Supplementary Materials for Global and Regional Status of School Safety Technical Reports

2024 Comprehensive School Safety Policy Survey

Supplementary Materials for Global and Regional Status of School Safety Technical Reports

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.

Supplementary Materials for Global and Regional Status of School Safety Technical Reports

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Appendix A – GADRRRES Comprehensive School Safety Policy Survey 2024, with Star Ratings

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INSTRUCTIONS

THIS SURVEY IS INTENDED TO BE COMPLETED BY A *GROUP* OF SUBJECT-MATTER EXPERTS REPRESENTING YOUR EDUCATION AUTHORITY, DISASTER MANAGEMENT AUTHORITY, AND PARTNERS IN SCHOOL SAFETY.

COLLABORATIVE COMPLETION. NO INDIVIDUAL IS EXPECTED TO KNOW THE ANSWERS TO ALL THE QUESTIONS. IT IS BEST TO ANSWER THEM WITH THE COLLECTIVE KNOWLEDGE OF THE GROUP.

FLEXIBLE TIMING. YOU ARE NOT EXPECTED TO COMPLETE THE WHOLE SURVEY IN ONE SESSION. WHEN YOU COME TO ANY QUESTIONS THAT YOU CANNOT ANSWER, PLEASE MAKE A NOTE OF IT, AND DECIDE WHERE YOU CAN FIND OUT THE CORRECT RESPONSE.

NAVIGATING QUESTIONS. TO SKIP TO THE NEXT QUESTION CLICK ON THE MAGNIFYING GLASS SYMBOL AT THE TOP RIGHT OF THE QUESTIONS APPEARING ON YOUR SCREEN AND NAVIGATE TO THE NEXT QUESTION NUMBER IN THE SERIES.

SAVING PROGRESS. WHEN YOU SAVE YOUR SURVEY RESPONSES AS A DRAFT, AND IT WILL TAKE YOU BACK TO THE BEGINNING OF THE SURVEY.

VIEWING DRAFTS. TO VIEW YOUR FULL DRAFT, USE THE CHECK MARK ON THE ACTION MENU ON THE TOP RIGHT.

COMPLETING ANY SKIPPED QUESTIONS. UPON LOGGING IN AFTER SAVING A DRAFT, YOU WILL BE PROMPTED TO ADDRESS ANY SKIPPED QUESTIONS.

SUBMISSION AND APPROVAL. WHEN ALL QUESTIONS HAVE BEEN ANSWERED, YOU WILL BE ABLE TO SUBMIT FOR VALIDATION BY THE DESIGNATED EDUCATION AUTHORITY VALIDATOR.

NOTE: PLEASE DO NOT BE CONCERNED THAT SOME QUESTIONS NUMBERS ARE SKIPPED OR MISSING. THIS IS INTENTIONAL.

I. PREPARATORY QUESTIONS

NOTE: PRE-AUTHORIZED FACILITATORS ARE RESPONSIBLE FOR GATHERING BEST COLLECTIVE INTELLIGENCE FOR ACCURATE REPORTING FROM YOUR EDUCATION AUTHORITY AND PARTNERS. PLEASE LET THE SURVEY ADMINISTRATOR KNOW IF YOU WANT TO CHANGE THE FACILITATOR.

X.1 FACILITATOR NAME: *

X.2 ORGANISATION: *

X.3 POSITION: *

X.4 EMAIL ADDRESS: *

X.5 WHICH COUNTRY ARE YOUR PROVIDING INFORMATION ABOUT? *

X.6 ARE YOU PROVIDING INFORMATION ABOUT THE COUNTRY AS A WHOLE OR FOR ONE SPECIFIC STATE/PROVINCE/TERRITORY? *

◯ Country as a whole ◯ Specific state/province

X.7 IS YOUR EDUCATION AUTHORITY AWARE OF THE COMPREHENSIVE SCHOOL SAFETY FRAMEWORK? *

You can read more here: https://gadrrres.net/comprehensive-school-safety-framework.

◯ No

◯ Yes, somewhat familiar

◯ Yes, endorsed the framework

◯ Yes, endorsed the framework and uses it to guide policies and planning

X.8 IS YOUR EDUCATION AUTHORITY AWARE OF THE SAFE SCHOOLS DECLARATION? *

You can read more here: https://ssd.protectingeducation.org/.

◯ No

◯ Yes, somewhat familiar

◯ Yes, signed the declaration

◯ Yes, signed the declaration and uses it to guide policies and planning

X.9.1 DOES YOUR EDUCATION AUTHORITY HAVE A SCHOOL SAFETY COORDINATING BODY?*

◯ No ◯ Yes

X.9.2 WHAT IS THE NAME OF YOUR SCHOOL SAFETY COORDINATION BODY?

X.9.3 TO WHAT EXTENT DOES YOUR NATIONAL EDUCATION AUTHORITY PARTICIPATE IN ANY MULTI-COUNTRY, SUB- REGIONAL, OR REGIONAL SCHOOL SAFETY INITIATIVES?

◯ Not at all

◯ Yes, informally or infrequently

◯ Yes, limited (for example, information sharing and attending meetings)

◯ Yes, extensive (for example, collective adoption of frameworks, guidance or tools; participating in joint actions; reporting progress regularly)

X.9.4 WHICH MULTI-COUNTRY, SUB-REGIONAL, OR REGIONAL SCHOOL SAFETY INITIATIVES: *

◯ ASEAN School Safety Initiative (ASSI)

◯ Coordinación Educativa y Cultural Centroamericana (CECC) / Central American Integration System (SICA)

◯ Caribbean Safe School Initiative (CSSI)

◯ Pacific Coalition for the Advancement of School Safety (PCASS)

◯ Other

X.9.4.O PLEASE SPECIFY *

X.10 DOES YOUR EDUCATION AUTHORITY HAVE A SCHOOL SAFETY FOCAL POINT IN SENIOR MANAGEMENT? *

◯ No ◯ Yes

» X.10.0 Please provide contact information

X.10.1 FULL NAME:

X.10.2 DESIGNATION:

X.10.3 EMAIL ADDRESS:

X.11 HOW MANY SCHOOLS ARE EXPOSED TO THESE DANGERS OR HAZARDS?

No or very few (<10%), Some (11-32%), About half (33-66%), Many (67-90%), All or almost all (>90%)

	No or very few schools	Some schools	About half the schools	Many schools	Most or all schools	Unknown
X. 11.1 EARTHQUAKES, LANDSLIDES, ROCK FALLS, AVALANCHES AND SIMILAR*	○	○	○	○	○	○
X.11.2 TSUNAMI	○	○	○	○	○	○
X.11.3 FLOODING, COASTAL EROSION SEA LEVEL RISE*	○	○	○	○	○	○
X.11.4 WILDFIRE, BUSHFIRE*	○	○	○	○	○	○
X.11.5 BUILDING FIRE*	○	○	○	○	○	○
X.11.6 EXTREME TEMPERATURES*	○	○	○	○	○	○
X.11.7 STRONG WINDS, STORMS, OR CYCLONES*	○	○	○	○	○	○
X.11.8 BIOLOGICAL AND HEALTH HAZARDS*	○	○	○	○	○	○
X.11.9 WAR, CONFLICT, OR ARMED ATTACKS ON SCHOOLS*	○	○	○	○	○	○
X.11.10 BULLYING AND VIOLENCE*	○	○	○	○	○	○
X.11.11 TECHNOLOGICAL HAZARDS*	○	○	○	○	○	○
X.11.12 EVERYDAY DANGERS AND THREATS*	○	○	○	○	○	○
X.11.13 CLIMATE CHANGE IMPACTS, IN GENERAL, OR EXACERBATION OF OTHER RISKS DUE TO CLIMATE CHANGE*	○	○	○	○	○	○

X.12 IN WHAT WAYS DO HAZARDS IMPACT THESE SCHOOLS?

CHECK ALL THAT APPLY

	Damage school building	Causes school closures	Injure students and staff	Kill students and staff	Minimal impacts/ NA	Unknown
X. 12.1 EARTHQUAKES, LANDSLIDES, ROCK FALLS, AVALANCHES AND SIMILAR*	☐	☐	☐	☐	☐	☐
X.12.2 TSUNAMI	☐	☐	☐	☐	☐	☐
X.12.3 FLOODING, COASTAL EROSION SEA LEVEL RISE*	☐	☐	☐	☐	☐	☐
X.12.4 WILDFIRE, BUSHFIRE*	☐	☐	☐	☐	☐	☐
X.12.5 BUILDING FIRE*	☐	☐	☐	☐	☐	☐
X.12.6 EXTREME TEMPERATURES*	☐	☐	☐	☐	☐	☐
X.12.7 STRONG WINDS, STORMS, OR CYCLONES*	☐	☐	☐	☐	☐	☐
X.12.8 BIOLOGICAL AND HEALTH HAZARDS*	☐	☐	☐	☐	☐	☐
X.12.9 WAR, CONFLICT, OR ARMED ATTACKS ON SCHOOLS*	☐	☐	☐	☐	☐	☐
X.12.10 BULLYING AND VIOLENCE*	☐	☐	☐	☐	☐	☐
X.12.11 TECHNOLOGICAL HAZARDS*	☐	☐	☐	☐	☐	☐
X.12.12 EVERYDAY DANGERS AND THREATS*	☐	☐	☐	☐	☐	☐
X.12.13 CLIMATE CHANGE IMPACTS, IN GENERAL, OR EXACERBATION OF OTHER RISKS DUE TO CLIMATE CHANGE*	☐	☐	☐	☐	☐	☐

II. ENABLING ENVIRONMENT

» Target A1 - Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks

A1.2 DOES YOUR GOVERNMENT HAVEPOLICIES OR LEGAL FRAMEWORKS THATCOVER:

	Star =0	Star =0.5	Star =1	Star =0
	No	Yes, but weak or unenforced	Yes, robustly addressed and enforced	Unknown
A1.2.1 SAFE LEARNING FACILITIES*	○	○	○	○
A1.2.2 SCHOOL SAFET YMANAGEMENT*	○	○	○	○
A1.2.3 EDUCATIONAL CONTINUITY MANAGEMENT*	○	○	○	○
A1.2.4 RISK REDUCTION AND RESILIENCE EDUCATION*	○	○	○	○
A1.2.5 EDUCATION SECTOR CLIMATE CHANGE ADAPTATION*	○	○	○	○

A1.3 COMMENTS (OPTIONAL)

» Target A2 - Child-centred risk assessment is in place at all levels in the education sector

A2.1 EDUCATION AUTHORITY REQUIRES ANNUAL RISK ASSESSMENT AT SCHOOL LEVEL.

No or very few (<10%), Some (11-32%), About half (33-66%), Many (67-90%), All or almost all (>90%)

○ For no or very few hazards **(Star =0)**

○ For some hazards **(Star =0.25)**

○ For about half of the hazards **(Star =0.5)**

○ For many hazards **(Star =0.75)**

○ For most or all hazards **(Star =1)**

A2.2 STUDENTS ARE INCLUDED IN RISK ASSESSMENT, IN DEVELOPMENTALLY APPROPRIATE WAYS*

No or very few (<10%), Some (11-32%), About half (33-66%), Many (67-90%), All or almost all (>90%)

◯ No or very few students **(Star =0)**

◯ Some students **(Star =0.25)**

◯ About half the students **(Star =0.5)**

◯ Many students **(Star =0.75)**

◯ Most or all students **(Star =1)**

◯ Unknown **(Star =0)**

A2.3 STAKEHOLDERS HAVE ACCESS TO OUTCOMES OF THEIR SCHOOL RISK ASSESSMENT

	Star =0	Star =0.5	Star =1	Star =0
	No	Yes	Yes, and use the assessment for school safety planning and decision-making	Unknown
A2.3.1 SCHOOL STAFF*	◯	◯	◯	◯
A2.3.2 STUDENTS*	◯	◯	◯	◯
A2.3.3 PARENTS AND COMMUNITY MEMBERS*	◯	◯	◯	◯
A2.3.4 SUB NATIONAL AND NATIONAL STAFF*	◯	◯	◯	◯

A2.4 EDUCATION AUTHORITY ASSESSES
HAZARDS AND RISKS
ACROSS THE EDUCATION SECTOR

	Star=0	Star=0.5	Star=1
	No assessment	Somewhat, one-time or limited assessment	Yes, full assessment and regular review
A2.4.1 NATURAL HAZARDS AND RISKS	○	○	○
A2.4.2 BIOLOGICAL AND HEALTH HAZARDS AND RISKS	○	○	○
A2.4.3 VIOLENCE AND CONFLICT HAZARDS AND RISKS	○	○	○
A2.4.4 EVERYDAY HAZARDS AND RISKS	○	○	○
A2.4.5 CLIMATE CHANGE RISK, OR HOW CLIMATE CHANGE EXACERBATES OTHER RISK	○	○	○

A2.5 COMMENTS (OPTIONAL)

» Target A3 - Education authority (at national and/or sub-national levels) provides effective leadership and coordination for comprehensive school safety

A3.2 EDUCATION AUTHORITY HAS
ASSIGNED ONE OR MORESENIOR MANAGEMENT
FOCAL POINT(S) FOR:

	Star =0 None designated	Star =0.33 Voluntary, with limited formal accountability	Star =.66 Designated, less than one full-time person	Star =1 Designated, one or more full-time persons
A.3.2.1 COMPREHENSIVE SCHOOL SAFETY (INCLUDING SAFER LEARNING FACILITIES, SCHOOL SAFETY MANAGEMENT, AND RISK EDUCTION AND RESILIENCE EDUCATION)	○	○	○	○
A3.2.4 EDUCATIONAL CONTINUITY MANAGEMENT	○	○	○	○
A3.2.6 HEALTH MANAGEMENT	○	○	○	○
A3.2.7 CLIMATE CHANGE ADAPTATION AND MITIGATION	○	○	○	○

A3.3 COMMENTS (OPTIONAL)

» Target A4 - Sustained funding or finance are in place to reduce education sector risks, maintain educational continuity and support risk reduction and resilience programming

A4.1 EDUCATION SECTOR BUDGET INCLUDES SUFFICIENT ALLOCATION FOR:

	Star=0	Star=0.33	Star=.66	Star=1	Star=0
	No funding allocated	Inconsistent funds allocated	Consistent funds allocated although insufficient for full implementation	Consistent funds allocated and mostly sufficient for full implementation	Unknown
A4.1.1 SAFE AND GREEN SCHOOL CONSTRUCTION (INCLUDING WASH FACILITIES)*	○	○	○	○	○
A4.1.2 GREEN SCHOOL CONSTRUCTION OR UPGRADING FOR CLIMATE MITIGATION*	○	○	○	○	○
A4.1.3 RESPONSE PREPAREDNESS*	○	○	○	○	○
A4.1.4 HEALTH, NUTRITION AND WELL-BEING*	○	○	○	○	○
A4.1.5 CHILD PROTECTION AND VIOLENCE PREVENTION*	○	○	○	○	○
A4.1.6 DISASTER RECOVERY*	○	○	○	○	○
A4.1.7 EDUCATION IN EMERGENCIES*	○	○	○	○	○
A4.1.8 RISK REDUCTION AND CLIMATE CHANGE EDUCATION PROGRAMMING (INCLUDING CURRICULUM DEVELOPMENT AND TEACHER TRAINING) *	○	○	○	○	○
A4.1.9 CLIMATE CHANGE ADAPTATION*	○	○	○	○	○

A4.2 THE EDUCATION AUTHORITY HAS RECEIVED EXTERNAL FUNDS FOR EDUCATION SECTOR PROJECTS THAT INCLUDE A SIGNIFICANT EMPHASIS ON SCHOOL SAFETY, CLIMATE CHANGE ADAPTATION, OR EDUCATION IN EMERGENCIES.

	Yes, in the past	Yes, now	We, or will be, seeking funds	No
A4.2.1 GLOBAL PARTNERSHIP FOR EDUCATION (GPE)	☐	☐	☐	☐
A4.2.2 EDUCATION CANNOT WAIT (ECW)	☐	☐	☐	☐
A4.2.3 GREEN CLIMATE FUND (GCF)	☐	☐	☐	☐
A4.2.4 WORLD BANK	☐	☐	☐	☐
A4.2.5 A REGIONAL DEVELOPMENT BANK (FOR EXAMPLE, THE ASIAN DEVELOPMENT BANK)	☐	☐	☐	☐
A4.2.6 UN AGENCY (FOR EXAMPLE, UNDP, UNESCO, UNICEF)	☐	☐	☐	☐
A4.2.7 OTHER	☐	☐	☐	☐

A42.8 PLEASE SPECIFY "OTHER":

A4.4 COMMENTS (OPTIONAL)

» Target A5 - Monitoring and evaluation of comprehensive school safety is based on data and evidence

A5.1 EDUCATION AUTHORITIES COLLECT OUTCOME DATA ON:

	Star=0	Star=0.25	Star= 0.5	Star= 0.75	Star= 1	Star= 0.25
	No data collected	Data are inconsistently collected	Data are systematically collected, but without disaggregation	Data are systematically collected, with some disaggregation	Data are collected at least annually and disaggregated by age, gender, and disability	Data are collected by stakeholders other than education authority (add
A5.1.1 DEATHS AT SCHOOL	○	○	○	○	○	○
A5.1.2 SERIOUS INJURIES AT SCHOOL	○	○	○	○	○	○
A5.1.3 DISEASE OUTBREAKS AT SCHOOL	○	○	○	○	○	○
A5.1.4 VIOLENT INCIDENTS AGAINST CHILDREN OR STAFF	○	○	○	○	○	○
A5.1.5 ATTACKS ON SCHOOLS, CHILDREN OR STAFF	○	○	○	○	○	○
A5.1.6 DAMAGE TO SCHOOL INFRASTRUCTURE AND TEACHING/LEARNING EQUIPMENT AND SUPPLIES	○	○	○	○	○	○
A5.1.7 LONG-TERM EDUCATION OUTCOMES	○	○	○	○	○	○
A5.1.8 SCHOOL DAY CLOSURES	○	○	○	○	○	○
A5.1.9 SCHOOL ATTENDANCE PRE AND POST DISASTER	○	○	○	○	○	○

A5.2 DATA COLLECTED ON EMERGENCY AND DISASTER IMPACTS IS SHARED WITH PUBLIC:

○ No **(Star =0)**

○ Only shared internally, such as within the education sector or to specific stakeholders **(Star =0.5)**

○ Yes **(Star =1)**

A5.3 COMMENTS (OPTIONAL)

III. PILLAR 1: SAFER LEARNING FACILITIES

» Target B1 - Regulation and monitoring systems guide the safe site selection, design, and construction of new schools

B1.1 WHEN SELECTING AND PREPARING SITES FOR GOVERNMENT SCHOOLS, REGULATIONS REQUIRE THESE RISKS ARE ADDRESSED:

	Star =0	Star =0.5	Star =1	Star =0	Star =0
	No	Somewhat (only guidelines, weak regulation or limited monitoring)	Yes (robust regulations and monitoring)	Unknown	Not applicable, schools not exposed to this risk)
B1.1.1 FLOOD RISK *	○	○	○	○	○
B1.1.2 WILDFIRE OR BUSHFIRE *	○	○	○	○	○
B1.1.3 FUTURE SEA LEVEL RISE *	○	○	○	○	○

B1.2 WHEN DESIGNING AND CONSTRUCTING NEW GOVERNMENT SCHOOL BUILDINGS, REGULATIONS REQUIRE THESE RISKS ARE MITIGATED:

	No	Somewhat (only guidelines, weak regulation or limited monitoring)	Yes (robust regulations and monitoring)	Unknown	Not applicable, schools not exposed to this risk)
	Star =0	Star =0.5	Star =0	Star =0	Star =0
B1.2.1 EARTHQUAKES *	○	○	○	○	○
B1.2.2 BUILDING FIRE *	○	○	○	○	○
B1.2.3 HIGH WINDS *	○	○	○	○	○
B1.2.4 EXTREME TEMPERATURES *	○	○	○	○	○
B1.2.5 ENVIRONMENTAL IMPACT * (BUILDING MATERIALS, BUILDING OPERATIONS AND MAINTENANCE)	○	○	○	○	○

B1.4 RULES FOR PUBLIC SCHOOL ALSO APPLY TO PRIVATE SCHOOLS FOR:

		Star=0	Star=0.5	Star=1	Star=0
		No	Somewhat (only guidelines, weak regulations or limited monitoring)	Yes (robust regulation and monitoring)	Unknown
B1.4.1 SELECTING AND PREPARING SCHOOL SITES	*	○	○	○	○
B1.4.2 DESIGNING AND CONSTRUCTING SCHOOL BUILDINGS	*	○	○	○	○
B1.4.3 INSTALLING SCHOOL WASH FACILITIES	*	○	○	○	○

B1.5 COMMENTS (OPTIONAL):

» Target B2 - Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities).

B2.1 EDUCATION AUTHORITY OVERSEES ASSESSMENT AND PRIORITIZATION OF SCHOOL UPGRADES:

	Star =0	Star =0.5	Star =1
	No assessment occurs	Limited assessment occurs	Yes, systematic assessment and prioritization occurs for most schools
B2.1.1 FOR SAFETY OF SCHOOL BUILDINGS	○	○	○
B2.1.2 FOR WASH FACILITIES	○	○	○
B2.1.3 FOR CLIMATE CHANGE ADAPTATION	○	○	○
B2.1.4 FOR ENVIRONMENTAL SUSTAINABILITY	○	○	○

B2.2 THE EDUCATION AUTHORITY SYSTEMATICALLY FUNDS AND IMPLEMENTS SCHOOL UPGRADES:

	Star =0	Star =0.5	Star =1
	No	Planned or in progress	Substantially completed
B2.2.1 FOR SAFETY OF SCHOOL BUILDINGS	○	○	○
B2.2.2 FOR WASH FACILITIES	○	○	○
B2.2.3 FOR CLIMATE CHANGE ADAPTATION	○	○	○
B2.2.4 FOR ENVIRONMENTAL SUSTAINABILITY	○	○	○

B2.3 COMMENTS (OPTIONAL):

» Target B3 - Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments.

B3.2 THE EDUCATION AUTHORITY
PROVIDES FUNDING TO SUPPORT:

	Star =0 No funding provided or schools expected to raise local funds	Star =0 .33 Inconsistent funding provided	Star =0.66 Yes, consistent funding provided, but insufficient	Star =1 Yes, consistent funding provided and generally sufficient
B3.2.1 ROUTINE MAINTENANCE OF SCHOOL BUILDING AND SITE	○	○	○	○
B3.2.2 ROUTINE MAINTENANCE OF WASH FACILITIES	○	○	○	○
B3.2.3 DEFERRED MAINTENANCE FOR BUILDINGS AND WASH FACILITIES	○	○	○	○
B3.2.4 NON-STRUCTURAL RISK REDUCTION, CLIMATE ADAPTATION AND MITIGATION ACTIVITIES	○	○	○	○

B3.3 COMMENTS (OPTIONAL):

» Target B4 - Policies and planning limit disruption of education due to use of schools as temporary shelters or collective centres, during the school year

B4.1 DISASTER MANAGEMENT AND EDUCATION AUTHORITIES HAVE GUIDELINES OR POLICIES THAT PROVIDE A SYSTEMATIC APPROACH FOR IDENTIFYING SCHOOLS THAT MAY BE USED AS EVACUATION CENTER OR POST-DISASTER COLLECTIVE CENTERS

◯ No **(Star =0)**

◯ Being developed **(Star =0.5)**

◯ Yes **(Star=1)**

B4.2 EDUCATIONAUTHORITY HAS POLICIES, PROCEDURES OR GUIDANCE FOR WHEN SCHOOL SITES ARE USED AS EVACUATION CENTERS OR SHELTERS THAT CONSIDERS:

| | Star =0 | Star =0.5 | Star =1 |
	No	Being developed	Yes
B4.2.1 MAINTAINING EDUCATIONAL CONTINUITY	◯	◯	◯
B4.2.2 MAINTAINING STUDENT HEALTH AND SAFETY	◯	◯	◯
B4.2.3 REIMBURSEMENT FOR DAMAGES AND COSTS FOR USE OF SCHOOLS AS TEMPORARY SHELTERS	◯	◯	◯

B4.3 PROACTIVE MEASURES ARE TAKEN TO PREVENT SCHOOLS FROM USE BY ARMED INDIVIDUALS OR GROUPS OR FOR MILITARY PURPOSES

◯ No **(Star=0)**

◯ Yes **(Star =1)**

B4.4 COMMENTS (OPTIONAL):

» Target B5 - Children are protected from death, injury, and harm on the way to school.

B5.1 SCHOOLS INSPECT SAFETY OF HOME-TO-SCHOOL ROUTES AND TRANSPORTATION AND TAKE PROACTIVE MEASURES TO REDUCE DANGERS*

No or very few (<10%), Some (11-32%), About half (33-66%), Many (67-90%), All or almost all (>90%)

◯ None or very few schools **(Star =0)**

◯ Some schools **(Star =0.25)**

◯ About half the schools **(Star =0.5)**

◯ Many schools **(Star =0.75)**

◯ Most or all schools **(Star =1)**

◯ Unknown **(Star =0)**

B5.2 SCHOOLS TAKE PROTECTIVE MEASURES TO PREVENT BULLYING, GENDER-BASED VIOLENCE, AND ATTACK ON THE WAY TO SCHOOL*

No or very few (<10%), Some (11-32%), About half (33-66%), Many (67-90%), All or almost all (>90%)

◯ None or very few schools **(Star =0)**

◯ Some schools **(Star =0.25)**

◯ About half the schools **(Star =0.5)**

◯ Many schools **(Star =0.75)**

◯ Most or all schools **(Star =1)**

◯ Unknown **(Star =0)**

B5.3 COMMENTS (OPTIONAL):

IV. PILLAR 2: SCHOOL SAFETY AND EDUCATIONAL CONTINUITY MANAGEMENT

» Target C1 - Education authorities have robust participatory plans for risk management, risk reduction, and response preparedness

C1.1 EDUCATION AUTHORITY (NATIONALOR SUB-NATIONAL) HAS PLAN(S) FOR:

	Star =0	Star =0.33	Star =0.66	Star =1	Star =0
	No plans yet	Limited plans covering some risks	Plans covering many risks	Robust plans covering most risks	Unknown
C1.1.1 SAFETY AND SECURITY*	○	○	○	○	○
C1.1.2 EDUCATIONAL CONTINUITY*	○	○	○	○	○
C1.1.3 PROTECTION OF EDUCATION SECTOR INVESTMENTS*	○	○	○	○	○
C1.1.4 CLIMATE CHANGE ADAPTATION AND CLIMATE ACTION*	○	○	○	○	○

C1.2 IN DEVELOPING THEIR PLANS, EDUCATION AUTHORITIES SEEK STAKEHOLDER INPUT FROM:

	Star =0	Star =0.5	Star =1
	No	Somewhat, limited input sought	Yes, systematic and representative input sought
C1.2.1 TEACHER/SCHOOL STAFF REPRESENTATIVES	○	○	○
C1.2.2 CHILDREN AND YOUTH REPRESENTATIVES	○	○	○
C1.2.3 COMMUNITY REPRESENTATIVES	○	○	○

C1.3 COMMENTS (OPTIONAL):

C2.1 EDUCATION AUTHORITY PROVIDES GUIDANCE FOR SCHOOL SAFETY PLANNING, INCLUDING FOR:

	Star=0	Star=0.5	Star=1
	No	Somewhat, limited guidance is provided or guidance is poorly distributed or understood	Yes, robust guidance is provided and distributed
C2.1.1 RISK ASSESSMENT	○	○	○
C2.1.2 RISK REDUCTION	○	○	○
C2.1.3 RESPONSE PREPAREDNESS	○	○	○
C2.1.4 EDUCATIONAL CONTINUITY	○	○	○
C2.1.5 CLIMATE CHANGE ADAPTATION AND CLIMATE ACTION	○	○	○
C2.1.6 ACTIVELY INCLUDING CHILD PARTICIPATION WHILE DEVELOPING PLANS AND MEASURES	○	○	○
C2.1.7 STANDARD OPERATING PROCEDURES FOR DISASTERS AND EMERGENCIES IN SCHOOLS	○	○	○

C2.4 SCHOOLS REVIEW ACTIONS AND PLANS FOR:

	Star=0	Star=0.5	Star=1
	Never	Occasionally (for example, after a major disaster)	Annually
C2.4.1 RISK ASSESSMENT	○	○	○
C2.4.2 RISK REDUCTION	○	○	○
C2.4.3 RESPONSE PREPAREDNESS	○	○	○
C2.4.4 EDUCATIONAL CONTINUITY	○	○	○

C2.5 COMMENTS (OPTIONAL):

» Target 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

C3.1 EDUCATION SECTOR POLICIES PROTECTS EQUITABLE ACCESS TO EDUCATION FOR:

	Star =0	Star =0.5	Star =1
	No protections are guaranteed in law or policy	Some protections, but weak or inconsistently implemented	Robust protections in place and implemented
C3.1.1 BOYS	○	○	○
C3.1.2 GIRLS	○	○	○
C3.1.3 CHILDREN WITH DISABILITIES	○	○	○
C3.1.4 IMMIGRANT AND REFUGEE CHILDREN	○	○	○
C3.1.5 LANGUAGE, CULTURE, ETHNIC, AND RELIGIOUS MINORITY CHILDREN	○	○	○

C3.2 SCHOOL ENROLLMENT AND ATTAINMENT DATA ARE COLLECTED AND DISAGGREGATED:

	Star =0	Star =0 .33	Star =0.66	Star =1
	Not collected or not disaggregated	Collected, disaggregated, and show widespread inequity	Collected, disaggregated, and show some equity achieved	Collected, disaggregated, and show full equity achieved in most or all regions and education levels
C3.2.1 BY GENDER	○	○	○	○
C3.2.2 BY DISABILITIES	○	○	○	○
C3.2.3 FOR IMMIGRANTS AND REFUGEES	○	○	○	○

C3.2.4 FOR LANGUAGE, CULTURE, ETHNIC, AND RELIGIOUS MINORITY CHILDREN	○	○	○	○

C3.3 SYSTEMS AND PROCESSES FOR SCHOOL SAFETY AND EDUCATIONAL CONTINUITY PLANNING INCLUDE CONSIDERATION FOR SPECIFIC NEEDS OF:

	Star =0	Star =0.5	Star =1
	No consideration	Weak or limited consideration	Robust consideration
C3.3.1 BOYS	○	○	○
C3.3.2 GIRLS	○	○	○
C3.3.3 CHILDREN WITH DISABILITIES	○	○	○
C3.3.4 IMMIGRANT AND REFUGEE CHILDREN	○	○	○
C3.3.5 LANGUAGE, CULTURE, ETHNIC, AND RELIGIOUS MINORITY CHILDREN	○	○	○

C3.4 COMMENTS (OPTIONAL):

» Target C4 - Education authority has standard operating procedures and requires regular drills for disasters and emergencies to improve school safety planning

C4.1 POLICY REQUIRES THAT SCHOOLSCONDUCT:

	Star =0	Star =0 .5	Star =0.1	Star =0
	No	Yes, at least once per school year	Yes, at least once per term/semester	Unknown
C4.1.1 FIRE DRILLS *	○	○	○	○
C4.1.2 DRILLS FOR OTHER HAZARDS *	○	○	○	○
C4.1.3 FULL SIMULATION DRILLS (FOR EXPECTED HAZARDS) *	○	○	○	○
C4.1.4 THESE ACTIVITIES ARECONDUCTED FOR CHILDREN OF ALL AGES AND ABILITIES *	○	○	○	○

C4.2 COMMENTS (OPTIONAL):

» Target C5 - Education sector has robust systems and policies for school health and nutrition

C5.1 SYSTEMS AND POLICIES FOR SCHOOL HEALTH INCLUDE THE FOLLOWING:

	Star =0	Star =0.5	Star =1
	No consideration	Yes, limited	Yes, robust
C5.1.1 A NATIONAL EDUCATION STRATEGY FOR HEALTH PROMOTION IN SCHOOLS	○	○	○
C5.1.2 SCHOOL-LEVEL POLICIES OR PLANS FOR HEALTH PROMOTION	○	○	○

C5.2 SYSTEMS, POLICIES AND GUIDANCE FOR SCHOOL HEALTH INCLUDE THE FOLLOWING:

	Star =0	Star =0.33	Star =0.66	Star =1	Star =0
	None	Yes, guidance available	Yes, minimum standards defined	Yes, minimum standards defined and monitored	Not applicable or other agencies responsible for this
C5.2.1 WATER, SANITATION AND HYGIENE	○	○	○	○	○
C5.2.2 FOOD AND NUTRITION	○	○	○	○	○
C5.2.15 ACTIVE IDENTIFICATION AND TRACKING OF COMMUNICABLE DISEASES IN STUDENTS AND STAFF	○	○	○	○	○
C5.2.16 SOCIAL MEASURES TO REDUCE DISEASE TRANSMISSION DURING DISEASE OUTBREAKS	○	○	○	○	○
C5.2.17 ENVIRONMENTAL MEASURES, SUCH AS VENTILATION AND CLEANING, TO REDUCE TRANSMISSION DURING DISEASE OUTBREAK	○	○	○	○	○

C5.3 DATA ON WATER, SANITATION AND HYGIENE ARE MONITORED AT SCHOOL LEVEL:

	Star =0	Star =0.5	Star =1
	Not at all	Not regularly	At least annually
C5.3.1 WATER (SOURCE, QUALITY AND SUFFICIENCY)	○	○	○
C5.3.2 SANITATION (TOILET TYPES, ACCESSIBILITY, FUNCTIONALITY AND PRIVACY)	○	○	○
C5.3.3 HYGIENE (HANDWASHING FACILITIES, SOAP AND WATER)	○	○	○
C5.3.4 SOLID WASTE MANAGEMENT (WASTE REDUCTION, RECYCLING, AND DISPOSAL)	○	○	○

C5.4 COMMENTS (OPTIONAL):

V. PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION

» Target 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

D1.1 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 *

◯ None adopted **(Star =0)**

◯ Yes, key message adopted but not yet used for education **(Star =0.33)**

◯ Yes, key messages adopted and used for formal education **(Star =0.66)**

◯ Yes, key messages adopted and used for formal education and informal education **(Star =1)**

◯ Unknown **(Star =0)**

D1.2 ACTION-ORIENTED KEY MESSAGES FOR DISASTERS AND EMERGENCIES IN SCHOOLS:

	Star =0 No	**Star =1** Yes
D1.2.1 INCLUDE ADAPTATIONS FOR PEOPLE WITH DISABILITIES	◯	◯
D1.2.2 AVAILABLE IN LANGUAGES/FORMATS FOR LINGUISTIC MINORITIES	◯	◯

D1.3 COMMENTS (OPTIONAL):

D2.5 SCHOOLCURRICULUM INCLUDES:

	Star =0	Star =.25	Star =0.5	Star =0.5	Star value=1
	None	Now being developed	Primary school only	Secondary school only	In both primary and secondary school
D2.5.1 DISASTER RISK REDUCTION	○	○	○	○	○
D2.5.2 CLIMATE CHANGE, ACTION, JUSTICE AND THE ENVIRONMENT	○	○	○	○	○
D2.5.3 EDUCATION FOR SUSTAINABLE DEVELOPMENT	○	○	○	○	○
D2.5.4 HEALTH AND WELL-BEING	○	○	○	○	○
D2.5.5 SOCIAL-EMOTIONAL LEARNING	○	○	○	○	○

D2.6 COMMENTS (OPTIONAL):

> » **Target D3 - Non-formal experiential education for students and families addresses climate- aware, risk reduction, resilience, and well-being.**

D3.1 EDUCATION ON THESE SUBJECTS IS CONVEYED NON- FORMALLY:

Check all that apply in each row

	Star value=.33	Star value=.33	Star value=0.33	Star value=0	Star value=0
	In school assemblies and experiential learning	In some classrooms at teacher discretion	In school clubs, afterschool activities, and other extra-curricular activities	Not at all	Unknown
D3.1.1 DISASTER RISK REDUCTIONAND CLIMATE CHANGE *	☐	☐	☐	☐	☐
D3.1.2 EDUCATION FOR SUSTAINABLE DEVELOPMENT *	☐	☐	☐	☐	☐
D3.1.3 HEALTH AND WELL-BEING *	☐	☐	☐	☐	☐
D3.1.4 SOCIAL-EMOTIONAL LEARNING *	☐	☐	☐	☐	☐

D3.2 SCHOOLS REACH OUT TO HOUSEHOLDS AND FAMILIES TO SPREAD AWARENESSABOUT:

Select one choice per row

	Star =0	Star =0.5	Star =1	Star =0
	None or very few schools regularly do	Some schools regularly do	Most or all schools regularly do	Unknown
D3.2.1 CLIMATE CHANGE IMPACTSAND ACTION *	○	○	○	○
D3.2.2 RISK REDUCTION AND RESPONSE PREPAREDNESS *	○	○	○	○
D3.2.3 HEALTH AND WELL-BEING *	○	○	○	○

D3.3 COMMENTS (OPTIONAL):

» Target D4 - Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and well-being is developed and assessed

D4.1 TEACHERS ABILITY TO FACILITATE STUDENT LEARNING IS DEVELOPED AND ASSESSED IN THESE AREAS:

CHECK ALL THAT APPLY

	Star =0.2 Through teacher pre-service training	Star =0.2 Through teacher in-service training	Star =0.2 Through teacher self-study training	Star =0.2 Teacher training in this area is mandatory	Star =0.2 Teachers are assessed in this area
D4.1.1 DISASTER RISK REDUCTION	☐	☐	☐	☐	☐
D4.1.2 CLIMATE CHANGE, ACTION, JUSTICE AND THE ENVIRONMENT	☐	☐	☐	☐	☐
D4.1.3 ENVIRONMENTALLY SUSTAINABLE DEVELOPMENT	☐	☐	☐	☐	☐
D4.1.4 HEALTH AND WELL-BEING	☐	☐	☐	☐	☐
D4.1.5 SOCIAL-EMOTIONAL LEARNING	☐	☐	☐	☐	☐

D4.2 COMMENTS (OPTIONAL):

D5.1 STUDENT LEARNING OUTCOMES (KNOWLEDGE, SKILLS AND COMPETENCIES) ARE MONITORED AND EVALUATED IN THESE AREAS:

	Star=0.5	Star=0.5	Star=1	Star=0
	At secondary school level	At secondary school level	At BOTH primary and secondary school level	Not at all
D5.1.1 DISASTER RISK REDUCTION	○	○	○	○
D5.1.2 CLIMATE CHANGE, ACTION, JUSTICE AND THE ENVIRONMENT	○	○	○	○
D5.1.3 ENVIRONMENTALLY SUSTAINABLE DEVELOPMENT	○	○	○	○
D5.1.4 HEALTH AND WELL-BEING	○	○	○	○
D5.1.5 SOCIAL-EMOTIONAL LEARNING	○	○	○	○

D5.2 COMMENTS (OPTIONAL):

» Target D5 - Schools have sufficient education materials for teaching risk reduction, resilience, and well being

D6.1 SCHOOLS HAVE SUFFICIENT APPROVED, HIGH QUALITY EDUCATION MATERIALS FOR TEACHING:

	Star =0.5	Star =0.5	Star =0.5	Star =0.5
	At secondary school level	At secondary school level	At BOTH primary and secondary school level	Not at all
D6.1.1 DISASTER RISK REDUCTION	○	○	○	○
D6.1.2 CLIMATE CHANGE, ACTION, JUSTICE AND THE ENVIRONMENT	○	○	○	○
D6.1.3 ENVIRONMENTALLY SUSTAINABLE DEVELOPMENT	○	○	○	○
D6.1.4 HEALTH AND WELL-BEING	○	○	○	○
D6.1.5 SOCIAL-EMOTIONAL LEARNING	○	○	○	○

D6.2 COMMENTS (OPTIONAL):

VI. OUTCOMES

O1 EDUCATIONAUTHORITIES TRACK SCHOOL-BASED HAZARD IMPACTS:

	No	Tracked inconsistently	Tracked consistently
O1.1 DEATHS AT SCHOOL*	○	○	○

O1.1.1 NUMBER OF DEATHS AT SCHOOL IN THE MOST RECENT FULL ACADEMIC YEAR*

Enter approximate whole number, 0 for none, or "unknown"

	No	Tracked inconsistently	Tracked consistently
O1.2 SERIOUS INJURIES AT SCHOOL*	○	○	○

O1.2.1 NUMBER OF SERIOUS INJURIES AT SCHOOL IN THE MOST RECENT FULL ACADEMIC YEAR*

Enter approximate whole number, 0 for none, or "unknown"

	No	Tracked inconsistently	Tracked consistently
O1.3 SEVERE ILLNESS AT SCHOOL*	○	○	○

O1.3.1 NUMBER OF SEVERE ILLNESS AT SCHOOL IN THE MOST RECENT FULL ACADEMIC YEAR*

Enter approximate whole number, 0 for none, or "unknown"

	No	Tracked inconsistently	Tracked consistently
O1.4 EDUCATION DAYS LOST DUE TO HAZARD-RELATED SCHOOL CLOSURE*	○	○	○

O1.4.1 NUMBER OF STUDENT-DAYS LOST IN THE MOST RECENT FULL ACADEMIC YEAR*

Enter approximate whole number, 0 for none, or "unknown"

	No	Tracked inconsistently	Tracked consistently
O1.5 SCHOOL BUILDINGS DAMAGED*	○	○	○

O1.5.1 NUMBER OF DAMAGED OR DESTROYED SCHOOL BUILDINGS IN THE MOST RECENT FULL ACADEMIC YEAR*

Enter approximate whole number, 0 for none, or "unknown"

	No	Tracked inconsistently	Tracked consistently
O1.6 DAMAGE TO SCHOOL MATERIALS*	○	○	○
O1.7 HEALTH AND NUTRITION*	○	○	○
O1.8 WELL-BEING AND MENTAL HEALTH*	○	○	○

O1.9 COMMENTS (OPTIONAL)

» O2 - In the most recent full academic year, how many:

ENTER APPROXIMATE WHOLE NUMBER, 0 FOR NONE, OR "UNKNOWN"

O2.1 NUMBER OF SCHOOL CHILDREN REGISTERED

*

O2.2 NUMBER OF SCHOOL DAYS IN THE ACADEMIC CALENDAR

*

O2.3 NUMBER OF SCHOOL BUILDINGS

*

O2.4 COMMENTS (OPTIONAL):

VII. COMMITMENTS

Z1 DURING THE NEXT FIVE YEARS, WHAT SPECIFIC POLICIES, PROCEDURES, OR COORDINATION ACTIONS DO YOU PLAN TO IMPLEMENT IN THESE AREAS OF COMPREHENSIVE SCHOOL SAFETY?

Open-Ended Comment box

Z1.1 ENABLING POLICIES AND LEGAL FRAMEWORKS

Z1.2 SAFER SCHOOL FACILITIES

Z1.3 SCHOOL SAFETY AND EDUCATION CONTINUITY MANAGEMENT

Z1.4 RISK REDUCTION AND RESILIENCE EDUCATION

Z1.5 REDUCING BARRIERS AND INEQUITIES FOR OUR MOST VULNERABLE LEARNERS

Z1.6 SUPPORTING HEALTH AND WELL-BEING

Z1.7 IMPLEMENTING CLIMATE CHANGE ADAPTATION MEASURES

Z1.8 IMPLEMENTING CLIMATE MITIGATION AND ENVIRONMENTAL SUSTAINABILITY MEASURES ('GREENING SCHOOLS')

Z1.9 NEW OR ENHANCED BUDGET ALLOCATIONS:

Z.10 STRENGTHENING DATA COLLECTION AND EVIDENCE-BASED DECISION PROCESSES

Z2 COMMENTS (OPTIONAL)

You have almost reached the end of the survey!

PLEASE PROVIDE CONTACT INFORMATION FOR A SURVEY VALIDATOR BEFORE YOU SUBMIT.

» Z3 SURVEY VALIDATOR

SURVEY VALIDATOR: THE VALIDATOR SHOULD BE AN OFFICIAL REPRESENTATIVE OF YOUR EDUCATION AUTHORITY. THEY WILL APPROVE THIS SUBMISSION ON BEHALF OF THE EDUCATION AUTHORITY. THE VALIDATOR WILL BE ABLE TO FLAG SURVEY RESPONSES FOR REVIEW AND MEET WITH THE SURVEY COORDINATOR AND THE SURVEY FACILITATOR FOR RESOLUTION.

Z3.1 VALIDATOR'S FULL NAME: *

Z3.2 ORGANIZATION: *

Z3.3 POSITION: *

Z3.4 EMAIL ADDRESS: *

WITH THANKS TO PRUDENCE FOUNDATION FOR MAKING THIS SURVEY POSSIBLE.

Appendix B – Survey Methodology Details

Survey Administration

The scope of the survey necessitated a collaborative and consultative process. Therefore, the GADRRRES Survey Administrator identified and supported National Survey Facilitators (NSFs). In addition, the survey administration trained NSFs through a comprehensive guide, emails, calls, and personalised support to address location-specific needs.

NSF participation was predominantly from Ministries of Education (MoEs), United Nations agencies and Save the Children, with limited involvement from other non-governmental organisation partners within GADRRRES. Specifically, Plan International and IsraAID each contributed an NSF (in Timor Leste and Dominica respectively). World Vision and Plan International also contributed five subnational facilitators in Indonesia, at the provincial level. A few independent experts contributed, too – in Nigeria, Mongolia and Indonesia. These were either affiliated with research centres or were independent consultants who contributed voluntarily.

Geographically, recruitment of NSFs was strongest in the Latin America and the Caribbean region, where the GADRRRES regional affiliate employed a regional consultant with deep understanding of the local context and regional dynamics. The consultant identified NSFs and supported them in completing the survey.

In each location, NSFs invited stakeholders to participate in completing the survey. These stakeholders typically included representatives of the Ministry of Education; Ministry of Disaster Management; United Nations agencies, humanitarian, and development organisations that worked in the education sector. Together these stakeholders met and reviewed the survey and agreed upon the most accurate response option. As needed, stakeholders reached out to their organisations to review existing documents and data.

To ensure integrity of the data collection process, a CSS Policy Survey Portal was developed to support survey submission, validation, and automated report generation. The Survey Administrator registered NSFs in the portal and the NSFs then received instructions on entering their country's survey response. Once all mandatory questions had been completed, the NSF submitted the survey to the portal.

A final question on the survey asked the NSF to identify a survey Validator, a representative from a responsible government ministry who could attest that the survey responses were accurate. When an NSF submitted a survey, the portal sent a PDF of the survey responses to the survey Validator, who reviewed responses and either validated them or rejected them with comments on what errors needed to be addressed. The portal notified NSFs of rejected submissions and invited them to resubmit a corrected version for validation. In cases where the NSF was a representative of an appropriate government ministry, they were both NSF and Validator; the portal automatically marked these submissions as validated.

Governments Responding to Survey

The 2024 CSS Policy survey collected 69 responses from countries, territories, and sub-national units of federated countries, collectively called governments in this report. As shown in Table B1 below, the participating governments cover 46 unique countries, 2 island territories, and 21 sub-national units.[1] Two of the national responses that had sub-national responses were excluded from analysis. [2]

Together, this technical report details responses from 67 governments: 44 national governments, 2 territorial governments and 21 sub-national unit governments. Of these 67 governments, 12 come from the Sub-Saharan Africa region, 28 from the Asia and Pacific region, 25 from the Latin America & Caribbean region, and 2 from Eastern Europe & Central Asia.

Wherever governments participated in the survey, an appropriate authority, such as a government official from an education authority, was given the opportunity to validate the submission. Of the 69 governments that participated, 65 validated their survey results. Fifty-six also released their 2024 CSS Policy Profile, a summary of their response. These Policy Profiles can be accessed at https://gadrrres.net/global-status-of-school-safety. The dataset covers over 338 million school-age children worldwide.

Table B1. Survey Responses

Region	Subregion	Submission	Validated	Released	CSSF[2]	SSD[3]	Est. School-age children[4] (thousands)
Sub-Saharan Africa (12)	Eastern & Southern Africa (7)	Ethiopia	Yes	Yes	--	No	32,796
		Lesotho	No	No	No	No	521
		Madagascar	Yes	Yes	Yes[b]	Yes[e,f]	7,927
		Namibia	Yes	Yes	Yes[a,b]	Yes	666
		South Sudan	Yes	Yes	Yes[a,b]	Yes	3,338
		Uganda	No	No	Yes[a,b]	No	16,058
		Zimbabwe	No	No	Yes[a,b]	No[d]	5,012
	West & Central Africa (5)	Guinea-Bissau	Yes	Yes	No	No	575
		Mali	Yes	Yes	No	Yes	6,245
		Nigeria	Yes	Yes	Yes[b]	Yes	61,393
		Republic of Congo	Yes	Yes	Yes[a,b]	Yes	1,715
		Sierra Leone	Yes	No	Yes[b]	No	2,509
	East Asia (1)	Mongolia	Yes	Yes	No	No	668

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[1] Four federated countries are represented by sub-national states/provinces countries: Brazil (2 state submissions and one national submission), Indonesia (11 provincial or special region submissions and one national submission), Mexico (3 state submissions), and Pakistan (4 state and 1 territory submission).

[2] CSS policy in federated states largely occurs at the sub-national level. As such, we removed the national-level response from Indonesia and Brazil from the analysis so as not to duplicate their sub-national responses, with the exception of data shown in Table 5. Participating Countries[1] with Familiarity, Endorsement and Use. National level Profiles are still available for these countries, based upon their national level submission.

Asia & the Pacific (29)	Pacific (6)	Cook Islands	Yes	Yes	N/A[c]	N/A[e]	3
		Micronesia	Yes	Yes	No	No	28
		Marshall Islands	Yes	Yes	No	Yes[e,f]	18
		Samoa	Yes	Yes	Yes[b]	Yes[e,f]	59
		Solomon Islands	Yes	Yes	Yes[b]	No	209
		Tuvalu	Yes	Yes	Yes[b]	No	3
	South Asia (5)	Pakistan (5 provinces only)					
		Baluchistan	Yes	Yes	N/A[a]	N/A	3,577
		Islamabad Cap. Terr.	Yes	Yes	N/A[a]	N/A	568
		Khyber Pakhtunkhwa	Yes	Yes	N/A[c]	N/A	9,812
		Punjab	Yes	No	N/A[c]	N/A	30,665
		Sindh	Yes	Yes	N/A[a]	N/A	13,376
	Southeast Asia (17)	East Timor	Yes	Yes	Yes[a]	Yes[e,f]	370
		Indonesia	Yes	Yes	Yes[a,b]	No[d]	
		Aceh	Yes	Yes	N/A[a]	N/A[e]	1,037
		Bali	Yes	Yes	N/A[b]	N/A[e]	483
		Bengkulu	Yes	Yes	N/A[a]	N/A[d]	8,770
		East Nusa Tenggara	Yes	Yes	N/A[a]	N/A[d]	9,767
		Gorontalo	Yes	Yes	N/A[a]	N/A[d]	1,280
		Papua	Yes	Yes	N/A[a]	N/A[d]	281
		Sp. Reg. Jakarta	Yes	Yes	N/A[a]	N/A[d]	1,033
		Sp. Reg. Yogyakarta	Yes	Yes	N/A[a]	N/A[d]	11,592
		West Java	Yes	Yes	N/A[a]	N/A[d]	1,299
		West Kalimantan	Yes	Yes	N/A[a]	N/A[e]	1,328
		West Sumatra	Yes	Yes	N/A[a]	N/A[d]	1,266
		Laos	Yes	Yes	Yes[a]	No	1,792
		Philippines	Yes	Yes	Yes[a,b]	No[d]	26,162
		Thailand	Yes	Yes	Yes[a,b]	No	9,925
		Vietnam	No	No	Yes[a,b]	Yes[e,f]	16,853
Eastern Europe & Central Asia (2)	Central Asia (2)	Kazakhstan	Yes	Yes	Yes[a,b]	Yes	3,459
		Tajikistan	Yes	Yes	Yes[a,b]	No	2,091
	Eastern Europe (0)						
Latin America & the Caribbean (26)	Caribbean (10)	Antigua and Barbuda	Yes	Yes	Yes[a,b]	Yes[e,f]	17
		Belize	Yes	No	Yes[b]	No	93
		British Virgin Islands	Yes	No	N/A[a,b]	N/A[e]	4
		Dominica	Yes	No	Yes[a,b]	No	11
		Dominican Republic	Yes	No	Yes[a,b]	Yes	2,307
		Jamaica	Yes	Yes	Yes[a,b]	Yes	508
		Saint Kitts and Nevis	Yes	Yes	Yes[a,b]	No	9
		Saint Lucia	Yes	No	Yes[a,b]	No[d]	28

Region	Country/Territory					Children
	Saint Vincent & the Grenadines	Yes	Yes	Yes[a,b]	Yes	20
	Trinidad and Tobago	Yes	Yes	Yes[a,b]	No	228
Central America (8)	Costa Rica	Yes	No	Yes[b]	Yes[e,f]	784
	El Salvador	Yes	Yes	Yes[a,b]	Yes	1,387
	Guatemala	Yes	Yes	Yes[b]	Yes[e,f]	4,281
	Honduras	Yes	Yes	Yes[b]	Yes[e,f]	2,232
	Mexico (3 states)					
	Baja California Norte	Yes	Yes	N/A[c]	N/A[e]	611
	Chihuahua	Yes	Yes	N/A[c]	N/A[e]	690
	Sonora	Yes	Yes	N/A[c]	N/A[e]	525
	Panama	Yes	No	Yes[b]	Yes[e,f]	891
South America (8)	Bolivia	Yes	Yes	Yes[b]	No[d]	2,791
	Brazil	Yes	Yes	Yes[a,b]	Yes[e]	
	Piauí	Yes	Yes	N/A[c]	N/A[e]	603
	Rio Grande do Sul	Yes	Yes	N/A[c]	N/A[e]	2,006
	Chile	Yes	Yes	No	Yes[e,f]	3,001
	Colombia	Yes	Yes	No	Yes	8,500
	Ecuador	Yes	Yes	Yes[a]	Yes	3,761
	Peru	Yes	Yes	Yes[b]	Yes[e,f]	5,777
Global	**69 submissions**	**65**	**56**			**338,860**

1. Indonesia's and Brazil's national responses, both of which were validated and released, are excluded from analysis, though their CSS Policy Profiles are available at https://gadrrres.net/global-status-of-school-safety

2. Countries and territories that endorse Comprehensive School Safety Framework (CSSF): a) Answered yes to endorsement in survey, b) documentation of endorsement archived with GADRRRES, c) Answered no to endorsement in survey.

3. Safe Schools Declaration Signer: d) Responded "yes" in survey, e) responded "no" in survey, f) country is listed as signatory https://ssd.protectingeducation.org/endorsement/

4. Estimated number of school-aged children. For details on sources and dates, refer to Appendix D.

Survey Analysis

To provide an overview of strengths and future opportunities, the analysis team also developed a 4-star rating system. They grouped required questions under each of the 21 CSS indicators and applied a point system to the question responses, giving the least robust response options—often a "no" or "unknown" response—no points. The most robust response option was given 1 point and then, where needed, fractional points were assigned to response options between the least and most robust response options.

For each CSS indicator, the analysis team then summed the points and divided by the total number of points possible for an evaluation of indicator completeness on a scale of zero to 100 percent. They divided indicator completeness into five categories, representing a 4-point star rating system as shown in Table B2.

Table B2. Star Rating System

	Star rating	% Complete	Meaning
No stars	☆☆☆☆	0%	No action for school safety taken
One star	★☆☆☆	≤25%	Up to a quarter of the possible actions taken
Two stars	★★☆☆	≤50%	Up to half the possible actions taken
Three stars	★★★☆	≤75%	Up to three-quarters of the possible actions taken
Four stars	★★★★	>75%	Most or all actions taken

The 4-star rating system for required survey questions provides a visual reference and comparison tool. Star ratings summarise responses to different survey sections. Required questions in the CSS Enabling Systems & Policies, Pillar 1, Pillar 2, and Pillar 3 survey sections contribute to the star ratings.[3] See Appendix A for the full survey with star ratings for associated questions.

For these questions, each response had an assigned point value between zero and one (e.g., None = 0, Half of hazards = 0.5, Most or all hazards = 1). Since some questions were "check all that apply" the point values for those questions came from a summation of all selected response options, which would total between 0 (no response options selected) and 1 (all selected).

The selected responses for each survey submission were totalled for all questions in each category (such as A1 or C5). To reach a final star rating value between 0 and 1, the point total for each category was divided by the number of questions in that category. The star rating categories are for Indicators:

- A1 (5 questions)
- A2 (11 questions)
- A3 (4 questions)
- A4 (9 questions)
- A5 (10 questions)
- B1 (11 questions)
- B2 (9 questions)
- B3 (4 questions)
- B4 (5 questions)
- B5 (2 questions)

- C1 (7 questions)
- C2 (10 questions)
- C3 (14 questions)
- C4 (4 questions)
- C5 (11 questions)
- D1 (3 questions)
- D2 (4 questions)
- D3 (9 questions)
- D4 (5 questions)
- D5 (5 questions)
- D6 (5 questions)

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[3] The exception is the required question A4.1: The education authority has received external funds for education sector projects that include a significant emphasis on school safety, climate change adaptation, or education in emergencies. This question is not included in the star rating because only national governments answered this question and external funding is not entirely in their control, nor does more funding mean safer schools—it may also indicate limited internal capacity.

Each indicator ended up with a final star rating value between zero and one. These values corresponded to a star icon as follows:

- Star rating of 0 means **no stars**
- Star rating greater than zero but less than or equal to 0.25 means **one star**
- Star rating greater than 0.25 but less than or equal to 0.5 means **two stars**
- Star rating greater than 0.5 but less than or equal to 0.75 means **three stars**
- Star rating greater than 0.75 means **four stars**

Criteria for Regional and Subregional Analysis

Area profiles and disaggregated statistics in the technical reports were created when the following criteria are met:

- Criteria #1: At least 3 surveys submitted, and
- One of the following is met:
    - Criteria #2: The number of surveys submitted is greater than or equal to a quarter of the UN member states in the area, or
    - Criteria #3: Using 2023 World Bank population estimates, the population represented by the submitted surveys is equal or greater than one quarter of the population of UN member states in the area.

These criteria were met globally for three regions and for seven subregions, as shown in Table B3. The criteria ensured that survey responses from individual governments cannot be clearly identified and that the Area Profiles provided a representative picture.

Table B3. Criteria for CSS Policy Survey Area Profile Creation

Region	UN Member States	2023 Pop. Est. (Million)	Participating Country Count[1,2]	2023 Pop. Est. (Million)	Criteria met? #1	#2	#3	Area Report[5]
Sub-Saharan Africa	49	1,237	13[3]	502	yes	no	yes	✔
Eastern & Southern Africa	25	638	8[3]	238	yes	yes	yes	✔
West & Central Africa	24	600	5	264	yes	no	yes	✔
Asia and the Pacific	37	4,244	13[4]	820	yes	yes	no	✔[5]
East Asia	5	1,617	1	3	no	no	no	✘
Pacific	14	45	5	1	yes	yes	no	✔
South Asia	7	1,896	1	240	no	no	no	✘
Southeast Asia	11	687	6	575	yes	yes	yes	✔ [5]
Eastern Europe & Central Asia	31	533	2	30	no	no	no	✘
Central Asia	6	122	2	30	no	yes	no	✘
Eastern Europe	25	410	0	0	no	no	no	✘
Latin America & the Caribbean	33	660	21[4]	542	yes	yes	yes	✔[5]
Caribbean	14	40	9	17	yes	yes	yes	✔
Central America	7	180	6	173	yes	yes	yes	✔[5]
South America	12	440	6	353	yes	yes	yes	✔
Middle East and North Africa	18	494	0	0	no	no	no	✘
North Africa	5	216	0	0	no	no	no	✘
Middle East	13	278	0	0	no	no	no	✘
Western & Northern Europe & North America	25	806	0	0	no	no	no	✘
North America	2	375	0	0	no	no	no	✘
Western& Northern Europe	23	431	0	0	no	no	no	✘
Global	193	7,976	49	1,894	yes	yes	no	✔

1. Response count includes two territories, one the Caribbean and one in the Pacific.

2. Federated countries with multiple sub-national surveys are counted only once.

3. Kenya's submission is included in Area Reports available on https://gadrrres.net/global-status-of-school-safety; however, their survey submission, which was submitted after the cut-off date, is not included in this Policy Report.

4. Cook Islands in the Pacific and the British Virgin Islands, both territories, were included in this country count.

5. Area Profile includes included a national submission from a federated country and state-level submissions from that country. These national submissions are not included in Global and Regional 2024 State of CSS Policy Reports.

Appendix C – Hazard Impacts by Region Breakout

Table C1. School Exposure to Hazards and Impacts, Sub-Saharan Africa Region (Questions X.11 and X.12)

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

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

Table C2. School Exposure to Hazards and Impacts, Eastern & Southern Sub-Saharan Africa Subregion (Questions X.11 and X.12)

Hazard[1]		Frequency (%) (N=7)					
		Impacts to Schools					
		Damage	Closure	Injury	Death	Minimal, N/A	Unknown
Flooding[4]	7 (100%)	6 (86%)	7 (100%)	3 (43%)	3 (43%)	0 (0%)	0 (0%)
Climate change[8]	7 (100%)	5 (71%)	5 (71%)	4 (57%)	3 (43%)	1 (14%)	0 (0%)
Winds[5]	6 (86%)	5 (71%)	4 (57%)	4 (57%)	3 (43%)	1 (14%)	0 (0%)
Biological and health	6 (86%)	0 (0%)	5 (71%)	3 (43%)	4 (57%)	2 (29%)	0 (0%)
Bullying and violence	6 (86%)	1 (14%)	2 (29%)	5 (71%)	1 (14%)	2 (29%)	0 (0%)
Extreme temperatures	6 (86%)	0 (0%)	3 (43%)	1 (14%)	0 (0%)	3 (43%)	0 (0%)
Wildfire, bushfire	4 (57%)	1 (14%)	2 (29%)	1 (14%)	1 (14%)	5 (71%)	0 (0%)
War, conflict[6]	4 (57%)	4 (57%)	4 (57%)	3 (43%)	3 (43%)	2 (29%)	1 (14%)
Everyday dangers[7]	4 (57%)	1 (14%)	1 (14%)	3 (43%)	1 (14%)	3 (43%)	1 (14%)
Building fire	3 (42.9)	4 (57%)	4 (57%)	2 (29%)	2 (29%)	2 (29%)	0 (0%)
Earthquake[3]	3 (43%)	3 (43%)	3 (43%)	2 (29%)	1 (14%)	2 (29%)	1 (14%)
Technological	2 (29%)	1 (14%)	1 (14%)	0 (0%)	0 (0%)	5 (71%)	1 (14%)
Tsunami	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (71%)	2 (29%)

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

Table C3. School Exposure to Hazards and Impacts, West & Central Africa Subregion (Questions X.11 and X.12)

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

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

Table C4. School Exposure to Hazards and Impacts, Asia and the Pacific Region (Questions X.11 and X.12)

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

Frequency (%) (N=28)

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

Table C5. School Exposure to Hazards and Impacts, Pacific Subregion (Questions X.11 and X.12)

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

Frequency (%) (N=6)

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

Table C6. School Exposure to Hazards and Impacts, Southeast Asia Subregion (Questions X.11 and X.12)

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

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

Table C7. 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[8]	23 (92%)	13 (52%)	14 (56%)	7 (28%)	4 (16%)	4 (16%)	4 (16%)
Everyday dangers[7]	22 (88%)	7 (28%)	6 (24%)	13 (52%)	6 (24%)	7 (28%)	3 (12%)
Earthquake[3]	21 (84%)	19 (76%)	15 (60%)	8 (32%)	5 (20%)	5 (20%)	0 (0%)
Flooding[4]	21 (84%)	17 (68%)	18 (72%)	3 (12%)	2 (8%)	3 (12%)	0 (0%)
Winds[5]	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[6]	5 (20%)	2 (8%)	8 (32%)	6 (24%)	4 (16%)	9 (36%)	8 (32%)

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

Table C8. 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[4]	10 (100%)	6 (60%)	8 (80%)	1 (10%)	1 (10%)	1 (10%)	0 (0%)
Earthquake[3]	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[5]	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[7]	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]	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[6]	1 (10%)	0 (0%)	1 (10%)	0 (0%)	0 (0%)	6 (60%)	3 (30%)

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

Table C9. School Exposure to Hazards and Impacts, Central America Subregion (Questions X.11 and X.12)

Hazard[1]	Frequency (%) (N=8)	Impacts to Schools					
		Damage	Closure	Injury	Death	Minimal, N/A	Unknown
Climate change[8]	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[3]	7 (88%)	6 (75%)	6 (75%)	4 (50%)	3 (38%)	2 (25%)	0 (0%)
Winds[5]	7 (88%)	7 (88%)	5 (63%)	3 (38%)	2 (25%)	0 (0%)	1 (13%)
Everyday dangers[7]	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[4]	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[6]	2 (25%)	0 (0%)	3 (38%)	2 (25%)	1 (13%)	3 (38%)	2 (25%)

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

Table C10. 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[8]	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[4]	6 (86%)	6 (86%)	5 (71%)	2 (29%)	1 (14%)	0 (0%)	0 (0%)
Everyday dangers[7]	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[3]	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]	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[6]	2 (29%)	2 (29%)	4 (57%)	3 (43%)	3 (43%)	0 (0%)	3 (25%)

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

Appendix D – School Age Children Methodology

Although the survey asks respondents about number of school children registered, not all countries and federated units responded. Additional research from other sources provides comprehensive total as well as include children that may be of school age but not registered.

Country-level data on school age population for both primary and secondary education came from the World Bank Education Statistics DataBank, which relies upon data collected from UNESCO's Institute for Statistics.[1] This data from 2020 provides the population of the age-group theoretically corresponding to primary education and secondary education as indicated by theoretical entrance age and duration.

To estimate the school age population for responding states/provinces/federated territories, a different calculation needed to be made since the database did not break down school age population to sub-national units or territories. To calculate school age children in a federated unit or territory, an average percent of school age population (school age population divided by total country population[2]) was calculated for all countries within the region that participated in the survey. These regional averages were multiplied by the state/province/federated territory total population, based upon country census data.[3]

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1. The indicator and associated data from UNESCO Institute for Statistics can be found at https://databank.worldbank.org/reports.aspx?source=education-statistics-~-all-indicators. Totals used in this analysis are the some of the indicators School age population, primary education, both sexes (number) (SP.PRM.TOTL.IN) and School age population, secondary education, both sexes (number) (SP.SEC.TOTL.IN).

2. Total population is based on the de facto definition of population, which counts all residents regardless of legal status or citizenship. The values shown are midyear estimates. The 2023 total population for countries can be found at https://data.worldbank.org/indicator/SP.POP.TOTL. Except for Cooks Islands, whose total population can be found at https://stats.gov.ck/vital-statistics-and-population-estimates-september-quarter-2023/.

3. Brazil: Brazil 2022 Census (https://censo2022.ibge.gov.br/panorama/index.html). Indonesia: Indonesian Population Census 2020 (https://unstats.un.org/unsd/demographic-social/meetings/2021/egm-covid19-census-20210209/docs/s03-04-IDN.pdf). Mexico: Intercensal Survey 2015 (https://en.www.inegi.org.mx/programas/intercensal/2015/#tabular_data) or Data Mexico (https://www.economia.gob.mx/datamexico/en/profile/geo/chihuahua-ch). Pakistan: Pakistan Bureau of Statistics (Key_Findings_Report.pdf).

Appendix E – Sources of External Funds

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

Region							World Bank		Regional Dev. Bank		UN Agency		Other
	N	GPE	N	ECW	N	GCF		N		N		N	
Sub-Saharan Africa	11	8 (73%)	12	6 (50%)	12	5 (42%)	10 (83%)	11	5 (46%)	12	11 (92%)	6	3 (50%)
Asia and the Pacific	28	18 (64%)	28	5 (18%)	28	9 (32%)	13 (47%)	28	9 (32%)	28	26 (93%)	19	13 (68%)
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%)

The table header "Frequency (%)[1]" spans across the data columns.

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.

Appendix F – Errata

The following are a list of minor errors and the date they were corrected.

Date Corrected	Document	Location	Correction
June 11, 2025	Global Status of School Safety: Technical Report	Page 83, end of first paragraph discussing Table 41.	Original: All governments received three or four stars and were taking many of the actions assessed in the survey. Correction: Nearly three out of four governments (72%) received three or four stars and were taking many of the actions assessed in the survey.

Supplemetary Materials for Global and Regional Status of School Safety Technical Reports

2024 Comprehensive School Safety Policy Survey