

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

## Federated States of Micronesia

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 Some Some Main Many Many Most of all Unknown Process Yes Hazard (not applicable)						) not ()	
		Types of Impacts to Schools					
	School Exposed	Damage	Closures	Injuries	Deaths	Not Applicable/Mi nimal	
Earthquakes, landslides, rock falls, avalanches and similar		()	()	()	(!)		
Tsunami	()	(!)		()	(!)		
Flooding, coastal erosion, sea level rise	()	(!)		$\bigcirc$	$\bigcirc$		
Wildfire, bushfire		$\bigcirc$			$\bigcirc$		
Building fire	(	()					
Extreme temperatures	(!)	$\bigcirc$		$\bigcirc$	$\bigcirc$		
Strong winds, storms, or cyclones	(!)	()			$\bigcirc$		
Biological and health hazards		$\bigcirc$			$\bigcirc$		
War, conflict, or armed attacks on schools	$\bigcirc$	()					
Bullying and violence		$\bigcirc$	$\bigcirc$				
Technological hazards		()		$\bigcirc$	$\ominus$		
Everyday dangers and threats		$\ominus$		(!)	$\ominus$		
Climate change impacts, in general, or the exacerbation of other risks due to climate change	()	(!)	()	$\bigcirc$	$\bigcirc$		



**Data Collection on Impacts** 

Yes 🕢 Somewhat 💓 No 🤅	Insufficient data	$\bigcirc$				
	Tracked Consistently		Data disaggregated			Impacts per
		Trend	No	Somewhat	Age, gender, & disability	100000 (2024)
Deaths at school	$\bigotimes$	$\bigcirc$			$\bigcirc$	?
Serious injuries at school	$\bigotimes$	$\bigcirc$			$\bigcirc$	?
Illnesses and disease outbreaks	$\bigotimes$				$\bigcirc$	?
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 learni	$\checkmark$	$\checkmark$	
School safety ma	V	$\checkmark$	
Educational continuity ma	V	$\checkmark$	
Risk reduction and resilience education		V	$\checkmark$
	Education sector climate change adaptation and mitigation		$\checkmark$
	$\bigotimes$	Not addressed	None
		Weak or unenforced	Voluntary
		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	$\bigodot$
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	$\bigotimes$

# Ō

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)		<b>★★</b> ☆☆		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	$\bigodot$
Wildfire	$\bigotimes$
Sea level rise	<b>(</b>
Earthquakes	$\bigodot$
Building fire	$\bigodot$
High winds	$\bigodot$
Extreme temperatures	$\bigotimes$
Environmental impacts	$\bigotimes$

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

Policy for Schools as Shelter

Yes 🗸



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

Insufficient data

#### Funding for School Facilities

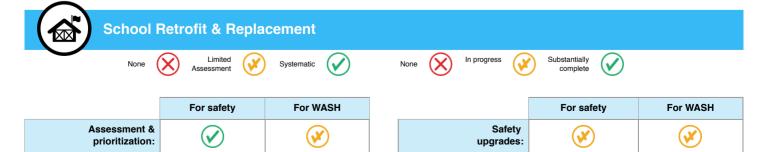
( 💿 )

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	

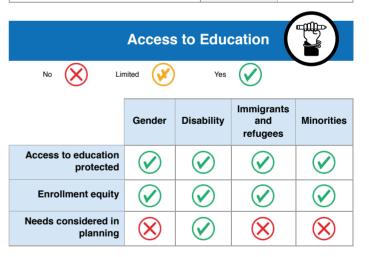




## Pillar 2: School Safety & Educational Continuity Management

No.	2017	2024	Trend	Comprehensive School Safety Indicators
C1 (7 questions)		<b>★★</b> ☆☆		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)		<b>★★</b> ☆☆		Education sector has robust systems and policies for school health and nutrition.





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





## Pillar 3: Risk Reduction and Resilience Education

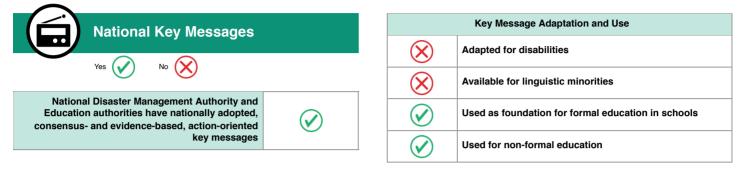
No.	2017	2024	Trend	Comprehensive School Safety Indicators
D1 (3 questions)	$\bigcirc$	★★☆☆	$\bigcirc$	National Disaster Management Authority and Education Authority have nationally adopted, consensus- and evidence based, action-oriented key messages as foundation for formal and non-formal education.
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)	$\bigcirc$	<b>★</b> ☆☆☆	$\bigcirc$	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	$\bigotimes$	?	$\checkmark$	$\bigotimes$	$\bigotimes$
Climate change, action, justice and the e	nvironment	$\bigotimes$	$\checkmark$	$\checkmark$	$\bigotimes$	$\bigotimes$
Education for sustainable de	evelopment	$\bigotimes$	$\bigotimes$	$\bigotimes$	$\bigotimes$	$\bigotimes$
Health and	d well-being	$\bigotimes$	$\checkmark$	$\checkmark$	$\bigotimes$	$\bigotimes$
Social-emotion	nal learning	$\bigotimes$	?	$\checkmark$	$\bigotimes$	$\bigotimes$
	$\bigotimes$	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 🕜	Νο
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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	$\bigotimes$	$\bigcirc$	$\bigotimes$
Climate change, action, justice and the environment	$\bigcirc$	$\bigcirc$	$\bigotimes$
Sustainable development	$\bigotimes$	$\bigotimes$	$\bigcirc$
Health and well-being	$\bigotimes$	$\bigcirc$	$\bigotimes$
Social-emotional learning	$\bigotimes$	$\bigodot$	$\bigotimes$





imary or condary schools

Both primary and		Either prir
secondary		sec
schools	$\smile$	5

	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	$\bigotimes$
Social-emotional learning	$\bigotimes$



Most or all schools  $\checkmark$ 

**Outreach to Families** 

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

Some

schools



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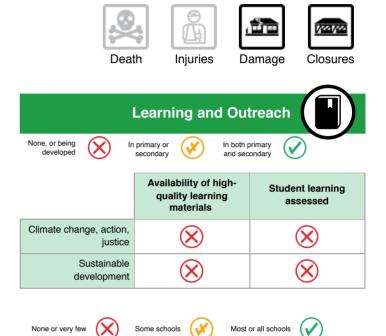
### Spotlight on Sustainability and Climate Adaptation

Schools experiencing climate change impacts: **Most or all** 



Focal Point: Designated, part-time

	Policie	s an	d Plans			
	Does not exist	$\bigotimes$	Weak, limited, or partial	V	Robust	
		Climat	e adaptation	policy	Ø	
	Climate	chang	e risk assess	ment	$\otimes$	
Sector-v	wide climate a	adaptat	ion and actior	n plan	Ø	
Guidanc	e to schools (	on clim	ate action pla	Inning	$\otimes$	



Impacts on schools



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				
$\bigotimes$	School upgrades for environmental sustainability			

Teacher Training				
No 🚫 Some teachers trained 🐼 Yes 🕥				
	Climate change, action, justice	Sustainable development		
Teachers trained	?	?		
Mandatory	?	?		
Teachers assessed	(?)	(?)		

impacts and actions

X

Outreach to families about climate change

New School Construction				
Limited Sor	newhat 🐼 Robust 🐼 Not Ap	oplicable	$\ominus$	
Risk	Addressed	Î	Risk	Addressed
Flood	$\bigcirc$		High wind	$\bigotimes$
Wildfire	$\bigotimes$		Extreme temperatures	$\bigotimes$
Sea level rise	×		Environmental Impact	$\bigodot$

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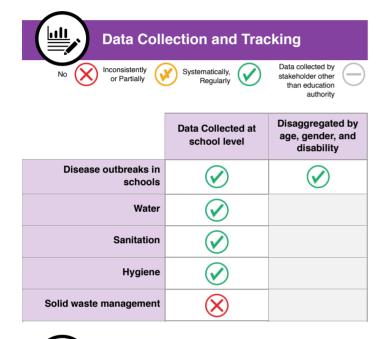
Closures



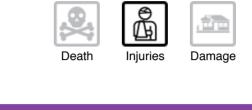
## Spotlight on Health and Hygiene

Schools experiencing biological & health hazards: **Some** 

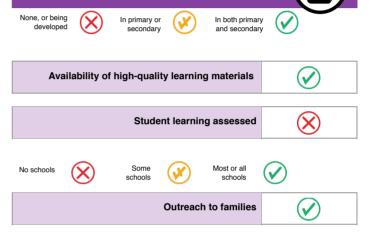
Focal Point: None designated



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	$\bigotimes$
Social measures to reduce disease transmission	$\bigotimes$
Environmental measures to reduce disease transmission	$\bigotimes$



Impacts on schools



Learning and Outreach

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

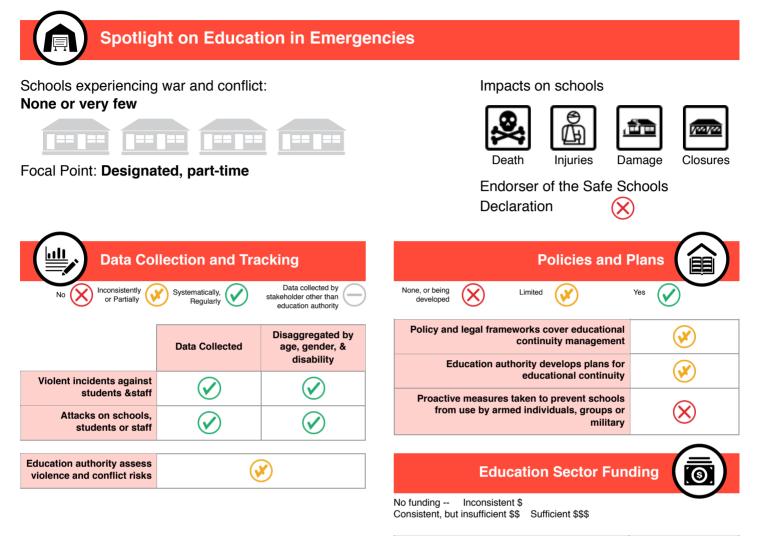
#### **Education Sector Funding**

No funding -- Inconsistent \$

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

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

Spo	otlight on Violenc	e Prevention	
Schools experiencing bullying and violence: Some		lence:	Impacts on schoolsImpacts on sch
Rour	te to School		Learning and Outreach   None, or being   In primary or   In both primary
	Schools reduce dangers routes		developed Secondary Secondary
Transportation	Some		Availability of high-quality learning materials
Bullying, gender- based violence, and attack	Some		Student learning assessed
			No schools Some Most or all schools
			Outreach to families
Edu	cation Sector Fundi	ing	Teacher Training
	No fur Consistent, but insuff	icient \$\$ Sufficient \$\$	
Child prote	ction and violence prevention	n \$	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 h Consistent, but insufficien	
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	



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	Fundir	ng									
No funding	$\otimes$	Past funding		Current funding	$\checkmark$	Seeking funding	V				_
	Ext	ternal Funders	(	Status				World	Bank	$\bigotimes$	

External Funders	Status	
Global Partnership for Education (GPE)		Reg
Education Cannot Wait (ECW)	$\otimes$	
Green Climate Fund (GPF)	$\otimes$	



	Comprehensive School Safety Commitments for 2025-2030					
		Commitments				
	Enabling policies and legal frameworks	National School Safety Framework, addressing all Z1-Z10.				
	Safer school facilities					
	School safety and education continuity management					
Ċ	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 X Validated Report validation by a relevant responsible authority						

Not yet validated  $(\mathbf{X})$   $(\checkmark)$ 

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

