

**Comprehensive School Safety** 

**Policy Overview 2024** 



## Sindh Pakistan

Endorser of the Comprehensive School Safety Framework

Not yet an Endorser of the Safe Schools Declaration

Risks and Impacts Affecting	g Educatior	Sector				
Schools None or very few Some	few Some About Many Most of all Unknown Parts: Yes Hazard not applicable					
			Types	of Impacts to So	chools	
	School Exposed	Damage	Closures	Injuries	Deaths	Not Applicable/Mi nimal
Earthquakes, landslides, rock falls, avalanches and similar		()	()	(!)	(!)	
Tsunami		(!)	()	()		
Flooding, coastal erosion, sea level rise			()	()	$\bigcirc$	
Wildfire, bushfire	$\bigcirc$	()	()	()	$\bigcirc$	
Building fire	$\bigcirc$		()	()	$\bigcirc$	
Extreme temperatures		$\bigcirc$	()	()	(!)	
Strong winds, storms, or cyclones		()	()	()	(!)	
Biological and health hazards		$\bigcirc$	()	()	(!)	
War, conflict, or armed attacks on schools	$\bigcirc$		()	()	(!)	
Bullying and violence		$\bigcirc$	$\bigcirc$	()	(!)	
Technological hazards	$\bigcirc$					
Everyday dangers and threats	$\bigcirc$					
Climate change impacts, in general, or the exacerbation of other risks due to climate change		()	()	()	()	

#### **Data Collection on Impacts**

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Yes 🐼 Somewhat 💓 No 🚫 Insufficient data —

	Tracked		Data disaggregated			Impacts per
	Consistently	Trend	No	Somewhat	Age, gender, & disability	100000 (2024)
Deaths at school	$\bigotimes$	$\bigcirc$				?
Serious injuries at school	$\bigotimes$	$\bigcirc$				?
Illnesses and disease outbreaks	$\bigotimes$					?
Schools heavily damaged or destroyed	<b>X</b>	$\bigcirc$				55300



## **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	V	$\checkmark$	
School safety ma	<ul> <li>Image: A start of the start of</li></ul>	$\bigotimes$	
Educational continuity ma	anagement	$\bigotimes$	$\bigotimes$
Risk reduction and resilience	Risk reduction and resilience education		
Education sector climate change adaptation and mitigation		$\bigotimes$	$\bigotimes$
	$\bigotimes$	Not addressed	None
		Weak or unenforced	Voluntary
		Robust and enforced	Designated



Education sector risks	Assessed	
Natural hazards an	nd risks	
Biological and health hazards an	nd risks	
Violence and conflict hazards an	nd risks	
Everyday hazards an	nd risks	
Climate change risk, or how climate of exacerbates oth		
(	No	
(	Limited	
(	Regularly	
Students included in risk asses	sment 🚫	
Parents and community have access to out	comes	
Education sector staff use results for plannin decision n	-	



#### 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)		★☆☆☆		Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments.
B4 (5 questions)	$\bigcirc$	<b>★</b> ☆☆☆	$\bigcirc$	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)		<b>★★</b> ☆☆		Children are protected from death, injury and harm on the way to school.



#### New School Construction

Not

Applicable



Risk	Addressed in Regulations
Flood	<b>⊗</b>
Wildfire	$\bigotimes$
Sea level rise	$\bigotimes$
Earthquakes	$\bigcirc$
Building fire	$\ominus$
High winds	
Extreme temperatures	<b>X</b>
Environmental impacts	<b>X</b>

Regulations or guidelines include private schools			
Site selection	<b>X</b>		
Building Design and construction	$\bigotimes$		
WASH facilities	Ø		

Policy for Schools as Shelter

Yes 🗸



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

Insufficient data

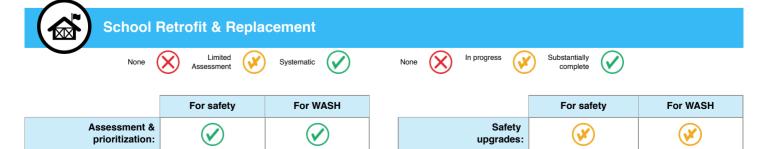
#### **Funding for School Facilities**

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

Being veloped

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)		<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)		<b>★★</b> ☆☆		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.



Conducted for children of all ages and disabilities

	$\bigcirc$	
Risk reduction	$\bigcirc$	×
Response preparedness	$\bigcirc$	V
Educational continuity	$\bigcirc$	×
Climate change adaptation and climate action		$\bigotimes$
Actively including child participation while developing plans and measures	$\bigcirc$	×
Standard operating procedures for disasters and emergencies	$\bigcirc$	$\bigotimes$

Health & Sar	nitation
None or limited Some	None 🚫 Irregular 💓
Robust	At least annually
Health policies and systems	Monitoring of WASH

Access to Education					
No 🔀 Limited 🧭 Yes 🖌					
	Gender	Disability	Immigrants and refugees	Minorities	
Access to education protected	$\bigotimes$	$\bigotimes$	$\bigotimes$	$\bigotimes$	
Enrollment equity	$\bigotimes$	$\bigotimes$	$\bigotimes$	$\bigotimes$	
Needs considered in planning	X	X	X	<b>(V</b> )	



## Pillar 3: Risk Reduction and Resilience Education

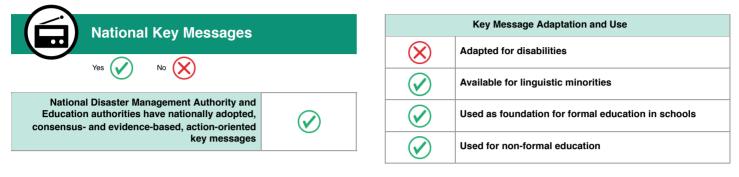
No.	2017	2024	Trend	Comprehensive School Safety Indicators
D1 (3 questions)	$\bigcirc$	<b>★★★</b> ☆	$\bigcirc$	National Disaster Management Authority and Education Authority have nationally adopted, consensus- and evidence based, action-oriented key messages as foundation for formal and non-formal education.
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.



с	ontent Area	Content Coverage	Available in primary schools	Available in secondary schools	Student learning assessed	Teachers trained
Disaster risk reduction		$\bigotimes$	$\checkmark$	$\checkmark$	$\bigotimes$	Ø
Climate change, action, justice and the e	environment	$\bigotimes$	$\checkmark$	$\checkmark$	$\bigotimes$	$\bigotimes$
Education for sustainable d	levelopment	$\bigotimes$	$\bigotimes$	$\bigotimes$	$\bigotimes$	$\bigotimes$
Health and well-being		$\bigotimes$	$\bigotimes$	$\bigotimes$	$\bigotimes$	Ø
Social-emotio	nal learning	×	?	?	$\bigotimes$	Ø
	$\bigotimes$	None	Not av	ailable	No	No
$\underbrace{}$		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	$\bigcirc$	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	$\bigotimes$	$\bigcirc$	$\bigotimes$

None or very few schools

(X)







Some

schools

Most or all schools  $\checkmark$ 

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 second scho	ary 💛	Neither primary nor secondary schools	$\otimes$
			have sufficient ality educatior	t, approved, high n materials

Disaster risk reduction	$\bigotimes$
Climate change, action, justice and the environment	$\bigotimes$
Sustainable development	$\bigotimes$
Health and well-being	$\bigotimes$
Social-emotional learning	$\bigotimes$

Neelle



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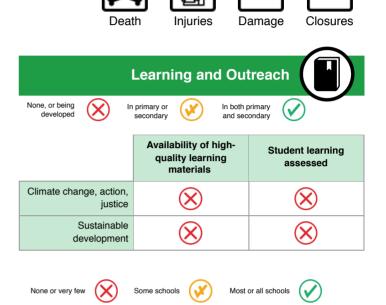
### Spotlight on Sustainability and Climate Adaptation

Schools experiencing climate change impacts: About half



Focal Point: Designated, part-time

Policies and Plans				
Does not exist Weak, limited, or partial	Robust			
Climate adaptation policy				
Climate change risk assessment	<b>V</b>			
Sector-wide climate adaptation and action plan	$\bigotimes$			
Guidance to schools on climate action planning	$\bigotimes$			



Impacts on schools

#### 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 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

Outreach to families about climate change

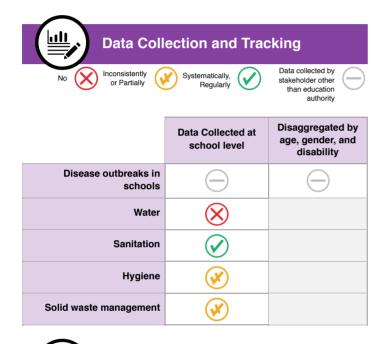
New School Construction					
Limited Son	Limited 🚫 Somewhat 🐼 Robust 🐼 Not Applicable				
Risk	Addressed	2	Risk	Addressed	
Flood	<b>X</b>		High wind	(V)	
Wildfire	$\bigotimes$		Extreme temperatures	<b>X</b>	
Sea level rise	$\bigotimes$		Environmental Impact	(V)	



## Spotlight on Health and Hygiene

Schools experiencing biological & health hazards: About half

Focal Point: Designated, part-time

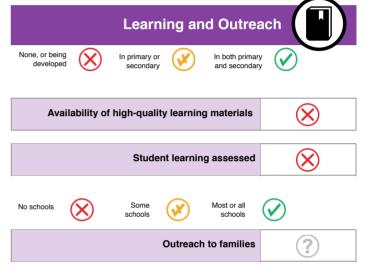


Policies and Plans	
None X Yes, limited guidance or standards defined Yes, minimum standards defined and monitored	Data collected by stakeholder other than education authority
Water, sanitation and hygiene	(¥)
Food and nutrition	$\bigotimes$
Identification and tracking of communicable diseases at school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

Impacts on schools







Teacher Training		
No Some teachers trained	Yes 🗸	
	Health and well-being	
Teachers trained	×	
Mandatory	$\bigotimes$	
Teachers assessed	$\bigotimes$	

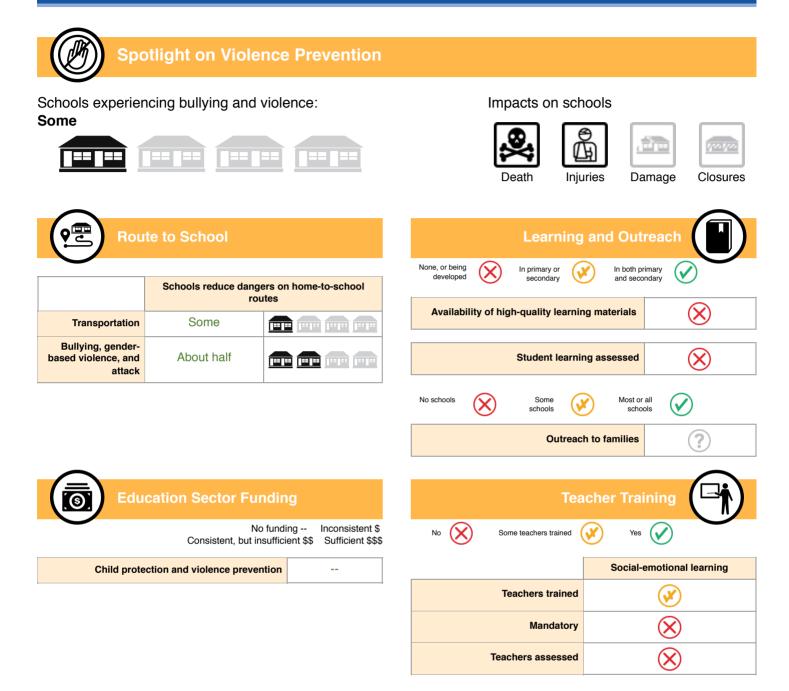
#### **Education Sector Funding**

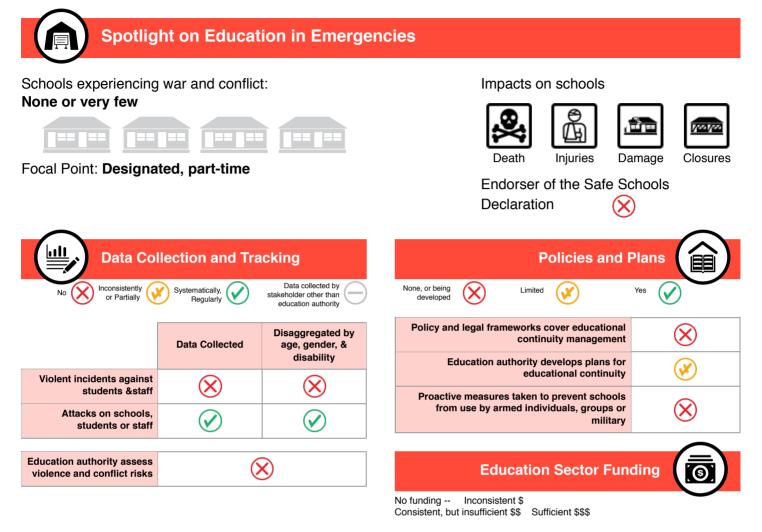
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No funding -- Inconsistent \$

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	

## Spotlight on Finance

#### Pillar 1 Budget

$\varkappa$

No funding	Ad hoc or inconsistent \$
Consistent, but ins	ufficient \$\$ 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	<ul> <li>Image: A start of the start of</li></ul>
For WASH facilities	<ul> <li>Image: A start of the start of</li></ul>
For climate change adaptation	$\bigotimes$
For environmental sustainability	$\bigotimes$

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	

**UN** agencies

Other

External Funding				
No funding Past funding	Current funding	Seeking funding	$\bigotimes$	
External Funders	Status		World Bank	
Global Partnership for Education (GPE)	$\checkmark$		Regional Development Bank	
Education Cannot Wait (ECW)				

 $\mathbf{X}$ 



## Comprehensive School Safety Commitments for 2025-2030

		Commitments		
	Enabling policies and legal frameworks	School Safety Strategy - DRR		
	Safer school facilities	School Safety Guidelines and promotion of DRR resistant infrastructure practices.		
	School safety and education continuity management	SOPs to be developed for continuity of education in case of any emergency and safety of schools will also be considered in planning and policies.		
	Risk reduction and resilience education:	District School Safety Plan and Teachers Training		
	Reducing barriers and inequities for our most vulnerable learners:	Inclusive approaches will be applied while rehabilitation and reconstruction of schools and teachers training on gender equality and inclusiveness.		
	Supporting health and well-being	MHPSS trainings for teachers and sessions with students affected by emergencies.		
	Implementing climate change adaptation measures	School based DRR, green school approach by providing solar energy and infrastructure aligned with climate change impacts.		
	Implementing climate mitigation and environmental sustainability measures ('greening schools')	Promote tree plantation and raising awareness among students and teachers.		
	New or enhanced budget allocations	Dedicated Budget for School Safety & EiE.		
	Strengthening data collection and evidence-based decision processes	Use of MIS/Dashboard data for tracking the progress and decision making.		
Not vet validated Validated Perpert validation by a relevant responsible authority				

Not yet validated

Validated

Report validation by a relevant responsible authority

https://gadrrres.net/css-targets-and-

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



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



indicators/

2.20.2025