



Tajikistan

Comprehensive School Safety Policy Overview 2024



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



	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	—	!	!	—	—	
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	✓	—				0.00
Serious injuries at school	✓	—				0.00
Illnesses and disease outbreaks	✗					?
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
	✗	Weak or unenforced
	✓	Robust and enforced

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	✗
	✗
	✗
	✓
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	✔
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 & 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
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 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 (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

<input checked="" type="checkbox"/>	Adapted for disabilities
<input checked="" type="checkbox"/>	Available for linguistic minorities
<input checked="" type="checkbox"/>	Used as foundation for formal education in schools
<input 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 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 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 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:
None or very few



Focal Point: **Designated, full-time**

Impacts on schools



Death



Injuries



Damage



Closures



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	



Spotlight on Health and Hygiene

Schools experiencing biological & health hazards:
None or very few



Focal Point: **Designated, full-time**

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		

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:
?



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:
?



Focal Point: **Designated, full-time**

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	According to the above mentioned Declaration, the signed countries should commit to fully and efficiently implement the Comprehensive Safety in Schools Programme in our countries and integrate the four pillars of the CSSF 2022-2030: enabling environment, safe learning environments, livestock safety management, and education for risk reduction and resilience, into our national education policies, strategies, and plans.
	Safer school facilities	According to the above mentioned Declaration, the signed countries should commit to fully and efficiently implement the Comprehensive Safety in Schools Programme in our countries and integrate the four pillars of the Comprehensive Safety in Schools Programme 2022-2030: enabling environment, safe learning environments, livestock safety management, and education for risk reduction and resilience, into our national education policies, strategies, and plans.
	School safety and education continuity management	
	Risk reduction and resilience education:	According to the above mentioned Declaration, the signed countries should promote education for climate change and disaster risk by ensuring that our schools are adaptable and resilient, so that our education standards and curricula equip students with the knowledge and skills they need to reduce risks and ensure sustainable development in an affordable and accessible manner.
	Reducing barriers and inequities for our most vulnerable learners:	As outlined in the cited Declaration, the signed countries should prioritize the inclusion and constructive engagement of children, youth, and vulnerable and marginalized groups (such as youth and people with disabilities) in all initiatives related to the integration of CSSF in schools, recognizing their role in building resilience.
	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



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

