Regional Status of School Safety 2024: Latin America & the Caribbean

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

PRUDENCE FOUNDATION

Save the Children

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: Said, 4, plays inside the Early Years Centre where his mother works, Bolivia. Copyright: Lucia Zoro / Save the Children.

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Regional Status of School Safety 2024: Latin America & the Caribbean

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REGIONAL FINDINGS FOR LATIN AMERICA & THE CARIBBEAN

This technical report details regional responses from the 25 governments in the **Latin America & the Caribbean 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 **Caribbean**, **Central America & Mexico**, and **South America subregions**, as defined below in Table A.[1] Together, this Latin America & the Caribbean dataset on school safety policy represents over 41 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 Governments and Survey Participation

Sub-Region	Countries (survey participants in bold)	UN Member State Count	Survey Count	Participating Countries & Territories Count	Total Regional Population Est.[5]	Survey Population Est.[6]
Caribbean	**Antigua and Barbuda,** Bahamas (the), Barbados, **Belize[1],** Cuba, **Dominica, Dominican Republic (the),** Grenada, Haiti, **Jamaica, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago,** as well as the **British Virgin Islands[2]**	14	10	9[2]	40 million	17 million
Central America & Mexico	**Costa Rica, El Salvador, Guatemala, Honduras, Mexico[3],** Nicaragua, **Panama**	7	8	6	180 million	54 million
South America	Argentina, **Bolivia, Brazil[4], Chile, Colombia, Ecuador,** Guyana, Paraguay, **Peru,** Suriname, Uruguay, Venezuela	12	7	6	440 million	151 million

1. Belize was included in the Caribbean sub-region because the country often participates in Caribbean comprehensive disaster management and school safety initiatives.

2. British Virgin Islands submitted a response as an island territory of the Caribbean.

3. Three states in Mexico submitted responses: Maja California Norte, Chihuahua, and Sonora. Mexico did not submit a national response to the survey.

4. Brazil submitted a national response and sub-national state responses from Piauí and Rio Grande do Sul. Because school policy in federated states largely occurs at the sub-national level, we removed Brazil's national-level response from the analysis in this report so as not to duplicate their two sub-national responses, with the exception of data shown Figure and Table 2 and Table 38-41. A national-level Profile for Brazil is available at https://gadrrres.net/global-status-of-school-safety.

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

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

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[1] These three 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).

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

- **Pillar 1: Safer learning facilities,** to strengthen the resilience of education systems.

- **Pillar 2: School safety and education continuity management**, to keep schools open and children safe and learning in times of crisis.

- **Pillar 3: Risk reduction and resilience education**, to provide children with the skills, knowledge and behaviours to prepare for and respond to shocks and stresses.

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

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

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

A Note on Terminology

Collectively the participating countries, territories and sub-national units of federated countries that participated in the survey are **referred to as 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.

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 X12)

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

| Natural and Climate-Change Induced | Technological | Biological and Health | Conflict and Violence | Everyday Dangers & Threats |
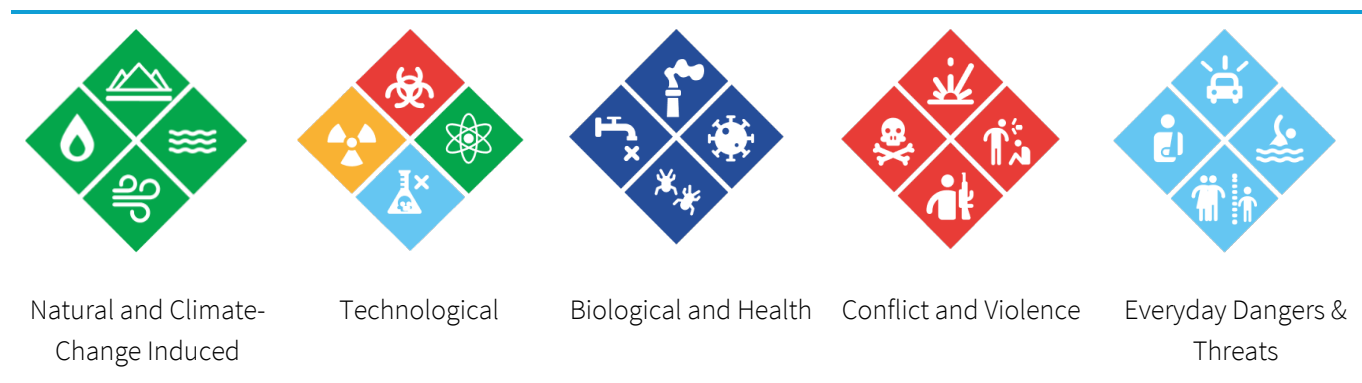
Governments were asked to assess whether these hazards impacts most or all schools, many schools, about half the schools, some schools, few or no schools. Natural hazards were divided into several distinct hazards; conflict and violences was separated out into conflict and war in one category and bullying 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.[4]

These category titles are shortened in figures and text below.

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[4] The survey calls out climate change, explicitly and separately from other hazards, in many questions. Similarly, it separates planning, education and action to address climate change from similar activities related to disaster risk reduction more broadly. This separation is intentional. In some contexts, practitioners and those that support them discuss, fund, and take action to address climate change as a singular and separate crisis. Elsewhere, especially in traditional disaster risk reduction contexts, climate change is seen as the exacerbation of existing hazards and disasters. An explicit focus on climate change can unlock climate-focused funding in one context but stymy 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.

Most of the governments in the **Latin America & the Caribbean** region reported that bullying & violence (96%) and climate change (92%) impacted at least some of their schools, and most reported the same for everyday dangers and threats (88%); earthquakes and other geological hazards (84%); flooding (84%); and strong winds (84%). [5]

Flooding was the most predominant hazard in the **Caribbean subregion**, impacting at least some schools in nearly all (96%) governments.[6] In both the **South America** and the **Central America & Mexico subregions**, climate change and bullying and violence rose to the top, with all governments (100%) stating it was impacting at least some schools.

<div style="border: 2px solid #2196c4;">

<div style="background-color:#2196c4; color:white; text-align:center; font-size:1.4em; padding:0.5em;">Climate Change Impacts in the Education Sector</div>

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). In Latin America and the Caribbean, between 2016 and 2022, at least 2.3 million were displaced by climate change-associated disasters (UNDRR and OCHA, 2023), and floods are projected to displace 4.6 million more in the coming years (UNICEF, 2023)

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

- **Damage to School Infrastructure**. Three out of four (76%) governments in the Latin America & the Caribbean region reported that earthquakes, landslides, rockfalls or avalanches caused school damage. A slightly lower percentage also reported school infrastructure damage from flooding (68%) and strong winds (68%).
- **School Closures.** Many governments also reported school closures from flooding (72%) and strong winds (72%). A smaller number of governments reported school closures due to biological & health hazards (64%) and for earthquakes (60%).
- **Injury.** Over half of the governments (56%) reported that bullying & violence caused injuries at school, with similar numbers for and everyday dangers (52%).
- **Death**. Thankfully, fewer governments report deaths of students and staff as a way hazards impacted their schools. About a quarter of the governments reported that everyday dangers (24%) were linked to deaths in schools, followed closely by bullying & violence (20%) and earthquakes (20%).
- **Minimal Impacts**. About a third the governments reported only minimal impacts for wildfire (36%), tsunami (32%), technological hazards (44%) and war, conflict (36%).

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[5] See Figure 1 and Tables 1a through 1d in Appendix A for more details.
[6] See Tables 1b-1d in Appendix A for more details.
[7] See Table 1a in Appendix A for more details.

Figure 1. Schools Exposed to Hazards

Hazard	All or most	Many	About half	Some	None or very few	Unknown
Bullying and violence	20%	24%	12%	40%	4%	
Climate change	40%	20%	12%	20%	4%	4%
Everyday dangers	44%	8%	12%	24%	8%	4%
Earthquake	36%	24%	4%	20%	16%	
Flooding	4%	16%		64%	16%	
Winds	32%	16%	8%	28%	12%	4%
Extreme temperatures	40%	8%	8%	20%	24%	
Building fire	28%	20%	4%	16%	28%	4%
Biological and health	28%	12%	4%	24%	24%	8%
Wildfire, bushfire		12%	8%	44%	36%	
Tsunami	4%	8%	4%	44%	28%	12%
Technological	16%	16%		24%	24%	20%
War, conflict	4%	4%		12%	64%	16%

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.

Regionally, most countries[8] (95%) in the **Latin America & the Caribbean region** had at least some familiarity with the **Comprehensive Schools Safety Framework**.[9] Almost half (40%) were also using it to guide policies and planning and another half (50%) had endorsed it.

Figure 2. Familiarity, Endorsement, and Use of the Comprehensive School Safety Framework
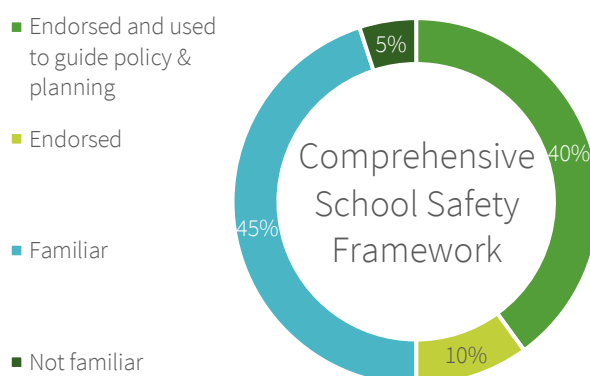
Most (95%) of the participating national governments[10] in the **Latin America & the Caribbean region** were at least familiar with the **Safe Schools Declaration**. One third (33%) had signed the Declaration and used it to guide policy and planning.[11] These rates of signing and using the declaration were higher than global averages and an area of global leadership. Using the SSD to guide policy and planning was particularly strong the Latin America & the Caribbean compared to global responses.

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[8] Because endorsement and signing of frameworks and declarations occurs at the national level, for this question only, responses from the 20 national-level responses were analysed. Sub-national state and territory responses were removed while Brazil's country-level response was included. Data reflects countries' responses to survey, which may not match independent documentation. See Table B1 Country Participation in Appendix B of the Supplemental Materials for the Global and Regional Status of School Safety Technical Reports for further detail.

[9] See Figure 2a and Table 2 in Appendix A for details.

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

[11] According to the Global Coalition to Protect Education from Attack (GCPEA), 21 countries in the Latin America and Caribbean region have endorsed the framework: Antigua and Barbuda, Argentina, , Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Haiti, Jamacia, Mexico, Nicaragua, Panama, Paraguay, Peru, Saint Vincent and the Grenadines, Uruguay. See https://protectingeducation.org/.

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

Legend:
- ■ Use declaration to guide policy & planning
- ■ Signed
- ■ Familiar
- ■ Not familiar

Safe Schools Declaration

5%

33%

62%
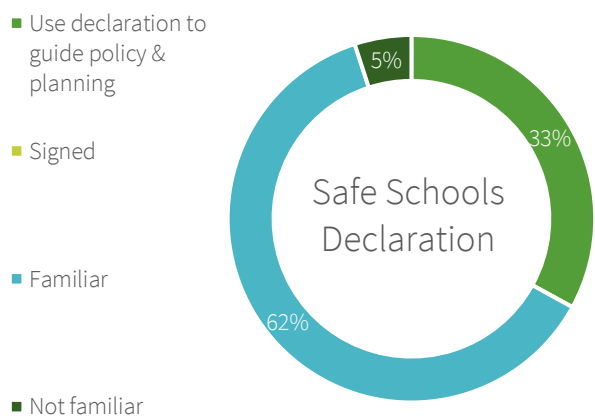
Table B1 in the Supplementary Document details both how governments responded to the survey question about these two frameworks — the Comprehensive School Safety Framework and the Safe Schools Declaration — and compares with official documentation of endorsement or signing. The table reveals instances where countries are listed as signatories to one or both frameworks, yet their survey responses indicate they have not officially endorsed them. In other instances, survey responses indicate endorsement, yet no official documentation exists. This discrepancy may be due to the intersectoral nature required for the implementation of both frameworks. For example, in the case of the Safe Schools Declaration, endorsement might have been made by the ministry responsible for defence, while endorsement of the Comprehensive School Safety Framework and completion of the survey may have come from the ministry responsible for disaster management or the ministry responsible for education. In such cases, education authorities that participated in and validated the survey responses for their governments may not be aware of these commitments. The discrepancies highlight the critical need for improved coordination and communication among relevant national authorities. Such coordination is key for the effective implementation of both frameworks.

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

Coordination Bodies and Focal Points

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

One strategy for sustaining robust communication and coordinated action on school safety is to have a coordinating body. In some contexts, the Education Cluster[12] 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.

Regionally, nearly three out of four governments (72%) in the **Latin America & the Caribbean region** reported that they had a school safety coordinating body.[13] The same number of governments (72%) 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. Compared to global responses, these rates were highest in the Latin America & the Caribbean region and particularly strong in the **Central America & Mexico subregion**.

Figure 3. Coordinating Bodies and Focal Points for School Safety

■ Yes ■ No

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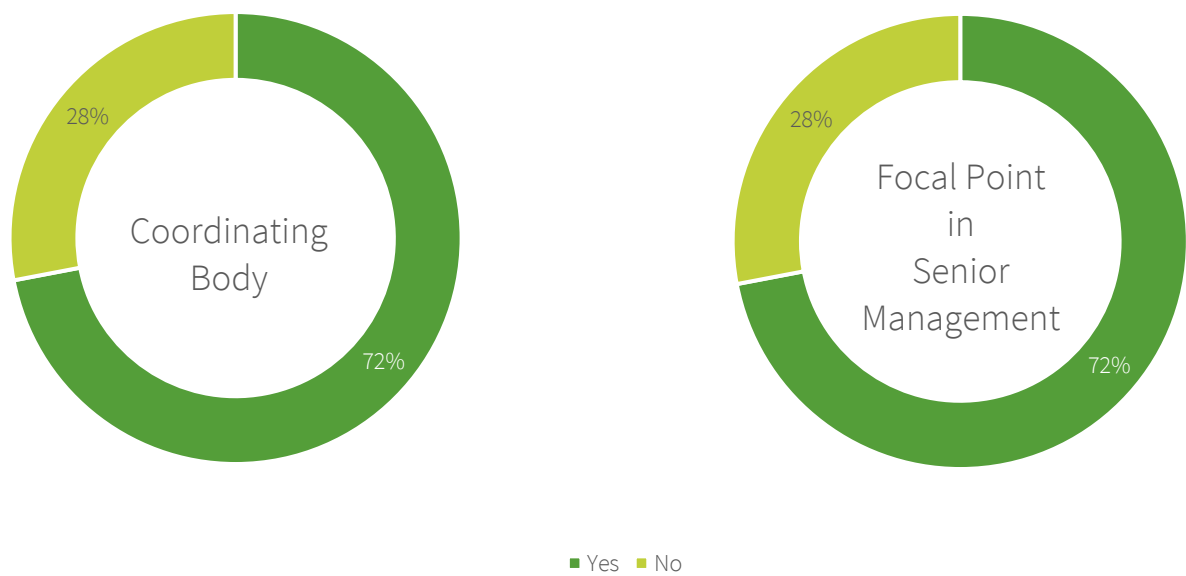
[12] In 2005, the Inter-Agency Standing Committee — the United Nation's longest standing and highest-level forum for humanitarian coordination— adopted the Cluster Approach to humanitarian response. One of the clusters is the Education Cluster, co-led by UNICEF and Save the Children. During humanitarian 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 Courses

Introduction to the 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

Escuelas resilientes y educación para la reducción del riesgo de desastres

UNESCO has created a self-paced, online course on resilient schools for the Latin America and Caribbean region.

▶ Access the course here on UNESCO's Open Learning Platform

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)

Over half of the governments (52% to 74%) in the **Latin America & the Caribbean region** rated policies as robust and enforced for safe learning facilities, school safety management, educational continuity management, and risk reduction and resilience education.[14] Only in the area of education sector climate change adaptation did more governments evaluate their policies as weak or unenforced (54%) than robust and enforced (41%).

In the **Caribbean subregion**, policy and legal frameworks were less robust than the rest of the region. Some relative strengths were policies and frameworks for safe learning facilities and educational continuity management; half (50%) stated these aspects were robustly addressed and enforced. Less than a quarter of governments (22%) responded that education sector climate change adaptation policies and frameworks were robustly enforced.

Policies and frameworks were especially robustly addressed and enforced in the **Central America & Mexico subregion**, with most governments (75% to 88%) reporting robustness in four out of the five areas. The one exception was education sector climate change adaptation, where just under two in three governments (63%) reported it as robust.

In the **South America subregion**, over half the governments ranked their policies and frameworks as robust and enforced for safe learning facilities (57%), school safety management, (57%) and education continuity management (86%). Similar to the rest of the region, education sector climate change adaptation had the lowest level; only a third (33%) governments reported this area as robustly addressed and enforced.

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

Figure 4. Policies and Legal Frameworks for Comprehensive School Safety

Category	Robust	Weak	Not covered
Safe Learning Facilities	60%	28%	12%
School Safety Management	60%	28%	12%
Educational Continuity Management	74%	22%	4%
Risk Reduction and Resilience Education	52%	44%	4%
Education Sector Climate Change Adaptation	41%	54%	5%

■ Robust   ■ Weak   ■ Not covered
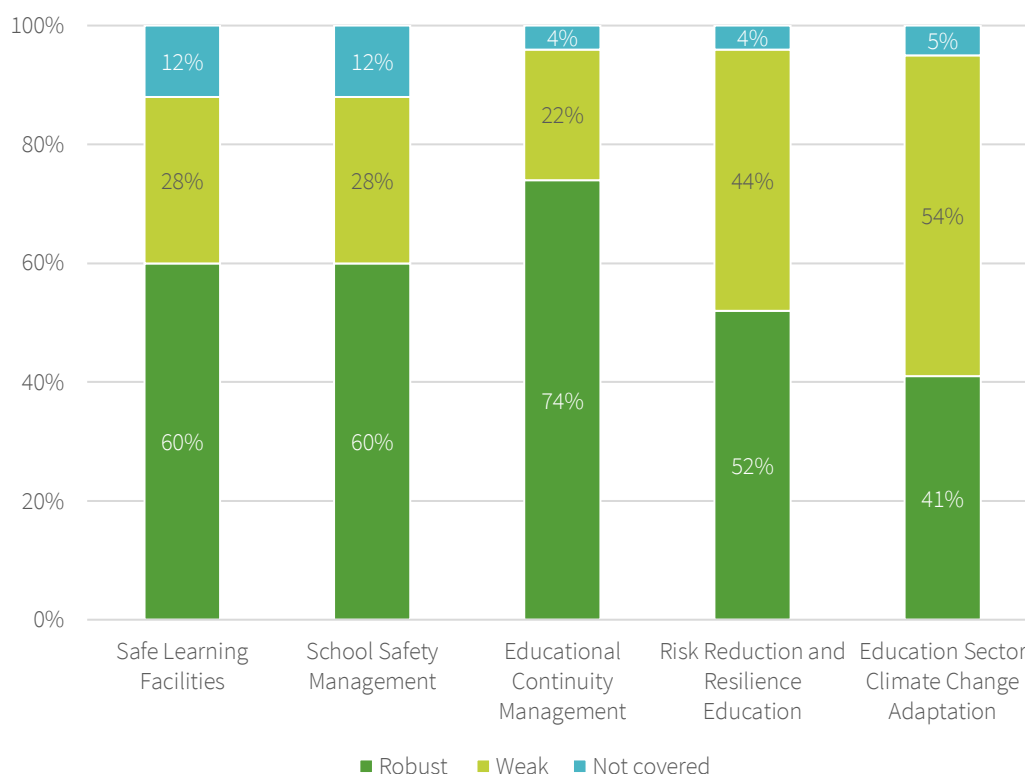
Risk Assessment Participation

(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 of the governments (50%) in the **Latin America & the Caribbean region** indicated that the education authority required annual risk assessments at the school level for a range of hazards.[15] Regionally, nearly one third (30%) ensured widespread student participation in these assessments.

Assessment was particularly strong in **Central America & Mexico** where most (88%) of the governments required annual, school level assessment. Nearly half of the governments in the **Caribbean** (40%) also required these assessments but few governments in **South America** (17%). Student inclusion in risk assessment in age-appropriate ways was particularly low in the Caribbean (14%), compared to Central America & Mexico (38%) and South America (40%).

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

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

Student inclusion

30%

70%

■ At least half included   ■ Less than half included
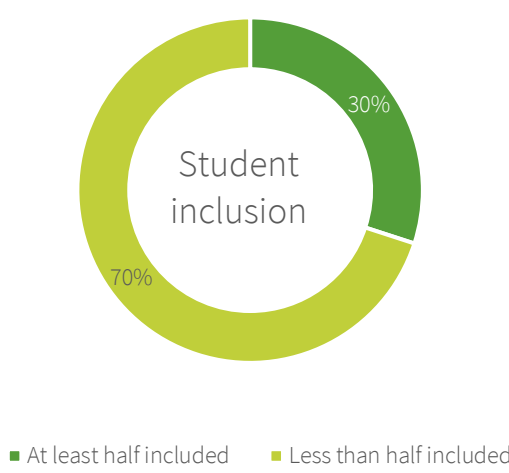
When assessments were done in **Latin America & the Caribbean region**, even if less frequently than annually, data was accessible to school staff in most countries (89%) and education authorities (83%).[16] Students (59%) and parents & community (65%) had less access. School staff and education authority staff access to risk assessment outcomes was fairly similar across subregion, however the rates for student access and parent and community access was lowest in the **Caribbean** (33% for both) compared to **Central America & Mexico** (75% for students and 88% for parents and community) and **South America** (67% for both).

Figure 6. Stakeholders Allowed Access to Risk Assessment Outcomes

School staff	89%
Sub-national and national staff	83%
Parents & community	65%
Students	59%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

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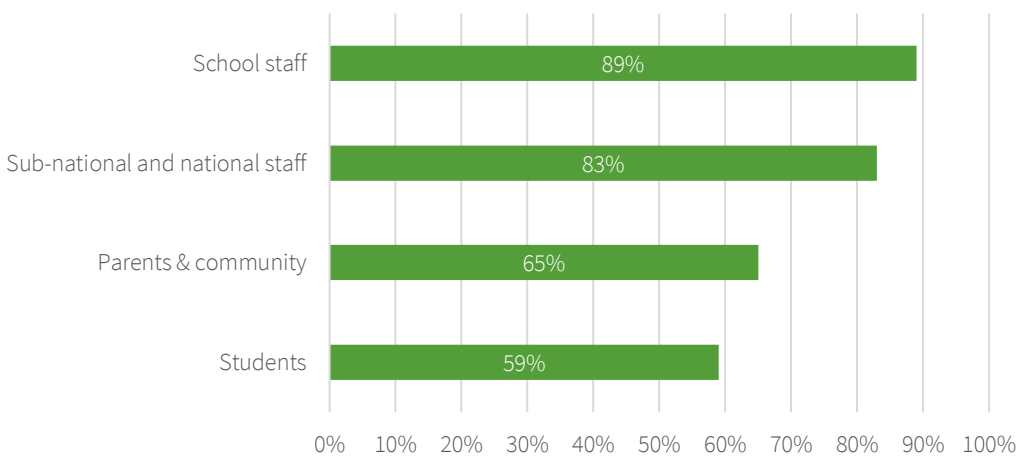
[16] See Figure 6 and Table 6 in Appendix A for details.

Risk Assessment

(Question A2.4)

Many governments reported that the education authorities assessed several broad categories of hazards and risks. As shown in Figure 7 below and Table 7 in Appendix A, assessment was particularly strong in the **Latin America & the Caribbean region**. About three quarters of the governments completed some type of assessment. A minority did full, annual assessments for biological hazard (21%), violence and conflict (33%), and climate change risk (13%). Nearly half did full assessments for everyday hazards (46%). Natural hazard assessment was a particular strength. Nearly a third (32%) did full assessments and even more (60%) did limited natural hazard assessments.

In the **Caribbean subregion**, governments were most likely to do limited assessments than full annual assessments at the school level with annual review. In fact, all governments reported doing only limited assessment for climate change risk. The exception was assessments for everyday hazards and risks. Two out of three Caribbean governments (67%) reported doing full assessments.

Governments in the **Central America & Mexico subregion** reported more assessments than other subregions. Well over half the governments did limited assessment for natural hazards and risk (88%), everyday hazards and risks (75%) and biological and health (63%) and violence and conflict (63%). Additionally, a small percentage (13% to 25%) did full assessments.

In the **South America subregion**, a smaller portion of governments reported doing any type of assessments but a larger portion reported doing full assessments than other subregions. Less than a third of governments (14% to 29%) did limited assessments in any area. Although in natural hazards and risk, violence and conflict and everyday hazards and risks, nearly half (43%) reported doing full assessments and annual review.

Figure 7. Education Authority Assessment of Risks Across Education Sector
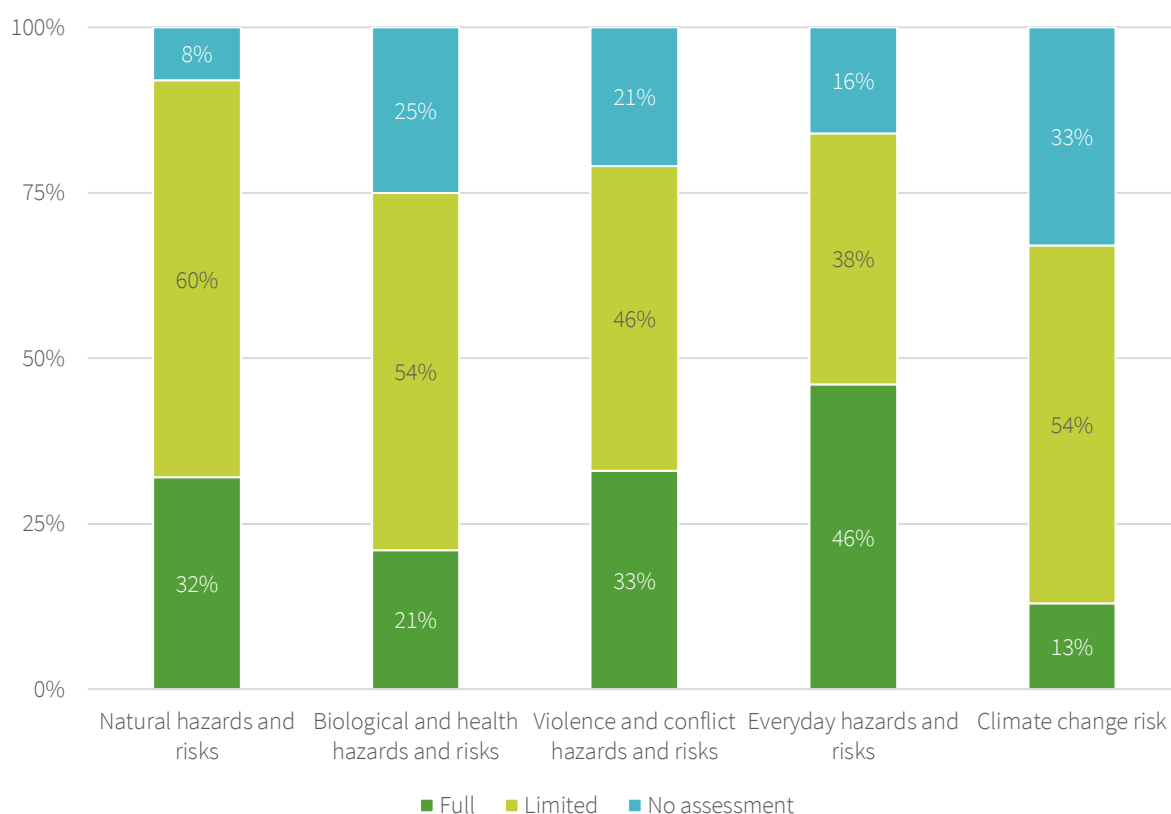
Focal Point Coverage

(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 safe ty goals set out by the broader school safety coordinating body.

Regionally in the **Latin America & the Caribbean region** as shown in Figure 8 below and Table 8 in Appendix A, most governments reported having voluntary or designated focal points for comprehensive school safety (88%), educational continuity (74%), and health management and climate adaptation (71%) in the ministry of education. About half (54% or above) of the governments had designated focal points. An area of particular strength was comprehensive school safety; over three out of four (76%) governments had designated focal points in this area.

Out of the three subregions, the **Caribbean** has the most designated focal points for comprehensive school safety, with almost all (90%) governments reporting. In **Central America & Mexico** all governments had a focal point within the ministry of education in each area, with over half being designated. In **South America**, focal points were less common (43% to 57%) though all were designated and not voluntary.

Figure 8. Education Authority Assigns Senior Management Focal Points
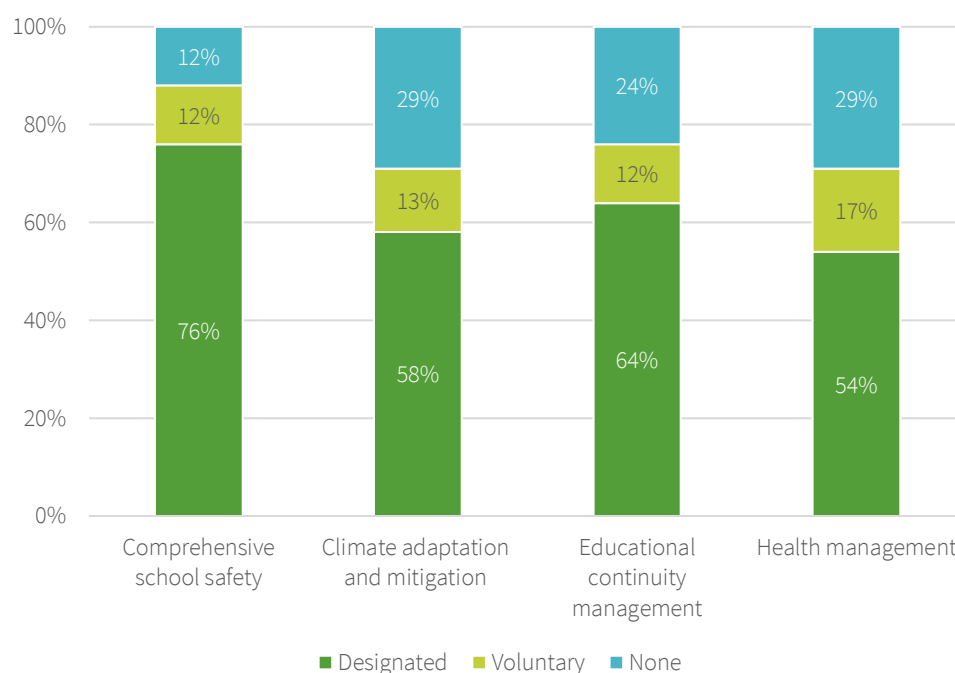
Education Sector Budget

(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.

As shown in Figure 9 below and Tables 9a and 9b in Appendix A, In the **Latin America & the Caribbean region** and its subregions, health, nutrition and well-being was the most well-funded budget item in the education sector. Some governments (28%) stated it was consistently and sufficiently funding, while most (80%) stated funding was at least consistent, whether sufficient or not. Consistent funding was also relatively high for child protection and violence prevention (72%) and safe and green school construction (58%). It was lowest for disaster recovery (38%), education in emergencies (31%) and climate change adaptation (29%). In fact, nearly half of the governments had no funding for disaster recovery (48%) or climate change adaptation (42%).

In the **Caribbean subregion**, compared to the wider region, a higher percentage of governments reported their funding as inconsistent when it came to school construction, school building upgrades, and risk reduction and climate change education programming. A higher percentage of governments rated funding for child protection and violence prevention as sufficient.

Compared to the wider region, governments in the **Central America & Mexico subregion** more often reported funding as consistent, but not necessarily sufficient for all areas surveyed. Health, nutrition and wellbeing were particularly well funded across the region, with half the governments (50%) reporting consistent and sufficient funding.

In the **South America subregion**, over half the governments reported that they had no funding for green school construction (67%), response preparedness (67%), disaster recovery (83%), and climate change adaptation (57%). A bright spot was safe and green school construction; half the governments (50%) reported consistent, although not necessarily sufficient, funding.

Figure 9. Education Sector Budget Allocation
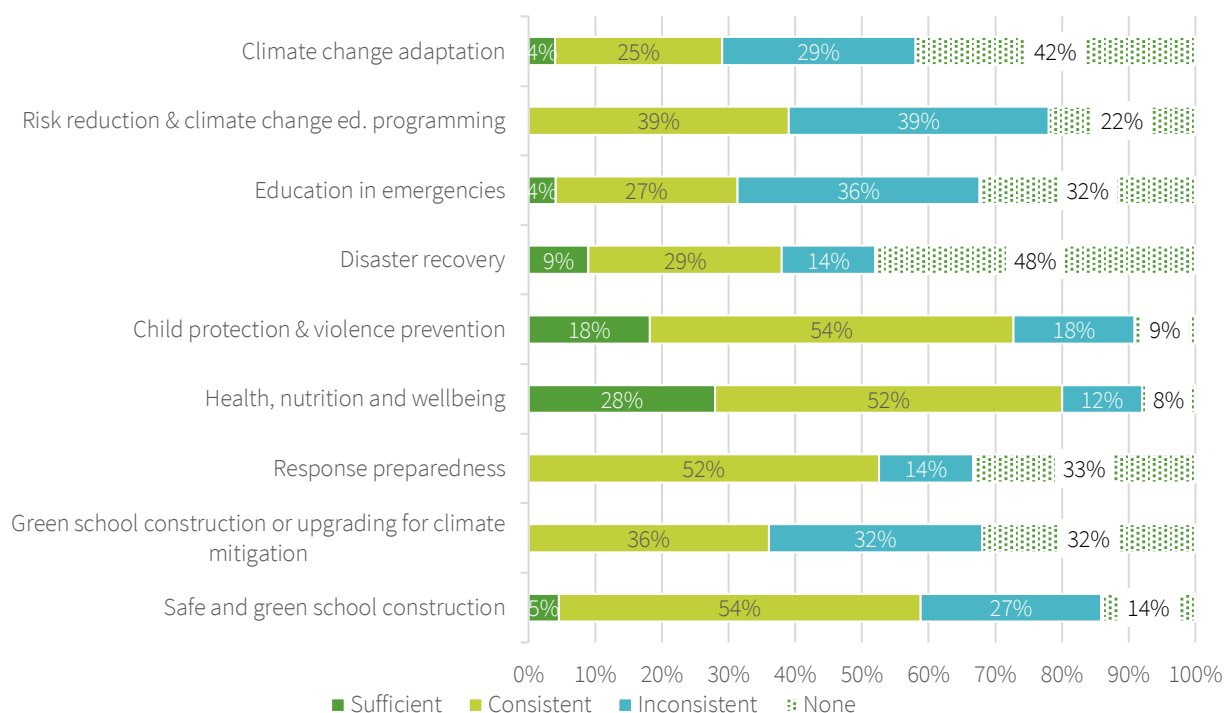
External Funds

(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. About half of the governments in the **Latin America & Caribbean region** had received previous funding (56%) and nearly one half had funding from one or more sources currently (48%).[17] Previous funding was similar to the global average, though current funding was lower.

External funding was particularly strong in the **Caribbean subregion** where many (70%) governments had received past funding and many (70%) had current funding. They were lowest in the **Central America & Mexico subregion**, where half (50%) reported past funding and only a quarter (25%) reported current funding. External funding in the **South America subregion** was closest to regional and global averages; less than half (43%) had received funds in the past, and less than half (43%) were currently receiving external funds.

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

Previous funding, one or more sources: 56%, 44%

Current funding, one or more sources: 48%, 52%

■ Yes ■ No
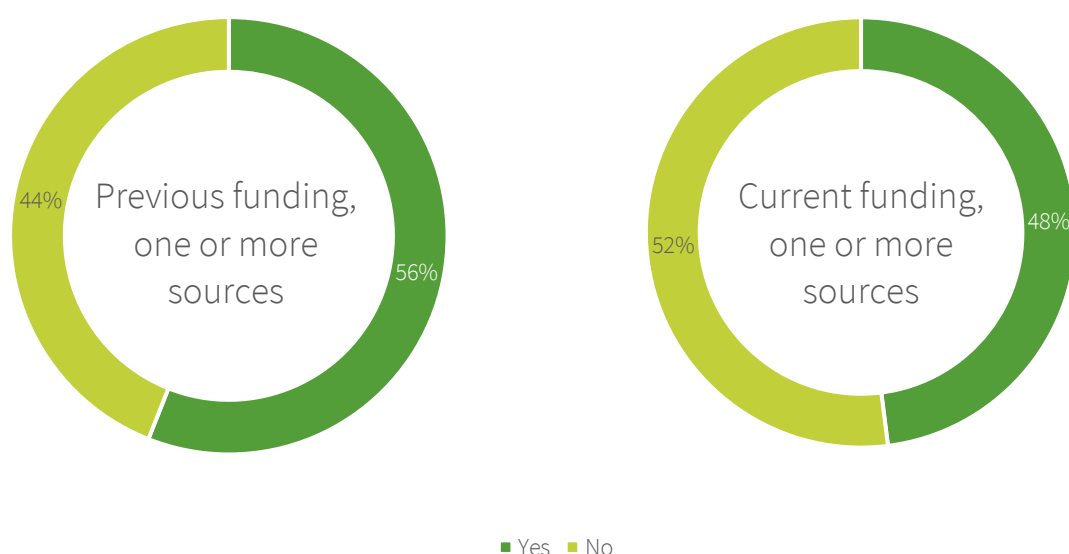
The survey also asked governments about past and current such funding from the Global Partnership for Education (GPE), Education Cannot Wait (ECW), Green Climate Fund (GCF), World and regional Banks, and UN agencies.

When looking at the source of past and current funding, funding for education sector projects that address comprehensive school safety was predominantly from UN agencies. Three quarters (75%) had funding from UN agencies. About half of reporting governments had funding from the World Bank (48%) and other external funding sources (50%). Over a quarter (32%) received funding from regional development banks. Compared to global totals, there was less funding from the Global Partnership for Education (28%), Education Cannot Wait (17%) and the Green Climate Fund (16%). 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.

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[17] See Figure 10 and Table 10 in Appendix A for details.

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

Data Collection on Hazards and Risks

(Questions A5.1 and A5.2)

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

In the **Latin America & the Caribbean region** school attendance pre- and post-disaster (64%), school day closures (54%), violent incidents (52%) and long-term education outcomes (52%) were systematically collected by more than half of the governments. [18] Nearly a quarter the education authorities never collected data on deaths (24%), injuries (20%), disease outbreaks (16%), and attacks on schools (16%).

Importantly, six out of the seven governments that reported having signed the Safe Schools Declaration were collecting data on school attacks; the seventh government noted that the other stakeholders collected this data. Collecting data, or facilitating the collection of data, on attacks on education is a key commitment of this Declaration.

In the **Caribbean subregion**, like the wider region, over half (50% to 70%) the governments systematically collected data on all emergency and disaster impacts. However, only 40% systematically collected data on deaths at school. Damage to school infrastructure, equipment and supplies and school attendance pre- and post-disaster had the highest number (70%) of governments performing systematic data collection.

In the **Central America & Mexico subregion**, data collection had a higher rate of systematic collection. Over half (63% to 88%) governments did so. However, a quarter never collected data on serious injuries at school (25%), disease outbreaks at school (25%), and attacks on schools, children, or staff (29%).

In the **South America subregion**, external agencies, not the education authority, conducted data collection for emergency and disaster impacts on schools more often than in other subregions. For example, three of out seven governments (43%) reported that external agencies collected data on disease outbreaks and in four out of seven (57%) long-term educational outcomes was collected externally. It is unclear whether this externally collected date was done so systematically or not.

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[18] See Figure 11a and Table 11a in Appendix A for details.

Figure 11a. Consistency of Education Sector Data Collection on Emergency and Disaster Impacts
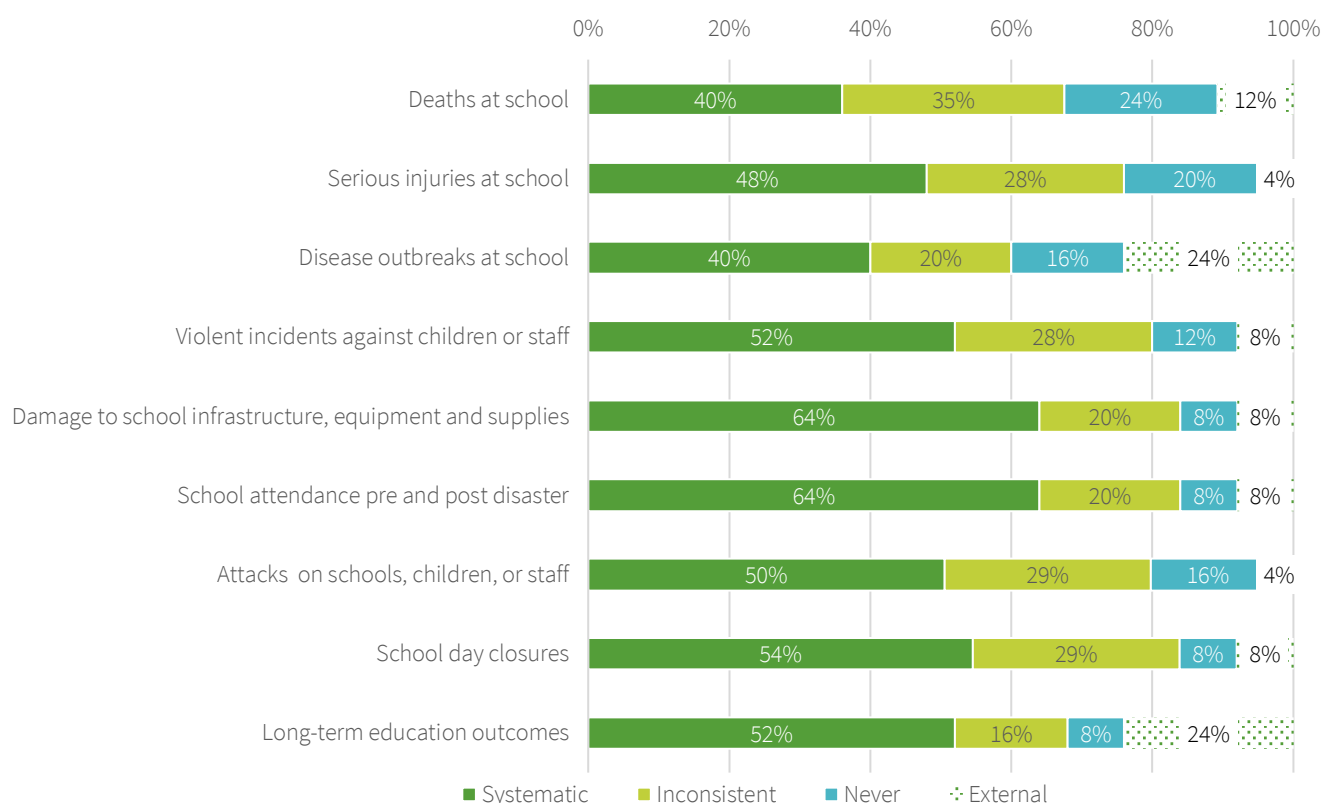
Some governments disaggregated their emergency and disaster impacts data, with disaggregation by age, gender and disability being important categorisations. Disaggregation can help identify when disasters and emergencies disproportionately impact a specific subset of students who need specific and targeted interventions.

Regionally in the **Latin America & the Caribbean region,** disaggregation of data was lower than global averages. Over half governments did not do any disaggregation for death (52%), serious injury (64%), and violent incidents (52%).[19] On a positive note, some governments in this region had full disaggregation for school attendance (32%), deaths (20%), violent incidents (20%), and long-term education outcomes (20%) data.

In the **Caribbean subregion**, governments completed full data disaggregation at a higher rate for gender (50%) and disability (30%) than the wider region. In **Central America & Mexico** and in **South America**, most governments reported doing no data disaggregation, although in South America the extent of disaggregation is less clear since more governments reported that external agencies collected the data.

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[19] See Figure 11b and Table 11b in Appendix A for details.

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

Legend: ■ Full disaggregation by gender and disability ■ Some disaggregation ■ No disaggregation ■ Unknown
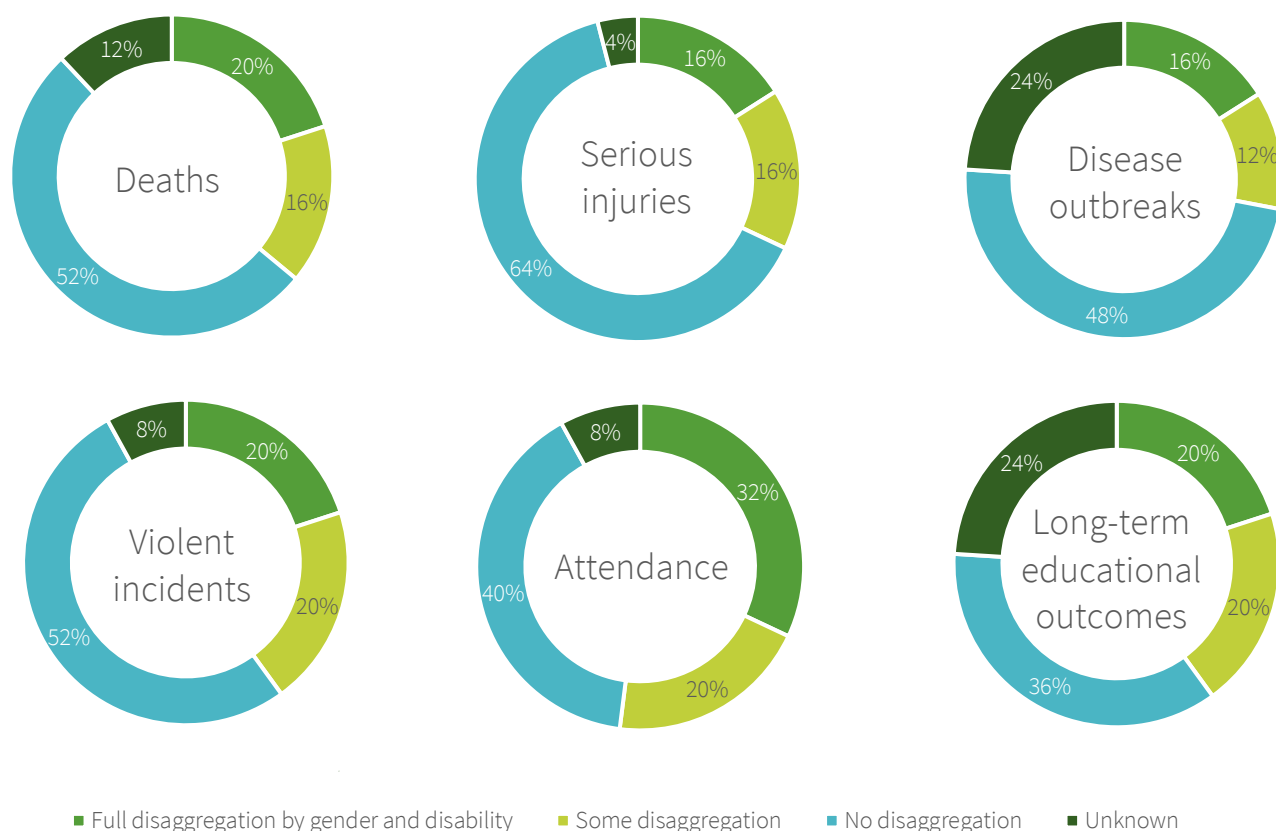
Regionally in **Latin America & the Caribbean**, less than half (40%) of the governments publicly shared their data on the impacts of disasters and emergencies on the education sector.[20] However, most of the remaining (52%) governments at least shared these data internally, a necessary step for data to shape education sector planning and policies.

In the **Caribbean subregion**, half of the governments (50%) shared data with the public, while the rest only shared data on emergency and disaster impacts internally. In the **South America subregion**, less than half (43%) share data publicly as well as internally. In the **Central America & Mexico subregion**, even fewer governments (25%) shared data publicly.

Figure 12. Sharing of Data on Emergency and Disaster Impacts

- Publicly Available
- Shared internally
- Not shared
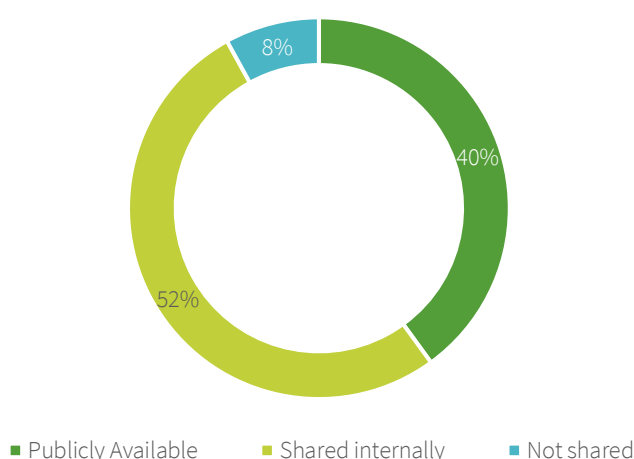
Resources for Enabling Systems and Policies

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

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

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

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

▶ Access the guidance notes

Integrating Conflict and Disaster risk Reduction into Education Sector Planning
Published by UNESCO and UNICEF, this guidance note supported ministries of education in conflict- and disaster-affected countries in effectively preparing for and responding to education in emergencies. It identifies ways to mainstream both conflict and disaster risk reduction in 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.

Case Study: Peru and its comprehensive approach to educational continuity

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

▶ Access the Peru case studyhttps://gadrrres.net/champion-country-peru

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

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

▶ Access the Costa Rica case study

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 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. Site selection and preparation guidelines and regulations of any extent were most likely to address flood (90%) and sea level rise (91%) risk for governments in the **Latin America & the Caribbean region**.[21] Over half of the governments noted robust flood risk regulations (58%). In addition, nearly half (48%) of governments robustly regulated wildfire or bushfire risk in for school site selection and preparation. Only some of the governments or territories robustly addressed sea level rise (35%) in site selection and preparation regulation, despite many governments having extensive coastlines.

In the **Caribbean subregion**, over half (56%) of governments had robust regulations for flood risk when selecting and preparing school sites, but consideration of sea level rise was less well integrated. Half (50%) the governments rated their regulatory approach to siting schools as having only limited consideration of future sea level rise risk.

In the **Central America & Mexico subregion**, half (50%) of governments robustly regulated flood risk and wildfire or bushfire risk when selecting and preparing school sites. About a third (38%) robustly regulating future sea level rise risk when siting schools.

In the **South America subregion**, all governments reported addressing these hazards in selecting and preparing sites for school construction, which was higher than global and regional averages. Many (80%) governments reported robust regulations of wildfire or bushfire risk (80%) and flood risk (71%).

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[21] See Figure 13 and Table 13 in Appendix A for details.

Figure 13. Hazards Addressed during Site Selection

Flood (inner)

Wildfire (middle)

Sea level rise (outer)

■ Robust regulation & montioring   ■ Limited or weak regulation   ■ Hazards not addressed
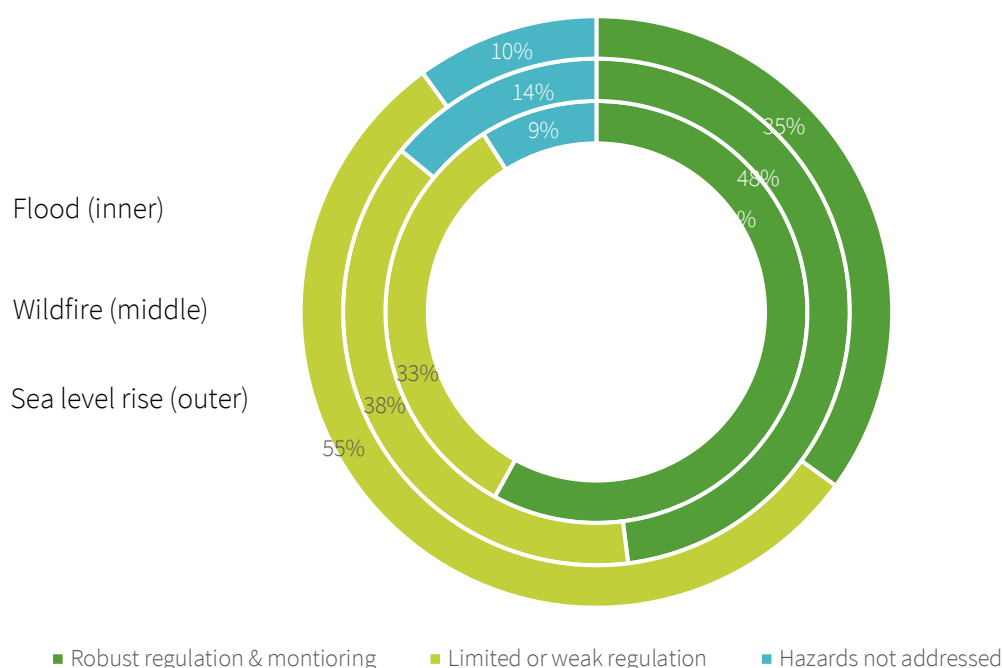
Regionally in **Latin America & the Caribbean**, there were robust regulations and monitoring of school design and construction. Many governments evaluated regulations as robust for earthquakes (71%), building fire (71%) and high winds (70%).[22] About half evaluated regulations as robust for extreme temperature (48%) or environmental impact (50%). However, in all areas at least three quarters (77% to 95%) of the governments had at least some extent of guidance or regulation.

The pattern in the subregions was similar. However, environmental impacts were more robustly considered in the **Caribbean subregion** (62%) and **Central America & Mexico subregion** (58%) than in South America (29%). Extreme temperatures were more often robustly considered in **Central America & Mexico** (67%) than the other subregions as was earthquake risk in **South America** (83%).

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[22] See Figure 14 and Table 14 in Appendix A for details.

Figure 14. Hazards Addressed during Design & Construction

Building fire (outer)

Earthquakes (middle)

High winds (inner)

- Robust regulation & montioring
- Limited or weak regulation
- Hazards not addressed
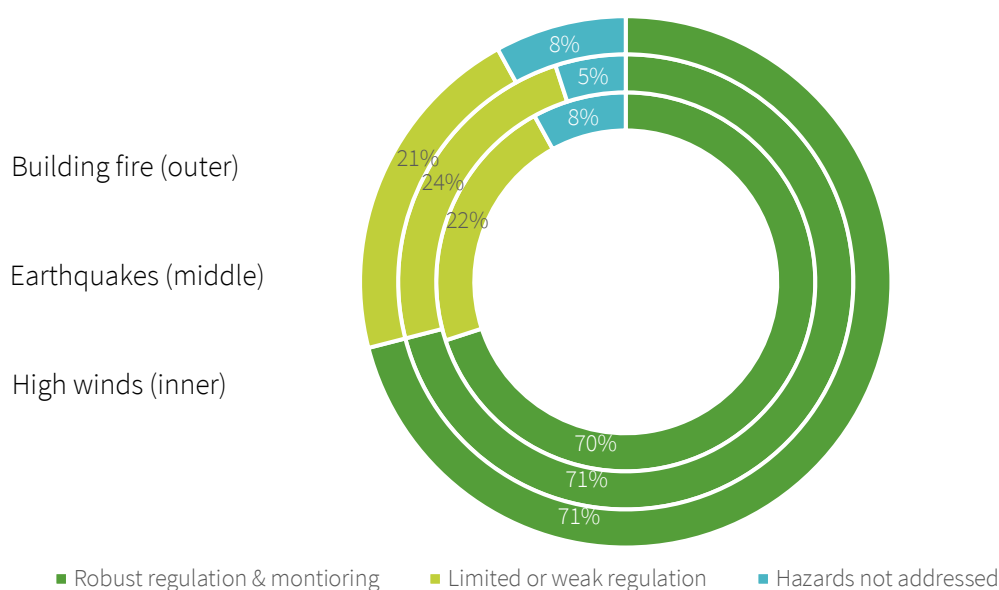
Private School Construction

(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 Latin America and the Caribbean currently hover at 20% (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.[23] In the **Latin America & the Caribbean region**, about half the governments stated standards were robustly extended and enforced for private schools when it came to installing school WASH facilities (56%), design and construction of school buildings (52%) and site selection and preparation (50%).

In the **Caribbean subregion**, selecting and preparing school sites was the least robustly addressed (33%). The other topics had a similar rate of robust applicability as the wider region.

In the **Central America & Mexico subregion**, the regulation of private school construction was lower than other subregions. Less than half of the governments robustly applied guidelines and regulations for public schools to private school site selection (29%), design and construction (29%), and WASH facilities installation (43%).

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[23] See Figure 15 and Table 15 in Appendix A for details.

In the **South America subregion**, regulation of private school construction was higher than other subregions. Most governments robustly applied guidelines and regulations to private school site selection (100%), design and construction (86%), and WASH facilities installation (83%).

Figure 15. Applicability of Guidelines and Regulations to Private Schools

Selecting & preparing private school sites
14%, 50%, 36%

Designing & constructing private school buildings
22%, 52%, 26%

Installing private school WASH facilities
18%, 56%, 26%

■ Robust ■ Limited ■ None
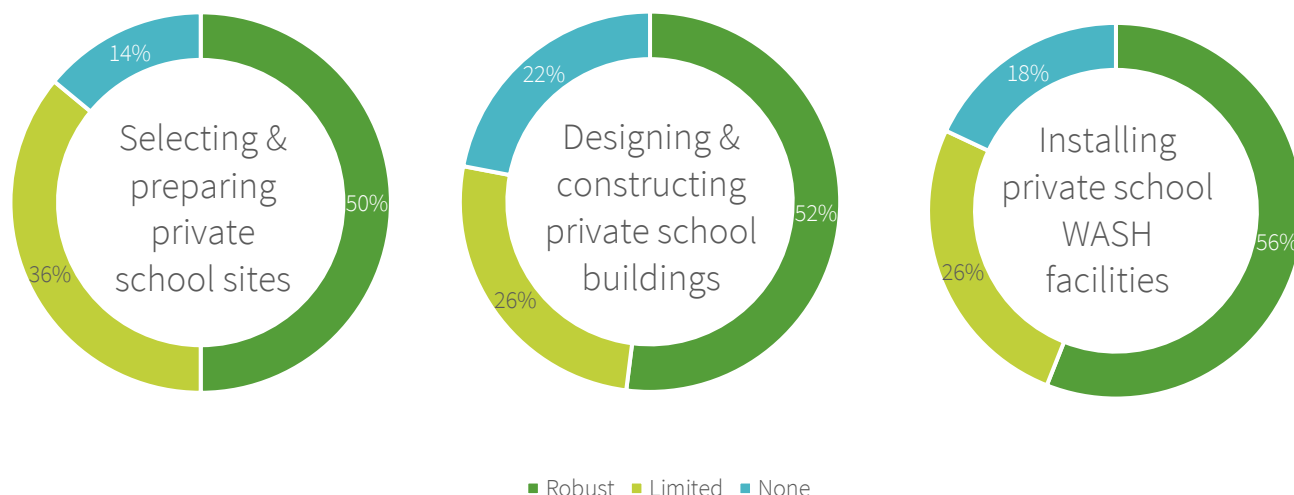
Building Assessments and Upgrades

(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.

In **Latin America & the Caribbean,** over half (58%) the governments reported systematic assessment and prioritisation of existing schools and WASH facilities for upgrades.[24] However, only a tiny fraction of governments reported systematic assessment and prioritisation for upgrades when it came to climate change adaptation (4%) or environmental sustainability (13%).

However, actually achieving systematic school upgrades after an assessment was less prevalent. Few governments (13%) reported school building safety upgrades as systematic. Upgrades to WASH facilities were systematic for slightly more governments (17%). However, no governments reported systematic upgrades for climate change adaptation or environmental sustainability.

Assessment and prioritisation activities were strong in the **Caribbean subregion**. Many governments reported performing systematic assessments and prioritisation for school building safety upgrades (80%) and WASH facilities upgrades (70%). However, assessment for climate change adaptation and environmental sustainability was much less prevalent. Few governments had systematically funded and completed safety upgrades for school buildings (10%) or WASH facilities (30%).

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[24] See Figures 16a and 16b and Table 16 in Appendix A for details.

In the **Central America & Mexico subregion**, half (50%) of the eight governments systematically assessed and prioritised which schools and WASH facilities needed safety upgrades. Two of the eight (25%) funded those safety upgrades.

In the **South America subregion**, governments reported little assessment, prioritisation and upgrading. Two out of the six governments (33%) reported doing assessment and prioritisation for school building safety, though three out of the six governments (50%) reported doing so for WASH facilities. No governments reported funding and completing upgrades.

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

Assessment & prioritisation: Systematic 59%, Limited 33%, None 8%

Building safety upgrades: Substantially completed 13%, In progress 79%, Not started 8%

Legend: ■ Systematic ■ Limited ■ None

Legend: ■ Substantially completed ■ In progress ■ Not started
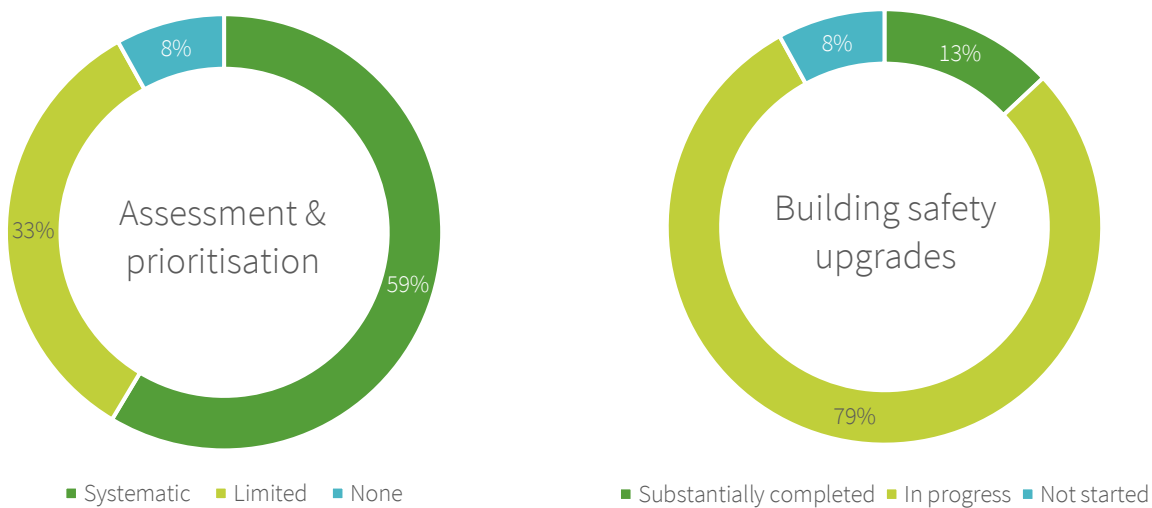
Figure 16b. Assessment, Prioritisation, and Upgrades for WASH Facilities

Assessment & prioritisation: Systematic 58%, Limited 33%, None 8%

WASH facility upgrades: Substantially completed 17%, In progress 79%, Not started 4%

Legend: ■ Systematic ■ Limited ■ None

Legend: ■ Substantially completed ■ In progress ■ Not started
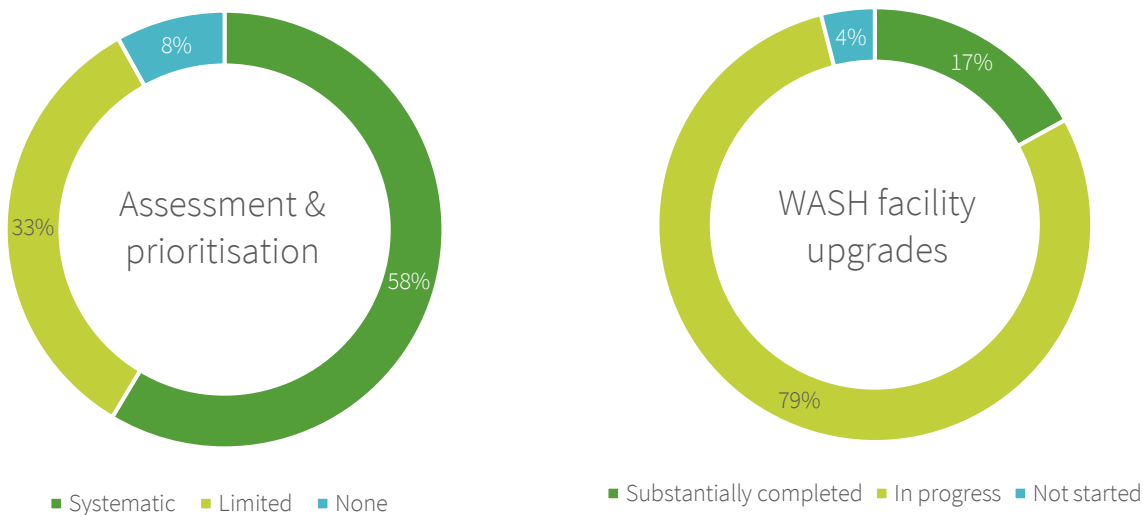
Routine Maintenance

(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.

Consistent funding for building maintenance was strong in the **Latin America & the Caribbean region**.[25] Over two-thirds (68%) stated they had consistent funding for building and WASH facilities maintenance, although this fell to under half (40%) for deferred maintenance and quarter (24%) for non-structural maintenance. Like the global averages, fewer governments stated they had consistent *and sufficient* funding for routine building maintenance (16%) and WASH facilities maintenance (16%); the rate was even lower for deferred maintenance (4%) and non-existent for non-structural mitigation (0%).

In the **Caribbean subregion**, funding for building maintenance was strongest. Three out of ten governments (30%) reported consistent and sufficient funding for routine maintenance of both school buildings and sites and WASH facilities. However, only one government (10%) reported any funding for non-structural risk mitigation and this funding was insufficient.

In the **Central America & Mexico subregion**, half (50%) of governments reported consistent but insufficient funding for all four surveyed aspects of maintenance, but none reported sufficient funding.

In the **South America subregion**, only one government (14%) reported consistent and sufficient funding for routine maintenance of school buildings, routine maintenance of WASH facilities, and deferred maintenance for buildings and WASH facilities. However, over half the governments (57%) did state they had consistent but insufficient funding.

Figure 17. Education Sector Funding for Routine Maintenance

Building maintenance: 16%, 52%, 24%, 8%

WASH facility maintenance: 16%, 52%, 20%, 12%

■ Consistent and sufficient   ■ Consistent but insufficient   ■ Inconsistent   ■ None, locally funded

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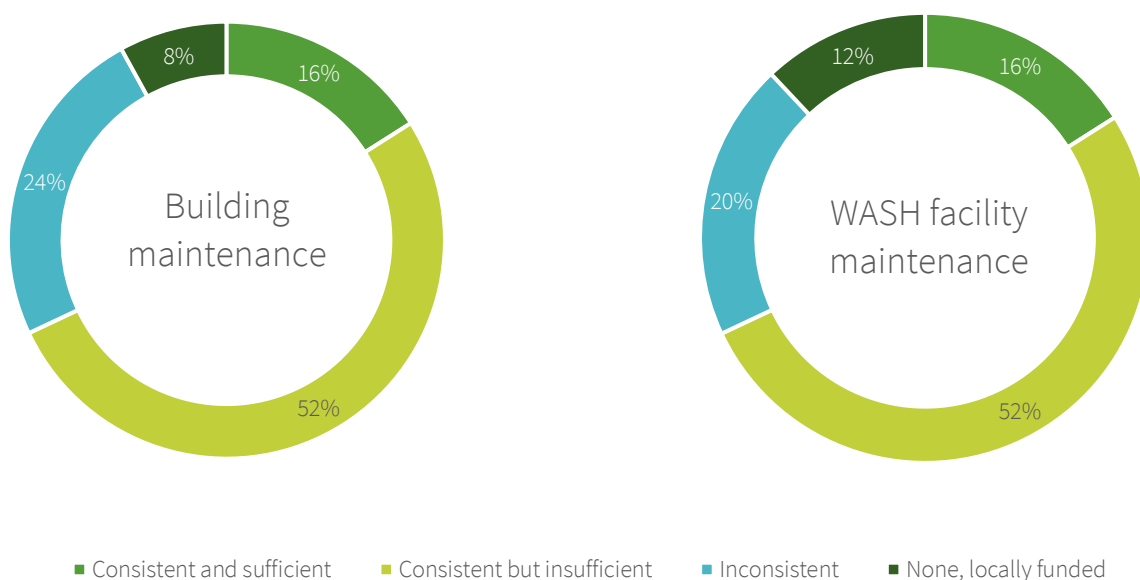
[25] See Figure 17 and Table 17 in Appendix A for details.

Schools as Evacuation Centres

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

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

Guidelines and policies for use of schools as evacuation centres and post-disaster collectives is modest.[26] In the **Latin America & the Caribbean region**, the frequency of policies and procedures was similar to global averages but was higher for having policies and procedures around school selection (64%) and preventing usage by armed individuals, groups, and the military (61%). It was lower than global average for having procedures to reimburse schools for damages and costs associated with using the site for evacuation and post-disaster shelter (13%).

With hurricanes a real threat in the **Caribbean subregion**, many governments were proactively addressing policies around use of schools as shelters. Almost all (90%) responding governments reported using a systematic approach for identifying schools for this use. In addition, half (50%) had guidelines or policies around maintaining educational continuity and student health & safety. Half (50%) also used proactive measures to prevent schools from use by armed individuals or groups for military purposes. However, no governments reported guidelines or policies for reimbursements to schools in case of damage during use as temporary shelters.

In the **Central America & Mexico subregion**, many (71%) governments used proactive measures prevent schools from use by armed individuals or groups or for military purposes. In addition, half (50%) had guidelines or policies for maintaining educational continuity and student health & safety while schools are used a shelter. However, only a quarter (25%) reported guidelines and policies for reimbursing schools for costs associated with shelter use.

In the **South America subregion**, about half of the governments had guidelines or policies for systematically identifying potential schools for use as shelters (57%) or proactively preventing schools from being used by armed individuals and groups (67%). However, regarding reimbursement of schools and maintaining student health and safety when schools are used as shelters, only one government (14%) reported guidelines or policies.

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[26] See Figure 18a and Table 18 in Appendix A for details.

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

Legend: ■ Considers ■ Being developed ■ Does not consider
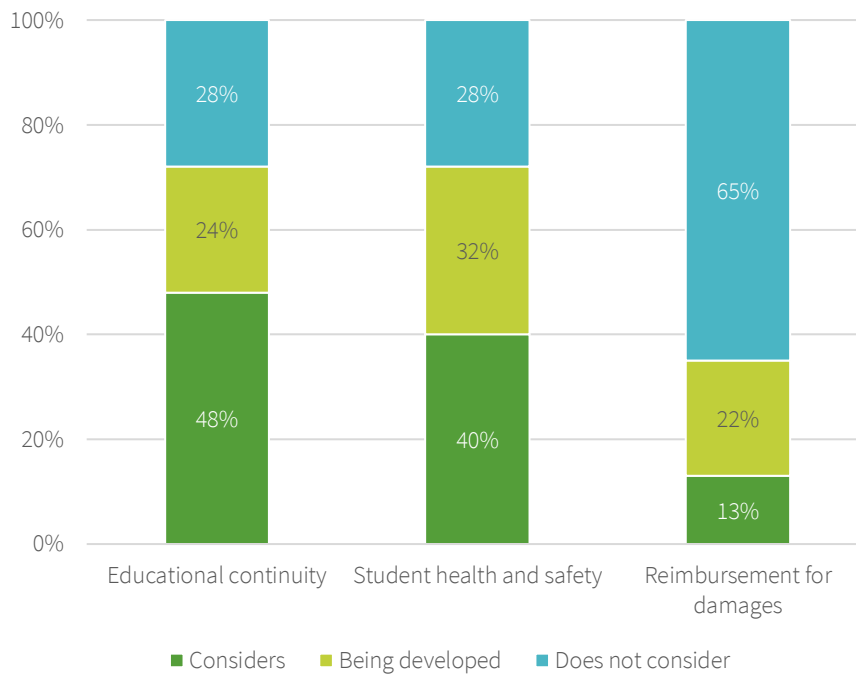
Attacks on Schools

(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 Latin America, Colombia was identified as a country affected by armed attacks. There, GCPEA identified incidents of armed groups engaging in child recruitment, sexual violence against girls, and armed attack on schools during this most recent reporting period. GCPEA also identified isolated reports of attacks on education in areas not affected by conflict in Brazil, Chile, Dominican Republic, Ecuador, Guatemala, Haiti, Mexico, Panama, Peru, and Venezuela (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). More than half the governments in **Latin America & the Caribbean** (61%) indicated they were taking proactive measures to prevent schools from being used by armed individuals or groups or for military purposes,[27] even though less than a quarter of governments reported that war and conflict impacted their schools. The rate for taking proactive measures was highest in **Central America & Mexico** (71%), where a quarter of governments (25%) indicated that many, most or all

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[27] See Figure 18b and Table 18 in Appendix A for details.

schools were impacted by war or conflict. Proactive measures were lowest in the **Caribbean** (50%), a sub-region where fewer governments (10%) listed war and conflict as impacting many, most or all schools.

Figure 18b. Proactive Measures to Prevent School Occupation

Protect schools against attack

61% Yes
49% No

■ Yes ■ No
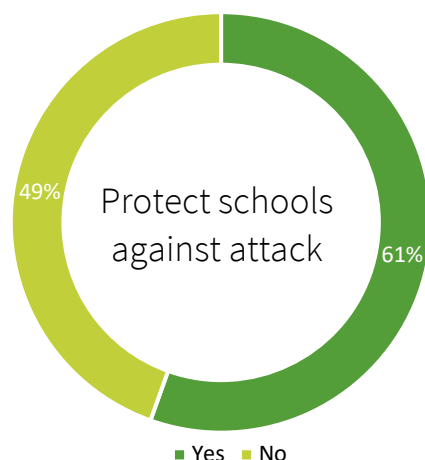
Safety of Home-to-School Routes

(Questions B5.1 and B5.2)

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

About half (52%) of the governments in the **Latin America & the Caribbean region** noted that most or all schools were taking protective measures to prevent bullying, gender-based violence, and attack on the way to school.[28] A quarter (26%) of governments reported that many or most of their schools inspected safety of home-to-school routes and transportation, taking proactive measures to reduce dangers.

In the **Caribbean subregion**, none of the responding governments reported inspection or proactive measures for home-to-school routes safety, although some (20%) reported proactive prevention of violence or attack on school routes.

In the **Central America & Mexico subregion**, governments were especially active in addressing risks associated with home-to-school routes. Over half (63%) of governments proactively prevent violence and attack on school routes. In addition, half (50%) inspect routes and proactively reduce dangers.

The **South America subregion** also had more governments reporting inspection and proactive measures to reduce dangers (33%) and especially in taking protective measures to prevent bullying, gender-based violence, and attacks on the way to school (86%).

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[28] See Figure 19 and Table 19 in Appendix A for details.

Figure 19. Safety of Home-to-School Routes

Schools inspect and reduce dangers on home-to-school routes

- 9%
- 17%
- 9%
- 26%
- 39%

Schools address bullying, violence & attack on way to school

- 24%
- 36%
- 16%
- 12%
- 12%

■ most or all ■ many ■ about half ■ some ■ none or few
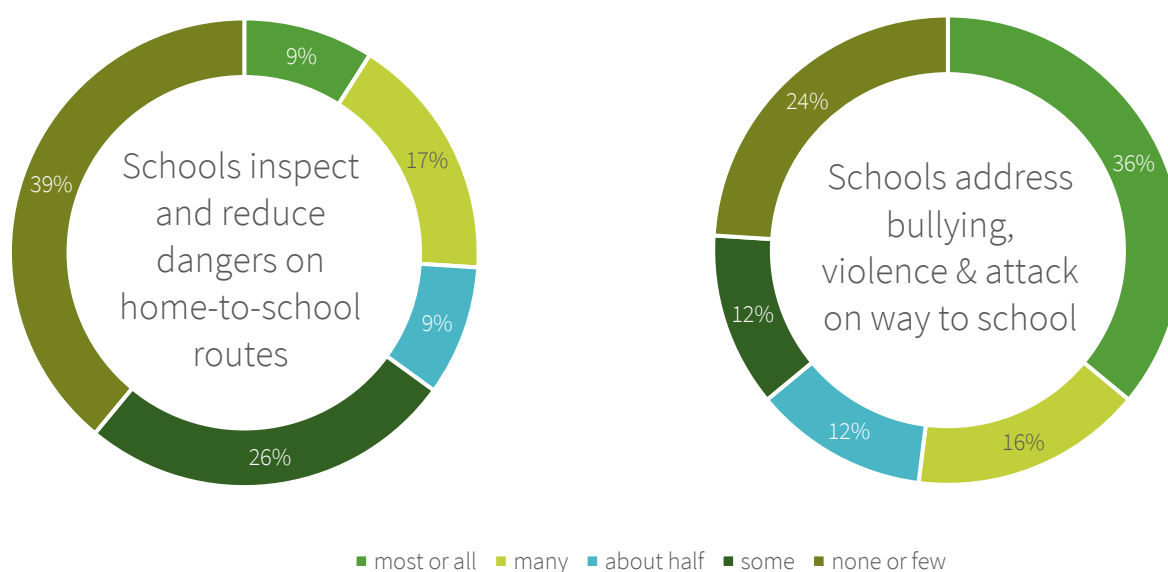
Resources for Pillar 1: Safe Learning Facilities

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)

Regionally, many governments have developed response plans that considered a range of issues.[29] Many governments in the **Latin America & the Caribbean region** had some form of plan for safety and security (96%), educational continuity (92%), protection of education sector investments (72%), and climate change adaptation and action (68%). However, like global averages, only a small fraction of these plans (5% to 25%) were robust plans covering most hazards.

Planning for safety and security was especially high in **Central America & Mexico** and **South America** where all governments did at least limited plans. Plans for educational continuity was especially high in the **Caribbean** where all governments there did at least limited planning.

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[29] See Figure 20 and Table 20 in Appendix A for details.

Figure 20. Content Coverage of Education Authority Plans

	Robust	Some	Limited	None
Safety and security	17%	33%	46%	4%
Educational continuity	25%	25%	42%	8%
Protection of education sector investments	19%	29%	24%	28%
Climate change adaptation and climate action	5%	27%	36%	32%
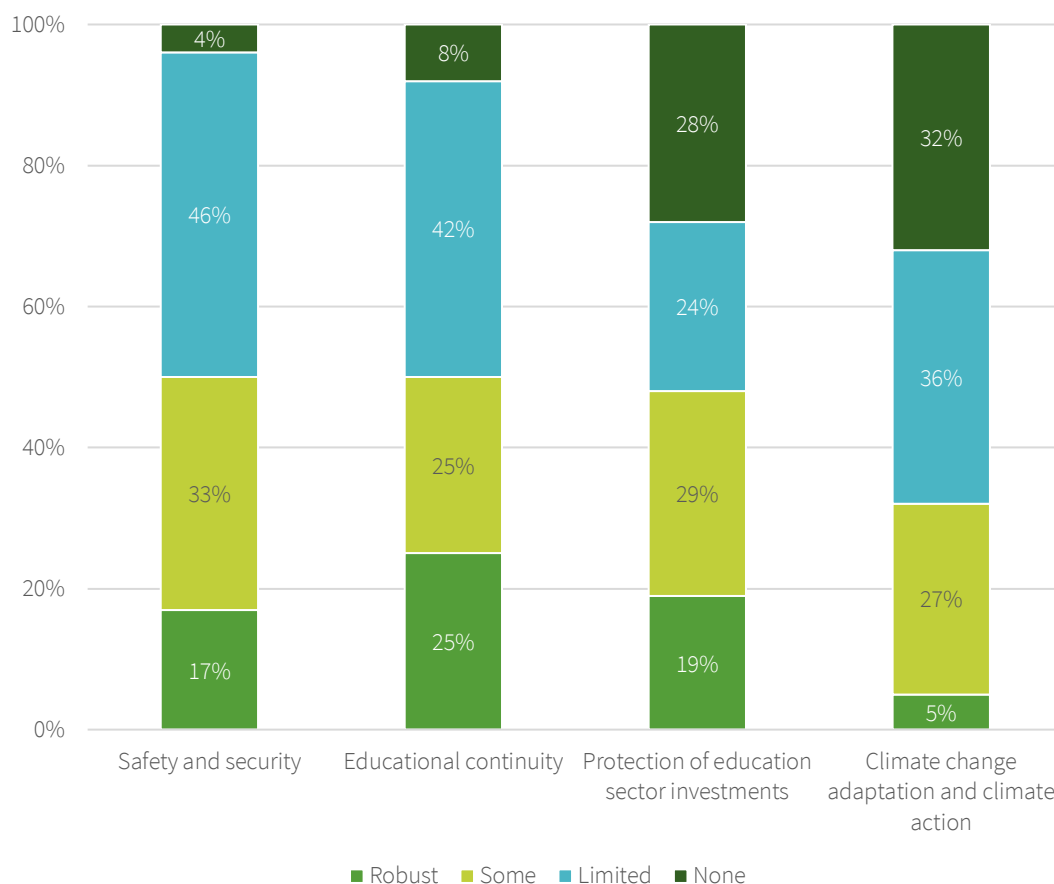
Education authorities often sought stakeholder input while developing plans.[30] Input from teachers and staff was most often sought (100%), followed by community input (84%). Education authorities sought the input of children and youth least often (76%) but still to a high degree. Rates were similar across the subregions, although **Central America & Mexico** had the highest rates of children and youth (88%) and community (100%) input.

Figure 21. Education Authorities Include Stakeholder Input when Developing Plans

Teachers & school staff: 100%
Children & youth: 76% / 24%
Community: 84% / 16%

Includes input / Does not Include input

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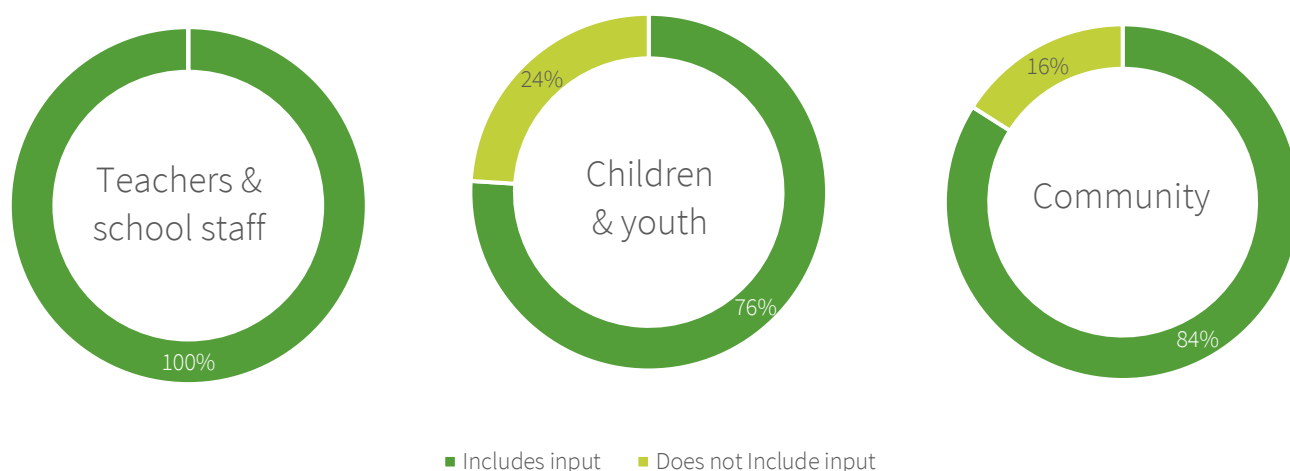
[30] See Figure 21 and Table 21 in Appendix A for details.

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.

Latin America & the Caribbean governments reported that education authorities show foundational leadership in providing guidance for school safety planning.[31] All (100%) governments provided some level of guidance for risk assessment, risk reduction, response preparedness and educational continuity. Three quarters or more of governments had some level of guidance for climate change adaptation and action (80%), child participation while developing plans (75%) and standard operating procedures for disasters and emergencies (83%). Governments described this guidance as robust in many instances, particularly educational continuity (63%) and standard operating procedures for disasters and emergencies (58%).

In the **Caribbean subregion**, half or less of the governments rated their guidance as robust for risk assessment (30%), risk reduction (40%), response preparedness (50%), educational continuity (50%), climate adaptation (10%) and child participation (0%). Robust guidance was particularly low in these last two subject areas. However, nearly three out of four (70%) had robust guidance to schools for creating standard operating procedures for disasters and emergencies.

In the **Central America & Mexico subregion**, robust guidance to schools was most common (63%) for educational continuity and child participation and least common (25%) for climate change adaptation. In general, guidance was more likely to be limited than the rest of the region.

In the **South America subregion**, governments most frequently provided robust guidance to schools on educational continuity (83%). About half (50%) also provided robust guidance on risk assessment, risk reduction, response preparedness and standard operating procedures. In general, governments described guidance as robust at a higher rate than the rest of the region.

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[31] See Figure 22 and Table 22 in Appendix A for details.

Figure 22. Education Authority Provides Guidance for School Safety Planning
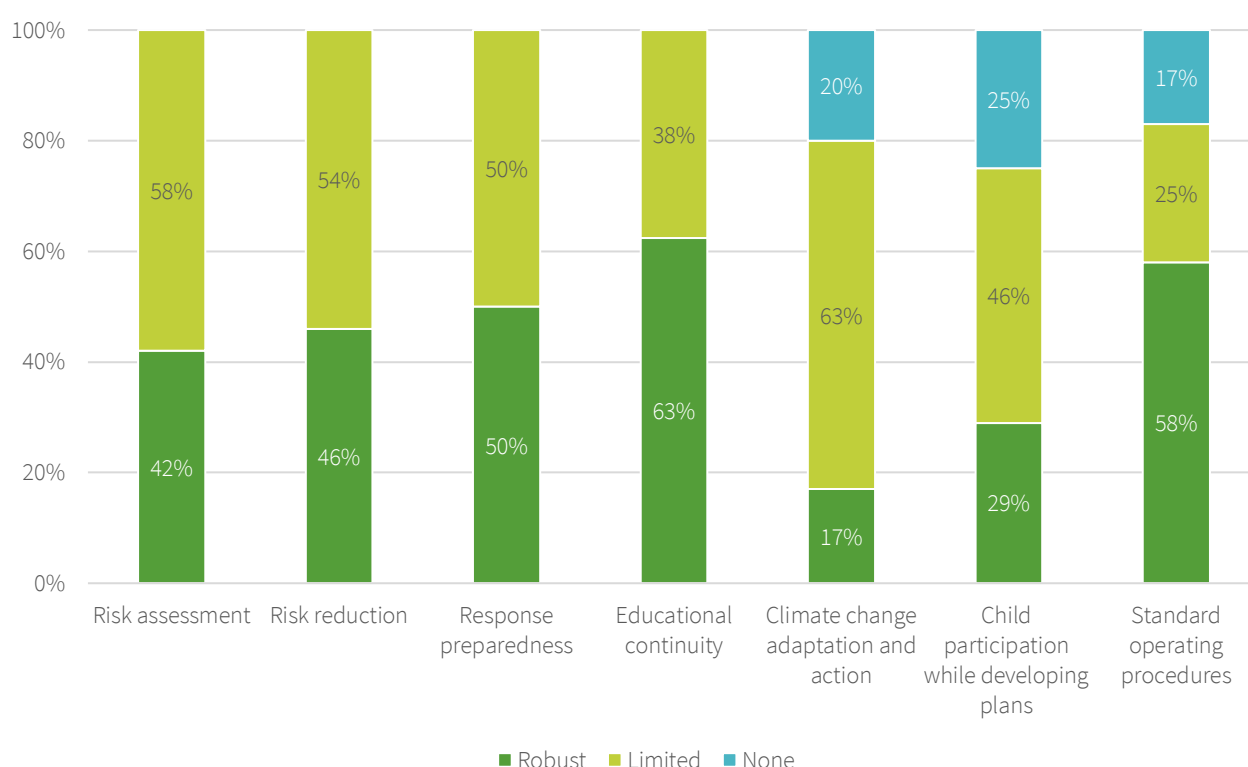
When schools develop plans, even with guidance from education authorities, these plans need to be reviewed regularly so the plans remain up to date and those responsible for executing plans are reminded of their duties. Regular staff change and changes in risks make annual review an important factor for the effectiveness of planning.

Annual review of plans was especially high in the **Latin America & the Caribbean region**, where over half of the governments engaged in annual review for risk assessment (63%), risk reduction (58%), and response preparedness (63%).[32] Nearly all governments (96% or above) reported at least an occasional review of these measures and plans.

In the **Central America & Mexico subregion**, plan review at the school level was particularly robust. Most (88%) governments reported that schools annually reviewed plans for risk assessment, risk reduction, and response preparedness measures and plans. Even educational continuity was reviewed annually according to nearly three out of four governments (71%).

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[32] See Figure 23 and Table 23 in Appendix A for details.

Figure 23. Frequency of School Reviews

Legend: ■ Annually ■ Occasionally ■ Never

	Risk assessment	Risk reduction	Response Preparedness	Educational Continuity
Never	4%	4%	4%	
Occasionally	33%	38%	33%	57%
Annually	63%	58%	63%	44%
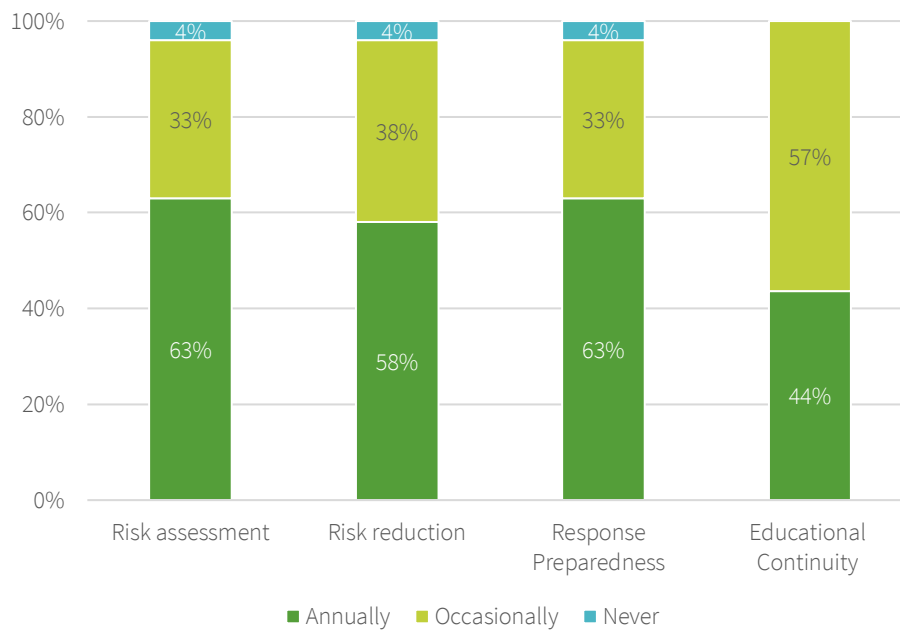
Equitable Access

(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 **Latin America & the Caribbean**, boy's and girl's access to education was robustly protected and implements for boys and girls (76%), though less so for children with disabilities (64%) and language, culture, ethnic, and religious minority children (60%).[33] Policies protecting access for immigrants and refugees was lowest, with less than half (44%) the governments reporting robust policies.

Governments in **South America** (86%) and the **Caribbean** (80%) most frequently protected both boys' and girls' access to education. Protections for refugees and migrants was highest (63%) in **Central America & Mexico**. Protections for minority children was particularly high (71%) in **South America**.

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[33] See Figure 24 and Table 24 in Appendix A for details.

Figure 24. Policies Protect Equitable Access to Education

Girls: 76%, 24%

Children with disabilities: 76%, 24%

Refugees & migrants: 64%, 36%

Minority children: 60%, 40%

■ Robust, implemented   ■ Weak, inconsistent   ■ No protections
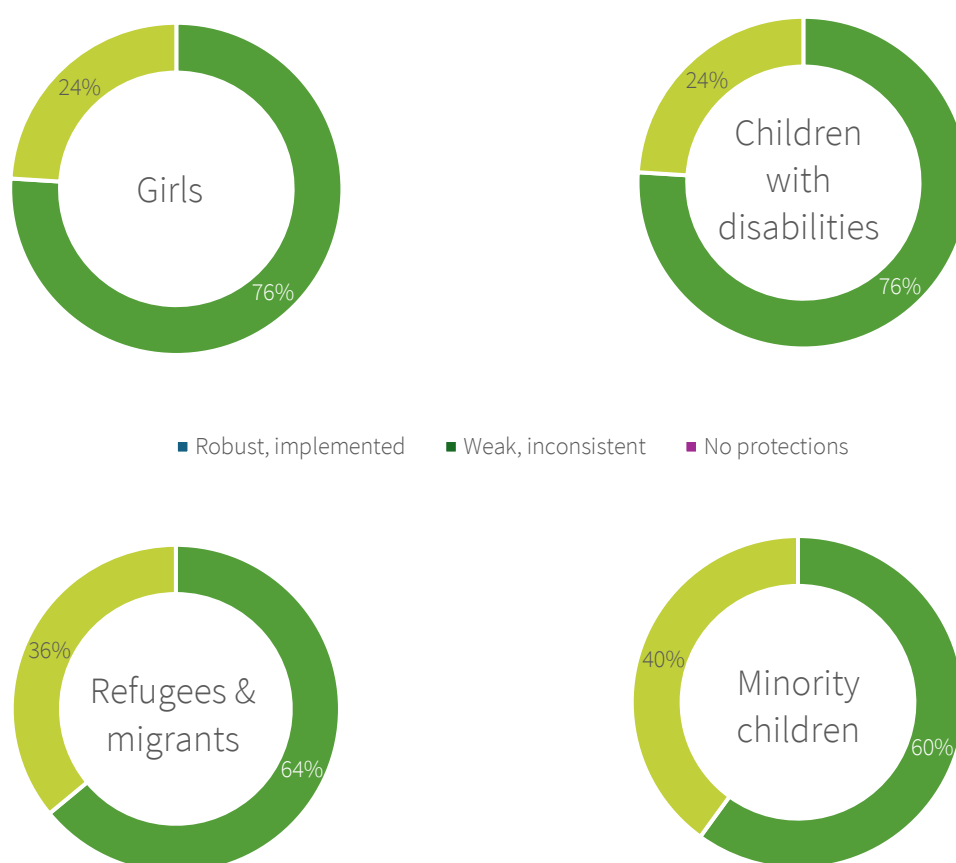
Part of ensuring equitable access for students of all genders, disabilities, and minority demographic status is ensuring their needs are considered in educational continuity planning. Children with disabilities are especially vulnerable in disasters, in part due to their greater dependence upon teachers and school staff and unique physical and social needs (Peek and Stough, 2010).

In the **Latin America & the Caribbean region**, about half the governments had robust consideration of gender (65%) and disability (44%) in educational continuity planning.[34] Robust consideration for immigrant and refugee children (29%) and minority children (30%) was lower. These numbers were lower than global averages for children with disabilities and minority children.

In the **Caribbean subregion**, three out of four governments (78%) reported robustly considering the specific needs of girls in continuity planning. The rate of robust consideration dropped to a third of the governments (33%) for other children.

Similarly, in the **Central America & Mexico subregion**, three out of four (75%) governments reported robustly considering the specific needs of girls in continuity planning. The rate of robust consideration dropped somewhat for children with disabilities (63%) and was less than half of the governments for immigrant and refugee children (38%), as well as language, culture, ethnic and religious minority children (43%). Other governments considered these groups' specific needs in a limited way.

In the **South America subregion**, consideration was lowest. Only one third (33%) of governments reported robust consideration of the specific needs of boys, girls, and children with disabilities while developing educational continuity

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[34] See Figure 25 and Table 25 in Appendix A for details.

plans. Only one of the seven governments (14%) robustly considered the unique needs of immigrant and refugee children or language, culture, ethnic, and religions minority children.

Figure 25. Education Continuity Planning Considerations for Specific Needs

	Boys	Girls	Children with Disabilities	Immigrant and Refugee Children	Minority children
No Consideration	4%	5%	4%	17%	13%
Limited Consideration	35%	30%	52%	54%	57%
Robust Consideration	61%	65%	44%	29%	30%

■ Robust Consideration ■ Limited Consideration ■ No Consideration
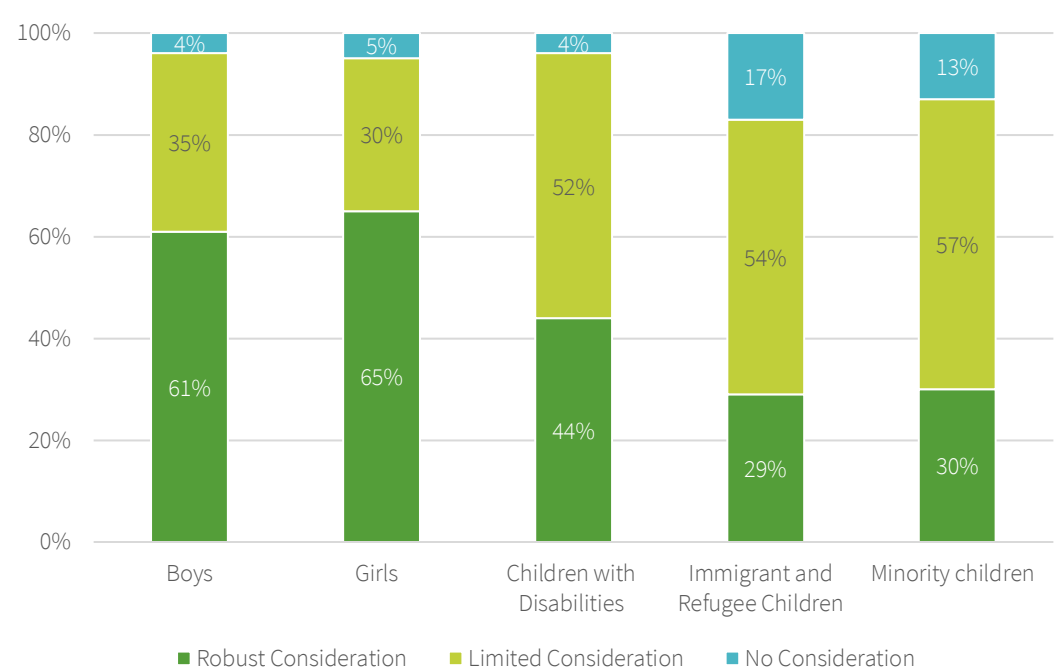
Data Disaggregation for Equity

(Question C3.2)

When education authorities disaggregate data on enrolment and educational attainment, it enables them to identify and address systematic gaps. In the **Latin America & the Caribbean region**, almost all responding governments are tracking school enrolment and attainment by gender (100%) and disability (92%) and over half of the governments are finding some or widespread equity by gender (88%) and by disability (67%) in this disaggregated data.[35]

Governments in the Latin America & the Caribbean region collected disaggregated data at a high rate for immigrant and refugee students (80%) and minority students (75%). However, widespread equity in enrolment and attainment was limited for immigrants and refugee children (20%) and minority children (13%).

In the **Caribbean subregion**, tracking of data was similar to the wider region. Half of the governments (50%) reported widespread equity in enrolment & attainment when data was disaggregated by gender and nearly a third (30%) found equity when data was disaggregated by disability.

In the **Central America & Mexico subregion**, all responding governments disaggregate data by gender and disability. In doing so, just over a third found widespread gender equity (38%) and a quarter (25%) found widespread equity for students with disabilities; most other governments found some equity had been achieved.

In the **South America subregion**, rates of collection and findings of equity were more limited. All responding governments disaggregated data by gender, though just over a quarter (29%) found widespread gender equity in enrolment and educational attainment. Only two thirds of the governments (67%) disaggregated data by disability, with only one (17%) finding widespread equity. Nearly three out of four governments disaggregated by immigrant and refugee status (71%) and two thirds (67%) also disaggregated for children from language, culture, ethnic and religious minorities.

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[35] See Figure 26 and Table 26 in Appendix A for details.

Most of these governments, however, found only limited or some equity. Some (29% to 33%) of governments did not collect or disaggregate data for these groups at all.

Figure 26. Enrolment and Education Attainment Equity

For gender: 40%, 48%, 12%

For disabilities: 8%, 25%, 42%, 25%

For immigrants & refugees: 20%, 20%, 48%, 12%

For minorities: 13%, 46%, 17%, 25%

■ Widespread ■ Some ■ Limited ■ Unknown
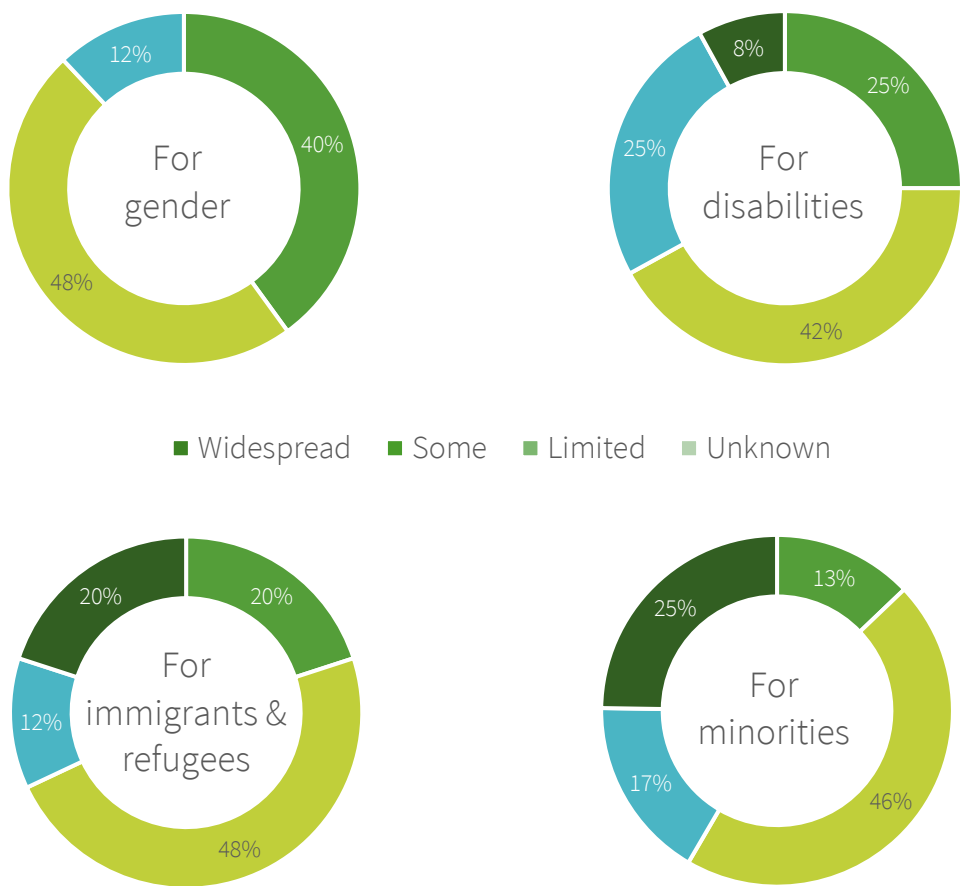
School Hazard Drills

(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).

Education authorities in **Latin America & the Caribbean** required drilling.[36] Many governments required annual fire drills (70%), other drills like earthquake drills (83%), and full simulation drills (70%). Inclusion of children of all ages and abilities was also strong (88%).

The **Caribbean subregion** was a clear global leader in conducting drills, with the highest percentage (100%) of governments who conducted drills for children of all ages and abilities. Almost all (90%) responding governments

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[36] See Figure 27 and Table 27 in Appendix A for details.

reported requirements to conduct fire drills at least once a year, all (100%) reported the same for other hazards, and many (89%) reported the same for full simulation drills. Requirements for annual drilling were lowest in the **South America subregion.** However, even there over half reported requirements to conduct fire drills (60%), other hazards drills (67%), and full simulations (50%) at least once a year.

Figure 27. Frequency of Emergency Drills and Level of Participation

Fire (inner)

Other hazards (middle)

Full Simulation (outer)

Drills

30%
17%
30%

70%
83%
70%

■ At least annual ■ Less than annually

Children of all ages & abilities participate

12%

88%

■ Yes ■ No
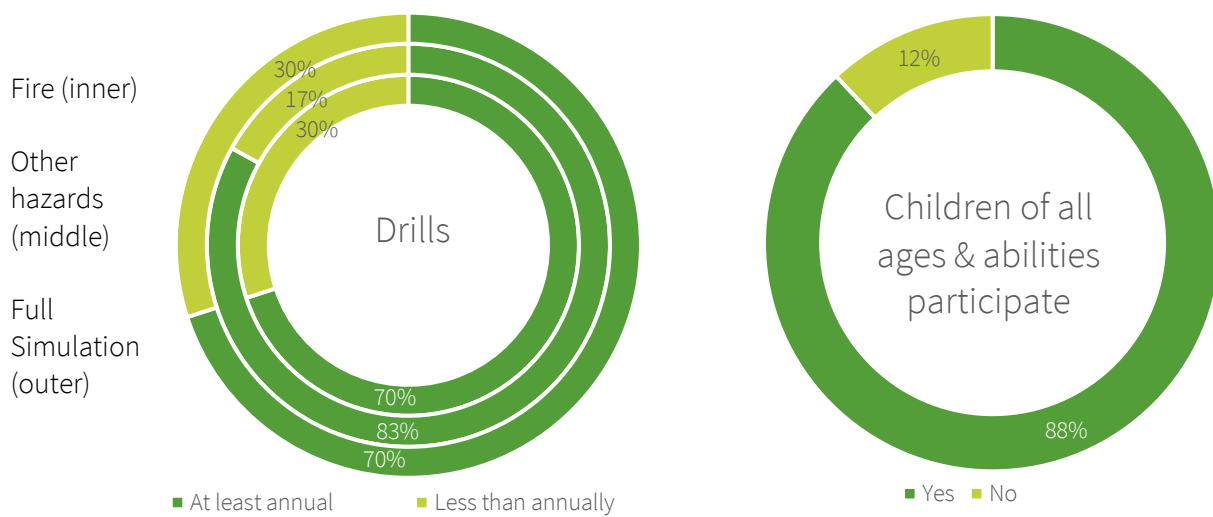
School Health Policies

(Question C5.1 and C5.2)

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

Most governments in **Latin America & the Caribbean** have a national education strategy for health promotion (91%) and nearly as many have school level policies or plans for health promotion (87%).[37] About half of the governments with these strategies and policies ranked them as limited, and the other half marked them as robust.

The **South America subregion** showed clear leadership in this area. All (100%) responding governments reported the use of national strategy and school-level policy and planning to promote health. The **Caribbean subregion** also showed robust policy activity in this area. All (100%) responding governments the Caribbean reported a national strategy for health promotion. In the **Central America & Mexico subregion** many (71%) governments reported health promotion through both national strategy and school-level policy.

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[37] See Figure 28 and Table 28 in Appendix A for details.

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

National strategy
(inner)

School-level
policy (outer)

Health
promotion
in schools

48% 48%

44% 39%

9%

13%

■ Yes, robust   ■ Yes, limited   ■ No
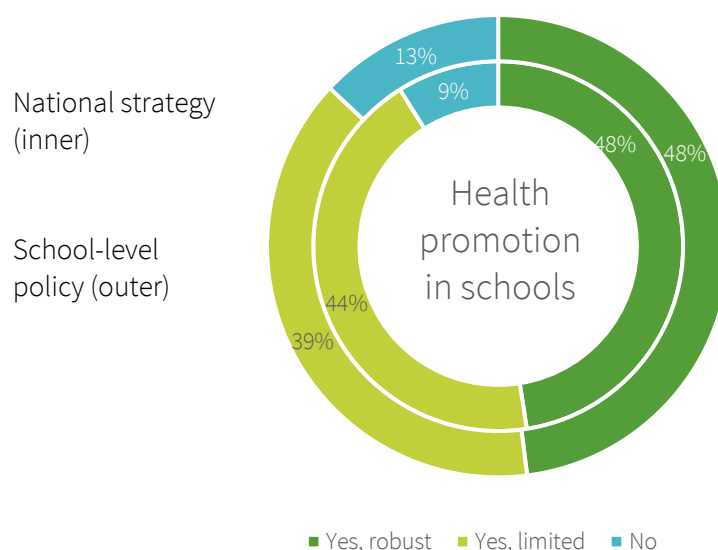
In the **Latin America & the Caribbean region**, many governments had guidelines or standards for each of the five nutrition and health topics.[38] The region was especially strong in having defined standards and monitoring for WASH (100%), food and nutrition (96%), and environmental measures for reducing disease spread (95%). In general, a third to about half (33% to 45%) of the governments had monitoring in place. Monitoring of food and nutrition (68%) was notably higher than the global average.

In the **Caribbean subregion**, having defined standards and robust monitoring was particularly high. Most governments reported defining and monitoring standards for food & nutrition (70%) and nearly as many (67%) did so for WASH facilities and active tracking of disease outbreaks (67%). In the **Central America & Mexico subregion**, none or one of the governments reported having defined and monitored minimum standards for WASH facilities (13%), social measures for disease outbreaks (14%), active tracking of disease outbreaks (0%), and environmental measures for disease outbreaks (0%). However, for food & nutrition, half (50%) had standards and monitored them. In the **South America subregion**, many governments (86%) defined and monitored standards for food & nutrition, but only about half did so for other areas like WASH facilities (40%), disease identification and tracking (50%), and social (60%) and environmental measures (50%) for reduction of disease spread.

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[38] See Figure 29 and Table 29 in Appendix A for details.

Figure 29. Guidance and Standards for Health and Nutrition

Legend: ■ Standards and monitoring ■ Standards ■ Guidance ■ None
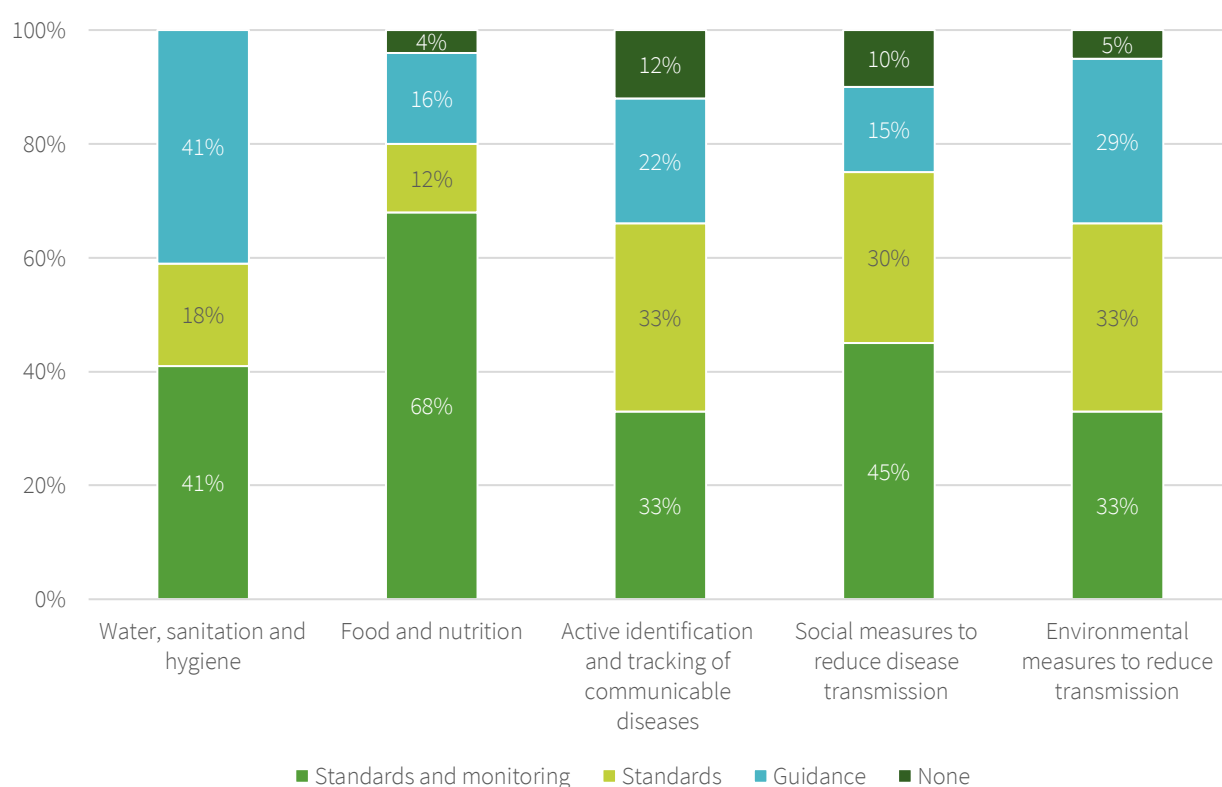
Monitoring of Water, Sanitation, and Hygiene (WASH) and Waste Management Data

(Question C5.3)

The survey asked whether schools monitored data on WASH and waste management at least annually, not regularly or not at all. In the **Latin America & the Caribbean region**, most education authorities surveyed required schools to monitor water, sanitation, and hygiene – often referred to as WASH data.[39] However, only about required monitoring at least annually. The Latin America & the Caribbean region was the only region where solid waste management monitoring—including segregation, waste reduction, recycling, and disposal practices— was on par with other WASH monitoring. Rates of monitoring were highest for the **Caribbean subregion** and the **Central America & Mexico subregion**. Around half the governments (50% to 75%) required annual monitoring. Annual monitoring fell to less than a third (29%) in **South America**.

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[39] See Figure 30 and Table 30 in Appendix A for details.

Figure 30. Monitoring of WASH Data at School Level
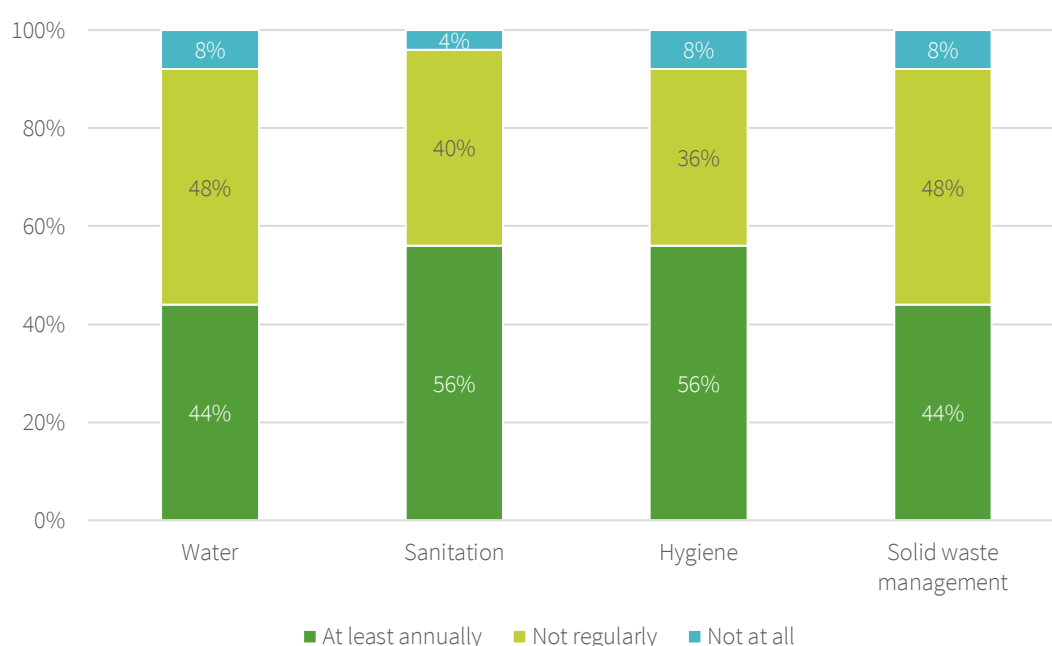
Resources for Pillar 2: School Safety and Educational Continuity Management

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 in English, Español, Français, Português, and العربية.

▶ Access the INEE Resource Collection https://inee.org/collections/accelerated-education

The GRE-LAC also has developed relevant regional guidance and case studies.

Adaptación Curricular

Contar con un plan de adaptación curricular es clave y forma parte de las acciones de preparación para garantizar la continuidad educativa en situaciones de emergencia. El Grupo Regional de Educación para América Latina y el Caribe (GRE-LAC) ha desarrollado una guía de adaptación curricular para emergencias. Disponible en español.

▶ Acceda a la guía GRE-LAC

▶ Informe regional sobre programas de educación acelerada

Ejemplo destacado: Panamá

El Plan Escolar de Reducción del Riesgo de Desastres de Panamá es un ejemplo de enfoque integral y contextualizado que incorpora consideraciones de género y discapacidad en la reducción del riesgo de desastres y la adaptación al cambio climático. Incluye módulos sobre: creación de comités participativos para la gestión del riesgo, análisis local del entorno y elaboración de planes escolares, ejercicios de simulacro, formación de clubes escolares de sostenibilidad

Este conjunto de herramientas está diseñado para ser aplicado en diversos contextos dentro de Panamá, y puede servir como referencia para iniciativas similares en otros países.

▶ Guía para la elaboración de planes escolares de reducción del riesgo de desastres

▶ Guía de supervisión del plan escolar de RRD

▶ Guía para la creación de clubes escolares de sostenibilidad

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. Almost all governments (91%) in **Latin America & the Caribbean region** had adopted national key messages, similar to the global rate.[40] About half (52%) reported key messages adopted for both formal & non-formal education. No existing research clarifies why national adoption of key messages has not translated into higher rates of use in formal and non-formal education. Integration of these messages into education may need further curriculum development, alignment with student learning requirements, and teacher training.

Adaptation of key messages was similar to global averages. About two thirds (64%) had adapted their key messages for people with disabilities. Only a small number of governments had key messages available for language minorities (24%).

In the **Caribbean subregion**, all (100%) responding governments adopted key messages and three out of four governments (75%) used them in both formal and non-formal education, both much higher rates than the rest of the region. In the **Central America & Mexico subregion**, adaptation for people with disabilities was particularly high, with three out of four governments (75%) reporting doing so. In the **South America subregion**, national key messages were more often used in formal education only (43%) than in both formal and non-formal education (47%).

Figure 31. Adoption and Use of National Key Messages

■ Yes   ■ No

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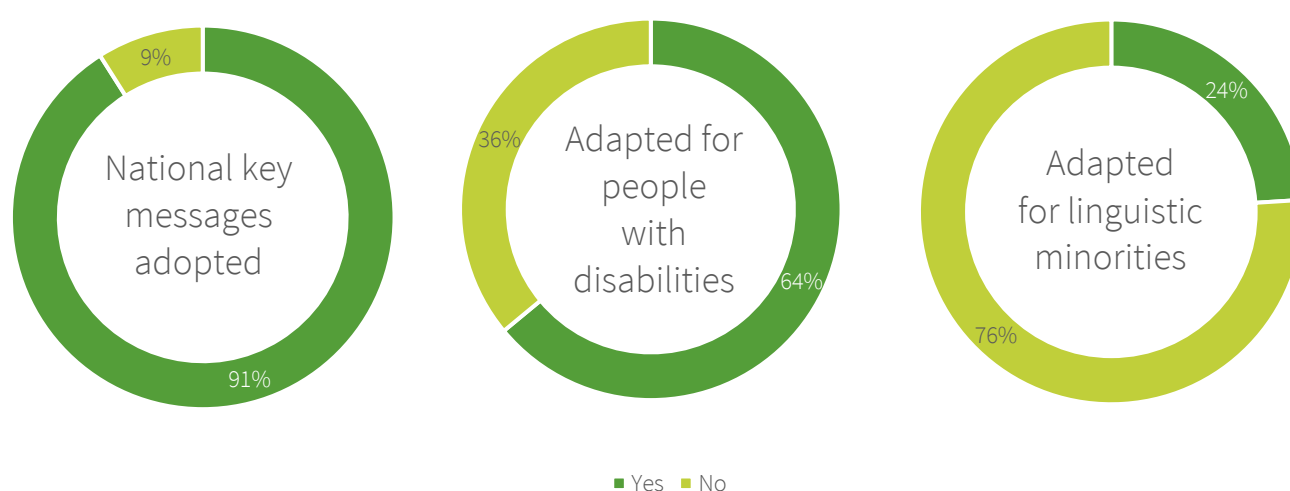
[40] See Figure 31 and Table 31 in Appendix A for details.

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 **Latin America & the Caribbean region**, coverage of topics related to comprehensive school safety in primary and secondary school was inconsistent and less frequent than the global average.[41] Most governments reported covering health & well-being (76%) and social and emotional learning (72%) in primary school. Just over half the governments reported covering climate change, action, justice and the environment (56%) and education for sustainable development (60%) in primary school. Notably, less than half the governments reported covering disaster risk reduction (44%) in primary school. Coverage in secondary school was similar or lower.

In the **Caribbean subregion**, more governments reported covering disaster risk reduction (60%) and health and wellbeing (90%) than the regional average. In the **South America subregion**, coverage of these topics was similar or lower than regional averages. In particular, disaster risk reduction coverage was very low, with only one of the seven governments (14%) covering it in primary and secondary school curriculum.

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[41] See Figure 32 and Table 32 in Appendix A for details.

Figure 32. Comprehensive School Safety-related Subjects in Formal Curriculum
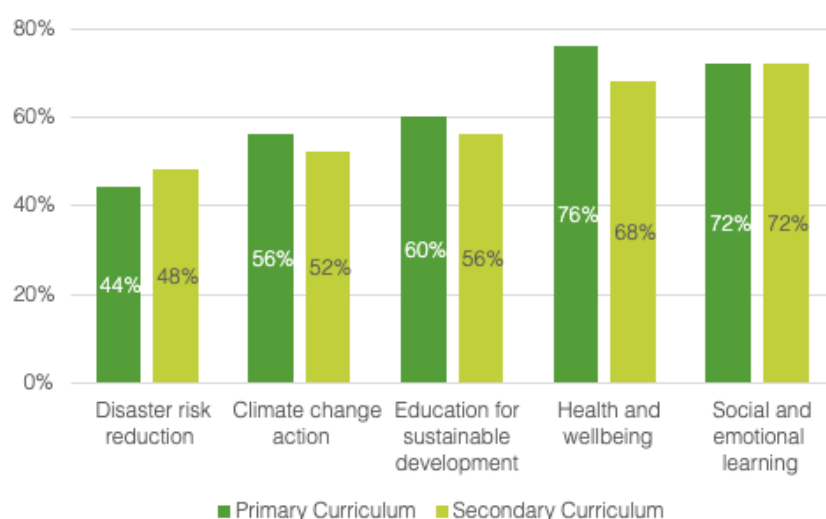
As shown in Table 33 in the Appendix, these subjects were also taught in less formal ways. School assemblies and experiential learning were widely used to supplement education on disaster risk reduction (76%), health and wellbeing (74%), and social and emotional earning (83%). School clubs, afterschool activities, and other extracurriculars were somewhat less frequently used.

Outreach to Families

(Questions D3.2)

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

The **Latin America & the Caribbean region** had the highest frequency of at least some governments reaching out to families around disaster risk reduction (64%), health and well-being (43%), and social and emotional learning (31%).[42] Most notably, most or all schools for over half of the governments (62%) reached out to households and families about social and emotional learning.

In the subregions, the **Caribbean** had notably less outreach around climate change action; only two out of nine governments reported at least some schools engaging in outreach. The Caribbean had higher outreach in social and emotional learning, however, with more than half the governments (63%) reporting some schools engaged in outreach. In the **Central America & Mexico subregion**, outreach around social and emotional learning was lower than the region, with only one government (14%) reporting some schools did so and only two governments (29%) reporting that most or all did so. In the **South America subregion**, governments reported exceptionally strong outreach around climate change action – all five governments (100%) reported that some schools did so. Similarly, the subregion showed strength in

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[42] See Figure 34 and Table 34 in Appendix A for details.

family outreach around social and emotional learning. Half the governments (50%) reported some schools reached out while the other half (50%) reported most or all schools did so.

Figure 34. School Outreach to Families and Households

Legend: ■ Most or all schools ■ Some schools ■ None or very few schools

	Most or all schools	Some schools	None or very few schools
Disaster risk reduction	14%	64%	22%
Climate change action	10%	45%	45%
Health and wellbeing	30%	57%	13%
Social and emotional learning	38%	43%	19%
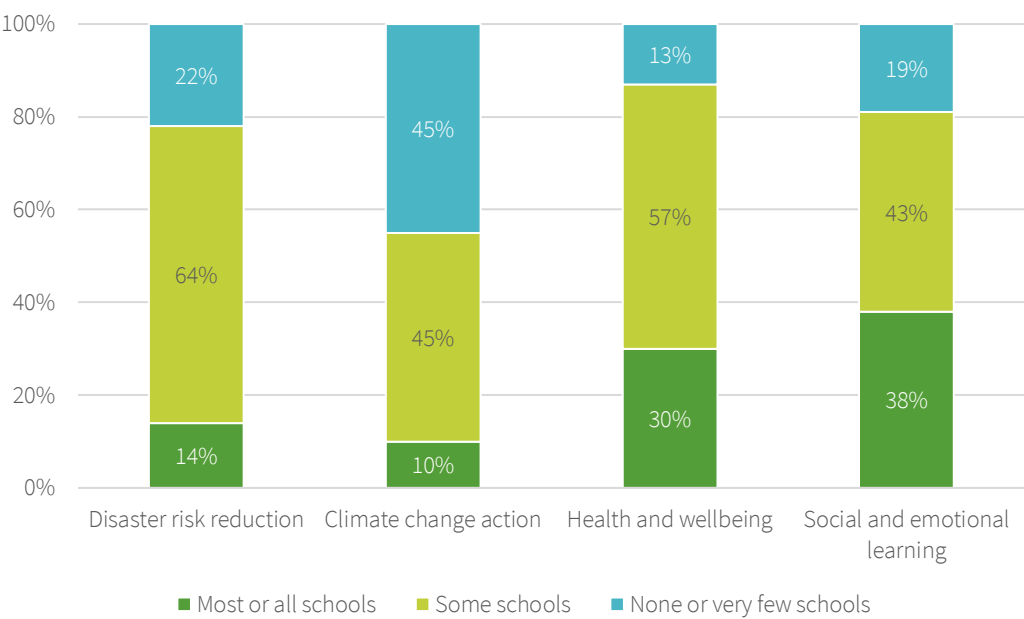
Teacher Training and Assessment

(Question D4.1)

While many governments covered a range of topics in their curriculum, teacher training and assessment in these topics was less robust. Mandatory training was notably lower in the **Latin America & the Caribbean region** than the global average.[43] Mandatory teacher training peak for social and emotional learning (17%) and health & well-being (17%). In other subjects, fewer than 10% of the governments included mandatory training in disaster risk reduction, climate change action or education for sustainable development. Hardly any governments assessed teachers (4% to 9%). Despite the low levels of mandatory training, teachers in the region did have access to some forms of training. Half to three quarters of the governments reported having non-mandatory in-service training (63% and higher) in these subjects.

The **Caribbean subregion** was a leader in self-study in these subjects with half or more governments reporting availability of this training format (50% to 78%). They also had higher than regional averages in providing in-service training (67% to 90%). Mandatory training and teacher assessment was minimal, though higher than any other region in Latin America & the Caribbean.

In the **Central America & Mexico subregion**, governments provided some forms of teacher training in these subjects, most often through in-service training (50% to 75%). No governments in the region assessed teachers on these subjects at all.

In the **South America subregion**, training of teachers in these subject areas was also modest. One third (33%) of governments reported teacher pre-service training in these subjects, except for disaster risk reduction where only one (17%) government reported pre-service training. These rates were generally higher than the regional average. However, almost no governments reported any mandatory teacher training or teacher assessment in any of these subjects. The exception was that one or out of six governments (17%) reported mandatory teacher training for social and emotional learning.

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

Figure 35. Mandatory Teacher Training and Assessment by Subject

Chart showing percentages for "Training mandatory" (dark green) and "Ability assessed" (light green):
- Disaster risk reduction: 9% / 4%
- Teach Climate change action: 8% / 4%
- Education for sustainable development: 8% / 4%
- Health and wellbeing: 17% / 8%
- Social and emotional learning: 17% / 9%

■ Training mandatory ■ Ability assessed
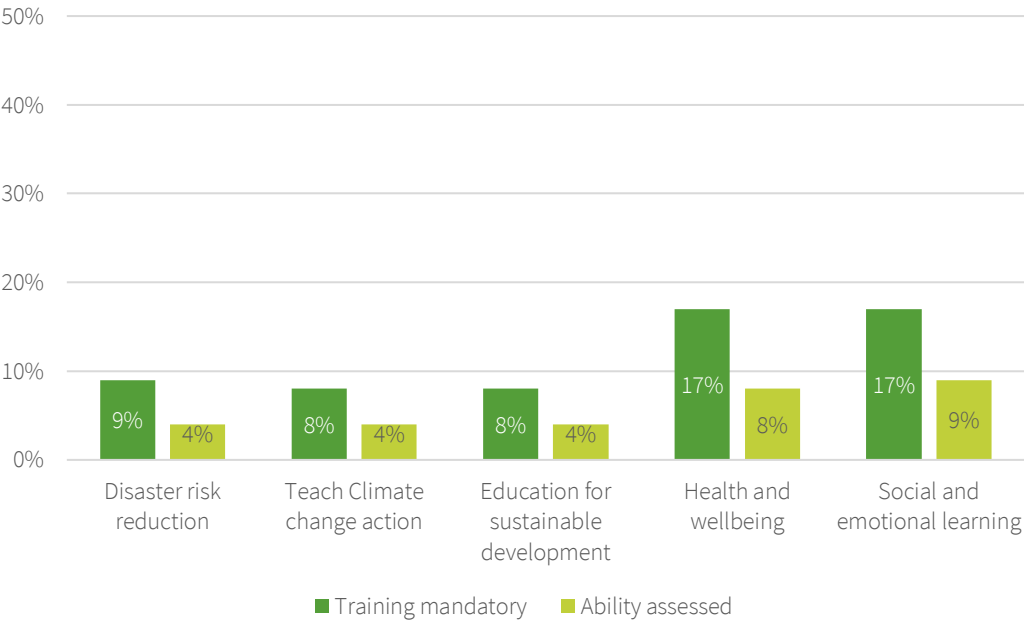
Availability of Educational Materials

(Question D6.1)

Access to high-quality education materials to support student learning varied by subject in the **Latin America & the Caribbean region.**[44] High-quality education materials were available in less than half of the governments for disaster risk reduction (36%), climate change action (40%) and education for sustainable development (48%). High-quality education materials were available in just over half of the governments for health and wellbeing (56%) and social and emotional learning (67%).

Within the subregions, **Central America & Mexico** was notable for having higher prevalence of high-quality education materials for disaster risk reduction (50%), climate change action (63%) and education for sustainable development (63%). **South America** had notably higher prevalence of high-quality materials for social and emotional learning (86%).

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[44] See Figure 36 and Table 36 in Appendix A for details.

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

Disaster risk reduction: 36% / 64%
Climate change action: 40% / 60%
Education for sustainable development: 48% / 52%
Health and wellbeing: 56% / 44%
Social and emotional learning: 67% / 33%

■ Available   ■ Not available

Student Assessment

(Questions D5.1)

In the **Latin America & the Caribbean region**, where teacher assessment in comprehensive school safety subject matters was very low, primary and secondary students were assessed at a relatively high rate.[45] Most governments assessed students in all five subject matters, with the lowest assessment occurring for disaster risk reduction in secondary schools (52%) and the highest rate being for health & well-being and social-emotional learning (68% in both primary and secondary schools).

In the subregions, only one (10%) government in the **Caribbean subregion** reported that secondary students were assessed in the subject of climate change action, a rate far lower than elsewhere. In the **Central America & Mexico subregion**, rates of student assessment were generally the higher than the region for students in primary school, although assessments of secondary schools were around regional averages. In the **South America subregion**, most governments reported assessing secondary students in sustainable development concepts (86%) and social and emotional learning (86%), a far higher rate than elsewhere. Assessment in disaster risk reduction was notably lower (43%) than regional averages.

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[45] See Figure 37 and Table 35 and Table 37 in Appendix A for details.

Figure 37. Teacher Assessment and Student Learning Evaluation

Chart showing percentages for Teachers, Primary students, and Secondary students across five categories:

Category	Teachers	Primary students	Secondary students
Disaster risk reduction	4%	56%	52%
Climate change action	4%	56%	52%
Education for sustainable development	4%	60%	64%
Health and wellbeing	8%	68%	68%
Social and emotional learning	9%	68%	68%

■ Teachers ■ Primary students ■ Secondary students

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 LATIN AMERICA & THE CARIBBEAN

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.[46] These regional scores begin to clarify areas of strength and areas of growth in addressing comprehensive school safety across the Latin America & Caribbean region. [47]

Latin America & the Caribbean governments 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 in Latin America & the Caribbean had taken most or all actions to ensure their policies and legal frameworks address comprehensive school safety for all hazards and risks (Indicator A1). This was the strongest indicator, with a median rating of 3.1 stars, with nearly half of the governments (48%) received four stars.

Other indicators had lower median scores, ranging from 2.0 to 2.6 stars. Governments lagged behind most notably in funding comprehensive school safety efforts (Indicator A4), where no governments (0%) were taking most or all actions and received four stars. The regional median score for this indicator was 2.0 stars.

See Tables 38a, 38b, and 38c in the Appendix for subregional tables for **the Caribbean, Central America & Mexico,** and **South America**.

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[46] See Appendix B of the Supplementary Materials document for further methodological details.
[47] Reports cards for the subregions can be found in Table 38-41 of Appendix A.

Table 38. Latin America & the Caribbean Strengths and Opportunities in Enabling Systems and Policies

Indicator	Median Score		Frequency (%)				
			☆☆☆☆ None	★☆☆☆ Up to a quarter	★★☆☆ Up to Half	★★★☆ Up to three-quarters	★★★★ Most or All
A1. Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks (5 questions)	3.1	★★★☆	0%	8%	20%	24%	48%
A2. Child-centred risk assessment is in place at all levels in the education sector (11 questions)	2.4	★★★☆	4%	20%	24%	36%	16%
A3. Education authority provides effective leadership and coordination for comprehensive school safety (4 questions)	2.6	★★★☆	12%	8%	24%	20%	36%
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	★★☆☆	4%	16%	56%	24%	0%
A5. Monitoring and evaluation of comprehensive school safety is based upon data and evidence (10 questions)	2.4	★★★☆	0%	16%	40%	28%	16%

As shown in Table 39 below, Latin American & the Caribbean 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). Just over a third of the governments (36%) received four stars and were doing most to all actions. No government was failing to act at all. Many governments were also creating policies and plans that would limit disruption of education when schools were used as temporary shelters and collective centres (Indicator B4). The median score for this indicator was 2.4 and over half the governments (53%) received three or four stars.

Governments were somewhat less engaged in systematically identifying and upgrading or replacing unsafe school buildings (Indictor B2) and promoting routine maintenance and non-structural mitigation (Indicator B3). These indicators both had median scores of 2.2. No government received four stars for Indicator B2, though nearly half (44%) received three stars. Around half the governments received three or four stars for Indicator B3 (43%).

Governments lagged behind in protecting children from death, injury and harm on the way to school (Indicator B5), an indicator with a median score of 1.9. While a fifth (20%) of the governments were doing most or all action, another fifth (20%) were taking no action to protect children on the way to school.

See Tables 39a, 39b and 39c in the Appendix for subregional tables for **the Caribbean, Central America & Mexico,** and **South America**.

Table 39. Latin America & the Caribbean Strengths and Opportunities for Improvement in Pillar 1

Indicator	Median Score		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)	2.9	★★★☆	0%	16%	12%	36%	36%
B2. Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities) (9 questions)	2.2	★★☆☆	4%	20%	32%	44%	0%
B3. Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments (4 questions)	2.2	★★☆☆	4%	16%	40%	36%	4%
B4. Policies and planning limit disruption of education due to use of schools as temporary shelters or collective centres, during the school year (5 questions)	2.4	★★★☆	12%	12%	24%	28%	24%
B5. Children are protected from death, injury and harm on the way to school (2 questions)	1.9	★★☆☆	20%	20%	28%	12%	20%

As shown in Table 40, governments that participated in the 2024 Comprehensive School Safety Policy Survey had the most robust action in **Pillar 2: School Safety and Educational Continuity Management**. Median scores were widespread, with the lowest median score being 2.2, but several indicators reaching 3.1 stars.

Governments were taking consistent action around four out of five indicators, including actions to assure all children's rights to access education (Indicator C3), and having robust systems and policies for school health and nutrition (Indicator C5). For these two indicators, the median score was 3.1 stars and over one in three (36%) governments were doing most or all actions assessed in the survey.

Two indicators assessed the presence of robust, participatory plans for risk management, risk reduction, and response preparedness. One indicator assessed whether this planning occurred at the education authority level (Indicator C1) and the other at the school level (Indicator C2). Governments in Latin America & the Caribbean scored higher when it came to school-level planning than education authority level planning. The former had a median score of 3.1 while the latter had a median score of 2.6. While many governments (80%) scored three or four stars for actions taken at the school level, less than half (44%) of the governments received three or four stars for actions that education authorities could take to support robust, participatory plans.

The indicator assessing whether the education sector had standard operating procedures and required regular school drilling to improve school safety (Indicator C4) scored lowest. The median score for this indicator was 2.2, with about a quarter (24%) of governments receiving zero or one star out of four.

See Tables 40a, 40b and 40c in the Appendix for subregional tables for **the Caribbean, Central America & Mexico,** and **South America**.

Table 40. Latin America & the Caribbean 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)	2.6	★★⯪☆	0%	16%	40%	12%	32%
C2. Schools have robust participatory plans for risk management, risk reduction, and response-preparedness (10 questions)	3.1	★★★☆	4%	4%	12%	36%	44%
C3. Children's rights in the education sector are equally assured for children of all gender, disability, language or cultural groups, and at all stages of development (14 questions)	3.1	★★★☆	0%	0%	24%	40%	36%
C4. Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning (4 questions)	2.2	★★☆☆	16%	8%	36%	20%	20%
C5. Education sector has robust systems and policies for school health and nutrition (11 questions)	3.1	★★★☆	0%	4%	20%	40%	36%

Table 41 below summarises government actions under **Pillar 3: Risk Reduction & Resilience Education** for the Latin America & the Caribbean region. Actions were generally strong and similar or slightly below global averages, ranging from 1.4 to 2.9 stars.

Governments were most actively engaged in providing climate-aware risk reduction, resilience, and wellbeing education in formal curriculum (Indicator D2). Two out of three governments (64%) received three or four stars and were taking many of the actions assessed the in the survey.

Government action was moderate when it came to four other indicators. Over half (56%) received three or four stars for actions related to nationally adopted, consensus- and evidence-based, action-oriented key messages for formal and informal education (Indicator D1). Almost half (48%) received three or four stars for non-formal education for students and families (Indicator D3) and nearly half (44%) for having sufficient materials for teaching risk reduction, resilience and wellbeing (Indicator D5). Over half (56%) the governments received three or four stars for assessing student learning in these areas (Indicator D6). Notably, a fifth the governments were taking no actions at all for Indicators 5 (20%) and Indicator 6 (20%).

Under Pillar 3, action was weakest in developing and assessing teachers so that they can facilitate student learning for climate-aware, risk reduction, resilience, and wellbeing education (Indicator D4). Nearly three quarters of the

governments who participated in the survey (72%) received only one or no stars and were taking few actions listed for developing and accessing teachers.

See Tables 41a, 41b and 41c in the Appendix for subregional tables for **the Caribbean, Central America & Mexico,** and **South America**.

Table 41. Latin America & the Caribbean 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	★★★☆	12%	16%	16%	32%	24%
D2. Climate-aware risk reduction, resilience, and wellbeing education is included in regular formal curriculum (4 questions)	2.9	★★★☆	0%	20%	16%	16%	48%
D3. Non-formal education for students and families addresses climate-aware, risk reduction, resilience and wellbeing (9 questions)	2.4	★★★☆	8%	4%	40%	32%	16%
D4. Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and wellbeing is developed and assessed (5 questions)	1.4	★★☆☆	4%	68%	12%	12%	4%
D5. Schools have sufficient education materials for teaching risk reduction, resilience, and wellbeing (5 questions)	2.3	★★★☆	20%	8%	28%	8%	36%
D6. Student learning outcomes for climate-aware risk reduction, resilience, and wellbeing education are monitored and evaluated (5 questions)	2.6	★★★☆	20%	4%	20%	12%	44%

LATIN AMERICA & THE CARIBBEAN 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 below lists these commitments below. Google translate was used to provide an English translation of commitments submitted in Spanish or Portuguese.

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

Topic	Government	Commitment
1. Enabling Policies and Legal Frameworks	Antigua and Barbuda	Get Cabinet to ratify the National Safe School Policy. Assist schools in reviewing their school emergency plans.
	Belize	Note: Commitment not released to the public
	Brazil – Piauí	Sim, mas so seria possible com uma coordenação intersetorial e financiamento suficiente. *Translation: Yes, but it would only be possible with intersectoral coordination and sufficient funding.*
	Brazil – Rio Grande do Sul	Políticas públicas educacionais adaptadas a partir dos principais quadros metodológicos sobre segurança escolar abrangente (CSSF por sua sigla em Inglês) *Translation: Educational public policies adapted from the main methodological frameworks on comprehensive school safety (CSSF)*
	British Virgin Islands	Note: Commitment not released to the public
	Colombia	Diseñar e implementar la Política de Gestión Integral de Gestión Escolar, Implementación de la Ley 2427 de 2024 educación para el cambio climático, implementación de la actualización de la Política de Educación Ambiental *Translation: Design and implement the Comprehensive School Management Policy, Implementation of Law 2427 of 2024 on climate change education, implementation of the updated Environmental Education Policy*
	Costa Rica	Note: Commitment not released to the public
	Dominica	Note: Commitment not released to the public
	Ecuador	Actualización de la Política Pública Nacional para la Reducción de Riesgos y Desastres

		Translation: Update of the National Public Policy for the Reduction of Risks and Disasters
	El Salvador	Actualización del Plan y Protocolo de respuesta institucional ante emergencias o desastres, Actualizar la Política de Gestión ambiental y Generar la Política de Gestión de Riesgo de desastres. Complementar la guía de Plan de Protección Escolar con estrategia evacuación en centros escolares que atienden primera infancia y discapacidad. *Translation: Update the Plan and Protocol for institutional response to emergencies or disasters, Update the Environmental Management Policy and Generate the Disaster Risk Management Policy. Complement the School Protection Plan guide with evacuation strategy in school centres that cover early childhood and disability.*
	Guatemala	Está en proceso la actualización del acuerdo No. 247-2014 del Sistema de Gobernanza de la Gestión de Riesgos y Desatres para la seguridad Escolar, para alinearse al Marco de Sendai, ODS y sobre todo al Marco Integral de Seguridad Escolar *Translation: The update of agreement No. 247-2014 of the Governance System for the Management of Risks and Disasters for School Security is in process, to align itself with the Sendai Framework, ODS and above all with the Integral Framework for School Security*
	Honduras	Development of a National plan for comprehensive risk management in the education sector
	Jamaica	Reform of the Education Act, 1965 and Code of Regulation, 1980, review and update 6 existing Safety and Security protocol documents- Critical Incident Management Plan, Field Trip Policy Guidelines; Guidelines to Schools for the Management of Hazardous Materials and the Disposal of Hazardous Waste; Policy for the Management of Substance Misuse in the School System; Safety Guidelines for Contact Sports; Security and Safety Guidelines Equipment
	Mexico – Chihuahua	DESARROLLAR UN PROTOCOLO DE ACUERDO A LA LEGISLACION ESTATAL *Translation: UNROLLING A PROTOCOL OF AGREEMENT TO THE STATE LEGISLATION*
	Panama	Note: Commitment not released to the public
	Peru	Planes Estratégicos Sectoriales Multianuales – PESEM *Translation: Multi-year Sectorial Strategic Plans – PESEM*
	Saint Kitts and Nevis	We have enacted our safe school policy and we will now focus on implementation.

	Saint Vincent and the Grenadines	Cabinet approval of updated school safety committee. Expect that a national school safety committee will be formed and approved.
	Trinidad and Tobago	Ministry of Education Policy Document 2023-2027
2. Safer Schools Facilities	Antigua and Barbuda	Carry out assessments of school plans.
	Belize	Note: Commitment not released to the public
	Bolivia	Incorporar la seguridad integral escolar a mayor profundidad en el diseño de las infraestructuras educativas. *Translation: Incorporate comprehensive school security at greater depth in the design of educational infrastructures.*
	Brazil - Piauí	Sim, com financiamento suficiente *Translation: Yes, with sufficient funding*
	Brazil – Rio Grande do Sul	No âmbito da aplicação do conceito de escolas resilientes, definir e implementar soluções de infraestrutura escolar para construção ou reconstrução de escolas resilientes, sustentáveis e verdes, que sejam capazes de resistir e operar eficientemente diante de condições adversas, mitigando impactos na comunidade escolar. *Translation: Within the scope of applying the concept of resilient schools, define and implement school infrastructure solutions for the construction or reconstruction of resilient, sustainable and green schools, which are capable of withstanding and operating efficiently in the face of adverse conditions, mitigating impacts on the school community.*
	British Virgin Islands	Note: Commitment not released to the public
	Colombia	Implementación de la Declaración de Escuelas Seguras *Translation: Implementation of the Safe Schools Declaration*
	Costa Rica	Note: Commitment not released to the public
	Dominica	Note: Commitment not released to the public
	Ecuador	Actualización de la Política Pública Nacional para la Reducción de Riesgos y Desastres *Translation: Update of the National Public Policy for Risk and Disaster Reduction*

	El Salvador	Estándares para una escuela segura y sustentables. *Translation: Standards for a safe and sustainable school.*
	Guatemala	Existe un anteproyecto de que la Subdirección de Infraestructura se convierta en Dirección de Infraestructura, para que pueda crearse la unidad de Gestión de Riesgo y tenga mayor incidencia. *Translation: There is a preliminary proposal to transform the Infrastructure Subdirectorate into an Infrastructure Directorate, so that a Risk Management Unit can be created and have greater impact.*
	Honduras	Manual de Normas de Construcción de la Secretaria de Educación *Translation: Construction Standards Manual of the Ministry of Education*
	Jamaica	Policy Guideline to treat with the presence and use of firearm in schools, Reintegration of school age children in conflict with the law
	Mexico - Chihuahua	MANTENER EL DESARROLLO DE POLITICAS, INVERSIONES Y PROCEDIMIENTOS *Translation: MAINTAIN THE DEVELOPMENT OF POLICIES, INVERSIONS AND PROCEDURES*
	Panama	Note: Commitment not released to the public
	Peru	Instituciones Educativas que conocen su Índice de Seguridad
	Saint Kitts and Nevis	This is a priority for our system. We have recently established a maintenance unit, previously maintenance had to go through the Public Works Department of the Government.
	Saint Vincent and the Grenadines	Maintenance plan to be implemented for all schools and submission of school safety plans by all schools
	Trinidad and Tobago	There is School Infrastructure Management System in Place
3. School Safety and Education Continuity Management	Antigua and Barbuda	Workshops and DRR/DRM training with school staff.
	Belize	Note: Commitment not released to the public
	Brazil	Sim, com financiamento suficiente *Translation: Yes, with sufficient funding*
	Brazil – Rio Grande do Sul	No âmbito da aplicação do conceito de escolas resilientes, estruturar e implementar plano de continuidade educativa

		Translation: In the scope of application of the concept of resilient schools, structuring and implementing an educational continuity plan
	British Virgin Islands	Note: Commitment not released to the public
	Colombia	Lineamientos para la educación en emergencias y construcción de mediaciones y materiales- fortalecimiento de la implementación del Circular 19 de 2022 mediante el diseño de instrumentos *Translation: Guidelines for emergency education and the development of mediations and materials - strengthening the implementation of Circular 19 of 2022 through the design of instruments*
	Costa Rica	Note: Commitment not released to the public
	Dominica	Note: Commitment not released to the public
	Ecuador	Actualización de la política pública de continuidad educativa *Translation: Update of the public policy on educational continuity*
	El Salvador	Generación y desarrollo de planes para la continuidad educativa en emergencia. Consolidación y actualización de Plan de protección escolar (que se están ejecutando en CE). Consolidación del índice de seguridad escolar. *Translation: Generation and development of plans for educational continuity in emergencies. Consolidation and updating of the School Protection Plan (currently being implemented in CE). Consolidation of the School Safety Index.*
	Guatemala	Fortalecer los programas existentes, haciendo una interrelación entre la seguridad y prevención de la violencia con los relacionados a gestión de desastres y resiliencia *Translation: Strengthen existing programs by linking security and violence prevention with those related to disaster management and resilience.*
	Honduras	Self-assessment guide and security plans for the continuity of learning
	Jamaica	National Pathway Policy, Continuity of Education in Emergencies
	Mexico – Chihuahua	ELABORAR PLAN DE SEGURIDAD ESCOLAR *Translation: DEVELOP SCHOOL SAFETY PLAN*
	Panama	Note: Commitment not released to the public
	Peru	Brigadistas de Educación Ambiental del Riesgo de Desastres con Capacidades fortalecidas para mejorar su desempeño

		Translation: Disaster Risk Environmental Education Brigades with strengthened capacities to improve their performance
	Saint Vincent and the Grenadines	Develop and adopted continuity plan for the education sector
	Trinidad and Tobago	School Health safety & Security Unit
4. Risk Reduction and Resilience Education	Antigua and Barbuda	Visiting schools to have educational campaigns to spread awareness on Risk Reduction and Resilience. Develop PSAs in conjunction with the National Disaster Office of Antigua and Barbuda to further educate the public.
	Belize	Note: Commitment not released to the public
	Bolivia	Monitoreo de unidades educativas con planes de contingencia. *Translation: Monitoring of educational units with contingency plans.*
	Brazil - Piauí	Sim, com financiamento suficiente *Translation: Yes, with sufficient funding*
	Brazil – Rio Grande do Sul	No âmbito da aplicação do conceito de escolas resilientes, integrar ao currículo escolar temáticas relacionadas a reducação do risco e para resiliência, bem como por meio da construção dos planos escolares de contingência de forma participativa. *Translation: As part of applying the concept of resilient schools, integrate themes related to risk reduction and resilience into the school curriculum, as well as through the construction of school contingency plans in a participatory manner.*
	British Virgin Islands	Note: Commitment not released to the public
	Chile	Constitución de mesas regionales sectoriales de gestión riesgo de desastres, donde se articulan los actores regionales a coordinar el ciclo completo de grd. *Translation: Establishment of regional sectoral disaster risk management committees, where regional stakeholders come together to coordinate the entire disaster risk management cycle.*
	Colombia	Lineamientos para la incorporación de la educación en riesgo en los currículos de los EE *Translation: Guidelines for the incorporation of risk education into US curricula*
	Costa Rica	Note: Commitment not released to the public

	Dominica	Note: Commitment not released to the public
	Ecuador	Actualización de la política pública para la reducción de riesgos, logística, cambio climático y resiliencia *Translation: Update of public policy for risk reduction, logistics, climate change, and resilience*
	El Salvador	Incrementar el desarrollo de acciones ambientales y de adaptación al cambio climático. *Translation: Increase the development of environmental actions and adaptation to climate change.*
	Guatemala	Fortalecer las guías metodológicas, material docente y pedagógico, recursos, guías para las situaciones de aprendizaje, entre otras. *Translation: Strengthen methodological guides, teaching and pedagogical materials, resources, and learning situation guides, among others.*
	Honduras	National Plan for comprehensive risk management in te education sector
	Jamaica	Finalize National Safe School Policy
	Mexico - Chihuahua	INCORPORAR Y PROMOVER EN LA CURRCULA TEMAS DE REDUCCION DE RIESGO *Translation: INCORPORATE AND PROMOTE RISK REDUCTION THEMES IN THE CURRICULA*
	Panama	Note: Commitment not released to the public
	Peru	Instituciones educativas que cuenten con planos de señalización, ruta de evacuación y otros *Translation: Educational institutions that have signage plans, evacuation routes and others*
	Saint Kitts and Nevis	This work is ongoing in partnership with CDEMA and our National Disaster Management Agencies.
	Saint Lucia	Note: Commitment not released to the public
	Saint Vincent and the Grenadines	Full integration of the Disaster Risk Reduction and Climate Change curriculum for lower secondary schools
	Trinidad and Tobago	HSE Unit

5. Reducing Barriers and Inequities for Our Most Vulnerable Learners	Antigua and Barbuda	Advocate for inclusive educational policies, prioritising vulnerable learners; those with disabilities, languages barriers and economically disadvantaged children.
	Belize	Note: Commitment not released to the public
	Brazil – Piauí	Sim, com financiamento suficiente *Translation: Yes, with sufficient funding*
	Brazil – Rio Grande do Sul	Programas de combate à evasão escolar por meio da transferência direta de renda. *Translation: Programmes to combat school dropout through direct income transfer.*
	British Virgin Islands	Note: Commitment not released to the public
	Colombia	Profundizar en la gestión de la información para tomar decisiones frente a la focalización de los programas y estrategias del sector, que busquen reducir las brechas entre lo urbano y lo rural, étnicas, género y discapacidad. *Translation: Deepen information management to inform decision-making regarding the targeting of sector programs and strategies that seek to reduce the gaps between urban and rural areas, as well as ethnic, gender, and disability issues.*
	Costa Rica	Note: Commitment not released to the public
	Ecuador	Diseño e implementación de un modelo de respuesta especializado para personas con discapacidad severa y/o profunda. *Translation: Design and implementation of a specialised response model for people with severe and/or profound disabilities.*
	El Salvador	Desarrollar herramientas que fortalezcan el análisis del riesgo con énfasis en niñez con discapacidad, o diferentes vulnerabilidades, Actualización de política de convivencia y cultura de paz y documentos anexos, Ruta de atención de avisos o denuncias de amenazas y vulneraciones a los DD, Fortalecer el sistema para atender avisos y denuncias de amenazas y vulneraciones de derechos en el sistema educativo nacional, Guía de tención a estudiantes y docentes desplazados o en riesgo de desplazamiento forzado interno, • Guía para personal técnico de las instituciones educativas para interponer denuncias o avisos entre la junta de la Carrera Docente, • Guía para interponer avisos o denuncias ante actores del Sistema Nacional de Protección Integral, • Infografía de guía de atención a estudiantes y docentes desplazados o en riesgo de desplazamiento interno.

		Translation: Develop tools that strengthen risk analysis with an emphasis on children with disabilities or different vulnerabilities, Update of the policy on coexistence and culture of peace and attached documents, Route for addressing notices or complaints of threats and violations of human rights, Strengthen the system to address notices and complaints of threats and violations of rights in the national education system, Guide for the care of displaced students and teachers or at risk of forced internal displacement, • Guide for technical staff of educational institutions to file complaints or notices between the board of the Teaching Career, • Guide for filing notices or complaints with actors of the National Comprehensive Protection System, • Infographic of the guide for attention to displaced students and teachers or at risk of internal displacement.
	Guatemala	Dotar de equipos, metodologías, recursos, fortalecer la infraestructura para mejorar la accesibilidad a las distintas discapacidades de los y las estudiantes. Invertir más en acciones relacionadas a educación bilingüe. *Translation: Provide equipment, methodologies, and resources, and strengthen infrastructure to improve accessibility for students with various disabilities. Invest more in initiatives related to bilingual education.*
	Jamaica	Dress and Grooming Policy, Special Education Policy, National Pathway Policy, Higher Education Policy, review of the integration of teenage mothers policy, language policy; Development of National Behaviour Charter for Public
	Mexico – Chihuahua	INCORPORAR EL ENFOQUE DE PERSPECTIVA DE GENERO E INCLUSION *Translation: INCORPORATE A GENDER AND INCLUSION PERSPECTIVE APPROACH*
	Panama	Note: Commitment not released to the public
	Peru	Fortalecimiento de Capacidades: Resiliencia y Bien Común *Translation: Capacity Building: Resilience and the Common Good*
	Saint Kitts and Nevis	This is ongoing. The focus is primarily on supporting access to learners with special needs in the mainstream e.g. blind students.
	Saint Lucia	Note: Commitment not released to the public
	Saint Vincent and the Grenadines	Inclusivity integrated into school safety planning
	Trinidad and Tobago	Student Support Division

6. Supporting Health and Wellbeing	Antigua and Barbuda	Train educators on inclusive teaching methods and training on how to support learners during crises. Offer psychological support and counselling to help students cope with trauma and stress.
	Belize	Note: Commitment not released to the public
	Bolivia	Implementar políticas de alimentación saludable, medicina tradicional y ejercicio físico en las unidades educativas. *Translation: Implement healthy eating, traditional medicine, and physical exercise policies in educational institutions.*
	Brazil – Piauí	Sim, com financiamento suficiente *Translation: Yes, with sufficient funding*
	Brazil – Rio Grande do Sul	Implementação da Política de Cuidado e Bem-Estar Escolar. *Translation: Implementation of the School Care and Wellbeing Policy.*
	British Virgin Islands	Note: Commitment not released to the public
	Colombia	Fortalecer la articulación con el sector salud para generar acciones y gestión de la información y el conocimiento, enfocado tanto a los NNA y a los maestros. *Translation: Strengthen coordination with the health sector to generate actions and manage information and knowledge, focusing on both children and adolescents and teachers.*
	Costa Rica	Note: Commitment not released to the public
	Dominica	Note: Commitment not released to the public
	Ecuador	Actualizar el lineamiento para la respuesta ante la presencia de eventos peligrosos que afecten la salud de los actores de la comunidad educativa a nivel nacional *Translation: Update the guidelines for responding to the presence of dangerous events that affect the health of stakeholders in the educational community at the national level.*
	El Salvador	Fortalecer sistemas sanitarios en los centros escolares *Translation: Strengthening health systems in schools*
	Guatemala	Fortalecer los programas existentes de seguridad escolar, ampliar la cobertura sobre aspectos preventivos de salud, no solo reactiva o curativa.

		Translation: Strengthen existing school security programmes, expand coverage on preventive aspects of health, on the ground reactive or curative.
	Jamaica	National Nutritional Policy and Standards for Schools, National HIV Management Policy for Schools
	Mexico – Chihuahua	CONTIUNIDAD DE LOS PROGRAMAS *Translation: CONTINUITY OF PROGRAMMES*
	Panama	Note: Commitment not released to the public
	Peru	Articulaciones con otros ministerios y transversalización en las áreas de estudio *Translation: Links with other ministries and mainstreaming in the areas of study*
	Saint Kitts and Nevis	On going delivered through our guidance and counselling programming.
	Saint Lucia	Note: Commitment not released to the public
	Saint Vincent and the Grenadines	Infection prevention and control plan integrated into school safety plans
	Trinidad and Tobago	Education District Health Unit
7. Implementing Climate Change Adaptation Measures	Antigua and Barbuda	Encourage the teaching of practical skills such as water conservation, sustainable agriculture and renewable energy use. Encourage teachers to use interactive tools like simulations, field trips and projects to engage students in climate adaptation learning.
	Belize	Note: Commitment not released to the public
	Bolivia	Realización de actividades institucionales en el marco del eje articulador de Educación en Convivencia con la Madre Tierra y Salud Comunitaria. *Translation: Carrying out institutional activities within the framework of the core framework of Education in Coexistence with Mother Earth and Community Health.*
	Brazil - Piauí	Sim, com financiamento suficiente, acompanhamento de setores competentes *Translation: Yes, with sufficient funding and monitoring by competent sectors*
	Brazil – Rio Grande do Sul	A partir da implementação do conceito de escolas resilientes, executar ações de prevenção, preparação, resposta e recuperação na infraestrutura, currículo, bem-estar e gestão.

		Translation: By implementing the concept of resilient schools, implement prevention, preparation, response, and recovery actions in infrastructure, curriculum, well-being, and management.
	British Virgin Islands	Note: Commitment not released to the public
	Colombia	se incluyo en Z1.1. y Z1.4. *Translation: It was included in Z1.1 and Z1.4 [commitments 1 and 4].*
	Costa Rica	Note: Commitment not released to the public
	Ecuador	Diseño e implementación de política pública para el cambio climático *Translation: Design and implementation of public policy for climate change*
	El Salvador	Incremento de gestión ambiental y análisis del riesgo. *Translation: Increased environmental management and risk analysis.*
	Guatemala	Generar capacidad en los docentes y recursos educativos. *Translation: Build capacity among teachers and educational resources.*
	Jamaica	National Infrastructure Policy for schools
	Mexico - Chihuahua	MANTENER LAS ESTRATEGIAS DE ADAPTACION AL CAMBIO CLIMATICO *Translation: MAINTAIN CLIMATE CHANGE ADAPTATION STRATEGIES*
	Panama	Note: Commitment not released to the public
	Peru	Fortalecimiento de capacidades e iniciativas de proyectos *Translation: Capacity building and project initiatives*
	Saint Kitts and Nevis	Will be undertaken as part of a larger country initiative on Education for Sustainable Development (ESD) focused on SDG 4.7
	Saint Lucia	Note: Commitment not released to the public
	Saint Vincent and the Grenadines	More schools will integrate climate adaption measures in their development plan and adopt climate smart measures
	Trinidad and Tobago	To be developed.
	Antigua and Barbuda	Install solar panels, use energy efficient appliances and promote green architecture. Implement rain water harvesting systems and drought resistant landscaping. Include students, parents and local communities in climate

		adaptation projects like tree planting, waste management and clean-up drives.
8. Implementing Climate Mitigation and Environmental Sustainability Measures ('Greening Schools')	Belize	Note: Commitment not released to the public
	Bolivia	Unidades educativas en convivencia con la Madre Tierra *Translation: Educational units in coexistence with Mother Earth*
	Brazil - Piauí	Sim, com financiamento suficiente, estudo e colaboração de setores competentes *Translation: Yes, with sufficient funding, study and collaboration from competent sectors.*
	Brazil – Rio Grande do Sul	Criação de modelo de escola resiliente integrada ao meio ambiente. *Translation: Creation of a resilient school model integrated into the environment.*
	British Virgin Islands	Note: Commitment not released to the public
	Colombia	Promover políticas en articulación con entidades y organizaciones del sector ambiental *Translation: Promote policies in coordination with entities and organisations in the environmental sector*
	Costa Rica	Note: Commitment not released to the public *e*
	Dominica	Note: Commitment not released to the public
	Ecuador	Diseño e implementación de política pública para la mitigación del cambio climático y sostenibilidad ambiental *Translation: Design and implementation of public policy for climate change mitigation and environmental sustainability*
	El Salvador	Separación de residuos sólidos, gestión de residuos de aparatos eléctricos. *Translation: Solid waste separation, electrical waste management.*
	Guatemala	Elaborar un diseño de escuelas ecológicas, añadir opciones al catálogo de planos tipo, para edificios escolares nuevos, e ir haciendo adaptaciones a los nuevos ambientes escolares que se vayan construyendo o adaptando. *Translation: Develop a design for green schools, add options to the catalog of model plans for new school buildings, and make adjustments to new school environments as they are built or adapted.*

	Jamaica	National Infrastructure Policy for schools, STEM policy
	Mexico - Chihuahua	INICIAR CON PROYECTOS QUE INCORPOREN LA APLICACION DE SOSTENIBILIDAD MEDIOAMBIENTAL *Translation: START WITH PROJECTS THAT INCORPORATE THE APPLICATION OF ENVIRONMENTAL SUSTAINABILITY*
	Panama	Note: Commitment not released to the public
	Peru	Elaboración de Proyectos Ambientales *Translation: Preparation of Environmental Projects*
	Saint Kitts and Nevis	Will be undertaken as part of ESD initiative
	Saint Lucia	Note: Commitment not released to the public
	Saint Vincent and the Grenadines	Improvement in the greening of school in line the safe school recognition programme
	Trinidad and Tobago	to be developed
9. New or Enhanced Budget Allocations	Antigua and Barbuda	Secure financial support from national government to include a monetary budget line for the implementation of safe school programmes and initiatives. Secure financial support from NGOs and International Organizations to implement large-scale adaptation measures.
	Belize	Note: Commitment not released to the public
	Brazil - Piauí	Com estudo, avaliação e colaboração de setores competentes *Translation: With study, validation and collaboration of competent sectors*
	Brazil – Rio Grande do Sul	Programas de combate à evasão escolar por meio da transferência direta de renda. *Translation: Programmes to combat school evasion through direct income transfer.*
	British Virgin Islands	Note: Commitment not released to the public
	Colombia	Se repite en el punto Z 1.5 *Translation: It is repeated at point Z 1.5 [commitment 5]*
	Costa Rica	Note: Commitment not released to the public

	Ecuador	Creación de línea presupuestaria para incremento en asignación Translation: Creation of budget line for increase in allocation
	El Salvador	Promover la aplicación de protocolo. Convenio con PNC para la seguridad. Protocolo para prevención de suicidios y la ansiedad. Fortalecimiento de mesa técnica interinstitucional de gestión del riesgo para el derecho a la educación. *Translation: Promote protocol implementation. Agreement with the National Police (PNC) for security. Protocol for suicide and anxiety prevention. Strengthening the inter-institutional technical committee for risk management for the right to education.*
	Guatemala	Fortalecer el enfoque de equidad a la Educación para la mejora de la calidad, en cuanto a una seguridad escolar integral. *Translation: Strengthen the equity approach to education to improve quality, in terms of comprehensive school safety.*
	Jamaica	New funding model for public schools
	Mexico - Chihuahua	REPETIDA *Translation: REPEATED*
	Panama	Note: Commitment not released to the public
	Peru	Fortalecimiento de Capacidades *Translation: Capacity Building*
	Saint Kitts and Nevis	Request for increases in the maintenance budget are made annually will remain a priority for the system.
	Saint Vincent and the Grenadines	School safety will be a line item in the education budget
	Trinidad and Tobago	To be determined
10. Strengthening Data Collection and Evidence-	Antigua and Barbuda	Continuously assess the effectiveness of adaptation measures and revise strategies as needed. Use student projects and school initiatives as indicators of awareness and action.
	Belize	Note: Commitment not released to the public
	Brazil	Sim, com financiamento suficiente, estudo e colaboração de setores competentes.

based Decision Processes		*Translation: Yes, with sufficient funding, study and collaboration from competent sectors.*
	British Virgin Islands	Note: Commitment not released to the public
	Colombia	Por definir. *Translation: To be defined.*
	Costa Rica	Note: Commitment not released to the public
	Ecuador	Implementación "SAT" y sostenibilidad de la sala de monitoreo *Translation: "SAT" implementation and sustainability of the monitoring room*
	Guatemala	Buscar la manera de incrementar las asignaciones presupuestarias a todos los programas preventivos, e ir implementando (dentro de lo posible) medidas de mitigación estructurales y no estructurales para una gestión correctiva de los riesgos ya existentes. *Translation: Look for ways to increase budget allocations to all preventive programmes, and implement (where possible) structural and non-structural mitigation measures for corrective management of existing risks.*
	Jamaica	Education Management Information System (EMIS)- to track educational data
	Mexico	GESTIONAR ASIGANCION DE PRESUPUESTOS ESPECIFICOS PARA ESCUELAS SEGURAS ANTE RIESGOS DE DESASTRES *Translation: MANAGE SPECIFIC BUDGET ALLOCATION FOR DISASTER-SAFE SCHOOLS*
	Panama	Note: Commitment not released to the public
	Peru	Articulación con los aliados estratégicos *Translation: Articulation with strategic allies*
	Saint Kitts and Nevis	No additional measures related to data collection are being examined at this time in the area of school safety, disaster risk reduction etc. in the school system.
	Saint Lucia	Note: Commitment not released to the public
	Saint Vincent and the Grenadines	Comprehensive school safety will be fully integrated into the EMIS
	Trinidad and Tobago	Work in Progress

CITATIONS

Please see the citations list in the Global Status of School Safety Technical Report.

APPENDIX A - LATIN AMERICA & THE CARIBBEAN RESPONSE TABLES

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

Hazard[1]		Frequency (%) (N=25)					
		Impacts to Schools					
		Damage	Closure	Injury	Death	Minimal, N/A	Unknown
Bullying and violence	24 (96%)	2 (8%)	3 (12%)	14 (56%)	5 (20%)	5 (20%)	2 (8%)
Climate change	23 (92%)	13 (52%)	14 (56%)	7 (28%)	4 (16%)	4 (16%)	4 (16%)
Everyday dangers	22 (88%)	7 (28%)	6 (24%)	13 (52%)	6 (24%)	7 (28%)	3 (12%)
Earthquake	21 (84%)	19 (76%)	15 (60%)	8 (32%)	5 (20%)	5 (20%)	0 (0%)
Flooding	21 (84%)	17 (68%)	18 (72%)	3 (12%)	2 (8%)	3 (12%)	0 (0%)
Winds	21 (84%)	16 (68%)	18 (72%)	5 (20%)	3 (12%)	2 (8%)	1 (4%)
Extreme temperatures	19 (76%)	4 (16%)	7 (28%)	4 (16%)	0 (0%)	9 (36%)	4 (16%)
Building fire	17 (68%)	17 (68%)	10 (40%)	4 (16%)	1 (4%)	4 (16%)	2 (8%)
Biological and health	17 (68%)	4 (16%)	16 (64%)	11 (44%)	5 (20%)	3 (12%)	3 (12%)
Wildfire, bushfire	16 (64%)	9 (36%)	11 (44%)	2 (8%)	0 (0%)	9 (36%)	1 (4%)
Tsunami	15 (60%)	6 (24%)	7 (28%)	1 (4%)	1 (4%)	8 (32%)	8 (32%)
Technological	14 (56%)	2 (8%)	2 (8%)	5 (20%)	1 (4%)	11 (44%)	7 (28%)
War, conflict	5 (20%)	2 (8%)	8 (32%)	6 (24%)	4 (16%)	9 (36%)	8 (32%)

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, Caribbean Subregion (Questions X.11 and X.12)

Hazard[1]		Frequency (%) (N=10)					
		Impacts to Schools					
		Damage	Closure	Injury	Death	Minimal, N/A	Unknown
Flooding	10 (100%)	6 (60%)	8 (80%)	1 (10%)	1 (10%)	1 (10%)	0 (0%)
Earthquake	9 (90%)	7 (70%)	3 (30%)	1 (20%)	0 (0%)	3 (30%)	0 (0%)
Building fire	9 (90%)	6 (60%)	4 (40%)	0 (0%)	0 (0%)	2 (20%)	0 (0%)
Winds	9 (90%)	5 (50%)	9 (90%)	2 (20%)	1 (10%)	1 (10%)	0 (0%)
Tsunami	9 (90%)	1 (10%)	1 (10%)	0 (0%)	0 (0%)	4 (40%)	4 (40%)
Everyday dangers	9 (90%)	1 (10%)	1 (10%)	3 (30%)	0 (0%)	5 (50%)	1 (10%)
Extreme temperatures	8 (80%)	0 (0%)	1 (10%)	1 (10%)	0 (0%)	6 (60%)	2 (20%)
Biological and health	8 (80%)	1 (10%)	6 (60%)	4 (40%)	1 (10%)	2 (20%)	0 (0%)
Climate change	8 (80%)	2 (20%)	5 (50%)	1 (10%)	0 (0%)	3 (30%)	2 (20%)
Wildfire, bushfire	6 (60%)	2 (20%)	3 (30%)	0 (0%)	0 (0%)	6 (60%)	0 (0%)
Technological	6 (60%)	0 (0%)	0 (0%)	1 (10%)	0 (0%)	6 (60%)	3 (30%)
Bullying and violence	1 (10%)	1 (10%)	1 (10%)	6 (60%)	2 (20%)	3 (30%)	0 (0%)
War, conflict	1 (10%)	0 (0%)	1 (10%)	0 (0%)	0 (0%)	6 (60%)	3 (30%)

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, Central America & Mexico Subregion (Questions X.11 and X.12)

Hazard[1]		Impacts to Schools					
		Damage	Closure	Injury	Death	Minimal, N/A	Unknown
Climate change	8 (100%)	7 (88%)	5 (63%)	4 (50%)	3 (38%)	0 (0%)	1 (13%)
Bullying and violence	8 (100%)	1 (13%)	2 (25%)	4 (50%)	2 (25%)	1 (13%)	0 (0%)
Earthquake	7 (88%)	6 (75%)	6 (75%)	4 (50%)	3 (38%)	2 (25%)	0 (0%)
Winds	7 (88%)	7 (88%)	5 (63%)	3 (38%)	2 (25%)	0 (0%)	1 (13%)
Everyday dangers	7 (88%)	3 (38%)	2 (25%)	6 (75%)	3 (38%)	1 (13%)	0 (0%)
Building fire	6 (75%)	6 (75%)	3 (38%)	4 (50%)	1 (13%)	1 (13%)	1 (13%)
Extreme temperatures	6 (75%)	2 (25%)	3 (38%)	2 (25%)	0 (0%)	2 (25%)	1 (13%)
Biological and health	6 (75%)	1 (13%)	6 (75%)	5 (63%)	2 (25%)	1 (13%)	1 (13%)
Flooding	5 (63%)	5 (63%)	5 (63%)	0 (0%)	0 (0%)	2 (25%)	0 (0%)
Wildfire, bushfire	5 (63%)	3 (38%)	4 (50%)	1 (13%)	0 (0%)	3 (38%)	0 (0%)
Technological	3 (38%)	1 (13%)	1 (13%)	2 (25%)	1 (13%)	4 (50%)	1 (13%)
Tsunami	2 (25%)	2 (25%)	2 (25%)	0 (0%)	0 (0%)	3 (38%)	3 (38%)
War, conflict	2 (25%)	0 (0%)	3 (38%)	2 (25%)	1 (13%)	3 (38%)	2 (25%)

Frequency (%) (N=8)

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

Table 1d. School Exposure to Hazards and Impacts, South America Subregion (Questions X.11 and X.12)

Hazard[1]		Frequency (%) (N=7)					
		Impacts to Schools					
		Damage	Closure	Injury	Death	Minimal, N/A	Unknown
Climate change	7 (100%)	4 (57%)	4 (57%)	2 (29%)	1 (14%)	1 (14%)	1 (14%)
Bullying and violence	7 (100%)	0 (0%)	0 (0%)	4 (57%)	1 (14%)	1 (14%)	2 (29%)
Flooding	6 (86%)	6 (86%)	5 (71%)	2 (29%)	1 (14%)	0 (0%)	0 (0%)
Everyday dangers	6 (86%)	3 (43%)	3 (43%)	4 (57%)	3 (43%)	1 (14%)	2 (29%)
Wildfire, bushfire	5 (71%)	4 (57%)	4 (57%)	1 (14%)	0 (0%)	0 (0%)	1 (14%)
Earthquake	5 (71%)	6 (86%)	6 (86%)	2 (29%)	2 (29%)	0 (0%)	0 (0%)
Extreme temperatures	5 (71%)	2 (29%)	3 (43%)	1 (14%)	0 (0%)	1 (14%)	1 (14%)
Winds	5 (71%)	5 (71%)	4 (57%)	0 (0%)	0 (0%)	1 (14%)	0 (0%)
Technological	5 (71%)	1 (14%)	1 (14%)	2 (29%)	0 (0%)	1 (14%)	3 (43%)
Tsunami	4 (57%)	3 (43%)	4 (57%)	1 (14%)	1 (14%)	1 (14%)	1 (14%)
Biological and health	3 (43%)	2 (29%)	4 (57%)	2 (29%)	2 (29%)	0 (0%)	2 (29%)
Building fire	2 (29%)	5 (71%)	3 (43%)	0 (0%)	0 (0%)	1 (14%)	1 (14%)
War, conflict	2 (29%)	2 (29%)	4 (57%)	3 (43%)	3 (43%)	0 (0%)	3 (25%)

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

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

Region		N[1]	Frequency (%)		
			Familiar[2]	Endorsed/Signed[2]	Guides Policy & Planning[2]
Latin America & the Caribbean	CSSF	20	9 (45%)	2 (10%)	8 (40%)
	SSD	20	13 (62%)	0 (0%)	7 (33%)
Caribbean	CSSF	9	1 (11%)	1 (11%)	7 (64%)
	SSD	9	4 (44%)	0 (0%)	4 (44%)
Central America & Mexico	CSSF	5	3 (60%)	1 (20%)	0 (0%)
	SSD	5	4 (80%)	0 (0%)	1 (20%)
South America	CSSF	6	5 (83%)	0 (0%)	1 (17%)
	SSD	6	4 (67%)	0 (0%)	2 (33%)
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)

Region	Frequency (%)[1]			
	N	Coordinating Body[2]	N	Focal Point in Senior Management[3]
Latin America & the Caribbean	25	18 (72%)	25	18 (72%)
Caribbean	10	7 (70%)	10	7 (70%)
Central America & Mexico	8	7 (88%)	8	7 (88%)
South America	7	4 (57%)	7	4 (57%)
Global	67	41 (61%)	66	47 (71%)

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

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

Region	Policy Extent[1]	N	Safe Learning Facilities	N	School Safety Management	N	Educational Continuity Management	N	Risk Reduction and Resilience Education	N	Education Sector Climate Change Adaptation
						Frequency (%)					
Latin America & the Caribbean	Weak	25	7 (28%)	25	7 (28%)	23	5 (22%)	25	11 (44%)	22	12 (54%)
	Robust		15 (60%)		15 (60%)		17 (74%)		13 (52%)		9 (41%)
	Addressed		22 (88%)		22 (88%)		22 (88%)		24 (96%)		21 (95%)
Caribbean	Weak	10	4 (40%)	10	4 (40%)	8	3 (37%)	10	5 (50%)	9	6 (67%)
	Robust		5 (50%)		4 (40%)		4 (50%)		4 (40%)		2 (22%)
	Addressed		9 (90%)		8 (80%)		7 (87%)		9 (90%)		8 (89%)
Central America & Mexico	Weak	8	1 (13%)	8	0 (0%)	8	1 (13%)	8	2 (25%)	8	2 (25%)
	Robust		6 (75%)		7 (88%)		7 (88%)		6 (75%)		5 (63%)
	Addressed		7 (88%)		7 (88%)		8 (100%)		8 (100%)		7 (88%)
South America	Weak	7	2 (29%)	7	3 (43%)	7	1 (14%)	7	4 (57%)	6	4 (67%)
	Robust		4 (57%)		4 (57%)		6 (86%)		3 (43%)		2 (33%)
	Addressed		6 (86%)		7 (100%)		7 (100%)		7 (100%)		6 (100%)
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]
Latin America & the Caribbean	24	12 (50%)	20	6 (30%)
Caribbean	10	4 (40%)	7	1 (14%)
Central America & Mexico	8	7 (88%)	8	3 (38%)
South America	6	1 (17%)	5	2 (40%)
Global	66	37 (56%)	52	18 (35%)

1. Education authority requires an assessment at school level that covers about half, many, most or all hazards. Response options of *For no or very few hazards* and *For some hazards* are included in frequency count but not shown in table.
2. About half, many, most or all students are included in risk assessment in developmentally appropriate ways. Responses *No or very few students* and *Some students* are included in frequency count but not shown in table. Response option of *Unknown* is excluded from analysis.

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

Region		Frequency (%)[1]						
	N	School staff access	N	Students access	N	Parents & community access	N	Sub national & national staff access
Latin America & the Caribbean	19	17 (89%)	17	10 (59%)	17	11 (65%)	18	15 (83%)
Caribbean	7	6 (86%)	6	2 (33%)	6	2 (33%)	6	6 (100%)
Central America & Mexico	8	7 (88%)	8	6 (75%)	8	7 (88%)	8	6 (75%)
South America	4	4 (100%)	3	2 (67%)	3	2 (67%)	4	3 (75%)
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]	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
Latin America & the Caribbean	Limited	25	15 (60%)	24	13 (54%)	11 (46%)	9 (38%)	13 (54%)
	Full	25	8 (32%)	24	5 (21%)	8 (33%)	11 (46%)	3 (13%)
Caribbean	Limited	10	6 (60%)	9	6 (67%)	4 (44%)	2 (22%)	5 (56%)
	Full	10	4 (40%)	9	1 (11%)	3 (33%)	6 (67%)	0 (0%)
Central America & Mexico	Limited	8	7 (88%)	8	5 (63%)	5 (63%)	6 (75%)	6 (75%)
	Full	8	1 (13%)	8	2 (25%)	2 (25%)	2 (25%)	1 (13%)
South America	Limited	7	2 (29%)	7	2 (29%)	2 (29%)	1 (14%)	2 (29%)
	Full	7	3 (43%)	7	2 (29%)	3 (43%)	3 (43%)	2 (29%)
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]	N	Comprehensive school safety[2]	Climate adaptation and mitigation	Educational continuity management	N	Health management
Latin America & the Caribbean	Voluntary	25	3 (12%)	3 (13%)	3 (12%)	24	4 (17%)
	Designated	25	19 (76%)	14 (58%)	16 (64%)	24	13 (54%)
Caribbean	Voluntary	10	1 (10%)	0 (0%)	0 (0%)	10	1 (10%)
	Designated	10	9 (90%)	6 (60%)	7 (70%)	10	6 (60%)
Central America & Mexico	Voluntary	8	2 (25%)	3 (38%)	3 (38%)	7	3 (43%)
	Designated	8	6 (75%)	5 (63%)	5 (63%)	7	4 (57%)
South America	Voluntary	7	0 (0%)	0 (0%)	0 (0%)	7	0 (0%)
	Designated	7	4 (57%)	3 (43%)	4 (57%)	7	3 (43%)
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]	N	Safe and green school construction[2]	N	Green school construction or upgrading for climate mitigation	N	Response preparedness	N	Health, nutrition and wellbeing
Latin America & the Caribbean	None	22	3 (14%)	22	7 (32%)	21	7 (33%)	25	2 (8%)
	Inconsistent		6 (27%)		7 (32%)		3 (14%)		3 (12%)
	Consistent		12 (54%)		8 (36%)		11 (52%)		13 (52%)
	Sufficient		1 (4.5%)		0 (0%)		0 (0%)		7 (28%)
Caribbean	None	8	0 (0%)	9	2 (22%)	8	1 (12%)	10	0 (0%)
	Inconsistent		4 (50%)		5 (56%)		3 (37%)		2 (20%)
	Consistent		3 (37%)		2 (22%)		4 (50%)		6 (60%)
	Sufficient		1 (12%)		0 (0%)		0 (0%)		2 (20%)
Central America & Mexico	None	8	1 (13%)	7	1 (14%)	7	2 (29%)	8	0 (0%)
	Inconsistent		6 (75%)		2 (29%)		0 (0%)		0 (0%)
	Consistent		0 (0%)		4 (57%)		5 (71%)		4 (50%)
	Sufficient		0 (0%)		0 (0%)		0 (0%)		4 (50%)
South America	None	6	2 (33%)	6	4 (67%)	6	4 (67%)	7	2 (29%)
	Inconsistent		1 (17%)		2 (33%)		0 (0%)		1 (14%)
	Consistent		3 (50%)		0 (0%)		2 (33%)		3 (43%)
	Sufficient		0 (0%)		0 (0%)		0 (0%)		1 (14%)
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]	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
Latin America & the Caribbean	None	22	2 (9%)	21	10 (48%)	22	7 (32%)	23	5 (22%)	24	10 (42%)
	Inconsistent		4 (18%)		3 (14%)		8 (36%)		9 (39%)		7 (29%)
	Consistent		12 (54%)		6 (29%)		6 (27%)		9 (39%)		6 (25%)
	Sufficient		4 (18%)		2 (9%)		1 (4%)		0 (0%)		1 (4%)
Caribbean	None	8	0 (0%)	8	3 (37%)	9	4 (44%)	9	1 (11%)	9	4 (44%)
	Inconsistent		2 (25%)		3 (37%)		3 (33%)		5 (56%)		4 (44%)
	Consistent		3 (37%)		0 (0%)		1 (11%)		3 (33%)		1 (11%)
	Sufficient		3 (37%)		2 (25%)		1 (11%)		0 (0%)		0 (0%)
Central America & Mexico	None	8	0 (0%)	7	2 (29%)	7	1 (14%)	7	1 (14%)	8	2 (25%)
	Inconsistent		0 (0%)		0 (0%)		2 (29%)		2 (29%)		2 (25%)
	Consistent		7 (88%)		5 (71%)		4 (57%)		4 (57%)		4 (50%)
	Sufficient		1 (13%)		0 (0%)		0 (0%)		0 (0%)		0 (0%)
South America	None	6	2 (33%)	6	5 (83%)	6	2 (33%)	7	3 (43%)	7	4 (57%)
	Inconsistent		2 (33%)		0 (0%)		3 (50%)		2 (29%)		1 (14%)
	Consistent		2 (33%)		1 (17%)		1 (17%)		2 (29%)		1 (14%)
	Sufficient		0 (0%)		0 (0%)		0 (0%)		0 (0%)		1 (14%)
Global	None	62	8 (13%)	63	20 (32%)	63	19 (30%)	64	17 (27%)	64	22 (34%)
	Inconsistent		16 (26%)		13 (21%)		16 (25%)		19 (30%)		19 (30%)
	Consistent		25 (40%)		21 (33%)		22 (35%)		23 (36%)		18 (28%)
	Sufficient		13 (21%)		9 (14%)		6 (10%)		5 (8%)		5 (8%)

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

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

Region	N	Frequency (%) [1,2]	
		Previous funding, one or more sources	Current funding, one or more sources
Latin America & the Caribbean	25	14 (56%)	12 (48%)
Caribbean	10	7 (70%)	7 (70%)
Central America & Mexico	8	4 (50%)	2 (25%)
South America	7	3 (43%)	3 (43%)
Global	67	38 (57%)	43 (64%)

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

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

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

Region	Data Collection Frequency[1]	N	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
Latin America & the Caribbean	Never	25	6 (24%)	5 (20%)	4 (16%)	3 (12%)	2 (8%)	2 (8%)	24	4 (16%)	24	2 (8%)	25	2 (8%)
	Inconsistent		6 (35%)	7 (28%)	5 (20%)	7 (28%)	5 (20%)	5 (20%)		7 (29%)		7 (29%)		4 (16%)
	Systematic		10 (40%)	12 (48%)	10 (40%)	13 (52%)	16 (64%)	16 (64%)		12 (50%)		13 (54%)		13 (52%)
	External		3 (12%)	1 (4%)	6 (24%)	2 (8%)	2 (8%)	2 (8%)		1 (4%)		2 (8%)		6 (24%)
Caribbean	Never	10	2 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (10%)	10	0 (0%)	10	1 (10%)	10	1 (10%)
	Inconsistent		3 (30%)	4 (40%)	2 (20%)	3 (30%)	2 (20%)	1 (10%)		4 (40%)		2 (20%)		2 (20%)
	Systematic		4 (40%)	6 (60%)	5 (50%)	6 (60%)	7 (70%)	7 (70%)		6 (60%)		6 (60%)		5 (50%)
	External		1 (10%)	0 (0%)	3 (30%)	1 (10%)	1 (10%)	1 (10%)		0 (0%)		1 (10%)		2 (20%)
Central America & Mexico	Never	8	1 (13%)	2 (25%)	2 (25%)	1 (13%)	0 (0%)	0 (0%)	7	2 (29%)	8	1 (13%)	8	0 (0%)
	Inconsistent		2 (25%)	1 (13%)	1 (13%)	2 (25%)	1 (13%)	3 (38%)		1 (14%)		3 (38%)		1 (13%)
	Systematic		5 (63%)	5 (63%)	5 (63%)	5 (63%)	7 (88%)	5 (63%)		4 (57%)		4 (50%)		7 (88%)
	External		0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		0 (0%)		0 (0%)		0 (0%)
South America	Never	7	3 (43%)	3 (43%)	2 (29%)	2 (29%)	2 (29%)	1 (14%)	7	2 (29%)	6	0 (0%)	7	1 (14%)
	Inconsistent		1 (14%)	2 (29%)	2 (29%)	2 (29%)	2 (29%)	1 (14%)		2 (29%)		2 (33%)		1 (14%)
	Systematic		1 (14%)	1 (14%)	0 (0%)	2 (29%)	2 (29%)	4 (57%)		2 (29%)		3 (50%)		1 (14%)
	External		2 (29%)	1 (14%)	3 (43%)	1 (14%)	1 (14%)	1 (14%)		1 (14%)		1 (17%)		4 (57%)
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	Disag-gregation[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	Long-term education outcomes
			Frequency (%)						
Latin America & the Caribbean	None	25	13 (52%)	16 (64%)	12 (48%)	13 (52%)	10 (40%)	25	9 (36%)
	Some		4 (16%)	4 (16%)	3 (12%)	5 (20%)	5(20%)		5 (20%)
	Full		5 (20%)	4 (16%)	4 (16%)	5 (20%)	8 (32%)		5 (20%)
	External		3 (12%)	1 (4%)	6 (24%)	2 (8%)	2 (8%)		6 (24%)
Caribbean	None	10	5 (50%)	7 (70%)	4 (40%)	5 (50%)	2 (20%)	10	3 (30%)
	Some		2 (20%)	2 (20%)	1 (10%)	3 (30%)	2 (20%)		2 (20%)
	Full		2 (20%)	1 (10%)	2 (20%)	1 (10%)	5 (50%)		3 (30%)
	External		1 (10%)	0 (0%)	3 (30%)	1 (10%)	1 (10%)		2 (20%)
Central America & Mexico	None	8	4 (50%)	4 (50%)	4 (50%)	4 (50%)	4 (57%)	8	4 (50%)
	Some		2 (25%)	2 (25%)	2 (25%)	2 (25%)	2 (25%)		3 (38%)
	Full		2 (25%)	2 (25%)	2 (25%)	2 (25%)	2 (25%)		1 (13%)
	External		0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)		0 (0%)
South America	None	7	4 (57%)	5 (71%)	4 (57%)	4 (57%)	4 (57%)	7	2 (29%)
	Some		0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (14%)		0 (0%)
	Full		1 (14%)	1 (14%)	0 (0%)	2 (29%)	1 (14%)		1 (14%)
	External		2 (29%)	1 (14%)	3 (43%)	1 (14%)	1 (14%)		4 (57%)
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
Latin America & the Caribbean (N=25)	13 (52%)	10 (40%)
Caribbean (N=10)	5 (50%)	5 (50%)
Central America & Mexico (N=8)	5 (63%)	2 (25%)
South America (N=7)	3 (43%)	3 (43%)
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
Latin America & the Caribbean	Limited	24	8 (33%)	21	8 (38%)	20	11 (55%)
	Robust	24	14 (58%)	21	10 (48%)	20	7 (35%)
	Any Extent	24	22 (91%)	21	18 (86%)	20	18 (90%)
Caribbean	Limited	9	4 (44%)	8	4 (50%)	8	6 (75%)
	Robust	9	5 (56%)	8	2 (25%)	8	2 (25%)
	Any Extent	9	9 (100%)	8	6 (75%)	8	8 (100%)
Central America & Mexico	Limited	8	2 (25%)	8	3 (38%)	8	3 (38%)
	Robust	8	4 (50%)	8	4 (50%)	8	3 (38%)
	Any Extent	8	6 (75%)	8	7 (88%)	8	6 (76%)
South America	Limited	7	2 (29%)	5	1 (20%)	4	2 (50%)
	Robust	7	5 (71%)	5	4 (80%)	4	2 (50%)
	Any Extent	7	7 (100%)	5	5 (100%)	4	4 (100%)
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
Latin America & the Caribbean	Limited	21	5 (24%)	24	5 (21%)	23	5 (22%)	21	6 (29%)	22	9 (41%)
	Robust		15 (71%)		17 (71%)		16 (70%)		10 (48%)		11 (50%)
	Any Extent		20 (95%)		22 (92%)		21 (92%)		16 (77%)		20 (91%)
Caribbean	Limited	8	3 (38%)	10	2 (20%)	9	2 (22%)	8	3 (37%)	8	3 (37%)
	Robust		5 (62%)		7 (70%)		6 (67%)		2 (25%)		5 (62%)
	Any Extent		8 (100%)		9 (90%)		8 (89%)		5 (62%)		8 (100%)
Central America & Mexico	Limited	7	2 (29%)	7	2 (29%)	7	2 (29%)	6	2 (33%)	7	2 (29%)
	Robust		5 (71%)		5 (71%)		5 (71%)		4 (67%)		4 (58%)
	Any Extent		7 (100%)		7 (100%)		7 (100%)		6 (100%)		6 (87%)
South America	Limited	6	0 (0%)	7	1 (14%)	7	1 (14%)	7	1 (14%)	7	4 (57%)
	Robust		5 (83%)		5 (71%)		5 (71%)		4 (57%)		2 (29%)
	Any Extent		5 (83%)		6 (85%)		6 (85%)		5 (71%)		6 (86%)
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
Latin America & the Caribbean	Limited	22	8 (36%)	23	6 (26%)	23	6 (26%)
	Robust		11 (50%)		12 (52%)		13 (56%)
Caribbean	Limited	9	5 (56%)	9	2 (22%)	10	3 (30%)
	Robust		3 (33%)		4 (44%)		5 (50%)
Central America & Mexico	Limited	7	3 (43%)	7	3 (43%)	7	2 (29%)
	Robust		2 (29%)		2 (29%)		3 (43%)
South America	Limited	6	0 (0%)	7	1 (14%)	6	1 (17%)
	Robust		6 (100%)		6 (86%)		5 (83%)
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
Latin America & the Caribbean	Assessment	24	14 (58%)	14 (58%)	24	1 (4%)	3 (13%)
	Upgrades	24	3 (13%)	4 (17%)	24	0 (0%)	0 (0%)
Caribbean	Assessment	10	8 (80%)	7 (70%)	10	0 (0%)	1 (10%)
	Upgrades	10	1 (10%)	3 (30%)	10	0 (0%)	0 (0%)
Central America & Mexico	Assessment	8	4 (50%)	4 (50%)	8	1 (13%)	2 (25%)
	Upgrades	8	2 (25%)	1 (13%)	8	0 (0%)	0 (0%)
South America	Assessment	6	2 (33%)	3 (50%)	6	0 (0%)	0 (0%)
	Upgrades	6	0 (0%)	0 (0%)	6	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
Latin America & the Caribbean (N=25)	Yes, consistent funding but insufficient	13 (52%)	13 (52%)	9 (36%)	6 (24%)
	Yes, consistent and sufficient	4 (16%)	4 (16%)	1 (4%)	0 (0%)
Caribbean (N=10)	Yes, consistent funding but insufficient	5 (50%)	5 (50%)	4 (40%)	1 (10%)
	Yes, consistent and sufficient	3 (30%)	3 (30%)	0 (0%)	0 (0%)
Central America & Mexico (N=8)	Yes, consistent funding but insufficient	4 (50%)	4 (50%)	4 (50%)	4 (50%)
	Yes, consistent and sufficient	0 (0%)	0 (0%)	0 (0%)	0 (0%)
South America (N=7)	Yes, consistent funding but insufficient	4 (57%)	4 (57%)	1 (14%)	1 (14%)
	Yes, consistent and sufficient	1 (14%)	1 (14%)	1 (14%)	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	Systematic identification[1]	Maintaining educational continuity	Maintaining student health and safety	N	Reimbursement[2]	N	Protect against attack[3]
			Frequency (%)					
Latin America & the Caribbean	25	16 (64%)	12 (48%)	10 (40%)	23	3 (13%)	23	14 (61%)
Caribbean	10	9 (90%)	5 (50%)	5 (50%)	9	0 (0%)	10	5 (50%)
Central America & Mexico	8	3 (38%)	4 (50%)	4 (50%)	8	2 (25%)	7	5 (71%)
South America	7	4 (57%)	3 (43%)	1 (14%)	6	1 (17%)	6	4 (67%)
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	Inspect safety of home-to-school routes and transportation and take proactive measures to reduce dangers	N	Protective measures to prevent bullying, gender-based violence, and attack on the way to school
		Frequency (%)[1]		
Latin America & the Caribbean	23	6 (26%)	25	13 (52%)
Caribbean	9	0 (0%)	10	2 (20%)
Central America & Mexico	8	4 (50%)	8	5 (63%)
South America	6	2 (33%)	7	6 (86%)
Global	63	18 (29%)	65	36 (55%)

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

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

Region	Plan Extent[1]	N	Safety and security	Educational continuity	N	Protection of education sector investments	N	Climate change adaptation and climate action
Latin America & the Caribbean	Limited	24	11 (46%)	10 (42%)	21	5 (24%)	22	8 (36%)
	Some		8 (33%)	6 (25%)		6 (29%)		6 (27%)
	Robust		4 (17%)	6 (25%)		4 (19%)		1 (5%)
Caribbean	Limited	10	3 (30%)	4 (40%)	10	4 (40%)	10	5 (50%)
	Some		4 (40%)	4 (40%)		3 (30%)		2 (20%)
	Robust		2 (20%)	2 (20%)		1 (10%)		0 (0%)
Central America & Mexico	Limited	8	3 (38%)	3 (38%)	6	0 (0%)	7	2 (29%)
	Some		4 (50%)	2 (25%)		3 (50%)		3 (43%)
	Robust		1 (13%)	2 (25%)		0 (0%)		0 (0%)
South America	Limited	6	5 (83%)	3 (50%)	5	1 (20%)	5	1 (20%)
	Some		0 (0%)	0 (0%)		0 (0%)		1 (20%)
	Robust		1 (17%)	2 (33%)		3 (60%)		1 (20%)
Global	Limited	66	28 (42%)	24 (36%)	63	22 (35%)	61	30 (49%)
	Some		18 (27%)	18 (27%)		18 (27%)		13 (21%)
	Robust		15 (23%)	18 (27%)		10 (16%)		5 (8%)

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

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

Region	N	Teacher/school staff	N	Children and youth	Community
Latin America & the Caribbean	24	24 (100%)	25	19 (76%)	21 (84%)
Caribbean	9	9 (100%)	10	7 (70%)	8 (80%)
Central America & Mexico	8	8 (100%)	8	7 (88%)	8 (100%)
South America	7	7 (100%)	7	5 (71%)	5 (71%)
Global	66	64 (97%)	67	56 (84%)	60 (90%)

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

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

Region	Guidance Level[1]	N	Risk assessment	Risk reduction	Response preparedness	Educational continuity	Climate change adaptation and action	Actively including child participation while developing plans and measures	N	Standard operating procedures for disasters and emergencies
					Frequency (%)					
Latin America & the Caribbean	Limited	24	14 (58%)	13 (54%)	12 (50%)	9 (38%)	15 (63%)	11 (46%)	24	6 (25%)
	Robust	24	10 (42%)	11 (46%)	12 (50%)	15 (63%)	4 (17%)	7 (29%)	24	14 (58%)
Caribbean	Limited	10	7 (70%)	6 (60%)	5 (50%)	5 (50%)	6 (60%)	8 (80%)	10	2 (20%)
	Robust	10	3 (30%)	4 (40%)	5 (50%)	5 (50%)	1 (10%)	0 (0%)	10	7 (70%)
Central America & Mexico	Limited	8	4 (50%)	4 (50%)	4 (50%)	3 (38%)	5 (63%)	1 (13%)	8	3 (38%)
	Robust	8	4 (50%)	4 (50%)	4 (50%)	5 (63%)	2 (25%)	5 (63%)	8	4 (50%)
South America	Limited	6	3 (50%)	3 (50%)	3 (50%)	1 (17%)	4 (67%)	2 (33%)	6	1 (17%)
	Robust	6	3 (50%)	3 (50%)	3 (50%)	5 (83%)	1 (17%)	2 (33%)	6	3 (50%)
Global	Limited	66	40 (61%)	39 (59%)	37 (56%)	30 (46%)	40 (61%)	35 (53%)	65	27 (42%)
	Robust	66	24 (36%)	26 (39%)	28 (42%)	34 (52%)	13 (20%)	14 (21%)	65	32 (49%)

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

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

Region	Review Frequency[1]	N	Risk assessment	Risk reduction	Response Preparedness	N	Educational Continuity
			Frequency (%)				
Latin America & the Caribbean	Occasionally	24	8 (33%)	9 (38%)	8 (33%)	23	13 (57%)
	Annually	24	15 (63%)	14 (58%)	15 (63%)	23	10 (44%)
Caribbean	Occasionally	10	5 (50%)	5 (50%)	4 (40%)	10	8 (80%)
	Annually	10	4 (40%)	4 (40%)	5 (50%)	10	2 (20%)
Central America & Mexico	Occasionally	8	1 (13%)	1 (13%)	1 (13%)	7	2 (29%)
	Annually	8	7 (88%)	7 (88%)	7 (88%)	7	5 (71%)
South America	Occasionally	6	2 (33%)	3 (50%)	3 (50%)	6	3 (50%)
	Annually	6	4 (67%)	3 (50%)	3 (50%)	6	3 (50%)
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]	N	Boys	Girls	Children with Disabilities	N	Immigrant and Refugee Children	Language, culture, ethnic, and religious minority children
			Frequency (%)					
Latin America & the Caribbean	Weak, inconsistent	25	6 (24%)	6 (24%)	9 (36%)	25	13 (52%)	10 (40%)
	Robust, implemented	25	19 (76%)	19 (76%)	16 (64%)	25	11 (44%)	15 (60%)
Caribbean	Weak, inconsistent	10	2 (20%)	2 (20%)	4 (40%)	10	7 (70%)	5 (50%)
	Robust, implemented	10	8 (80%)	8 (80%)	6 (60%)	10	3 (30%)	5 (50%)
Central America & Mexico	Weak, inconsistent	8	3 (38%)	3 (38%)	3 (38%)	8	3 (38%)	3 (38%)
	Robust, implemented	8	5 (63%)	5 (63%)	5 (63%)	8	5 (63%)	5 (63%)
South America	Weak, inconsistent	7	1 (14%)	1 (14%)	2 (29%)	7	3 (43%)	2 (29%)
	Robust, implemented	7	6 (86%)	6 (86%)	5 (71%)	7	3 (43%)	5 (71%)
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]	N	Boys	Girls	N	Children with Disabilities	N	Immigrant and Refugee Children	N	Language, culture, ethnic, and religious minority children
						Frequency (%)				
Latin America & the Caribbean	Limited	23	8 (35%)	7 (30%)	23	12 (52%)	24	13 (54%)	23	13 (57%)
	Robust	23	14 (61%)	15 (65%)	23	10 (44%)	24	7 (29%)	23	7 (30%)
Caribbean	Limited	9	3 (33%)	2 (22%)	9	6 (67%)	9	4 (44%)	9	4 (44%)
	Robust	9	6 (67%)	7 (78%)	9	3 (33%)	9	3 (33%)	9	3 (33%)
Central America & Mexico	Limited	8	2 (25%)	2 (25%)	8	3 (38%)	8	5 (63%)	7	4 (57%)
	Robust	8	6 (75%)	6 (75%)	8	5 (63%)	8	3 (38%)	7	3 (43%)
South America	Limited	6	3 (50%)	3 (50%)	6	3 (50%)	7	4 (57%)	7	5 (71%)
	Robust	6	2 (33%)	2 (33%)	6	2 (33%)	7	1 (14%)	7	1 (14%)
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]	N	By gender	N	By disabilities	N	For immigrants and refugees	N	For language, culture, ethnic, and religious minority children
Latin America & the Caribbean	Unknown	25	0 (0%)	24	2 (8%)	25	5 (20%)	24	6 (25%)
	Limited		3 (12%)		6 (25%)		3 (12%)		4 (17%)
	Some		12 (48%)		10 (42%)		12 (48%)		11 (46%)
	Widespread		10 (40%)		6 (25%)		5 (20%)		3 (13%)
Caribbean	Unknown	10	0 (0%)	10	0 (0%)	10	2 (20%)	10	3 (30%)
	Limited		0 (0%)		2 (20%)		0 (0%)		1 (10%)
	Some		5 (50%)		5 (50%)		6 (60%)		5 (50%)
	Widespread		5 (50%)		3 (30%)		2 (20%)		1 (10%)
Central America & Mexico	Unknown	8	0 (0%)	8	0 (0%)	8	1 (13%)	8	1 (13%)
	Limited		1 (13%)		2 (25%)		2 (25%)		1 (13%)
	Some		4 (50%)		4 (50%)		3 (38%)		5 (63%)
	Widespread		3 (38%)		2 (25%)		2 (25%)		1 (13%)
South America	Unknown	7	0 (0%)	6	2 (33%)	7	2 (29%)	6	2 (33%)
	Limited		2 (29%)		2 (33%)		1 (14%)		2 (33%)
	Some		3 (43%)		1 (17%)		3 (43%)		1 (17%)
	Widespread		2 (29%)		1 (17%)		1 (14%)		1 (17%)
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	N	Fire	N	Other Hazards	N	Full simulation (for expected hazards)	N	Conducted for children of all ages and abilities
					Frequency[1] (%)			
Latin America & the Caribbean	23	16 (70%)	24	20 (83%)	23	16 (70%)	24	21 (88%)
Caribbean	10	9 (90%)	10	10 (100%)	9	8 (89%)	10	10 (100%)
Central America & Mexico	8	4 (50%)	8	6 (75%)	8	5 (63%)	8	6 (75%)
South America	5	3 (60%)	6	4 (67%)	6	3 (50%)	6	5 (83%)
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 (%)
Latin America & the Caribbean	National Strategy	23	21 (91%)
	School-level Policy	23	20 (87%)
Caribbean	National Strategy	9	9 (100%)
	School-level Policy	9	8 (89%)
Central America & Mexico	National Strategy	7	5 (71%)
	School-level Policy	7	5 (71%)
South America	National Strategy	7	7 (100%)
	School-level Policy	7	7 (100%)
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 = S*chool-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]	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]
							Frequency (%)				
Latin America & the Caribbean	Guidance	22	9 (41%)	25	4 (16%)	18	4 (22%)	20	3 (15%)	24	7 (29%)
	Standards		4 (18%)		3 (12%)		6 (33%)		6 (30%)		8 (33%)
	Monitoring		9 (41%)		17 (68%)		6 (33%)		9 (45%)		8 (33%)
Caribbean	Guidance	9	3 (33%)	10	1 (10%)	6	0 (0%)	8	2 (25%)	10	2 (20%)
	Standards		0 (0%)		2 (20%)		1 (17%)		0 (0%)		2 (20%)
	Monitoring		6 (67%)		7 (70%)		4 (67%)		5 (63%)		5 (50%)
Central America & Mexico	Guidance	8	3 (38%)	8	2 (25%)	8	3 (38%)	7	1 (14%)	8	4 (50%)
	Standards		4 (50%)		1 (13%)		4 (50%)		4 (57%)		4 (40%)
	Monitoring		1 (13%)		4 (50%)		0 (0%)		1 (14%)		0 (0%)
South America	Guidance	5	3 (60%)	7	1 (14%)	4	1 (25%)	5	0 (0%)	6	1 (17%)
	Standards		0 (0%)		0 (0%)		1 (25%)		2 (40%)		2 (33%)
	Monitoring		2 (40%)		6 (86%)		2 (50%)		3 (60%)		3 (50%)
Global	Guidance	63	17 (27%)	66	11 (17%)	58	14 (24%)	60	12 (20%)	65	18 (28%)
	Standards		14 (22%)		16 (24%)		9 (16%)		11 (18%)		13 (20%)
	Monitoring		32 (51%)		37 (56%)		26 (45%)		32 (53%)		27 (41%)

1. Guidance = Guidance available; Standards = Minimum standards defined; Monitoring = Minimum standards defined and monitored. Response option None not shown in table. Response option Not applicable or other agencies responsible for this excluded from analysis.
2. Active identification and tracking of communicable diseases in students and staff
3. Social measures to reduce disease transmission during disease outbreaks
4. Environmental measures, such as ventilation and cleaning, to reduce transmission during disease outbreak

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

Region	Data Collection[1]	N	Water[2]	Sanitation[3]	Hygiene[4]	Solid waste management[5]
				Frequency (%)		
Latin America & the Caribbean	Not regularly	25	12 (48%)	10 (40%)	9 (36%)	12 (48%)
	At least annually		11 (44%)	14 (56%)	14 (56%)	11 (44%)
Caribbean	Not regularly	10	3 (30%)	2 (20%)	2 (20%)	3 (30%)
	At least annually		5 (50%)	7 (70%)	6 (60%)	5 (50%)
Central America & Mexico	Not regularly	8	4 (50%)	3 (38%)	2 (25%)	4 (50%)
	At least annually		4 (50%)	5 (63%)	6 (75%)	4 (50%)
South America	Not regularly	7	5 (71%)	5 (71%)	5 (71%)	5 (71%)
	At least annually		2 (29%)	2 (29%)	2 (29%)	2 (29%)
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	N	Key Messages Adopted[1,2,3]	Both Formal & Non-formal Education	Formal Education Only	N	Adaptations for People with Disabilities[4]	Availability in Languages/ Formats for Linguistic Minorities[4]
			Frequency (%)				
			Key Message Usage[3]				
Latin America & the Caribbean	23	21 (91%)	12 (52%)	6 (26%)	25	16 (64%)	6 (24%)
Caribbean	8	8 (100%)	6 (75%)	2 (25%)	10	6 (60%)	2 (20%)
Central America & Mexico	8	7 (88%)	4 (50%)	1 (13%)	8	6 (75%)	2 (25%)
South America	7	6 (86%)	2 (29%)	3 (43%)	7	4 (57%)	2 (29%)
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
Latin America & the Caribbean	DRR	25	11 (44%)	12 (48%)
	CCA	25	14 (56%)	13 (52%)
	ESD	25	15 (60%)	14 (56%)
	HWB	25	19 (76%)	17 (68%)
	SEL	25	18 (72%)	18 (72%)
Caribbean	DRR	10	6 (60%)	7 (70%)
	CCA	10	6 (60%)	7 (70%)
	ESD	10	6 (60%)	7 (70%)
	HWB	10	9 (90%)	8 (80%)
	SEL	10	8 (80%)	9 (90%)
Central America & Mexico	DRR	8	4 (50%)	4 (50%)
	CCA	8	5 (63%)	4 (50%)
	ESD	8	5 (63%)	4 (50%)
	HWB	8	6 (75%)	6 (75%)
	SEL	8	5 (63%)	5 (63%)
South America	DRR	7	1 (14%)	1 (14%)
	CCA	7	3 (43%)	2 (29%)
	ESD	7	4 (57%)	3 (43%)
	HWB	7	4 (57%)	3 (43%)
	SEL	7	5 (71%)	4 (57%)
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 well-being; 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
Latin America & the Caribbean	DRR	21	16 (76%)	10 (48%)	13 (62%)
	CCA	21	15 (71%)	9 (43%)	12 (57%)
	ESD	21	13 (62%)	10 (48%)	14 (67%)
	HWB	23	17 (74%)	12 (52%)	14 (61%)
	SEL	23	19 (83%)	11 (48%)	11 (48%)
Caribbean	DRR	9	7 (78%)	5 (56%)	7 (78%)
	CCA	8	8 (100%)	4 (50%)	4 (50%)
	ESD	8	6 (67%)	4 (44%)	6 (67%)
	HWB	10	8 (80%)	7 (70%)	6 (60%)
	SEL	10	9 (90%)	7 (70%)	4 (40%)
Central America & Mexico	DRR	7	6 (86%)	2 (29%)	4 (57%)
	CCA	7	4 (57%)	1 (14%)	5 (71%)
	ESD	6	3 (50%)	3 (50%)	4 (67%)
	HWB	7	5 (71%)	2 (29%)	5 (71%)
	SEL	7	6 (86%)	1 (14%)	3 (43%)
South America	DRR	5	3 (60%)	3 (60%)	2 (40%)
	CCA	6	3 (50%)	4 (67%)	3 (50%)
	ESD	6	4 (67%)	3 (50%)	4 (67%)
	HWB	6	4 (67%)	3 (50%)	3 (50%)
	SEL	6	4 (67%)	3 (50%)	4 (67%)
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 well-being; SEL = social-emotional learning.

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

Region	No. Schools[1]	N	DRR	N	CCA	N	HWB	N	SE
		Frequency (%) — Outreach Topic[2]							
Latin America & the Caribbean	Some	22	14 (64%)	20	9 (45%)	23	13 (57%)	21	9 (43%)
	Most or all		3 (14%)		2 (10%)		7 (30%)		8 (38%)
Caribbean	Some	9	7 (78%)	8	1 (13%)	9	5 (56%)	8	5 (63%)
	Most or all		1 (11%)		1 (13%)		4 (44%)		3 (38%)
Central America & Mexico	Some	8	4 (50%)	7	3 (43%)	8	5 (63%)	7	1 (14%)
	Most or all		1 (13%)		1 (14%)		1 (13%)		2 (29%)
South America	Some	5	3 (60%)	5	5 (100%)	6	3 (50%)	6	3 (50%)
	Most or all		1 (20%)		0 (0%)		2 (33%)		3 (50%)
Global	Some	59	28 (48%)	56	24 (43%)	61	28 (46%)	57	24 (42%)
	Most or all		12 (20%)		9 (16%)		21 (35%)		20 (35%)

1. Response option *None or very few schools* not shown in table. Response option of *Unknown* is excluded from analysis.
2. DRR = Disaster risk reduction; CCA = Climate change, action, justice and the environment; SD = education for sustainable development; HWB = Health and well-being; SEL = social-emotional learning.

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

Region	Subject[1]	N	Frequency (%)				
			Pre-service	In-service	Self-study	Training mandatory	Teacher ability assessed
Latin America & the Caribbean	DRR	23	5 (22%)	18 (78%)	10 (44%)	2 (9%)	1 (4%)
	CCA	24	6 (25%)	15 (63%)	11 (46%)	2 (8%)	1 (4%)
	ESD	24	7 (29%)	17 (71%)	10 (42%)	2 (8%)	1 (4%)
	HWB	24	8 (33%)	17 (71%)	9 (38%)	4 (17%)	2 (8%)
	SEL	23	7 (30%)	15 (65%)	10 (44%)	4 (17%)	2 (9%)
Caribbean	DRR	10	2 (20%)	9 (90%)	5 (50%)	1 (10%)	1 (10%)
	CCA	10	2 (20%)	7 (70%)	6 (60%)	1 (10%)	1 (10%)
	ESD	10	3 (30%)	7 (70%)	6 (60%)	1 (10%)	1 (10%)
	HWB	10	4 (40%)	8 (80%)	6 (60%)	2 (20%)	2 (20%)
	SEL	9	3 (33%)	6 (67%)	7 (78%)	2 (22%)	2 (22%)
Central America & Mexico	DRR	7	2 (25%)	5 (63%)	2 (25%)	1 (13%)	0 (0%)
	CCA	8	2 (25%)	4 (50%)	3 (38%)	1 (13%)	0 (0%)
	ESD	8	2 (25%)	5 (63%)	2 (25%)	1 (13%)	0 (0%)
	HWB	8	2 (25%)	6 (63%)	1 (13%)	2 (25%)	0 (0%)
	SEL	8	2 (25%)	6 (75%)	1 (13%)	1 (13%)	0 (0%)
South America	DRR	6	1 (17%)	4 (67%)	3 (50%)	0 (0%)	0 (0%)
	CCA	6	2 (33%)	4 (67%)	2 (33%)	0 (0%)	0 (0%)
	ESD	6	2 (33%)	5 (83%)	2 (33%)	0 (0%)	0 (0%)
	HWB	6	2 (33%)	4 (67%)	2 (33%)	0 (0%)	0 (0%)
	SEL	6	2 (33%)	3 (43%)	2 (29%)	1 (17%)	0 (0%)
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 well-being; SEL= social-emotional learning.

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

Region	Subject[1]	N	Available in primary and secondary schools[2]
			Frequency (%)
Latin America & the Caribbean	DRR	25	9 (36%)
	CCA	25	10 (40%)
	ESD	25	12 (48%)
	HWB	25	14 (56%)
	SEL	24	16 (67%)
Caribbean	DRR	10	2 (20%)
	CCA	10	2 (20%)
	ESD	10	3 (30%)
	HWB	10	6 (60%)
	SEL	10	5 (50%)
Central America & Mexico	DRR	8	4 (50%)
	CCA	8	5 (63%)
	ESD	8	5 (63%)
	HWB	8	4 (50%)
	SEL	7	5 (71%)
South America	DRR	7	3 (43%)
	CCA	7	3 (43%)
	ESD	7	4 (57%)
	HWB	7	4 (57%)
	SEL	7	6 (86%)
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 well-being; 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
Latin America & the Caribbean	DRR	25	14 (56%)	13 (52%)
	CCA	25	14 (56%)	13 (52%)
	ESD	25	15 (60%)	16 (64%)
	HWB	25	17 (68%)	17 (68%)
	SEL	25	17 (68%)	17 (68%)
Caribbean	DRR	10	5 (50%)	5 (50%)
	CCA	10	4 (40%)	1 (10%)
	ESD	10	4 (40%)	5 (50%)
	HWB	10	7 (70%)	7 (70%)
	SEL	10	6 (60%)	6 (60%)
Central America & Mexico	DRR	8	6 (75%)	5 (63%)
	CCA	8	4 (40%)	5 (63%)
	ESD	8	6 (75%)	5 (63%)
	HWB	8	6 (75%)	5 (63%)
	SEL	8	6 (75%)	5 (63%)
South America	DRR	7	3 (43%)	3 (43%)
	CCA	7	4 (57%)	4 (57%)
	ESD	7	5 (71%)	6 (86%)
	HWB	7	4 (57%)	5 (71%)
	SEL	7	5 (71%)	6 (86%)
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 well-being; SEL = social-emotional learning.
2. Response option of *Not at all* is included in analysis but not shown in table.

Table 38a. The Caribbean 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%	20%	30%	20%	30%
A2. Child-centred risk assessment is in place at all levels in the education sector (11 questions)	2.0	★★☆☆	0%	40%	20%	40%	0%
A3. Education authority provides effective leadership and coordination for comprehensive school safety (4 questions)	2.9	★★★☆	0%	20%	20%	10%	50%
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%	10%	80%	10%	0%
A5. Monitoring and evaluation of comprehensive school safety is based upon data and evidence (10 questions)	2.6	★★★☆	0%	0%	50%	40%	10%

Table 38b. Central America & Mexico Strengths and Opportunities in Enabling Systems and Policies

Indicator	Median Score		Frequency (%)				
			☆☆☆☆	★☆☆☆	★★☆☆	★★★☆	★★★★
			None	Up to a quarter	Up to Half	Up to three-quarters	Most or All
A1. Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks (5 questions)	3.7	★★★⯪	0%	0%	13%	13%	75%
A2. Child-centred risk assessment is in place at all levels in the education sector (11 questions)	3.2	★★★☆	0%	0%	25%	38%	38%
A3. Education authority provides effective leadership and coordination for comprehensive school safety (4 questions)	3.0	★★★☆	0%	0%	38%	25%	38%
A4. Sustained funding is in place to reduce education sector risks, maintain educational continuity and support risk reduction and resilience programming (9 questions)	2.5	★★⯪☆	0%	0%	50%	50%	0%
A5. Monitoring and evaluation of comprehensive school safety is based upon data and evidence (10 questions)	2.7	★★⯪☆	0%	25%	13%	38%	25%

Table 38c. South America Strengths and Opportunities in Enabling Systems and Policies

Indicator	Median Score		Frequency (%)				
			None	Up to a quarter	Up to Half	Up to three-quarters	Most or All
A1. Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks (5 questions)	3.3	★★★⯨	0%	0%	14%	43%	43%
A2. Child-centred risk assessment is in place at all levels in the education sector (11 questions)	2.2	★★☆☆	14%	14%	29%	29%	14%
A3. Education authority provides effective leadership and coordination for comprehensive school safety (4 questions)	1.7	★⯨☆☆	43%	0%	14%	29%	14%
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	★⯨☆☆	14%	43%	29%	14%	0%
A5. Monitoring and evaluation of comprehensive school safety is based upon data and evidence (10 questions)	2.0	★★☆☆	0%	29%	57%	0%	14%

Table 39a. The Caribbean 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)	2.8	★★★☆	0%	10%	20%	50%	20%
B2. Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities) (9 questions)	2.5	★★★☆	0%	10%	30%	60%	0%
B3. Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments (4 questions)	2.4	★★★☆	0%	10%	50%	30%	10%
B4. Policies and planning limit disruption of education due to use of schools as temporary shelters or collective centres, during the school year (5 questions)	2.6	★★★☆	0%	10%	40%	30%	20%
B5. Children are protected from death, injury and harm on the way to school (2 questions)	1.2	★☆☆☆	30%	40%	10%	20%	0%

Table 39b. Central America & Mexico Strengths and Opportunities for Improvement in Pillar 1

Indicator	Median Score		None	Up to a quarter	Up to Half	Up to three-quarters	Most or All
			☆☆☆☆	★☆☆☆	★★☆☆	★★★☆	★★★★
					Frequency (%)		
B1. Regulation and monitoring systems guide the safe site selection, design and construction of new schools (11 questions)	2.8	★★★☆	0%	25%	13%	25%	38%
B2. Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities) (9 questions)	2.3	★★☆☆	0%	25%	25%	50%	0%
B3. Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments (4 questions)	2.3	★★☆☆	0%	25%	25%	50%	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)	2.3	★★☆☆	25%	13%	13%	13%	38%
B5. Children are protected from death, injury and harm on the way to school (2 questions)	2.5	★★☆☆	13%	13%	25%	13%	38%

Table 39c. South America Strengths and Opportunities for Improvement in Pillar 1

Indicator	Median Score		None	Up to a quarter	Up to Half	Up to three-quarters	Most or All
			☆☆☆☆	★☆☆☆	★★☆☆	★★★☆	★★★★
					Frequency (%)		
B1. Regulation and monitoring systems guide the safe site selection, design and construction of new schools (11 questions)	3.3	★★★☆	0%	14%	0%	29%	57%
B2. Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities) (9 questions)	1.6	★☆☆☆	14%	29%	43%	14%	0%
B3. Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments (4 questions)	1.9	★★☆☆	14%	14%	43%	29%	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)	2.3	★★★☆	14%	14%	14%	43%	14%
B5. Children are protected from death, injury and harm on the way to school (2 questions)	2.3	★★★☆	14%	0%	57%	0%	29%

Table 40a. The Caribbean 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)	2.6	★★⯨☆	0%	20%	30%	20%	30%
C2. Schools have robust participatory plans for risk management, risk reduction, and response-preparedness (10 questions)	2.9	★★★☆	0%	10%	10%	60%	20%
C3. Children's rights in the education sector are equally assured for children of all gender, disability, language or cultural groups, and at all stages of development (14 questions)	3.2	★★★☆	0%	0%	20%	40%	40%
C4. Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning (4 questions)	2.5	★★⯨☆	0%	0%	60%	30%	10%
C5. Education sector has robust systems and policies for school health and nutrition (11 questions)	3.2	★★★☆	0%	10%	10%	30%	50%

Table 40b. Central America & Mexico 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)	2.8	★★★☆	0%	0%	63%	0%	38%
C2. Schools have robust participatory plans for risk management, risk reduction, and response-preparedness (10 questions)	3.7	★★★★	0%	0%	13%	13%	75%
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)	3.4	★★★★	0%	0%	13%	38%	50%
C4. Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning (4 questions)	2.2	★★☆☆	25%	0%	38%	13%	25%
C5. Education sector has robust systems and policies for school health and nutrition (11 questions)	3.2	★★★☆	0%	0%	13%	63%	25%

Table 40c. South America 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	★★⯪☆	0%	29%	29%	14%	29%
C2. Schools have robust participatory plans for risk management, risk reduction, and response-preparedness (10 questions)	2.9	★★⯪☆	14%	0%	14%	29%	43%
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)	2.7	★★⯪☆	0%	0%	43%	43%	14%
C4. Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning (4 questions)	1.9	★★☆☆	29%	29%	0%	14%	29%
C5. Education sector has robust systems and policies for school health and nutrition (11 questions)	2.9	★★★☆	0%	0%	43%	29%	29%

Table 41a. The Caribbean 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	★★★☆	10%	10%	30%	30%	20%
D2. Climate-aware risk reduction, resilience, and wellbeing education is included in regular formal curriculum (4 questions)	3.3	★★★★	0%	10%	10%	20%	60%
D3. Non-formal education for students and families addresses climate-aware, risk reduction, resilience and wellbeing (9 questions)	2.9	★★★☆	0%	0%	40%	30%	30%
D4. Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and wellbeing is developed and assessed (5 questions)	1.8	★★☆☆	0%	60%	10%	20%	10%
D5. Schools have sufficient education materials for teaching risk reduction, resilience, and wellbeing (5 questions)	1.8	★★☆☆	30%	10%	30%	10%	20%
D6. Student learning outcomes for climate-aware risk reduction, resilience, and wellbeing education are monitored and evaluated (5 questions)	2.2	★★☆☆	20%	10%	30%	10%	30%

Table 41b. Central America & Mexico 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)	2.5	★★⯪☆	13%	13%	13%	38%	25%
D2. Climate-aware risk reduction, resilience, and wellbeing education is included in regular formal curriculum (4 questions)	2.9	★★★☆	0%	25%	13%	13%	50%
D3. Non-formal education for students and families addresses climate-aware, risk reduction, resilience and wellbeing (9 questions)	2.0	★★☆☆	13%	13%	50%	13%	13%
D4. Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and wellbeing is developed and assessed (5 questions)	1.3	★⯪☆☆	0%	75%	25%	0%	0%
D5. Schools have sufficient education materials for teaching risk reduction, resilience, and wellbeing (5 questions)	2.7	★★⯪☆	25%	0%	13%	13%	50%
D6. Student learning outcomes for climate-aware risk reduction, resilience, and wellbeing education are monitored and evaluated (5 questions)	2.8	★★★☆	25%	0%	13%	0%	63%

Table 41c. South America 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)	2.3	★★★☆	14%	29%	0%	29%	29%
D2. Climate-aware risk reduction, resilience, and wellbeing education is included in regular formal curriculum (4 questions)	2.5	★★★☆	0%	29%	29%	14%	29%
D3. Non-formal education for students and families addresses climate-aware, risk reduction, resilience and wellbeing (9 questions)	2.3	★★★☆	14%	0%	29%	57%	0%
D4. Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and wellbeing is developed and assessed (5 questions)	1.1	★☆☆☆	14%	71%	0%	14%	0%
D5. Schools have sufficient education materials for teaching risk reduction, resilience, and wellbeing (5 questions)	2.7	★★★☆	0%	14%	43%	0%	43%
D6. Student learning outcomes for climate-aware risk reduction, resilience, and wellbeing education are monitored and evaluated (5 questions)	2.9	★★★☆	14%	0%	14%	29%	43%

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

Region	N	GPE	N	ECW	N	GCF	World Bank	N	Regional Dev. Bank	N	UN Agency	N	Other
							Frequency (%)[1]						
Latin America & the Caribbean	25	7 (28%)	24	3 (13%)	25	4 (16%)	12 (48%)	25	8 (32%)	24	18 (75%)	22	11 (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:
Latin America & the Caribbean

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

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