



Regional Status of School Safety 2024: Central, Eastern, Southern & West Africa



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 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.

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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: A portrait of Jok, 12, outside his home in Akobo West, South Sudan. Copyright: Esther Mbabazi / Save the Children.

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REGIONAL FINDINGS FOR CENTRAL, EASTERN, SOUTHERN & WEST AFRICA

This regional technical report details responses from the 12 countries in the **Central, Eastern, Southern & West Africa 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 **Eastern & Southern Africa** and the **West & Central Africa** subregions, as defined below in Table A.¹ Together, this regional Africa dataset on school safety policy represents 139 million school-age children in the region.²

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

Table A. Sub-Regional Countries and Survey Participation

Sub-Region	Countries (survey participants in bold)	UN Member State Count	Survey Count	Total Regional Population Est. ²	Survey Population Est. ³
Eastern & Southern Africa	Angola, Botswana, Burundi, Comoros (the), Djibouti, Eritrea, Eswatini, Ethiopia , Kenya ¹ , Madagascar , Malawi, Lesotho , Mauritius, Mozambique, Namibia , Réunion, Rwanda, Seychelles, Somalia, South Africa, South Sudan , Sudan (the), Tanzania, Uganda , Zambia, Zimbabwe	25	7	638 million	238 million
West & Central Africa	Benin, Burkina Faso, Cabo Verde, Cameroon, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of the Congo, Equatorial Guinea, Gabon, Gambia (The), Ghana, Guinea, Guinea-Bissau , Liberia, Mali , Mauritania, Niger, Nigeria , Republic of the Congo , Sao Tome and Principe, Senegal, Sierra Leone , Togo	24	5	600 million	264 million

1. Kenya completed the survey in March 2025. Their country-level results are included in national and regional profiles at <https://gadrrres.net/global-status-of-school-safety> but not included in the regional technical report here.
2. Population estimates based upon 2023 World Bank estimates of UN Member States in sub-region.
3. Survey population estimates use 2023 World Bank estimates for participating countries and country- or territory-level census data for sub-national units and island territories.

In both subregions, the total count of participating countries was a low percentage of the number of countries found 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. Readers should note the

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.

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).

survey results reported here include responses from both large and small countries; each of their survey responses is treated equally regardless of population size or government type.

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**.⁴

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 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 governments** in this and all other briefings and reports. The term government does not imply that governments endorse the survey response for their jurisdiction or endorse the findings of this report.

⁴ 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).

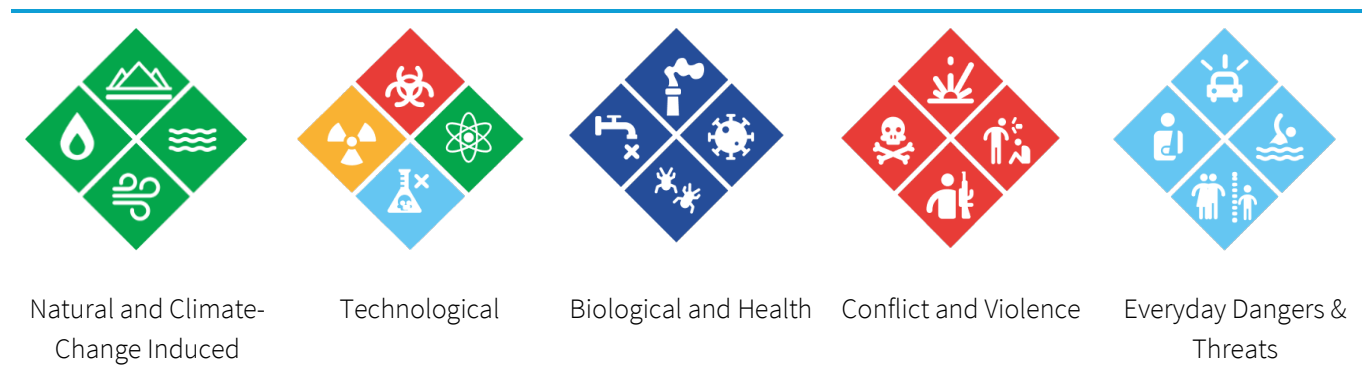
School Safety Context

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 governments 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.



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, governments 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.⁵

⁵ 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.

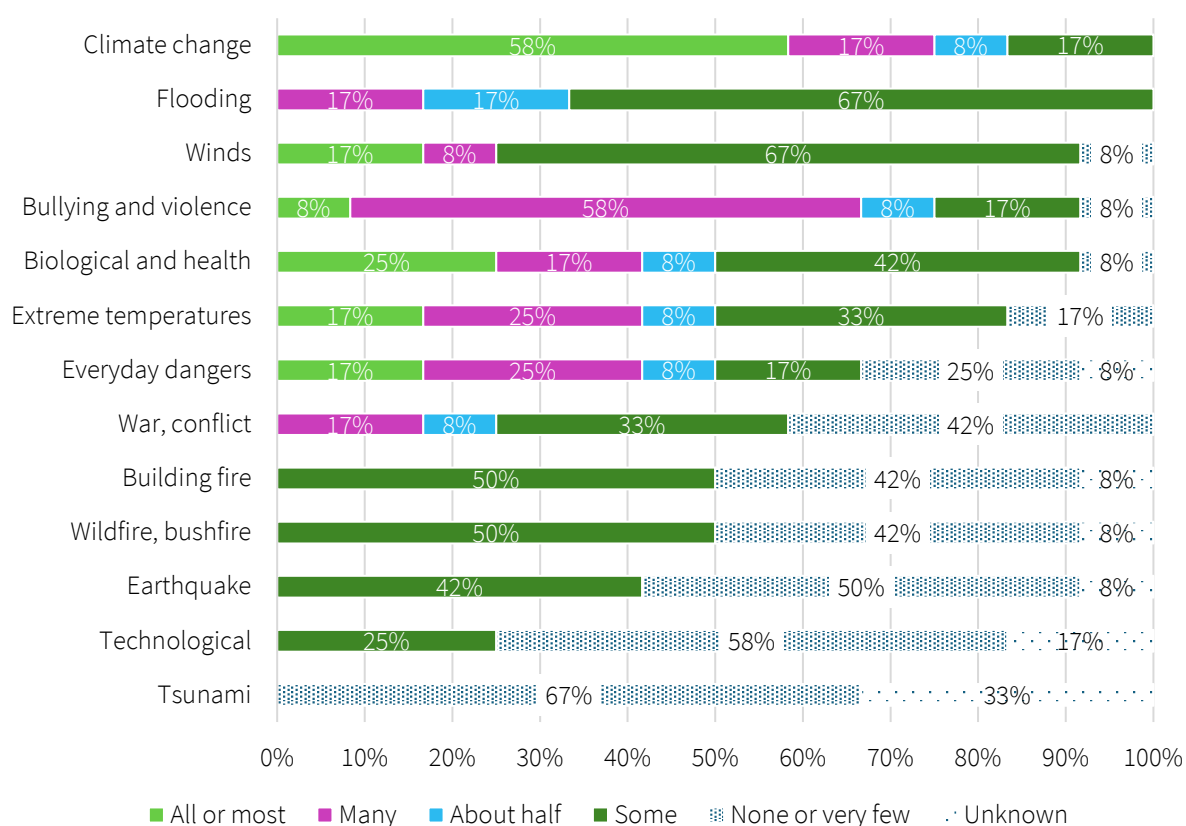
These category titles are shortened in figures and text below.

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).

All governments in the **Central, Eastern, Southern & West Africa region** (100%) reported that climate change impacts and flooding impacted their schools, and the overwhelming majority (92%) said the same for strong winds; bullying & violence; and biological & health hazards.⁶

Figure 1. Schools Exposed to Hazards



⁶ See Figure 1 and Tables 1a through 1c in Appendix A for details.

These hazards had direct impacts on school infrastructure, closures, injuries, and death.⁷

- **Damage to School Infrastructure.** The highest percentage of governments reported that flooding (92%) caused damage, followed by climate change (83%) and strong winds (83%).
- **School Closures.** Many governments also reported school closure impacts from flooding (89%), followed by climate change (83%) and strong winds (75%).
- **Injury.** Two out of three governments (67%) reported that bullying & violence caused injuries at school, with similar numbers for climate change (58%) and everyday dangers (58%).
- **Death.** Thankfully, fewer governments report deaths of students and staff as a way hazards impacted their schools. About half the governments reported that climate change (50%), flooding (50%), war/conflict (50%), biological & health hazards (42%), and everyday dangers (42%) were linked to deaths in school.
- **Minimal Impacts.** While governments reported that schools were exposed to extreme temperatures and wildfire/bushfire, over half (58%) reported minimal impacts from these 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 governments about each.

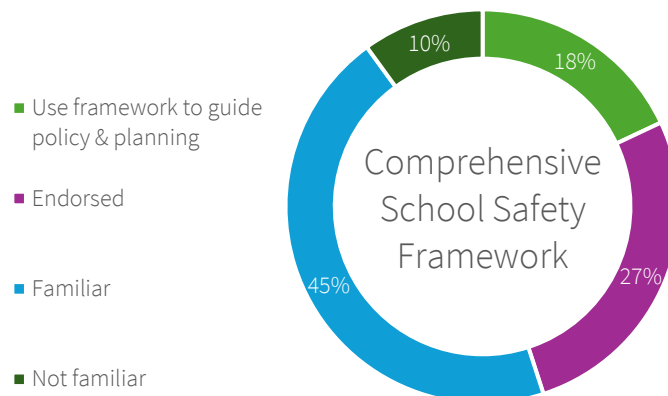
In the four regions of Africa, most countries (90%) had at least some familiarity with the **Comprehensive School Safety Framework**.⁸ Over a quarter (27%) stated that they had endorsed it and nearly one in five (18%) were using it to guide policies and planning. Endorsement and use of the framework for guiding policy and planning was notably higher in **Eastern & Southern Africa**, where four out of the seven countries that responded to the survey reported that they had endorsed it; this fell to one out of the five in **West & Central Africa**.⁹

⁷ See Table 1a in Appendix A for details.

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

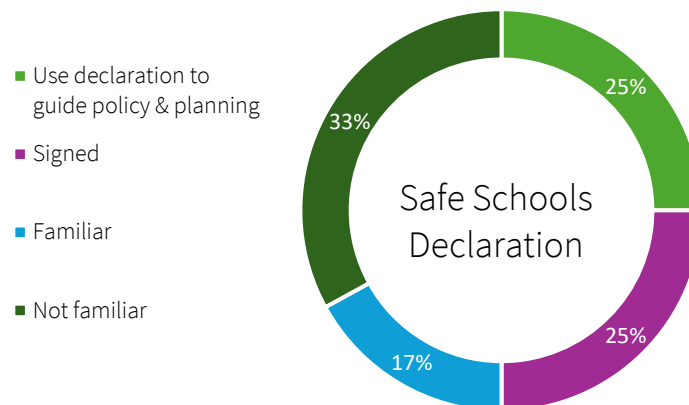
⁹ In West & Central Africa, GADRRRES affiliate organisation notes that no national disaster management authority or ministry of education is aware of the framework, except countries that learned about it through taking the survey. It is a sub-region where GADRRRES engagement should be further encouraged.

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



Regionally, two thirds of the governments (67%) in **Central, Eastern, Southern & West Africa** were familiar with the **Safe Schools Declaration**.¹⁰ Half (50%) had signed the Declaration¹¹ and a quarter (25%) used it to guide policy and planning. These rates of signing and using the Declaration were higher than global averages and an area where these regions of Africa demonstrates global leadership.

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



¹⁰ See Figure 2b and Table 2 in Appendix A for details.

¹¹ According to the Global Coalition to Protect Education from Attack (GCPEA), 35 countries in the Central, Eastern, Southern & West Africa region have endorsed the framework: Angola, Benin, Botswana, Burkina Faso, Cameroon, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Equatorial Guinea, Gambia (The), Ghana, Kenya, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mozambique, Namibia, Niger, Nigeria, Republic of the Congo, Rwanda, Seychelles, Somalia, South Africa, Senegal, Sierra Leone, South Sudan, Sudan (the), Togo, and Zambia. See <https://protectingeducation.org/>.

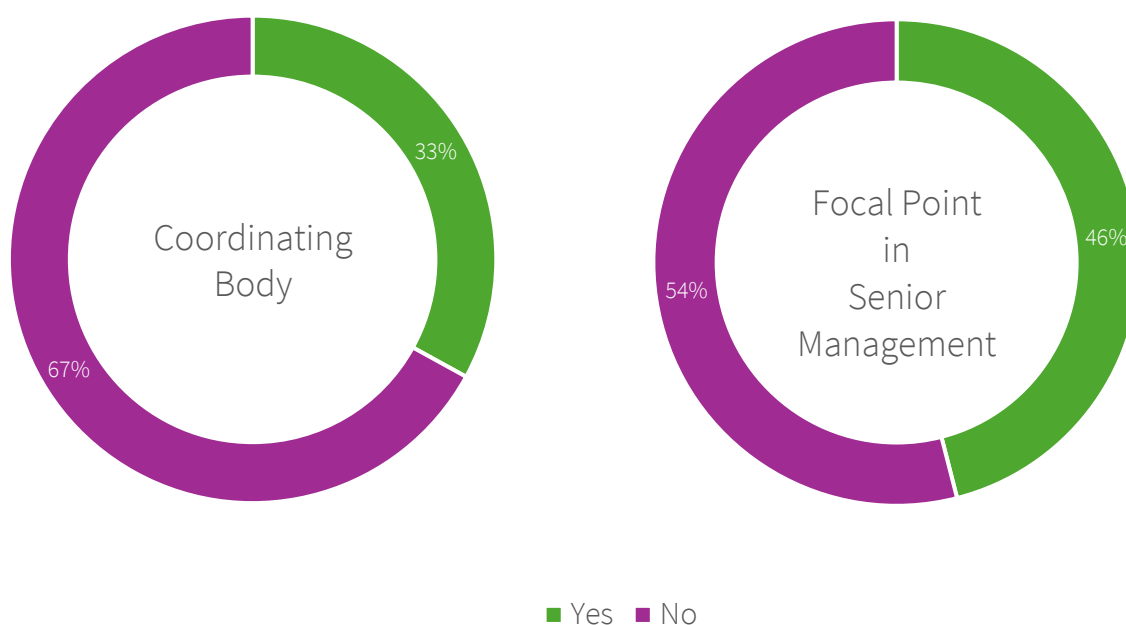
Coordination Bodies and Focal Points

(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 Cluster¹² 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 **Central, Eastern, Southern & West Africa** region, a third of governments (33%) stated that they had a school safety coordinating body.¹³ Even more governments (46%) had a school safety focal point in senior management. 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 **Eastern & Southern Africa**.

Figure 3. Coordinating Bodies and Focal Points for School Safety



¹² 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.

¹³ 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)

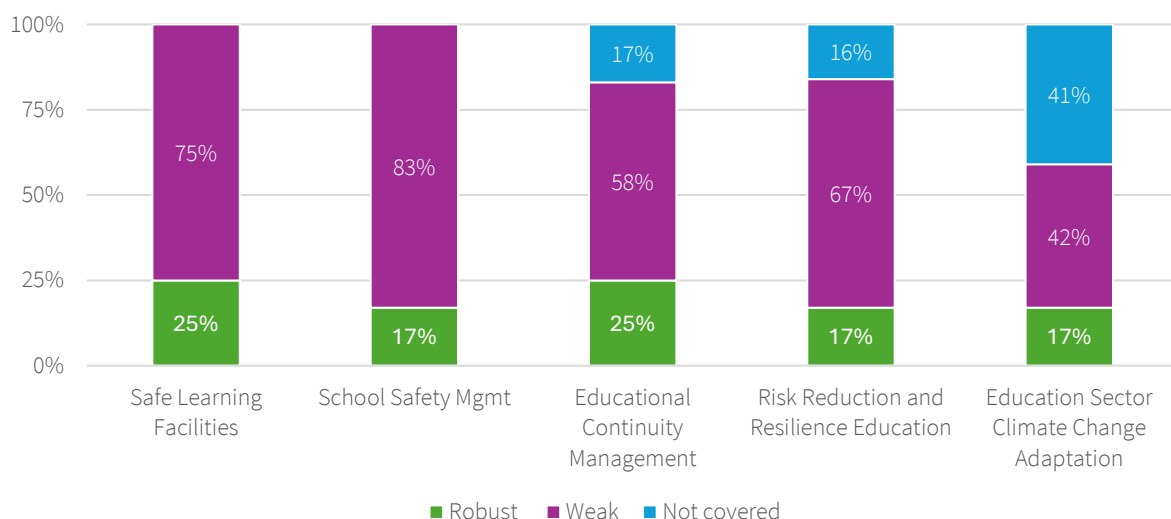
Governments in the **Central, Eastern, Southern & West Africa** region showed a remarkably high level of policies and legal frameworks that covered aspects of the Comprehensive School Safety Framework. All (100%) had policies in place to ensure safe learning facilities and school safety management.¹⁴ In addition, many (83%) had policies for educational continuity and risk reduction and resilience education. Governments showed growing momentum to ensure climate change adaptation within the education sector, with over half (58%) including this issue in their policies.

However, not all policies were well enforced. Governments were more likely to state their policies were weak or unenforced than robustly addressed and enforced. Only a quarter or less (17% to 25%) of the Central, Eastern, Southern & West Africa region governments evaluated their policies and legal frameworks as robust and enforced.

At the subregional level, **Eastern & Southern Africa** tended to have more robust policies and enforcement. About a third of the governments (29%) rated their policies as robust and enforced when it came to covering safe learning facilities, educational continuity management, risk reduction and resilience education, and education sector climate change adaptation.

In the **West & Central Africa** subregion, all five governments (100%) reported that policies or legal frameworks covered safe learning facilities and safe school management, though most did so weakly. Fewer governments had policies that addressed educational continuity management (60%) and education sector climate change adaptation (20%).

Figure 4. Policies and Legal Frameworks for Comprehensive School Safety



¹⁴ See Figure 4 and Table 4 in Appendix A for details.

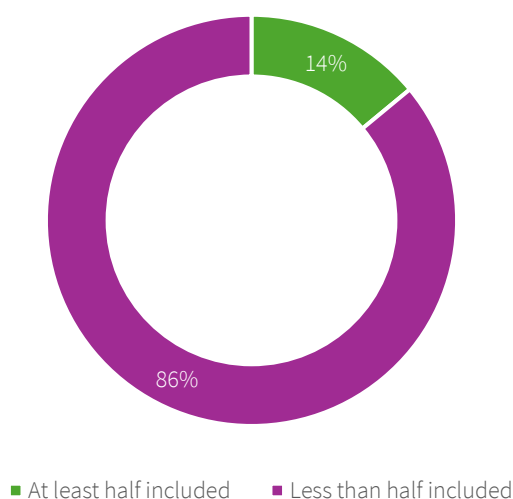
Risk Assessment Participation

(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.

Half (50%) of **Central, Eastern, Southern & West Africa** region governments indicated that the education authority required annual risk assessments at the school level for a range of hazards.¹⁵ Much more assessment occurred for the **Eastern & Southern Africa** subregion governments (71%) than in **West & Central Africa** (20%). However, only one government (14%) in Central, Eastern, Southern & West Africa reported adoption of widespread student participation in risk assessment.

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

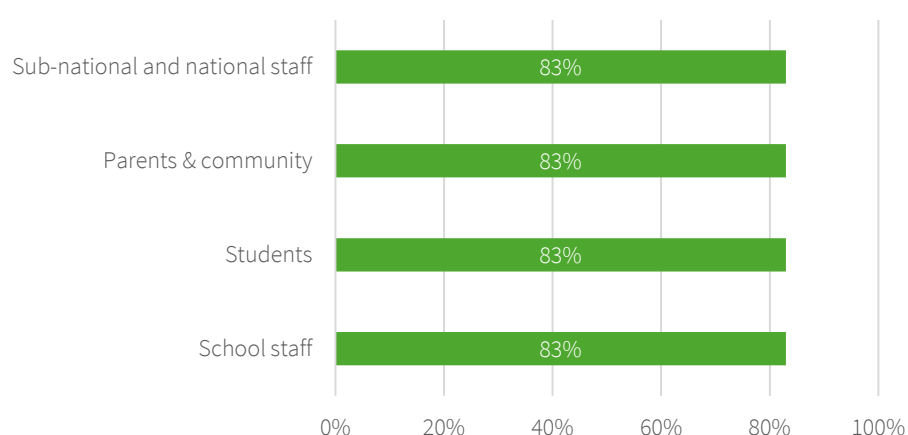


Many (83%) of responding governments—all of which were in the **Eastern & Southern Africa** subregion—reported that the outcomes of these annual risk assessments were accessible to sub-national and national staff, parents & community members, students, and school staff.¹⁶

¹⁵ See Figure 5 and Table 5 in Appendix A for details.

¹⁶ See Figure 6 and Table 6 in Appendix A for details.

Figure 6. Stakeholders Allowed Access to Risk Assessment Outcomes



Risk Assessment

(Question A2.4)

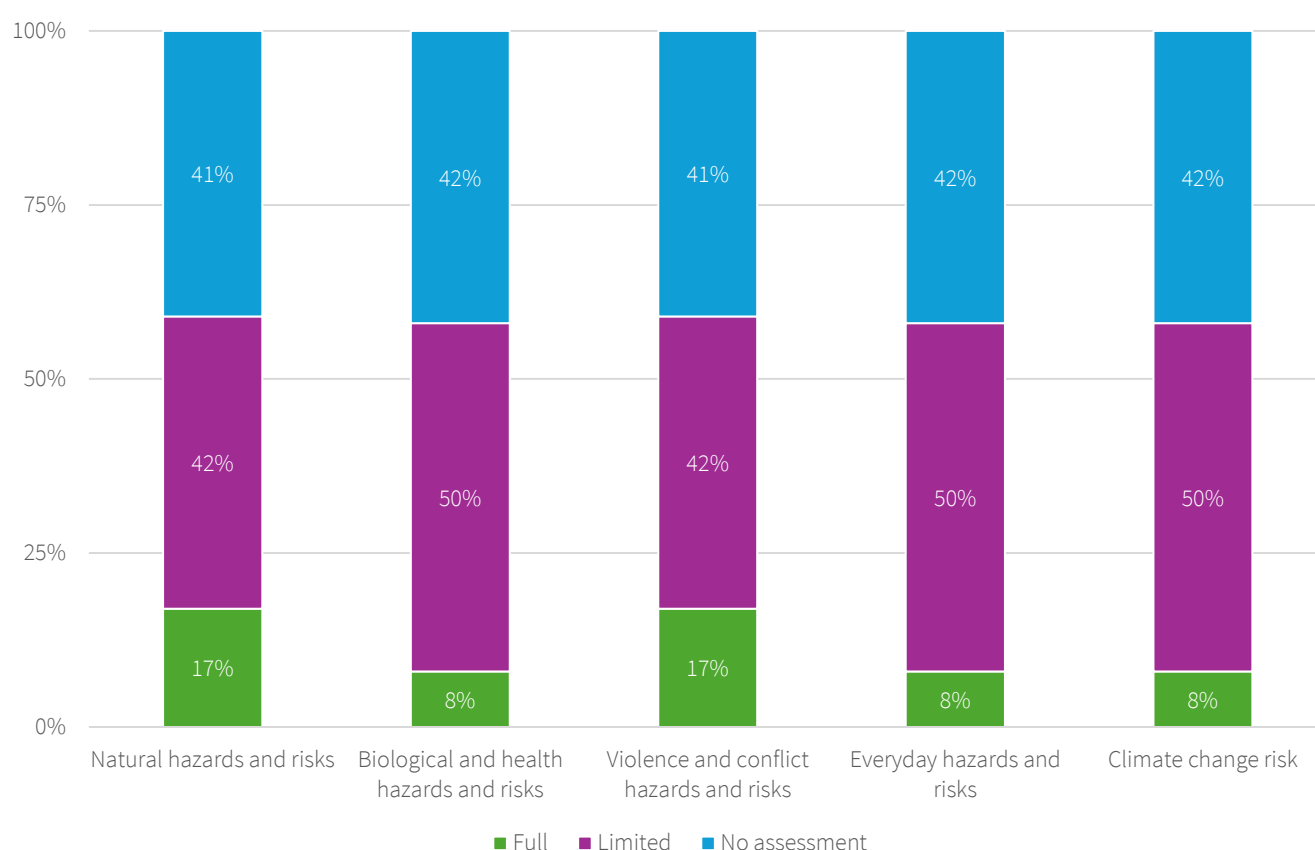
Many governments reported that the education authorities assessed several broad categories of hazards and risks. **Central, Eastern, Southern & West African** governments were less likely to have limited or full assessments, with a higher percentage being limited assessments.¹⁷ For each hazard, about half of the governments (58%) engaged in limited or full assessment. Unlike the global averages, governments in the region engaged in natural hazard assessment at a similar rate as other hazards.

In **Eastern & Southern Africa**, most assessments were limited. Over half (57%) conducted assessment for natural hazards and risks, biological and health hazards and risks and climate change risks in a limited way. Less than half (43%) conducted any assessment on violence and conflict and mostly did so in a limited way.

In **West & Central Africa**, only one in five governments (20%) did any natural hazards risk assessment. However, most (80%) did do assessment of violence and conflict, showing leadership in this area.

¹⁷ See Figure 7 and Table 7 in Appendix A for details.

Figure 7. Education Authority Assessment of Risks Across Education Sector



Focal Point Coverage

(Question A3.2)

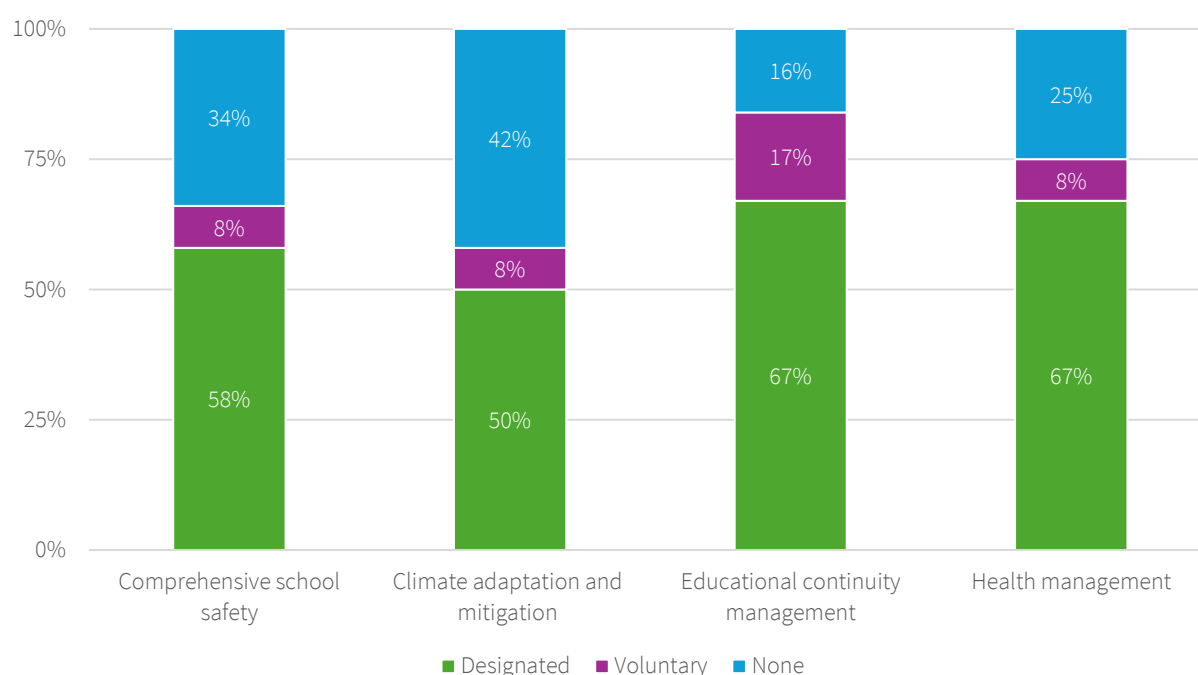
A focal point — especially one that has designated responsibilities as part of their position duties — facilitate action for school safety. They facilitate coordination among internal stakeholders and can provide a key point of contact for external advocates, stakeholders and community members who want 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.

Regionally in **Central, Eastern, Southern & West Africa**, over half of the governments reported that their ministry of education had a focal point in senior management for all four key action areas: comprehensive school safety, climate adaptation and mitigation, educational continuity management, and health management.¹⁸ Educational continuity and health management was particularly strong, with two out of three governments (67%) having a designated, not voluntary, focal point. However, some governments reported having no focal point at all for comprehensive school safety (33%), educational continuity (17%), health management (25%) or climate adaptation (42%).

On a subregional level, well over half of the governments in the **Eastern & Southern Africa** subregion report that their ministry of education had designated senior management focal points in comprehensive school safety (71%), climate adaptation and mitigation (57%), educational continuity management (86%), and health management (67%). In **West & Central Africa**, two out of five (40%) governments provide designated focal points in these areas.

¹⁸ See Figure 8 and Table 8 in Appendix A for details.

Figure 8. Education Authority Assigns Senior Management Focal Points



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.

Availability of consistent funding, whether sufficient or not, in the **Central, Eastern, Southern & West Africa region** lagged behind global averages.¹⁹ Only a quarter to half of the governments had consistent funding for health, nutrition and wellbeing (50%), safe and green school construction (42%), and child protection and violence prevention (33%). It was especially low for disaster recovery (25%), education in emergencies (25%), risk reduction and climate change education programming (17%) and climate change adaptation (17%). In fact, more than a third of the governments (42%) had no funding at all for response preparedness, education in emergencies, and risk reduction and climate change education programming.

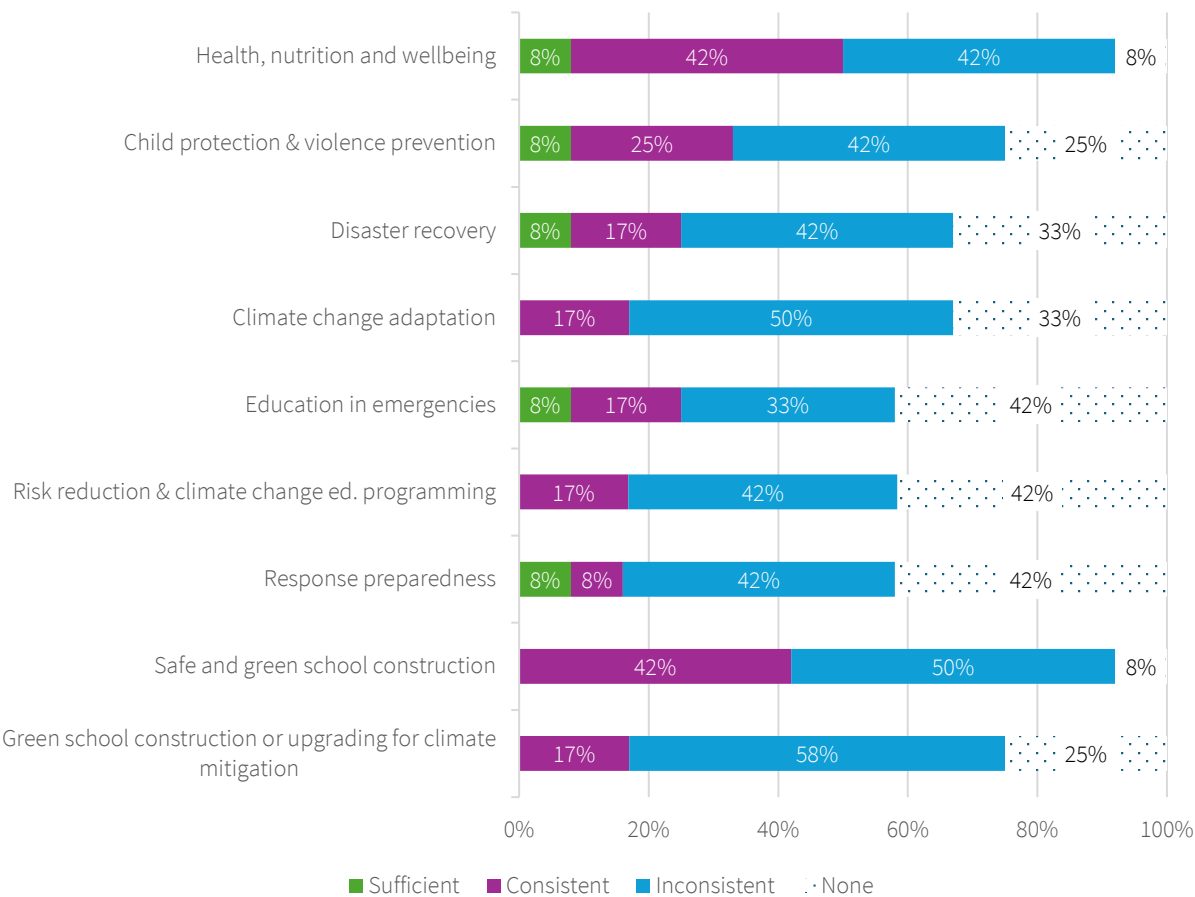
One bright spot was safe and green school construction. Nearly half (42%) stated they had consistent funding and many more (50%) said they had at least inconsistent funding.

In the **Eastern & Southern Africa subregion**, no governments reported sufficient funding for education sector budget funds. Around half of governments had consistent funding for safe and green school construction (43%) and health, nutrition and wellbeing (57%). Almost half (43%) of responding governments had no funding for education in emergencies.

¹⁹ See Figure 9 and Tables 9a and 9b in Appendix A for details.

In the **West & Central Africa subregion**, almost half (40%) of the governments declared that they had consistent funding for safe and green school construction, similar to the wider region. Many (80%) of governments had no funding for risk reduction and climate change education programming, and over half (60%) have no funding for response preparedness and climate change adaptation.

Figure 9. Education Sector Budget Allocation



External Funds

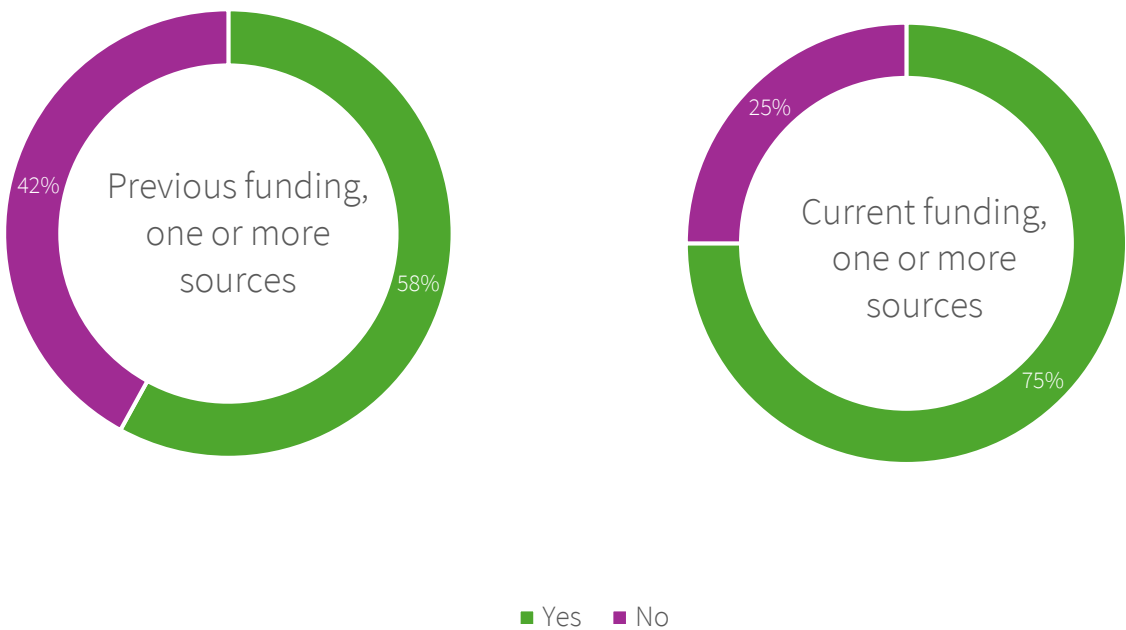
(Question A4.2)

Regionally, many governments 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, over half (58%) of the governments in **Central, Eastern, Southern & West Africa** governments reported previous funding from one or more sources and three quarters (75%) reported current funding.²⁰ Regionally in the **Eastern & Southern Africa subregion** most governments (86%) had current funding and nearly half had previous funding (43%). In **West & Central Africa subregion**, it was the reverse. More governments (80%) reported previous funding than current funding (60%).

²⁰ See Figure 10 and Table 10 in Appendix A for details.

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

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



The survey asked governments about past and current such funding from the Global Partnership for Education (GPE), Education Cannot Wait (ECW), Green Climate Fund (GCF), the World Bank, regional International Financial Institutions (IFIs), 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. Most (92%) reported funding from UN agencies. In addition, over a quarter had current funding from the World Bank (83%) and the Global Partnership for Education (73%). Overall, governments reported more current funding than past funding for these sources.²¹

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

²¹ 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.

these incidences, if done consistently, can inform education sector resource allocation and planning by highlighting which impacts need to be addressed.

In the **Central, Eastern, Southern & West Africa region**, most governments collected data on a range of important topics, from deaths and injuries at school, disease outbreaks, violent incidents, attacks, closures and educational outcomes.²² However, in the case of disease outbreaks, violent incidents and attacks, more governments reported that their data collection was inconsistent than consistent. And, unfortunately, some governments did not collect data at all. A quarter to a third did not collect data on attacks on schools, staff and children (33%), deaths at school (25%), school attendance pre- and post- disaster (25%) and violent incidents against children and staff (25%).

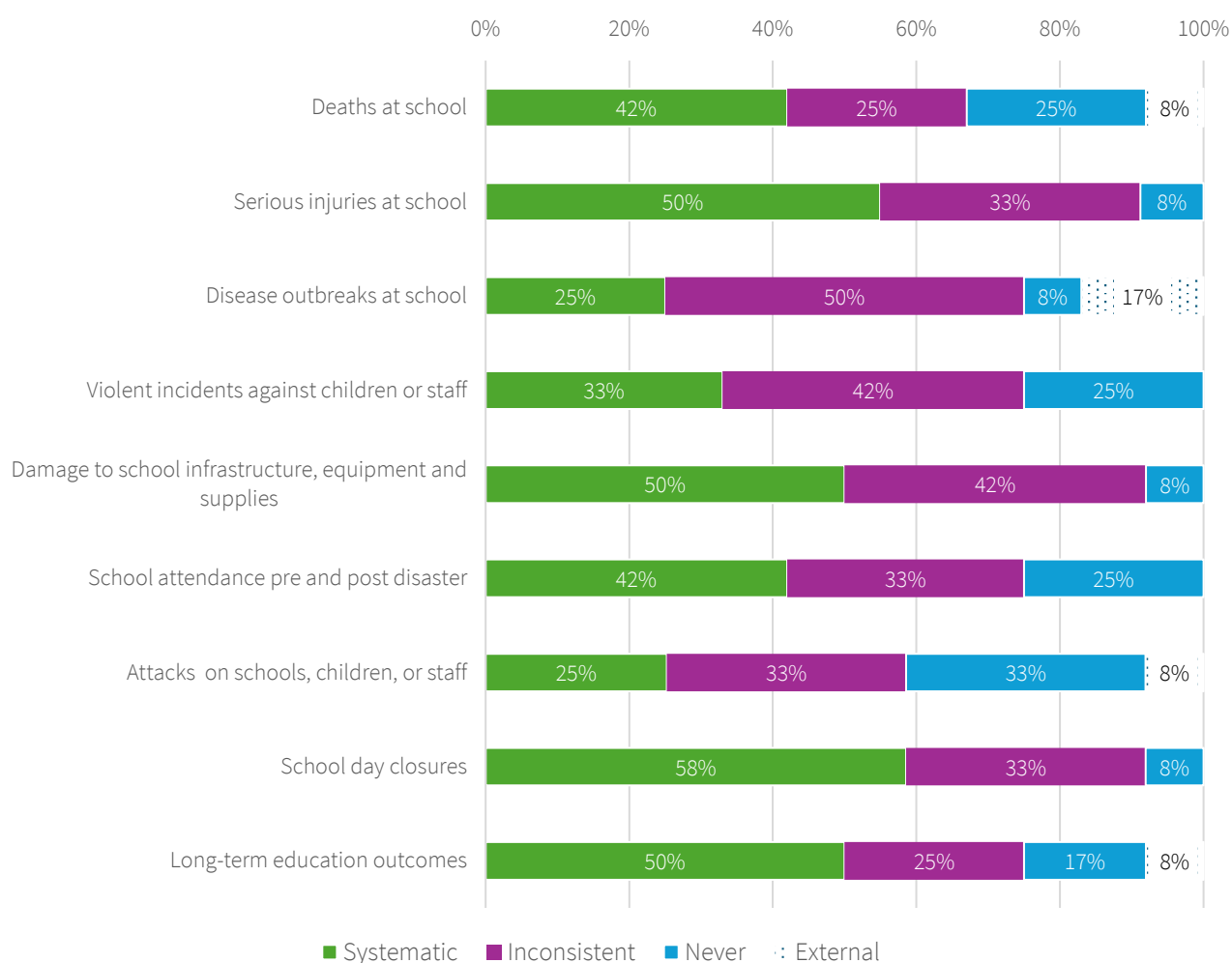
Importantly, all six governments in the region that reported having signed the Safe Schools Declaration *were* collecting data on attacks on schools; only one government that had not signed the Declaration reported collecting data. Collecting data, or facilitating the collection of data, on attacks on education is a key commitment of this Declaration.

In the **Eastern & Southern Africa subregion**, many (71%) of the governments had systematic data collection for serious injuries at school and long-term education outcomes. Over half (57%) had systematic data collection for school attendance pre- and post -disaster and school day closures. However, less than half (43%) had systematic data collection for deaths at school, violent incidents against children or staff, and damage at schools. Some governments (29%) collected no data for deaths at school, violent incidents, school attendance pre- and post-disaster, and attacks on schools.

In the **West & Central Africa subregion**, over half (60%) had systematic data collection for damage at schools and school day closures. Other data were collected less consistently. A little over half (60%) had inconsistent collection for serious injuries at school, violent incidents, and school attendance pre- and post-disaster. Concerningly, almost half (40%) never collect data on attacks on schools, children, or staff.

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

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



Some governments 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.

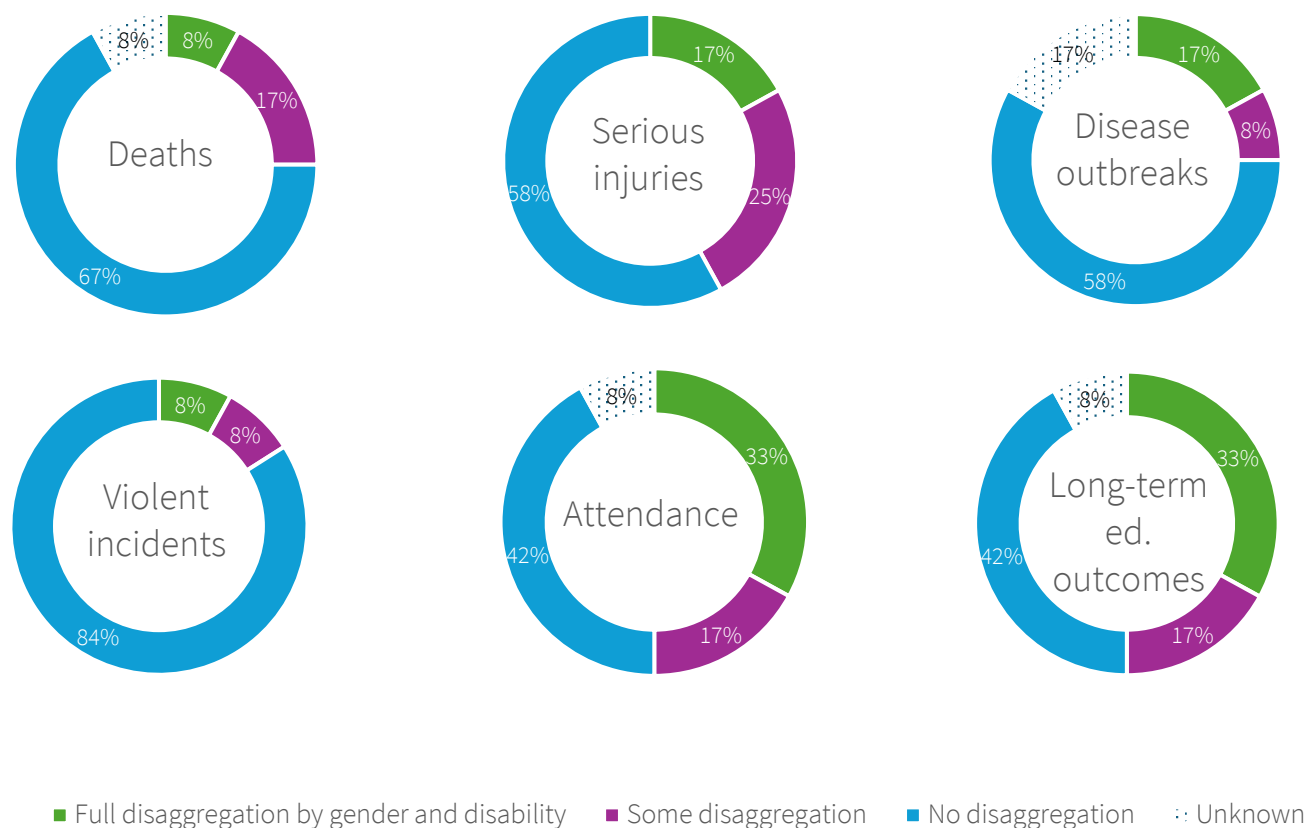
In the **Central, Eastern, Southern & West Africa region**, disaggregation of data was lower than global averages.²³ However, the most disaggregation (to any extent) took place for data on long-term education outcomes (50%) and serious injuries (42%).

In the **Eastern & Southern Africa subregion**, about half (43%) of governments had full data disaggregation for long-term education outcomes and over a quarter (29%) had full disaggregation for school attendance pre- and post-disaster. About half (43%) had at least some disaggregation for serious injuries at school. Many governments had no disaggregation of data at all for deaths at school (71%) or violent incidents against children or staff (71%). For over a quarter (39%) of governments, data on disease outbreaks at school was reported as collected by stakeholders other than the education authority.

²³ See Figure 11b and Table 11b in Appendix A for details.

In the **West & Central Africa subregion**, disaggregation of data was the exception, not the norm. For deaths, serious injuries, violent incidents, school attendance, and long-term educational outcomes, most governments (80%) did not disaggregate data by age, gender or disability. A relative strength was disease outbreak. These data were disaggregated at least in a limited way in two of the five countries (40%)

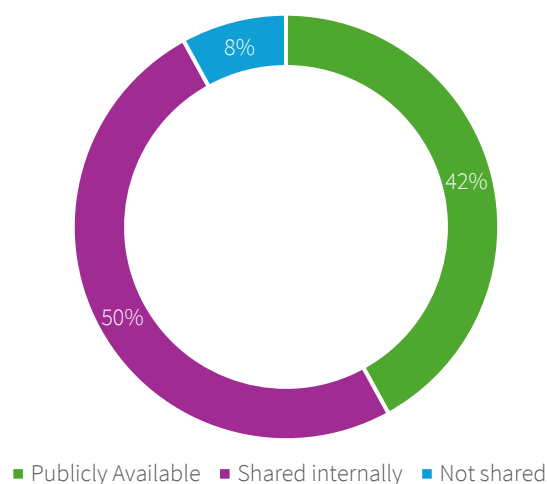
Figure 11b. Disaggregation of Data by Age, Gender, and Disability



Regionally, less than half (42%) of the governments publicly shared their data on the impacts of disasters and emergencies on the education sector.²⁴ However, most of the remaining (50%) governments at least shared these data internally, a necessary step for data to shape education sector planning and policies. In the **Eastern & Southern Africa subregion**, less than half (43%) shared data on emergency and disaster impacts with the public; over half (57%) only shared the data internally. In the **West & Central Africa subregion**, a similar portion shared data internally (40%) but fewer governments (40%) also shared it publicly.

²⁴ 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 [English](#), [Français](#), [Español](#))

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.

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](#)

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](#)

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](#)



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](#), a separate document.

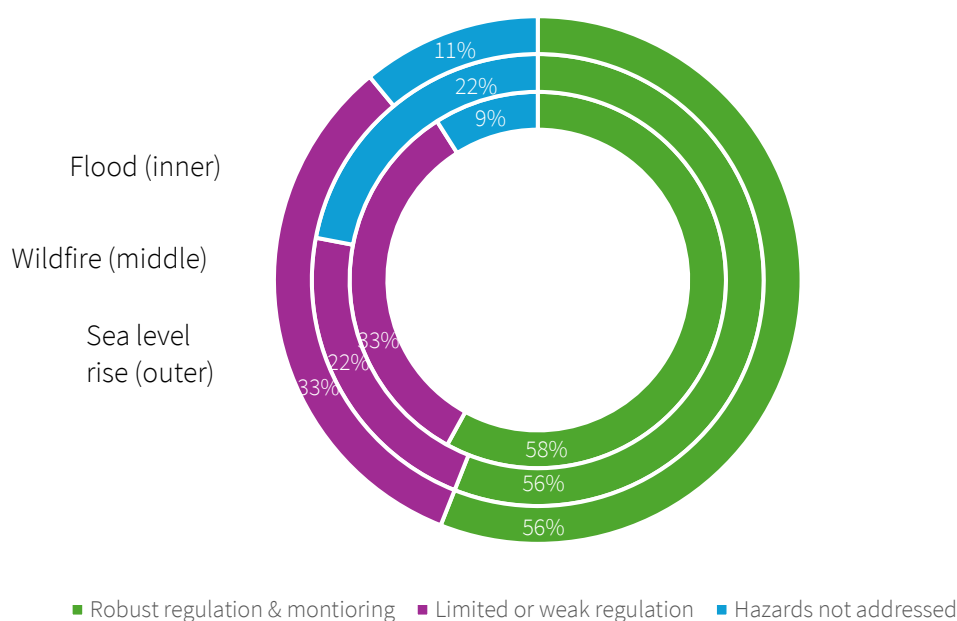
Safe School Design and Construction

(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. When it came to selecting and preparing sites for school construction, almost all the responding governments in **Central, Eastern, Southern & West Africa** (91%) indicated that flood risk was addressed in their policy to some extent.²⁵ Over half (58%) noted this regulation was robust. Governments also addressed future sea-level rise in site selection, with many (89%) having regulations that addressed this hazard to some extent. Only half (56%) had robust regulations for this hazard. Wildfire and bushfire were similarly addressed in regulations, with many (89%) having some manner of guidelines or regulation but only half (56%) having robust regulations.

On a subregional level, most governments (86%) in **Eastern & Southern Africa** noted robust regulations for mitigating flood risk when selecting and preparing school sites; this rate dropped to just one in five (20%) in **West & Central Africa** subregion. When it came to robust regulations for wildfire and bushfire or future sea level rise, about half (50% to 60%) had robust regulations in either subregion.

Figure 13. Hazards Addressed during Site Selection



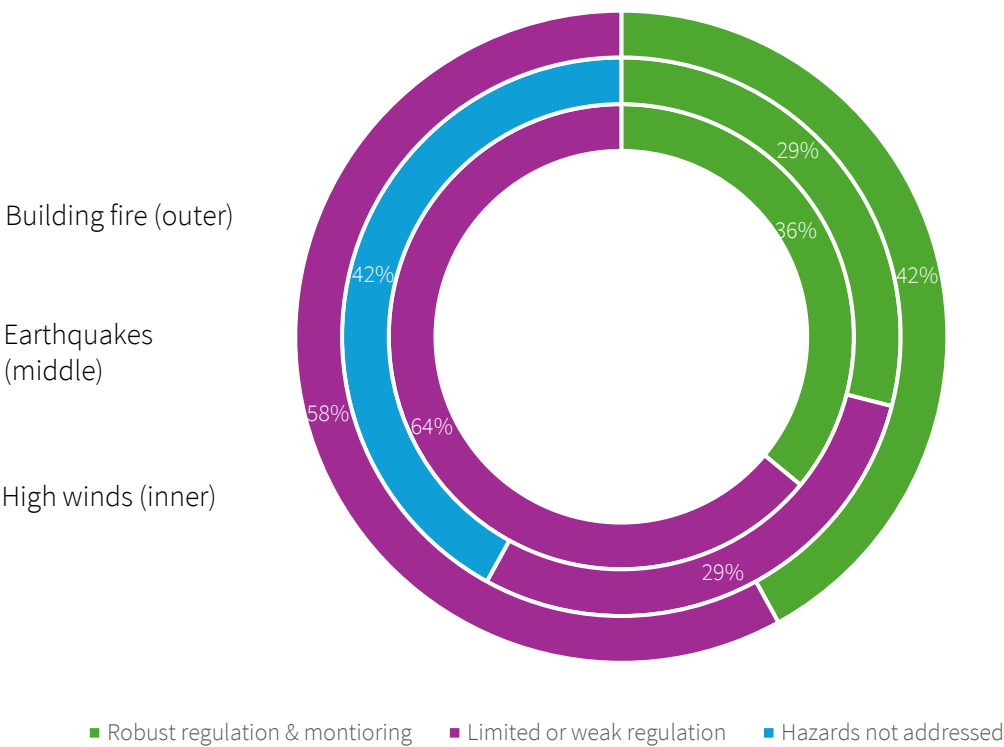
²⁵ See Figure 13 and Table 13 in Appendix A for details.

Regionally in the **Central, Eastern, Southern & West Africa** region, over half (58% to 64%) of the governments evaluated their school design and construction regulations as limited or weakly enforced when it came to protecting against these hazards.²⁶ As climate change exacerbates extreme weather conditions (including heat), school design that considers extreme temperature will become even more important to address. Earthquakes were rarely included in design of schools (29%), as would be expected in a region with lower earthquake exposure. However, for all hazards but earthquakes, nearly all the governments (91% and higher) had at least some guidance or regulation.

In the **Eastern & Southern Africa**, nearly three out of four (71%) governments reported robust design regulations for building fire risk. Two out of three had robust regulations for high winds (67%), and about half had them for earthquakes (50%) and extreme temperature (43%). Most governments had only limited regulations for extreme temperature (57%).

In the **West & Central Africa** subregion, all (100%) governments taking the survey had limited school design regulations for building fire risk and high winds risk. Many (80%) had limited regulation of environmental impact risk and about half (60%) had limited regulation of extreme temperature risk.

Figure 14. Hazards Addressed during Design & Construction



²⁶ 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.

Private School Construction

(Question B1.4)

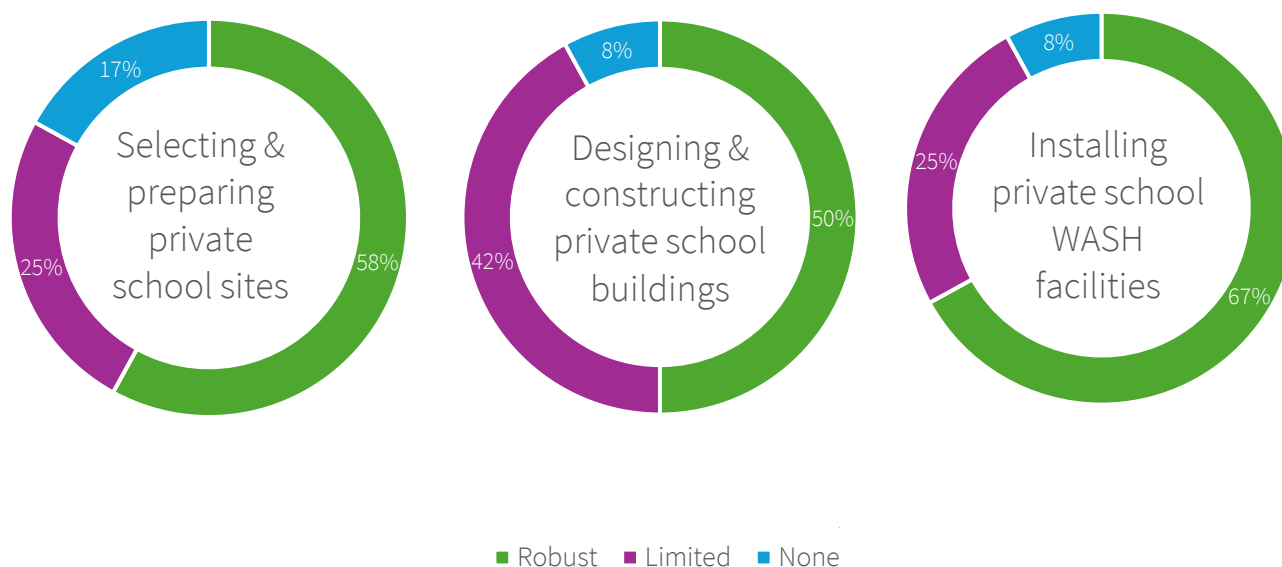
A growing portion of students attend private schools. Globally, the UNESCO Institute for Statistics estimates that 19% of primary school students are enrolled in private schools as of 2024, up from 10% in 2000. Rates in Central, Eastern, Southern & West Africa currently hover at 14% (UNESCO, 2025). Research 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 governments 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).

Regulations around site selection and design and construction were often extended to private schools, in at least a limited way.²⁷ In **Central, Eastern, Southern & West Africa**, just over half of the governments stated standards were robustly extended and enforced for private schools when it came to site selection and preparation (58%) and design and construction of school buildings (50%). Regulation and monitoring of the WASH facilities was also robustly enforced in many countries (67%).

In the **Eastern & Southern Africa** subregion, about half (57%) of responding government robustly applied public school guidelines and regulations for site selection, design and construction of schools to private schools.

In the **West & Central Africa** subregion, over half the governments (60%) did so for selecting and preparing the school sites. Two out of the five (40%) applied design and construction standards in a robust way to private schools.

Figure 15. Applicability of Guidelines and Regulations to Private Schools



²⁷ See Figure 15 and Table 15 in Appendix A for details.

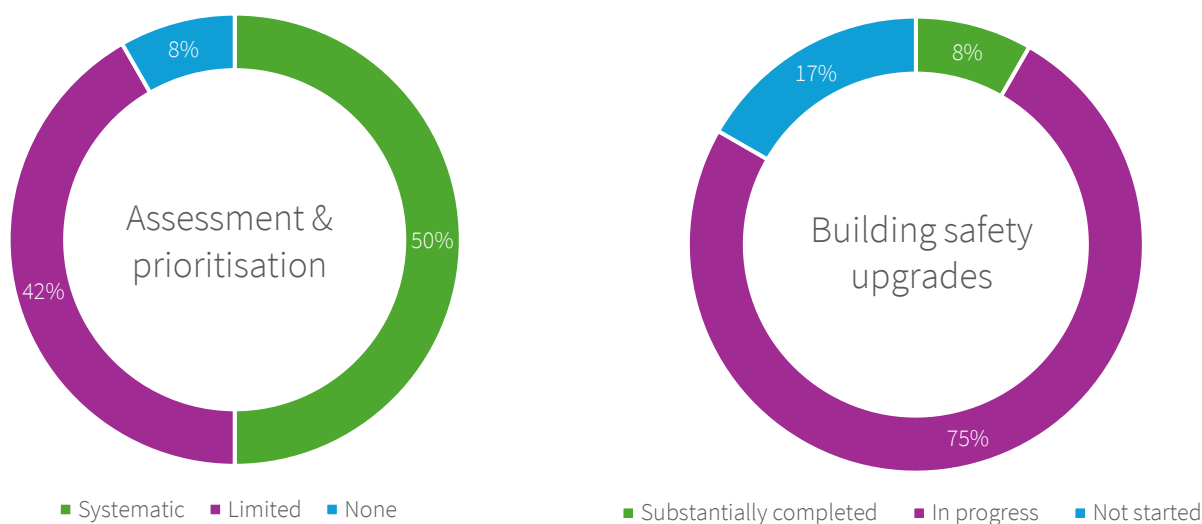
Building Assessments and Upgrades

(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 school 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 governments that responded to the 2024 survey.

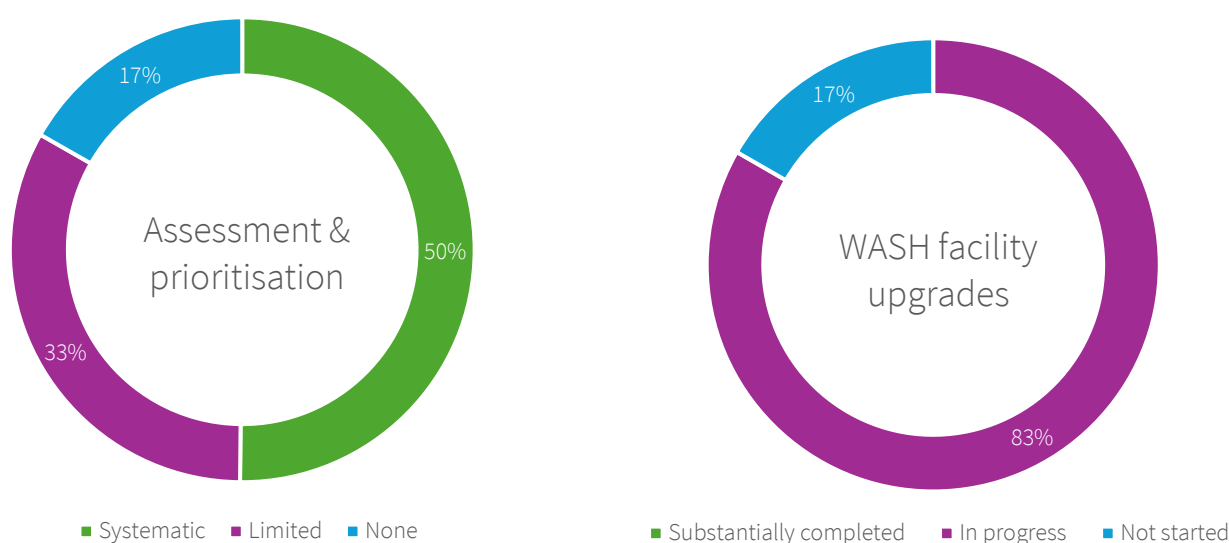
Regionally half of the governments (50%) in **Central, Eastern, Southern & West Africa** have engaged in systematic assessment and prioritisation of existing schools.²⁸ Only about one in ten (8%) had done systematic assessment and prioritisation for climate change adaptation or environmental sustainability. Systematic assessment and prioritisation for upgrades was more prevalent in **Eastern & Southern Africa** (57%) than in **West & Central Africa** (40%). Only one government systematically funded safety upgrades (8%). No governments in the region reported funding and completing upgrades for WASH facilities, climate change adaptation, or environmental sustainability.

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



²⁸ See Figures 16a and 16b and Table 16 in Appendix A for details.

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



Routine Maintenance

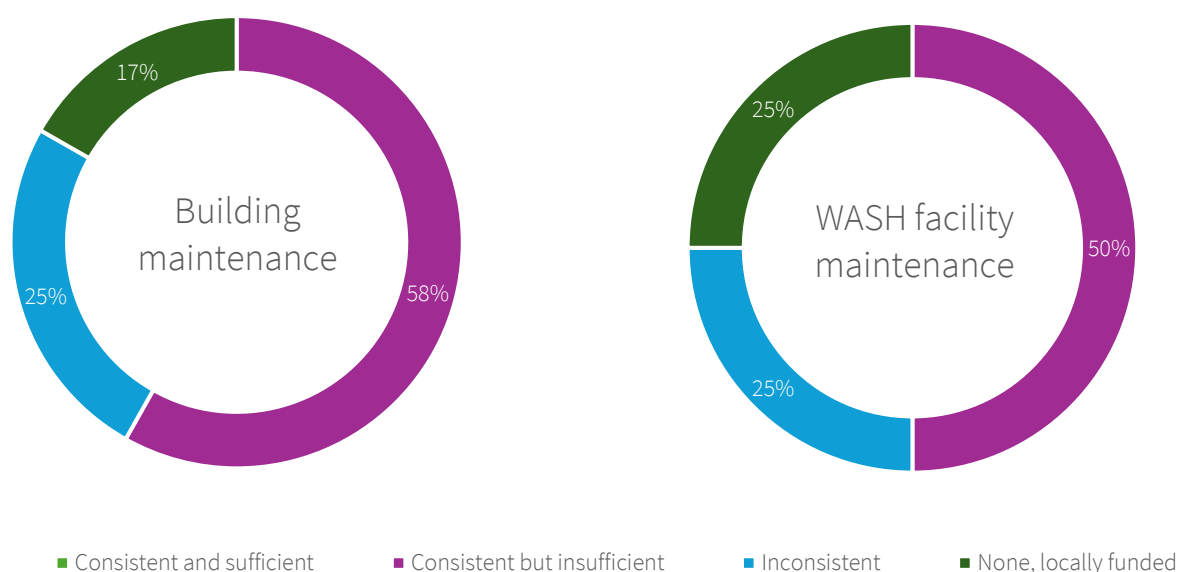
(Question B3.2)

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.

In the **Central, Eastern, Southern & West Africa**, no country reported that it had consistent and sufficient funding for routine or deferred maintenance for non-structural mitigation.²⁹ Yet over half had some consistent, albeit insufficient, funding for routine building maintenance (58%) and WASH facility maintenance (50%). Deferred maintenance and funding for non-structural risk mitigation was even less consistent. Regionally, few (17%) had consistent, but insufficient, funding for deferred maintenance and only one government (8%) for non-structural mitigation. A higher ratio of countries in **Eastern & Southern Africa** (71%) had consistent, but insufficient, funding for routine maintenance, compared to **West & Central Africa** (40%).

²⁹ See Figure 17 and Table 17 in Appendix A for details.

Figure 17. Education Sector Funding for Routine Maintenance



Schools as Evacuation Centres

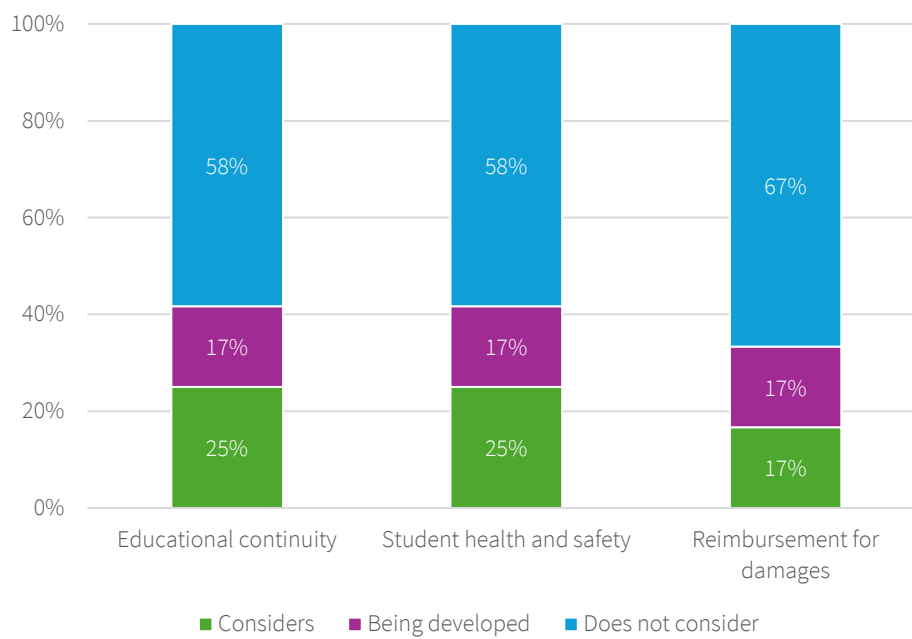
(Questions B4.1 and B4.2)

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).

Guidelines and policies for use of schools as evacuation centres and post-disaster collectives is modest.³⁰ In the **Central, Eastern, Southern & West Africa**, only some governments indicated their education authorities had policies and procedures around use of schools as evacuation centres and post-disaster collectives. Less than a quarter of the governments in this region had systematic selection processes (17%) or policies to maintain educational continuity (25%) and student health (25%) while schools were used in these ways.

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

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



Attacks on Schools

(Question B4.3)

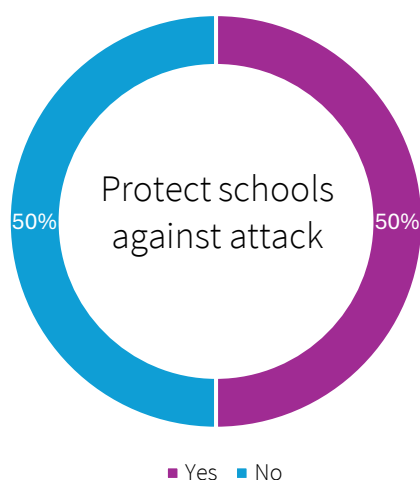
Attacks on schools is on the rise. The Global Coalition to Protection Education from Attack (GCPEA) defines attacks on schools as including threats and use of force against schools for political, military, ideological, sectarian, ethnic or religious reasons, including targeted violence, recruitment, 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 Central, Eastern, Southern & West Africa, the Democratic Republic of the Congo was identified as a country very heavily affected by armed attacks on education, with more than 430 attacks on schools documented in 2022 and 2023; this rate was a decrease from the previous reporting period. Most of these attacks damaged or destroyed school buildings. Additionally, students and teachers in the Democratic Republic of the Congo experienced abductions and recruitment for military purposes and sexual violence perpetrated by armed forces, law enforcement, security entities or non-state armed groups as students attempted to access education. Burkina Faso, Ethiopia, and Nigeria were identified as heavily affected countries. In these countries, GCPEA noted more than 270 reports of attacks on schools and use of schools as for military purposes in Burkina Faso, harm and killing of students and educators in northern Ethiopia, and use of schools for military purposes in Nigeria. Several other countries -- Cameroon, Central African Republic, Kenya, Mali, Mozambique, Niger, Somalia, and South Sudan -- were identified as affected countries. Both Mali and Cameroon saw a decline in attacks from previous reporting periods. Isolated reports of attacks or attacks on education in countries not affected by conflict also occurred in Angola, Benin, Burundi, Chad, Cote d'Ivoire, Eswatini, Gabon, Ghana, Guinea, Guinea-Bissau, Lesotho, Madagascar, Malawi, Senegal, South Africa, Uganda, and Zimbabwe (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).

In the Central, Eastern, Southern & West Africa region, where 58% of governments reported that war and conflict impacted at least some schools, half (50%) indicated they were taking proactive measures to prevent school from being used by armed individuals or groups for military purposes.³¹ Most governments (80%) in **West & Central Africa** reported proactive measures to prevent schools from use by armed individuals or groups or for military purposes; fewer (29%) did so in **Eastern & Southern Africa**. In both sub-regions, nearly two thirds of the governments reported that war and conflict impacts many, most or all schools, as shown in Figure 1 and Tables 1a through 1c.

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 use motorised or non-motorised means of transportation 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.

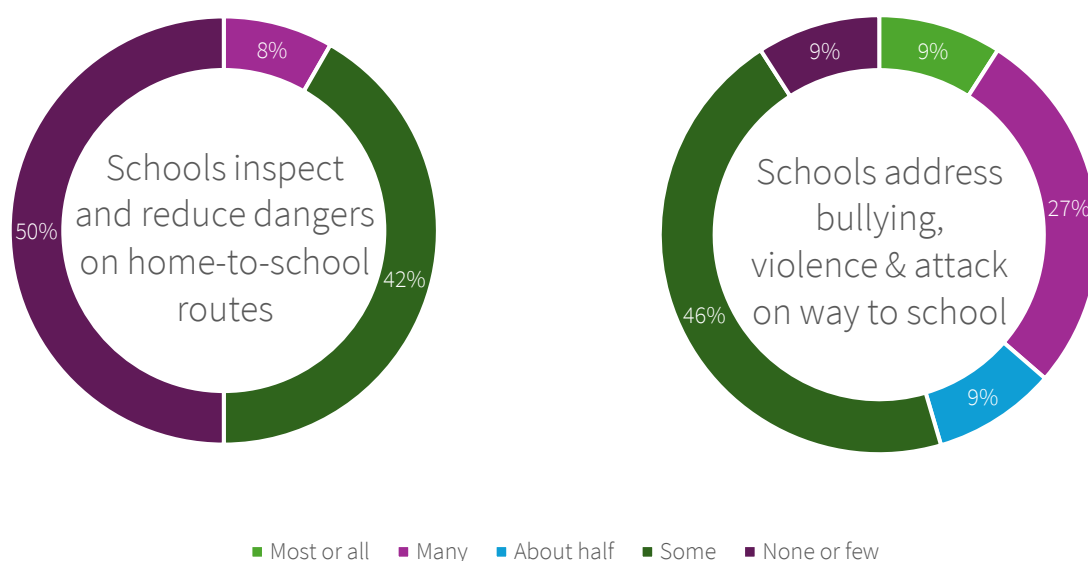
Only one government (8%) in **Central, Eastern, Southern & West Africa** stated that many or most of their schools inspected safety of home-to-school routes and transportation, taking proactive measures to reduce dangers.³² Some (36%) governments had most or all of their schools take protective measures to prevent bullying, gender-based violence, and attacks on the way to school.

Compared to the regional total, the **Eastern & Southern Africa** subregion had a higher rate of protective measures to prevent bullying, gender-based violence, and attack on the way to school (50%). In the **West & Central Africa** subregion, only one out of five (20%) governments reported doing so.

³¹ See Figure 18b and Table 18 in Appendix A for details.

³² 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](#), a separate document.

Plan Development and Stakeholder Input

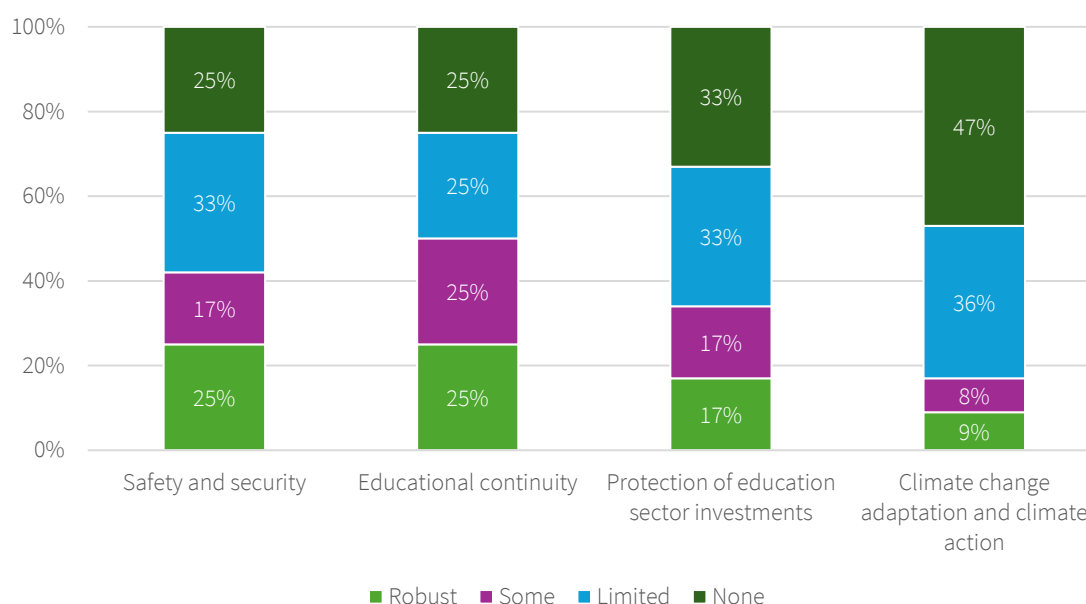
(Questions C1.1 and C1.2)

Overall, more than half (53% to 75%) the governments in **Central, Eastern, Southern & West Africa** had some form of plan for safety and security, educational continuity, protection of education sector investments, and climate change adaptation and action.³³ However, similar to global averages, only a small fraction of these plans were robust plans covering most hazards.

A quarter of the governments reported they had safety and security plans (25%) and educational continuity plans (25%) covering most risk. Less prevalent were robust plans for protecting education sector investments (17%), such as plans to strengthen or “disaster-proof” infrastructure. Robust climate change adaptation and action plans were even less prevalent (9%).

In general, **Eastern & Southern Africa** had higher rates of robust plans, with nearly half (43%) the governments reporting robust educational continuity plans and nearly a third (29%) reporting the same for safety and security. In **West & Central Africa**, most plans were limited. Under a quarter (20%) of governments reported their safety and security plan and education continuity plan as robust.

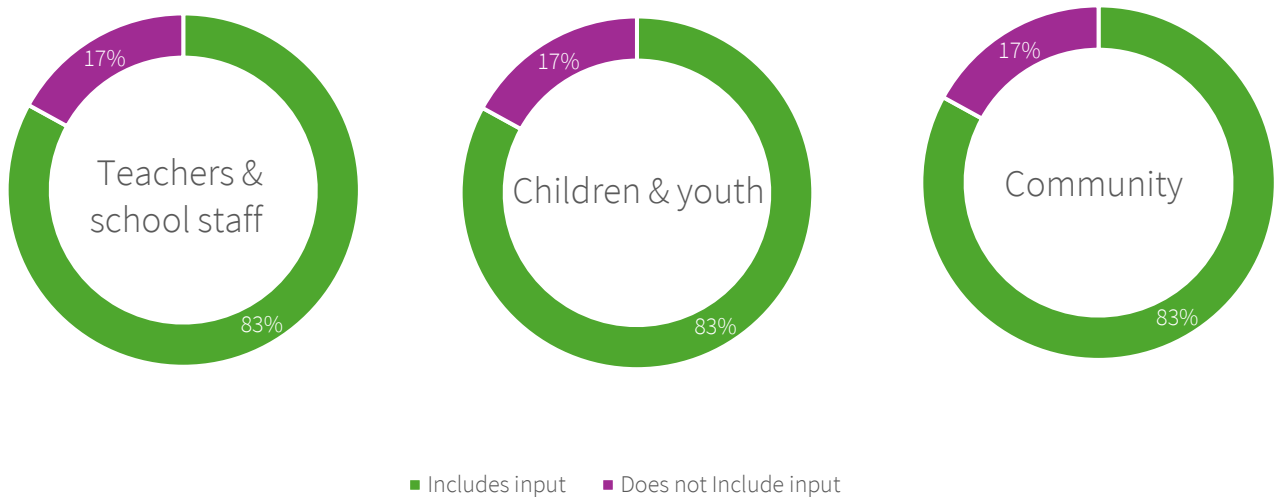
Figure 20. Content Coverage of Education Authority Plans



³³ See Figure 20 and Table 20 in Appendix A for details.

Education authorities often sought stakeholder input while developing plans.³⁴ Regionally in **Central, Eastern, Southern & West Africa**, many (83%) governments reported including input from teachers and school staff, children and youth and the community during plan development, with little variation between the two subregions.

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.

Central, Eastern, Southern & West Africa governments reported education authorities showing foundational leadership in providing guidance for school safety planning.³⁵ Many governments provided some level of guidance for risk assessment (92%), risk reduction (92%), response preparedness (91%), educational continuity (91%), climate change adaptation and action (67%), child participation while developing plans (75%), and standard operating procedures (92%). Governments described this guidance as robust in many instances, particularly standard operating procedures (42%), risk preparedness (33%), and educational continuity (33%).

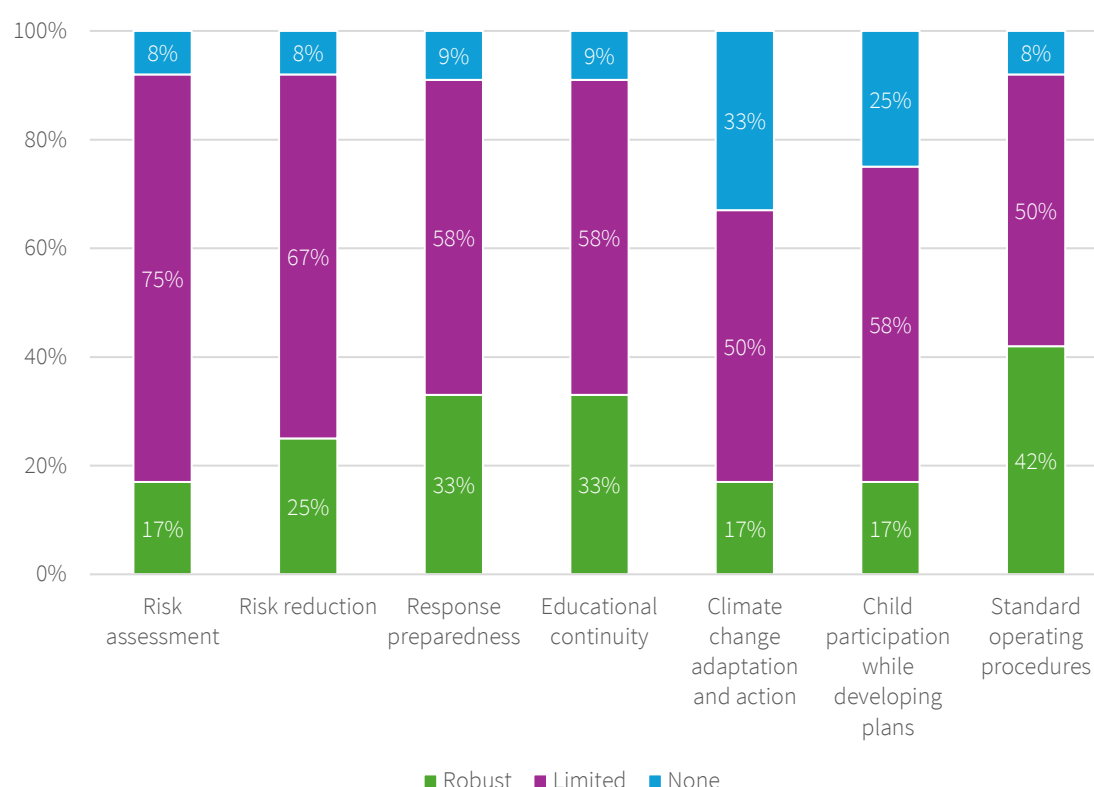
All governments (100%) in **Eastern & Southern Africa** had plans in these areas, whether limited or robust. More than half the governments rated plans for educational continuity (57%) and standard operating procedures (57%) as robust.

Governments in **West & Central Africa** uniformly rated their plans as limited, except for a few governments (20%) rating their standard operating procedures for disasters and emergencies as robust.

³⁴ See Figure 21 and Table 21 in Appendix A for details.

³⁵ See Figure 22 and Table 22 in Appendix A for details.

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.

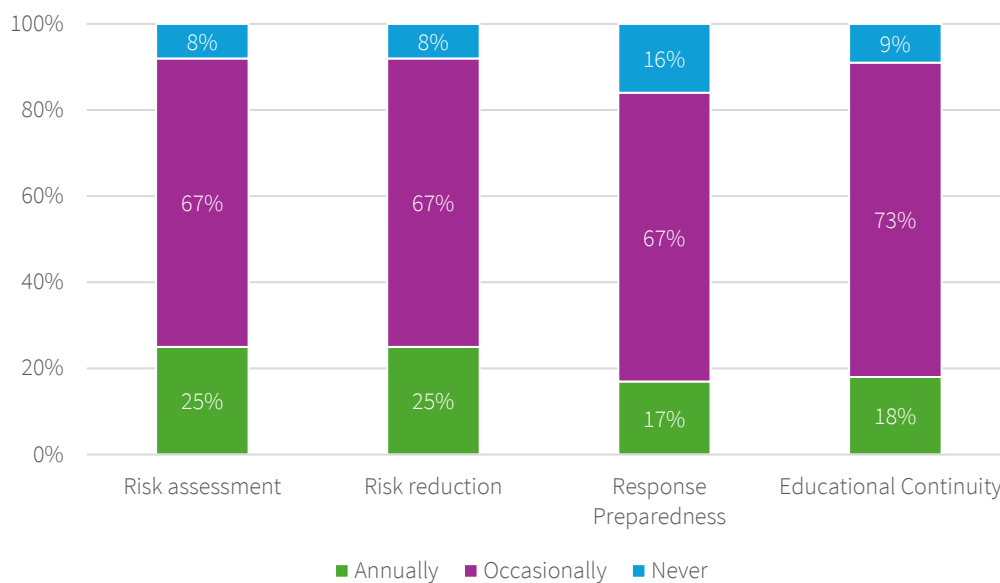
Around a quarter of governments in the **Central, Eastern, Southern & West Africa** region annually reviewed their risk assessment plans (25%), their risk reduction plans (25%), their response preparedness plans (17%), and their educational continuity plans (18%). Additionally, many more (67% to 73%) reviewed these plans, but only occasionally.³⁶

Most governments (57% to 67%) in **Eastern & Southern Africa** reviewed their plans occasionally. However, some governments (43%) reviewed risk assessment plans and risk reduction measures and plans annually.

No governments (0%) in **West & Central Africa** stated that they reviewed school measures and plans annually and a few (20%) did not review at all. However, most governments (80%) did review at least occasionally.

³⁶ 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.

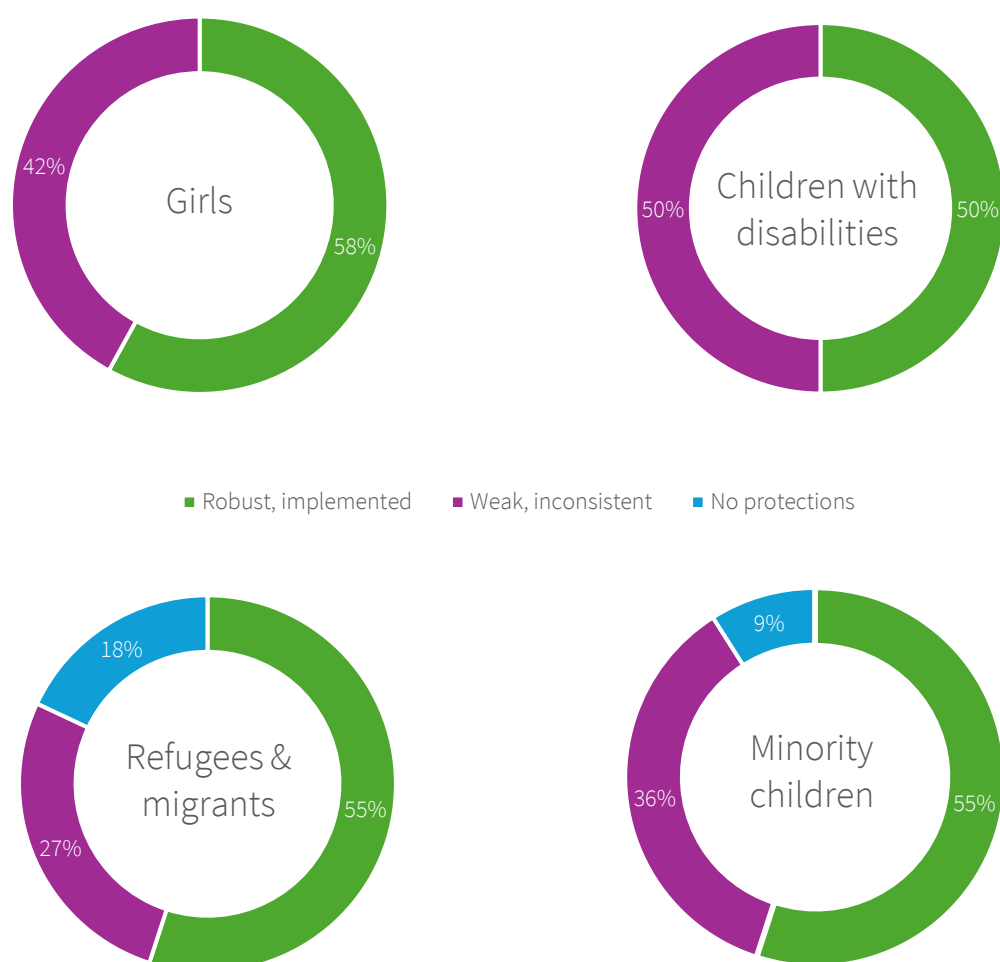
In the **Central, Eastern, Southern & West Africa region**, all governments stated they had some level of protection for students based upon gender and disability (100%).³⁷ Most also protected students from demographic minorities (91%) and many had specific policies to protect immigrant and refugee children (82%). Governments reported that protections for girls (58%), children with disabilities (50%), immigrant and refugee children (55%) and minority children (55%) were robust and implemented.

In the **Eastern & Southern Africa subregion**, robust protection of access to education was most frequent for boys, girls, and children with disabilities (71%). It was lower (67%) for migrant³⁸ and refugee children and minority children. In the **West & Central Africa subregion**, more governments rated their access to education protections as more robust for boys (60%) than for girls (40%), migrant and refugee children (40%), and children of minority families (40%). Robust protection for children with disabilities occurred in only one of the five governments (20%). Additionally, one of the five governments (20%) did not have any reported level of protection for immigrant and refugee children.

³⁷ See Figure 24 and Table 24 in Appendix A for details.

³⁸ The survey asked about refugee and immigrant children; regional experts note that the more salient concern in Central, Eastern, Southern & West Africa is internally displaced persons. The term migrant is used in this report to increase clarity.

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).

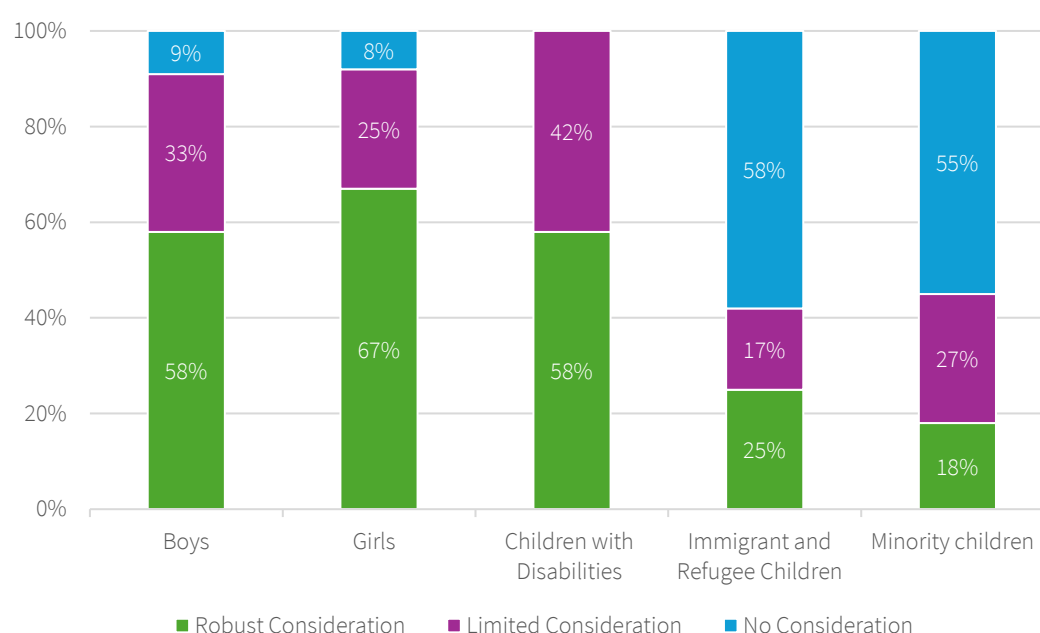
Over half of responding governments in the **Central, Eastern, Southern & West Africa region** considered the needs of girls (25%) and children with disabilities (42%) on a limited basis when creating education continuity plans.³⁹ Over half reported robust consideration of needs by gender (67%) and disability (58%). Educational continuity planning was less prevalent for migrant and refugee students; some (17%) had limited consideration, and a quarter (25%) had robust considerations. Likewise, consideration for students of demographic minorities was limited, with one quarter (27%) having limited consideration and some (18%) having robust consideration.

Generally, **Eastern & Southern Africa** had higher rates of robust consideration of specific needs in the education continuity planning. Most included the needs of boys and girls (89%) and children with disabilities (70%).

In **West & Central Africa**, no governments surveyed (0%) considered the unique needs of migrant and refugee children, though one out of five (20%) did consider language, culture, ethnic and religious minorities in a limited way. The needs of girls and children with disabilities were considered by some governments (40%) in a robust way.

³⁹ 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 **Central, Eastern, Southern & West Africa region**, many governments are tracking school enrolment and attainment by gender (92%) and disability (83%).⁴⁰ Most also reported achieving either some or widespread equality in enrolment and education attainment by gender (83%) and by disability (58%).

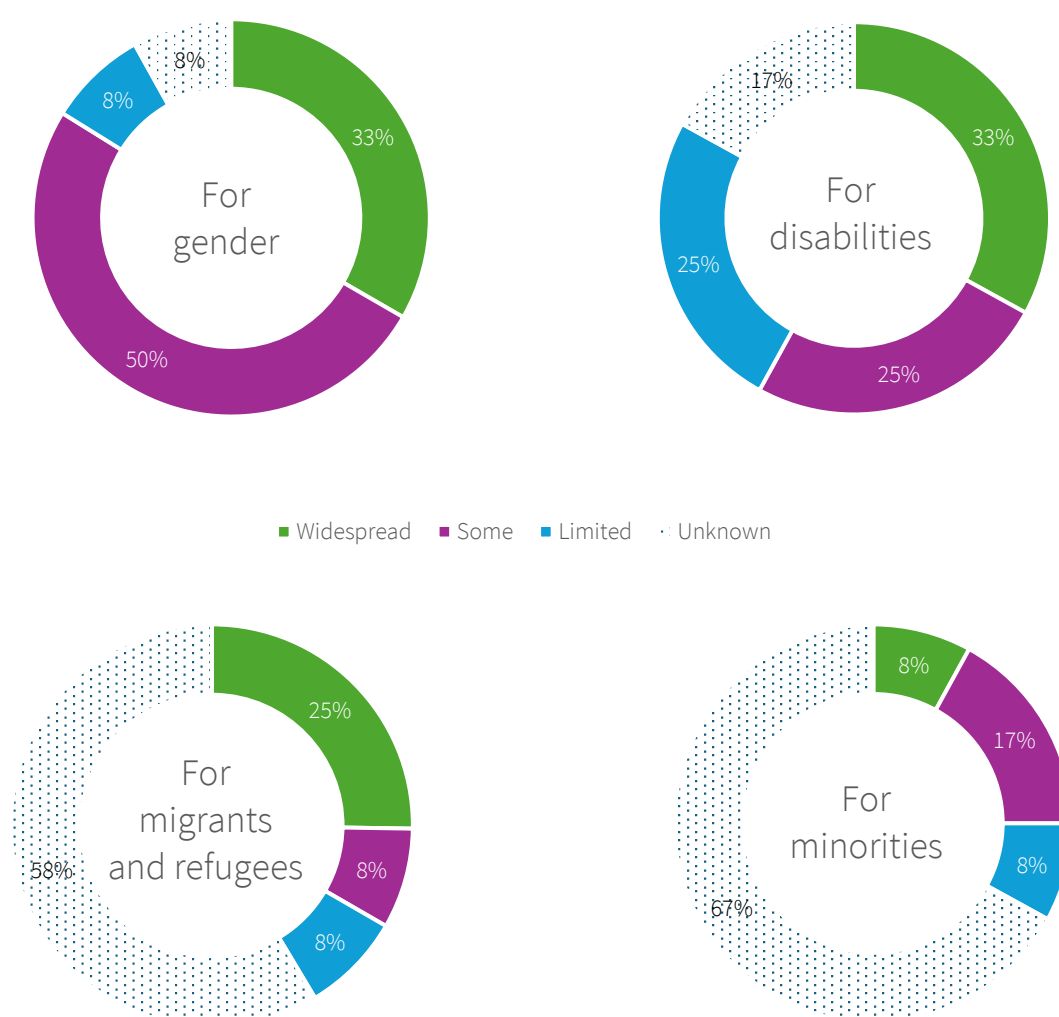
Disaggregation of data was much less prevalent for migrant and refugee students and children of minority households. Most of the governments simply did not collect disaggregated data for these groups, suggesting an area for improvement. A few governments did collect data and reported some or widespread equity had been achieved for migrants and refugees (32%) or minority children (25%).

In the **Eastern & Southern Africa subregion**, all governments collected data on educational attainment for students of all genders and abilities. Based upon this data collection, over half (57%) the governments reported widespread equity in enrolment and attainment for these demographic categories. However, some governments did not know whether enrolment and attainment equity was being achieved for migrants and refugee children (29%) and language, culture, ethnic and religious minority children (43%) because they were either not collecting or not disaggregating this data.

In the **West & Central Africa subregion**, none (0%) of the governments reported widespread equity in disaggregated data. However, over half reported disaggregating data and having achieved at least some equity by gender (80%) and by disability (60%). Most notably, all (100%) responding governments reported no disaggregation for children who were migrants, refugees, or from minority households.

⁴⁰ 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 **Central, Eastern, Southern & West Africa region**, one in three (33%) education authorities required schools to conduct at least one fire drill a year or drills for other hazards, which could include evacuation drills, shelter-in-place drills, or drills for specific hazards.⁴¹ Regionally, children of all ages and abilities were included in these drills for just over a quarter (27%) of governments.

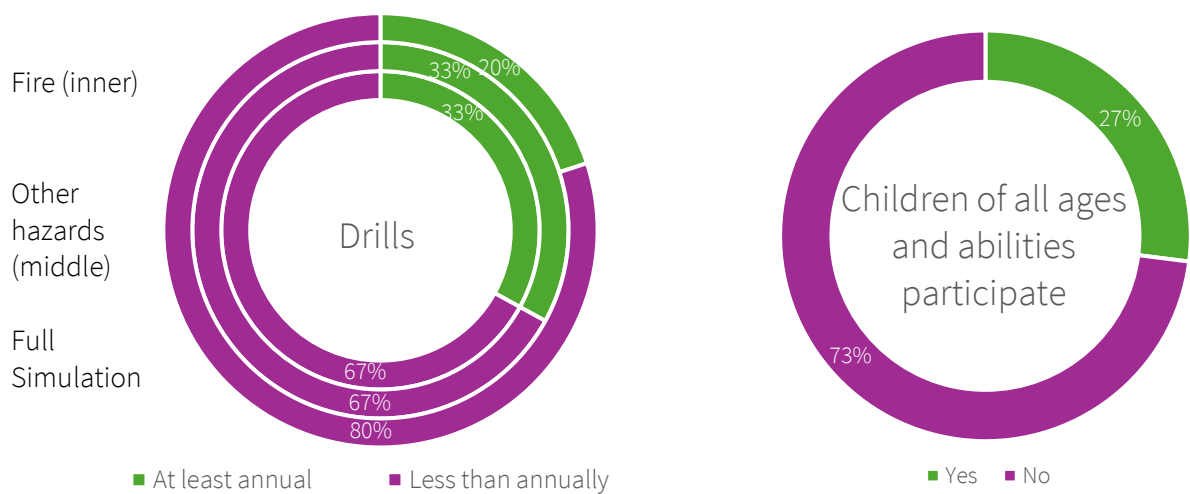
⁴¹ See Figure 27 and Table 27 in Appendix A for details.

Few governments 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. Regionally, only one in five governments (20%) conducted full simulation drills annually.

Less than half of the governments in the **Eastern & Southern Africa subregion** reported having requirements for schools to conduct at least one fire drill (43%) and drills for other hazards (43%) a year. Some (20%) also required annual full simulation drills for expected hazards. However, only one third (33%) of governments reported that they conducted these drills for children of all ages and abilities.

Comparatively, in the **West & Central Africa subregion**, only one out of five governments (20%) reported requiring drills and conducting drills for children of all ages and abilities.

Figure 27. Frequency of Emergency Drills and Level of Participation



School Health Policies

(Question C5.1 and C5.2)

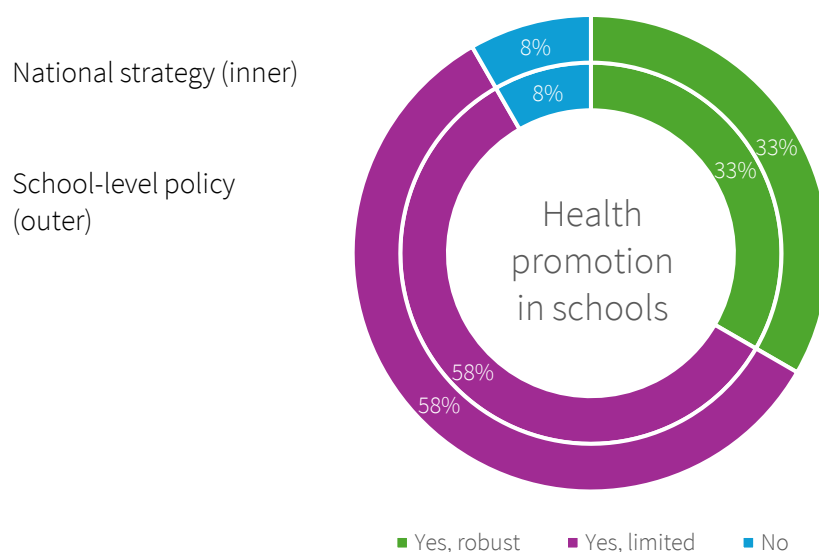
Health guidance and standards supports the physical wellbeing of students and staff by reducing communicable diseases and promoting health. Both support the capacity of individual students to stay enrolled, learn, and reach educational attainment goals.

Governments in the **Central, Eastern, Southern & West Africa region** had a high frequency of both national strategies and school-level policies or plans for health promotion. Almost all (92%) had both.⁴² One third (33%) of these governments reported these strategies and policies to be robust.

These plans were in place for all **Eastern & Southern Africa** governments (100%) and nearly all **West & Central Africa** governments (80%).

⁴² See Figure 28 and Table 28 in Appendix A for details.

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



In the **Central, Eastern, Southern & West Africa region**, half the governments had defined standards and monitored them for water, sanitation and hygiene (50%), food and nutrition (50%), and reducing disease transmission during disease outbreaks through social measures (50%).⁴³ One in three also had standards and monitoring for identifying and tracking communicable diseases in students and staff (33%) and for taking environmental measures to mitigate disease outbreaks (33%), such as ventilation and cleaning. Overall, many (83% or more) governments had some form of guidance or standards for health and nutrition.

In the **Eastern & Southern Africa subregion**, over half (57%) of governments reported minimum standards defined and monitored for WASH, food & nutrition, and social measures to reduce disease. However, less than half (43%) reported having minimum standards defined and monitored for identification and tracking of communicable disease and environmental measures for reducing disease transmission.

In the **West & Central Africa subregion**, nearly half the governments (40%) reported having minimum standards defined and monitored for WASH and social measures for reducing disease transmission. That meant that for most governments (60%), WASH and food & nutrition standards were only defined, not monitored. Nearly half of governments (40%) provided some guidance for identifying and tracking communicable diseases as well as social measures for reducing disease transmission.

⁴³ 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

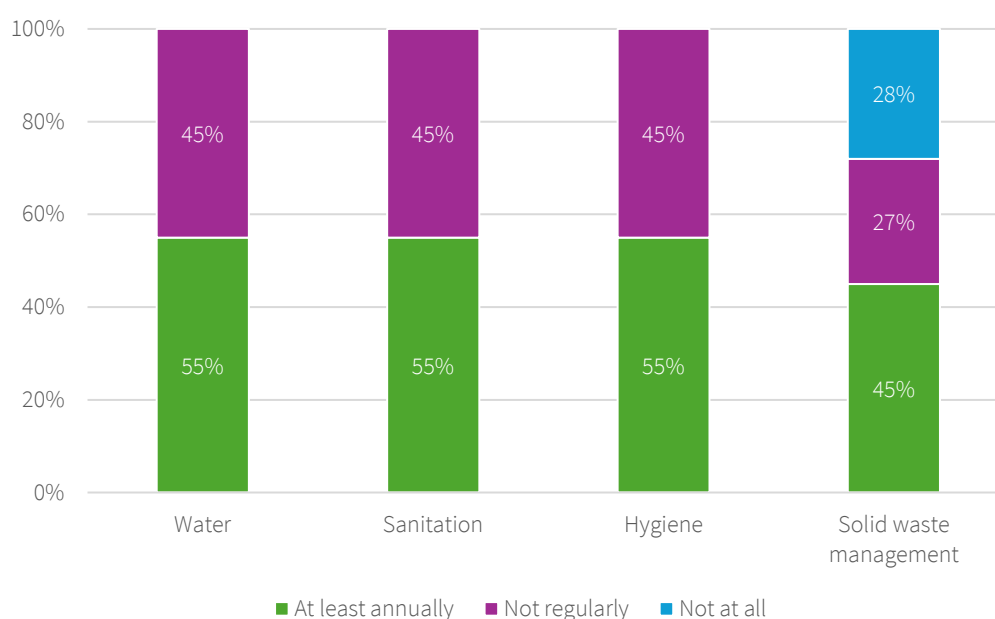
(Question C5.3)

The survey asked whether schools monitored data on WASH and waste management at least annually, not regularly or not at all. The **Central, Eastern, Southern & West Africa region** had a high prevalence of WASH in schools monitoring, with all responding governments monitoring water, sanitation and hygiene at least irregularly.⁴⁴ Many schools at least annually assessed water sources for quality and sufficiency (55%); sanitation in the form of toilet types, accessibility, functionality and privacy (55%); and soap and water availability for handwashing (55%). However, less than half required at least annual monitoring of solid waste management (46%), including segregation, waste reduction, recycling, and disposal practices.

Overall rates were similar between the two subregions, however most **Eastern & Southern Africa** governments (71%) reported doing this monitoring at least annually. In **West & Central Africa**, one in four (25%) did so annually for water, sanitation and hygiene. None did so for solid waste management.

⁴⁴ 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 Templates](#)

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](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](#), a separate document.

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 **Central, Eastern, Southern & West Africa region**, adoption of key messages was slightly lower (80%) than global average (89%) and use of national key messages in formal and non-formal education occurred in only about a third of the governments (30%).⁴⁵ 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.

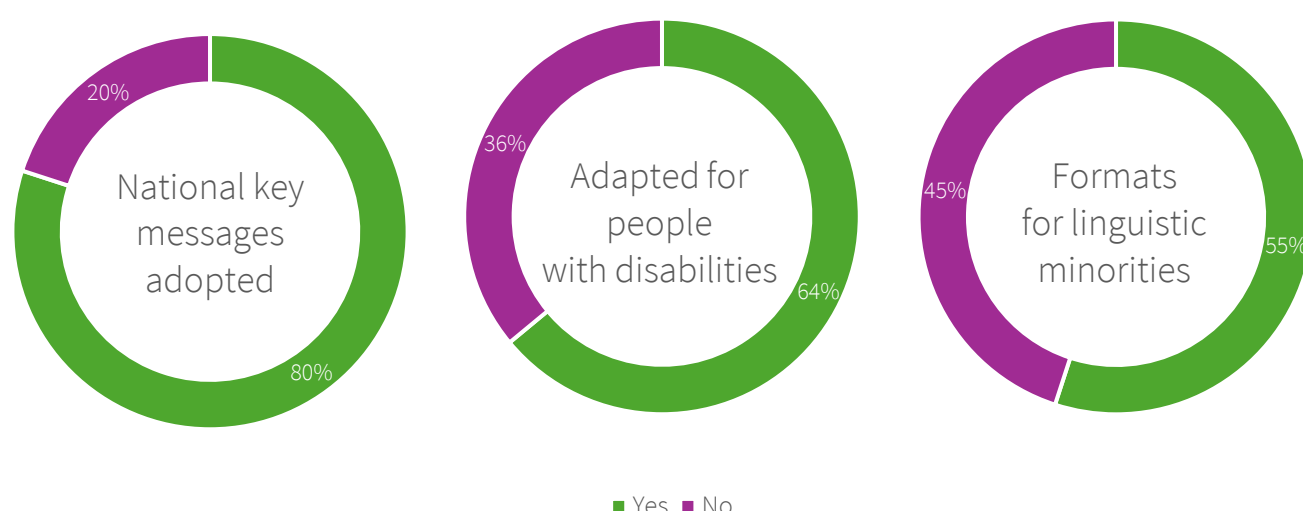
However, many governments adopted key messages and adapted them for people with disabilities (64%). A similar number adopted and translated messages for language minorities (55%). The rate of adaptation and adoption was very high in light of the number who had adopted key messages. Sub-regional adoption, adaption and use was quite different.

In the **Eastern & Southern Africa subregion**, key messages were adopted by all (100%) of the responding governments. One third (33%) used those key messages in formal education and about half (50%) also used them in non-formal education. All (100%) responding governments included adaptations for people with disabilities in key messaging. In addition, many (83%) had key message availability in languages/formats for linguistic minorities.

Comparatively in the **West & Central Africa subregion**, rates of key message adoption were lower. Half (50%) reported the adoption of key messages. One out of four reported using these messages use in formal education (25%). One out of five reported adaptations for people with disabilities (20%), and availability in languages/formats for linguistic minorities (20%).

⁴⁵ See Figure 31 and Table 31 in Appendix A for details.

Figure 31. Adoption and Use of National Key Messages



Topics Covered in Curriculum

(Questions D2.5 and 3.1)

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 governments 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 **Central, Eastern, Southern & West Africa region**, these five subjects were taught in the majority of governments responding to the survey.⁴⁶ The subject most frequently taught in formal education was health and wellbeing (92% in primary and secondary school). The subjects least likely to be formally taught in school were disaster risk reduction (67% in primary and secondary school) and social and emotional learning (58% in primary and secondary school). Half (50%) included climate change action as part of school assemblies and experiential learning.⁴⁷ In school clubs, afterschool activities, and other extracurriculars, all (100%) responding governments included disaster risk reduction content.

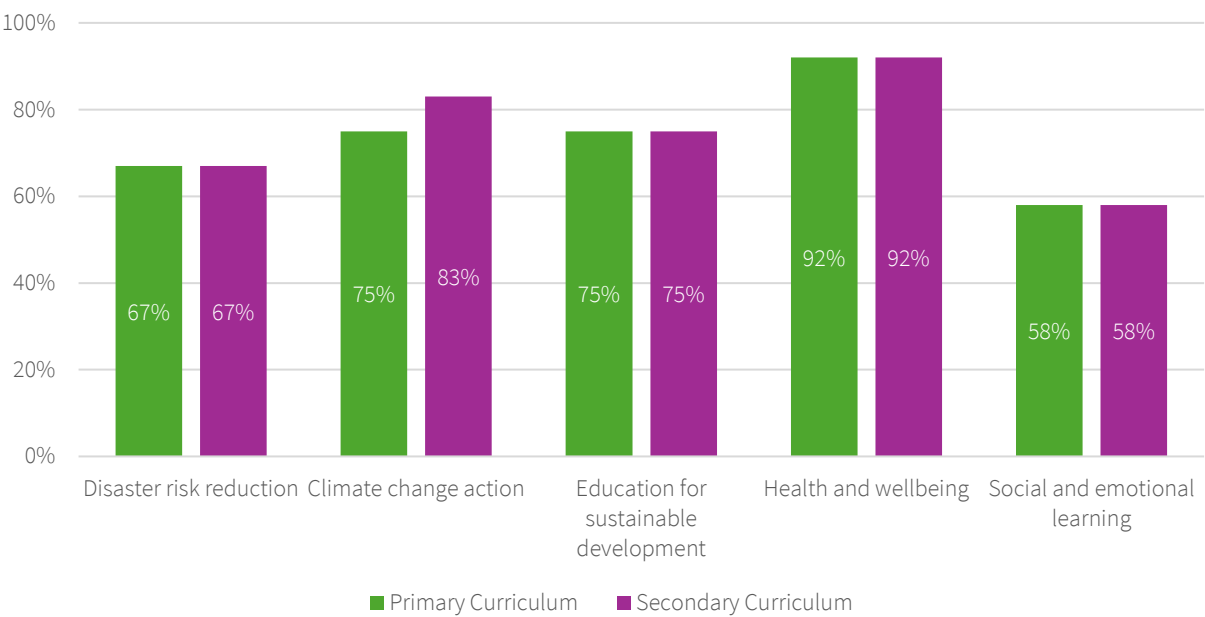
In the **Eastern & Southern Africa subregion**, governments' primary and secondary curriculum most often included climate change action and health and wellbeing subjects (86%), but all subjects were well represented. In school assemblies and experiential learning, half (50%) included the climate change action subject area. In school clubs, afterschool activities, and other extracurriculars, all (100%) responding governments included disaster risk reduction content.

⁴⁶ See Figure 32 and Table 32 in Appendix A for details.

⁴⁷ See Table 33 in the Appendix A for details.

In the **West & Central Africa subregion**, all (100%) responding governments had primary and secondary curriculum for health and wellbeing. All also had secondary curricula for sustainable development (100%) and climate change adaptation (80%), though less than half had curriculum in either primary or secondary schools for social emotional learning (40%). Most governments reported that schools taught these ideas through school assemblies and experiential learning (60% to 75%) and school clubs and afterschool activities (50% to 80%).

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



These subjects were also taught in less formal ways. School assemblies and experiential learning were used to supplement education on health and wellbeing (82%), disaster risk reduction (67%), and education on sustainable development (64%).⁴⁸ School clubs, afterschool activities, and other extracurriculars were also popular methods of supplementing curriculum, especially for disaster risk reduction (83%), social and emotional learning (83%), health and wellbeing (82%), and climate change action (80%).

⁴⁸ See Table 33 in Appendix A for details.

Outreach to Families

(Questions D3.2)

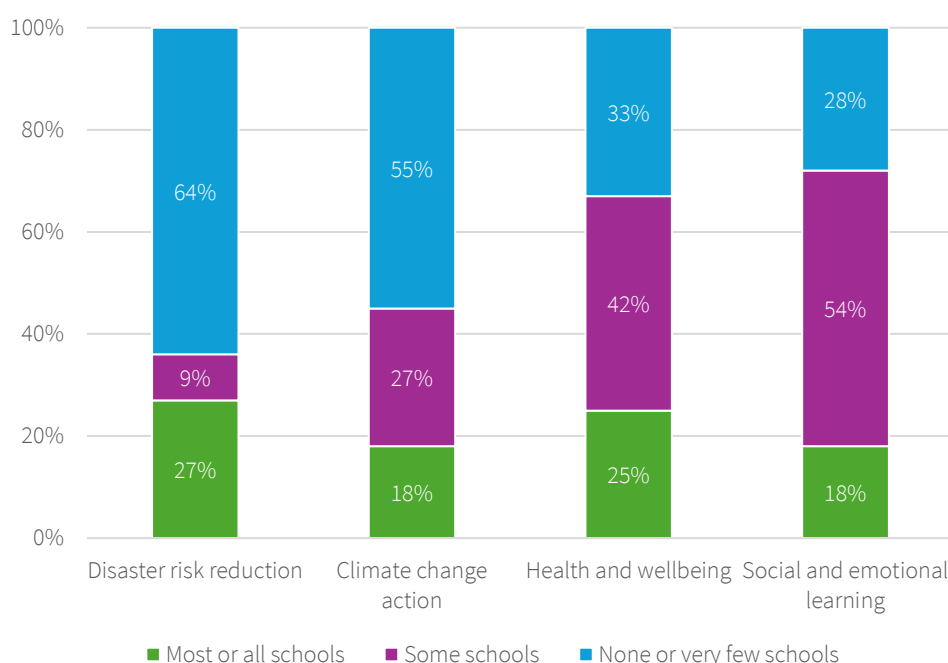
Schools are an important source of information about safety, not only for students, but for their families and the wider community. Strengthening communication between schools and families helps reinforce risk awareness and preparedness at the household level, supporting a whole-of-society approach to 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).

In the **Central, Eastern, Southern & West Africa region**, a majority of governments stated that at least some schools reached out in regard to health and wellbeing (67%) and social emotional learning (72%).⁴⁹ In addition, over a quarter reported that most or all schools reached out about disaster risk reduction (27%) and health and wellbeing (25%).

In the **Eastern & Southern Africa subregion**, the percentage of governments that reported at least some schools were reaching out to households and families varied widely by subject. Over half the governments (58%) reported that at least some reached out about health and wellbeing and two out of three (66%) reported some schools did so for social and emotional learning. Disaster risk reduction was least well covered by school outreach. Only a third (33%) of governments reported that schools reached out to families about disaster risk reduction.

In the **West & Central Africa subregion**, many (80%) reported at least some schools reaching out about health and wellbeing and social and emotional learning, higher than elsewhere in the region. However, only one out of five (40%) governments reported any schools reaching out to households about disaster risk reduction and climate change action.

Figure 34. School Outreach to Families and Households



⁴⁹ See Figure 34 and Table 34 in Appendix A for details.

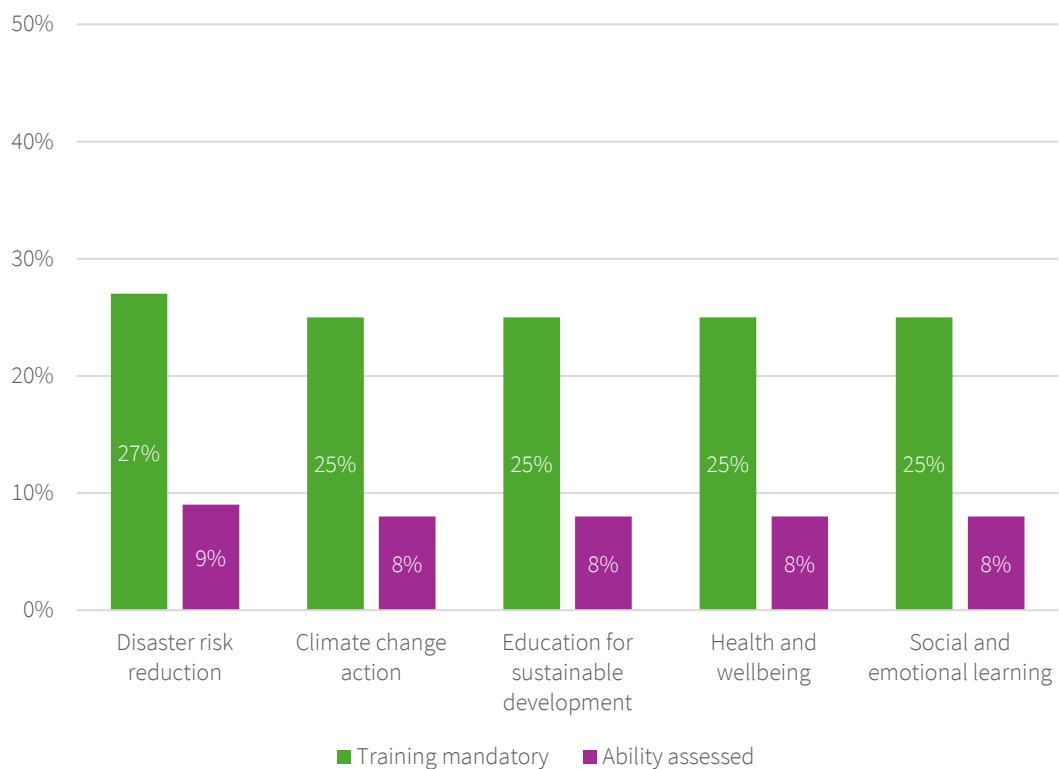
Teacher Training and Assessment

(Question D4.1)

Around half (50% to 55%) of the governments in the **Central, Eastern, Southern & West Africa region** had teacher self-study for each of these subjects.⁵⁰ In-service training was also widely available, with over two-thirds (75% to 82%) of the governments providing this form of teacher training. Pre-service training was the least used method for teacher training, with this method being used most for the subjects of sustainable development (58%) and health and wellbeing (58%). A higher percentage of governments in **Eastern & Southern Africa** reported these teacher training options.

Mandatory teacher training across the region was rare. Only one government in **West & Central Africa** made teacher training mandatory across all these subjects.⁵¹

Figure 35. Mandatory Teacher Training and Assessment by Subject



Availability of Educational Materials

(Question D6.1)

Around half of the governments in the **Central, Eastern, Southern & West Africa region** had high-quality education materials to support student learning in these subjects, with materials for climate change action and sustainable development being the least available (42%) and for health and wellbeing (55%) and disaster risk reduction (50%) being most available.⁵² Material was more often available in **Eastern & Southern Africa** (57% to 83%) than in **West & Central Africa** where only one of the five responding governments (20%) reported high-quality materials widely available.

⁵⁰ See Figure 35 and Table 35 in Appendix A for details.

⁵¹ See Figure 35 and the last column of Table 35 in Appendix A for details.

⁵² 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)

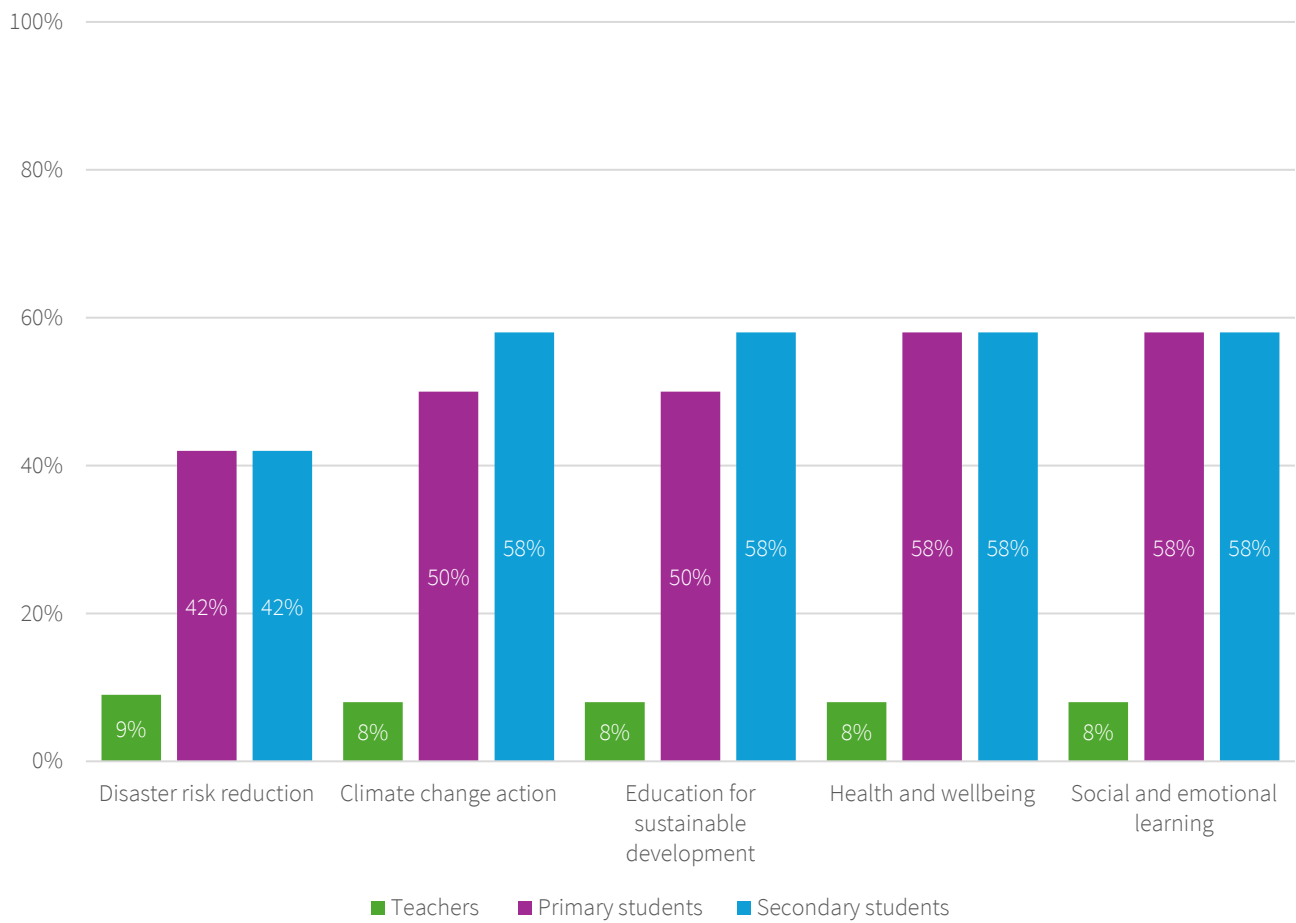
In the **Central, Eastern, Southern & West Africa region**, students were more likely to be assessed in these five areas than their teachers.⁵³ At the primary school level, about half of the governments reported evaluating student learning outcomes for social and emotional learning (58%), health and wellbeing (58%), climate change action (50%), and sustainable development (50%). The rates at the secondary school level were higher by a few percentage points. Primary and secondary school students were assessed at a lower frequency for disaster risk reduction (42%).

In the **Eastern & Southern Africa subregion**, many (71%) governments reported that primary and secondary students were assessed in the subjects of climate change action, education for sustainable development, health and wellbeing, and social and emotional learning. However, less than two thirds (57%) assessed students in the subject of disaster risk reduction.

In the **West & Central Africa subregion**, generally primary students were not assessed in these subjects (20% to 40%). Governments reported assessing secondary students more often. In climate change action, sustainable development, health and wellbeing and social and emotional learning, nearly half (40%) reported assessing secondary students. However, disaster risk reduction assessment lagged behind; only one out of the five governments did so in this subject area.

⁵³ 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 CENTRAL, EASTERN, SOUTHERN & WEST AFRICA

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.⁵⁴ These regional scores begin to clarify areas of strength and areas of growth in addressing comprehensive school safety across the Central, Eastern, Southern & West Africa region.⁵⁵

Governments in Central, Eastern, Southern & West Africa that participated in the 2024 Comprehensive School Safety Policy Survey showed substantial activity in the five indicators linked to the **Enabling Systems and Policies**. As shown in Table 38 below, nearly half the governments had taken most or all actions in providing education authority leadership and coordination for comprehensive school safety (Indicator A3). This was the strongest indicator, with a median rating of 2.6 stars, about half of the governments (42%) received four out of four stars.

Governments also showed strengths in enacting enabling policies and legal frameworks (Indicator A1) as well as monitoring and evaluation (Indicator A5) around comprehensive school safety, with 2.4 and 2.3 out of four as their median score respectively.






Governments lagged behind most notably in funding comprehensive school safety efforts (Indicator A4) and incorporating children in risk assessments (Indicator A2). Median scores for these two indicators were 1.7 and 1.6 respectively, with most governments reporting that they had done only about half the actions assessed in the survey.

See Tables 38a and 38b in the Appendix for subregional tables for **Eastern & Southern Africa** and **West & Central Africa**.

⁵⁴ See Appendix B of the [Supplementary Materials document](#) for further methodological details.

⁵⁵ Reports cards for the subregions can be found in Table 38-41 of Appendix A.

Table 38. Central, Eastern, Southern & West Africa 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)	2.4 	0%	8%	58%	17%	17%
A2. Child-centred risk assessment is in place at all levels in the education sector (11 questions)	1.6 	8%	50%	25%	8%	8%
A3. Education authority provides effective leadership and coordination for comprehensive school safety (4 questions)	2.6 	8%	25%	8%	17%	42%
A4. Sustained funding is in place to reduce education sector risks, maintain educational continuity and support risk reduction and resilience programming (9 questions)	1.7 	8%	33%	33%	25%	0%
A5. Monitoring and evaluation of comprehensive school safety is based upon data and evidence (10 questions)	2.3 	0%	8%	58%	25%	8%

As shown in Table 39 below, governments that participated in the 2024 Comprehensive School Safety Policy Survey struggled to achieve robust action in **Pillar 1: Safe Learning Facilities**. Median scores for all indicators were below three stars. Governments that participated in the survey 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). One third of governments (67%) received three or four stars and were doing many to all actions.

Central, Eastern, Southern & West African governments were less engaged in addressing the upgrade or replacement of existing unsafe schools (Indicator B2), which had a median score of 2.2 out of four stars.

Governments lagged behind in using policies and planning to limit the disruption of education due to use of schools as temporary shelters or collective centres, during the school year (Indicator B4) and in protecting children from death, injury and harm on the way to school (Indicator B5). These indicators had very low median scores, 1.7 to 1.3 out of four. One in three governments (35%) were taking no action for promoting routine maintenance and non-structural mitigation. See Tables 39a and 39b in the Appendix for subregional tables for **Eastern & Southern Africa** and **West & Central Africa**.

Table 39. Central, Eastern, Southern & West Africa Strengths and Opportunities for Improvement in Pillar 1

Indicator	Median Score	Frequency (%)				
		★★★★	★★★	★★	★	None
		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)	2.8 ★★★★★	0%	8%	25%	42%	25%
B2. Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities) (9 questions)	2.2 ★★★★★	8%	0%	58%	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%	8%	58%	17%	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)	1.7 ★★★★★	33%	17%	17%	17%	17%
B5. Children are protected from death, injury and harm on the way to school (2 questions)	1.3 ★★★★★	17%	50%	25%	0%	8%

As shown in Table 40 below, governments had the most robust action in **Pillar 2: School Safety and Educational Continuity Management**. However, this Pillar was also where median scores were widespread, with the lowest median score being 0.6 and the highest being 3.2.

Governments were taking most policy action in two areas. The first was assuring all children's right to access education (Indicator C3). Under this indicator, one in four governments (25%) were doing all or almost all actions assessed and received four stars. One third (33%) 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 one third doing all or almost all actions and half doing many actions. The median scores for these two indicators were 2.8 and 3.2 out of four stars, respectively.

The area of greatest policy weakness was related to whether the education sectors had standard operating procedures and school drills in place (Indicator C4). With a median score of 0.6 out of 4 stars, this indicator was the lowest scoring in Pillar 2. Two thirds (67%) of governments surveyed said they were doing no actions in this area. No governments reported doing most or all actions under this indicator.

See Tables 40a and 40b in the Appendix for subregional tables for **Eastern & Southern Africa** and **West & Central Africa**.

Table 40. Central, Eastern, Southern & West Africa 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)	2.5 ★★★★★	8%	17%	25%	17%	33%
C2. Schools have robust participatory plans for risk management, risk reduction, and response-preparedness (10 questions)	2.4 ★★★★★	8%	0%	50%	25%	17%
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)	2.8 ★★★★★	0%	0%	42%	33%	25%
C4. Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning (4 questions)	0.6 ★★★★★	67%	8%	25%	0%	0%
C5. Education sector has robust systems and policies for school health and nutrition (11 questions)	3.2 ★★★★★	0%	0%	17%	50%	33%

Table 41 below summarises government actions under **Pillar 3: Risk Reduction & Resilience Education**, another area of strength. Regionally, median scores for each indicator were high, from 1.9 to 3.4. Governments were most actively engaged in providing climate-aware risk reduction, resilience, and wellbeing education in formal curriculum (Indicator D2), which had a median score of 3.4. Nearly two out of three governments (60%) reported doing all or most actions assessed in the survey under this indicator.

Action was weakest in ensuring schools have sufficient education materials for teaching risk reduction, resilience and wellbeing (Indicator D5). Half of the governments (50%) received no stars.

See Tables 41a and 41b in the Appendix for subregional tables for **Eastern & Southern Africa** and **West & Central Africa**.

Table 41. Central, Eastern, Southern & West Africa 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)	2.4 ☆☆☆☆	33%	0%	8%	17%	42%
D2. Climate-aware risk reduction, resilience, and wellbeing education is included in regular formal curriculum (4 questions)	3.3 ☆☆☆☆	0%	8%	17%	8%	67%
D3. Non-formal education for students and families addresses climate-aware, risk reduction, resilience and wellbeing (9 questions)	2.5 ☆☆☆☆	0%	17%	33%	33%	17%
D4. Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and wellbeing is developed and assessed (5 questions)	2.1 ☆☆☆☆	0%	33%	25%	42%	0%
D5. Schools have sufficient education materials for teaching risk reduction, resilience, and wellbeing (5 questions)	1.9 ☆☆☆☆	50%	0%	0%	8%	42%
D6. Student learning outcomes for climate-aware risk reduction, resilience, and wellbeing education are monitored and evaluated (5 questions)	2.2 ☆☆☆☆	42%	0%	0%	8%	50%






CENTRAL, EASTERN, SOUTHERN & WEST AFRICA COMMITMENTS


The final questions in the survey asked governments 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 French and Portuguese.



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



Topic	Government	Commitment
 1. Enabling Policies and Legal Frameworks	Ethiopia	Note: Commitment not released to public
	Guinea-Bissau	Update the Basic Education Law, Updated Education Sector Plan
	Lesotho	A zero-tolerance policy for violence against children in schools will be developed
	Madagascar	Stratégie nationale d'éducation en situation d'urgence à élaborer <i>Translation: National strategy for education in emergency situations to be developed</i>
	Mali	Loi sur la sécurité des écoles dans le cadre de la DSE (en cours) <i>Translation: Safe Schools Act under the DSE (in progress)</i>
	Namibia	Basic Education Act, 2020 (Act 3 of 2020), Child Care and Protection Act, 2015 (Act 3 of 2015), National School Safety Framework (2018), Education Sector Policy for the Prevention and Management of Learner Pregnancy (2008), Sector Policy for Inclusive Education (2013), OVC policy
	Nigeria	Review of National Policy on Safety, Security and Violence-Free Schools
	Republic of the Congo	Politique nationale de prévention et réduction des catastrophes en milieu scolaire; politique nationale de lutte contre les violences en milieu scolaire <i>Translation: National policy for the prevention and reduction of disasters in schools; national policy to combat violence in schools</i>
	Sierra Leone	MBSSE (Ministry of Basic and Senior Secondary Education) is currently working on development of implementation plan for Comprehensive School Safety Policy
	South Sudan	Climate Resilience policy in Education sector

	Uganda	Note: Commitment not released to public
 2. Safer Schools Facilities	Guinea-Bissau	National Construction Plan (minimum standards)
	Madagascar	Bâtiments scolaires adaptés aux températures extrêmes <i>Translation: School buildings adapted for extreme temperatures</i>
	Mali	Réviser les normes en terme de construction pour renforcer la protection et l'adaptation au changement climatique <i>Translation: Revise construction standards to strengthen protection and adaptation to climate change</i>
	Namibia	National School Safety Framework (2018)
	Nigeria	Review of National Policy on Safety, Security and Violence-Free Schools
	Republic of the Congo	Construire des bâtiments résilients aux changements climatiques dans les écoles <i>Translation: Building climate-resilient buildings in schools</i>
	South Sudan	Develop guidelines and standards for Climate resilient infrastructure
	Uganda	Note: Commitment not released to public
 3. School Safety and Education Continuity Management	Guinea-Bissau	National and Regional Contingency Plans
	Lesotho	There will be sensitization of District Education Managers, School boards, Inspectors and teachers on school related gender-based violence
	Madagascar	Education et apprentissage à distance utilisant la TICE <i>Translation: Distance education and learning using ICT</i>
	Mali	Développer les alternatives éducatives notamment les offres d'éducation à distance ; renforcer les plans et stocks de contingence <i>Translation: Develop educational alternatives, particularly distance learning options; strengthen contingency plans and stocks</i>
	Namibia	Sector Policy for Inclusive Education (2013), Education Sector policy on the prevention and management of learner pregnancy (2008)
	Nigeria	Review of National Policy on Safety, Security and Violence-Free Schools
	Republic of the Congo	Poursuivre la sécurisation des écoles en érigeant les murs de clôture. Créer une direction chargée de la gestion des catastrophes et de la continuité pédagogique

		<i>Translation: Continue to secure schools by erecting boundary walls. Create a department responsible for disaster management and educational continuity.</i>
	South Sudan	Conduct DRRCCA Education in schools and community, Develop Emergency Preparedness plans at school levels
	Uganda	Note: Commitment not released to public
 <p>4. Risk Reduction and Resilience Education</p>	Guinea-Bissau	National and Regional Contingency Plans
	Madagascar	Intégration dans le programme scolaire et les modules de formation initiale des enseignants <i>Translation: Integration into the school curriculum and initial teacher training modules</i>
	Mali	Intégrer dans la formation initiale des enseignants des notions en lien avec la réduction des risques et la résilience (ex : Santé Mentale et Soutien Psychosocial) <i>Translation: Integrate concepts related to risk reduction and resilience into initial teacher training (e.g., Mental Health and Psychosocial Support)</i>
	Namibia	OVC policy, Life Skills Curriculum
	Nigeria	Review of National Policy on Safety, Security and Violence-Free Schools
	Republic of the Congo	Mettre en oeuvre la politique nationale de prévention et réduction des catastrophes en milieu scolaire <i>Translation: Implement the national policy for the prevention and reduction of disasters in schools</i>
	South Sudan	Risk Education and Message dissemination at school and community levels
	Uganda	Note: Commitment not released to public
 <p>5. Reducing Barriers and</p>	Lesotho	Ensuring that there is inclusivity across all educational levels. Linking the most vulnerable children with the Department of Social Development
	Madagascar	Stratégie d'éducation inclusive à élaborer <i>Translation: Inclusive education strategy to be developed</i>

Inequities for Our Most Vulnerable Learners	Mali	Appuyer l'opérationnalisation de la politique d'éducation inclusive <i>Translation: Support the operationalisation of the inclusive education policy</i>
	Namibia	Sector Policy for Inclusive Education (2013), OVC policy, Disability policy, School Grant Policy
	Nigeria	Review of National Policy on Safety, Security and Violence-Free Schools
	Republic of the Congo	Renforcer les textes administratifs sur l'inclusion et l'équité dans les écoles ainsi que leur suivi <i>Translation: Strengthen administrative texts on inclusion and equity in schools as well as their monitoring</i>
	South Sudan	Advocacy and monitoring
	Uganda	Note: Commitment not released to public
 6. Supporting Health and Wellbeing	Guinea-Bissau	School health and wellbeing strategy to be developed
	Lesotho	There are days dedicated to school health and child protection days, there has also been the establishment of the Technical working Group for school health and child protection, which will coordinate all health and child protection related interventions and programmes in schools
	Madagascar	Développer une infirmerie scolaire <i>Translation: Develop a school infirmary</i>
	Mali	Faciliter la mise en place et l'opérationnalisation des points focaux pair-aidant SMSPS et mécanismes d'échange d'expérience ; poursuivre les équipements des écoles en infrastructures WASH adaptées et fonctionnelles ainsi que les mécanismes de gestion <i>Translation: Facilitate the establishment and operationalisation of SMSPS peer-helper focal points and experience exchange mechanisms; continue to equip schools with suitable and functional WASH infrastructure as well as management mechanisms</i>
	Namibia	School Health policy 2005, integrated school health and safety policy (TBP), Disability policy, School Feeding
	Nigeria	Review of National Policy on Safety, Security and Violence-Free Schools
	Republic of the Congo	Elaborer et mettre en oeuvre un plan d'ouverture des centres de santé pour un accompagnement sanitaire et psychosocial en milieu scolaire

		<i>Translation: Develop and implement a plan for opening health centres for health and psychosocial support in schools</i>
	South Sudan	School Health Education and Awareness and provision of health facilities and services in schools and communities
	Uganda	Note: Commitment not released to public
 <p>7. Implementing Climate Change Adaptation Measures</p>	Madagascar	Establishment of RRC/ACC club in each school
	Mali	<p>Intégration des actions anticipatives pour l'atténuation des impacts des changements climatiques dans les plans et programmes</p> <p><i>Translation: Integration of anticipatory actions for mitigating the impacts of climate change into plans and programmes</i></p>
	South Sudan	Climate adaptation and mitigation activities at school and communities
	Republic of the Congo	<p>Mettre en oeuvre la politique nationale de prévention et réduction des catastrophes en milieu scolaire</p> <p><i>Translation: Implement the national policy for the prevention and reduction of disasters in schools</i></p>
	Uganda	Note: Commitment not released to public
	Nigeria	Review of National Policy on Safety, Security and Violence-Free Schools
 <p>8. Implementing Climate Mitigation and Environmental Sustainability Measures ('Greening Schools')</p>	Guinea-Bissau	National Construction Plan
	Madagascar	Promotion des jardins et reboisement scolaire et alternative de construction de salles de classes en matériel durable
	Mali	<p>Développement d'approches d'"écologisation des écoles" à partir des expériences existantes au Mali et suivant une approche communautaire</p> <p><i>Translation: Development of "greening schools" approaches based on existing experiences in Mali and following a community approach</i></p>
	Nigeria	Review of National Policy on Safety, Security and Violence-Free Schools
	Republic of the Congo	<p>Mise en place des programmes d'éducation au changement climatique, développement durable et gestes éco-citoyens dans les écoles (par exemple la création d'espaces verts)</p> <p><i>Translation: Implementation of education programmes on climate change, sustainable development and eco-citizen actions in schools (for example the creation of green spaces)</i></p>

	South Sudan	Develop Model Green school standards and guidelines for schools and ministry
	Uganda	Note: Commitment not released to public
 <p>9. New or Enhanced Budget Allocations</p>	Namibia	School Grant Policy, 2023, Primary and Secondary Education Grants
	Madagascar	Utilisation de Kobo toolbox <i>Translation: Use of Kobo toolbox</i>
	Mali	Appuyer l'opérationnalisation de la politique d'éducation inclusive <i>Translation: Support the operationalisation of the inclusive education policy</i>
	Republic of the Congo	Renforcer la gratuité scolaire et la dotation en fournitures scolaires aux apprenants vulnérables. Prendre en compte l'accès dans les écoles des personnes à mobilité réduite <i>Translation: Strengthen free education and the provision of school supplies to vulnerable learners. Take into account access to schools for people with reduced mobility.</i>
	Uganda	Note: Commitment not released to public
	Nigeria	Advocate for Increased Budget
 <p>10. Strengthening Data Collection and Evidence-based Decision Processes</p>	Namibia	The Ministry is currently in the process of integrating various data collection systems.
	Madagascar	Accès aux fonds verts <i>Translation: Access to green funds</i>
	Mali	Plaidoyer pour intégration de lignes budgétaires / activités pour soutenir la sécurité scolaire et la résilience dans le PAPB <i>Translation: Advocacy for the integration of budget lines/activities to support school safety and resilience in the PAPB [Budgeted Multi-Year Action Plan]</i>
	South Sudan	Yes
	Guinea-Bissau	Implementation of the PESDIE project (strengthening the EMIS to ensure viable data from all schools)
	Republic of the Congo	Mobiliser les fonds et créer de nouvelles lignes budgétaires pour la gestion et la prévention des risques de catastrophes en milieu scolaire.

		<i>Translation: Mobilise funds and create new budget lines for disaster risk management and prevention in schools.</i>
	Uganda	Note: Commitment not released to public
	Nigeria	Develop Template for Data Collection

CITATIONS

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

APPENDIX A. CENTRAL, EASTERN, SOUTHERN & WEST AFRICA RESPONSE TABLES

Table 1a. School Exposure to Hazards and Impacts, Central, Eastern, Southern & West Africa Region (Questions X.11 and X.12)

		Frequency (%)					
		(N=12)					
Hazard ¹		Impacts to Schools					
		Damage	Closure	Injury	Death	Minimal, N/A	Unknown
Climate change	12 (100%)	10 (83%)	10 (83%)	7 (58%)	6 (50%)	1 (8%)	0 (0%)
Flooding	12 (100%)	11 (92%)	12 (100%)	6 (50%)	6 (50%)	0 (0%)	0 (0%)
Winds	11 (92%)	10 (83%)	9 (75%)	7 (58%)	4 (33%)	1 (8%)	0 (0%)
Bullying and violence	11 (92%)	1 (8%)	4 (33%)	8 (67%)	2 (17%)	3 (25%)	0 (0%)
Biological and health	11 (92%)	0 (0%)	8 (67%)	5 (42%)	5 (42%)	3 (25%)	0 (0%)
Extreme temperatures	10 (83%)	0 (0%)	3 (25%)	1 (8%)	0 (0%)	7 (58%)	1 (8%)
Everyday dangers	8 (67%)	4 (33%)	3 (25%)	7 (58%)	5 (42%)	4 (33%)	1 (8%)
War, conflict	7 (58%)	8 (67%)	7 (58%)	6 (50%)	6 (50%)	3 (25%)	1 (8%)
Building fire	6 (50%)	7 (58%)	5 (42%)	3 (25%)	3 (25%)	4 (33%)	0 (0%)
Wildfire, bushfire	6 (50%)	4 (33%)	4 (33%)	3 (25%)	3 (25%)	7 (58%)	0 (0%)
Earthquake	5 (42%)	5 (42%)	5 (42%)	3 (25%)	2 (17%)	4 (33%)	2 (17%)
Technological	3 (25%)	1 (8%)	1 (8%)	0 (0%)	0 (0%)	8 (67%)	3 (25%)
Tsunami	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	8 (67%)	4 (33%)

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

Table 1b. School Exposure to Hazards and Impacts, Eastern & Southern Africa Subregion (Questions X.11 and X.12)

		Frequency (%)					
		(N=7)					
Hazard ¹		Impacts to Schools					
		Damage	Closure	Injury	Death	Minimal, N/A	Unknown
Flooding	7 (100%)	6 (86%)	7 (100%)	3 (43%)	3 (43%)	0 (0%)	0 (0%)
Climate change	7 (100%)	5 (71%)	5 (71%)	4 (57%)	3 (43%)	1 (14%)	0 (0%)
Winds	6 (86%)	5 (71%)	4 (57%)	4 (57%)	3 (43%)	1 (14%)	0 (0%)
Biological and health	6 (86%)	0 (0%)	5 (71%)	3 (43%)	4 (57%)	2 (29%)	0 (0%)
Bullying and violence	6 (86%)	1 (14%)	2 (29%)	5 (71%)	1 (14%)	2 (29%)	0 (0%)
Extreme temperatures	6 (86%)	0 (0%)	3 (43%)	1 (14%)	0 (0%)	3 (43%)	0 (0%)
Wildfire, bushfire	4 (57%)	1 (14%)	2 (29%)	1 (14%)	1 (14%)	5 (71%)	0 (0%)
War, conflict	4 (57%)	4 (57%)	4 (57%)	3 (43%)	3 (43%)	2 (29%)	1 (14%)
Everyday dangers	4 (57%)	1 (14%)	1 (14%)	3 (43%)	1 (14%)	3 (43%)	1 (14%)
Building fire	3 (42.9)	4 (57%)	4 (57%)	2 (29%)	2 (29%)	2 (29%)	0 (0%)
Earthquake	3 (43%)	3 (43%)	3 (43%)	2 (29%)	1 (14%)	2 (29%)	1 (14%)
Technological	2 (29%)	1 (14%)	1 (14%)	0 (0%)	0 (0%)	5 (71%)	1 (14%)
Tsunami	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (71%)	2 (29%)

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

Table 1c. School Exposure to Hazards and Impacts, West & Central Africa Subregion (Questions X.11 and X.12)

		Frequency (%)					
		(N=5)					
Hazard ¹		Impacts to Schools					
		Damage	Closure	Injury	Death	Minimal, N/A	Unknown
Flooding	5 (100%)	5 (100%)	5 (100%)	3 (60%)	3 (60%)	0 (0%)	0 (0%)
Climate change	5 (100%)	5 (100%)	5 (100%)	3 (60%)	3 (60%)	0 (0%)	0 (0%)
Winds	5 (100%)	5 (100%)	5 (100%)	3 (60%)	1 (20%)	0 (0%)	0 (0%)
Biological and health	5 (100%)	0 (0%)	3 (60%)	2 (40%)	1 (20%)	1 (20%)	0 (0%)
Bullying and violence	5 (100%)	0 (0%)	2 (40%)	3 (60%)	1 (20%)	1 (20%)	0 (0%)
Everyday dangers	4 (80%)	3 (60%)	2 (40%)	4 (80%)	4 (80%)	1 (20%)	0 (0%)
Extreme temperatures	4 (80%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (80%)	1 (20%)
War, conflict	3 (60%)	4 (80%)	3 (60%)	3 (60%)	3 (60%)	1 (20%)	0 (0%)
Building fire	3 (60%)	3 (60%)	1 (20%)	1 (20%)	1 (20%)	2 (40%)	0 (0%)
Earthquake	2 (40%)	2 (40%)	2 (40%)	1 (20%)	1 (20%)	2 (40%)	0 (0%)
Wildfire, bushfire	2 (40%)	3 (60%)	2 (40%)	2 (40%)	2 (40%)	2 (40%)	0 (0%)
Technological	1 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (60%)	2 (40%)
Tsunami	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (60%)	2 (40%)

1. Number and percent of government 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)

		Frequency (%)			
Region		N ¹	Familiar ²	Endorsed/Signed ²	Guides Policy & Planning ²
Central, Eastern, Southern & West Africa	CSSF	11	5 (45%)	3 (27%)	2 (18%)
	SSD	12	2 (17%)	3 (25%)	3 (25%)
Eastern & Southern Africa	CSSF	6	2 (33%)	2 (33%)	2 (33%)
	SSD	7	2 (29%)	1 (14%)	2 (29%)
West & Central Africa	CSSF	5	3 (60%)	1 (20%)	0 (0%)
	SSD	5	0 (0%)	2 (40%)	1 (20%)
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 governments 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)

		Frequency (%) ¹	
Region	N	Coordinating Body ²	Focal Point in Senior Management ³
Central, Eastern, Southern & West Africa	12	4 (33%)	11 5 (46%)
Eastern & Southern Africa	7	3 (43%)	6 4 (67%)
West & Central Africa	5	1 (20%)	5 1 (20%)
Global	67	41 (61.2 %)	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	
Central, Eastern, Southern & West Africa	Weak	12	9 (75%)	12	10 (83%)	12	7 (58%)	12	8 (67%)	12	5 (42%)
	Robust		3 (25%)		2 (17%)		3 (25%)		2 (17%)		2 (17%)
	Addressed		12 (100%)		12 (100%)		10 (83%)		10 (83%)		7 (58%)
Eastern & Southern Africa	Weak	7	5 (71%)	7	6 (86%)	7	5 (71%)	7	4 (57%)	7	4 (57%)
	Robust		2 (29%)		1 (14%)		2 (29%)		2 (29%)		2 (29%)
	Addressed		7 (100%)		7 (100%)		7 (100%)		6 (86%)		6 (86%)
West & Central Africa	Weak	5	4 (80%)	5	4 (80%)	5	2 (40%)	5	4 (80%)	5	1 (20%)
	Robust		1 (20%)		1 (20%)		1 (20%)		0 (0%)		0 (0%)
	Addressed		5 (100%)		5 (100%)		3 (60%)		4 (80%)		1 (20%)
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
Central, Eastern, Southern & West Africa	12	6 (50%)	7	1 (14%)
Eastern & Southern Africa	7	5 (71%)	6	1 (17%)
West & Central Africa	5	1 (20%)	1	0 (0%)
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							
	School staff access		Students access		Parents & community access		Sub national & national staff access	
	N		N		N		N	
Central, Eastern, Southern & West Africa	6	5 (83%)	6	5 (83%)	6	5 (83%)	6	5 (83%)
Eastern & Southern Africa	5	5 (100%)	5	5 (100%)	5	5 (100%)	5	5 (100%)
West & Central Africa	1	0 (0%)	1	0 (0%)	1	0 (0%)	1	0 (0%)
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
Central, Eastern, Southern & West Africa	Limited	12	5 (42%)	12	6 (50%)	5 (42%)	6 (50%)	6 (50%)
	Full	12	2 (17%)	12	1 (8%)	2 (17%)	1 (8%)	1 (8%)
Eastern & Southern Africa	Limited	7	4 (57%)	7	4 (57%)	2 (29%)	3 (43%)	4 (57%)
	Full	7	2 (29%)	7	1 (14%)	1 (14%)	1 (14%)	1 (14%)
West & Central Africa	Limited	5	1 (20%)	5	2 (40%)	3 (60%)	3 (60%)	2 (40%)
	Full	5	0 (0%)	5	0 (0%)	1 (20%)	0 (0%)	0 (0%)
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
Central, Eastern, Southern & West Africa	Voluntary	12	1 (8%)	1 (8%)	2 (17%)	12	1 (8%)
	Designated	12	7 (58%)	6 (50%)	8 (67%)	12	8 (67%)
Eastern & Southern Africa	Voluntary	7	0 (0%)	0 (0%)	0 (0%)	7	0 (0%)
	Designated	7	5 (71%)	4 (57%)	6 (86%)	7	6 (86%)
West & Central Africa	Voluntary	5	1 (20%)	1 (20%)	2 (40%)	5	1 (20%)
	Designated	5	2 (40%)	2 (40%)	2 (40%)	5	2 40(%)
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
Central, Eastern, Southern & West Africa	None	12	1 (8%)	12	3 (25%)	12	5 (42%)	12	1 (8%)
	Inconsistent		6 (50%)		7 (58%)		5 (42%)		5 (42%)
	Consistent		5 (42%)		2 (17%)		1 (8%)		5 (42%)
	Sufficient		0 (0%)		0 (0%)		1 (8%)		1 (8%)
Eastern & Southern Africa	None	7	0 (0%)	7	1 (14%)	7	2 (29%)	7	0 (0%)
	Inconsistent		4 (57%)		5 (71%)		4 (57%)		3 (43%)
	Consistent		3 (43%)		1 (14%)		1 (14%)		4 (57%)
	Sufficient		0 (0%)		0 (0%)		0 (0%)		0 (0%)
West & Central Africa	None	5	1 (20%)	5	2 (40%)	5	3 (60%)	5	1 (20%)
	Inconsistent		2 (40%)		2 (40%)		1 (20%)		2 (40%)
	Consistent		2 (40%)		1 (20%)		1 (20%)		1 (20%)
	Sufficient		0 (0%)		0 (0%)		0 (0%)		1 (20%)
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
Central, Eastern, Southern & West Africa	None	12	3 (25%)	12	4 (33%)	12	5 (42%)	12	5 (42%)	12	4 (33%)
	Inconsistent		5 (42%)		5 (42%)		4 (33%)		5 (42%)		6 (50%)
	Consistent		3 (25%)		2 (17%)		2 (17%)		2 (17%)		2 (17%)
	Sufficient		1 (8%)		1 (8%)		1 (8%)		0 (0%)		0 (0%)
Eastern & Southern Africa	None	7	1 (14%)	7	1 (14%)	7	3 (43%)	7	1 (14%)	7	1 (14%)
	Inconsistent		4 (29%)		4 (57%)		2 (29%)		4 (57%)		4 (57%)
	Consistent		2 (29%)		2 (29%)		2 (29%)		2 (29%)		2 (29%)
	Sufficient		0 (0%)		0 (0%)		0 (0%)		0 (0%)		0 (0%)
West & Central Africa	None	5	2 (40%)	5	3 (60%)	5	2 (40%)	5	4 (80%)	5	3 (60%)
	Inconsistent		1 (20%)		1 (20%)		2 (40%)		1 (20%)		2 (40%)
	Consistent		1 (20%)		0 (0%)		0 (0%)		0 (0%)		0 (0%)
	Sufficient		1 (20%)		1 (20%)		1 (20%)		0 (0%)		0 (0%)
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	Frequency (%) ^{1,2}		
	N	Previous funding, one or more sources	Current funding, one or more sources
Central, Eastern, Southern & West Africa	12	7 (58%)	9 (75%)
Eastern & Southern Africa	7	3 (43%)	6 (86%)
West & Central Africa	5	4 (80%)	3 (60%)
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	Frequency (%)												
		N	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	N	Attacks on schools, children, or staff	N	School day closures	N	Long-term education outcomes
Central, Eastern, Southern & West Africa	Never	12	3 (25%)	1 (8%)	1 (8%)	3 (25%)	1 (8%)	3 (25%)	12	4 (33%)	12	1 (8%)	12	2 (17%)
	Inconsistent		3 (25%)	4 (33%)	6 (50%)	5 (42%)	5 (42%)	4 (33%)		4 (33%)		4 (33%)		3 (25%)
	Systematic		5 (42%)	6 (50%)	3 (25%)	4 (33%)	6 (50%)	5 (42%)		3 (25%)		7 (58%)		6 (50%)
	External		1 (8%)	0 (0%)	2 (17%)	0 (0%)	0 (0%)	0 (0%)		1 (8%)		0 (0%)		1 (8%)
Eastern & Southern Africa	Never	7	2 (29%)	0 (0%)	0 (0%)	2 (29%)	1 (14%)	2 (29%)	7	2 (29%)	7	0 (0%)	7	1 (14%)
	Inconsistent		1 (14%)	2 (29%)	4 (57%)	2 (29%)	3 (43%)	1 (14%)		2 (29%)		3 (43%)		1 (14%)
	Systematic		3 (43%)	5 (71%)	1 (14%)	3 (43%)	3 (43%)	4 (57%)		2 (29%)		4 (57%)		5 (71%)
	External		1 (14%)	0 (0%)	2 (29%)	0 (0%)	0 (0%)	0 (0%)		1 (14%)		0 (0%)		0 (0%)
West & Central Africa	Never	5	1 (20%)	1 (20%)	1 (20%)	1 (20%)	0 (0%)	1 (20%)	5	2 (40%)	5	1 (20%)	5	1 (20%)
	Inconsistent		2 (40%)	3 (60%)	2 (40%)	3 (60%)	2 (40%)	3 (60%)		2 (40%)		1 (20%)		2 (40%)
	Systematic		2 (40%)	1 (20%)	2 (40%)	1 (20%)	3 (60%)	1 (20%)		1 (20%)		3 (60%)		1 (20%)
	External		0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		0 (0%)		0 (0%)		1 (20%)
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	Frequency (%)							Long-term education outcomes	
	Disaggregation ¹	N	Deaths at school	Serious injuries at school	Disease outbreaks at school	Violent incidents against children or staff	School attendance pre and post disaster	N	
Central, Eastern, Southern & West Africa	None	12	8 (67%)	7 (58%)	7 (58%)	10 (83%)	8 (67%)	12	5 (42%)
	Some		2 (17%)	3 (25%)	1 (8%)	1 (8%)	2 (17%)		2 (17%)
	Full		1 (8%)	2 (17%)	2 (17%)	1 (8%)	2 (17%)		4 (33%)
	External		1 (8%)	0 (0%)	2 (17%)	0 (0%)	0 (0%)		1 (8%)
Eastern & Southern Africa	None	7	4 (57%)	3 (43%)	4 (57%)	5 (71%)	4 (57%)	7	2 (29%)
	Some		2 (29%)	3 (43%)	0 (0%)	1 (14%)	1 (14%)		2 (29%)
	Full		0 (0%)	1 (14%)	1 (14%)	1 (14%)	2 (29%)		3 (43%)
	External		1 (14%)	0 (0%)	2 (29%)	0 (0%)	0 (0%)		0 (0%)
West & Central Africa	None	5	4 (80%)	4 (80%)	3 (60%)	5 (100%)	4 (80%)	5	3 (60%)
	Some		0 (0%)	0 (0%)	1 (20%)	0 (0%)	1 (20%)		0 (0%)
	Full		1 (20%)	1 (20%)	1 (20%)	0 (0%)	0 (0%)		1 (20%)
	External		0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		1 (20%)
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
Central, Eastern, Southern & West Africa (N=12)	6 (50%)	5 (42%)
Eastern & Southern Africa (N=7)	4 (57%)	3 (43%)
West & Central Africa (N=5)	2 (40%)	2 (40%)
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
Central, Eastern, Southern & West Africa	Limited	12	4 (33%)	9	3 (33%)	9	3 (33%)
	Robust	12	7 (58%)	9	5 (56%)	9	5 (56%)
	Any Extent	12	11 (91%)	9	8 (89%)	9	8 (89%)
Eastern & Southern Africa	Limited	7	1 (14%)	5	2 (40%)	5	2 (40%)
	Robust	7	6 (86%)	5	3 (60%)	5	3 (60%)
	Any Extent	7	7 (100%)	5	5 (100%)	5	5 (100%)
West & Central Africa	Limited	5	3 (60%)	4	1 (25%)	4	1 (25%)
	Robust	5	1 (20%)	4	2 (50%)	4	2 (50%)
	Any Extent	5	4 (80%)	4	3 (75%)	4	3 (75%)
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
Central, Eastern, Southern & West Africa	Limited	7	2 (29%)	12	7 (58%)	11	7 (64%)	12	7 (58%)	12	7 (58%)
	Robust		2 (29%)		5 (42%)		4 (36%)		4 (33%)		5 (42%)
	Any Extent		4 (58%)		12 (100%)		11 (100%)		11 (91%)		12 (100%)
Eastern & Southern	Limited	4	2 (50%)	7	2 (29%)	6	2 (33%)	7	4 (57%)	7	3 (43%)
	Robust		2 (50%)		5 (71%)		4 (67%)		3 (43%)		4 (57%)
	Any Extent		4 (100%)		7 (100%)		6 (100%)		7 (100%)		7 (100%)
West & Central	Limited	5	0 (0%)	5	5 (100%)	5	5 (100%)	5	3 (60%)	5	4 (80%)
	Robust		0 (0%)		0 (0%)		0 (0%)		1 (20%)		1 (20%)
	Any Extent		0 (0%)		5 (100%)		5 (100%)		5 (100%)		5 (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 (%)					
		N	Selecting and preparing school sites	N	Designing and constructing school buildings	N	Installing school WASH facilities
Central, Eastern, Southern & West Africa	Limited	12	3 (25%)	12	5 (42%)	12	3 (25%)
	Robust		7 (58%)		6 (50%)		8 (67%)
Eastern & Southern Africa	Limited	7	3 (43%)	7	3 (43%)	7	2 (29%)
	Robust		4 (57%)		4 (57%)		5 (71%)
West & Central Africa	Limited	5	0 (0%)	5	2 (40%)	5	1 (20%)
	Robust		3 (60%)		2 (40%)		3 (60%)
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
Central, Eastern, Southern & West Africa	Assessment	12	6 (50%)	6 (50%)	12	1 (8%)	1 (8%)
	Upgrades	12	1 (8%)	0 (0%)	12	0 (0%)	0 (0%)
Eastern & Southern Africa	Assessment	7	4 (57%)	4 (57%)	7	1 (14%)	1 (14%)
	Upgrades	7	1 (14%)	0 (0%)	7	0 (0%)	0 (0%)
West & Central Africa	Assessment	5	2 (40%)	2 (40%)	5	0 (0%)	0 (0%)
	Upgrades	5	0 (0%)	0 (0%)	5	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
Central, Eastern, Southern & West Africa (N=12)	Yes, consistent funding but insufficient	7 (58%)	6 (50%)	2 (17%)	1 (8%)
	Yes, consistent and sufficient	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Eastern & Southern Africa (N=7)	Yes, consistent funding but insufficient	5 (71%)	4 (57%)	1 (14%)	1 (14%)
	Yes, consistent and sufficient	0 (0%)	0 (0%)	0 (0%)	0 (0%)
West & Central Africa (N=5)	Yes, consistent funding but insufficient	2 (40%)	2 (40%)	1 (20%)	0 (0%)
	Yes, consistent and sufficient	0 (0%)	0 (0%)	0 (0%)	0 (0%)
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	N	Frequency (%)				N	Reimbursement ²	N	Protect against attack ³
		Systematic identification ¹	Maintaining educational continuity	Maintaining student health and safety					
Central, Eastern, Southern & West Africa	12	2 (17%)	3 (25%)	3 (25%)		12	2 (17%)	12	6 (50%)
Eastern & Southern Africa	7	1 (14%)	2 (29%)	2 (29%)		7	2 (29%)	7	2 (29%)
West & Central Africa	5	1 (20%)	1 (20%)	1 (20%)		5	0 (0%)	5	4 (80%)
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	N	Frequency (%) ¹	
		Inspect safety of home-to-school routes and transportation and take proactive measures to reduce dangers	Protective measures to prevent bullying, gender-based violence, and attack on the way to school
Central, Eastern, Southern & West Africa	12	1 (8%)	11
Eastern & Southern Africa	7	1 (14%)	6
West & Central Africa	5	0 (0%)	5
Global	63	18 (29%)	65

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
Central, Eastern, Southern & West Africa	Limited	12	4 (33%)	3 (25%)	12	4 (33%)	11
	Some		2 (17%)	3 (25%)		2 (17%)	2 (18%)
	Robust		3 (25%)	3 (25%)		2 (17%)	1 (9%)
Eastern & Southern Africa	Limited	7	2 (29%)	1 (14%)	7	3 (43%)	6
	Some		2 (29%)	1 (14%)		1 (14%)	2 (33%)
	Robust		2 (29%)	3 (43%)		1 (14%)	1 (17%)
West & Central Africa	Limited	5	2 (40%)	2 (40%)	5	1 (20%)	5
	Some		0 (0%)	0 (0%)		1 (20%)	0 (0%)
	Robust		1 (20%)	1 (20%)		1 (20%)	0 (0%)
Global	Limited	66	28 (42%)	24 (36%)	63	22 (35%)	61
	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
Central, Eastern, Southern & West Africa	12	10 (83%)	12	10 (83%)	10 (83%)
Eastern & Southern Africa	7	6 (86%)	7	6 (86%)	6 (86%)
West & Central Africa	5	4 (80%)	5	4 (80%)	4 (80%)
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	Frequency (%)								N	Standard operating procedures for disasters and emergencies
		N	Risk assessment	Risk reduction	Response preparedness	Educational continuity	Climate change adaptation and action	Actively including child participation while developing plans and	Standard operating procedures for disasters and emergencies		
Central, Eastern, Southern & West Africa	Limited	12	9 (75%)	8 (67%)	7 (58%)	7 (58%)	6 (50%)	7 (58%)	6 (50%)	12	6 (50%)
	Robust	12	2 (17%)	3 (25%)	4 (33%)	4 (33%)	2 (17%)	2 (17%)	5 (42%)	12	5 (42%)
Eastern & Southern Africa	Limited	7	5 (71%)	4 (57%)	3 (43%)	3 (43%)	4 (57%)	5 (71%)	3 (43%)	7	3 (43%)
	Robust	7	2 (29%)	3 (43%)	4 (57%)	4 (57%)	2 (29%)	2 (29%)	4 (57%)	7	4 (57%)
West & Central Africa	Limited	5	4 (80%)	4 (80%)	4 (80%)	4 (80%)	2 (40%)	2 (40%)	3 (60%)	5	3 (60%)
	Robust	5	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20%)	5	1 (20%)
Global	Limited	66	40 (61%)	39 (59%)	37 (56%)	30 (46%)	40 (61%)	35 (53%)	27 (42%)	65	27 (42%)
	Robust	66	24 (36%)	26 (39%)	28 (42%)	34 (52%)	13 (20%)	14 (21%)	32 (49%)	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	Educational Continuity	
						N	
Central, Eastern, Southern & West Africa	Occasionally ²	12	8 (67%)	8 (67%)	8 (67%)	11	8 (73%)
	Annually	12	3 (25%)	3 (25%)	2 (17%)	11	2 (18%)
Eastern & Southern Africa	Occasionally	7	4 (57%)	4 (57%)	4 (57%)	6	4 (67%)
	Annually	7	3 (43%)	3 (43%)	2 (29%)	6	2 (33%)
West & Central Africa	Occasionally	5	4 (80%)	4 (80%)	4 (80%)	5	4 (80%)
	Annually	5	0 (0%)	0 (0%)	0 (0%)	5	0 (0%)
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	Boys	Girls	Children with Disabilities	Language, culture, ethnic, and religious minority children		
						N	Immigrant and Refugee Children	
Central, Eastern, Southern & West Africa	Weak, inconsistent	12	4 (33%)	5 (42%)	6 (50%)	11	3 (27%)	4 (36%)
	Robust, implemented	12	8 (67%)	7 (58%)	6 (50%)	11	6 (55%)	6 (55%)
Eastern & Southern Africa	Weak, inconsistent	7	2 (29%)	2 (29%)	2 (29%)	6	1 (17%)	1 (17%)
	Robust, implemented	7	5 (71%)	5 (71%)	5 (71%)	6	4 (67%)	4 (67%)
West & Central Africa	Weak, inconsistent	5	2 (40%)	3 (60%)	4 (80%)	5	2 (40%)	3 (60%)
	Robust, implemented	5	3 (60%)	2 (40%)	1 (20%)	5	2 (40%)	2 (40%)
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			Children with Disabilities		Immigrant and Refugee Children		Language, culture, ethnic, and religious minority children		
		N			N		N		N		
Central, Eastern, Southern & West Africa	Limited	12	4 (33%)	3 (25%)	12	5 (42%)	11	2 (17%)	11	3 (27%)	
	Robust	12	7 (58%)	8 (67%)	12	7 (58%)	11	3 (25%)	11	2 (18%)	
Eastern & Southern Africa	Limited	7	1 (14%)	1 (14%)	7	2 (29%)	6	2 (33%)	6	2 (33%)	
	Robust	7	6 (86%)	6 (86%)	7	5 (71%)	6	3 (50%)	6	2 (33%)	
West & Central Africa	Limited	5	3 (60%)	2 (40%)	5	3 (60%)	5	0 (0%)	5	1 (20%)	
	Robust	5	1 (20%)	2 (40%)	5	2 (40%)	5	0 (0%)	5	0 (0%)	
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	
Central, Eastern, Southern & West Africa	Unknown	12	1 (8%)	12	2 (17%)	12	7 (58%)	12	8 (67%)
	Limited		1 (8%)		3 (25%)		1 (8%)		1 (8%)
	Some		6 (50%)		3 (25%)		1 (8%)		2 (17%)
	Widespread		4 (33%)		4 (33%)		3 (25%)		1 (8%)
Eastern & Southern Africa	Unknown	7	0 (0%)	7	0 (0%)	7	2 (29%)	7	3 (43%)
	Limited		0 (0%)		1 (14%)		1 (14%)		2 (14%)
	Some		3 (43%)		2 (29%)		1 (14%)		2 (29%)
	Widespread		4 (57%)		4 (57%)		3 (43%)		1 (14%)
West & Central Africa	Unknown	5	1 (20%)	5	2 (40%)	5	5 (100%)	5	5 (100%)
	Limited		1 (20%)		2 (40%)		0 (0%)		0 (0%)
	Some		3 (60%)		1 (20%)		0 (0%)		0 (0%)
	Widespread		0 (0%)		0 (0%)		0 (0%)		0 (0%)
Global	Unknown	67	1 (2%)	66	5 (8%)	67	22 (33%)	66	21 (32%)
	Limited		7 (10%)		13 (20%)		9 (13%)		8 (12%)
	Some		24 (36%)		19 (29%)		15 (22%)		18 (27%)
	Widespread		35 (52%)		29 (44%)		21 (31%)		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 (%)							
	Fire		Other Hazards		Full simulation (for expected hazards)		Conducted for children of all ages and abilities	
	N		N		N		N	
Central, Eastern, Southern & West Africa	12	4 (33%)	12	4 (33%)	10	2 (20%)	11	3 (27%)
Eastern & Southern Africa	7	3 (43%)	7	3 (43%)	5	1 (20%)	6	2 (33%)
West & Central Africa	5	1 (20%)	5	1 (20%)	5	1 (20%)	5	1 (20%)
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 (%)
Central, Eastern, Southern & West Africa	National Strategy	12	11 (92%)
	School-level Policy	12	11 (92%)
Eastern & Southern Africa	National Strategy	7	7 (100%)
	School-level Policy	7	7 (100%)
West & Central Africa	National Strategy	5	4 (80%)
	School-level Policy	5	4 (80%)
Global	National Strategy	64	58 (91%)
	School-Level Policy	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
Central, Eastern, Southern & West Africa	Guidance	12	1 (8%)	12	1 (8%)	12	4 (33%)	12	4 (33%)	12	4 (33%)
	Standards		5 (42%)		5 (42%)		2 (17%)		2 (17%)		3 (25%)
	Monitoring		6 (50%)		6 (50%)		4 (33%)		6 (50%)		4 (33%)
Eastern & Southern Africa	Guidance	7	1 (14%)	7	1 (14%)	7	2 (29%)	7	2 (29%)	7	3 (43%)
	Standards		2 (29%)		2 (29%)		1 (14%)		1 (14%)		1 (14%)
	Monitoring		4 (57%)		4 (57%)		3 (43%)		4 (57%)		3 (43%)
West & Central Africa	Guidance	5	0 (0%)	5	0 (0%)	5	2 (40%)	5	2 (40%)	5	1 (20%)
	Standards		3 (60%)		3 (60%)		1 (20%)		1 (20%)		2 (40%)
	Monitoring		2 (40%)		2 (40%)		1 (20%)		2 (40%)		1 (20%)
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	Frequency (%)				
		N	Water ²	Sanitation ³	Hygiene ⁴	Solid waste management ⁵
Central, Eastern, Southern & West Africa	Not regularly	11	5 (46%)	5 (46%)	5 (46%)	3 (27%)
	At least annually		6 (55%)	6 (55%)	6 (55%)	5 (46%)
Eastern & Southern Africa	Not regularly	7	2 (29%)	2 (29%)	2 (29%)	1 (14%)
	At least annually		5 (71%)	5 (71%)	5 (71%)	5 (71%)
West & Central Africa	Not regularly	4	3 (75%)	3 (75%)	3 (75%)	2 (50%)
	At least annually		1 (25%)	1 (25%)	1 (25%)	0 (0%)
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 (%)						
	Key Messages Adopted ^{1,2,3}		Key Message Usage ³		Adaptations for People with Disabilities ⁴		
			Both Formal & Non-formal Education	Formal Education Only			
	N				N		Availability in Languages/ Formats for Linguistic Minorities ⁴
Central, Eastern, Southern & West Africa	10	8 (80%)	3 (30%)	3 (30%)	11	7 (64%)	6 (55%)
Eastern & Southern Africa	6	6 (100%)	3 (50%)	2 (33%)	6	6 (100%)	5 (83%)
West & Central Africa	4	2 (50%)	0 (0%)	1 (25%)	5	1 (20%)	1 (20%)
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
Central, Eastern, Southern & West Africa	DRR	12	8 (67%)	8 (67%)
	CCA	12	9 (75%)	10 (83%)
	ESD	12	9 (75%)	9 (75%)
	HWB	12	11 (92%)	11 (92%)
	SEL	12	7 (58%)	7 (58%)
Eastern & Southern Africa	DRR	7	5 (71%)	5 (71%)
	CCA	7	6 (86%)	6 (86%)
	SD	7	5 (71%)	4 (57%)
	HWB	7	6 (86%)	6 (86%)
	SEL	7	5 (71%)	5 (71%)
West & Central Africa	DRR	5	3 (60%)	3 (60%)
	CCA	5	3 (60%)	4 (80%)
	ESD	5	4 (80%)	5 (100%)
	HWB	5	5 (100%)	5 (100%)
	SEL	5	2 (40%)	2 (40%)
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
Central, Eastern, Southern & West Africa	DRR	12	8 (67%)	8 (67%)	10 (83%)
	CCA	10	6 (60%)	7 (70%)	8 (80%)
	ESD	11	7 (64%)	8 (73%)	5 (45%)
	HWB	11	9 (82%)	8 (73%)	9 (82%)
	SEL	12	7 (58%)	8 (67%)	10 (83%)
Eastern & Southern Africa	DRR	7	5 (71%)	6 (86%)	7 (100%)
	CCA	5	3 (50%)	5 (83%)	6 (100%)
	ESD	7	4 (57%)	6 (86%)	3 (43%)
	HWB	7	6 (86%)	6 (86%)	6 (86%)
	SEL	7	4 (57%)	6 (86%)	6 (86%)
West & Central Africa	DRR	5	3 (60%)	2 (40%)	3 (60%)
	CCA	4	3 (75%)	2 (50%)	2 (50%)
	ESD	4	3 (75%)	2 (50%)	2 (50%)
	HWB	4	3 (75%)	2 (50%)	3 (75%)
	SEL	5	3 (60%)	2 (40%)	4 (80%)
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
Central, Eastern, Southern & West Africa	Some	11	1 (9%)	11	3 (27%)	12	5 (42%)	11	6 (54%)
	Most or all		3 (27%)		2 (18%)		3 (25%)		2 (18%)
Eastern & Southern Africa	Some	6	0 (0%)	6	1 (17%)	7	2 (29%)	6	2 (33%)
	Most or all		2 (33%)		2 (33%)		2 (29%)		2 (33%)
West & Central Africa	Some	5	1 (20%)	5	2 (40%)	5	3 (60%)	5	4 (80%)
	Most or all		1 (20%)		0 (0%)		1 (20%)		0 (0%)
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; ESD=education for sustainable development; HWB=Health and wellbeing; SEL = social-emotional learning.

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

Region	Subject ¹	Frequency (%)					
		N	Pre-service	In-service	Self-study	Training mandatory	Teacher ability assessed
Central, Eastern, Southern & West Africa	DRR	11	3 (27%)	9 (82%)	6 (55%)	3 (27%)	1 (9%)
	CCA	12	6 (50%)	9 (75%)	6 (50%)	3 (25%)	1 (8%)
	ESD	12	7 (58%)	9 (75%)	6 (50%)	3 (25%)	1 (8%)
	HWB	12	7 (58%)	9 (75%)	6 (50%)	3 (25%)	1 (8%)
	SEL	12	4 (33%)	9 (75%)	6 (50%)	3 (25%)	1 (8%)
Eastern & Southern Africa	DRR	7	2 (29%)	6 (86%)	4 (57%)	2 (29%)	0 (0%)
	CCA	7	3 (43%)	6 (86%)	4 (57%)	2 (29%)	0 (0%)
	ESD	7	4 (57%)	6 (86%)	4 (57%)	2 (29%)	0 (0%)
	HWB	7	3 (43%)	6 (86%)	4 (57%)	2 (29%)	0 (0%)
	SEL	7	2 (29%)	6 (86%)	4 (57%)	2 (29%)	0 (0%)
West & Central Africa	DRR	4	1 (25%)	3 (75%)	2 (50%)	1 (25%)	1 (25%)
	CCA	5	3 (60%)	3 (60%)	2 (40%)	1 (20%)	1 (20%)
	ESD	5	3 (60%)	3 (60%)	2 (40%)	1 (20%)	1 (20%)
	HWB	5	4 (80%)	3 (60%)	2 (40%)	1 (20%)	1 (20%)
	SEL	5	2 (40%)	3 (60%)	2 (40%)	1 (20%)	1 (20%)
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
Central, Eastern, Southern & West Africa	DRR	12	6 (50%)
	CCA	12	5 (42%)
	ESD	12	5 (42%)
	HWB	11	6 (55%)
	SEL	11	5 (46%)
Eastern & Southern Africa	DRR	7	5 (71%)
	CCA	7	4 (57%)
	ESD	7	4 (57%)
	HWB	6	5 (83%)
	SEL	6	4 (67%)
West & Central Africa	DRR	5	1 (20%)
	CCA	5	1 (20%)
	ESD	5	1 (20%)
	HWB	5	1 (20%)
	SEL	5	1 (20%)
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
Central, Eastern, Southern & West Africa	DRR	12	5 (42%)	5 (42%)
	CCA	12	6 (50%)	7 (58%)
	ESD	12	6 (50%)	7 (58%)
	HWB	12	7 (58%)	7 (58%)
	SEL	12	7 (58%)	7 (58%)
Eastern & Southern Africa	DRR	7	4 (57%)	4 (57%)
	CCA	7	5 (71%)	5 (71%)
	ESD	7	5 (71%)	5 (71%)
	HWB	7	5 (71%)	5 (71%)
	SEL	7	5 (71%)	5 (71%)
West & Central Africa	DRR	5	1 (20%)	1 (20%)
	CCA	5	1 (20%)	2 (40%)
	ESD	5	1 (20%)	2 (40%)
	HWB	5	2 (40%)	2 (40%)
	SEL	5	2 (40%)	2 (40%)
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. Eastern & Southern Africa 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)	2.6 	0%	0%	57%	29%	14%
A2. Child-centred risk assessment is in place at all levels in the education sector (11 questions)	2.1 	0%	29%	43%	14%	14%
A3. Education authority provides effective leadership and coordination for comprehensive school safety (4 questions)	2.9 	0%	29%	0%	29%	43%
A4. Sustained funding is in place to reduce education sector risks, maintain educational continuity and support risk reduction and resilience programming (9 questions)	2.0 	0%	29%	43%	29%	0%
A5. Monitoring and evaluation of comprehensive school safety is based upon data and evidence (10 questions)	2.4 	0%	0%	71%	14%	14%

Table 38b. West & Central Africa 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)	2.2	☆☆☆☆	0%	20%	60%	0%	20%
A2. Child-centred risk assessment is in place at all levels in the education sector (11 questions)	0.8	☆☆☆☆	20%	80%	0%	0%	0%
A3. Education authority provides effective leadership and coordination for comprehensive school safety (4 questions)	2.2	☆☆☆☆	20%	20%	20%	0%	40%
A4. Sustained funding is in place to reduce education sector risks, maintain educational continuity and support risk reduction and resilience programming (9 questions)	1.4	☆☆☆☆	20%	40%	20%	20%	0%
A5. Monitoring and evaluation of comprehensive school safety is based upon data and evidence (10 questions)	2.2	☆☆☆☆	0%	20%	40%	40%	0%

Table 39a. Eastern & Southern Africa 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)	3.2 	0%	0%	14%	57%	29%
B2. Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities) (9 questions)	2.4 	0%	0%	57%	43%	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 	14%	0%	71%	14%	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)	1.7 	43%	0%	14%	29%	14%
B5. Children are protected from death, injury and harm on the way to school (2 questions)	1.6 	14%	43%	29%	0%	14%

Table 39b. West & Central Africa 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)	2.4 	0%	20%	40%	20%	20%
B2. Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities) (9 questions)	1.8 	20%	0%	60%	20%	0%
B3. Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments (4 questions)	1.6 	20%	20%	40%	20%	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)	1.6 	20%	40%	20%	0%	20%
B5. Children are protected from death, injury and harm on the way to school (2 questions)	1.0 	20%	60%	20%	0%	0%

Table 40a. Eastern & Southern Africa 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)	3.0 	0%	14%	14%	29%	43%
C2. Schools have robust participatory plans for risk management, risk reduction, and response-preparedness (10 questions)	3.0 	0%	0%	29%	43%	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)	3.3 	0%	0%	14%	43%	43%
C4. Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning (4 questions)	0.7 	57%	14%	29%	0%	0%
C5. Education sector has robust systems and policies for school health and nutrition (11 questions)	3.4 	0%	0%	0%	57%	43%

Table 40b. West & Central Africa 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)	1.8 ☆☆☆☆	20%	20%	40%	0%	20%
C2. Schools have robust participatory plans for risk management, risk reduction, and response-preparedness (10 questions)	1.6 ☆☆☆☆	20%	0%	80%	0%	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)	2.2 ☆☆☆☆	0%	0%	80%	20%	0%
C4. Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning (4 questions)	0.4 ☆☆☆☆	80%	0%	20%	0%	0%
C5. Education sector has robust systems and policies for school health and nutrition (11 questions)	2.8 ☆☆☆☆	0%	0%	40%	40%	20%

Table 41a. Eastern & Southern Africa 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 ★★★★★	14%	0%	0%	14%	71%
D2. Climate-aware risk reduction, resilience, and wellbeing education is included in regular formal curriculum (4 questions)	3.3 ★★★★★	0%	14%	14%	0%	71%
D3. Non-formal education for students and families addresses climate-aware, risk reduction, resilience and wellbeing (9 questions)	2.7 ★★★★★	0%	0%	43%	43%	14%
D4. Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and wellbeing is developed and assessed (5 questions)	2.2 ★★★★★	0%	29%	29%	43%	0%
D5. Schools have sufficient education materials for teaching risk reduction, resilience, and wellbeing (5 questions)	2.7 ★★★★★	29%	0%	0%	14%	57%
D6. Student learning outcomes for climate-aware risk reduction, resilience, and wellbeing education are monitored and evaluated (5 questions)	2.8 ★★★★★	29%	0%	0%	0%	71%

Table 41b. West & Central Africa Strengths and Opportunities for Improvement in Pillar 3

Indicator	Median Score	Frequency (%)				
		★★★★	★★★	★★	★	None
		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)	1.0 ★★	60%	0%	20%	20%	0%
D2. Climate-aware risk reduction, resilience, and wellbeing education is included in regular formal curriculum (4 questions)	3.4 ★★★★★	0%	0%	20%	20%	60%
D3. Non-formal education for students and families addresses climate-aware, risk reduction, resilience and wellbeing (9 questions)	2.2 ★★	0%	40%	20%	20%	20%
D4. Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and wellbeing is developed and assessed (5 questions)	2.0 ★★	0%	40%	20%	40%	0%
D5. Schools have sufficient education materials for teaching risk reduction, resilience, and wellbeing (5 questions)	0.8 ★	80%	0%	0%	0%	20%
D6. Student learning outcomes for climate-aware risk reduction, resilience, and wellbeing education are monitored and evaluated (5 questions)	1.4 ★★	60%	0%	0%	20%	20%

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

Frequency (%) ¹													
Region								Regional					
	N	GPE	N	ECW	N	GCF	World Bank	N	Dev. Bank	N	UN Agency	N	Other
Central, Eastern, Southern & West Africa	11	8 (73%)	12	6 (50%)	12	5 (42%)	10 (83%)	11	5 (45%)	12	11 (92%)	6	3 (50%)
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: Central, Eastern, Southern & West Africa