



Regional Status of School Safety 2024: Asia & the Pacific



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



Save the Children

The Comprehensive School Safety Policy Survey 2024 was an initiative led by Save the Children and the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES), with generous support from the Prudence Foundation. The survey design and analysis were conducted by Risk RED.

The comprehensiveness of this technical report was only possible because of the thoughtfulness, thoroughness, and dedication of the many individuals who helped complete the survey. In each country and territory, individuals from government, development agencies, non-governmental organisations and advocacy groups worked together to assess their local state of school safety. We deeply appreciate their effort and their ongoing work to achieve comprehensive school safety for children, their families, and communities. A very special thank you to the GADRRRES Regional Affiliates and each of the National Survey Coordinators who made this collective effort possible.

Survey Development: Dr. Rebekah Paci-Green (Risk RED) and Marla Petal (Save the Children), with feedback from Janaina Hatsue Barrozo Hirata (GADRRRES), Ryoko Takahashi (WHO), and Jessica Cooke (Save the Children).

Lead Report Authors: Dr. Rebekah Paci-Green (Risk RED), Bianca Custer, Anja Nielsen (Save the Children), Janaina Hatsue Barrozo Hirata (GADRRRES), Caroline Keenan (Save the Children), with support from Harriett Grantz.

Design: Shaharazad Abuel-Ealeh (Common Good Global)

Survey Administrator: Matteo Valenza

Regional Support: Nadia Pulmano, of Save the Children, and Nghia Trinh, of Plan International, played an invaluable role in coordinating and supporting survey completion in Southeast Asia. Ehsan Ullah, of UNICEF, helped coordinate provincial responses in Pakistan.

Survey Portal Design and Administration: Suha Ulgen (Risk RED), Ahmet Özisik (Swiftmade), Tanya Skutar, Ihor Skutar, and Reza Momeni

The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) was established in 2013 to provide a comprehensive approach to school safety. It is a multi-stakeholder alliance composed of UN agencies, international non-governmental agencies, humanitarian and development organisations and networks, youth organisations, donors/multilateral funds, and private sector organisations that work together to advocate for and support child rights, resilience, and sustainability in the education sector across the humanitarian, development, peace nexus. GADRRRES has regional networks in Asia, the Pacific, the Americas and the Caribbean and West and Central Africa.

All names have been changed for protection.

Cover image: Apollonia, 15, at her school in Malaita Province, the Solomon Islands. Copyright: Conor Ashleigh / Save the Children.

Download the Global Technical Report, Supplementary Materials, and regional reports, and explore the interactive key findings platform:



Regional Status of School Safety 2024: Asia & the Pacific

@ GADRRRES (2025)

CONTENTS

REGIONAL FINDINGS FOR ASIA & THE PACIFIC	5
School Safety Context.....	7
Hazard and Impacts	7
School Safety Frameworks	9
Coordination Bodies and Focal Points.....	12
Enabling Systems and Policies	14
Policies and Legal Frameworks	14
Risk Assessment Participation	15
Risk Assessment.....	17
Focal Point Coverage.....	18
Education Sector Budget.....	19
External Funds.....	20
Data Collection on Hazards and Risks.....	21
Pillar 1: Safe Learning Facilities.....	27
Safe School Design and Construction	27
Private School Construction.....	29
Building Assessments and Upgrades	30
Routine Maintenance.....	31
Schools as Evacuation Centres	32
Attacks on Schools	33
Safety of Home-to-School Routes.....	34
Pillar 2: School Safety and Educational Continuity Management	36
Plan Development and Stakeholder Input	36
Guidance and Review of School Safety Plans	37
Equitable Access	39
Data Disaggregation for Equity	41
School Hazard Drills.....	42
School Health Policies.....	43

Monitoring of Water, Sanitation, and Hygiene (WASH) and Waste Management Data.....	45
Pillar 3: Risk Reduction and Resilience Education	47
National Key Messages.....	47
Topics Covered in Curriculum.....	48
Outreach to Families.....	49
Teacher Training and Assessment	50
Availability of Educational Materials	51
Student Assessment	52
CSS INDICATOR REPORT CARD FOR ASIA & THE PACIFIC.....	55
ASIA & THE PACIFIC COMMITMENTS.....	60
CITATIONS	74
APPENDIX A. ASIA & THE PACIFIC RESPONSE TABLES.....	75

REGIONAL FINDINGS FOR ASIA & THE PACIFIC

This technical report details regional responses from the 12 countries, one island territory, and 16 sub-national provinces or states in the **Asia & the Pacific region** that took part in the 2024 Comprehensive School Safety Policy Survey between August 2024 and February 2025. Findings from the region are broken down into the **Pacific** and **Southeast Asia subregions**, as defined below in Table A. East Asia and South Asia did not have sufficient responses to allow for subregional breakout in the analysis.¹

Together, the Asia & the Pacific dataset on school safety policy represents over 152 million school-age children in the region.²

Table A. Sub-Regional Survey Participation

Sub-Region	Countries (survey participants in bold)	UN Member State Count	Survey Count	Participating Countries & Territories Count	Total Regional Population Est. ⁵	Survey Population Est. ⁶
Pacific	Australia, Fiji, Kiribati, Marshall Islands (the) , Micronesia , Nauru, New Zealand, Palau, Papua New Guinea, Solomon Islands , Samoa , Tonga, Tuvalu , Vanuatu, as well as the Cook Islands territory ²	14	6	6	44 million	1 million
Southeast Asia	Brunei Darussalam, Cambodia, East Timor , Indonesia ³ , Laos , Malaysia, Myanmar, Philippines (the) , Singapore, Thailand , Viet Nam	11	16 ³	6	687 million	456 million
East Asia ¹	China, Japan, North Korea, South Korea, Mongolia	5	1	1	1,617 million	3 million
South Asia ¹	Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan ⁴ , Sri Lanka	7	5 ⁴	1	1,896 million	241 million

1. East Asia and South Asia did not have sufficient survey responses to allow for sub-regional analysis. However, their surveys are included in the Asia & the Pacific regional analysis. See Appendix B Survey Methodology Details in the [Supplemental Materials for the Global and Regional Status of School Safety Technical Reports](#).

2. Cook Islands submitted a response as an island territory of the Pacific.

3. Eleven provinces and special regions of Indonesia submitted responses: Aceh, Bali, Bengkulu, East Nusa Tenggara, Gorontalo, Papua, Special Region of Jakarta, Special Region of Yogyakarta, West Java, West Kalimantan, and West Sumatra. Indonesia also submitted a national response to the survey. Because school policy in federated states largely occurs at the sub-national level, we removed Indonesia's national-level response from the analysis in this report so as not to duplicate their 11 sub-national responses, with the exception of data shown Figure 2 and Table 2 and Tables 38-41. A national-level Profile for Indonesia is available at <https://gadrrres.net/global-status-of-school-safety>.

4. Five sub-national units in Pakistan submitted surveys: Baluchistan, Islamabad Capital Territory, Khyber Pakhtunkhwa, Punjab and Sindh.

5. Population estimates based upon 2023 World Bank estimates of UN Member States in sub-region.

6. Survey population estimates uses 2023 World Bank estimates for participating countries and country- or territory-level census data for sub-national units and island territories.

¹ These two subregions had sufficient survey responses to allow for subregional breakout, as defined by Appendix B Survey Methodology Details in the [Supplemental Materials for the Global and Regional Status of School Safety Technical Reports](#).

² See Appendix D of the [Supplemental Materials for the Global and Regional Status of School Safety Technical Reports](#) for method used to calculate school-aged children.

In both subregions, the survey count was a low percentage of the number of United Nations member states in the region, as shown in Table A above. A higher survey response rate is always desirable. However, the countries that participated covered nearly half of the population of each region, adding validity to the findings.

The main body of this regional technical report provides summary statistics for the region and subregions, with graphics related to some of the key regional results. **Appendix A** of this regional report provides the summary statistics **tables for region and subregions**.³

The Comprehensive School Safety Policy Survey was designed to align with the Comprehensive School Safety Framework, an evidence-based approach to protecting children and education systems from a range of crises and disasters. The Framework includes recommendations, roles, and responsibilities for all aspects of school safety, covering three pillars:

- **Pillar 1: Safer learning facilities**, to strengthen the resilience of education systems.
- **Pillar 2: School safety and education continuity management**, to keep schools open and children safe and learning in times of crisis.
- **Pillar 3: Risk reduction and resilience education**, to provide children with the skills, knowledge and behaviours to prepare for and respond to shocks and stresses.

These pillars connect to existing education and disaster risk reduction approaches **through enabling systems and policies**, also defined in the Framework. The framework also incorporates **gender equity, disability, and social inclusion** as cross-cutting themes, integrated across all three pillars and the foundation.

Progress in the Comprehensive School Safety Framework is measured through 21 indicators, which formed the core sections of this 2024 Comprehensive School Safety Policy Survey. Please see the [Global Status of School Safety: Technical Report](#) for a fuller discussion of the Comprehensive School Safety Framework, the **survey methodology, limitations, global findings, relevant literature, and key takeaways**. Interested readers can look up the exact wording of the **survey questions** in Appendix A of the [Supplemental Materials for the Global and Regional Status of School Safety Technical Reports](#), a separate document.

Readers should note that the survey results reported here include responses from national and sub-national government units, as well as one island territory; each of their survey responses is **treated equally** regardless of population size or government type. They should also note that the findings described in this report are based solely upon the results of the Comprehensive School Safety Policy survey, presented **without interpretation**. These findings are best understood in conjunction with local studies, datasets, presentations, and deep practitioner knowledge of school safety within the region.

A Note on Terminology

Collectively the participating countries, territories and sub-national units of federated countries that participated in the survey are **referred to as respondents** in this Asia and the Pacific report. (They are collectively referred to as governments in other briefings and reports. The term government does not imply that governments endorse the survey response for their jurisdiction or endorse the findings of these reports.)

³ Note that figure numbers in the main body of the report match the corresponding table numbers in Appendix A. Furthermore, both the section headings and tables titles include the survey question number (e.g. X.11, C.1.5).

School Safety Context

Before assessing policy progress on Comprehensive School Survey indicators, the policy survey asked several initial questions. These questions assessed hazard impacts on the education sector and whether respondents had established coordinating bodies and frameworks to address school safety. This section reviews these findings.

Hazard and Impacts

(Questions X.11 and X.12)

The Comprehensive School Safety Framework takes an all-hazards approach to addressing school safety. This all-hazards approach considers the following hazards: natural and climate-change induced, technological, biological and health, conflict and violence, and everyday dangers and threats.



Natural and Climate-
Change Induced



Technological



Biological and Health



Conflict and Violence



Everyday Dangers &
Threats

Governments were asked to assess whether these hazards impacts most or all schools, many schools, about half the schools, some schools, few or no schools. Natural hazards were divided into several distinct hazards; conflict and violence was separated out into conflict and war in one category and bullying and violence in another. Specifically, respondents were asked to assess impacts from:

- 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.⁴

⁴ The survey calls out climate change, explicitly and separately from other hazards, in many questions. Similarly, it separates planning, education and action to address climate change from similar activities related to disaster risk reduction more broadly. This separation is intentional. In some contexts, practitioners and those that support them discuss, fund, and take action to address climate change as a singular and separate crisis. Elsewhere, especially in traditional disaster risk reduction contexts, climate change is seen as the exacerbation of existing hazards and disasters. An explicit focus on climate change can unlock climate-focused funding in one context but stymie policy action in another context where climate change is highly politicised. In calling out climate change separately, the survey attempted to span these diverse contexts and more fully assess comprehensive school safety policies and actions.

These category titles are shortened in figures and text below.

Almost all respondents in the **Asia & the Pacific region** (93%) reported that flooding impacted their schools.⁵ Many respondents (86%) also reported earthquakes, high winds, climate change, and bullying and violence as impacting at least some of their schools. Few respondents reported war or conflict (20%) as having impacts.

Climate Change Impacts in the Education Sector

Climate change — driven by the global rise of greenhouse gas emissions from the use of fossil fuels — is exacerbating a host of existing hazards that impact the education sector. Climate change is raising temperatures, increasing the frequency and severity of heat waves (Quilcaille, et al., 2024), and reducing learning with each additional day of extreme heat (Park et al, 2020). Climate change is also increasing the intensity of coastal and inland flooding, extreme storms, and wildfire in many regions (Seneviratne, et al., 2021). These hazards can directly damage and destroy school infrastructure or diminish student access for days, weeks and months at a time. In some cases, climate change can also trigger displacement; in just 27 countries, climate shocks triggered displacement for 13 million school-age children over the span of just a few years. Each displacement represents acute disruption to learning and the risk of students dropping out of school altogether. The impacts for educational access and attainment are particularly acute for girls and marginalised children (ECW, 2023).

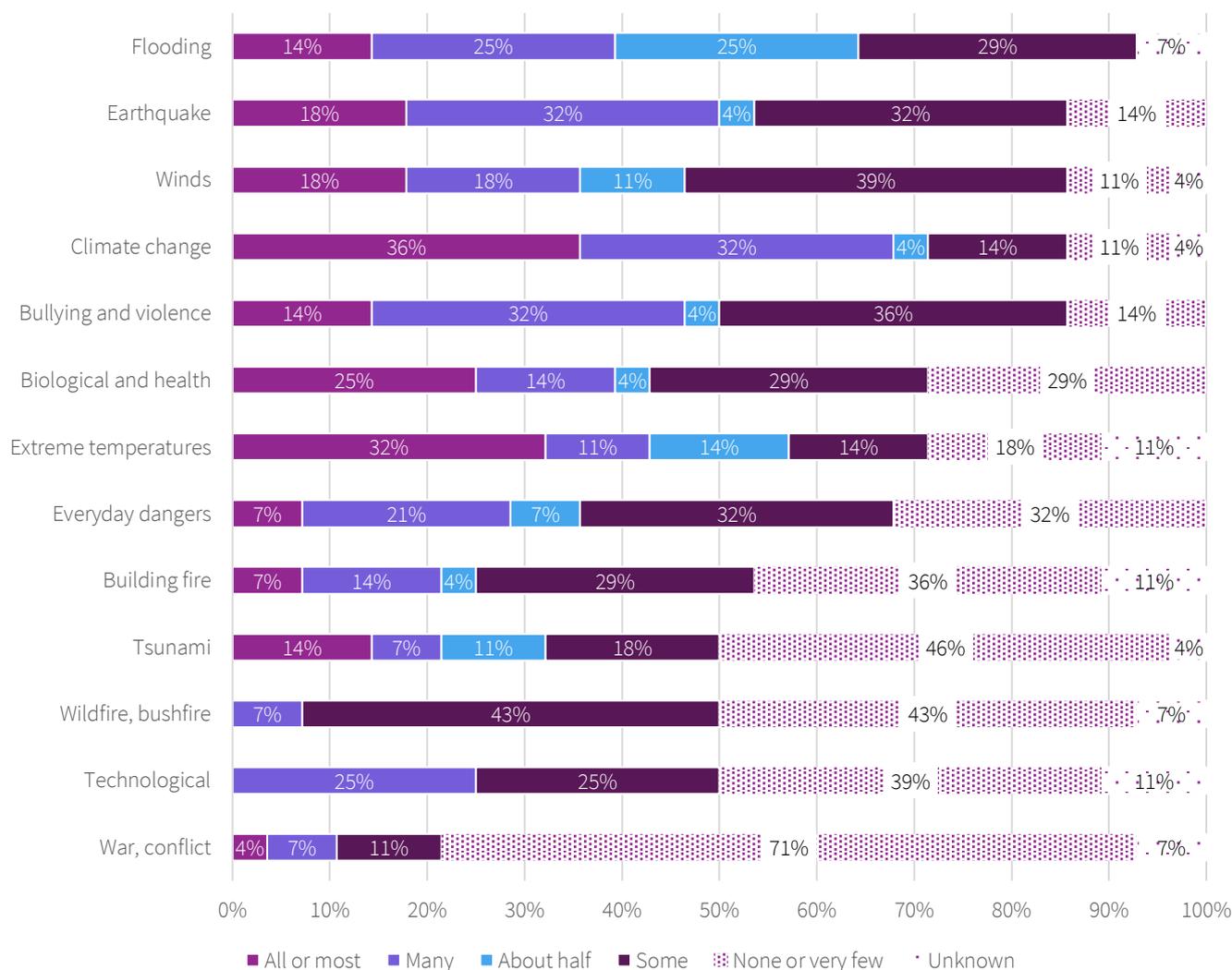
These hazards had direct impacts on school infrastructure, closures, injuries, and death.⁶

- **Damage to School Infrastructure.** Many respondents reported that flooding (89%) caused damage to schools, followed by earthquakes (86%) and high winds (79%).
- **School Closures.** Many respondents also reported school closure impacts from earthquakes (79%), followed closely by flooding (72%).
- **Injury.** Two out of three respondents (68%) reported that flooding and earthquakes caused injuries.
- **Death.** Thankfully, fewer respondents report deaths of students and staff as a way hazards impacted their schools. About half the respondents (54%) reported that earthquakes were linked to deaths in schools; a third also reported that tsunamis (36%) and bullying and violence (32%) were linked to deaths.
- **Minimal Impacts.** While respondents reported that schools were exposed to wildfire/bushfire, technological hazards, and war and conflict, nearly half reported minimal impacts.

⁵ See Figure 1 and in Tables 1a through 1c in Appendix A for details.

⁶ See Table 1a in Appendix A for details.

Figure 1. Schools Exposed to Hazards



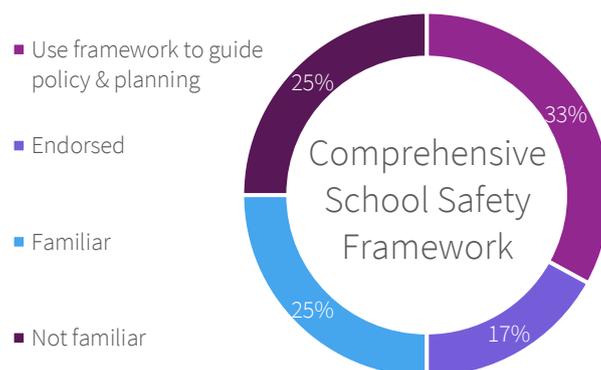
School Safety Frameworks

(Questions X.7 & X.8)

Addressing school safety can be a complex and daunting undertaking. In any one country, school safety may need to simultaneously address risks as varied as flooding, armed conflict, bullying and traffic accidents. Decision-makers need to consider physical infrastructure in one moment and response protocols in another. Educational continuity, staff training, and facilitating learning so students are aware of their environment and able to protect themselves should be core to the education sector’s mission. Guiding frameworks can support decision-makers in clarifying school safety goals and provide a common language for coordinating action. Two such frameworks are the Comprehensive School Safety Framework and the Safe Schools Declaration. The survey asked respondents about each.

In **Asia & the Pacific region**, many countries⁷ (75%) had at least some familiarity with the **Comprehensive School Safety Framework**.⁸ Half (50%) stated that they had endorsed it and a third (33%) were using it to guide policies and planning. Endorsement and use of the framework for guiding policy and planning was notably higher in **Southeast Asia** than any other subregional response; all six countries reported having endorsed the framework.

Figure 2a. Familiarity, Endorsement, and Use of the Comprehensive School Safety Framework



Only half (50%) of the participating national respondents⁹ in the **Asia & the Pacific region** had any familiarity with the **Safe Schools Declaration**. Few respondents (17%) had signed the Declaration.¹⁰ and none were using the Declaration to guide policy and planning. These rates of signing and using the declaration were lower than global averages and an area for potential future action.

⁷ Because endorsement and signing of frameworks and declarations occurs at the country level, for this question only, responses from the 12 countries that answered the question. Sub-national state and territory responses were removed while Indonesia’s country-level response was included. Data reflects countries’ responses to survey, which may not match independent documentation. See Table B1 Country Participation in Appendix B of the [Supplemental Materials for the Global and Regional Status of School Safety Technical Reports](#) for further detail.

⁸ See Figure 2a and Table 2 in Appendix A for details.

⁹ See Figure 2b and Table 2 in Appendix A for details.

¹⁰ According to the Global Coalition to Protect Education from Attack (GCPEA), eleven countries in the Asia and Pacific region have endorsed the framework: Australia, Fiji, Malaysia, Marshall Islands, New Zealand, Palau, Samoa, Timor Leste, Togo, Vanuatu, and Viet Nam. See <https://protectingeducation.org/>.

Figure 2b. Familiarity, Signing, and Use of the Safe Schools Declaration

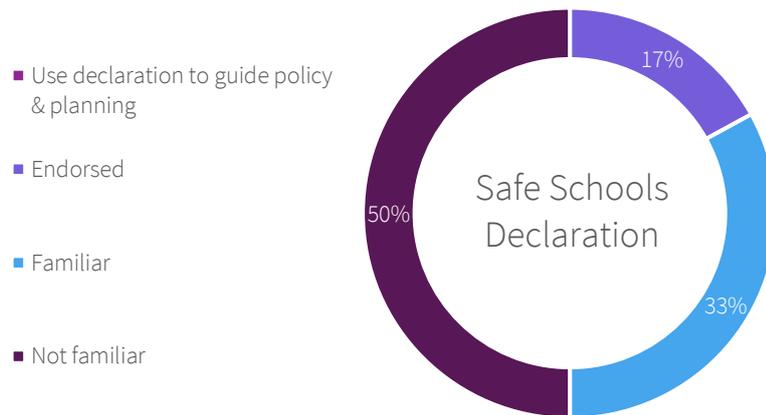


Table B1 in the Supplementary Document details both how respondents answered the survey question about these two frameworks — the Comprehensive School Safety Framework and the Safe Schools Declaration — and compares with official documentation of endorsement or signing. The table reveals instances where countries are listed as signatories to one or both frameworks, yet their survey responses indicate they have not officially endorsed them. In other instances, survey responses indicate endorsement, yet no official documentation exists. This discrepancy may be due to the intersectoral nature required for the implementation of both frameworks. For example, in the case of the Safe Schools Declaration, endorsement might have been made by the ministry responsible for defence, while endorsement of the Comprehensive School Safety Framework and completion of the survey may have come from the ministry responsible for disaster management or the ministry responsible for education. In such cases, education authorities that participated in and validated the survey responses may not be aware of these commitments. The discrepancies highlight the critical need for improved coordination and communication among relevant national authorities. Such coordination is key for the effective implementation of both frameworks.

Coordination is key for the effective implementation of the Comprehensive School Safety Framework and Safe Schools Declaration.

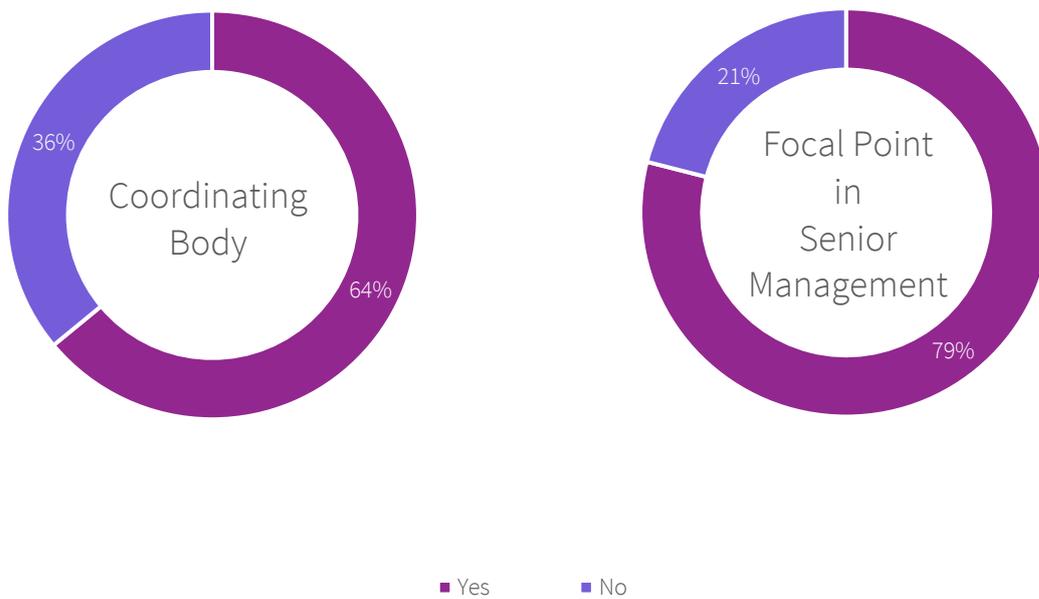
Coordination Bodies and Focal Points

(Questions X.9.1, X.9.3, X.9.4 and X.10)

One strategy for sustaining robust communication and coordinated action on school safety is to have a coordinating body. In some contexts, the Education Cluster¹¹ may be a readily available platform; in other contexts, the education authority may need to establish and support a coordinating mechanism at multiple scales. At the national scale, a school safety coordinating body can set agendas, track progress, and coordinate with policy makers. At the subnational and local levels, coordinating mechanisms can ensure that national level plans and policies are effectively implemented in a more localised context. Beyond the national context, regional coalitions that amplify the successes and encourage sharing of good practice are also important platforms for sustained advocacy.

In the **Asia & the Pacific region**, two-thirds of the respondents (64%) stated that they had a school safety coordinating body.¹² Even more respondents (79%) had a school safety focal point in senior management, the highest of any region in the survey. Focal Points in senior management can help ensure swift attention to safety and disaster response but can also help set an agenda for integrating school safety into education sector policies and procedures. Rates were highest in **Southeast Asia** where eight out of ten countries (81%) had a focal point.

Figure 3. Coordinating Bodies and Focal Points for School Safety



¹¹ In 2005, the Inter-Agency Standing Committee — the United Nation’s longest standing and highest-level forum for humanitarian coordination— adopted the Cluster Approach to humanitarian response. One of the clusters is the Education Cluster, co-led by UNICEF and Save the Children. During humanitarian responses, the Education Cluster ensures that international humanitarian response for the education sector is predictable, accountable and has clear leadership in the education sector.

¹² See Figure 3 and Table 3 in Appendix A for details.

Self-paced Online Course

Comprehensive School Safety Framework

To strengthen knowledge and capacity around school safety, **GADRRRES**, **Save the Children**, and **UNESCO** have launched an online course titled "*Introduction to the Comprehensive School Safety Framework (CSSF)*". This **self-paced** course is designed for education stakeholders operating in diverse contexts worldwide.

The course promotes an inclusive, **all-hazards approach** to school safety—addressing risks from disasters, climate change, conflict, and more. It is available in English and Español.

The course is particularly helpful in supporting countries to learn how to set up or strengthen school safety coordination mechanisms.

Key features include:

- Four practical modules: What, Who, How, What's Next
- Real-world strategies and downloadable QuickStart Guide
- Tailored for educators, policymakers, planners, and partners

Access the course here on the [IFRC Learning Platform](#) or at [DisasterReady.org](#)



Enabling Systems and Policies

Five indicators monitor process in Enabling Systems and Policies; the survey assessed progress on these indicators through 10 multi-part questions.

Policies and Legal Frameworks

(Question A1.2)

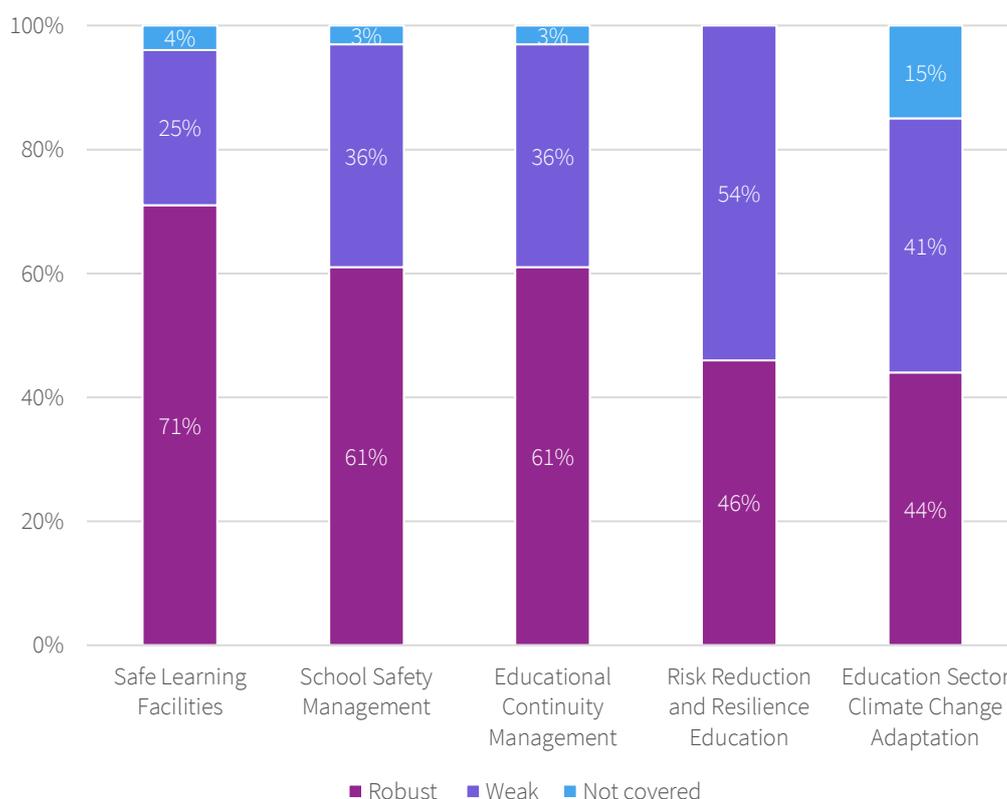
Many respondents in the **Asia & the Pacific region** reported robust and enforced policies relating to safe learning facilities (71%), school safety management (61%) and educational continuity management (61%).¹³ About half evaluated risk reduction and resilience education (46%) and climate change adaptation policy (44%) as robust and enforced. A particular area for improvement seems to be in education sector climate change adaptation; in the Asia & the Pacific region, fewer respondents reported policies addressing climate change adaptation to any extent compared to the other CSS topics.

In the **Pacific subregion**, almost all respondents reported at least somewhat addressing the five Comprehensive School Safety topics. Governments had robust and enforced education sector policies for climate change adaptation (67%) and safe learning facilities (83%).

In the **Southeast Asia subregion**, policies and legal frameworks were generally reported to be strong. Most respondents responded that policies and frameworks are robustly addressed and enforced in safety learning facilities (88%), school safety management (75%), education continuity management (81%), and education sector climate change adaptation (75%). Policies and legal frameworks for risk reduction and resilience education were lower (63%).

¹³ See Figure 4 and Table 4 in Appendix A for details.

Figure 4. Policies and Legal Frameworks for Comprehensive School Safety



Risk Assessment Participation

(Questions A2.1, A2.2 and A2.3)

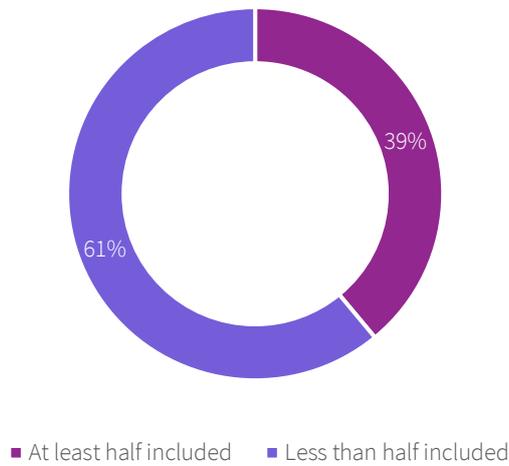
Risk assessments are a key task in developing robust comprehensive school safety policy. Risk assessments, when done annually, can help identify hazards that need to be mitigated. When students are included in age-appropriate ways, these assessments can also become tools for learning and building a culture of safety across society. Yet, to be effective, risk assessment outcomes need to be accessible to school staff, many of whom are directly responsible for implementing comprehensive school safety procedures. Students and communities too need access to ensure that school officials follow through on safety commitments. More broadly, education sector staff at the sub-national and national level benefit from access to school risk assessment data as this information can inform resource allocation.

Risk assessment activities were particularly high in the **Asia & the Pacific region**.¹⁴ About two-thirds (68%) of the respondents required school level annual assessments of risk and more than one in three (39%) ensured widespread student participation in the process.

Assessment was particularly strong in **Southeast Asia** with three quarters (75%) of the respondents requiring annual school-level assessment. Similarly in the **Pacific subregion**, two thirds of the respondents (67%) reported annual risk assessments.

¹⁴ See Figure 5 and Table 5 in Appendix A for details.

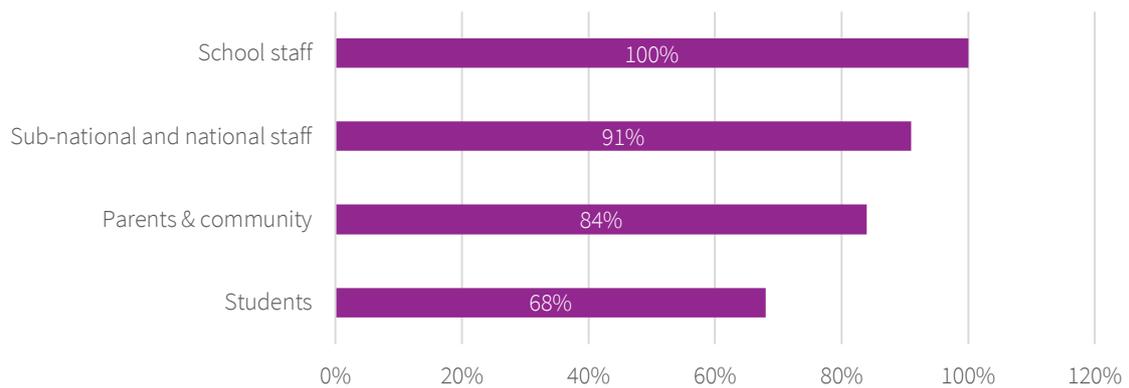
Figure 5. Student Inclusion in Risk Assessments in Age-Appropriate Ways



In the **Asia & the Pacific region**, risk assessments were widely available to school staff (100%) and education authority staff (91%), though less so for parents and community (84%) and students (68%).¹⁵

On a subregional level, all (100%) respondents in **Southeast Asia** reported making assessment available to school and education authority staff, students, and parents & community members. In the **Pacific**, all respondents made it available to school staff, and most reported that education authority staff could access the data as well (83%). However, only one third (33%) reported student access to assessment outcomes.

Figure 6. Stakeholders Allowed Access to Risk Assessment Outcomes



¹⁵ See Figure 6 and Table 6 in Appendix A for details.

Risk Assessment

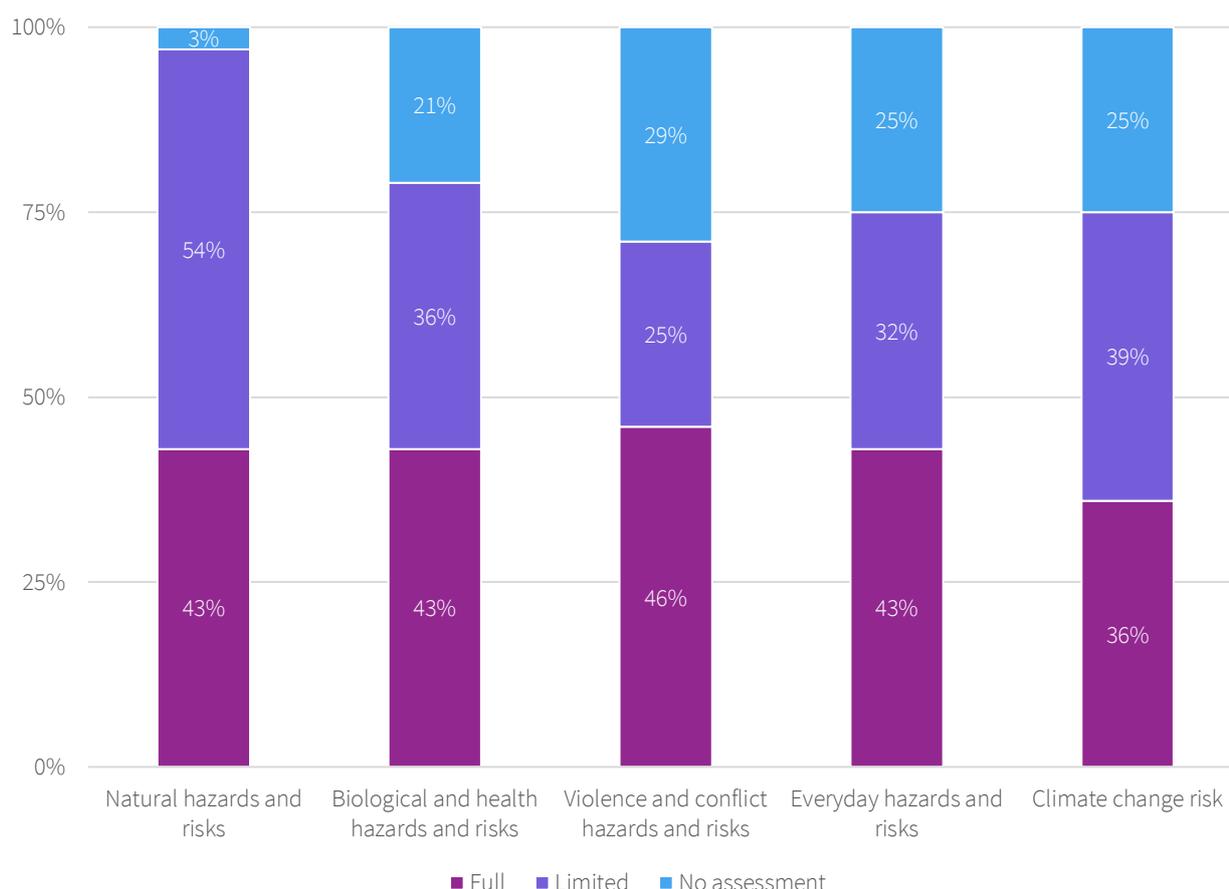
(Question A2.4)

Many respondents reported that the education authorities assessed several broad categories of hazards and risks. Education authorities undertook hazard and risk assessments at a higher rate than the global average in the **Asia & the Pacific region**, with many (71% or more) doing at least limited assessment and about half (36% to 46%) doing full assessments.¹⁶ A particular area of strength was natural hazard assessments. Almost all respondents (96%) did at least a limited assessment and nearly half (43%) did full, annual assessments for natural hazards.

In the **Pacific subregion**, all respondents reported they assessed natural hazards and risks to a limited extent. The only full assessments occurred for everyday hazards and risks; a third (33%) of the respondents completed full assessment of these risks annually.

In the **Southeast Asia subregion**, most of the risk assessments were full rather than limited. Three quarters (75%) of respondents did full assessments of natural hazards and risks, biological and health hazards and risks, and violence and conflict hazards and risks. Over half (63%) fully assessed everyday hazards and climate change risk.

Figure 7. Education Authority Assessment of Risks Across Education Sector



¹⁶ See Figure 7 and Table 7 in Appendix A for details.

Focal Point Coverage

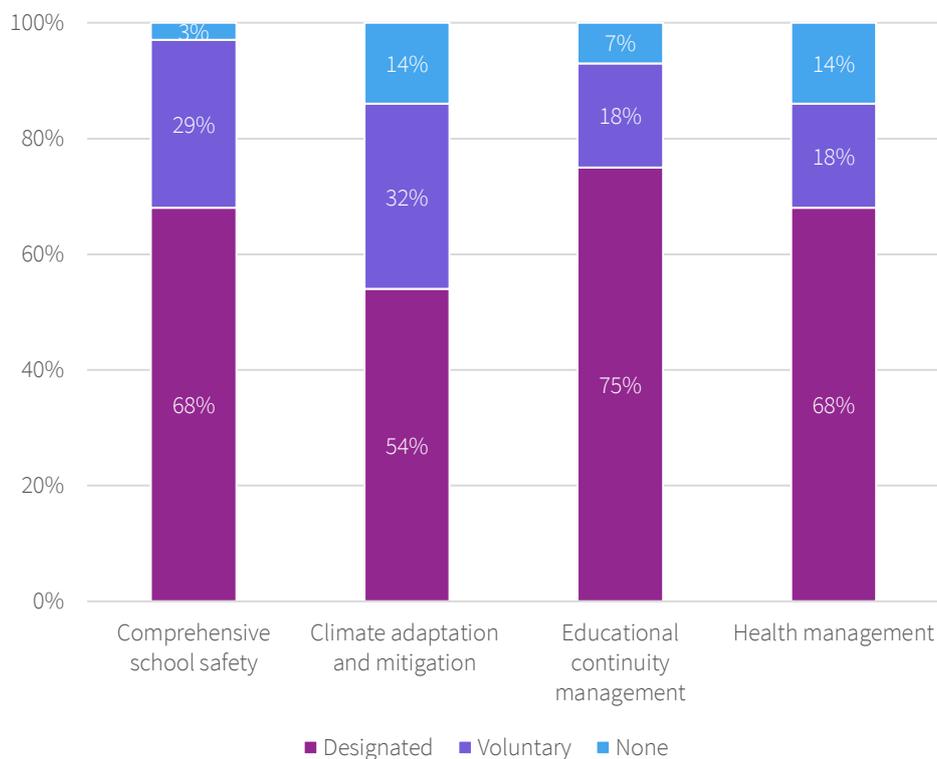
(Question A3.2)

A focal point — especially one that has designated responsibilities as part of their position duties — help to facilitate action for school safety. They facilitate coordination among internal stakeholders and can provide a key point of contact for external advocates, stakeholders and community members who want to raise school safety concerns. To be most effective, education authorities should clearly designate focal points and ensure they have both time and resources to successfully address the school safety goals set out by the broader school safety coordinating body.

In the **Asia & the Pacific region**, almost all respondents reported that their ministry of education had a focal point for comprehensive school safety (97%) and education continuity management (93%), the majority being designated focal points.¹⁷ A slightly smaller percentage had focal points within the ministry for health management and climate adaptation (86%). A third (32%) of the climate adaptation focal points were voluntary positions, rather than designated.

In the **Pacific subregion**, half or more of the respondents had designated focal points for comprehensive school safety (67%), educational continuity management (83%), and health management (50%) within the ministry of education. Less than half (33%) had designated focal point for climate adaptation and mitigation. In the **Southeast Asia subregion**, focal points were more likely to be designated than voluntary. Three quarters (75%) of respondents had a designated focal point for health management and over two thirds (69%) had a designated focal point for comprehensive school safety, climate adaptation and mitigation, and educational continuity management in their ministry of education.

Figure 8. Education Authority Assigns Senior Management Focal Points



¹⁷ See Figure 8 and Table 8 in Appendix A for details.

Education Sector Budget

(Question A4.1)

Comprehensive school safety requires more than goodwill; it requires funding. As such, education sector funding is also a key element of the Enabling Systems and Policies aspect of the Comprehensive School Safety Framework. This funding can support a wide range of activities under each of the Comprehensive School Safety Framework pillars, especially if it is consistent.

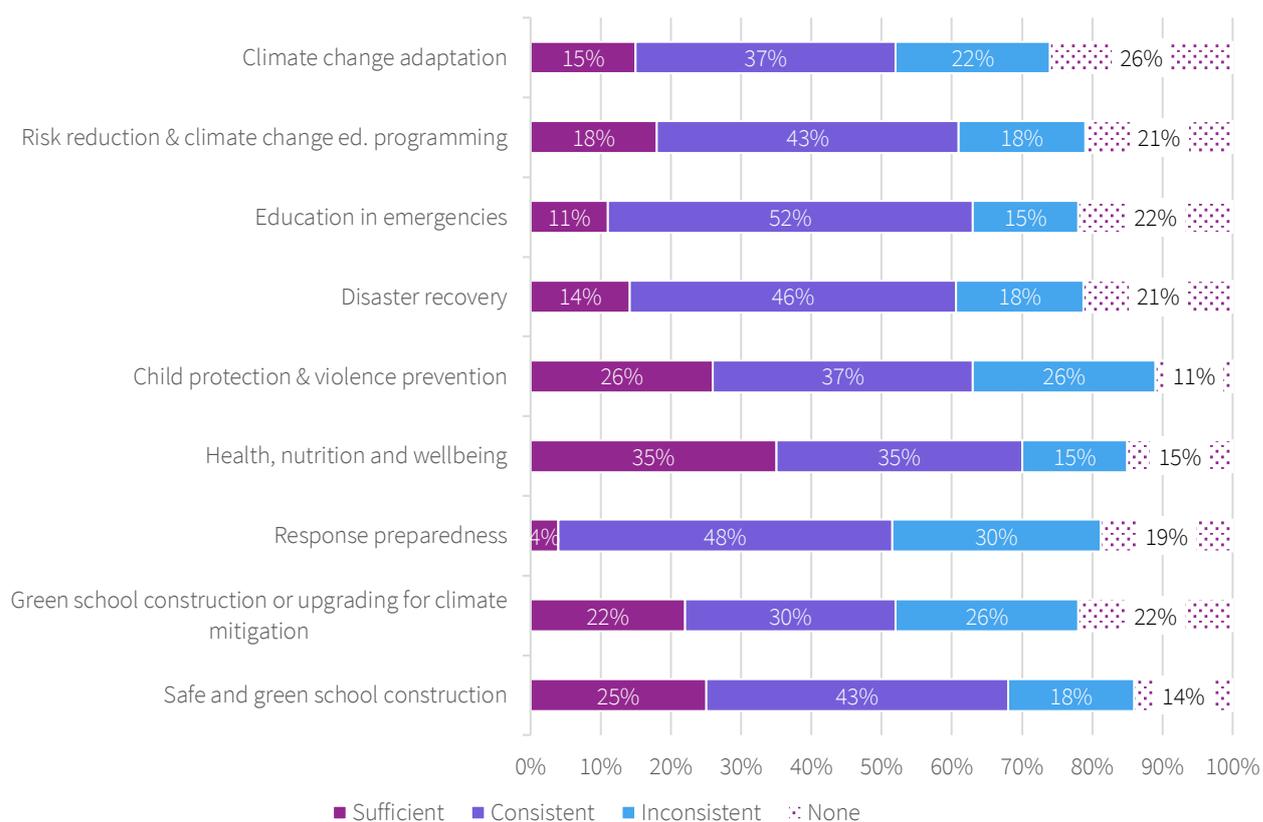
The **Asia & the Pacific region** regularly had highly consistent allocation of funding. Across each of the funding areas, less than a third of the respondents had no funding at all.¹⁸ In many areas though, some respondents stated funding was consistent and sufficient, including health, nutrition and wellbeing funding (35%), safe and green school construction (25%), and child protection and violence protection (26%). Half or more of the respondents (50% to 70%) found education sector budgets consistent, whether sufficient or not, for all topical areas presented in the survey question.

In the **Pacific subregion**, respondents reported the most consistent funding for child protection and violence prevention. Half (50%) reported either consistent or consistent and sufficient funding in this area. Climate change adaptation also had strong support. Half (50%) reported that there was consistent funding for it in education sector budgets. Other areas of comprehensive school safety had less budget allocation. Half (50%) the respondents reported no funding in three areas: disaster recovery, education in emergencies, and risk reduction and climate change education programming.

In the **Southeast Asia subregion**, most respondents reported either consistent funding or consistent *and* sufficient funding allocated in the education sector budget for children protection and violence prevention (80%), disaster recovery (88%), education in emergencies (88%), risk reduction and climate change education programming (81%), and climate change adaptation (69%).

¹⁸ See Figure 9 and Tables 9a and 9b in Appendix A for details.

Figure 9. Education Sector Budget Allocation



External Funds

(Question A4.2)

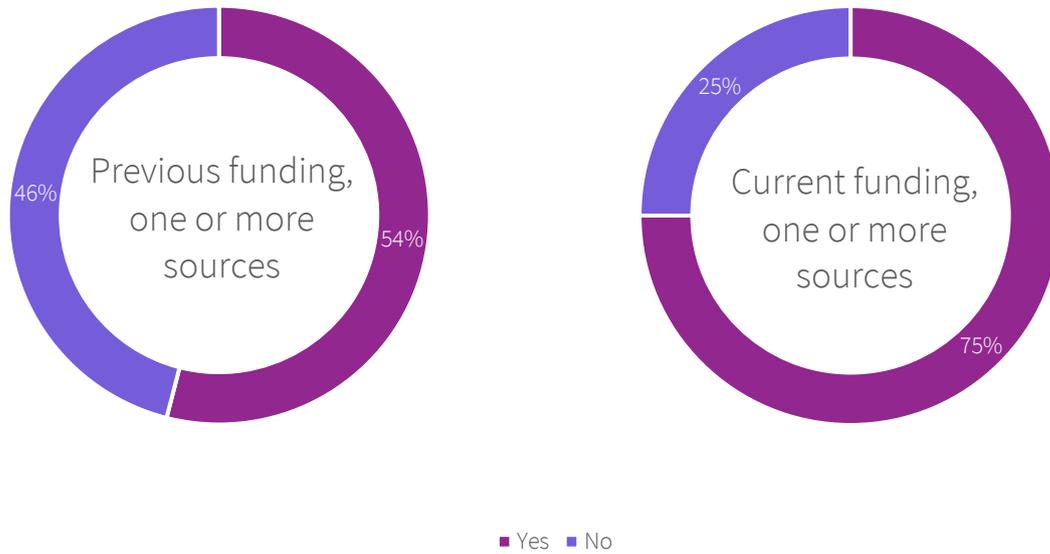
Regionally, many respondents have received external funding for education sector projects that included a significant emphasis on school safety, climate change adaptation or education in emergencies. When it came to funding for comprehensive school safety projects, half (54%) of the **Asia & the Pacific region** respondents reported previous funding from one or more sources and three quarters (75%) reported current funding.¹⁹

In the **Pacific subregion**, half (50%) received funds in the past, and over half (67%) received current funding. In the **Southeast Asia subregion**, three quarters (75%) had current funding and over half (56%) had received funding in the past.

The funding landscape has changed dramatically from 2024, making these percentages potentially inaccurate and a poor predictor of future funding in the education sector.

¹⁹ See Figure 10 and Table 10 in Appendix A for details.

Figure 10. External Funding for School Safety, Climate Change Adaptation or Education in Emergencies



The survey asked respondents about past and current such funding from the Global Partnership for Education (GPE), Education Cannot Wait (ECW), Green Climate Fund (GCF), World and regional Banks, and UN agencies. When looking at the source of past and current funding, funding for education sector projects that address comprehensive school safety was predominantly from UN agencies. Almost all (93%) had funding from UN agencies. About half had funding from the Global Partnership for Education (64%), the World Bank (47%), regional development banks (32%) and the Green Climate Fund (32%).²⁰

Note: Both the Global Partnership for Education (GPE) and Education Cannot Wait (ECW) are official partners of GADRRRES, and many of their implementing partners are also active members of the Alliance. This alignment should be taken into account when interpreting the relatively high number of countries receiving funding from these two donors.

Data Collection on Hazards and Risks

(Questions A5.1 and A5.2)

Disasters and emergencies can cause a range of impacts, from death and injury to infrastructure loss. Students and staff can also become targets of violence and attacks. These impacts can cause school closures and disrupt learning. Tracking these incidences, if done consistently, can inform education sector resource allocation and planning by highlighting which impacts need to be addressed.

In the **Asia & the Pacific region**, most respondents collected data and did so systematically.²¹ The lowest level of systematic data collection was for disease outbreaks (64%) and serious injury at school (64%). The highest level of systematic data collection was for long-term educational outcomes (82%) and damage to school infrastructure (79%). However, a small number of respondents did not collect data on deaths and injuries (18%) and disease outbreaks (11%).

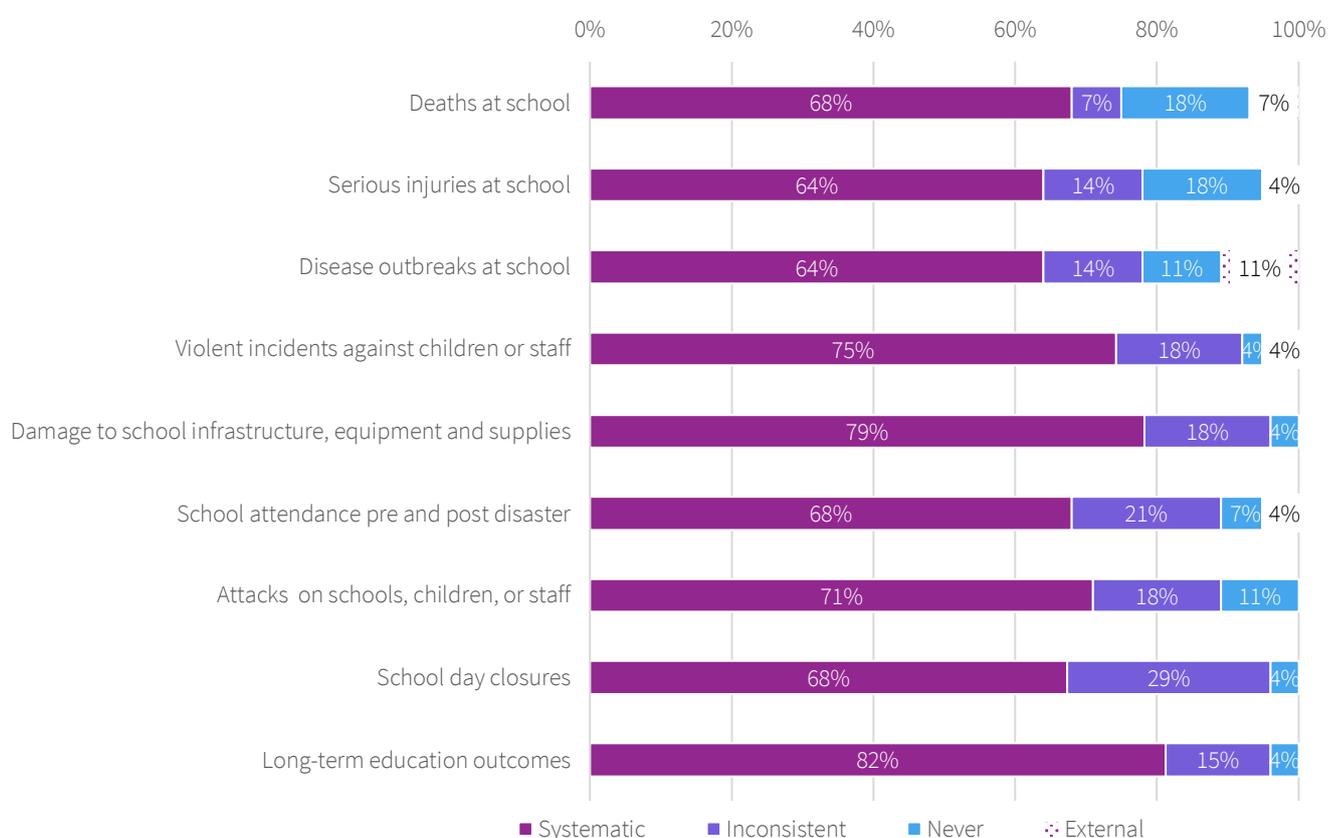
²⁰ The table with this data is available in Appendix E of the [Supplemental Materials for the Global and Regional Status of School Safety Technical Reports](#), a separate document.

²¹ See Figure 11a and Table 11a in Appendix A for details.

In the **Pacific subregion**, half (50%) of the respondents systematically collect data on violent incidents against children or staff, damage to schools, school attendance pre- and post-disaster, attacks on schools, and school day closures. Even more respondents (80%) systematically collect data on long-term education outcomes. Other data were less consistently collected. Half (50%) inconsistently collected data on violent incidents against children or staff and attacks on schools. Concerningly, half (50%) never collected data on deaths and serious injuries at school.

In the **Southeast Asia subregion**, most data collection was systematic. Almost all respondents (94%) systematically collected data on deaths at school. Many (88%) also systematically collected on serious injuries at school, disease outbreaks at school, violent incidents, damage to schools, and long-term education outcomes. Three quarters (75%) systematically collected data on school attendance pre- and post-disaster and attacks on schools, although most other respondents collected these data, albeit inconsistently.

Figure 11a. Consistency of Education Sector Data Collection on Emergency and Disaster Impacts



Some respondents disaggregated their emergency and disaster impacts data, with disaggregation by age, gender and disability being important categorisations. Disaggregation can help identify when disasters and emergencies disproportionately impact a specific subset of students who need specific and targeted interventions.

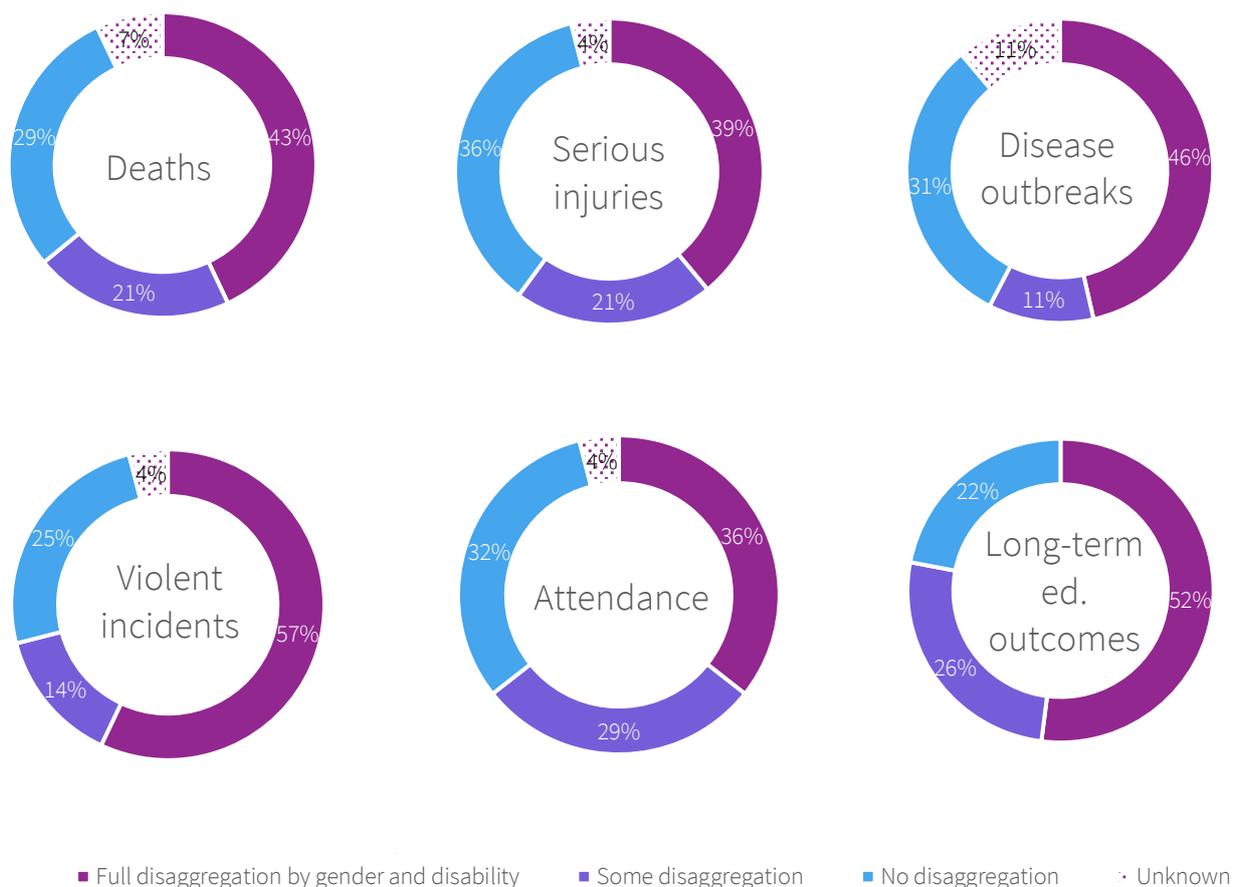
In the **Asia & the Pacific region** disaggregation of data was more frequent than global averages.²² Many respondents did at least some disaggregation, with long-term education outcomes (78%) and violent incidents (71%) being the most frequently disaggregated.

²² See Figure 11b and Table 11b in Appendix A for details.

In the **Pacific subregion**, more than half (60%) of respondents fully disaggregated data for long-term education outcomes. However, over half of respondents did not disaggregate data by age, gender or disability for deaths at school (67%) or serious injuries at school (83%). Exactly half (50%) did not disaggregate for disease outbreaks at school, violent incidents, and school attendance pre- and post- disaster.

In the **Southeast Asia subregion**, over half of the respondents responded that they fully disaggregated data by age, gender, and disability for of deaths at school (69%), serious injuries at school (63%), disease outbreaks at school (69%), violent incidents against children or staff (75%), and long-term education outcomes (69%). Some respondents also did so for school attendance pre and post disaster (38%).

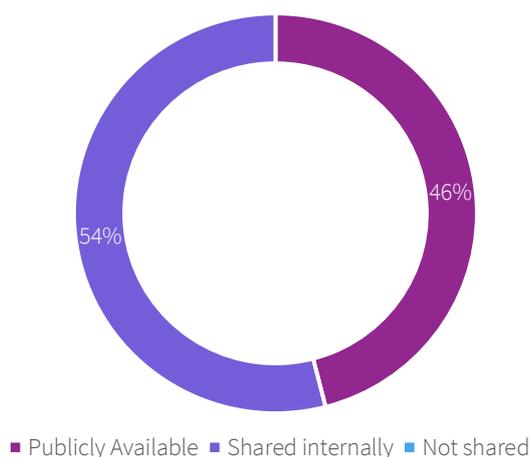
Figure 11b. Disaggregation of Data by Age, Gender, and Disability



Regionally, less than half (46%) of the respondents publicly shared their data on the impacts of disasters and emergencies on the education sector.²³ However, all respondents at least shared these data internally. In the **Pacific subregion**, most respondents (83%) only share data internally. In the **Southeast Asia subregion**, over half (69%) also shared data with the public.

²³ See Figure 12 and Table 12 in Appendix A for details.

Figure 12. Sharing of Data on Emergency and Disaster Impacts



Resources for Enabling Systems and Policies

GADRRRES recognises the enabling systems and policies foundation as a core element for ensuring the long-term sustainability of any comprehensive school safety initiative. The following case studies illustrate how the Comprehensive School Safety Framework, when implemented through an intersectoral approach and embedded within national education policy frameworks, can secure lasting impact:

Comprehensive School Safety Operational Guidance Catalogue

GADRRRES provides a curated catalogue of operational guidance resources for comprehensive school safety. It is intended as a companion document to the Comprehensive School Safety Framework.

[▶ Access the Operational Guidance Catalogue](#) (Available in [Español](#), [English](#), [Français](#))

Best Practices of GADRRRES Regional Affiliates and Sub-regional Government Initiatives

Two documents summarise comprehensive school safety initiatives at the regional and sub-regional level. Best Practices: GADRRRES Regional Affiliates Champion School Safety documents the history and activities of the Regional Education Working Group for Latin America and the Caribbean (GRE-LAC) and the Asia Pacific Coalition for School Safety (APCSS). Best Practices: Sub-Regional Government Initiatives Empower Comprehensive School Safety provides examples from the ASEAN School Safety Initiative (ASSI), the Central American Educational and Cultural Corporation (CECC-SICA), the Caribbean Safe Schools Initiative (CSSI), and the Pacific Coalition for the Advancement of School Safety (PCASS). Both documents are available in English, Español, Français, Português, हिंदी.

[▶ Access the guidance notes](#)

Integrating Conflict and Disaster risk Reduction into Education Sector Planning

Published by UNESCO and UNICEF, this guidance note supported ministries of education in conflict- and disaster-affected countries in effectively preparing for and responding to education in emergencies. It identifies ways to mainstream both conflict and disaster risk reduction in the education sector planning process. Available in English and Français.

[▶ Access the guidance note](#)

Case studies from this and other regions can also further provide insights and inspiration.

Comprehensive School Safety and Education Management Information Systems (EMIS) in the Philippines

This example examines how the Philippines leverages its EMIS to monitor and guide school safety practices, ensuring data-driven policy decisions and ongoing intersectoral coordination.

 [Access the full study](#)

Pacific Coalition for the Advancement of School Safety: School Safety Priorities 2016

The Pacific Coalition for the Advancement of School Safety (PCASS) program, supported by the European Union, has brought together partners in support of Ministries of Education and National Disaster Management Offices (NDMO) to collectively improve school safety across the Pacific region. This resource provides short cases studies of comprehensive school safety actions in Fiji, Kiribati, Solomon Islands, Tuvalu, and Vanuatu.

 [Access the full study](#)

Transforming School Safety in Nepal

This case study documents Nepal's journey to integrate disaster risk reduction into its education system, highlighting collaborative governance structures and policy integration that underpin sustainable school safety.

 [Access the full study](#)

Pakistan School Safety Framework: 2017 Plan

In 2017, the National Disaster Management Authority of Pakistan, with support from UNICEF, formulated the Pakistan School Safety Framework to provide policy guidance and set a standard for implementing school safety at the national provincial, district and school level.

 [Access the plan](#)

Adoption and Adaptation of a Comprehensive School Safety Framework in Sierra Leone

This case study documents Sierra Leone's recent development of a radical inclusion policy for children and education and how the Comprehensive School Safety Framework influenced the development of policies relevant to the country. Protecting students from violence and other forms of abuse in schools was a key focus of their policy.

 [Access the full study](#)

Case Study: Peru and its comprehensive approach to educational continuity

Peru has implemented a set of tools that combine innovative policies, curricula, and programs to ensure educational continuity in crisis situations. Highlights include the "Schools of Well-being: Tutors Transforming Lives" strategy, which has strengthened socio-emotional and cognitive support in more than 1,000 schools, and the Performance Incentive Fund (FED), which improves outcomes in vulnerable regions. Furthermore, the flexible national curriculum (CNEB) and technical assistance in rural areas through the Tambos (Nursing Homes) reflect a coordinated and contextualised approach that can inspire other countries in the region in implementing the Comprehensive School Safety Framework.

 [Access the Peru case study](#)

Case Study: Costa Rica and Institutional Strengthening for Risk Management in Education

Costa Rica represents a solid example of how the institutionalisation of risk management in the education sector can generate sustained progress in the implementation of the Comprehensive School Safety Framework (CSSF). Through the Department of Internal Control and Risk Management (DCIGR) of the Ministry of Public Education (MEP), a regulatory, technical, and operational approach has been consolidated that articulates institutional and inter-institutional actions aimed at protecting life, property, and the continuity of educational services. This work is carried out in coordination with the National Risk Management System (SNGR), through planning, training, advisory, and support processes for Institutional Committees in educational centres.

 [Access the Costa Rica case study](#)



Pillar 1: Safe Learning Facilities

Five indicators monitor progress in Pillar 1: Safe Learning Facilities. The survey assessed progress on these indicators through eleven questions, which are available in Appendix A of the [Supplemental Materials for the Global and Regional Status of School Safety Technical Reports](#).

Safe School Design and Construction

(Questions B1.1 and B1.2)

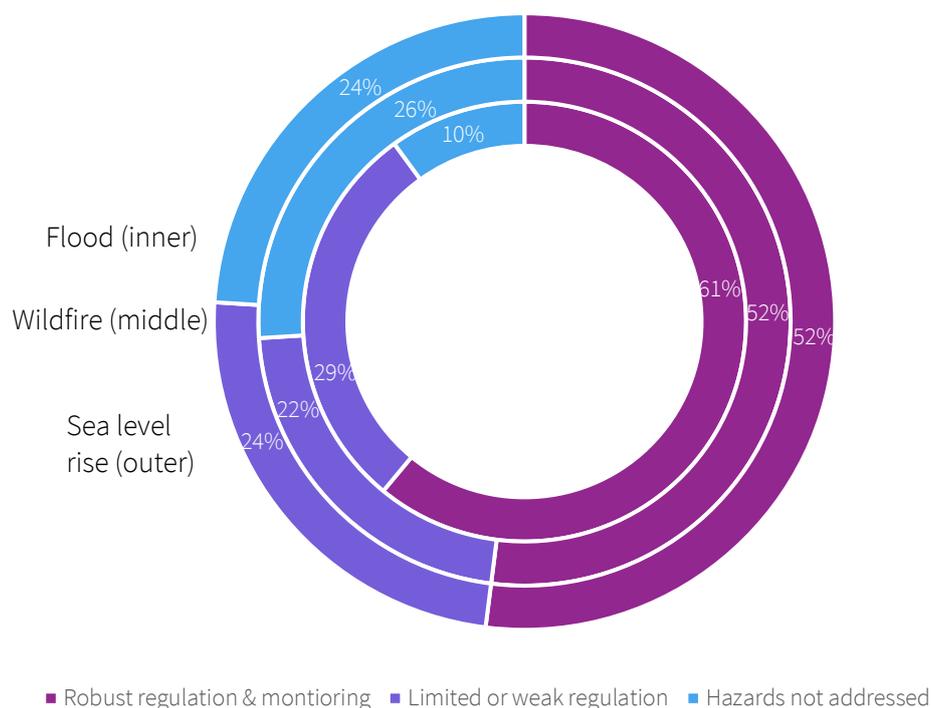
A fundamental aspect of Pillar 1 is the placement and construction of schools to account for hazards that can damage the building or occupants. In the **Asia & the Pacific region**, flood risk was most often addressed in site selection. Over half of the respondents noted robust guidelines or regulations (61%) and a third more (29%) reported limited or weak regulation in relation to site selection.²⁴ Wildfire and bushfire were least addressed. Similarly, in assessing hazard impacts on schools, wildfire hazard ranked near the bottom for hazards to which schools were exposed.

In the **Pacific subregion**, half (50%) of respondents reported robust regulations for flood risk when selecting and preparing school sites. Despite the high exposure to sea-level rise, most respondents in the Pacific (67%) had only limited regulation regarding future sea level rise and only one out of the six (17%) respondents had robust regulations for this hazard.

In the **Southeast Asia subregion**, robust regulation was widespread. Many of the respondents (71%) had robust regulation for wildfire or bushfire risk when selecting and preparing school sites, almost three quarters (71%) had robust regulations for future sea level rise risk, and many (86%) had robust regulations for flood risk.

²⁴ See Figure 13 and Table 13 in Appendix A for details.

Figure 13. Hazards Addressed during Site Selection



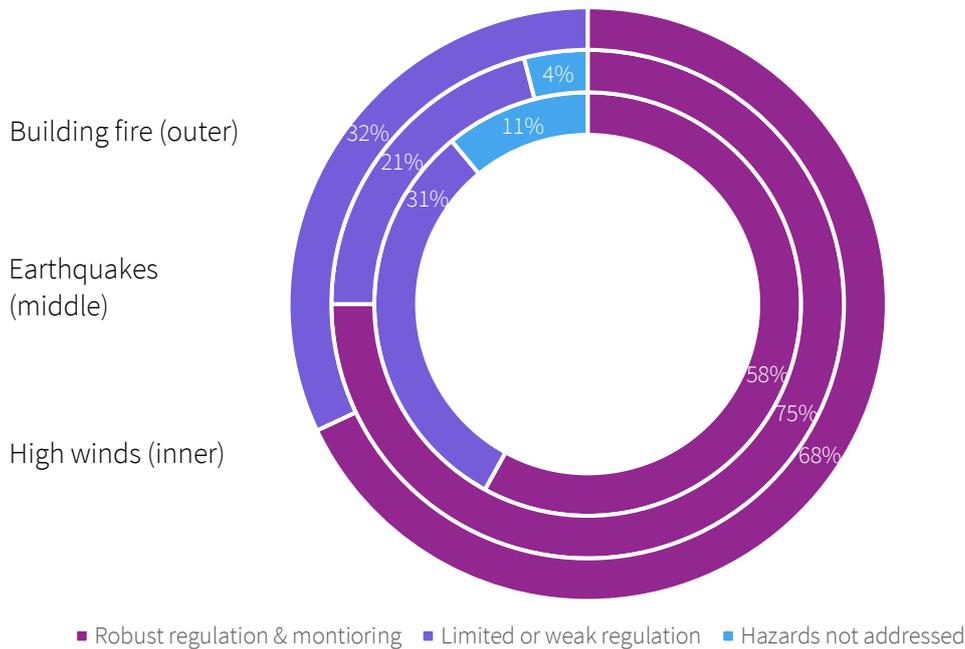
In the **Asia & the Pacific region**, almost all respondents (87% to 100%) reported that they addressed earthquakes, building fire, high winds, extreme temperature and environmental impacts in the design and construction of schools to at least some extent.²⁵ Governments reported *robust* regulation and monitoring of design and construction most often for earthquake hazard (75%), followed by building fire (68%). Only half of the respondents (58%) evaluated their regulations and monitoring of school construction as robust when it came to high wind hazards, despite high winds being one of the top three hazards to which schools in the region were exposed. Few (35%) robustly addressed extreme temperature, although many (87%) had at least some limited guidance or regulation in this area.

In the **Pacific subregion**, half the respondents robustly address earthquakes (50%), building fires (50%), and high winds (60%). Two out of three (67%) robustly address environmental impact risk. However, no respondents reported robust regulations for extreme temperature risk.

In the **Southeast Asia subregion**, many respondents robustly address earthquake (75%) and building fire risk (80%) when designing new school buildings. Around half reported robustly addressing high winds (63%) and environmental impact risk (67%). Less than half (46%) of the respondents reported robust addressing for extreme temperature.

²⁵ Figure 14 and Table 14 in Appendix A show to what extent other hazards – earthquakes, building fires, wind, temperature and environmental impacts – were addressed in the design of new school buildings.

Figure 14. Hazards Addressed during Design & Construction



Private School Construction

(Question B1.4)

A growing portion of students attend private schools. Globally, the UNESCO Institute for Statistics estimates that 19% of primary school students are enrolled in private schools as of 2024, up from 10% in 2000. Rates in East Asia and the Pacific currently hover at 10%, but are near 40% in South Asia (UNESCO, 2025). Research on regulatory oversight of private schools has generally focused on questions of accessibility for underserved students and quality of education (Alderman, Orazem, & Paterno, 2001; Dixon & Tooley, 2005; Kambutu, et al., 2020). The degree to which respondents apply and enforce safety standards for school placement and construction apply is much less well documented. The limited studies that do exist hint that robust regulation does not *necessarily* lead to safer school buildings. Across Africa, research has found that education sector regulations perceived as onerous have contributed to the growth of unapproved schools, most of which are not housed in purposed-built buildings (Baum, Cooper, & Lusk-Stover, 2018).

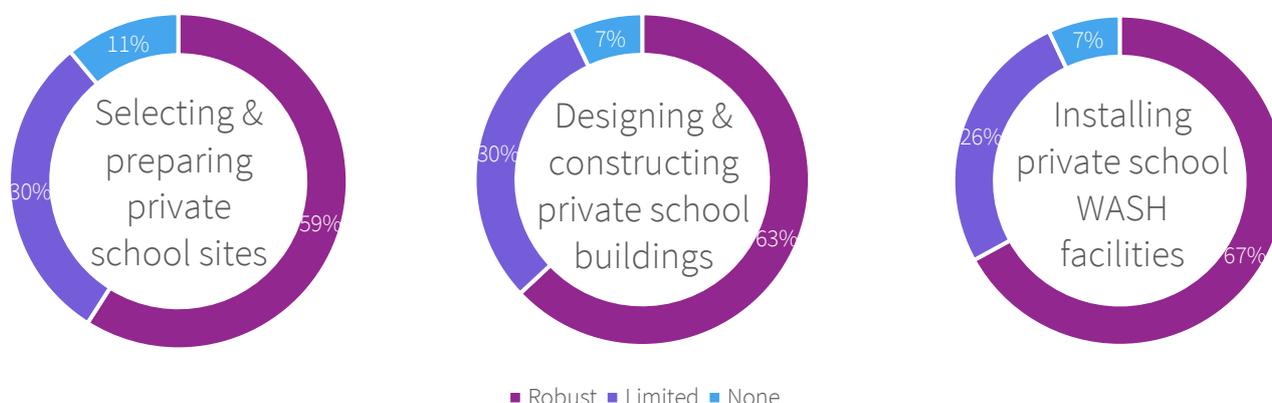
Half to two-thirds of respondents in the **Asia & the Pacific region** reported that regulations applied to private schools and were robustly monitored when it came to selecting and preparing private school sites (59%), designing and private school buildings (63%), and installing private school water, sanitation and hygiene facilities (67%).²⁶

In the **Pacific subregion**, over half (60%) of respondents robustly applied and monitored regulations for design and construction of private school buildings and WASH facilities. However, less than half (40%) applied site selection and preparation guidelines and regulations to private schools.

²⁶ See Figure 15 and Table 15 in Appendix A for details.

In the **Southeast Asia subregion**, many respondents (81%) robustly applied public-school guidelines and regulations to private schools regarding selecting and preparing school sites and installing WASH facilities. Robust monitoring of design and construct of private school buildings was slightly lower (75%).

Figure 15. Applicability of Guidelines and Regulations to Private Schools



Building Assessments and Upgrades

(Questions B2.1 and B2.2)

Throughout the globe, children learn in aging and deteriorating school buildings. These existing school buildings often have been built before hazard resistant, climate change adaptation, and environmental sustainability construction standards were widely practiced. To address comprehensive safety of existing school buildings, education authorities need to systematically assess school infrastructure and then prioritise unsafe schools and fund safety upgrades, or retrofits. This work is happening across the respondents that responded to the 2024 survey.

In the **Asia & the Pacific region**, two out of three (68%) respondents reported doing systematic assessment and prioritisation of school building safety and WASH facilities functioning.²⁷ Assessment and prioritisation dropped to one third (30%) of respondents when it came to assessments for climate change adaptation and environmental sustainability.

However, safety upgrades for school buildings were almost non-existent (4%) and only a small handful of respondents (14%) systematically funded the upgrades of WASH facility upgrades. No respondents indicated that they were engaging in systematic upgrades for climate change (0%) and only one government in the region was doing so for environmental sustainability (2%).

Differences were only minor across the region. Both the **Pacific subregion** and the **Southeast Asia subregion** were assessing schools for safety at similar rates, though many respondents in Southeast Asia (81%) were assessing WASH facilities compared to half (50%) in the Pacific. Governments in the Pacific subregion (33%) reported assessing and prioritising schools for climate change adaptation at a higher rate than in Southeast Asia (25%), though more respondents in Southeast Asia (31%) were more likely to report doing so for environmental sustainability than in the Pacific (17%). Funding and completion of school upgrades was low across both regions.

²⁷ See Figures 16a and 16b and Table 16 in Appendix A for details.

Figure 16a. Assessment, Prioritisation, and Upgrades for Safe School Buildings

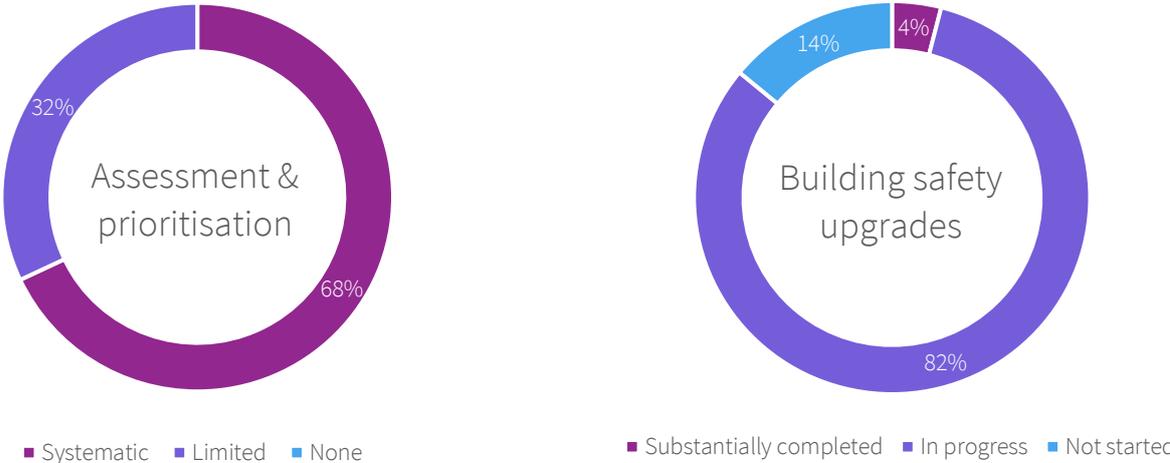


Figure 16b. Assessment, Prioritisation, and Upgrades for WASH Facilities



Routine Maintenance

(Question B3.2)

School buildings and WASH facilities need regular maintenance to repair damages from regular usage. Yet, school administrators often do not have consistent and sufficient funding for routine maintenance and deferred maintenance, like roof and window replacement. To address risks from natural hazards and climate change, school administrators also need funds to engage in non-structural mitigation and adaptation. These activities can include strapping down heavy equipment against seismic shaking, raising equipment and school records above flood waters, or adding awnings, blinds, and shade trees to reduce extreme heat.

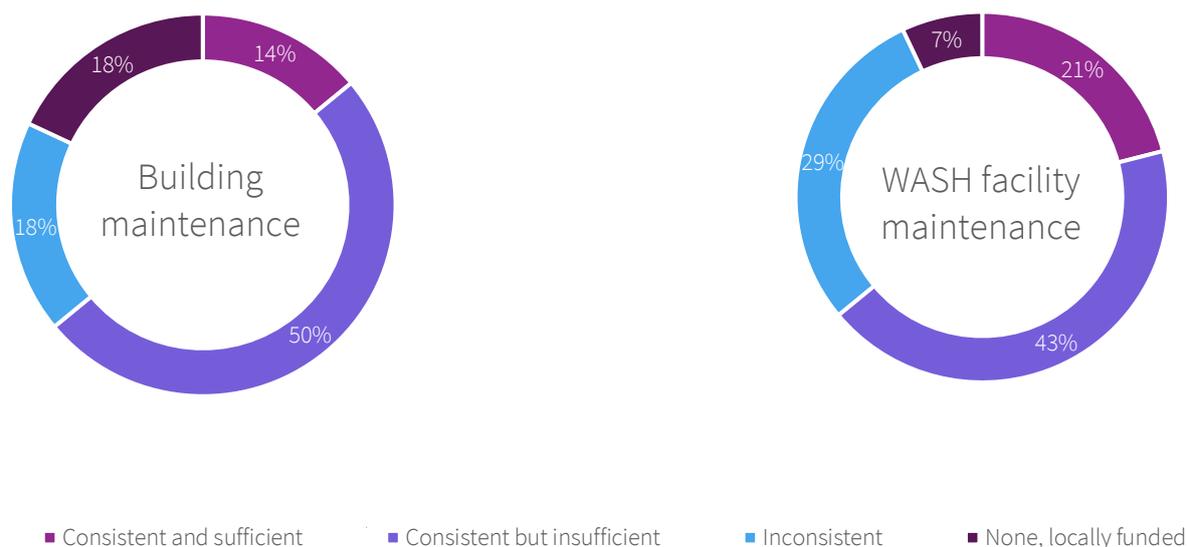
The proportion of respondents in the **Asia & the Pacific region** indicating they had consistent funding closely matched or exceeded global averages.²⁸ Most respondents stated they had consistent funding, though not necessarily sufficient

²⁸ See Figure 17 and Table 17 in Appendix A for details.

funding, for routine building maintenance (64%), WASH facilities maintenance (64%), deferred maintenance (50%) and non-structural mitigation (36%). Most respondents reported this funding as consistent, but insufficient.

The only notable difference between the subregions was in funding for non-structural mitigation. None of the respondents (0%) in the **Pacific subregion** reported having any funding devoted to aspect of school safety; nearly half (44%) of respondents in the **Southeast Asia region** reported insufficient funding and a few (13%) reported consistent and sufficient funding.

Figure 17. Education Sector Funding for Routine Maintenance



Schools as Evacuation Centres

(Questions B4.1, B4.2 and B4.3)

During emergencies and disasters, schools have historically been used as sites for community evacuation or temporary shelter. Without appropriate safeguards and protocols, using schools in this way can disrupt education and damage school infrastructure and supplies. Post-disaster shelters, whether at a school or elsewhere, can put students at risk of violence, including sexual and gender-based violence, and trafficking (Aryanti & Muhlis, 2020; Gupta & Agrawal, 2010; UN Women & UNICEF, 2019). Policies and procedures for how schools are used in disasters and emergencies can reduce impacts, while still allowing the school site to support community evacuation and temporary shelter needs (Save the Children, 2017).

In the **Asia & the Pacific region** where flooding and high wind events are prevalent, nearly half the respondents had policies that considered educational continuity (50%), student health and safety (56%), and reimbursement for damages (46%) when schools were used as evacuation centres or post-disaster collectives.²⁹ Nearly half (44%) also had guidelines and policies for protecting schools against use by armed individuals, groups or for military purposes. These rates were higher than global averages for reimbursement and lower for measures protective measures against usage by armed groups.

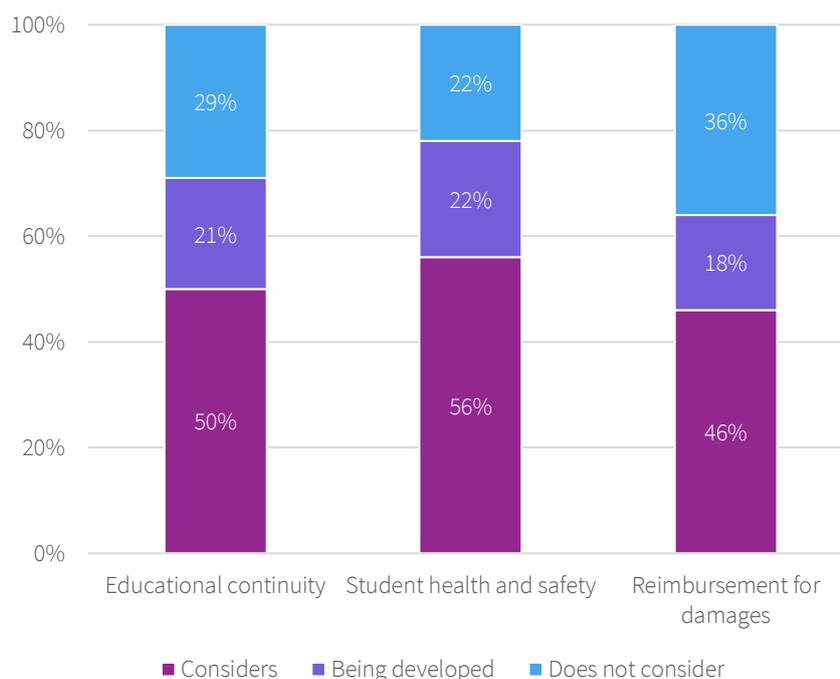
In the **Pacific subregion**, two thirds (67%) of the respondents reported systematically identifying schools that could be used as evacuation centres or post-disaster collective centres. Half (50%) reported policies for maintaining student

²⁹ See Figure 18a and Table 18 in Appendix A for details.

health and safety. However, only one (17%) reported policies for maintaining educational continuity. None (0%) reported policies for proactive measures to prevent schools from use by armed individuals or groups or for military purposes.

In the **Southeast Asia subregion**, over half of the respondents (50% or more) had guidelines and policies for every aspect of using schools as evacuation centres. This included nearly two out of three respondents (63%) reporting guidelines and policies for maintaining educational continuity, student health and safety, as well as reimbursements for damages related to use of the school as a shelter. Over half (56%) also had guidelines and policies for taking proactive measures to prevent schools from use by armed individuals, groups, and the military.

Figure 18a. Policies and Guidance for Using Schools as Evacuation Shelters



Attacks on Schools

(Question B4.3)

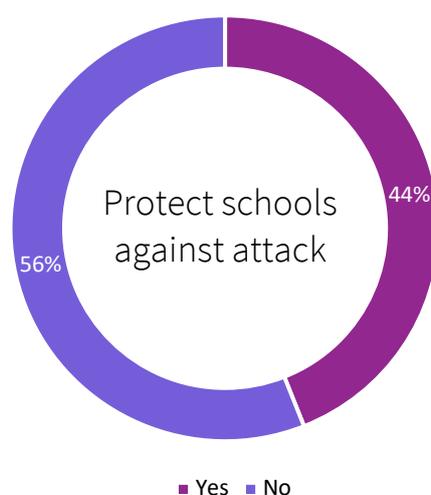
Attacks on schools is on the rise on the rise. The Global Coalition to Protection Education from Attack (GCPEA) defines attacks on schools as including threats and use of force against schools for political, military, ideological, sectarian, ethnic or religious reasons, including targeted violence, recruitment, and abductions on the way to school. Attacks also include the use of schools by armed forces or non-governmental armed groups, such as using schools as barracks or to store weapons (GCPEA, 2024). According to their 2024 report, 6000 attacks on schools were identified in 2022-2023, a 20% increase in comparison to the previous two years (GCPEA, 2024). These attacks cause direct loss of life, damage to education infrastructure and disruption to education. Sexual violence and forced conscription of school-aged children has profound impacts on their wellbeing, continuity of their education, and their later ability to integrate into society (Betancourt, 2010; Hair & Böhmelt, 2015; Mootz, Stabb & Mollen, 2017; Plan International, 2021).

Specifically in **Asia & the Pacific** region, Afghanistan, India, Myanmar, and Pakistan were identified as countries very heavily affected by armed attacks. There, GCPEA identified incidents of armed groups engaging in child recruitment, sexual violence against girls, and armed attack on schools during this most recent reporting period. Repression of higher education was particularly noted in Afghanistan, particularly for girls and women, and India. In Myanmar, GCPEA received reports of nearly 200 schools being used for military purposes and 245 reports of attacks on schools. In Pakistan, students and staff were arrested for education-related protest. GCPEA also identified isolated reports of attacks on education in areas not affected by conflict in Kyrgyzstan and The Philippines (GCPEA, 2024).

The Comprehensive School Safety Policy Survey asked whether proactive measures were being taken to prevent schools from being used by armed individuals or groups for military purposes. Actions to end attacks on schools include strengthening monitoring and reporting, investigation and prosecution, where possible, and developing strategies with schools to reduce risk of attack and security and educational continuity plans for the event of them (GCPEA, 2020).

Less than half the respondents in the **Asia & the Pacific** (44%) indicated they were taking proactive measures to prevent schools from use by armed individuals or groups or for military purposes.³⁰ This rate was highest in **Southeast Asia** (56%); no respondents (0%) in the Pacific reported doing so. These low percentage may be a reflection of the hazard prevalence; less than a quarter of the Southeast Asia respondents (19%) and no Pacific respondents (0%) reported that war and conflicted impacted their schools.

Figure 18b. Proactive Measures to Prevent School Occupation



Safety of Home-to-School Routes

(Questions B5.1 and B5.2)

Children often have little adult supervision on the route to and from schools. As they walk or bus to and from school, a wide range of dangers arises. Those that travel by motorised transportation may not use protective equipment like seat belts, helmets, or life jackets. Those that walk, especially if they walk alone, may experience bullying, attacks, or sexual and gender-based violence.

In the **Asia & the Pacific region**, a little over a third of the respondents (39%) reported that schools inspected the safety of home-to school routes and transportation and took actions to reduce dangers.³¹ Even more respondents (67%) reported taking protective measures to prevent bullying, gender-based violence and attacks on the way to school.

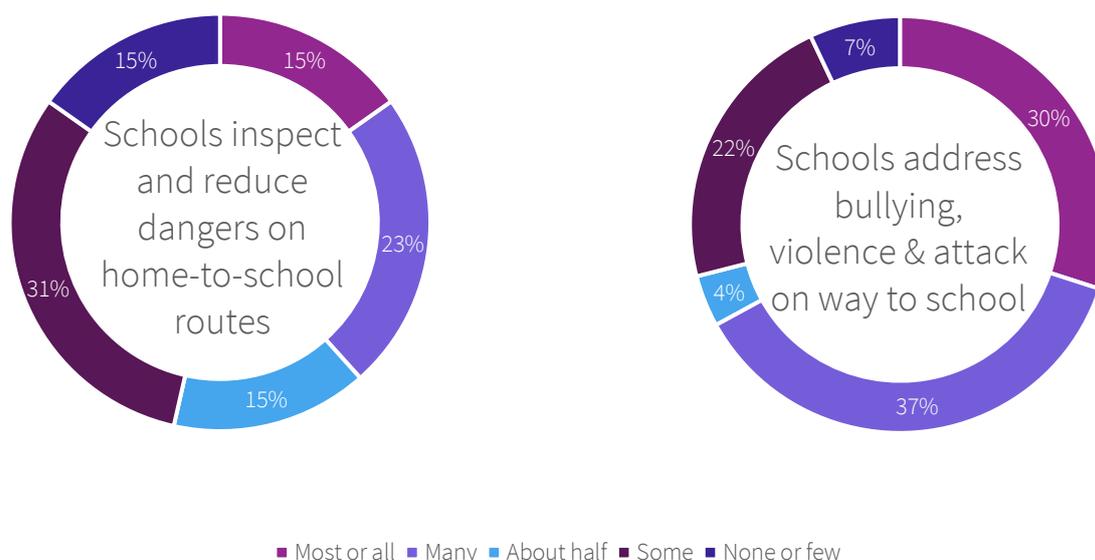
In the **Pacific subregion**, one third (33%) reported inspection of—and proactive measures for—home-to-school route safety and one third (33%) reported using protective measures to prevent bullying, gender-based violence, and attack on the way to school.

Most notably, in the **Southeast Asia subregion**, all (100%) respondents reported protective measures to prevent bullying, gender-based violence, and attack on the way to school. In addition, half (50%) reported inspection of—and proactive measures for—home-to-school route safety.

³⁰ See Figure 18b and Table 18 in Appendix A for details.

³¹ See Figure 19 and Table 19 in Appendix A for details.

Figure 19. Safety of Home-to-School Routes



Resources for Pillar 1: Safe Learning Facilities

GADRRRES has two curated collections of resources focused on the Comprehensive School Safety Framework’s Pillar 1. They are of interest to stakeholders engaged in school construction or in identifying, prioritising, and upgrading or replacing unsafe school buildings.

Safer Learning Facilities Curated Collection

The collection includes a series of policy case studies, guidance documents and a report on building or upgrading school buildings in ways that protect students from hazards. Resources are available in English.

[▶ Access Safer Learning Facilities Curated Collection](#)

Towards Safer School Construction: A Community Based Approach

This collection includes a manual, brochure and video playlists about the principles and processes of building schools to protect students and staff from hazards, while also building local knowledge, capacity and a culture of safety. Videos playlists are available in English, Français, Español, नेपाली and العربية.

[▶ Access Towards Safer School Construction Collection](#)



Pillar 2: School Safety and Educational Continuity Management

Pillar 2 of the Comprehensive School Safety Framework, School Safety and Educational Continuity Management, addresses equity-focused risk assessment, risk reduction, response preparedness, and educational continuity planning for children’s learning, health, safety, and wellbeing. Like Pillar 1, five indicators monitor progress in Pillar 2; the survey assessed progress on these indicators through 11 questions, viewable in Appendix A of the [Supplemental Materials for the Global and Regional Status of School Safety Technical Reports](#).

Plan Development and Stakeholder Input

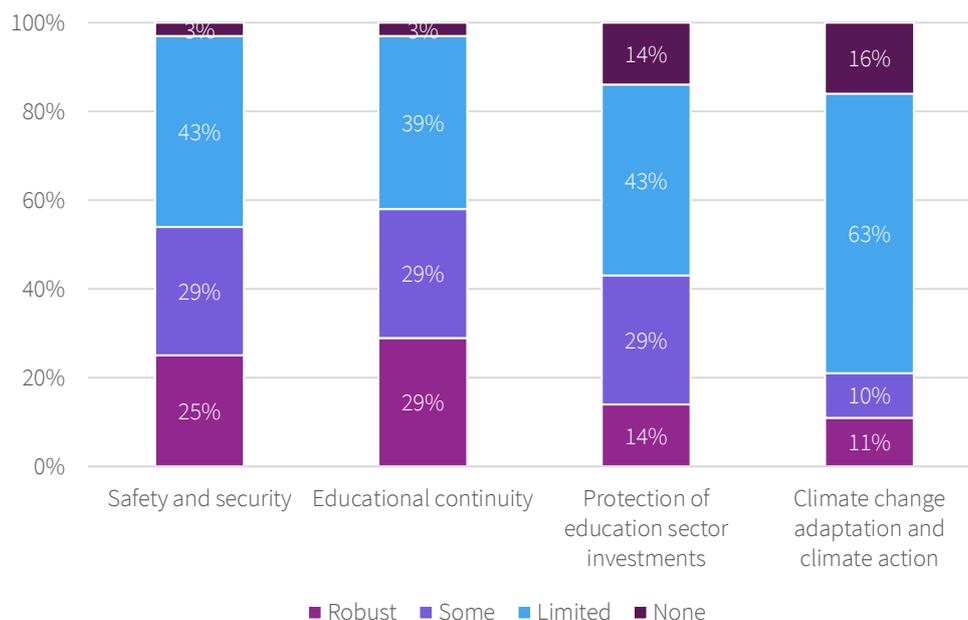
(Questions C1.1 and C1.2)

Over half the respondents in the **Asia & the Pacific region** had safety and security plans (54%) and educational continuity plans (57%) that covered many or most risks.³² Governments in the region reported fewer plans that covered many or most hazards when it came to protection of education sector investments (14%) and climate change adaptation and climate action (11%).

In **Pacific subregion**, one third of the respondents reported plans for many or most risks for educational continuity (33%). However, one government (17%) reported planning for many risks in two areas: safety and security and protection of education sector investments. The plan subject area that could experience the most improvement was climate change and adaptation, as all (100%) respondents reported only limited plans covering some risks.

Over a third of the **Southeast Asia subregion** respondents reported robust plans covering most risks when it came to plans for safety and security (38%) and educational continuity (38%). Robust plans for the protection of education sector investments (19%) and climate change adaptation plans (19%) were less prominent.

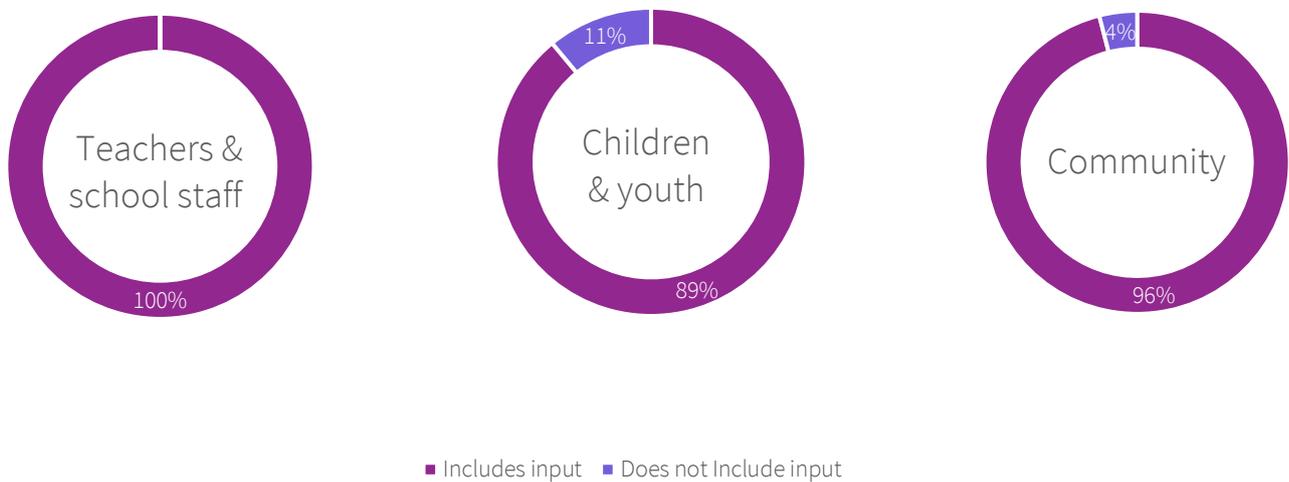
Figure 20. Content Coverage of Education Authority Plans



³² See Figure 20 and Table 20 in Appendix A for details.

Education authorities often sought stakeholder input while developing plans. Regionally in **Asia & the Pacific**, all (100%) respondents reported including input from teachers and school staff, and most reported including children and youth (89%) and the community (96%) during plan development, with little variation between the two subregions.³³

Figure 21. Education Authorities Include Stakeholder Input when Developing Plans



Guidance and Review of School Safety Plans

(Questions C2.1 and C2.4)

It is important for education authorities to provide schools with guidance for school safety planning. This guidance can take simple forms, such as providing schools with guidance outlining which assessments and safety plans school are expected, or required, to develop. Or it can be more elaborate, such as providing assessment tools, templates, and model plans. Both help guide school administrators and staff in creating a safe learning environment and emergency procedures that safeguard students from death, injury, and education disruption. In this effort, collaboration with the civil protection or disaster management authority may be beneficial. They may be able to support the education authority in creating school or district-level risk profiles, analysing what time a year certain risks may be highest, and identifying drills or procedures schools could practice.

The **Asia & the Pacific region** reported education authorities showing foundational leadership in providing guidance for school safety planning.³⁴ All respondents provided some level of guidance for risk reduction (100%) and response preparedness (100%), and nearly all provided some level of guidance for standard operating procedures (97%), educational continuity (96%) and risk assessment (96%). Governments described this guidance as robust in many instances, particularly educational continuity (50%) and standard operating procedures (41%). However, actively including child participation while developing plans and measures requires the most improvement. Only one in five respondents (19%) reported robust guidance in this area.

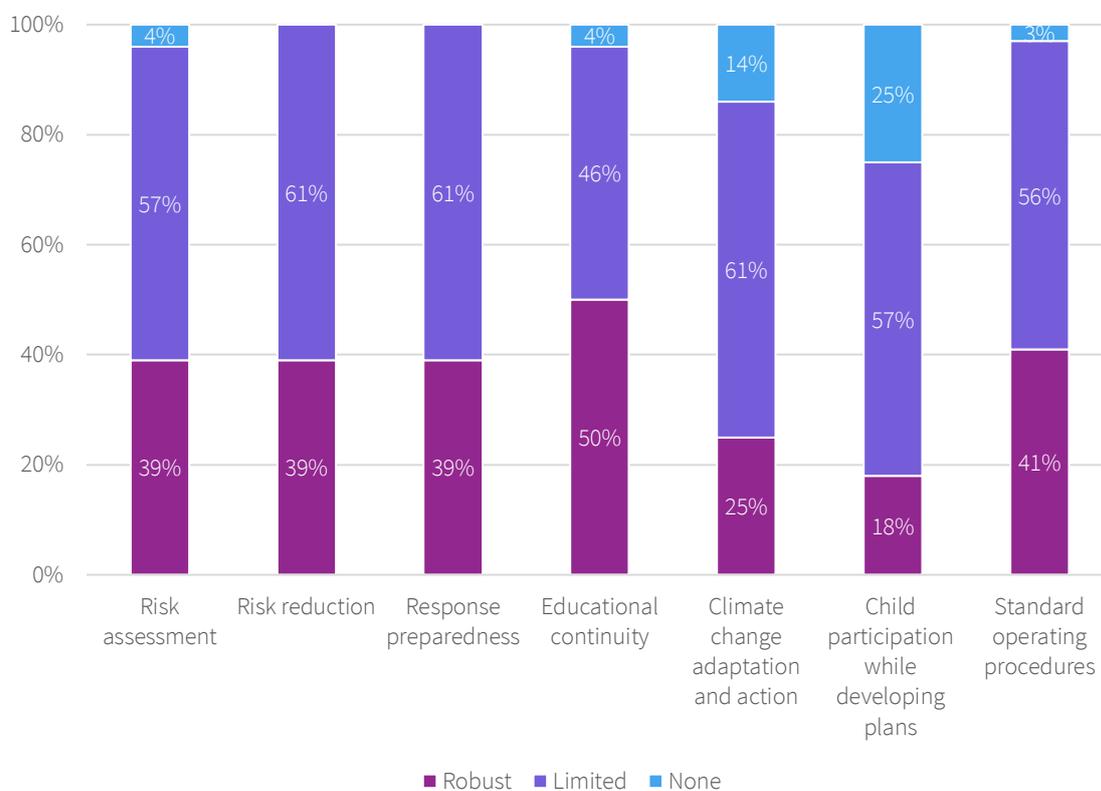
In the **Pacific subregion**, robust guidance was highest for educational continuity and standard operating procedures for disasters and emergencies; one out of three respondents (33%) assessed their guidance as robust.

³³ See Figure 21 and Table 21 in Appendix A for details.

³⁴ See Figure 22 and Table 22 in Appendix A for details.

In the **Southeast Asia subregion**, education authorities were generally providing guidance and doing so in robust ways. The most frequent area where educational authorities provided robust guidance was for risk reduction (63%) and educational continuity (63%), rates substantially higher than the global average.

Figure 22. Education Authority Provides Guidance for School Safety Planning



When schools develop plans, even with guidance from education authorities, these plans need to be reviewed regularly so the plans remain up to date and those responsible for executing plans are reminded of their duties. Regular staff change and changes in risks make annual review an important factor for the effectiveness of planning.

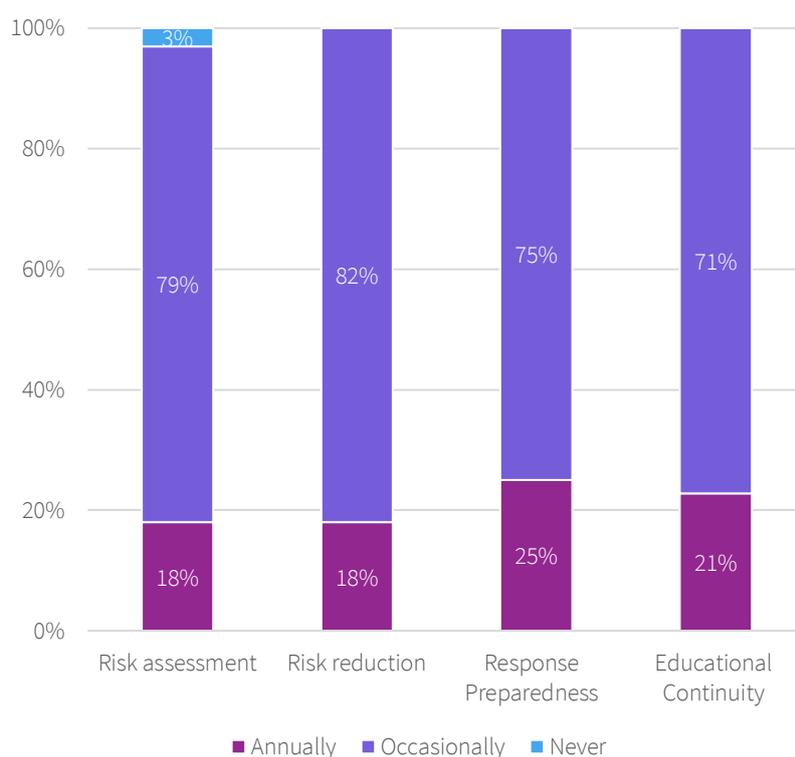
Around a quarter of respondents in the **Asia & the Pacific region** annually reviewed their risk assessment plans (18%), risk reduction plans (18%), response preparedness plans (25%), and educational continuity plans (21%).³⁵ Additionally, many more (71% to 82%) reviewed these plans, but only occasionally.

In the **Pacific subregion**, only one out of the six respondents reported that schools annually reviewed measures and plans. However, five out of the six (83%) respondents reported that schools occasionally reviewed their measures and plans in risk assessment, risk reduction, response preparedness, and educational continuity.

In the **Southeast Asia subregion**, over a third (38%) of respondents reported that schools reviewed response preparedness plans annually. Nearly as many (31%) did so for their educational continuity plans.

³⁵ See Figure 23 and Table 23 in Appendix A for details.

Figure 23. Frequency of School Reviews



Equitable Access

(Questions C3.1 and C3.3)

To ensure equitable access to education, education sector policies need to directly protect the education rights and specific needs of students. Historically, educational inequality has occurred around gender, disability, and immigration/refugee status. Children from other demographic minority groups, such as minority ethnic, language, cultural or religious groups, can also struggle to access education.

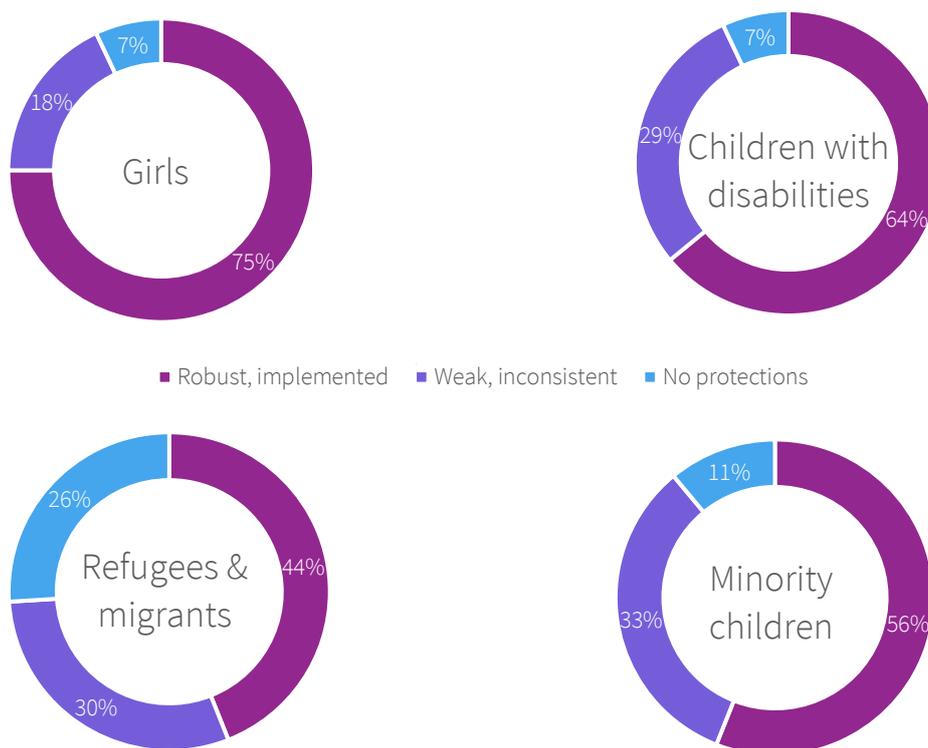
In the **Asia & the Pacific region**, three out of four respondents (75%) stated that they had robust protection for access to education based upon gender.³⁶ Over half also had robust protections for students with disabilities (64%) and demographic minorities (56%). Similar to global averages, fewer respondents (44%) robustly protected educational access for children who were immigrants and refugees.

Over half of the respondents in the **Pacific subregion** had robust protections for both boys and girls (67%) and children with disabilities (50%). Most respondents, however, had only weak or inconsistent protections for children who were language, culture, ethnic or religious minorities (60%). Most respondents (60%) had no protections at all children who were immigrants and refugees.

Governments in the **Southeast Asia subregion** had robust and implemented policies to protect equitable access to education. Nearly all respondents protected access for both boys and girls (88%) and children with disabilities (81%). Over half also protected access for immigrant and refugee children (56%) and minorities (75%).

³⁶ See Figure 24 and Table 24 in Appendix A for details.

Figure 24. Policies Protect Equitable Access to Education



Part of ensuring equitable access for students of all genders, disabilities, and minority demographic status is ensuring their needs are considered in educational continuity planning. Children with disabilities are especially vulnerable in disasters, in part due to their greater dependence upon teachers and school staff and unique physical and social needs (Peek and Stough, 2010).

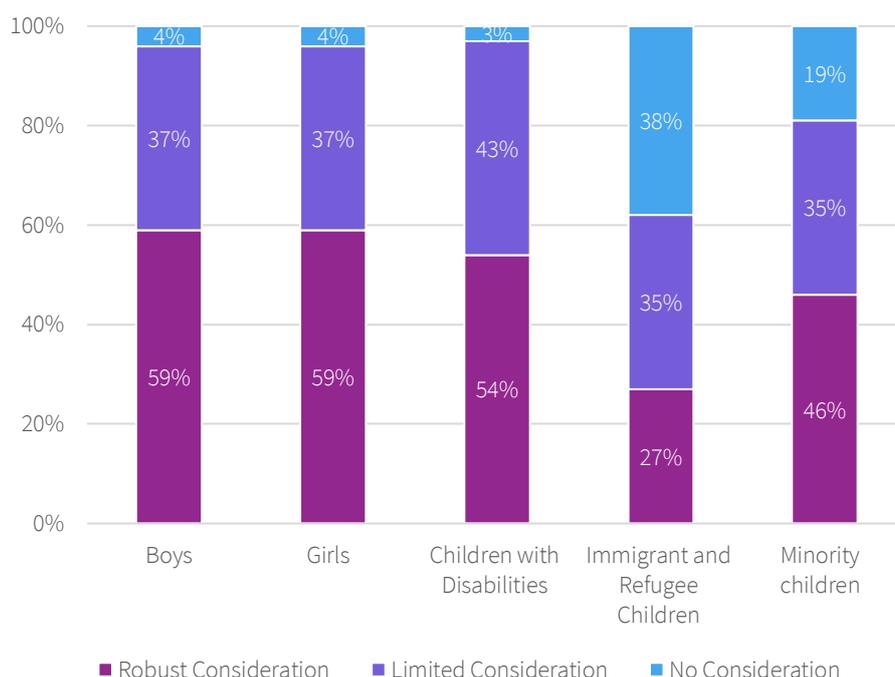
Over half of respondents in the **Asia & the Pacific region** considered the needs of girls (59%) and children with disabilities (54%) on a robust basis when creating education continuity plans.³⁷ Once again, consideration of immigrant and refugee children when creating educational continuity plans requires the most improvement, with less than a third (27%) of respondents reporting robust consideration.

In the **Pacific subregion**, all (100%) respondents reported planning for the specific needs of children with disabilities, with half (50%) considering their needs to a limited level and half considering them robustly. Both immigrant and refugee children as well as language, culture, ethnic, and religious minority children were only considered to a limited level by one out of the four government (25%) that answered the question.

In the **Southeast Asia subregion**, most respondents (69%) considered the needs of both boys and girls in educational continuity planning. Fewer respondents (63%) planned for children with disabilities in a robust way. More than a third (38%) did not consider the unique needs of immigrant and refugee children at all in educational continuity planning.

³⁷ See Figure 25 and Table 25 in Appendix A for details.

Figure 25. Education Continuity Planning Considerations for Specific Needs



Data Disaggregation for Equity

(Question C3.2)

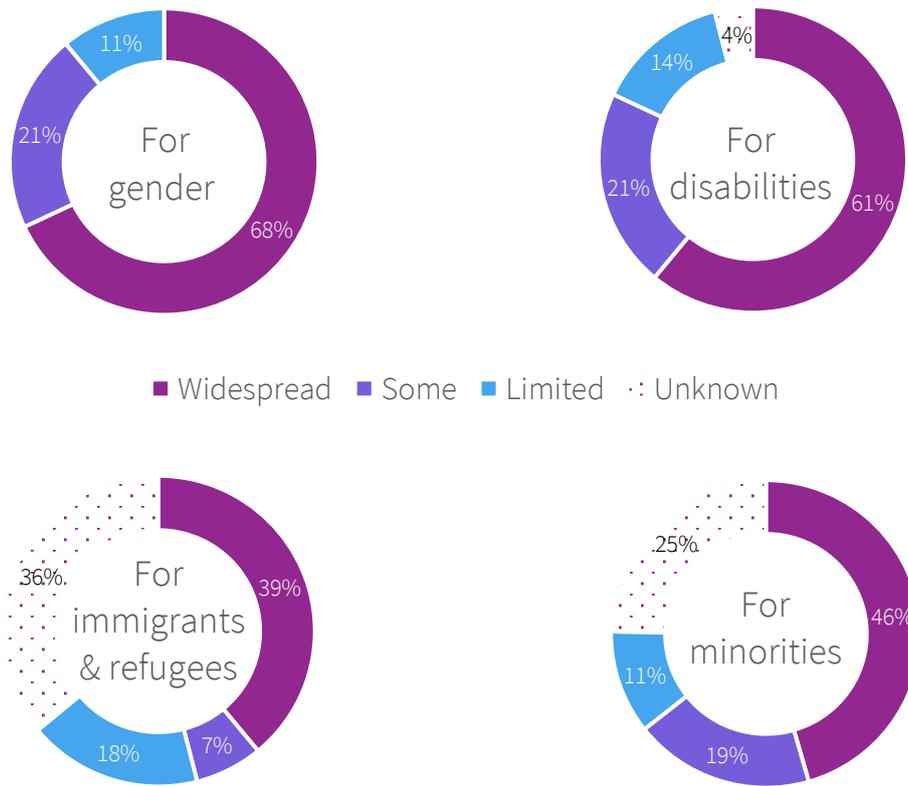
When education authorities disaggregate data on enrolment and educational attainment, it enables them to identify and address systematic gaps. In the **Asia & the Pacific region**, almost all respondents reported that they were tracking school enrolment and attainment by gender (100%) and disability (96%).³⁸ Eight out of ten respondents were finding at least some equity by gender and by disability, with over half saying their disaggregated data showed *widespread* gender (68%) and disability equity (61%). Few respondents reported disaggregating data and achieving widespread equity for children who were immigrants or refugees (39%) and children from language, culture, ethnic, and religious minority households (46%).

In the **Pacific subregion**, reported gender equity in enrolment and educational attainment was similar to regional averages. However, equity for students with disabilities was lower. Half the respondents (50%) reported widespread equity when data was disaggregated by disabilities. Two thirds (67%) of the respondents reported no disaggregation for children who were immigrants, refugees, or from minority households.

In the **Southeast Asia subregion**, widespread equity was reported for two groups. Over two thirds (69%) of respondents reported widespread equity when data was disaggregated by disability. In addition, over half (63%) reported widespread equity for language, culture, ethnic and religious minority children.

³⁸ See Figure 26 and Table 26 in Appendix A for details.

Figure 26. Enrolment and Education Attainment Equity



School Hazard Drills

(Question C4.1)

Response drills allow students, teachers and administrators to practice emergency response and to identify problems with standard operating procedures before an actual emergency. These drills range from short fire drills, where students and teachers practice how to safely leave a building, to full simulation drills that include parents, community members, and even emergency responders. During full simulation drills, schools may practice search and rescue, child-parent reunification, off-site evacuation, administering first aid, and other response actions (Johnson, et al., 2016; Ramirez et al., 2009; Save the Children & GADRRRES, 2024).

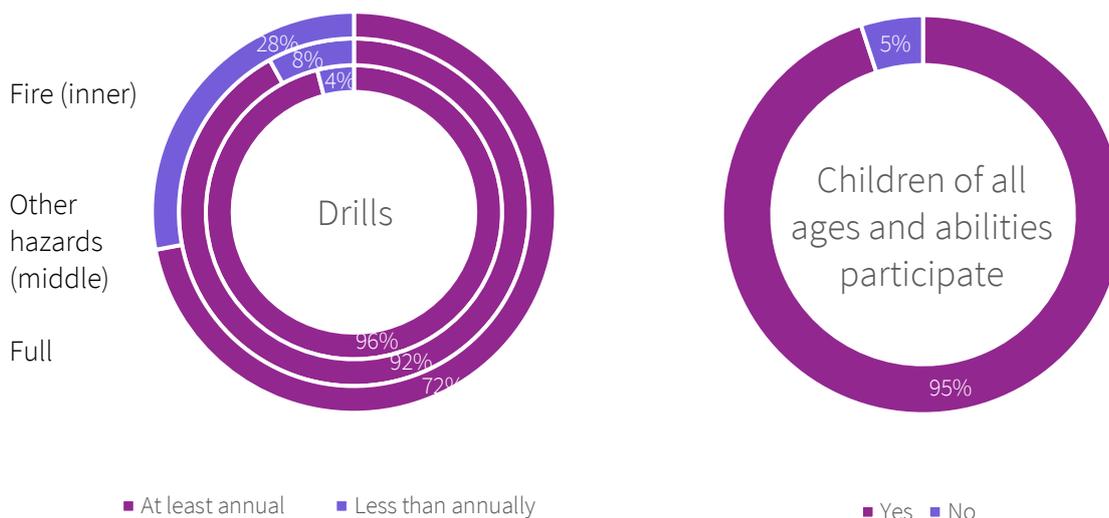
In the **Asia & the Pacific region**, the requirement to do fire and other drills was especially high. Most respondents reported that schools did fire (96%) and other drills (92%) at least annually.³⁹ Almost all (95%) also reported that school ensured children of all ages and abilities participated. Many respondents also required an annual full simulation drill for expected hazards. These full simulation drills may include building or site evacuation, coordination with emergency personnel, or simulated search and rescue, first aid treatment, or parent reunification. Almost three-quarters (72%) of the respondents in the Asia & the Pacific region conducted full simulation drills annually.

In the **Pacific subregion**, all (100%) respondents reported requiring annual drills for fires and other hazards. Many (80%) conducted these drills for children of all ages and abilities. However, only one third (33%) reported requirements for schools to conduct at least one full simulation (for expected hazards) a year.

³⁹ See Figure 27 and Table 27 in Appendix A for details.

In the **Southeast Asia subregion**, most respondents (93%) reported that schools had to do fire drills and other hazard drills annually. In addition, many (79%) reported full simulation drills as required annually and all respondents reported that these drills were conducted for children of all ages and abilities (100%).

Figure 27. Frequency of Emergency Drills and Level of Participation



School Health Policies

(Question C5.1 and C5.2)

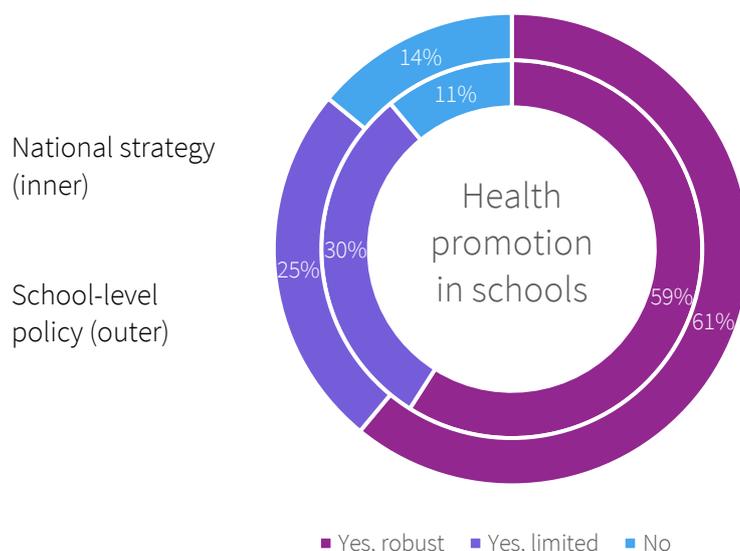
Health guidance and standards support the physical wellbeing of students and staff by reducing communicable diseases and promoting health. Both support the capacity of individual students to stay enrolled, learn, and reach educational attainment goals.

Most **Asia & the Pacific region** respondents reported national strategies (89%) and school-level policies or plans (86%) for health promotion..⁴⁰

In the **Pacific subregion**, about half (60%) of respondents reported the use of a national strategy for health promotion and many more (83%) reported the use of school-level policy. Comparatively, in the **Southeast Asia subregion**, all (100%) respondents reported the use of both a national strategy and school level policy, making them a regional leader in policies for health promotion.

⁴⁰ See Figure 28 and Table 28 in Appendix A for details.

Figure 28. National Strategy and School-Level Policies for Health Promotion



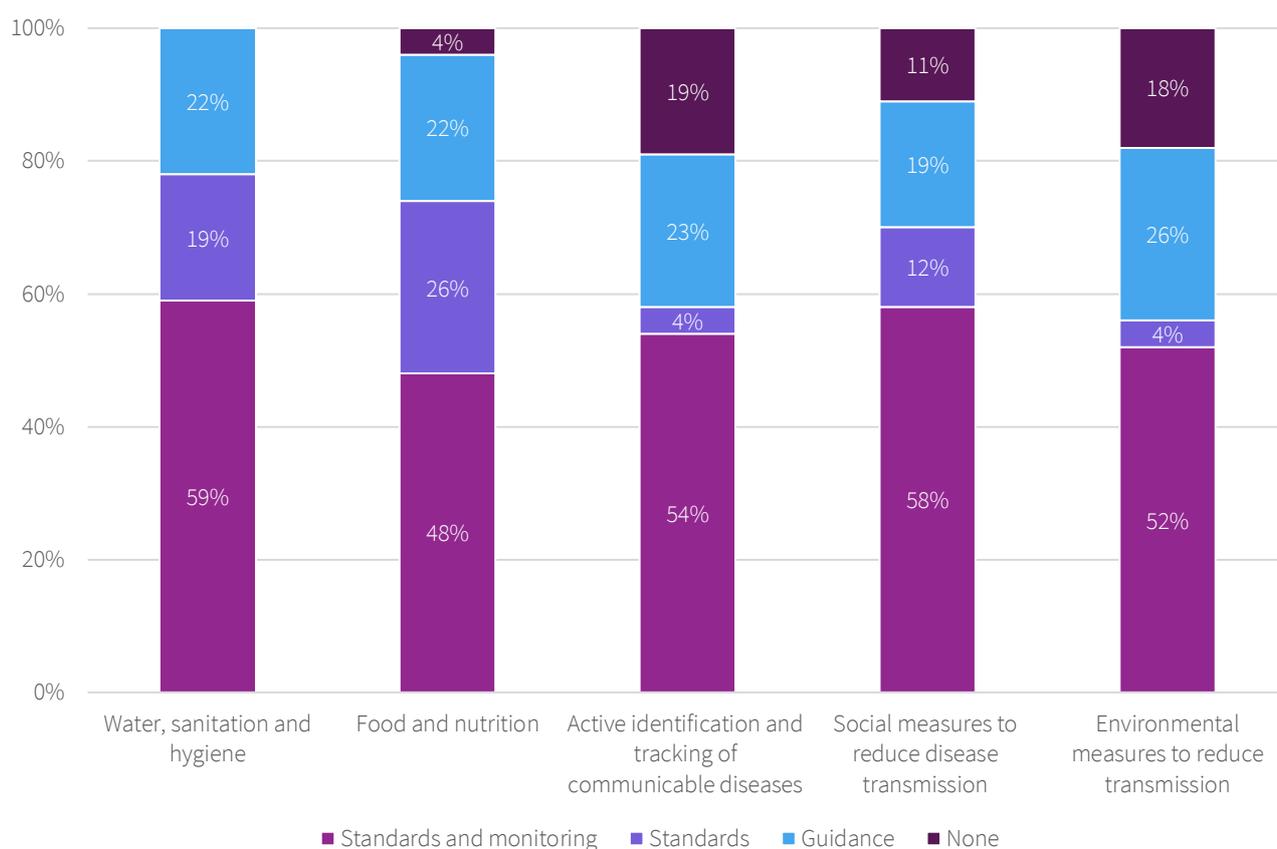
In **Asia & the Pacific**, regional averages followed closely with global averages for providing guidance and standards for health and nutrition topics.⁴¹ Most respondents had guidelines or standards for WASH (100%), food and nutrition (96%), and social measures for reducing disease spread (89%). Less had them for identifying and tracking communicable disease (81%) and environmental measures for disease outbreaks (82%). For these five measures, about half (48% to 58%) not only had guidance and standards available but were monitoring these standards.

In the **Pacific subregion**, about half (40%) of respondents reported providing guidance, standards, and monitoring these standards for WASH. One government out of five (20%) also did so for food and nutrition, active tracking of disease outbreak, and social measures for outbreaks. Two thirds (67%) did not have any guidance or standards for environmental measures for avoiding disease outbreak.

In the **Southeast Asia subregion**, many of the respondents reported providing some form of guidance, standards, or monitoring for all five health and nutrition topics. Three-quarters of the respondents (75%) defined minimum standards and provided monitoring for food and nutrition; this rose to nearly all respondents (87%) for standards and monitoring related to tracking and measures for controlling disease outbreaks. However, a small number of respondents (13%) reported having only guidance (without minimum standards defined or monitored) available tracking and controlling disease outbreaks.

⁴¹ See Figure 29 and Table 29 in Appendix A for details.

Figure 29. Guidance and Standards for Health and Nutrition



Monitoring of Water, Sanitation, and Hygiene (WASH) and Waste Management Data

(Question C5.3)

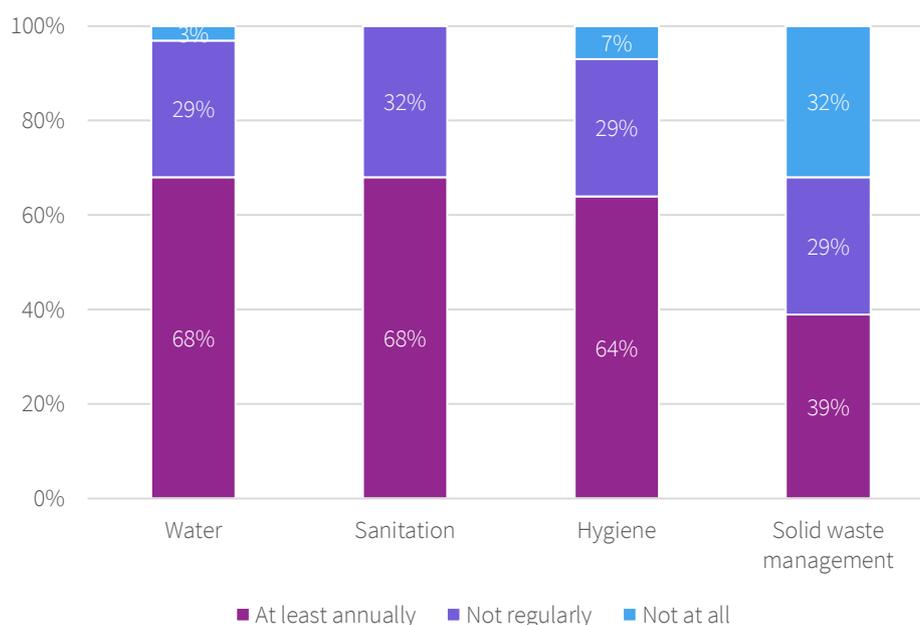
The survey asked whether schools monitored data on WASH and waste management at least annually, not regularly or not at all. In the **Asia & the Pacific region**, nearly all respondents performed at least irregular monitoring for water (96%), sanitation (100%) and hygiene (93%).⁴² About two-thirds (64% to 68%) monitored at least annually. Irregular monitoring of solid waste management—including segregation, waste reduction, recycling, and disposal practices—was lower, with just over a third (39%) monitoring annually.

In the **Pacific subregion**, two thirds (67%) of the respondents reported collecting data on water sources, quality, and sufficiency annually. Fewer respondents (50%) monitored sanitation and hygiene annually and none did so for solid waste management.

In the **Southeast Asia subregion**, most respondents reported at least annual collection of data on water (75%), sanitation (75%) and hygiene (81%). Solid waste management was the data reported to have the least regular data collection; less than half (38%) collected this data annually.

⁴² See Figure 30 and Table 30 in Appendix A for details.

Figure 30. Monitoring of WASH Data at School Level



Resources for Pillar 2: School Safety and Educational Continuity Management

GADRRRES has two curated collections of resources focused on the Comprehensive School Safety Framework's Pillar 2. These collections provide resources for stakeholders interested in strengthening their school safety and educational continuity management policies and procedures.

Pillar 2 School Safety and Educational Continuity Management Curated Collection

The collection includes a series of policy case studies, reports, and an online lesson for participatory school disaster management. Resources are available in English.

[▶ Access Pillar 2 Curated Collection](#)

Pillar 2 Templates

The collection includes templates for school emergency drills and exercises, checklists for regular and planned school maintenance, and a safe school context analysis template. Resources are available in English, Español, Français, हिंदी, and Português.

[▶ Access Pillar 2 Curated Collection](#)

Accelerated Education Programmes

Accelerated education programmes are essential, especially when schools have been closed for extended periods. These programmes allow students to recover lost learning and reintegrate into the education system. The Inter-agency Network for Education in Emergencies (INEE) provides a collection of resources on these programs. Available in English, Español, Français, Português, and العربية.

[▶ Access the INEE Resource Collection <https://inee.org/collections/accelerated-education>](#)

[▶ Informe regional sobre programas de educación acelerada](#)



Pillar 3: Risk Reduction and Resilience Education

Risk Reduction and Resilience Education is central to the comprehensive school safety agenda and represents Pillar 3 of the Comprehensive School Safety Framework. Six indicators monitor progress in Pillar 3 and the survey assessed progress on these indicators through eight multi-part questions, as shown in Appendix A of the [Supplemental Materials for the Global and Regional Status of](#)

[School Safety Technical Reports](#).

National Key Messages

(Questions D1.1 and D1.2)

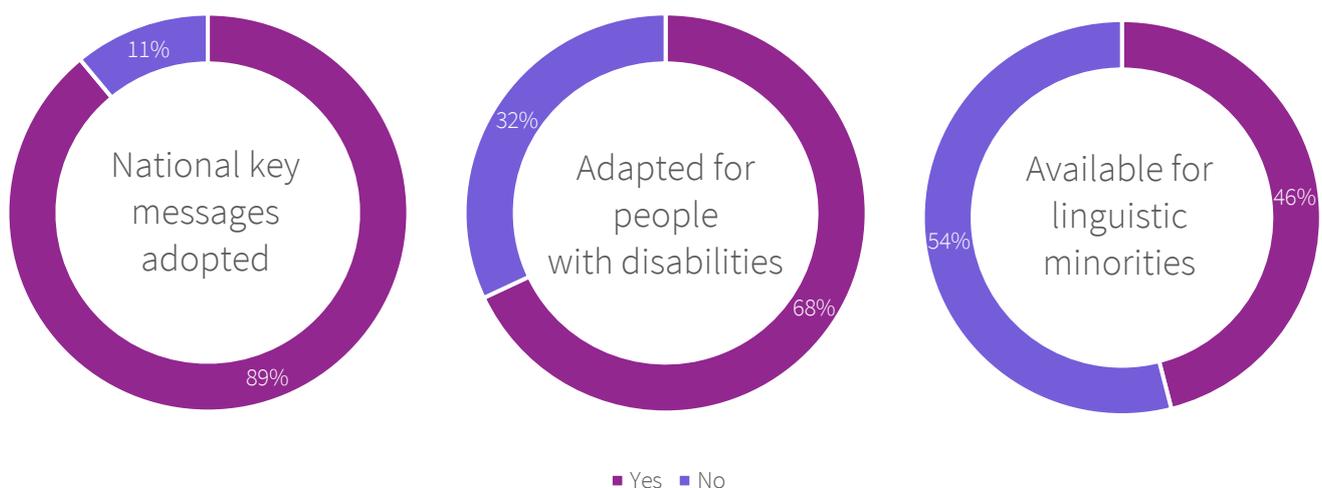
National key messages are consensus- and evidence-based, action-oriented messages adopted by national disaster management and education authorities to provide a foundation for both formal education and non-formal education. In the **Asia & the Pacific region** adoption of key messages was high (89%), though use of national key messages in formal and non-formal education occurred in only half of the respondents (48%).⁴³ No existing research clarifies why national adoption of key messages has not translated into higher rates of use in formal and non-formal education. Integration of these messages into education may need further curriculum development, alignment with student learning requirements, and teacher training.

Adaptation of key messages was fairly high. About two thirds of the respondents had adopted key messages and adapted them for people with disabilities (68%). Almost half had adopted and adapted for language minorities (46%).

In the **Pacific subregion**, two thirds (67%) had adopted key messages. In addition, one third used key messages in both formal & non-formal education (33%) and provided adaptations for people with disabilities (33%). Only one out of six (17%) respondents reported key message availability in languages and formats for linguistic minorities.

In the **Southeast Asia subregion**, almost all (93%) respondents reported adopting key messages. More than half (53%) used key messages in both formal & non-formal education. Many adapted the messages for people with disabilities (88%) and made them available in languages or alternative formats for linguistic minorities (63%).

Figure 31. Adoption and Use of National Key Messages



⁴³ See Figure 31 and Table 31 in Appendix A for details.

Topics Covered in Curriculum

(Questions D2.5 and D3.1)

The primary role of schools is to educate students, including about their environment. Students need to understand what hazards they face, how to protect themselves from these hazards, and how to be responsible stewards of their environment in ways that reduce risks for themselves and future generations. Similarly, students need to learn about their own health and wellbeing, as well as working peacefully and productively with others, to reduce the threat of violence and conflict.

The 2024 Comprehensive School Safety Policy Survey asked respondents about their teaching and assessment in five major subject areas related to comprehensive school safety:

- Disaster risk reduction (DRR);
- Climate change, action, justice and the environment (CCA);
- Education for Sustainable Development (ESD);
- Health and wellbeing (HWB); and
- Social and emotional learning (SEL).

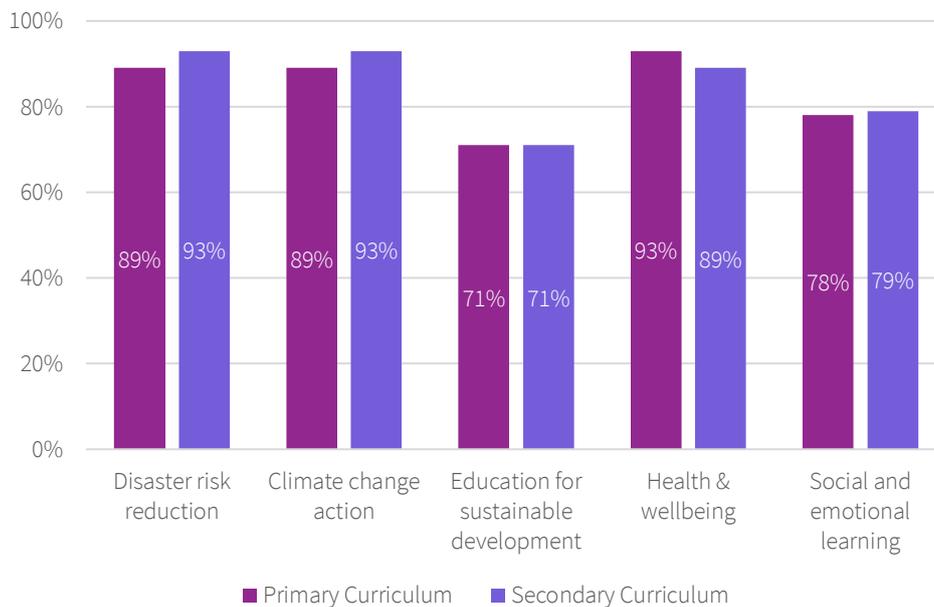
In the **Asia & the Pacific region**, most to almost all respondents covered topics related to comprehensive school safety.⁴⁴ The most frequently covered topics were health and wellbeing in primary school (93%) and disaster risk reduction and climate change action in secondary school (93%). While education for sustainable development was taught least often, most governments (71%) still included this topic in their curriculum. The relatively high coverage of disaster risk reduction and climate change action may reflect the region's high exposure to, and awareness of, climate-related and geophysical hazards and the increasing prioritisation of climate education in policy agendas across the region.

In the **Pacific subregion**, most (83%) governments included climate change action and health and wellbeing in both primary and secondary curriculum. Two thirds (67%) also included disaster risk reduction, sustainable development and social emotional learning at the secondary school level.

In the **Southeast Asia subregion**, all (100%) respondents included disaster risk reduction, climate change action, and health and wellbeing in both primary and secondary school curriculum. Nearly all also covered sustainable development (88%) and social and emotional learning (94%) in primary and secondary classrooms.

⁴⁴ See Figure 32 and Table 32 in Appendix A for details.

Figure 32. Comprehensive School Safety-related Subjects in Formal Curriculum



These subjects were also taught in less formal ways.⁴⁵ School clubs, afterschool activities, and other extra curriculars were used to supplement education on disaster risk reduction (89%), health and wellbeing (82%), and education on sustainable development (80%).

Outreach to Families

(Questions D3.2)

Schools are an important source of information about safety, not only for students, but for their families and the wider community. Strengthening communication between schools and families helps reinforce risk awareness and preparedness at the household level, supporting a whole-of-society approach to resilience. Few researchers have systematically assessed the impact of school-to-home outreach related to disaster risk reduction (Ronan et al, 2008), though research has demonstrated that children can act as conduits of risk information and catalyse household preparedness (Mitchell, et al., 2008) and that educational interventions can increase their skills and household preparation (Ronan, Crillin, & Johnston, 2012).

The **Asia & the Pacific region** had the highest frequency of reaching out to households and families in the disaster risk reduction subject area (72%).⁴⁶ For almost half of the respondents (40%), most or all schools also reached out to households about health and wellbeing.

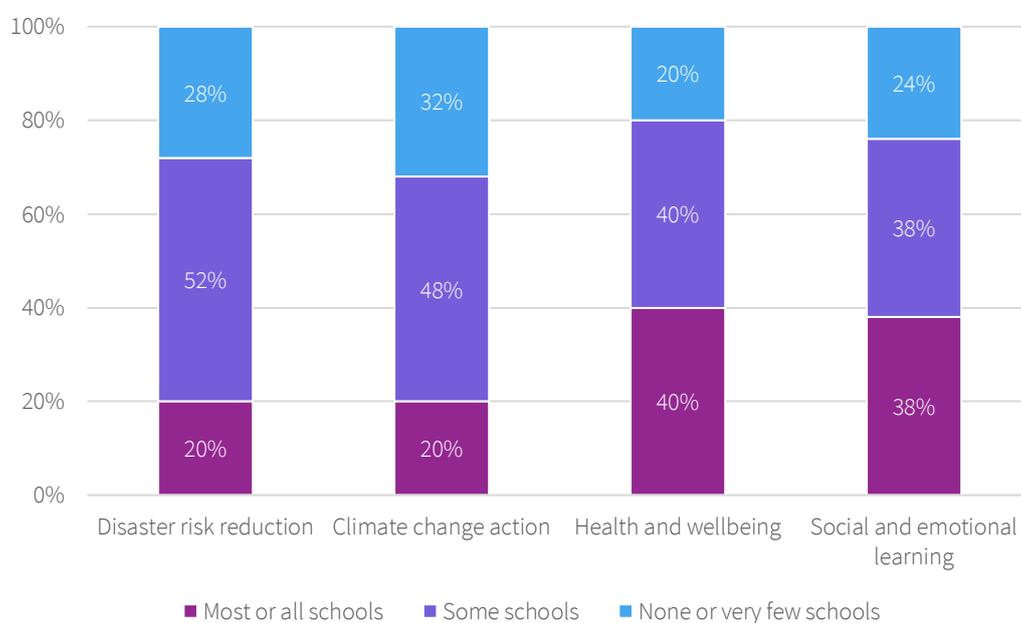
In the **Pacific subregion**, despite most respondents (83%) reporting that climate change impacted at least some of their schools, schools reached out to households and families least often when it came to climate change adaptation. Only half of respondents (50%) reported that some schools reached out; the rest reported that none or very few schools did. Importantly, though, over half of respondents (67%) reported most or all schools reaching out about disaster risk reduction.

⁴⁵ See Table 33 in Appendix A for details.

⁴⁶ See Figure 34 and Table 34 in Appendix A for details.

In the **Southeast Asia subregion**, half or more of the respondents reported that most or all schools reached out to households and families about health and wellbeing (50%) and social and emotional learning (62%). About half the respondents reported that only some schools were reaching out when it came to disaster risk reduction (57%) and climate change adaptation (50%).

Figure 34. School Outreach to Families and Households



Teacher Training and Assessment

(Question D4.1)

While many respondents covered a range of topics in their curriculum, teacher training and assessment in these topics was less robust. Mandatory training for teachers was notably higher in the **Asia & the Pacific region** than the global average. However, it still lagged behind coverage of the content in the students' curriculum. Mandatory training and teacher assessment was highest for health and wellbeing and social and emotional learning.⁴⁷ In these subjects just under half (41% and 46%) of respondents reported mandatory teacher training and just over a third (33% and 39%) reported that they assessed teacher's ability to facilitate learning in these subject areas. Many respondents reported in-service (67%) and self-study courses (59%) in disaster risk reduction.⁴⁸ However, the lowest number of respondents reported mandatory teacher training (19%) and teacher assessment (15%) in this subject area.

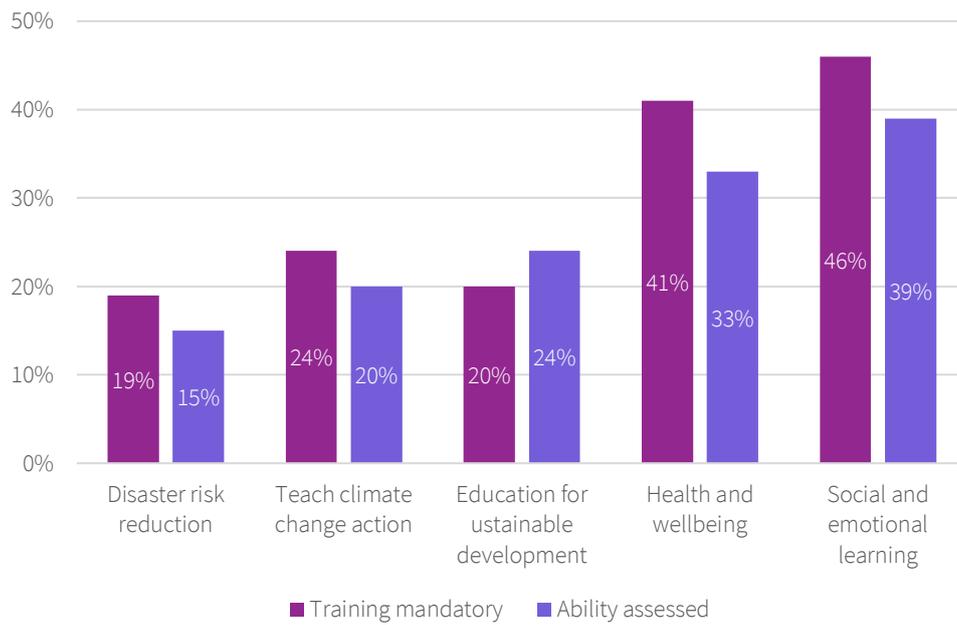
In the **Pacific subregion**, teacher training in these subjects for respondents mostly took place during in-service training (80% to 100%). However, almost none of this teacher training was mandatory and no government reported assessing teachers in these areas.

In the **Southeast Asia subregion**, teachers generally had access to some form of training in these areas. Three quarters or more of the respondents provided self-study training in disaster risk reduction (88%), climate change adaptation (81%), and health and wellbeing (75%). A third or more of the respondents reported that teacher training was mandatory in these subjects, with mandatory training particularly high for health and wellbeing (63%) and social and emotional learning (75%).

⁴⁷ See Figure 35 and the second to last column of Table 35 in Appendix A for details.

⁴⁸ Show Table 35 in Appendix A for details.

Figure 35. Mandatory Teacher Training and Assessment by Subject



Availability of Educational Materials

(Question D6.1)

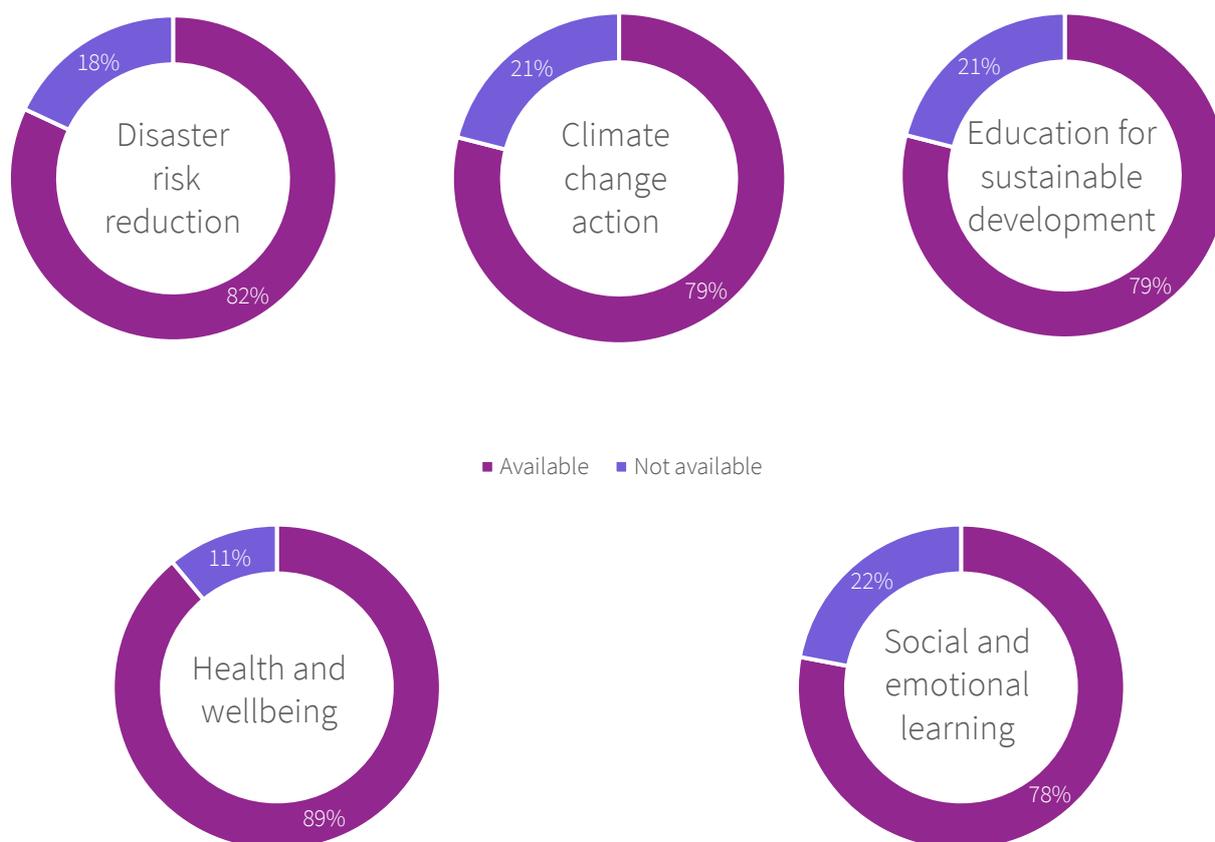
In the **Asia & the Pacific region**, high-quality education material was available in most respondents for health and wellbeing (89%), disaster risk reduction (82%), climate change action (79%), sustainable development (79%) and social and emotional learning (78%).⁴⁹

In the **Pacific subregion**, all (100%) respondents reported high-quality education materials for teaching available about health and wellbeing in primary and secondary schools. Many respondents reported available materials on education for sustainable development (83%) and social and emotional learning (80%). Two thirds (67%) had high quality materials available for disaster risk reduction and climate change action.

The **Southeast Asia subregion** reported broad availability of materials for teaching. Most respondents (81% to 100%) reported having high quality materials available in primary and secondary schools to teach all of these subjects.

⁴⁹ See Figure 36 and Table 36 in Appendix A for details.

Figure 36. Availability of High-Quality Education Materials in Schools



Student Assessment

(Questions D5.1)

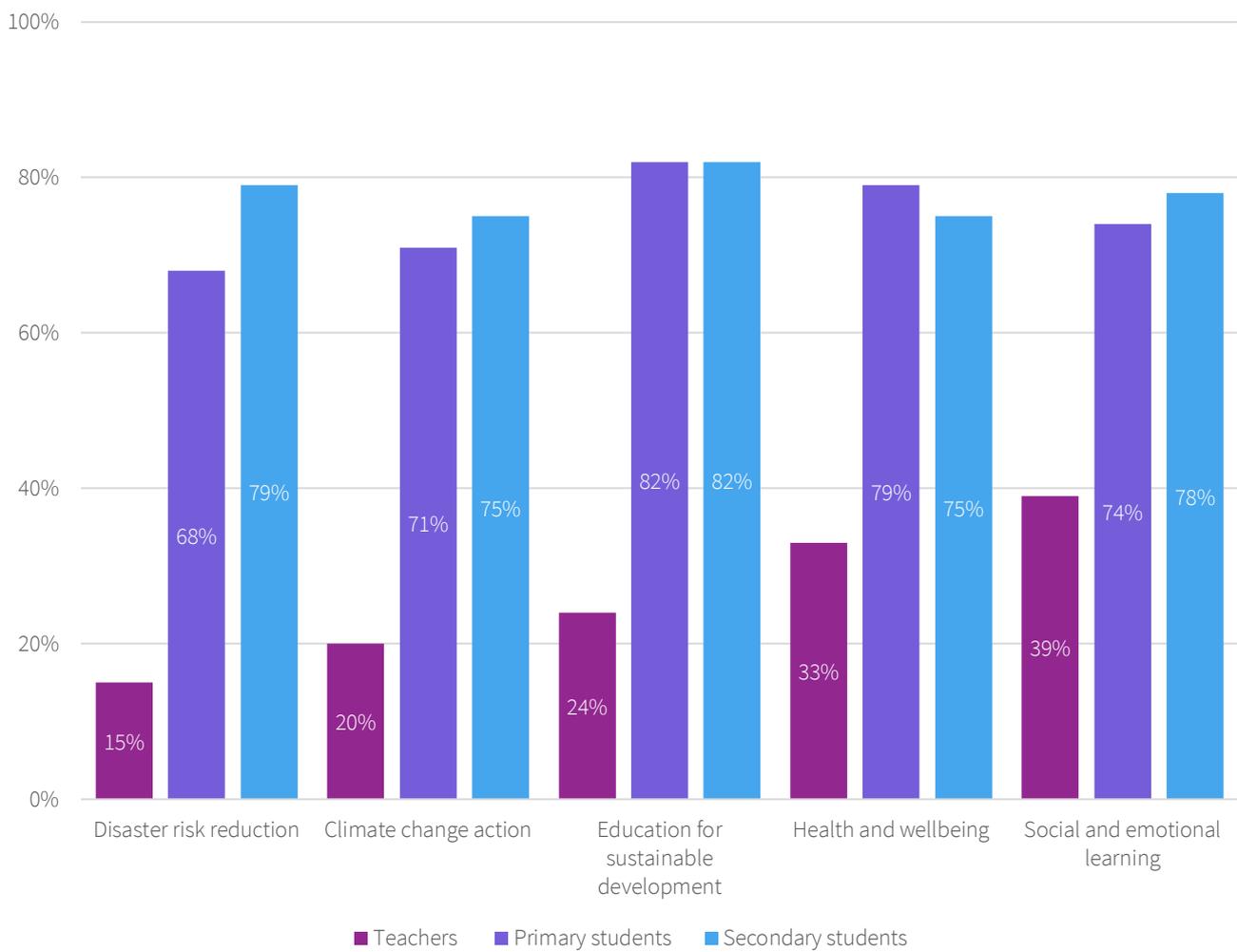
In the **Asia & the Pacific region**, students were assessed at a high rate.⁵⁰ Most respondents assessed students in all five topics, with the lowest assessment occurring for disaster risk reduction in primary schools (68%) and the highest rate being for education for sustainable development (82% in both primary and secondary schools).

In the **Pacific subregion**, most respondents (80% to 83%) reported assessing secondary students in these areas. Assessment was lower for disaster risk reduction (50%) and climate change action (67%) in primary school.

In the **Southeast Asia subregion**, assessment was stronger for students than for teachers, as was the case around the world. While almost all respondents (88% to 94%) reported that they assessed primary and secondary students in all these subject areas, less than half of the teachers were assessed in disaster risk reduction (25%), climate change adaptation (31%) or sustainable development (38%).

⁵⁰ See Figure 37 and Table 37 in Appendix A for details.

Figure 37. Teacher Assessment and Student Learning Evaluation



Resources for Pillar 3: Risk Reduction and Resilience Education

GADRRRES has two curated collections of resources focused on the Comprehensive School Safety Framework's Pillar 3. These collections provide resources for stakeholders interested in developing national key messages for disaster risk reduction and those interested in innovative approaches to formal and non-formal education and family outreach for risk reduction and resilience.

Pillar 3 Risk Reduction and Resilience Education Curated Collection

The collection includes a series of policy case studies, reports, briefs, videos and guides on risk reduction and resilience education. Resources are available in English, Español, and Français.

 [Access Pillar 3 Curated Collection](#)

Public Awareness and Public Education for Disaster Risk Reduction: Key Messages

The collection includes a template for development public awareness and public education messages, an online self-study module, and example key messages from five countries in the Asia & the Pacific region. Links to templates for school emergency drills and exercises, regular and planning school maintenance checklists, and a safe school context analysis template. Resources are available in English.

 [Access Key Messages Collection](#)

INEE Psychosocial Support and Social and Emotional Learning (PSS-SEL) Thematic Area

The Inter-agency Network for Education in Emergencies (INEE) has developed a thematic area to support those interested in understanding how to incorporate psychosocial support and social and emotional learning into education, especially in the context of emergencies and crises. The thematic area provides guidance notes, teacher resources, and a training module. Available in English, Français, Español, Português, and العربية.

 [Access the INEE PSS-SEL Thematic Area](#)

CSS INDICATOR REPORT CARD FOR ASIA & THE PACIFIC

The findings from the 2024 Comprehensive School Safety Policy Survey reveal a picture filled with progress and commitment but limited by gaps in comprehensive implementation. Each survey question provides an important snapshot of global and regional efforts to address a specific aspect of comprehensive school safety. A broader, more nuanced, picture emerges when looking at these efforts together.

This section considers progress at the scale of the 26 Comprehensive School Safety Indicators, presented as a Comprehensive School Safety Indicator Report Card. Questions related to each indicator are scored given a rating from zero to four stars. The indicator ratings are then averaged for the region.⁵¹ These regional scores begin to clarify areas of strength and areas of growth in addressing comprehensive school safety across the Asia & the Pacific region.⁵²

Governments in the **Asia & the Pacific region** showed substantial leadership in the **Enabling Systems and Policies**. In all indicators, these respondents took more actions than the global average, as indicated by higher median scores. Notably, well over half (57%) received four stars for having robust enabling policies and legal frameworks to address comprehensive school safety for all hazards and risks (Indicator A1). Indicator A1 was the strongest, with a median score of 3.3 out of 4.0 possible stars. Nearly as many (46%) received four stars in monitoring and evaluation for school safety (Indicator A5); regionally the median score for this indicator was 3.2 stars.

Other indicators had lower median scores, ranging from 2.5 to 2.9 stars. Governments lagged behind most notably in funding comprehensive school safety efforts (Indicator A4). The regional rating for this indicator was 2.5 stars, suggesting room for future support. However, one in five respondents (21%) — all of them respondents from the Southeast Asia subregion — were taking most or all actions and received four stars.

See Tables 38a and 38b in the Appendix for **Pacific subregion** and **Southeast Asia subregion** tables.

⁵¹ See Appendix B of the [Supplementary Materials document](#) for further methodological details.

⁵² Reports cards for the subregions can be found in Table 38-41 of Appendix A.

Table 38. Asia & the Pacific Strengths and Opportunities in Enabling Systems and Policies

Indicator	Median Score	Frequency (%)				
		None	Up to a quarter	Up to Half	Up to three-quarters	Most or All
A1. Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks (5 questions)	3.3 	0%	0%	25%	18%	57%
A2. Child-centred risk assessment is in place at all levels in the education sector (11 questions)	2.7 	0%	18%	36%	11%	36%
A3. Education authority provides effective leadership and coordination for comprehensive school safety (4 questions)	2.9 	0%	11%	25%	32%	32%
A4. Sustained funding is in place to reduce education sector risks, maintain educational continuity and support risk reduction and resilience programming (9 questions)	2.5 	7%	14%	21%	36%	21%
A5. Monitoring and evaluation of comprehensive school safety is based upon data and evidence (10 questions)	3.2 	0%	4%	21%	29%	46%

As shown in Table 39 below, respondents in the **Asia & the Pacific region** showed comparatively less progress in achieving robust action under **Pillar 1: Safe Learning Facilities**. Median scores for all indicators were at or below 3.1 stars and while low, these median scores were still higher than the global average. Governments in the Asia & the Pacific region were taking the strongest action to have regulation and monitoring systems that guided safe site selection and the design and construction of new schools (Indicator B1). Half the respondents (50%) received four stars and were doing most to all actions. No government was failing to act at all.

Regionally, while respondents generally outperformed the global average in Pillar 1 indicator actions, they were especially strong in protecting students on the way to school. A quarter (25%) did most or all actions under Indicator B5 and received four stars. Similarly, nearly half (43%) had done most or all actions under Indicator B4 to plan for and reduce disruption of using schools as temporary shelters and collective centres, a major aspect of school safety in a region that experiences frequent and severe cyclones and flood disasters.

See Tables 39a and 39b in the Appendix for subregional tables for the **Pacific** and **Southeast Asia**.

Table 39. Asia & the Pacific Strengths and Opportunities for Improvement in Pillar 1

Indicator	Median Score	Frequency (%)				
		None	Up to a quarter	Up to Half	Up to three-quarters	Most or All
		☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆
B1. Regulation and monitoring systems guide the safe site selection, design and construction of new schools (11 questions)	3.1 	0%	7%	21%	21%	50%
B2. Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities) (9 questions)	2.5 	0%	11%	32%	54%	4%
B3. Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments (4 questions)	2.3 	7%	18%	25%	36%	14%
B4. Policies and planning limit disruption of education due to use of schools as temporary shelters or collective centres, during the school year (5 questions)	2.7 	11%	11%	18%	18%	43%
B5. Children are protected from death, injury and harm on the way to school (2 questions)	2.4 	11%	14%	29%	21%	25%

As shown in Table 40 below, respondents in the **Asia & the Pacific region** showed moderate levels of action in **Pillar 2: School Safety and Educational Continuity Management**. Median scores were widespread, with the lowest median score being 2.0 and the highest being 3.2.

Governments were taking most policy action in two areas. The first was assuring all children’s rights to access education (Indicator C3). Under this indicator, nearly half of the respondents (46%) were doing all or almost all actions assessed and received four stars. Another 25% received three stars and were doing many actions. Robust action also occurred under assessing the education sector’s systems and policies for school health and nutrition (Indicator C5), with similar percentages. The median scores for these two indicators were 3.2 and 3.1 out of four stars, respectively.

In the **Asia & the Pacific region**, government action, or lack thereof, was especially low and notably varied when it came to developing standard operating procedures and requiring and supporting school disaster and emergency drills (Indicator C4). Only one in five (21%) respondents received either three or four stars; and another half (54%) received two stars. A few respondents in the region (7%) reported minimal or no activity to date, indicating an area where respondents with experience in the region can support others wanting to start taking action.

See Tables 40a and 40b in the Appendix for subregional tables for the **Pacific** and **Southeast Asia**.

Table 40. Asia & the Pacific Strengths and Opportunities for Improvement in Pillar 2

Indicator	Median Score	Frequency (%)				
		None	Up to a quarter	Up to Half	Up to three-quarters	Most or All
C1. Education authorities have robust, participatory plans for risk management, risk reduction, and response preparedness (7 questions)	2.7 	0%	4%	39%	36%	21%
C2. Schools have robust participatory plans for risk management, risk reduction, and response-preparedness (10 questions)	2.8 	0%	0%	54%	18%	29%
C3. 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 (14 questions)	3.2 	0%	0%	29%	25%	46%
C4. Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning (4 questions)	2.0 	7%	18%	54%	7%	14%
C5. Education sector has robust systems and policies for school health and nutrition (11 questions)	3.1 	0%	4%	25%	29%	43%

Table 41 below summarises government actions under **Pillar 3: Risk Reduction & Resilience Education**. Regionally, median scores for each indicator were high, from 2.1 to 3.6. Government action especially notable in integrating climate-aware risk reduction, resilience and wellbeing education into formal curriculum (Indicator D2). Nearly three in four respondents (71%) received four out of four stars and reported doing all or most actions assessed in the survey under this indicator. This indicator had a median score of 3.6. Access to sufficient, high-quality material for teaching risk reduction, resilience and wellbeing was also strong (Indicator D5). The median score for this indicator was 3.5 and most respondents (79%) received four out of four stars.

Action was weakest under Pillar 3 in developing and assessing teachers so that they can facilitate student learning for climate-aware, risk reduction, resilience, and wellbeing education (Indicator D4). While no government received zero stars, only one in five respondents (18%) had taken most or all actions and received four out of four stars.

See Tables 41a and 41b in the Appendix for subregional tables for the **Pacific** and **Southeast Asia**.

Table 41. Asia & the Pacific Strengths and Opportunities for Improvement in Pillar 3

Indicator	Median Score	Frequency (%)				
		None	Up to a quarter	Up to Half	Up to three-quarters	Most or All
D1. 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 (3 questions)	2.8 	11%	11%	7%	36%	36%
D2. Climate-aware risk reduction, resilience, and wellbeing education is included in regular formal curriculum (4 questions)	3.6 	0%	4%	7%	18%	71%
D3. Non-formal education for students and families addresses climate-aware, risk reduction, resilience and wellbeing (9 questions)	2.7 	0%	18%	25%	29%	29%
D4. Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and wellbeing is developed and assessed (5 questions)	2.1 	0%	39%	29%	14%	18%
D5. Schools have sufficient education materials for teaching risk reduction, resilience, and wellbeing (5 questions)	3.5 	4%	7%	7%	4%	79%
D6. Student learning outcomes for climate-aware risk reduction, resilience, and wellbeing education are monitored and evaluated (5 questions)	3.2 	18%	0%	0%	11%	71%



ASIA & THE PACIFIC COMMITMENTS

The final questions in the survey asked respondents what specific policies, procedures, or coordinated actions they planned to implement in the next five years in 10 areas related to comprehensive school safety. Table 42 lists these commitments below. Google Translate was used to provide translation into English from Indonesian Bahasa.

Table 42. Five-Year Commitments to Implementing Specific Policies, Procedures or Coordinated Actions

Topic	Government	Commitment
 <p>1. Enabling Policies and Legal Frameworks</p>	Federated States of Micronesia	National School Safety Framework, addressing all [topics].
	Indonesia - Aceh	Perlu dilahirkan regulasi, kebijakan, program, dan anggaran untuk penguatan implementasi SPAB di setiap provinsi dan kabupaten/kota. <i>Translation: It is necessary to create regulations, policies, programmes and budgets to strengthen the implementation of SPAB in each province and district/city.</i>
	Indonesia – Bali	Governor regulation to support implementation of school safety
	Indonesia - Bengkulu	direncanakan sesuai kebutuhan <i>Translation: planned according to needs</i>
	Indonesia - Central Java	Mendorong aksesibilitas infrastruktur yang ramah bagi semua <i>Translation: Promote accessibility of infrastructure that is friendly to all</i>
	Indonesia - East Java	In the Special Region of Yogyakarta there is already a regulation regarding SPAB No. 110 of 2021
	Indonesia - East Nusa Tenggara	Empowering safe School especially SEKBER in Province and district level
	Indonesia - Gorontalo	Melakukan Koordinasi dan pertemuan ke seluruh pemangku kepentingan baik daerah ataupun pusat <i>Translation: Conduct coordination and meetings with all stakeholders, both regional and central</i>
	Indonesia - West Java	tidak diketahui <i>Translation: unknown</i>
	Indonesia - West Kalimantan	Governor Regulation and support from local disaster management agency for training on disaster management

	Laos	We will adapt and incorporate the DRR and Climate Change Adaptation plan in the 10th Education and Sports Sector Development Plan 2026-2030 from the endorsed National Strategy on DRR Plan by the Ministry of Labour and Social Welfare.
	Mongolia	A child protection policy is being developed for the school and dormitory settings.
	Pakistan - Balochistan	School development plan (SDP) DRR and SSF
	Pakistan - Khyber Pakhtunkhwa	School Safety Plans supported by Risk Assessment including Hazard, Vulnerability and Capacity Assessment.
	Pakistan - Punjab	Note: Commitment not released to public
	Pakistan - Sindh	School Safety Strategy - DRR
	Samoa	review of Education Act 2009. complete review of School Governance & Management Policies
	Solomon Islands	Education Legislative Framework (ELF) documents like; The Education Funding Code, The Education Regulation, The Education Learning Framework and Secondary Scheme of Certificate, The Provincial Education Coordination Admin Instruction, The Education Provider Admin Instruction, The School Board and Community Admin Instruction, The Schools Admin Instruction, The ECE Centre Admin Instruction and The Teachers and School Leaders Admin Instruction. Education Act 2023, Education strategic Framework 2016 - 2030, National Education Action Plan (NEAP) 2022 - 2026, Child Protection Policy, Inclusive Education Policy.
	Thailand	Plan related to this topic appears in the OBEC Educational Development Plan 2023-2027.
	Tuvalu	Framework for Comprehensive School Safety
	Viet Nam	Note: Commitment not released to public
 <p>2. Safer Schools Facilities</p>	Indonesia – Aceh	Penguatan implementasi dan monitoring penerapan standar sarana dan prasarana satuan pendidikan yang lebih aman dari bencana. <i>Translation: Strengthening the implementation and monitoring of the application of standards for educational facilities and infrastructure that are safer from disasters.</i>
	Indonesia - Bali	Assessment schools building for priority retrofitting
	Indonesia - Bengkulu	akan diusahakan dan mendukung proses belajar mengajar

		<i>Translation: will be attempted and support the teaching and learning process</i>
Indonesia - Central Java	Menerapkan standar nasional sarana prasarana dimana Lahan, bangunan, Ruangan, dan Peralatan menerapkan ketentuan keamanan, keselamatan, kesehatan dan kenyamanan <i>Translation: Implementing national standards for infrastructure where land, buildings, rooms and equipment implement provisions for security, safety, health and comfort.</i>	
Indonesia - East Java	More towards encouraging the implementation of Building Code/"Standard Laik Fungsi"LF	
Indonesia – East Nusa Tenggara	Rehabilitation gradually for the school under government	
Indonesia - Gorontalo	Melakukan koordinasi dengan seluruh sekolah dalam rangka memastikan sekolah aman <i>Translation: Coordinate with all schools to ensure school safety</i>	
Indonesia – West Java	tidak diketahui <i>Translation: unknown</i>	
Indonesia – West Kalimantan	location assessment prior to construction process	
Laos	We will introduce Greener infrastructure initiative with small budget allocation for annual climate change adaptation at schools.	
Mongolia	Regulation for evaluating the environmental conditions of educational institutions and churches	
Pakistan - Balochistan	SSRF, DRR, child clubs and champion club	
Pakistan – Khyber Pakhtunkhwa	Safe Evacuation routes, Hazard Mapping, Mock Drill Exercise and enforcement of Building codes.	
Pakistan – Punjab	Note: Commitment not released to public	
Pakistan - Sindh	School Safety Guidelines and promotion of DRR resistant infrastructure practices.	
Philippines	DRRM Pillar 1 Guidebook	
Samoa	Finalise Minimum Service Standards Review	

	Solomon Islands	We have an infrastructure Guideline that sets the standards for learning spaces and currently have a draft WASH Policy which we will finalise and enforce.
	Thailand	Plan related to this topic appears in the OBEC Educational Development Plan 2023-2027.
	Tuvalu	All School facilities and infrastructures to follow and abide government building code
	Viet Nam	Note: Commitment not released to public
 <p>3. School Safety and Education Continuity Management</p>	Indonesia - Aceh	<p>Penguatan kapasitas dinas pendidikan dan manajemen sekolah untuk keberlanjutan pendidikan dalam situasi darurat.</p> <p><i>Translation: Strengthening the capacity of education departments and school management for the continuity of education in emergency situations.</i></p>
	Indonesia – Bali	Implement SS in all Junior and senior high schools
	Indonesia - Bengkulu	<p>manajemen yang dilakukan harus dibuat berkelanjutan demi keamanan dan kenyamanan warga sekolah</p> <p><i>Translation: The management carried out must be made sustainable for the safety and comfort of the school community.</i></p>
	Indonesia - Central Java	<p>Penguatan Management risiko dalam pengelolaan sekolah</p> <p><i>Translation: Strengthening risk management in school management</i></p>
	Indonesia - East Nusa Tenggara	Push the safe school committee in school
	Indonesia - West Java	<p>tidak diketahui</p> <p><i>Translation: unknown</i></p>
	Indonesia - West Kalimantan	Decision letter for virtual learning at schools whenever any disasters occur
	Laos	The management shall be identified by the DRR and Climate Change Adaptation Plan of school level by the village and school authorities or safe school management committees
	Pakistan - Balochistan	DRR, SSR and child clubs
	Pakistan – Khyber Pakhtunkhwa	Develop a Comprehensive Emergency Response Plan, Implement Early Warning Systems and Technology, Ensure Safe School infrastructure, Develop Remote Learning Capabilities, Establish Psychological Support Infrastructure.

	Pakistan - Punjab	Note: Commitment not released to public
	Pakistan - Sindh	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.
	Samoa	provide support to schools to strengthen school leadership for when disasters occur
	Solomon Islands	School Based Disaster Risk Reduction (SBDRR) Handbook and Disaster Risk Management Policy Guideline (in Draft) are documents that manages school safety and education continuity. Once operationalized, these documents will set the base for all partners and stakeholders working in the Education sector.
	Thailand	Plan related to this topic appears in the OBEC Educational Development Plan 2023-2027.
	Tuvalu	Policy for safety and education continuity management
	Viet Nam	Note: Commitment not released to public
 <p>4. Risk Reduction and Resilience Education</p>	Indonesia - Aceh	<p>Memperbanyak materi dan guru yang terlatih pengurangan risiko bencana serta penguatan kegiatan pembudayaan sadar bencana di lingkungan sekolah. Misalkan, pembiasaan guru dalam penyampaian safety induction sebelum memulai pembelajaran.</p> <p><i>Translation: Increasing the number of materials and teachers trained in disaster risk reduction, as well as strengthening disaster awareness activities in schools. For example, familiarising teachers with delivering safety inductions before starting lessons.</i></p>
	Indonesia – Aceh	<p>Penyediaan akomodasi yang layak bagi peserta didik penyandang disabilitas dan kelompok peserta didik rentan lainnya.</p> <p><i>Translation: Provision of appropriate accommodation for students with disabilities and other vulnerable student groups.</i></p>
	Indonesia - Bali	Well integration DRR into school teaching and learning process
	Indonesia – Bali	Developing inclusive schools
	Indonesia - Bengkulu	<p>dilaksanakan sesuai kebutuhan dan pendidik harus memahaminya</p> <p><i>Translation: implemented according to needs and educators must understand it</i></p>
	Indonesia – Bengkulu	<p>berkoordinasi kepada multisektoral agar dapat membantu</p> <p><i>Translation: coordinate with multi-sectoral to be able to help</i></p>

Indonesia - Central Java	menerapkan kurikulum dan pembelajaran, penyediaan bagan ajar, penyediaan fasilitator, dan media KIE <i>Translation: implementing curriculum and learning, providing teaching charts, providing facilitators, and IEC media</i>
Indonesia – Central Java	mendorong aksesibilitas sekolah bagi semua ragam disabilitas <i>Translation: promote school accessibility for all types of disabilities</i>
Indonesia - East Java	Implementation through the disaster-safe school program
Indonesia – East Java	implementation through inclusive program
Indonesia - East Nusa Tenggara	Analyze the HVCA
Indonesia – East Nusa Tenggara	No
Indonesia - Gorontalo	Menyusun prgram bersama untuk melakukan pelatihan kepada sekolah terkait sekolah aman <i>Translation: Develop a joint programme to provide training to schools regarding safe schools.</i>
Indonesia - West Java	tidak diketahui <i>Translation: unknown</i>
Indonesia - West Kalimantan	Risk and hazard assessment and socialitation
Indonesia – West Kalimantan	Inclusive schools, every school must accept students with special needs
Laos	The next ESSDP shall promote and disseminate the DRR knowledge and messages through various activities/campaigns in school as extra curriculum.
Laos	Reinforce the Child participation in the School Safety Management plan.



5. Reducing Barriers and Inequities for Our Most Vulnerable Learners

East Timor	Yes
Indonesia – Aceh	Penyediaan akomodasi yang layak bagi peserta didik penyandang disabilitas dan kelompok peserta didik rentan lainnya. <i>Translation: Provision of appropriate accommodation for students with disabilities and other vulnerable student groups.</i>
Indonesia – Bali	Developing inclusive schools
Indonesia – Bengkulu	berkoordinasi kepada multisektoral agar dapat membantu <i>Translation: coordinate with multi-sectoral to be able to help</i>
Indonesia – Central Java	mendorong aksesibilitas sekolah bagi semua ragam disabilitas <i>Translation: promote school accessibility for all types of disabilities</i>
Indonesia – East Java	implementation through inclusive program
Indonesia – East Nusa Tenggara	No
Indonesia – West Java	tidak diketahui <i>Translation: unknown</i>
Indonesia – West Kalimantan	Inclusive schools, every school must accept students with special needs
Laos	Reinforce the Child participation in the School Safety Management plan.
Mongolia	A child protection policy is being developed for the school and dormitory settings.
Pakistan – Balochistan	MHPSS trainings
Pakistan – Islamabad Capital Territory	Yes
Pakistan – Khyber Pakhtunkhwa	Provide Accessible Learning Materials, Financial Assistance and Support to the poor children, Multi grade teaching, social and Emotional Support and involvement of Parents.
Pakistan – Punjab	Note: Commitment not released to public

	Pakistan – Sindh	Inclusive approaches will be applied while rehabilitation and reconstruction of schools and teachers training on gender equality and inclusiveness.
	Samoa	seek funding for support to Inclusive Education providers, and offering scholarships
	Solomon Islands	Implementing the Inclusive Education Policy
	Thailand	Plan related to this topic appears in the OBEC Educational Development Plan 2023-2027.
	Tuvalu	Professional Development for teachers on reducing barriers and inequities in education
	Viet Nam	Note: Commitment not released to public
 <p>6. Supporting Health and Wellbeing</p>	Indonesia – Aceh	Pendidikan kesehatan menjadi salah satu isu prioritas dalam kurikulum nasional. <i>Translation: Health education is one of the priority issues in the national curriculum.</i>
	Indonesia - Bengkulu	bersama dinas kesehatan dan sosial untuk mewujudkannya <i>Translation: together with the health and social services to make it happen</i>
	Indonesia - Central Java	mendorong integrasi program Sekolah Sehat dan Ramah Anak dengan Program Satuan Pendidikan Aman Bencana <i>Translation: encouraging the integration of the Healthy and Child-Friendly Schools programme with the Disaster-Safe Education Unit Programme</i>
	Indonesia - East Java	implementation of Healthy School Program
	Indonesia - East Nusa Tenggara	WASH facilities in school (developed from the rest covid project for wash facilities in school)
	Indonesia – West Java	tidak diketahui <i>Translation: unknown</i>
	Indonesia – West Kalimantan	Work with community health centers - School health unit
	Indonesia -Bali	Regular socialization about prevention bully in school
	Laos	Collaboration with health sector to prove an annual first-Aid training.
	Mongolia	Healthy and safe school,

	Pakistan - Balochistan	School based DRR planning
	Pakistan - Islamabad Capital Territory	Yes - Already in Place Umer-e-Rawan Program
	Pakistan - Khyber Pakhtunkhwa	Comprehensive Health Education Programs, On-Site Health and Counseling Services and Healthy School Environments.
	Pakistan - Punjab	Note: Commitment not released
	Pakistan - Sindh	MHPSS trainings for teachers and sessions with students affected by emergencies.
	Samoa	close collaboration with the Ministry of Health and Development Partners to address and support staff and student well being
	Solomon Islands	Support WASH in Schools initiatives
	Thailand	Plan related to this topic appears in the OBEC Educational Development Plan 2023-2027.
	Tuvalu	Integration of Health and Well-being with Science and Health education
	Viet Nam	Note: Commitment not released to public
 <p>7. Implementing Climate Change Adaptation Measures</p>	Indonesia – Aceh	<p>Penerapan pendidikan perubahan iklim dalam kurikulum nasional dan penguatan aspek iklim lingkungan sekolah yang aman, nyaman, dan berkelanjutan.</p> <p><i>Translation: Implementation of climate change education in the national curriculum and strengthening the climate aspects of a safe, comfortable and sustainable school environment.</i></p>
	Indonesia - Bengkulu	<p>perlu adanya pelatihan terlebih dahulu</p> <p><i>Translation: there needs to be training first</i></p>
	Indonesia - Central Java	<p>memperkuat kesadaran komite sekolah untuk ramah lingkungan melalui sosialisasi</p> <p><i>Translation: strengthening the school committee's awareness of being environmentally friendly through outreach</i></p>
	Indonesia - East Java	<p>Implementation through The Adiwiyata Program dan Implementation of the guidelines on climate change that were recently launched by the Ministry of Education and Culture</p>

Indonesia - East Nusa Tenggara	Green School (green gardening, safety electricity, less paper use)
Indonesia – West Java	tidak diketahui <i>Translation: unknown</i>
Indonesia – West Kalimantan	Curriculum adaptation and develop new policy in schools
Indonesia -Bali	Regular Learning about climate change in schools
Laos	Introduce the digital measurement system to track the progress of the climate change adaptation.
Mongolia	0
Pakistan - Balochistan	Tree plantation and awareness
Pakistan - Khyber Pakhtunkhwa	Enhance capacity of teacher to design Lesson Plans in the climate Literacy, regular Plantation drives as Plantation is the most sustainable tool to mitigate climate induced disasters and Strengthen Climate-Resilient Infrastructure.
Pakistan - Punjab	Note: Commitment not released to public
Pakistan - Sindh	School based DRR, green school approach by providing solar energy and infrastructure aligned with climate change impacts.
Philippines	Climate Change Adaptation and Mitigation Framework
Samoa	strengthening partnerships with Conservation International and Ministry of National Environment to continue implementation of climate change programmes in schools
Solomon Islands	Improvement of curriculum materials for ECE, primary, junior secondary and senior secondary on DRR & CC
Thailand	Plan related to this topic appears in the OBEC Educational Development Plan 2023-2027.
Tuvalu	Develop School Policy on climate change adaptation measures
Viet Nam	there is an MOU signed between the Ministry of Education and Training and Ministry of Agriculture and Rural Development about disaster risk reduction in the education sector for the period 2024- 2029



8. Implementing Climate Mitigation and Environmental Sustainability Measures ('Greening Schools')

Indonesia – Aceh	Penguatan program sekolah Adiwiyata (sekolah berwawasan lingkungan hidup). <i>Translation: Strengthening the Adiwiyata school programme (environmentally aware schools).</i>
Indonesia - Bengkulu	berkoordinasi kepada multisektoral dan insansi lainnya untuk mewujudkan penghijauan sekolah <i>Translation: coordinate with multi-sectoral and other agencies to realise school greening</i>
Indonesia - Central Java	memperkuat kesadaran komite sekolah untuk ramah lingkungan melalui sosiaisasi <i>Translation: strengthening the school committee's awareness of being environmentally friendly through outreach</i>
Indonesia - East Nusa Tenggara	Similar as above
Indonesia – West Java	tidak diketahui <i>Translation: unknown</i>
Indonesia -Bali	Implementing climate action in School for senior high schools
Laos	Adopt the CSS SSSAS in the high climate vulnerable districts to measure the climate mitigation and environmental sustainability.
Mongolia	eco-school
Pakistan - Balochistan	100000USD
Pakistan - Khyber Pakhtunkhwa	Establish Green Spaces and Tree Plantation Drives, Promote Energy Efficiency in Schools, utilization of Renewable energy and introduce waste management.
Pakistan - Punjab	Note: Commitment not released to public
Pakistan - Sindh	Promote tree plantation and raising awareness among students and teachers.
Samoa	need funding to revive the greening of schools campaign
Solomon Islands	Promote Nature Based Solutions initiatives in school-based interventions. Encourage waste management, mangrove reforestation, tree planting to combat soil erosion.

	Thailand	Green school policy is mentioned in OBEC notification
	Tuvalu	Develop Greening Schools Policy through enrichment activities
	Viet Nam	Note: Commitment not released to public
 <p>9. New or Enhanced Budget Allocations</p>	Indonesia - Aceh	<p>Penganggaran untuk penguatan struktur bangunan, pendidikan perubahan iklim, dan mitigasi bencana di satuan pendidikan.</p> <p><i>Translation: Budgeting for strengthening building structures, climate change education, and disaster mitigation in educational units.</i></p>
	Indonesia - Bali	New budget allocation for implement SS however have not decided the amount of it
	Indonesia - Bengkulu	<p>sesuai kebutuhan</p> <p><i>Translation: according to the needs</i></p>
	Indonesia - Central Java	<p>memperkuat kesadaran komite sekolah untuk ramah lingkungan melalui sosiaisasi</p> <p><i>Translation: strengthening the school committee's awareness of being environmentally friendly through outreach</i></p>
	Indonesia – West Java	<p>tidak diketahui</p> <p><i>Translation: unknown</i></p>
	Laos	Limited national budget into education sector. MOES is seeking additional funding to implement the DRR and climate change adaptation plan.
	Mongolia	There is no specific budget for natural disasters. Funds are taken from the school's education and training budget.
	Pakistan - Khyber Pakhtunkhwa	Specific budget is needed to address the current susceptible position of education system in the face of climate change disasters.
	Pakistan - Punjab	Note: Commitment not released to public
	Pakistan - Sindh	Dedicated Budget for School Safety & EIE.
	Philippines	Climate Change Expenditure Tagging/Disaster Preparedness and Response Program
	Samoa	seek further funding sources for environment initiatives
	Solomon Islands	Current funding modality

	Thailand	Plan related to this topic appears in the OBEC Educational Development Plan 2023-2027.
	Tuvalu	Ministry Budget allocation for GADRRRES Comprehensive School Safety Policy
 <p>10. Strengthening Data Collection and Evidence-based Decision Processes</p>	Indonesia - Aceh	<p>Penyiapan survei iklim keamanan lingkungan belajar dan penggunaan hasil rapor pendidikan dalam perencanaan dan penganggaran pendidikan di tingkat nasional, pemerintah daerah, dan satuan pendidikan.</p> <p><i>Translation: Preparation of a survey of the learning environment's safety climate and use of educational report card results in educational planning and budgeting at the national, regional government, and educational unit levels.</i></p>
	Indonesia - Bali	Regular monitoring to school and conduct evaluation
	Indonesia - Bengkulu	<p>tentunya sesuai data dan arsip dengan difasilitasinya tools dan tim yang memahaminya</p> <p><i>Translation: Of course, according to the data and archives, facilitated by tools and a team that understands it.</i></p>
	Indonesia - Central Java	<p>pada prinsipnya di Jawa Barat akan terus mendorong perluasan pembentukan sekolah aman bencana, dan memperkuat serta upgrade yang sudah dibentuk di setiap sekolah</p> <p><i>Translation: In principle, West Java will continue to encourage the expansion of the formation of disaster-safe schools and strengthen and upgrade those that have been formed in each school.</i></p>
	Indonesia – East Java	Strengthening reporting mechanism by developing safe school management information system (school risk mapping, reporting the disaster impact to schools, monitoring education in emergencies and recovery)
	Indonesia – West Java	<p>tidak diketahui</p> <p><i>Translation: unknown</i></p>
	Indonesia – West Kalimantan	Education data (students and buildings) is available
	Laos	To attribute in the LESMIS (EMIS of Laos)
	Mongolia	Assess the implementation of the "General Safety Requirements for School Environments". Schools will be evaluated twice a year, and planning will be based on the evaluation results.
	Pakistan – Balochistan	Strengthening education management information system
Pakistan – Islamabad Capital Territory	Yes - PIE is working on strengthening of data collection and analysis	

	Pakistan - Khyber Pakhtunkhwa	Regular Risk Assessment to know the exact situation of vulnerability, Data Analytics for Predictive Safety Measures and weather updates data for each district and their dissemination of data with District Education Offices, Circle ASDEOs and whatsApp groups.
	Pakistan - Punjab	Note: Commitment not released to public
	Pakistan - Sindh	Use of MIS/Dashboard data for tracking the progress and decision making.
	Samoa	improve data collection system
	Solomon Islands	Data collection for policy decisions, planning and MERL.
	Thailand	Plan related to this topic appears in the OBEC Educational Development Plan 2023-2027.
	Tuvalu	Strengthening of TEMIS and MEL system

CITATIONS

Please see the citations list in the [Global Status of School Safety Technical Report](#).

APPENDIX A. ASIA & THE PACIFIC RESPONSE TABLES

Table 1a. School Exposure to Hazards and Impacts, Asia & the Pacific Region (Questions X.11 and X.12)

		Frequency (%) (N=28)					
Hazard ¹		Impacts to Schools					
		Damage	Closure	Injury	Death	Minimal, N/A	Unknown
Flooding	26 (93%)	25 (89%)	18 (72%)	19 (68%)	8 (29%)	1 (4%)	0 (0%)
Earthquake	24 (86%)	24 (86%)	22 (79%)	19 (68%)	15 (54%)	4 (14%)	0 (0%)
Winds	24 (86%)	22 (79%)	18 (64%)	13 (46%)	6 (21%)	3 (11%)	1 (4%)
Climate change	24 (86%)	12 (43%)	15 (54%)	9 (32%)	3 (11%)	8 (29%)	3 (11%)
Bullying and violence	24 (86%)	2 (7%)	1 (4%)	15 (54%)	9 (32%)	10 (36%)	3 (11%)
Biological and health	20 (71%)	1 (50%)	14 (50%)	12 (43%)	8 (29%)	6 (21%)	0 (0%)
Extreme temperatures	20 (71%)	1 (4%)	13 (46%)	3 (11%)	1 (4%)	10 (36%)	5 (18%)
Everyday dangers	19 (68%)	3 (11%)	5 (18%)	14 (40%)	8 (29%)	10 (36%)	2 (7%)
Building fire	15 (54%)	16 (57%)	14 (50%)	9 (32%)	3 (25%)	4 (33%)	0 (0%)
Tsunami	14 (50%)	14 (50%)	13 (46%)	13 (46%)	10 (36%)	5 (18%)	9 (32%)
Wildfire, bushfire	14 (50%)	6 (21%)	11 (39%)	5 (18%)	1 (4%)	13 (46%)	3 (11%)
Technological	14 (50%)	2 (7%)	4 (14%)	7 (25%)	4 (14%)	13 (46%)	7 (25%)
War, conflict	6 (21%)	7 (25%)	8 (29%)	5 (18%)	4 (14.3 %)	12 (43%)	8 (29%)

1. Number and percent of respondents with some, many, most or all schools exposed to the dangers or hazards.

Table 1b. School Exposure to Hazards and Impacts, Pacific Subregion (Questions X.11 and X.12)

		Frequency (%)					
		(N=6)					
Hazard ¹		Impacts to Schools					
		Damage	Closure	Injury	Death	Minimal, N/A	Unknown
Winds	6 (100%)	6 (100%)	5 (83%)	2 (33%)	0 (0%)	0 (0%)	0 (0%)
Extreme temperatures	6 (100%)	0 (0%)	2 (33%)	0 (0%)	0 (0%)	3 (50%)	1 (17%)
Climate change	5 (83%)	4 (67%)	3 (50%)	0 (0%)	0 (0%)	2 (33%)	0 (0%)
Flooding	5 (83%)	6 (100%)	5 (83%)	1 (17%)	0 (0%)	0 (0%)	0 (0%)
Tsunami	5 (83%)	3 (50%)	3 (50%)	3 (50%)	1 (17%)	1 (17%)	2 (33%)
Bullying and violence	5 (83%)	1 (17%)	0 (0%)	2 (33%)	1 (17%)	4 (67%)	0 (0%)
Biological and health	4 (67%)	0 (0%)	3 (50%)	1 (17%)	0 (0%)	3 (50%)	0 (0%)
Building fire	4 (67%)	2 (33%)	2 (33%)	2 (33%)	1 (17%)	3 (50%)	1 (17%)
Everyday dangers	3 (50%)	1 (17%)	2 (33%)	1 (17%)	0 (0%)	4 (67%)	0 (0%)
Earthquake	3 (50%)	3 (50%)	3 (50%)	3 (50%)	1 (17%)	3 (50%)	0 (0%)
Technological	2 (33%)	1 (17%)	1 (17%)	0 (0%)	0 (0%)	5 (83%)	0 (0%)
Wildfire, bushfire	2 (33%)	0 (0%)	1 (17%)	1 (17%)	0 (0%)	5 (83%)	0 (0%)
War, conflict	0 (0%)	1 (17%)	1 (17%)	1 (17%)	1 (17%)	5 (83%)	0 (0%)

1. Number and percent of respondents with some, many, most or all schools exposed to the dangers or hazards.

Table 1c. School Exposure to Hazards and Impacts, Southeast Asia Subregion (Questions X.11 and X.12)

		Frequency (%) (N=16)					
Hazard ¹		Impacts to Schools					
		Damage	Closure	Injury	Death	Minimal, N/A	Unknown
Flooding	16 (100%)	14 (88%)	16 (100%)	15 (94%)	7 (44%)	0 (0%)	0 (0%)
Earthquake	15 (94%)	16 (100%)	13 (100%)	14 (88%)	13 (81%)	0 (0%)	0 (0%)
Winds	14 (88%)	12 (75%)	12 (75%)	10 (63%)	5 (31%)	2 (13%)	0 (0%)
Climate change	13 (81%)	5 (31%)	8 (50%)	7 (44%)	2 (13%)	5 (31%)	2 (13%)
Bullying and violence	13 (81%)	1 (6%)	1 (6%)	11 (69%)	7 (44%)	4 (25%)	1 (6%)
Everyday dangers	12 (75%)	0 (0%)	1 (6%)	12 (75%)	7 (44%)	3 (19%)	1 (6%)
Biological and health	11 (69%)	0 (0%)	6 (38%)	10 (63%)	7 (44%)	3 (19%)	1 (6%)
Wildfire, bushfire	10 (63%)	4 (25%)	9 (56%)	3 (19%)	1 (6%)	5 (31%)	2 (13%)
Extreme temperatures	9 (56%)	0 (0%)	6 (38%)	2 (13%)	0 (0%)	7 (44%)	3 (19%)
Technological	9 (56%)	1 (6%)	3 (19%)	7 (44%)	4 (25%)	5 (31%)	4 (25%)
Tsunami	8 (50%)	10 (63%)	9 (56%)	9 (56%)	8 (50%)	1 (6%)	5 (31%)
Building fire	8 (50%)	11 (69%)	9 (56%)	5 (31%)	3 (19%)	0 (0%)	3 (19%)
War, conflict	3 (19%)	3 (19%)	3 (19%)	3 (19%)	2 (13%)	6 (38%)	7 (44%)

1. Number and percent of respondents with some, many, most or all schools exposed to the dangers or hazards.

Table 2. Familiarity, Endorsement and Use of CSSF and SSD (Questions X.7 & X.8)

Region		Frequency (%)			
		N ¹	Familiar ²	Endorsed/Signed ²	Guides Policy & Planning ²
Asia & the Pacific	CSSF	12	3 (25%)	2 (17%)	4 (33%)
	SSD	12	4 (33%)	2 (17%)	0 (0%)
Pacific	CSSF	5	2 (40%)	0 (0%)	0 (0%)
	SSD	5	1 (20%)	0 (0%)	0 (0%)
Southeast Asia	CSSF	6	0 (0%)	2 (33%)	4 (67%)
	SSD	6	2 (33%)	2 (33%)	0 (0%)
Global	CSSF	45	17 (38%)	9 (20%)	14 (31%)
	SSD	46	20 (44%)	6 (13%)	10 (22%)

1. Country-level responses only, including national responses from Brazil and Indonesia; territories and sub-national responses excluded for this table only.

2. Familiar = Somewhat familiar with the Framework or Declaration. Endorsed/Signed = Endorsed the Comprehensive School Safety Framework (CSSF) or signed the School Safety Declaration (SSD). (Some respondents reported signing the Declaration, though they are not recorded as having done so formally. See Appendix B of the [Supplemental Materials for the Global and Regional Status of School Safety Technical Reports](#) for more details.) Guides Policy & Planning = Endorsed the Framework and used it to guide policies and planning or signed the Declaration and uses it to guide policies and planning. Response option of *No* included in frequency count but not shown in table.

Table 3. School Safety Coordinating Bodies, Initiative and Focal Points in Senior Management (Questions X.9.1 and X.10)

Region	Frequency (%) ¹			
	N	Coordinating Body ²	N	Focal Point in Senior Management ³
Asia & the Pacific	28	18 (64%)	28	22 (79%)
Pacific	6	3 (50%)	6	4 (67%)
Southeast Asia	16	11 (67%)	16	13 (81%)
Global	67	41 (61%)	66	47 (71%)

1. The education authority has a school safety coordinating body. Response option of *No* included in frequency count but not shown in table.

2. The education authority has a school safety focal point in senior management. Response option of *No* included in frequency count but not shown in table.

Table 4. Policies or Legal Frameworks for CSS (Question A1.2)

Region	Policy Extent ¹	Frequency (%)									
		Safe Learning Facilities		School Safety Management		Educational Continuity Management		Risk Reduction and Resilience Education		Education Sector Climate Change Adaptation	
		N		N		N		N		N	
Asia & the Pacific	Weak	28	7 (25%)	28	10 (36%)	28	10 (36%)	28	15 (54%)	27	11 (41%)
	Robust		20 (71%)		17 (61%)		17 (61%)		13 (46%)		12 (44%)
	Addressed		27 (96%)		27 (96%)		27 (96%)		28 (100%)		23 (85%)
Pacific	Weak	6	1 (17%)	6	3 (50%)	6	3 (50%)	6	4 (67%)	6	0 (0%)
	Robust		4 (67%)		3 (50%)		3 (50%)		2 (33%)		5 (83%)
	Addressed		5 (83%)		6 (100%)		6 (100%)		6 (100%)		5 (83%)
Southeast Asia	Weak	16	2 (13%)	16	4 (25%)	16	3 (19%)	16	6 (38%)	16	3 (19%)
	Robust		14 (88%)		12 (75%)		13 (81%)		10 (63%)		12 (75%)
	Addressed		16 (100%)		16 (100%)		16 (100%)		16 (100%)		15 (94%)
Global	Weak	67	23 (34%)	67	27 (40%)	65	22 (34%)	67	34 (51%)	63	30 (48%)
	Robust		40 (60%)		36 (54%)		39 (60%)		30 (45%)		23 (37%)
	Addressed		63 (94%)		63 (94%)		61 (94%)		64 (96%)		53 (85%)

1. Weak = Addressed, but weak or unenforced. Robust = Robustly addressed and enforced. Addressed = Addressed, whether weak or robust. Response option of *No* included in frequency count but not shown in the table. Response option of *Unknown* excluded from analysis.

Table 5. Annual Risk Assessments at School Level and Student Inclusion (Questions A2.1 and A2.2)

Region	Frequency (%)			
	N	Annual Risk Assessments ¹	N	Student Inclusion ²
Asia & the Pacific	28	19 (68%)	23	9 (39%)
Pacific	6	4 (67%)	6	1 (17%)
Southeast Asia	16	12 (75%)	13	7 (54%)
Global	66	37 (56%)	52	18 (35%)

1. Education authority requires an assessment at school level that covers about half, many, most or all hazards. Response options of *For no or very few hazards* and *For some hazards* are included in frequency count but not shown in table.

2. About half, many, most or all students are included in risk assessment in developmentally appropriate ways. Responses *No or very few students* and *Some students* are included in frequency count but not shown in table. Response option of *Unknown* is excluded from analysis.

Table 6. Stakeholder Access to Outcomes of School Risk Assessments (Question A2.3)

Region	Frequency (%) ¹							
	N	School staff access	N	Students access	N	Parents & community access	N	Sub national & national staff access
Asia & the Pacific	22	22 (100%)	19	13 (68%)	19	16 (84%)	22	20 (91%)
Pacific	6	6 (100%)	6	2 (33%)	6	4 (67%)	6	5 (83%)
Southeast Asia	13	13 (100%)	11	11 (100%)	10	10 (100%)	13	13 (100%)
Global	49	46 (93%)	44	29 (66%)	44	34 (77%)	48	42 (88%)

1. Stakeholders have access to risk assessment outcomes (combines the response options of Yes and Yes and use the assessment for school safety planning and decision-making). Response option of No included in analysis but not shown in table. Response option of Unknown is excluded from analysis.

Table 7. Education Authority Assessment of Hazards and Risks Across Education Sector (Question A2.4)

Region	Assessment Extent ¹	Frequency (%)						
		N	Natural hazards and risks	N	Biological and health hazards and risks	Violence and conflict hazards and risks	Everyday hazards and risks	Climate change risk
Asia & the Pacific	Limited	28	15 (54%)	28	10 (36%)	7 (25%)	9 (32%)	11 (39%)
	Full	28	12 (43%)	28	12 (43%)	13 (46%)	12 (43%)	10 (36%)
Pacific	Limited	6	6 (100%)	6	4 (67%)	2 (33%)	3 (50%)	4 (67%)
	Full	6	0 (0%)	6	0 (0%)	0 (0%)	2 (33%)	0 (0%)
Southeast Asia	Limited	16	4 (25%)	16	2 (13%)	2 (13%)	5 (31%)	4 (25%)
	Full	16	12 (75%)	16	12 (75%)	12 (75%)	10 (63%)	10 (63%)
Global	Limited	67	37 (55%)	66	31 (47%)	23 (35%)	25 (38%)	31 (47%)
	Full	67	22 (33%)	66	18 (27%)	24 (36%)	24 (36%)	14 (21%)

1. Limited = somewhat, one-time or limited annual risk assessment at school level. Full = full annual risk assessment at school level and regular review. Response option of No assessment included in analysis but not shown in table.

Table 8. Senior Management Focal Points Assigned (Question A3.2)

Region	Focal Point Type ¹	Frequency (%)					
		N	Comprehensive school safety ²	Climate adaptation and mitigation	Educational continuity management	N	Health management
Asia & the Pacific	Voluntary	28	8 (29%)	9 (32%)	5 (18%)	28	5 (18%)
	Designated	28	19 (68%)	15 (54%)	21 (75%)	28	19 (68%)
Pacific	Voluntary	6	1 (17%)	3 (50%)	0 (0%)	6	0 (0%)
	Designated	6	4 (67%)	2 (33%)	5 (83%)	6	3 (50%)
Southeast Asia	Voluntary	16	5 (31%)	4 (25%)	5 (31%)	16	3 (19%)
	Designated	16	11 (69%)	11 (69%)	11 (69%)	16	12 (75%)
Global	Voluntary	67	12 (18%)	13 (20%)	10 (15%)	66	10 (15%)
	Designated	67	47 (70%)	36 (55%)	47 (70%)	66	42 (64%)

1. Voluntary = Voluntary, with limited formal accountability. Designated = Designated, less than one full-time person or Designated, one or more full-time persons. Response option of None Designated included in analysis but not shown in table.

2. Including safe learning facilities, school safety management, and risk reduction and resilience education.

Table 9a. Education Sector Budget Funds Allocated (Question A4.1)

Region	Funding ¹	Frequency (%)							
		N	Safe and green school construction ²	N	Green school construction or upgrading for climate mitigation	N	Response preparedness	N	Health, nutrition and wellbeing
Asia & the Pacific	None	28	4 (14%)	27	6 (22%)	27	5 (19%)	26	4 (15%)
	Inconsistent		5 (18%)		7 (26%)		8 (30%)		4 (15%)
	Consistent		12 (43%)		8 (30%)		13 (48%)		9 (35%)
	Sufficient		7 (25%)		6 (22%)		1 (4%)		9 (35%)
Pacific	None	6	2 (33%)	6	3 (50%)	6	3 (50%)	5	2 (40%)
	Inconsistent		4 (67%)		3 (50%)		2 (33%)		1 (20%)
	Consistent		0 (0%)		0 (0%)		1 (17%)		2 (40%)
	Sufficient		0 (0%)		0 (0%)		0 (0%)		0 (0%)
Southeast Asia	None	16	1 (6%)	15	2 (13%)	16	1 (6%)	15	0 (0%)
	Inconsistent		1 (6%)		0 (0%)		3 (19%)		1 (7%)
	Consistent		7 (44%)		7 (47%)		11 (69%)		6 (40%)
	Sufficient		7 (44%)		6 (40%)		1 (6%)		8 (53%)
Global	None	64	8 (13%)	63	16 (25%)	62	17 (27%)	65	7 (11%)
	Inconsistent		17 (27%)		21 (33%)		17 (27%)		12 (19%)
	Consistent		30 (47%)		19 (30%)		25 (40%)		28 (43%)
	Sufficient		9 (14%)		7 (11%)		3 (5%)		18 (28%)

1. None = No funding allocated. Inconsistent = Inconsistent funds allocated. Consistent = Consistent funds allocated, although insufficient for full implementation. Sufficient = Consistent funds allocated and mostly sufficient for full implementation. Response option of Unknown is excluded from analysis.

2. Including WASH facilities.

Table 9b. Education Sector Budget Funds Allocated-Cont. (Question A4.1)

Region	Funding ¹	Frequency (%)									
		N	Child Protection and violence prevention	N	Disaster recovery	N	Education in emergencies	N	Risk reduction and climate change education programming	N	Climate change adaptation
Asia & the Pacific	None	27	3 (11%)	28	6 (21%)	27	6 (22%)	28	6 (21%)	27	7 (26%)
	Inconsistent		7 (26%)		5 (18%)		4 (15%)		5 (18%)		6 (22%)
	Consistent		10 (37%)		13 (46%)		14 (52%)		12 (43%)		10 (37%)
	Sufficient		7 (26%)		4 (14%)		3 (11%)		5 (18%)		4 (15%)
Pacific	None	6	1 (17%)	6	3 (50%)	6	3 (50%)	6	3 (50%)	6	2 (33%)
	Inconsistent		2 (33%)		1 (17%)		2 (33%)		2 (33%)		1 (17%)
	Consistent		2 (33%)		2 (33%)		1 (17%)		1 (17%)		3 (50%)
	Sufficient		1 (17%)		0 (0%)		0 (0%)		0 (0%)		0 (0%)
Southeast Asia	None	15	0 (0%)	16	1 (6%)	16	1 (6%)	16	1 (6%)	16	2 (13%)
	Inconsistent		3 (20%)		1 (6%)		1 (6%)		2 (13%)		3 (19%)
	Consistent		6 (40%)		11 (69%)		11 (69%)		9 (56%)		7 (44%)
	Sufficient		6 (40%)		3 (19%)		3 (19%)		4 (25%)		4 (25%)
Global	None	62	8 (13%)	63	20 (32%)	63	19 (30%)	64	17 (27%)	64	22 (34%)
	Inconsistent		16 (26%)		13 (21%)		16 (25%)		19 (30%)		19 (30%)
	Consistent		25 (40%)		21 (33%)		22 (35%)		23 (36%)		18 (28%)
	Sufficient		13 (21%)		9 (14%)		6 (10%)		5 (8%)		5 (8%)

1. None = No funding allocated. Inconsistent = Inconsistent funds allocated. Consistent = Consistent funds allocated, although insufficient for full implementation. Sufficient = Consistent funds allocated and mostly sufficient for full implementation. Response option of Unknown is excluded from analysis.

2. Including WASH facilities.

Table 10. External Funds for Education Sector Projects with Significant Emphasis on School Safety, Climate Adaptation or Education in Emergencies (Question A4.2)

Region	N	Frequency (%) ^{1,2}	
		Previous funding, one or more sources	Current funding, one or more sources
Asia & the Pacific	28	15 (54%)	21 (75%)
Pacific	6	3 (50%)	4 (67%)
Southeast Asia	16	9 (56%)	12 (75%)
Global	67	38 (57%)	43 (64%)

1. Respondents asked about funding from Global Partnership for Education, Education cannot Wait, Green Climate Fund, World Bank, Regional Banks, UN Agencies, and other, self-described. A breakdown by source provided in Appendix E of the [Supplemental Materials for the Global and Regional Status of School Safety Technical Reports](#).

2. Response options of *No* and *We are, or will be, seeking funds* not included in analysis.

Table 11a. Consistent Data Collection on Emergency and Disaster Impacts (Question A5.1)

Region	Data Collection Frequency ¹	N	Frequency (%)						N	Attacks on schools, children, or staff	N	School day closures	N	Long-term education outcomes
			Deaths at school	Serious injuries at school	Disease outbreaks at school	Violent incidents against children or staff	Damage to school infra-structure, equipment and supplies	School attendance pre and post disaster						
Asia & the Pacific	Never	28	5 (18%)	5 (18%)	3 (11%)	1 (4%)	1 (4%)	2 (7%)	28	3 (11%)	28	1 (4%)	27	1 (4%)
	Inconsistent		2 (7%)	4 (14%)	4 (14%)	5 (18%)	5 (18%)	6 (21%)		5 (18%)		8 (29%)		4 (15%)
	Systematic		19 (68%)	18 (64%)	18 (64%)	21 (75%)	22 (79%)	19 (68%)		20 (71%)		19 (68%)		22 (82%)
	External		2 (7%)	1 (4%)	3 (11%)	1 (4%)	0 (0%)	1 (4%)		0 (0%)		0 (0%)		0 (0%)
Pacific	Never	6	3 (50%)	3 (50%)	1 (17%)	0 (0%)	1 (17%)	1 (17%)	6	0 (0%)	6	1 (17%)	6	0 (0%)
	Inconsistent		1 (17%)	2 (33%)	2 (33%)	3 (50%)	2 (33%)	2 (33%)		3 (50%)		2 (33%)		1 (20%)
	Systematic		1 (17%)	1 (17%)	1 (17%)	3 (50%)	3 (50%)	3 (50%)		3 (50%)		3 (50%)		4 (80%)
	External		1 (17%)	0 (0%)	2 (33%)	0 (0%)	0 (0%)	0 (0%)		0 (0%)		0 (0%)		0 (0%)
Southeast Asia	Never	16	0 (0%)	0 (0%)	1 (6%)	1 (6%)	0 (0%)	1 (6%)	16	2 (13%)	16	0 (0%)	16	0 (0%)
	Inconsistent		1 (6%)	2 (13%)	1 (6%)	1 (6%)	2 (13%)	3 (19%)		2 (13%)	16	3 (19%)		2 (13%)
	Systematic		15 (94%)	14 (88%)	14 (88%)	14 (88%)	14 (88%)	12 (75%)		12 (75%)	16	13 (81%)		14 (88%)
	External		0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		0 (0%)	16	0 (0%)		0 (0%)
Global	Never	67	14 (21%)	11 (16%)	8 (12%)	7 (10%)	4 (6%)	7 (10%)	66	11 (17%)	66	4 (6%)	66	5 (8%)
	Inconsistent		11 (16%)	16 (24%)	15 (22%)	17 (25%)	15 (22%)	15 (22%)		16 (24%)		19 (29%)		11 (17%)
	Systematic		35 (52%)	36 (54%)	31 (46%)	38 (57%)	46 (69%)	42 (63%)		35 (53%)		41 (62%)		43 (65%)
	External		7 (10%)	4 (6%)	13 (19%)	5 (8%)	2 (3%)	3 (5%)		4 (6%)		2 (3%)		7 (11%)

1. Never = No data collected. Inconsistent= Data are inconsistently collected. Systematic = Data are systematically collected, but without disaggregation; Data are systematically collected with some disaggregation; or Data are collected at least annually and disaggregated by age, gender, and disability. External = Data are collected by stakeholders other than education authority (data collection frequency not specified).

Table 11b. Emergency and Disaster Impacts Data Disaggregation by Age, Gender and Disability (Question A5.1)

Region	Disaggregation ¹	Frequency (%)						N	Long-term education outcomes
		Deaths at school	Serious injuries at school	Disease outbreaks at school	Violent incidents against children or staff	School attendance pre and post disaster			
Asia & the Pacific	None	28	8 (29%)	10 (36%)	9 (31%)	7 (25%)	9 (32%)	27	6 (22%)
	Some		6 (21%)	6 (21%)	3 (11%)	4 (14%)	8 (29%)		7 (26%)
	Full		12 (43%)	11 (39%)	13 (46%)	16 (57%)	10 (36%)		14 (52%)
	External		2 (7%)	1 (4%)	3 (11%)	1 (4%)	1 (4%)		0 (0%)
Pacific	None	6	4 (67%)	5 (83%)	3 (50%)	3 (50%)	3 (50%)	5	1 (20%)
	Some		0 (0%)	0 (0%)	0 (0%)	1 (17%)	1 (17%)		1 (20%)
	Full		1 (17%)	1 (17%)	1 (17%)	2 (33%)	2 (33%)		3 (60%)
	External		1 (17%)	0 (0%)	2 (33%)	0 (0%)	0 (0%)		0 (0%)
Southeast Asia	None	16	2 (13%)	3 (19%)	2 (13%)	2 (13%)	5 (31%)	16	2 (13%)
	Some		3 (19%)	3 (19%)	3 (19%)	2 (13%)	5 (31%)		3 (19%)
	Full		11 (69%)	10 (63%)	11 (69%)	12 (75%)	6 (38%)		11 (69%)
	External		0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		0 (0%)
Global	None	67	30 (45%)	33 (49%)	28 (42%)	30 (45%)	27 (40%)	66	20 (30%)
	Some		12 (18%)	13 (19%)	7 (10%)	10 (15%)	17 (25%)		16 (24%)
	Full		18 (27%)	17 (25%)	19 (28%)	22 (33%)	20 (30%)		23 (35%)
	External		7 (10%)	4 (6%)	13 (19%)	5 (7%)	3 (5%)		7 (11%)

1. None = No data collected, Data are inconsistently collected, or Data are systematically collected, but without disaggregation. Some = Data are systematically collected with some disaggregation. Full = Data are collected at least annually and disaggregated by age, gender, and disability. External = Data are collected by stakeholders other than education authority (level of disaggregation not specified).

Table 12. Public Availability of Data on Emergency and Disaster Impacts (Question A5.2)

Region	Frequency (%) ¹	
	Shared Internally ²	Publicly Available
Asia & the Pacific (N=28)	15 (54%)	13 (46%)
Pacific (N=6)	5 (83%)	1 (17%)
Southeast Asia (N=16)	5 (31%)	11 (69%)
Global (N=67)	30 (51%)	30 (45%)

1. Response option of *No* included in frequency count but not shown in table.
2. Only shared internally, such as within education sector or to specific stakeholders.

Table 13. Availability of Guidelines and Regulations for Mitigating Hazards when Selecting Sites for New Schools (Questions B1.1)

Region	Extent ²	Frequency (%)					
		Selecting and Preparing					
		School Sites ¹					
		N	Flood	N	Wildfire or bushfire	N	Future sea level rise
Asia & the Pacific	Limited	28	8 (29%)	23	5 (22%)	25	6 (24%)
	Robust	28	17 (61%)	23	12 (52%)	25	13 (52%)
	Any Extent	28	25 (90%)	23	17 (74%)	25	19 (76%)
Pacific	Limited	6	2 (33%)	4	1 (25%)	6	4 (67%)
	Robust	6	3 (50%)	4	1 (25%)	6	1 (17%)
	Any Extent	6	5 (83%)	4	2 (50%)	6	5 (84%)
Southeast Asia	Limited	16	2 (13%)	14	2 (14%)	14	1 (7%)
	Robust	16	13 (81%)	14	10 (71%)	14	12 (86%)
	Any Extent	16	15 (94%)	14	12 (85%)	14	13 (93%)
Global	Limited	66	20 (30%)	54	16 (30%)	55	20 (36%)
	Robust	66	40 (61%)	54	28 (52%)	55	26 (47%)
	Any Extent	66	60 (91%)	54	44 (82%)	55	46 (84%)

1. When selecting and preparing sites for government schools, regulations require these risks are mitigated.
2. Limited = *Only guidelines, weak regulations or limited monitoring*; Robust = *Robust regulations and monitoring*. Options of *No* not shown in table. Response options of *Unknown* and *Not applicable, schools are not exposed to this risk* excluded from analysis.

Table 14. Availability of Guidelines and Regulations for Mitigating Hazards when Building New School Buildings (Questions B1.2)

		Frequency (%)									
		Designing New School Buildings ¹									
Region	Extent ²	N	Earth- quakes	N	Building fire	N	High winds	N	Extreme temp.	N	Enviro. impact
Asia & the Pacific	Limited	24	5 (21%)	25	8 (32%)	26	8 (31%)	23	12 (52%)	27	8 (30%)
	Robust		18 (75%)		17 (68%)		15 (58%)		8 (35%)		17 (63%)
	Any Extent		23 (96%)		25 (100%)		23 (89%)		20 (87%)		25 (93%)
Pacific	Limited	6	0 (0%)	6	3 (50%)	5	2 (40%)	4	3 (75%)	6	2 (33%)
	Robust		3 (50%)		3 (50%)		3 (60%)		0 (0%)		4 (67%)
	Any Extent		3 (50%)		6 (100%)		5 (100%)		3 (75%)		6 (100%)
Southeast Asia	Limited	16	3 (19%)	15	3 (20%)	16	4 (25%)	13	6 (46%)	15	5 (33%)
	Robust		12 (75%)		12 (80%)		10 (63%)		6 (46%)		10 (67%)
	Any Extent		15 (94%)		15 (100%)		14 (68%)		12 (92%)		15 (100%)
Global	Limited	54	12 (22%)	63	20 (32%)	61	20 (33%)	58	26 (45%)	63	25 (40%)
	Robust		36 (67%)		41 (65%)		36 (59%)		23 (40%)		34 (54%)
	Any Extent		48 (89%)		61 (97%)		56 (92%)		49 (84%)		59 (94%)

1. When designing new government school buildings, regulations require these risks are mitigated.

2. Limited = *Only guidelines, weak regulations or limited monitoring*; Robust = *Robust regulations and monitoring*. Response option *No not* shown in table. Response options of *Unknown* and *Not Applicable*, schools are not exposed to this risk excluded from analysis.

Table 15. Applicability of Public-School Guidelines and Regulations for Private Schools (Question B1.4)

Region	Extent Applied ¹	Frequency (%)					
		Selecting and preparing school sites		Designing and constructing school buildings		Installing school WASH facilities	
		N		N		N	
Asia & the Pacific	Limited	27	8 (30%)	27	8 (30%)	27	7 (26%)
	Robust		16 (59%)		17 (63%)		18 (67%)
Pacific	Limited	5	2 (40%)	5	2 (40%)	5	2 (40%)
	Robust		2 (40%)		3 (60%)		3 (60%)
Southeast Asia	Limited	16	3 (19%)	16	4 (25%)	16	3 (19%)
	Robust		13 (81%)		12 (75%)		13 (81%)
Global	Limited	63	19 (30%)	64	19 (30%)	64	16 (25%)
	Robust		36 (57%)		37 (58%)		41 (64%)

1. Limited guidelines, regulation or limited monitoring vs robust regulations and monitoring. Response option of *No* included in analysis but not shown in table. Response option of *Unknown* excluded from analysis.

Table 16. Systematic Assessment and Prioritisation of School Upgrades (Questions B2.1 and B2.2)

Region	Stage ¹	Frequency (%)					
		N	Safety of school buildings	WASH facilities	N	Climate change adaptation	Environmental sustainability
Asia & the Pacific	Assessment	28	19 (68%)	20 (71%)	27	8 (30%)	8 (30%)
	Upgrades	28	1 (4%)	4 (14%)	28	0 (0%)	1 (4%)
Pacific	Assessment	6	4 (67%)	3 (50%)	6	2 (33%)	1 (17%)
	Upgrades	6	0 (0%)	1 (17%)	6	0 (0%)	0 (0%)
Southeast Asia	Assessment	16	11 (69%)	13 (81%)	16	4 (25%)	5 (31%)
	Upgrades	16	0 (0%)	1 (6%)	16	0 (0%)	0 (0%)
Global	Assessment	66	40 (61%)	41 (62%)	65	10 (15%)	12 (19%)
	Upgrades	66	6 (9%)	9 (14%)	66	0 (0%)	1 (2%)

1. Assessment = Systematic assessment and prioritisation for most schools. Response option of Limited assessment occurs and No assessment included in analysis but not included in table. Upgrades = Education authority has systematically funded and substantially completed upgrades for most schools. Response option of No and Planned or in progress included in analysis but not shown in table.

Table 17. Consistent and Sufficient Funding for Maintenance (Question B3.2)

Region	Consistency and Sufficiency of Funding ¹	Frequency (%)			
		Routine maintenance of school building and sites	Routine maintenance of WASH facilities	Deferred maintenance for buildings and WASH facilities	Non-structural risk reduction, climate adaptation and mitigation activities
Asia & the Pacific (N=28)	Yes, consistent funding but insufficient	14 (50%)	12 (43%)	10 (36%)	8 (29%)
	Yes, consistent and sufficient	4 (14%)	6 (21%)	4 (14%)	2 (7%)
Pacific (N=6)	Yes, consistent funding but insufficient	4 (67%)	2 (33%)	2 (33%)	0 (0%)
	Yes, consistent and sufficient	0 (0%)	1 (17%)	0 (0%)	0 (0%)
Southeast Asia (N=16)	Yes, consistent funding but insufficient	8 (50%)	7 (44%)	6 (38%)	7 (44%)
	Yes, consistent and sufficient	4 (25%)	5 (31%)	4 (25%)	2 (13%)
Global (N=67)	Yes, consistent funding but insufficient	35 (52%)	31 (46%)	21 (31%)	15 (22%)
	Yes, consistent and sufficient	9 (13%)	11 (16%)	6 (9%)	2 (3%)

1. Response options of No funding provided or schools expected to raise funds and Inconsistent funding provided are included in analysis but not shown in table.

Table 18. Guidelines and Policies for Use of Schools as Evacuation Centres and Post-Disaster Collectives (Questions B4.1, B4.2 & B4.3)

Region	Frequency (%)							
	N	Systematic identification ¹	Maintaining educational continuity	Maintaining student health and safety	N	Reimbursement ²	N	Protect against attack ³
Asia & the Pacific	28	15 (54%)	14 (50%)	15 (54%)	28	13 (46%)	27	12 (44%)
Pacific	6	4 (67%)	1 (17%)	3 (50%)	6	2 (33%)	6	0 (0%)
Southeast Asia	16	8 (50%)	10 (63%)	10 (63%)	16	10 (63%)	16	9 (56%)
Global	67	35 (52%)	31 (46%)	30 (46%)	65	20 (31%)	64	33 (52%)

1. Systematic approach for identifying schools that may be used as evacuation centres/ post-disaster collective centres. Response options of *No* and *Being developed* are included in analysis but not shown in table.

2. Reimbursement for damages and costs for use of schools as temporary shelters. Response options of *No* and *Being developed* are included in analysis but not shown in table.

3. Proactive measures to prevent schools from use by armed individuals or groups or for military purposes. Response option of *No* is included in analysis but not shown in table.

Table 19. Protecting Students on the Way to School (Questions B5.1 And B5.2)

Region	Frequency (%) ¹			
	N	Inspect safety of home-to-school routes and transportation and take proactive measures to reduce dangers	N	Protective measures to prevent bullying, gender-based violence, and attack on the way to school
Asia & the Pacific	26	10 (39%)	27	18 (67%)
Pacific	6	2 (33%)	6	2 (33%)
Southeast Asia	14	7 (50%)	15	15 (100%)
Global	63	18 (29%)	65	36 (55%)

1. Many or most schools response options shown in table. Response options of *None or very few schools*, *Some schools*, and *About half the schools* are included in analysis but not shown in table. Response option of *Unknown* is excluded from analysis.

Table 20. Subject Areas where Education Authorities have Develop Plans (Question C1.1)

Region	Plan Extent ¹	Frequency (%)						
		N	Safety and security	Educational continuity	N	Protection of education sector investments	N	Climate change adaptation and climate action
Asia & the Pacific	Limited	28	12 (43%)	11 (39%)	28	12 (43%)	27	17 (63%)
	Some		8 (29%)	8 (29%)		8 (29%)		5 (19%)
	Robust		7 (25%)	8 (29%)		4 (14%)		3 (11%)
Pacific	Limited	6	5 (83%)	4 (67%)	6	3 (50%)	5	5 (100%)
	Some		1 (17%)	1 (17%)		1 (17%)		0 (0%)
	Robust		0 (0%)	1 (17%)		0 (0%)		0 (0%)
Southeast Asia	Limited	16	5 (31%)	5 (31%)	16	7 (44%)	16	8 (50%)
	Some		5 (31%)	5 (31%)		5 (31%)		5 (31%)
	Robust		6 (38%)	6 (38%)		3 (19%)		3 (19%)
Global	Limited	66	28 (42%)	24 (36%)	63	22 (35%)	61	30 (49%)
	Some		18 (27%)	18 (27%)		18 (27%)		13 (21%)
	Robust		15 (23%)	18 (27%)		10 (16%)		5 (8%)

1. Limited = Limited plan covering some risks; Some = Plan covers many risks; Robust = Robust plan covering most risks. Response option of No plans yet is included in analysis but not shown in table. Response option of Unknown is excluded from analysis.

Table 21. Education Authorities Include Stakeholder Input when Developing Plans (Question C1.2)

Region	Frequency (%) ¹				
	N	Teacher/school staff	N	Children and youth	Community
Asia & the Pacific	28	28 (100%)	28	25 (89%)	27 (96%)
Pacific	6	6 (100%)	6	5 (83%)	6 (100%)
Southeast Asia	16	6 (100%)	16	15 (94%)	6 (100%)
Global	66	64 (97%)	67	56 (84%)	60 (90%)

1. Limited input sought or Systematic and representative input sought. Response option of No is included in analysis but not shown in table.

Table 22. Education Authority Provides Guidance for School Safety Planning (Question C2.1)

Region	Guidance Level ¹	N	Frequency (%)						N	Standard operating procedures for disasters and emergencies
			Risk assessment	Risk reduction	Response preparedness	Educational continuity	Climate change adaptation and action	Actively including child participation while developing plans and measures		
Asia & the Pacific	Limited	28	16 (57%)	17 (61%)	17 (61%)	13 (46%)	17 (61%)	16 (57%)	27	15 (56%)
	Robust	28	11 (39%)	11 (39%)	11 (39%)	14 (50%)	7 (25%)	5 (18%)	27	11 (41%)
Pacific	Limited	6	4 (67%)	6 (100%)	5 (83%)	4 (67%)	4 (67%)	3 (50%)	6	4 (67%)
	Robust	6	1 (17%)	0 (0%)	1 (17%)	2 (33%)	0 (0%)	0 (0%)	6	2 (33%)
Southeast Asia	Limited	16	7 (44%)	6 (38%)	7 (44%)	6 (38%)	9 (56%)	10 (63%)	16	9 (56%)
	Robust	16	9 (56%)	10 (63%)	9 (56%)	10 (63%)	7 (44%)	5 (31%)	16	7 (44%)
Global	Limited	66	40 (61%)	39 (59%)	37 (56%)	30 (46%)	40 (61%)	35 (53%)	65	27 (42%)
	Robust	66	24 (36%)	26 (39%)	28 (42%)	34 (52%)	13 (20%)	14 (21%)	65	32 (49%)

1. Limited = Somewhat, limited guidance is provided or guidance is poorly distributed or understood. Robust = Yes, robust guidance provided and distributed. Response option of No is included in analysis but not shown in table.

Table 23. Schools Review Measures and Plans (Question C2.4)

Region	Review Frequency ¹	Frequency (%)					
		N	Risk assessment	Risk reduction	Response Preparedness	N	Educational Continuity
Asia & the Pacific	Occasionally	28	22 (79%)	23 (82%)	21 (75%)	28	20 (71%)
	Annually	28	5 (18%)	5 (18%)	7 (25%)	28	6 (21%)
Pacific	Occasionally	6	5 (83%)	5 (83%)	5 (83%)	6	5 (83%)
	Annually	6	1 (17%)	0 (0%)	1 (17%)	6	1 (17%)
Southeast Asia	Occasionally	16	12 (75%)	12 (75%)	10 (63%)	16	10 (63%)
	Annually	16	3 (19%)	4 (25%)	6 (38%)	16	5 (31%)
Global	Occasionally	66	39 (59%)	41 (62%)	38 (58%)	64	42 (66%)
	Annually	66	24 (36%)	23 (35%)	25 (38%)	64	19 (30%)

1. Response option of *Never* is included in analysis but not shown in table.

2. For example, after a major disaster.

Table 24. Education Sector Policies that Protect and Implement Equitable Access to Education (Question C3.1)

Region	Level of Protection ¹	Frequency (%)						
		N	Children with			Language, culture, Immigrant and Refugee ethnic, and religious minority children		
			Boys	Girls	Disabilities	N	Children	children
Asia & the Pacific	Weak, inconsistent	28	5 (18%)	5 (18%)	8 (29%)	27	8 (30%)	9 (33%)
	Robust, implemented	28	21 (75%)	21 (75%)	18 (64%)	27	12 (44%)	15 (56%)
Pacific	Weak, inconsistent	6	2 (33%)	2 (33%)	3 (50%)	5	0 (0%)	3 (60%)
	Robust, implemented	6	4 (67%)	4 (67%)	3 (50%)	5	2 (40%)	1 (20%)
Southeast Asia	Weak, inconsistent	16	2 (13%)	2 (13%)	3 (19%)	16	6 (38%)	4 (25%)
	Robust, implemented	16	14 (88%)	14 (88%)	13 (81%)	16	9 (56%)	12 (75%)
Global	Weak, inconsistent	67	15 (22%)	16 (24%)	23 (34%)	65	25 (39%)	23 (35%)
	Robust, implemented	67	50 (75%)	49 (73%)	42 (63%)	65	30 (46%)	38 (59%)

1. Weak, inconsistent = Some protections, but weak or inconsistently implemented. Robust, implemented = Robust protections in place and implemented. Response option of No protections are guaranteed in law or policy is included in analysis but not shown in table.

Table 25. Educational Continuity Planning Considerations for Specific Needs (Question C3.3)

Region	Level of Consideration ¹	Frequency (%)									
		Boys		Girls		Children with Disabilities		Immigrant and Refugee Children		Language, culture, ethnic, and religious minority children	
		N		N		N		N		N	
Asia & the Pacific	Limited	27	10 (37%)	10 (37%)	28	12 (43%)	26	9 (35%)	26	9 (35%)	
	Robust	27	16 (59%)	16 (59%)	28	15 (54%)	26	7 (27%)	26	12 (46%)	
Pacific	Limited	5	2 (40%)	2 (40%)	6	3 (50%)	4	1 (25%)	4	1 (25%)	
	Robust	5	2 (40%)	2 (40%)	6	3 (50%)	4	0 (0%)	4	0 (0%)	
Southeast Asia	Limited	16	5 (31%)	5 (31%)	16	6 (38%)	16	4 (25%)	16	6 (38%)	
	Robust	16	11 (69%)	11 (69%)	16	10 (63%)	16	6 (38%)	16	10 (63%)	
Global	Limited	64	22 (34%)	20 (31%)	65	29 (45%)	63	24 (38%)	62	25 (40%)	
	Robust	64	39 (61%)	41 (64%)	65	34 (52%)	63	19 (30%)	62	23 (37%)	

1. Limited = *Weak or limited consideration*. Robust = *Robust consideration*. Response option of *No consideration* is included in analysis but not shown in table.

Table 26. School Enrolment and Attainment Equity (Question C3.2)

Region	Equity in Enrolment & Attainment ¹	Frequency (%)							
		By gender		By disabilities		For immigrants and refugees		For language, culture, ethnic, and religious minority children	
		N		N		N		N	
Asia & the Pacific	Unknown	28	0 (0%)	28	1 (4%)	28	10 (36%)	28	7 (25%)
	Limited	28	3 (11%)	28	4 (14%)	28	5 (18%)	28	3 (11%)
	Some	28	6 (21%)	28	6 (21%)	28	2 (7%)	28	5 (19%)
	Widespread	28	19 (68%)	28	17 (61%)	28	11 (39%)	28	13 (46%)
Pacific	Unknown	6	0 (0%)	6	0 (0%)	6	4 (67%)	6	4 (67%)
	Limited	6	0 (0%)	6	1 (17%)	6	0 (0%)	6	0 (0%)
	Some	6	2 (33%)	6	2 (33%)	6	0 (0%)	6	1 (17%)
	Widespread	6	4 (67%)	6	3 (50%)	6	2 (33%)	6	1 (17%)
Southeast Asia	Unknown	16	0 (0%)	16	1 (6%)	16	5 (31%)	16	1 (6%)
	Limited	16	2 (13%)	16	1 (6%)	16	3 (19%)	16	1 (6%)
	Some	16	3 (19%)	16	3 (19%)	16	1 (6%)	16	4 (25%)
	Widespread	16	11 (69%)	16	11 (69%)	16	7 (44%)	16	10 (63%)
Global	Unknown	67	1 (2%)	66	5 (8%)	67	22 (33%)	66	21 (32%)
	Limited	67	7 (10%)	66	13 (20%)	67	9 (13%)	66	8 (12%)
	Some	67	24 (36%)	66	19 (29%)	67	15 (22%)	66	18 (27%)
	Widespread	67	35 (52%)	66	29 (44%)	67	21 (31%)	66	19 (29%)

1. Unknown = Data not collected or not disaggregated; Limited = Disaggregated data shows widespread inequity; Some = Disaggregated data shows some equity achieved; Widespread = Disaggregated data shows full equity achieved in most or all regions and education levels.

Table 27. Requirements for Schools to Conduct at Least One Drill a Year (Question C4.1)

Region	Frequency ¹ (%)							
	N	Fire	N	Other Hazards	N	Full simulation (for expected hazards)	N	Conducted for children of all ages and abilities
Asia & the Pacific	26	25 (96%)	26	24 (92%)	25	18 (72%)	20	19 (95%)
Pacific	6	6 (100%)	6	6 (100%)	6	2 (33%)	5	4 (80%)
Southeast Asia	15	14 (93%)	15	14 (93%)	14	11 (79%)	11	11 (100%)
Global	63	47 (75%)	64	50 (78%)	60	38 (63%)	57	45 (79%)

1. Includes response options of *At least annually* and *At least once per term/semester*. Response option of *No* is included in analysis but not shown in table. Response option of *Unknown* is excluded from analysis.

Table 28. National Strategies and School-level Policies for Health Promotion (Questions C5.1)

Region ¹	Level ²	N	Frequency (%)
Asia & the Pacific	National Strategy	27	24 (89%)
	School-level Policy	28	24 (86%)
Pacific	National Strategy	5	3 (60%)
	School-level Policy	6	5 (83%)
Southeast Asia	National Strategy	16	16 (100%)
	School-level Policy	16	16 (100%)
Global	National	64	58 (91%)
	School	65	57 (88%)

1. Federated countries with multiple responding federated units may be overrepresented in the data and skew regional result.

2. National Strategy = *A national education strategy for health promotion in schools (limited or robust)*. School-level Policy = *School-level policies or plans for health promotion (limited or robust)*.

Table 29. Availability of Guidance and Standards by Health and Nutrition Topic (Questions C5.2)

Region	Availability ¹	Frequency (%)									
		N	Water, sanitation and hygiene	N	Food and nutrition	N	Active tracking of disease outbreak ²	N	Social measures for disease outbreaks ³	N	Environmental measures for disease outbreak ⁴
Asia & the Pacific	Guidance	27	6 (22%)	27	6 (22%)	26	6 (23%)	26	5 (19%)	27	7 (26%)
	Standards		5 (19%)		7 (26%)		1 (4%)		3 (12%)		1 (4%)
	Monitoring		16 (59%)		13 (48%)		14 (54%)		15 (58%)		14 (52%)
Pacific	Guidance	5	1 (20%)	5	1 (20%)	5	1 (20%)	5	1 (20%)	6	2 (33%)
	Standards		2 (40%)		3 (60%)		0 (0%)		2 (40%)		0 (0%)
	Monitoring		2 (40%)		1 (20%)		1 (20%)		1 (20%)		0 (0%)
Southeast Asia	Guidance	16	1 (6%)	16	1 (6%)	15	2 (13%)	15	2 (13%)	15	2 (13%)
	Standards		2 (13%)		3 (60%)		0 (0%)		0 (0%)		0 (0%)
	Monitoring		13 (81%)		12 (75%)		13 (87%)		13 (87%)		13 (87%)
Global	Guidance	63	17 (27%)	66	11 (17%)	58	14 (24%)	60	12 (20%)	65	18 (28%)
	Standards		14 (22%)		16 (24%)		9 (16%)		11 (18%)		13 (20%)
	Monitoring		32 (51%)		37 (56%)		26 (45%)		32 (53%)		27 (41%)

1. Guidance = Guidance available; Standards = Minimum standards defined; Monitoring = Minimum standards defined and monitored. Response option None not shown in table. Response option Not applicable or other agencies responsible for this excluded from analysis.

2. Active identification and tracking of communicable diseases in students and staff

3. Social measures to reduce disease transmission during disease outbreaks

4. Environmental measures, such as ventilation and cleaning, to reduce transmission during disease outbreak

Table 30. Monitoring of WASH Data at School Level (Question C5.3)

Region	Data Collection ¹	N	Frequency (%)			
			Water ²	Sanitation ³	Hygiene ⁴	Solid waste management ⁵
Asia & the Pacific	Not regularly	28	8 (29%)	9 (32%)	8 (29%)	8 (29%)
	At least annually		19 (68%)	19 (68%)	18 (64%)	11 (39%)
Pacific	Not regularly	6	2 (33%)	3 (50%)	2 (33%)	1 (17%)
	At least annually		4 (67%)	3 (50%)	3 (50%)	0 (0%)
Southeast Asia	Not regularly	16	4 (25%)	4 (25%)	3 (19%)	6 (38%)
	At least annually		12 (75%)	12 (75%)	13 (81%)	10 (63%)
Global	Not regularly	66	26 (39%)	25 (38%)	23 (35%)	24 (37%)
	At least annually		37 (56%)	40 (61%)	39 (59%)	28 (42%)

1. Response option of *Not at all* is included in analysis but not shown in table.
2. Source, quality and sufficiency.
3. Toilet types, accessibility, functionality and privacy.
4. Handwashing facilities, soap and water.
5. Waste reduction, recycling and disposal.

Table 31. Adoption and Use of Key Messages (Questions D1.1 and D1.2)

Region	Frequency (%)						
	N	Key Messages Adopted ^{1,2,3}	Key Message Usage ³		N	Adaptations for People with Disabilities ⁴	Availability in Languages/ Formats for Linguistic Minorities ⁴
			Both Formal & Non-formal Education	Formal Education Only			
Asia & the Pacific	27	24 (89%)	13 (48%)	7 (26%)	28	19 (68%)	13 (46%)
Pacific	6	4 (67%)	2 (33%)	1 (17%)	6	2 (33%)	1 (17%)
Southeast Asia	15	14 (93%)	8 (53%)	6 (40%)	16	14 (88%)	10 (63%)
Global	62	55 (89%)	29 (47%)	17 (27%)	66	44 (67%)	27 (41%)

1. National Disaster Management Authority and Education authorities have nationally adopted, consensus- and evidence-based, action-oriented key messages as foundation for formal and non-formal education.
2. Federated countries with multiple responding federated units may be overrepresented in the data and skew regional results.
3. Response option of *Unknown* is excluded from analysis. Response option of *None adopted* is included in analysis but not shown in table.
4. Response option of *No* is included in analysis but not shown in table.

Table 32. CSS-related Subjects in Formal Curriculum (Questions D2.5)

Region	Subject ¹	N	Frequency (%) ²	
			Primary Curriculum	Secondary Curriculum
Asia & the Pacific	DRR	28	25 (89%)	26 (93%)
	CCA	28	25 (89%)	26 (93%)
	ESD	28	20 (71%)	20 (71%)
	HWB	28	26 (93%)	25 (89%)
	SEL	27	21 (78%)	22 (79%)
Pacific	DRR	6	3 (50%)	4 (67%)
	CCA	6	5 (83%)	5 (83%)
	ESD	6	4 (67%)	4 (67%)
	HWB	6	5 (83%)	5 (83%)
	SEL	6	3 (50%)	4 (67%)
Southeast Asia	DRR	16	16 (100%)	16 (100%)
	CCA	16	16 (100%)	16 (100%)
	ESD	16	14 (88%)	14 (88%)
	HWB	16	16 (100%)	16 (100%)
	SEL	16	15 (94%)	15 (94%)
Global	DRR	67	46 (69%)	48 (72%)
	CCA	67	48 (72%)	50 (75%)
	ESD	67	45 (67%)	44 (66%)
	HWB	67	58 (87%)	55 (82%)
	SEL	66	48 (73%)	49 (73%)

1. DRR = Disaster risk reduction; CCA = Climate change, action, justice and the environment; ESD = education for sustainable development; HWB = Health and wellbeing; SEL = social-emotional learning.

2. Response options of *None* and *Now being developed* are included in analysis but not shown in table.

Table 33. Additional Forms of Dissemination (Questions D3.1)

Region	Subject ²	N	Frequency (%) ¹		
			School assemblies and experiential learning	At teacher	
				discretion in some classrooms	School clubs, afterschool activities, and other extra curriculars
Asia & the Pacific	DRR	28	20 (71%)	19 (68%)	25 (89%)
	CCA	27	17 (63%)	18 (67%)	21 (78%)
	ESD	25	11 (44%)	11 (44%)	20 (80%)
	HWB	28	19 (68%)	20 (71%)	23 (82%)
	SEL	28	19 (68%)	18 (64%)	17 (61%)
Pacific	DRR	6	4 (67%)	3 (50%)	5 (83%)
	CCA	6	4 (67%)	4 (67%)	4 (67%)
	ESD	6	3 (50%)	2 (33%)	5 (83%)
	HWB	6	4 (67%)	4 (67%)	4 (67%)
	SEL	6	4 (67%)	3 (50%)	1 (17%)
Southeast Asia	DRR	16	14 (88%)	13 (81%)	16 (100%)
	CCA	16	11 (69%)	11 (69%)	15 (94%)
	ESD	15	7 (47%)	8 (53%)	12 (86%)
	HWB	16	14 (88%)	13 (81%)	16 (100%)
	SEL	16	13 (81%)	12 (75%)	15 (94%)
Global	DRR	63	44 (70%)	38 (60%)	49 (78%)
	CCA	59	38 (64%)	35 (59%)	42 (71%)
	ESD	58	31 (53%)	30 (52%)	40 (69%)
	HWB	63	45 (71%)	41 (65%)	47 (75%)
	SEL	64	46 (72%)	38 (59%)	39 (61%)

1. Response option of *Not at all* is included in analysis but not shown in table. Response option of *Unknown* is excluded from analysis.

2. DRR = Disaster risk reduction; CCA = Climate change, action, justice and the environment; ESD = education for sustainable development; HWB = Health and wellbeing; SEL = social-emotional learning.

Table 34. Reach Out to Households and Families (Questions D3.2)

Region	No. Schools ¹	Frequency (%)							
		Outreach Topic ²							
		N	DRR	N	CCA	N	HWB	N	SE
Asia & the Pacific	Some	25	13 (52%)	25	12 (48%)	25	10 (40%)	24	9 (38%)
	Most or all		5 (20%)		5 (20%)		10 (40%)		9 (38%)
Pacific	Some	6	2 (33%)	6	3 (50%)	6	2 (33%)	6	4 (67%)
	Most or all		4 (67%)		0 (0%)		2 (33%)		0 (0%)
Southeast Asia	Some	14	8 (57%)	14	7 (50%)	14	6 (43%)	13	4 (31%)
	Most or all		4 (29%)		5 (36%)		7 (50%)		8 (62%)
Global	Some	59	28 (48%)	56	24 (43%)	61	28 (46%)	57	24 (42%)
	Most or all		12 (20%)		9 (16%)		21 (35%)		20 (35%)

1. Response option *None or very few schools* not shown in table. Response option of *Unknown* is excluded from analysis.

2. DRR = Disaster risk reduction; CCA = Climate change, action, justice and the environment; SD = education for sustainable development; HWB = Health and wellbeing; SEL = social-emotional learning.

Table 35. Teacher Training and Assessment (Questions D4.1)

Region	Subject ¹	N	Frequency (%)				
			Pre-service	In-service	Self-study	Training mandatory	Teacher ability assessed
Asia & the Pacific	DRR	27	10 (37%)	18 (67%)	16 (59%)	5 (19%)	4 (15%)
	CCA	25	8 (32%)	18 (72%)	15 (60%)	6 (24%)	5 (20%)
	ESD	25	10 (40%)	15 (60%)	13 (52%)	5 (20%)	6 (24%)
	HWB	27	14 (52%)	23 (85%)	13 (48%)	11 (41%)	9 (33%)
	SEL	26	17 (65%)	23 (89%)	12 (46%)	12 (46%)	10 (39%)
Pacific	DRR	5	2 (40%)	4 (80%)	1 (20%)	0 (0%)	0 (0%)
	CCA	5	3 (60%)	4 (80%)	1 (20%)	0 (0%)	0 (0%)
	ESD	5	4 (80%)	5 (100%)	1 (20%)	0 (0%)	0 (0%)
	HWB	6	4 (67%)	5 (83%)	1 (17%)	1 (17%)	0 (0%)
	SEL	5	4 (80%)	5 (100%)	1 (20%)	0 (0%)	0 (0%)
Southeast Asia	DRR	16	7 (44%)	9 (56%)	14 (88%)	5 (31%)	4 (25%)
	CCA	16	5 (31%)	9 (56%)	13 (81%)	6 (38%)	5 (31%)
	ESD	16	6 (38%)	7 (44%)	11 (69%)	5 (31%)	6 (38%)
	HWB	16	10 (63%)	12 (75%)	12 (75%)	10 (63%)	9 (56%)
	SEL	16	12 (75%)	13 (81%)	11 (69%)	12 (75%)	10 (63%)
Global	DRR	63	18 (29%)	46 (73%)	33 (52%)	10 (16%)	7 (11%)
	CCA	63	20 (32%)	42 (67%)	33 (52%)	11 (18%)	7 (11%)
	ESD	62	24 (39%)	41 (66%)	30 (48%)	10 (16%)	8 (13%)
	HWB	65	29 (45%)	49 (75%)	29 (45%)	18 (28%)	13 (20%)
	SEL	63	28 (44%)	47 (75%)	29 (46%)	19 (30%)	13 (21%)

1. DRR = Disaster risk reduction; CCA = Climate change, action, justice and the environment; ESD = education for sustainable development; HWB = Health and wellbeing; SEL= social-emotional learning.

Table 36. Availability of High-quality Education Materials for Teaching (Question D6.1)

Region	Subject ¹	Frequency (%)	
		N	Available in primary and secondary schools ²
Asia & the Pacific	DRR	28	23 (82%)
	CCA	28	22 (79%)
	ESD	28	22 (79%)
	HWB	28	25 (89%)
	SEL	27	21 (78%)
Pacific	DRR	6	4 (67%)
	CCA	6	4 (67%)
	ESD	6	5 (83%)
	HWB	6	6 (100%)
	SEL	5	4 (80%)
Southeast Asia	DRR	16	16 (100%)
	CCA	16	16 (100%)
	ESD	16	15 (94%)
	HWB	16	15 (94%)
	SEL	16	13 (81%)
Global	DRR	67	39 (58%)
	CCA	67	37 (55%)
	ESD	67	40 (60%)
	HWB	66	46 (70%)
	SEL	64	43 (67%)

1. DRR = Disaster risk reduction; CCA = Climate change, action, justice and the environment; ESD = education for sustainable development; HWB = Health and wellbeing; SEL = social-emotional learning.

2. Response option of *Not at all* is included in analysis but not shown in table.

Table 37. Student Assessment (Question D5.1)

Region	Subject ¹	N	Frequency (%)	
			Student learning outcomes evaluated ²	
			Primary school	Secondary school
Asia & the Pacific	DRR	28	19 (68%)	22 (79%)
	CCA	28	20 (71%)	21 (75%)
	ESD	28	23 (82%)	23 (82%)
	HWB	28	22 (79%)	21 (75%)
	SEL	27	20 (74%)	21 (78%)
Pacific	DRR	6	3 (50%)	5 (83%)
	CCA	6	4 (67%)	5 (83%)
	ESD	6	5 (83%)	5 (83%)
	HWB	6	5 (83%)	5 (83%)
	SEL	5	4 (80%)	4 (80%)
Southeast Asia	DRR	16	14 (88%)	14 (88%)
	CCA	16	14 (88%)	14 (88%)
	ESD	16	15 (94%)	15 (94%)
	HWB	16	15 (94%)	15 (94%)
	SEL	16	14 (88%)	15 (94%)
Global	DRR	67	39 (58%)	41 (61%)
	CCA	67	40 (60%)	42 (63%)
	ESD	67	45 (67%)	47 (70%)
	HWB	67	47 (70%)	46 (69%)
	SEL	66	45 (68%)	46 (70%)

1. DRR = Disaster risk reduction; CCA = Climate change, action, justice and the environment; ESD = education for sustainable development; HWB = Health and wellbeing; SEL = social-emotional learning.

2. Response option of *Not at all* is included in analysis but not shown in table.

Table 38a. The Pacific Strengths and Opportunities in Enabling Systems and Policies

Indicator	Median Score	Frequency (%)				
		☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆
		None	Up to a quarter	Up to Half	Up to three-quarters	Most or All
A1. Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks (5 questions)	3.0 	0%	0%	33%	33%	33%
A2. Child-centred risk assessment is in place at all levels in the education sector (11 questions)	2.0 	0%	0%	100%	0%	0%
A3. Education authority provides effective leadership and coordination for comprehensive school safety (4 questions)	2.3 	0%	33%	17%	33%	17%
A4. Sustained funding is in place to reduce education sector risks, maintain educational continuity and support risk reduction and resilience programming (9 questions)	1.5 	17%	33%	33%	17%	0%
A5. Monitoring and evaluation of comprehensive school safety is based upon data and evidence (10 questions)	2.4 	0%	17%	50%	17%	17%

Table 38b. Southeast Asia Strengths and Opportunities in Enabling Systems and Policies

Indicator	Median Score	Frequency (%)				
		☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆
		None	Up to a quarter	Up to Half	Up to three-quarters	Most or All
A1. Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks (5 questions)	3.8 	0%	0%	6%	13%	81%
A2. Child-centred risk assessment is in place at all levels in the education sector (11 questions)	3.3 	0%	13%	13%	13%	63%
A3. Education authority provides effective leadership and coordination for comprehensive school safety (4 questions)	3.2 	0%	0%	31%	19%	50%
A4. Sustained funding is in place to reduce education sector risks, maintain educational continuity and support risk reduction and resilience programming (9 questions)	3.2 	0%	6%	13%	44%	38%
A5. Monitoring and evaluation of comprehensive school safety is based upon data and evidence (10 questions)	3.7 	0%	0%	13%	13%	75%

Table 39a. The Pacific Strengths and Opportunities for Improvement in Pillar 1

Indicator	Median Score	Frequency (%)				
		None	Up to a quarter	Up to Half	Up to three-quarters	Most or All
		☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆
B1. Regulation and monitoring systems guide the safe site selection, design and construction of new schools (11 questions)	2.7 	0%	17%	33%	17%	33%
B2. Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities) (9 questions)	2.2 	0%	17%	50%	33%	0%
B3. Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments (4 questions)	1.8 	17%	17%	33%	33%	0%
B4. Policies and planning limit disruption of education due to use of schools as temporary shelters or collective centres, during the school year (5 questions)	1.8 	17%	17%	33%	33%	0%
B5. Children are protected from death, injury and harm on the way to school (2 questions)	2.0 	0%	33%	50%	0%	17%

Table 39b. Southeast Asia Strengths and Opportunities for Improvement in Pillar 1

Indicator	Median Score	Frequency (%)				
		None	Up to a quarter	Up to Half	Up to three-quarters	Most or All
		☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆
B1. Regulation and monitoring systems guide the safe site selection, design and construction of new schools (11 questions)	3.6 ☆☆☆☆	0%	0%	6%	31%	63%
B2. Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities) (9 questions)	2.7 ☆☆☆☆	0%	0%	31%	69%	0%
B3. Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments (4 questions)	2.7 ☆☆☆☆	6%	13%	13%	44%	25%
B4. Policies and planning limit disruption of education due to use of schools as temporary shelters or collective centres, during the school year (5 questions)	3.2 ☆☆☆☆	13%	0%	6%	19%	63%
B5. Children are protected from death, injury and harm on the way to school (2 questions)	2.9 ☆☆☆☆	6%	0%	25%	38%	31%

Table 40a. The Pacific Strengths and Opportunities for Improvement in Pillar 2

Indicator	Median Score	Frequency (%)					
		☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	
		None	Up to a quarter	Up to Half	Up to three-quarters	Most or All	
C1. Education authorities have robust, participatory plans for risk management, risk reduction, and response preparedness (7 questions)	2.3	☆☆☆☆	0%	0%	67%	33%	0%
C2. Schools have robust participatory plans for risk management, risk reduction, and response-preparedness (10 questions)	2.2	☆☆☆☆	0%	0%	83%	17%	0%
C3. 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 (14 questions)	2.5	☆☆☆☆	0%	0%	50%	50%	0%
C4. Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning (4 questions)	1.8	☆☆☆☆	0%	33%	50%	17%	0%
C5. Education sector has robust systems and policies for school health and nutrition (11 questions)	2.3	☆☆☆☆	0%	0%	67%	33%	0%

Table 40b. Southeast Asia Strengths and Opportunities for Improvement in Pillar 2

Indicator	Median Score	Frequency (%)					
		☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆	
		None	Up to a quarter	Up to Half	Up to three-quarters	Most or All	
C1. Education authorities have robust, participatory plans for risk management, risk reduction, and response preparedness (7 questions)	3.1	☆☆☆☆	0%	0%	25%	44%	31%
C2. Schools have robust participatory plans for risk management, risk reduction, and response-preparedness (10 questions)	3.1	☆☆☆☆	0%	0%	38%	19%	44%
C3. 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 (14 questions)	3.6	☆☆☆☆	0%	0%	13%	19%	69%
C4. Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning (4 questions)	2.2	☆☆☆☆	6%	13%	56%	6%	19%
C5. Education sector has robust systems and policies for school health and nutrition (11 questions)	3.7	☆☆☆☆	0%	0%	6%	19%	75%

Table 41a. The Pacific Strengths and Opportunities for Improvement in Pillar 3

Indicator	Median Score	Frequency (%)				
		None	Up to a quarter	Up to Half	Up to three-quarters	Most or All
D1. 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 (3 questions)	1.7 	33%	17%	17%	17%	17%
D2. Climate-aware risk reduction, resilience, and wellbeing education is included in regular formal curriculum (4 questions)	3.2 	0%	17%	0%	33%	50%
D3. Non-formal education for students and families addresses climate-aware, risk reduction, resilience and wellbeing (9 questions)	2.3 	0%	17%	33%	50%	0%
D4. Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and wellbeing is developed and assessed (5 questions)	1.7 	0%	33%	67%	0%	0%
D5. Schools have sufficient education materials for teaching risk reduction, resilience, and wellbeing (5 questions)	3.4 	0%	17%	0%	17%	67%
D6. Student learning outcomes for climate-aware risk reduction, resilience, and wellbeing education are monitored and evaluated (5 questions)	3.3 	17%	0%	0%	0%	83%

Table 41b. Southeast Asia Strengths and Opportunities for Improvement in Pillar 3

Indicator	Median Score	Frequency (%)				
		None	Up to a quarter	Up to Half	Up to three-quarters	Most or All
D1. 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 (3 questions)	3.3 	6%	0%	0%	44%	50%
D2. Climate-aware risk reduction, resilience, and wellbeing education is included in regular formal curriculum (4 questions)	3.9 	0%	0%	0%	6%	94%
D3. Non-formal education for students and families addresses climate-aware, risk reduction, resilience and wellbeing (9 questions)	3.2 	0%	13%	6%	31%	50%
D4. Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and wellbeing is developed and assessed (5 questions)	2.7 	0%	19%	25%	25%	31%
D5. Schools have sufficient education materials for teaching risk reduction, resilience, and wellbeing (5 questions)	3.9 	0%	0%	6%	0%	94%
D6. Student learning outcomes for climate-aware risk reduction, resilience, and wellbeing education are monitored and evaluated (5 questions)	3.7 	6%	0%	0%	6%	88%

Table E1. Sources of External Funding (Question A4.2)

Region	Frequency (%) ¹												
	N	GPE	N	ECW	N	GCF	World Bank	N	Regional Dev. Bank	N	UN Agency	N	Other
Asia & the Pacific	28	18 (64%)	28	5 (18%)	28	9 (32%)	12 (43%)	28	9 (32%)	28	26 (93%)	19	13 (68%)
Global	66	34 (52%)	66	14 (21%)	67	18 (27%)	37 (55%)	66	23 (35%)	66	57 (86%)	49	28 (57%)

1. Funding for education sector projects that include a significant emphasis on school safety, climate change adaptation or education in emergencies.

2. Global Partnership for Education (GPE), Education Cannot Wait (ECW), Green Climate Fund (GCF), World Bank, Regional Banks, UN Agencies, and other, self-described.

Regional Status of School Safety 2024: Asia & the Pacific



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



Save the Children