



## Balochistan Pakistan

### Comprehensive School Safety Policy Overview 2024



Endorser of the Comprehensive School Safety Framework  
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 |          |          |        |  | Not Applicable/Minimal |
|--|----------------|-----------------------------|----------|----------|--------|--|------------------------|
|  |                | Damage                      | Closures | Injuries | Deaths |  |                        |
| 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 |          |                           | Impacts per 100000 (2024) |
|--------------------------------------|----------------------|-------|--------------------|----------|---------------------------|---------------------------|
|                                      |                      |       | No                 | Somewhat | Age, gender, & disability |                           |
| Deaths at school                     | (✗)                  | (—)   |                    | (✓)      |                           | ?                         |
| Serious injuries at school           | (✗)                  | (—)   |                    | (✓)      |                           | ?                         |
| Illnesses and disease outbreaks      | (✗)                  |       | (✗)                |          |                           | ?                         |
| Schools heavily damaged or destroyed | (✓)                  | (—)   |                    |          |                           | 20913                     |



## Enabling Systems and Policies

| No.                         | 2017 | 2024  | Trend | Comprehensive School Safety Indicators   |
|-----------------------------|------|-------|-------|--|
| <b>A1</b><br>(5 questions)  | ⊖    | ★★★★☆ | ⊖     | Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks.  |
| <b>A2</b><br>(11 questions) | ⊖    | ★★★☆☆ | ⊖     | Child-centered risk assessment is in place at all levels in the education sector.  |
| <b>A3</b><br>(4 questions)  | ⊖    | ★★★★☆ | ⊖     | Education authority provides effective leadership and coordination for comprehensive school safety.  |
| <b>A4</b><br>(9 questions)  | ⊖    | ★★★★☆ | ⊖     | Sustained funding is in place to reduce education sector risks, maintain educational continuity and support risk reduction and resilience programming. |
| <b>A5</b><br>(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       |
|   | ⊕         | Weak or unenforced  |
|   | ✓         | Robust and enforced |
|   |           | None                |
|   |           | Voluntary           |
|   |           | 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   |
|-----------------------------|------|-------|-------|--|
| <b>B1</b><br>(11 questions) | ⊖    | ★☆☆☆☆ | ⊖     | Regulation and monitoring systems guide the safe site selection, design and construction of new schools.   |
| <b>B2</b><br>(9 questions)  | ⊖    | ★☆☆☆☆ | ⊖     | Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities).  |
| <b>B3</b><br>(4 questions)  |      | ★☆☆☆☆ |       | Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments. |
| <b>B4</b><br>(5 questions)  | ⊖    | ★★☆☆☆ | ⊖     | Policies and planning limit disruption of education due to use of schools as temporary shelters or collective centers, during the school year.           |
| <b>B5</b><br>(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                 | 🟡                        |
| 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                  | ✗ |

## Policy for Schools as Shelter

No ✗ Being developed 🟡 Yes ✔ Insufficient data ⊖

| Policies or Guidance                  | 2017 | 2024 |
|---------------------------------------|------|------|
| Identification of schools for shelter | ⊖    | 🟡    |
| Educational continuity                | ⊖    | ✔    |
| Student safety                        | ⊖    | ✗    |
| Reimbursement for costs               | ⊖    | ✗    |

## 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 &amp; Replacement

None ✗ Limited Assessment 🟡 Systematic ✔

None ✗ In progress 🟡 Substantially complete ✔

|                              | For safety | For WASH |
|------------------------------|------------|----------|
| Assessment & prioritization: | 🟡          | 🟡        |

|                  | For safety | For WASH |
|------------------|------------|----------|
| Safety upgrades: | ✗          | 🟡        |



## Pillar 2: School Safety & Educational Continuity Management

| No.                         | 2017 | 2024  | Trend | Comprehensive School Safety Indicators   |
|-----------------------------|------|-------|-------|--|
| <b>C1</b><br>(7 questions)  |      | ★★★★☆ |       | Education authorities have robust, participatory plans for risk management, risk reduction, and response preparedness.   |
| <b>C2</b><br>(10 questions) | ⊖    | ★★★☆☆ | ⊖     | Schools have robust participatory plans for risk management, risk reduction, and response-preparedness.  |
| <b>C3</b><br>(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. |
| <b>C4</b><br>(4 questions)  | ⊖    | ★★★☆☆ | ⊖     | Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning.                       |
| <b>C5</b><br>(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 annually 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<br>(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<br>(4 questions) | ⊖    | ★★★★★ | ⊖     | Climate-aware risk reduction, resilience, and well-being education is included in regular formal curriculum.   |
| D3<br>(9 questions) |      | ★★★☆☆ |       | Non-formal education for students and families addresses climate-aware, risk reduction, resilience and well-being.   |
| D4<br>(5 question)  | ⊖    | ★★★☆☆ | ⊖     | Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and well-being is developed and assessed.  |
| D5<br>(5 question)  |      | ★★★★☆ |       | Student learning outcomes for climate-aware risk reduction, resilience, and well-being education are monitored and evaluated.  |
| D6<br>(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

|                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Adapted for disabilities                           |
| <input type="checkbox"/>            | Available for linguistic minorities                |
| <input checked="" type="checkbox"/> | Used as foundation for formal education in schools |
| <input checked="" type="checkbox"/> | 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                             | <input type="checkbox"/>                       | <input type="checkbox"/>              | <input checked="" type="checkbox"/>  |
| Climate change, action, justice and the environment | <input type="checkbox"/>                       | <input type="checkbox"/>              | <input type="checkbox"/>   |
| Sustainable development                             | <input type="checkbox"/>                       | <input type="checkbox"/>              | <input checked="" type="checkbox"/>  |
| Health and well-being                               | <input type="checkbox"/>                       | <input type="checkbox"/>              | <input type="checkbox"/>   |
| Social-emotional learning                           | <input type="checkbox"/>                       | <input type="checkbox"/>              | <input type="checkbox"/>   |



#### Outreach to Families

Most or all schools ☒ Some schools ☐ None or very few schools ☐

| Content Area  | Regular outreach         |
|---|--------------------------|
| Disaster risk reduction                             | <input type="checkbox"/> |
| Climate change, action, justice and the environment | <input type="checkbox"/> |
| Health and well-being                               | <input type="checkbox"/> |
| Social-emotional learning                           | <input type="checkbox"/> |

#### 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                             | <input checked="" type="checkbox"/>                                 |
| Climate change, action, justice and the environment | <input type="checkbox"/>  |
| Sustainable development                             | <input type="checkbox"/>  |
| Health and well-being                               | <input type="checkbox"/>  |
| Social-emotional learning                           | <input type="checkbox"/>  |



## Spotlight on Sustainability and Climate Adaptation

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



Focal Point: **Voluntary**



### 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

|  |                         |
|--|-------------------------|
|  | <b>Existing Schools</b> |
| School upgrades for environmental sustainability |                         |

Impacts on schools



Death



Injuries



Damage



Closures

### 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 |           |



## Spotlight on Health and Hygiene

Schools experiencing biological & health hazards:  
**Most or all**



Focal Point: **Voluntary**

Impacts on schools



Death



Injuries



Damage



Closures



## 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       |                                |  |



## 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          |  |

## 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                            |  |

## 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:

Most or all



Impacts on schools



Death



Injuries



Damage



Closures



## Route to School

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



## Education Sector Funding

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

|  |    |
|--|----|
| Child protection and violence prevention | -- |
|--|----|

## 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                            |  |



## 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:  
**Some**



Focal Point: **None designated**

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 |        |



### 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)               |        |



### 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 | --     |

|                           |  |
|---------------------------|--|
| World Bank                |  |
| Regional Development Bank |  |
| UN agencies               |  |
| Other                     |  |



## Comprehensive School Safety Commitments for 2025-2030

|  |  | Commitments   |
|--|--|---|
|  | Enabling policies and legal frameworks   | School development plan (SDP) DRR and SSF             |
|  | Safer school facilities  | SSRF, DRR, child clubs and champion club              |
|  | School safety and education continuity management  | DRR, SSR and child clubs                              |
|  | Risk reduction and resilience education:   | DRR, SSRF   |
|  | Reducing barriers and inequities for our most vulnerable learners:                             | MHPSS trainings                                       |
|  | Supporting health and well-being   | School based DRR planning                             |
|  | Implementing climate change adaptation measures  | Tree plantation and awareness                         |
|  | Implementing climate mitigation and environmental sustainability measures ('greening schools') | 100000USD   |
|  | New or enhanced budget allocations   |   |
|  | Strengthening data collection and evidence-based decision processes                            | Strengthening education management information system |

Not yet validated



Validated



Report validation by a relevant responsible authority



For more information about Comprehensive School Safety  
Targets and Indicators, see

<https://gadrres.net/css-targets-and-indicators/>



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

