastal erosion, sea level rise						
Wildfire, bushfire		!				
Building fire	!	!				
Extreme temperatures	!	!				
Strong winds, storms, or cyclones		!				
Biological and health hazards						
War, conflict, or armed attacks on schools						
Bullying and violence		!				
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 | Somewhat | No | Insufficient data

	Tracked Consistently	Trend	Data disaggregated: No	Somewhat	Age, gender, & disability	Impacts per 100000 (2024)
Deaths at school	~		✗			0.00
Serious injuries at school	~		✗			0.00
Illnesses and disease outbreaks	~		✗			0.00
Schools heavily damaged or destroyed	~					0.00

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	Addressed	Focal Point
Safer learning facilities	✓	✓
School safety management	✓	✓
Educational continuity management	✓	✓
Risk reduction and resilience education	✓	✓
Education sector climate change adaptation and mitigation	✓	✓

✗	Not addressed	None
✓	Weak or unenforced	Voluntary
✓	Robust and enforced	Designated

Risk Assessment

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	✓

✗	No
✓	Limited
✓	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

Not Applicable — No — Somewhat — Robust

Risk	Addressed in Regulations
Flood	Somewhat
Wildfire	Somewhat
Sea level rise	Somewhat
Earthquakes	Robust
Building fire	Robust
High winds	Robust
Extreme temperatures	Somewhat
Environmental impacts	Robust

Regulations or guidelines include private schools	
Site selection	Somewhat
Building Design and construction	Somewhat
WASH facilities	Robust

Policy for Schools as Shelter

No — Being developed — Yes — Insufficient data

Policies or Guidance	2017	2024
Identification of schools for shelter	—	No
Educational continuity	—	No
Student safety	—	No
Reimbursement for costs	—	No

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

None — Limited Assessment — Systematic

None — In progress — Substantially complete

	For safety	For WASH
Assessment & prioritization:	Systematic	Systematic

	For safety	For WASH
Safety upgrades:	Substantially complete	In progress

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

Not supported ✗ | Limited guidance ✓ | Robust guidance ✓ | Insufficient data —

Guidelines support schools in:	2017	2024
Risk assessment	—	✓
Risk reduction	—	✓
Response preparedness	—	✓
Educational continuity	—	✓
Climate change adaptation and climate action		✗
Actively including child participation while developing plans and measures	—	✗
Standard operating procedures for disasters and emergencies	—	✗

Health & Sanitation

None or limited ✗ | Some ✓ | None ✗ | Irregular ✓

Robust ✓ | At least annually ✓

Health policies and systems	✓

Monitoring of WASH	✓

Training and Drills

Not practiced ✗ | At least annuallly ✓ | Each term ✓ | Insufficient data —

Drills Required	2017	2024
Fire drills	—	✗
Other drills	—	✗
Full simulation drills		✗
Conducted for children of all ages and disabilities		✗

Access to Education

No ✗ | Limited ✓ | Yes ✓

	Gender	Disability	Immigrants and refugees	Minorities
Access to education protected	✓	✓	✓	✓
Enrollment equity	✓	✓	✓	✓
Needs considered in planning	✓	✓	✓	✓

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 risk reduction	✓	✓	✓	✓	✗
Climate change, action, justice and the environment	✓	✓	✓	✓	✗
Education for sustainable development	✓	✓	✓	✓	✗
Health and well-being	✓	✓	✓	✓	✗
Social-emotional learning	✓	✓	✓	✓	✗

✗	None	Not available	No	No
✓	Being developed		In primary or secondary schools	Available for some
✓	Yes	Available	In both primary and secondary schools	Mandatory

Pillar 3: Risk Reduction and Resilience Education

National Key Messages

Yes ✓ No ✗

National Disaster Management Authority and Education authorities have nationally adopted, consensus- and evidence-based, action-oriented key messages	✓

Key Message Adaptation and Use	
✗	Adapted for disabilities
✗	Available for linguistic minorities
✗	Used as foundation for formal education in schools
✗	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	✓	✗	✗
Climate change, action, justice and the environment	✓	✗	✗
Sustainable development	✓	✗	✗
Health and well-being	✓	✗	✗
Social-emotional learning	✓	✗	✗

Outreach to Families

Most or all schools ✓ Some schools ✓* None or very few schools ✗

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

Education Materials

Both primary and secondary schools ✓ Either primary or secondary schools ✓* Neither primary nor secondary schools ✗

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

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Spotlight on Sustainability and Climate Adaptation

Schools experiencing climate change impacts:
Most or all

Focal Point: **Voluntary**

Impacts on schools

Policies and Plans

Does not exist ✗ | Weak, limited, or partial ✓* | Robust ✓

Climate adaptation policy	✓
Climate change risk assessment	✓*
Sector-wide climate adaptation and action plan	✓*
Guidance to schools on climate action planning	✗

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	$$

No ✗ | In progress ✓* | Substantially Complete ✓

	Existing Schools
School upgrades for environmental sustainability	✓*

Learning and Outreach

None, or being developed ✗ | In primary or secondary ✓* | In both primary and secondary ✓

	Availability of high-quality learning materials	**Student learning assessed**
Climate change, action, justice	✗	✓
Sustainable development	✗	✓

None or very few ✗ | Some schools ✓* | Most or all schools ✓

Outreach to families about climate change impacts and actions	✗

Teacher Training

No ✗ | Some teachers trained ✓* | Yes ✓

	Climate change, action, justice	**Sustainable development**
Teachers trained	✗	✗
Mandatory	✓	✓
Teachers assessed	✗	✗

New School Construction

Limited ✗ | Somewhat ✓* | Robust ✓ | Not Applicable —

Risk	**Addressed**
Flood	✓*
Wildfire	✓*
Sea level rise	✓*

Risk	**Addressed**
High wind	✓
Extreme temperatures	✓*
Environmental Impact	✓

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Spotlight on Health and Hygiene

Schools experiencing biological & health hazards:
Some

Focal Point: **Voluntary**

Impacts on schools

Data Collection and Tracking

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	✓	✗
Water	✓	
Sanitation	✓	
Hygiene	✓	
Solid waste management	✓	

Learning and Outreach

None, or being developed ✗ | In primary or secondary ✓ | In both primary and secondary ✓

Availability of high-quality learning materials	✗
Student learning assessed	✓

No schools ✗ | Some schools ✓ | Most or all schools ✓

Outreach to families	✗

Policies and Plans

None ✗ | Yes, limited guidance or standards defined ✓ | Yes, minimum standards defined and monitored ✓ | Data collected by stakeholder other than education authority —

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	✓

Teacher Training

No ✗ | Some teachers trained ✓ | Yes ✓

	Health and well-being
Teachers trained	✗
Mandatory	✓
Teachers assessed	✗

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

Spotlight on Violence Prevention

Schools experiencing bullying and violence:
Some

Impacts on schools

Route to School

	Schools reduce dangers on home-to-school routes	
Transportation	None or very few	
Bullying, gender-based violence, and attack	Many	

Learning and Outreach

None, or being developed ✗ | In primary or secondary ✓ | In both primary and secondary ✓

Availability of high-quality learning materials	✗
Student learning assessed	✓

No schools ✗ | Some schools ✓ | Most or all schools ✓

Outreach to families	✗

Education Sector Funding

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

Child protection and violence prevention	$$

Teacher Training

No ✗ | Some teachers trained ✓ | Yes ✓

	Social-emotional learning
Teachers trained	✗
Mandatory	✓
Teachers assessed	✗

Spotlight on Education in Emergencies

Schools experiencing war and conflict:
None or very few

Focal Point: **Voluntary**

Impacts on schools

Death | Injuries | Damage | Closures

Endorser of the Safe Schools Declaration ✗

Data Collection and Tracking

No ✗ | Inconsistently or Partially ✓ | Systematically, Regularly ✓ | Data collected by stakeholder other than education authority —

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

Education authority assess violence and conflict risks	✓

Policies and Plans

None, or being developed ✗ | Limited ✓ | Yes ✓

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

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	✓

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 ✓

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

World Bank	✗
Regional Development Bank	✗
UN agencies	✗
Other	✗

Comprehensive School Safety Commitments for 2025-2030

		Commitments
	Enabling policies and legal frameworks	DESARROLLAR UN PROTOCOLO DE ACUERDO A LA LEGISLACION ESTATAL
	Safer school facilities	MANTENER EL DESARROLLO DE POLITICAS, INVERSIONES Y PROCEDIMIENTOS
	School safety and education continuity management	ELABORAR PLAN DE SEGURIDAD ESCOLAR
	Risk reduction and resilience education:	INCORPORAR Y PROMOVER EN LA CURRCULA TEMAS DE REDUCCION DE RIESGOS
	Reducing barriers and inequities for our most vulnerable learners:	INCORPORAR EL ENFOQUE DE PERSPECTIVA DE GENERO E INCLUSION
	Supporting health and well-being	CONTIUNIDAD DE LOS PROGRAMAS
	Implementing climate change adaptation measures	MANTENER LAS ESTRATEGIAS DE ADAPTACION AL CAMBIO CLIMATICO
	Implementing climate mitigation and environmental sustainability measures ('greening schools')	INICIAR CON PROYECTOS QUE INCORPOREN LA APLICACION DE SOSTENIBILIDAD MEDIOAMBIENTAL
	New or enhanced budget allocations	REPETIDA
	Strengthening data collection and evidence-based decision processes	GESTIONAR ASIGANCION DE PRESUPUESTOS ESPECIFICOS PARA ESCUELAS SEGURAS ANTE RIESGOS DE DESASTRE

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/

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

PRUDENCE FOUNDATION

11.22.24