



Tuvalu

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



	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						?
Serious injuries at school						?
Illnesses and disease outbreaks						?
Schools heavily damaged or destroyed						?



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 (8 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 (11 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 (5 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	



Spotlight on Sustainability and Climate Adaptation

Schools experiencing climate change impacts:
?



Focal Point: **None designated**

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	
--	--



New School Construction

Limited



Somewhat



Robust



Not Applicable



Risk	Addressed
Flood	
Wildfire	
Sea level rise	

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		



Spotlight on Health and Hygiene

Schools experiencing biological & health hazards:
Some



Focal Point: **None designated**

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:
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	Some	



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:
None or very few



Focal Point: **Designated, part-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 

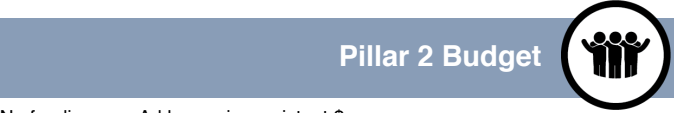
Funding for School Upgrades	Status
For safety of school buildings	
For WASH facilities	
For climate change adaptation	
For environmental sustainability	



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	Framework for Comprehensive School Safety
	Safer school facilities	All School facilities and infrastructures to follow and abide government building code
	School safety and education continuity management	Policy for safety and education continuity management
	Risk reduction and resilience education:	Risk reduction and resilience education to be included in the integration curriculum
	Reducing barriers and inequities for our most vulnerable learners:	Professional Development for teachers on reducing barriers and inequities in education
	Supporting health and well-being	Integration of Health and Well-being with Science and Health education
	Implementing climate change adaptation measures	Develop School Policy on climate change adaptation measures
	Implementing climate mitigation and environmental sustainability measures ('greening schools')	Develop Greening Schools Policy through enrichment activities
	New or enhanced budget allocations	Ministry Budget allocation for GADRRRES Comprehensive School Safety Policy
	Strengthening data collection and evidence-based decision processes	Strengthening of TEMIS and MEL 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/>