Global Status of School Safety

Technical Report of the 2024 Comprehensive School Safety Policy Survey

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

PRUDENCE FOUNDATION

Save the Children

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

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

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

All names have been changed for protection.

Cover image: Daniela, 7, at her school on an island in Shefa Province, Vanuatu. Copyright: Conor Ashleigh / Save the Children.

Read more and download the Supplementary Materials for the report:

Global Status of School Safety: Technical Report of the 2024 Comprehensive School Safety Policy Survey

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INTRODUCTION

Education is the foundation for a better future, empowering children and youth, strengthening communities, and driving social and economic progress. Right now, the promise of education is being undermined by a range of interconnected crises and hazards, with a lack of preparedness leaving education systems at risk. But while hazards are inevitable, the adverse impacts on children's learning are not. Experience and expertise gathered from decades of work in school safety and resilience have culminated in a framework for a different future: the Comprehensive School Safety Framework (CSSF).

Schools in Global Context

According to the Global Library of School Infrastructure, "globally, there are **6.6 million schools** to accommodate the educational and work needs of **1.6 billion students, 83 million teachers and 41 million administrative staff**" (World Bank, n.d.).

The Comprehensive School Safety Framework

The Comprehensive School Safety Framework is 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 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.**

Goals and Components

The goals of the Comprehensive School Safety Framework are to take a participatory risk-informed approach to:

1. Protect learners, educators, and staff from death, injury, violence and harm in schools and other learning spaces
2. Plan for education and protection continuity, and limit disruptions to learning in the face of shocks, stresses, hazards, and threats of all kinds
3. Promote knowledge and skills of learners and duty-bearers, to contribute to risk reduction, resilience building, and sustainable development.

Importantly, the Framework **adopts an all-hazards, all-risks approach**, reflecting the reality of many countries and making it relevant for a wide range of disasters and the compounding effect of multiple crises. **This approach allows the Comprehensive School Safety Framework to be adapted to different contexts.**

This technical report details the current global status of implementation of the Comprehensive School Safety Framework, and subsequently global comprehensive school safety, as elicited by the 2024 Comprehensive School Safety policy survey.

About the Comprehensive School Safety Policy Survey

In 2024, the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) conducted a global policy survey to assess the status of comprehensive school safety around the world. Built on the three pillars and enabling foundation of the Comprehensive School Safety Framework, the policy survey was a collaborative, multi-stakeholder process that engaged ministries of education, national disaster management agencies, UN agencies, national, community and international NGOs, and more.

In total, 46 countries, two island territories, and 21 sub-national units participated in the 2024 CSS Policy Survey, representing **over 330 million school-age children**.[1]

Survey Development

The 2024 Comprehensive School Safety Policy Survey builds upon a baseline survey conducted in 2017, itself an outgrowth of sustained advocacy around school safety from a wide range of stakeholders over more than two decades (Paci-Green, et al., 2018; Paci-Green, et al. 2020). Since the 2017 policy survey, GADRRRES completed a consultative process and updated the Comprehensive School Safety Framework. GADRRRES also developed a set of Comprehensive School Safety targets and indicators to provide increased clarity, specificity and guidance to governments seeking to

[1] Based upon 2020 World Bank population estimates. See Appendix D for further details.

improve school safety. Both the revised Comprehensive School Safety Framework and the Targets and Indicators were released in June 2022.

Starting in August 2023, survey questions were drafted to measure each indicator. These questions were refined and input sought from GADRRRES member organisations, regional affiliates, and experts in specific areas of Comprehensive School Safety, such as Disaster Risk Reduction, Health, Climate Change, and Education in Emergencies. In June 2024, all questions were reviewed with the goal of minimising the number of questions asked, while still covering all 21 indicators. To reduce the burden on respondents, some questions were shifted from mandatory to non-mandatory and comment boxes were added after each set of questions for an indicator, allowing respondents to make notes when response options did not address their local context well.

When finalised, the survey was entered into Kobo Toolbox, an open-source, digital survey platform for humanitarian organisations. The survey was then translated into fourteen languages using a vetted data dictionary of Comprehensive School Safety terminology:

- English
- Arabic
- Bengali
- Chinese
- French
- Hindi
- Bahasa Indonesia
- Khmer
- Portuguese
- Russian
- Spanish
- Kiswahili
- Urdu
- Vietnamese

The survey questions can be found in Appendix A of the Supplementary Materials document for this technical report.

Survey Implementation

Survey implementation relied upon a set of designated roles and responsibilities. Due to the length and level of detail of the survey itself, the collection of data that some stakeholders viewed as sensitive, and the potential for the survey results to create unwanted transparency about the policies and procedures of education authorities, the Comprehensive School Safety Policy Survey team articulated three main survey implementation roles:

- **Survey Administrator** to coordinate global implementation and provide capacity support, as needed, to National Survey Facilitators.
- **National Survey Facilitator (NSF)** to facilitate the coordination among different actors for the survey completion in a specific location (country, territory, or federated unit).
- **Survey Validator** affiliated with the education authority to validate the survey response as accurate and give permission for public release of Comprehensive School Safety Policy Profile for a specific location

The survey was open to United Nations member nations and sub-national units of federated countries, such as states and provinces. In addition, two small-island territories with substantial comprehensive school safety activities also requested to be allowed to submit a survey response.

The 2024 survey closed on 14 February 2025, with 69 submissions. The participating governments cover 46 unique countries, 2 island territories, and 21 sub-national units.[2] Two of the national responses that had sub-national responses were excluded from analysis,[3] resulting in 67 submissions being included in the global analysis.

A core analysis team computed results in the statistical analysis program Statistical Package for the Social Sciences (SPSS) to develop the descriptive statistics for each question, broken down by region and subregion. For more information about the survey dissemination, participating governments, and response analysis, please see Appendix B in Supplementary Materials.

Survey Outputs

Survey results are provided in a range of outputs. These include:

- **Comprehensive School Safety Policy Profiles** that provide a visual, 12-page summary of country and sub-national unit responses. These were made available to the National Survey Facilitator and Survey Validator. If the Validator released their profile to the public, they are also available through an interactive map, available on the GADRRRES website.
- **Comprehensive School Safety Area Profiles** that provide a visual, nine-page set of aggregated statistics for federated countries with sub-national submissions, multi-country regions and subregions. Area Profiles were generated when there were at least three submissions in the area and the submissions represented either 25% of the area population or 25% of the number of countries.
- Global Status of School Safety Brief with eight key thematic findings from across the survey results.
- **A package of technical reports and Supplementary materials** that provide summary statistics and discussion for each of the survey questions. This technical package includes:
    - Global Status of School Safety Technical Report
    - Sub-Saharan Africa Regional Report
    - Asia & the Pacific Regional Report
    - Latin America & the Caribbean Regional Report
    - Supplementary Materials

Survey Limitations

The findings within the Global Status of School Safety: Technical Report of the 2024 Comprehensive School Safety Policy Survey have notable limitations.

First, **participation in the survey was not random, nor representative**. Governments that participated often were leaders in their region in advocating for, and implementing, comprehensive school safety. Alternatively, they had an active GADRRRES member organisation with an individual willing to be the National Survey Facilitator. Many of the governments represented in the survey have been active in these areas for over a decade. As such, the findings of the survey likely overstate the robustness of Comprehensive School Safety policy globally.

Second, the global picture is notably incomplete. **Two regions did not participate** at all and a third had only two submissions. The comprehensive school safety policy achievements and challenges in the Middle East and North Africa, in North America and Northern and Western Europe, and in the subregion of Eastern Europe are simply missing. These

[2]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).

[3] 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 Figure and Table 2. Familiarity, Endorsement and Use of CSSF and SSD. National level Profiles are still available for these countries, based upon their national level submission.

regions have notable differences—including recent and past conflict and high-income status—that could shift the global picture.

Third, the **survey itself is limited.** It is not possible to fully capture the range of comprehensive school safety issues nor the diversity of policies and implementation practices globally. For comparability, survey questions included a limited number of response options, and these options were undoubtably constraining. Optional comment boxes allowed respondents to clarify the meaning of these responses, though this was not easily captured in the report. Undoubtedly, the same answer to a survey question about "monitoring and enforcement," "sufficient funding," "assessment," "child participation," "infrastructure upgrades," "curriculum coverage" mean markedly different things from region to region, country to country, or even federated unit to federated unit within a country. What one government may consider adequate monitoring of a policy may be understood as inadequate elsewhere. The researchers do not attempt to interpret country-level understanding of the survey questions and make no comment on what governments may be inferring.

Fourth, the survey has **limited comparability to the baseline survey** conducted in 2017. While the 2024 survey does retain many of the questions from the 2017 survey, the expansion of the Comprehensive School Safety framework and the articulation of its targets and indicators meant that the 2017 questions alone were an inadequate reflection of the collective understanding of school safety. Both revision of the 2017 survey questions and significant expansion of the number of questions was important.

To provide some continuity, the survey analysis team created a four-star rating algorithm. This star rating allows governments to compare their relative scores from 2017 to 2024 on their Comprehensive School Safety Policy Profile. However, because the 2024 survey is more extensive, governments may find their star rating in 2024 is lower than in 2017, even without any degradation in their policies and actions. Indeed, the test got harder! See Appendix B in the Supplementary Materials document for further details.

Because of these and other limitations, the **Status of School Safety Technical Reports should be understood as a point of discussion, planning, and commitment to action**. They provide a relative picture of strengths and areas of growth, globally and regionally. The survey questions and response options, which lay out progressively more robust states of meeting comprehensive school safety indicators, can provide governments with a road map for next steps in areas they want to improve. For donors and development partners, they may provide insights into global and regional needs and where investments could spark broad, regional change. For governments looking to find exemplary policies and practices, the reports may suggest a starting point for inter and intra-regional collaboration. For all of us, the Global Status of School Safety findings can serve as a catalyst. They can spur our commitment to ensuring all children learn and grow in safe educational environments and that this learning promotes a broad culture of safety throughout society.

FINDINGS

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

A Note on Terminology

Collectively the participating governments, territories and sub-national units of federated countries are **referred to as governments** in this report.

The findings are divided into the four sections of the survey. The findings start by reporting on a set of initial questions on the school safety context. The findings then report on questions for each aspect of the Comprehensive School Safety Framework— Enabling Systems and Policies, Pillar 1, Pillar 2, and Pillar 3. Sections below provide the summary statistics in tabular and graphic forms for each of the over 200 survey questions. Summary statistics tables include the survey question number in the table title, which allows readers to look up the exact wording of the questions in Appendix A in the Supplementary Materials document.

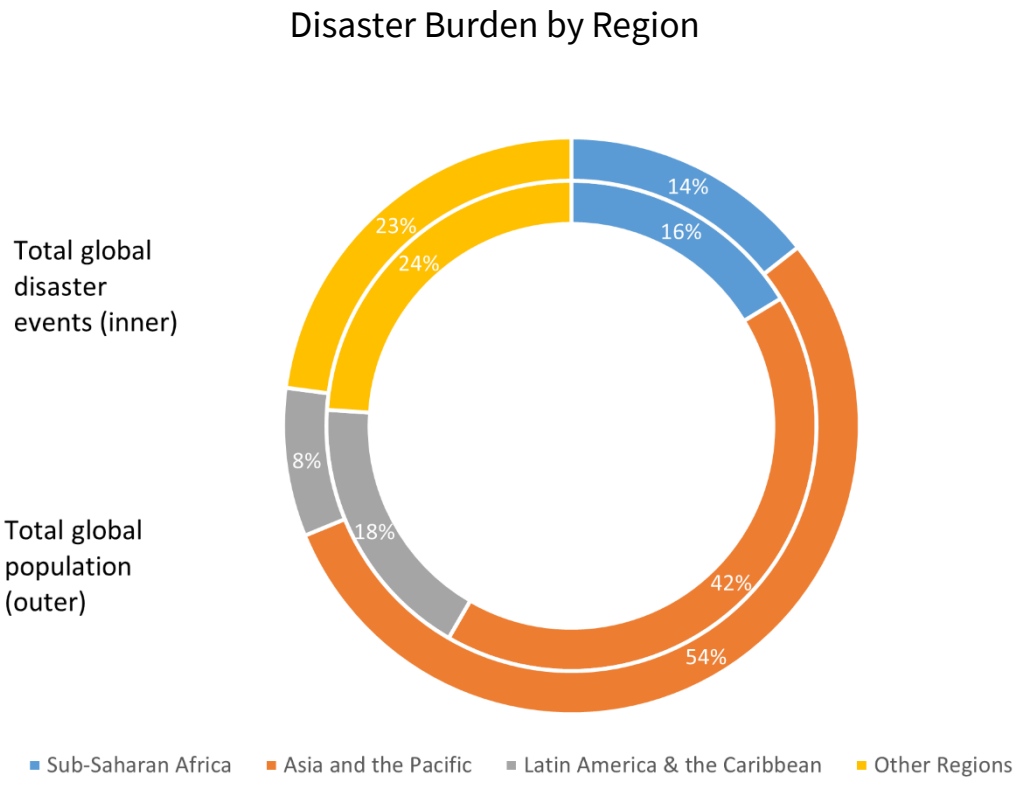
School Safety Context

Disasters and conflict have a profound effect on the lives of children worldwide. Approximately half of the people affected by disasters are children and youth (Kousky, 2016). Over **30 million school-aged children have been displaced** from floods, storms and droughts in the last decade. These climate-induced hazards erode access to education, especially for girls and the poorest children (Valenza, 2023). Natural hazard-induced disasters and conflict disrupt an estimated **75 million children's access to education**. As climate change continues, the frequency and severity of these disruptions are projected to increase (Marin et al., 2024). Conflicts and war pose an even more acute risk for many children. **Nearly 500 million children live in conflict zones**, half of which are high-intensity conflict zones (Save the Children, 2022). **One in three students report being physically attacked** at least once in the past year (UNESCO, 2024b).

Both disaster and conflict directly **threaten children's right to education**. Disasters triggered by natural hazards destroy school infrastructure and shutter schools, often for prolonged periods (Petal, et al., 2015). Children in conflict zones may not be able to get to school safely or have a school at all (Anderson, Hofmann and Hyll-Larsen, 2011; Mayai, 2022; UNICEF, 2009). Many children experiencing these disasters and crises will begin to show signs of post-traumatic stress disorder (Biset et al., 2023; Forthergill & Peek, 2015; Kadir, 2018). Many will face multiple disruptions to their education. The result is too often a **loss of educational attainment** (Fothergill & Peek, 2015; Gibbs, et al., 2019; Peek et al., 2017).

Disaster Burden Not Equally Shared

When it comes to geophysical, hydro-meteorological, and biological hazards – events that include earthquakes, flooding, cyclones, volcanoes, epidemics and more -- data from the International Disaster Database shows disaster impacts are not equally shared. While 14% of the world's population lives in **sub-Saharan Africa,** 16% of these global disasters triggered by natural hazard events occur there. **Latin America and the Caribbean has the highest disaster burden**, with 8% of the global population experiencing 18% of the disaster events (CRED, 2023).

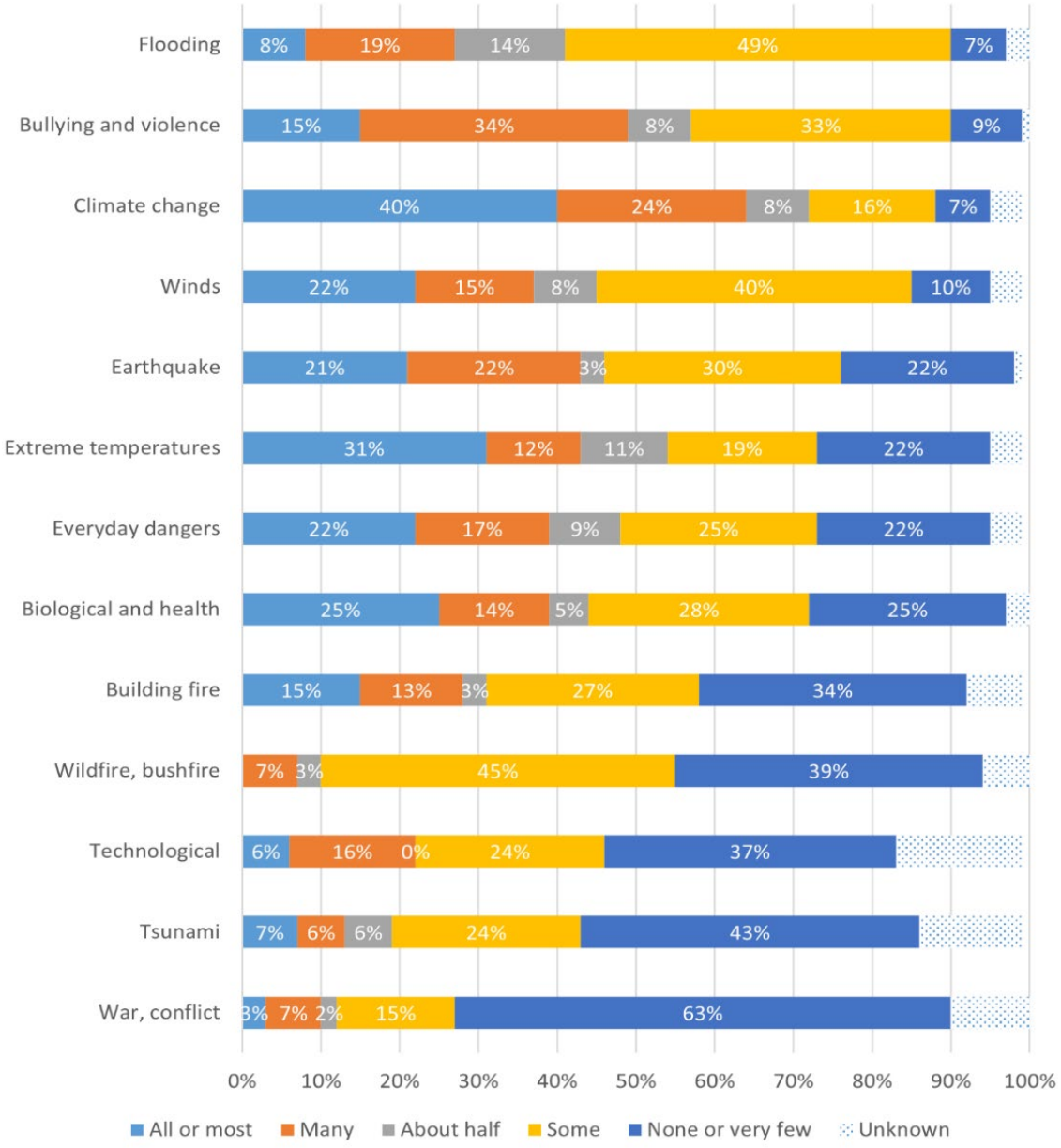


Before assessing policy progress on Comprehensive School Survey indicators, the policy survey asked several initial questions. These questions assessed hazard impacts on the education sector and whether governments had established coordinating bodies and frameworks to address school safety. This section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

Hazard and Impacts (Questions X.11 and X.12)

As shown in Figure and Table 1, globally, four major hazards impacted almost all the governments that responded to the survey. Governments noted flooding (90%), bullying and violence (90%), climate change impacts[4] (88%) and high winds (85%) as hazards affecting almost all schools.

Figure 1. Schools Exposed to Hazards



[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.

Over half of the governments also dealt with a diverse range of other hazards, including earthquakes (76%), extreme temperatures (73%), everyday dangers (73%), biological & health hazards (72%), building fire (58%), and wild or bush fire (55%). Technological hazards (46%) and tsunamis (43%) impacted many governments and a full quarter (27%) of governments noted that war/conflict impacted their schools.

Climate Change Impacts in the Education Sector

Climate change — driven by the global rise of greenhouse gas emissions from the use of fossil fuels — is exacerbating a host of existing hazards that impact the education sector. Climate change is raising temperatures, increasing the frequency and severity of heat waves (Quilcaille, et al., 2024), 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. Even more alarmingly, climate change is also triggering displacement on a massive scale. In just 27 countries, climate shocks triggered displacement for 13 million school-age children over the span of just a few years. Each displacement represents acute disruption to learning and the risk of students dropping out of school altogether. The impacts for educational access and attainment are particularly acute for girls and marginalised children (ECW, 2023).

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

- **Damage to School Infrastructure**. Flooding, wind and earthquakes caused the most damage to school infrastructure, and over three-quarters (75% to 82%) of the governments noted damage from these hazard types. Climate change (52%) and building fires (63%) also caused damage to schools according to nearly half of the governments.
- **School Closures.** Over half of the governments reported school closures from flooding (85%), climate change (60%), high winds (69%), earthquakes (66%), and biological and health hazards (58%). Just under half noted closures from both building fires (46%) and wildfires (40%). A few governments (12%) listed bullying and violence as a cause of school closures.
- **Injury.** Bullying and violence (57%), along with everyday dangers (51%), resulted in injuries in about half of the governments' responses. In addition, between a third and a half also listed earthquakes (46%), health (42%), flooding (42%), wind (37%), and climate change (34%) as a source of injuries.
- **Death.** Thankfully, most governments did not report deaths of students and staff as a way these hazards impacted their schools. However, a third (34%) reported earthquakes as leading to deaths in schools, the highest percentage of any hazard surveyed. About a quarter of the governments reported that everyday dangers (28%), biological and health (27%), flooding (24%) and bullying and violence (24%) also had caused deaths in schools.

Additional tables of hazards and impacts by region can be found in the Appendix C of the Supplementary Materials document.

Table 1. School Exposure to Hazards and Impacts (Questions X.11 and X.12)

Hazard[1]	Frequency (%) (N=67)	Impacts to Schools					
		Damage	Closure	Injury	Death	Minimal, N/A	Unknown
Flooding[4]	60 (90%)	55 (82%)	57 (85%)	28 (42%)	16 (24%)	4 (6%)	0 (0%)
Bullying and violence	60 (90%)	5 (8%)	8 (12%)	38 (57%)	16 (24%)	19 (28%)	5 (8%)
Climate change[8]	59 (88%)	35 (52%)	40 (60%)	23 (34%)	13 (19%)	13 (19%)	8 (12%)
Winds[5]	57 (85%)	50 (75%)	46 (69%)	25 (37%)	13 (19%)	7 (10%)	2 (3%)
Earthquake[3]	51 (76%)	50 (75%)	44 (66%)	31 (46%)	23 (34%)	13 (19%)	2 (3%)
Extreme temperatures	49 (73%)	5 (8%)	24 (36%)	8 (12%)	1 (2%)	27 (40%)	10 (15%)
Everyday dangers[7]	49 (73%)	14 (21%)	14 (21%)	34 (51%)	19 (28%)	23 (34%)	6 (9%)
Biological and health	48 (72%)	5 (8%)	39 (58%)	28 (42%)	18 (27%)	13 (19%)	5 (8%)
Building fire	39 (58%)	42 (63%)	31 (46%)	17 (25%)	9 (13%)	12 (18%)	6 (9%)
Wildfire, bushfire	37 (55%)	20 (30%)	27 (40%)	10 (15%)	4 (6%)	30 (45%)	4 (6%)
Technological	31 (46%)	5 (8%)	7 (10%)	12 (18%)	5 (8%)	34 (51%)	17 (25%)
Tsunami	29 (43%)	20 (30%)	20 (30%)	14 (21%)	11 (16%)	23 (34%)	21 (31%)
War, conflict[6]	18 (27%)	17 (25%)	23 (34%)	17 (25%)	14 (21%)	26 (39%)	17 (25%)

1. Number and percent of governments with some, many, most or all schools exposed to dangers or hazards. Response options of No or very few schools and Unknown included in frequency count but not shown in table.

Damage from Earthquakes and Tropical Cyclones

The World Bank Group's Global Library of School Infrastructure has analysed global school data on the damaging impact of several natural hazards (World Bank, n.d.).

Earthquakes have caused nearly 100,000 school-related deaths in the last 50 years. The Latin America & the Caribbean region, as well as South Asia, have the most susceptibility to damage from earthquakes. Even though a lower number of students are exposed to earthquakes in these regions, high earthquake hazard levels and fragility of school buildings mean high rates of earthquake-related deaths. The East Asia & the Pacific region has the highest population of students affected by earthquakes, resulting in the highest estimated average annual direct economic loss.

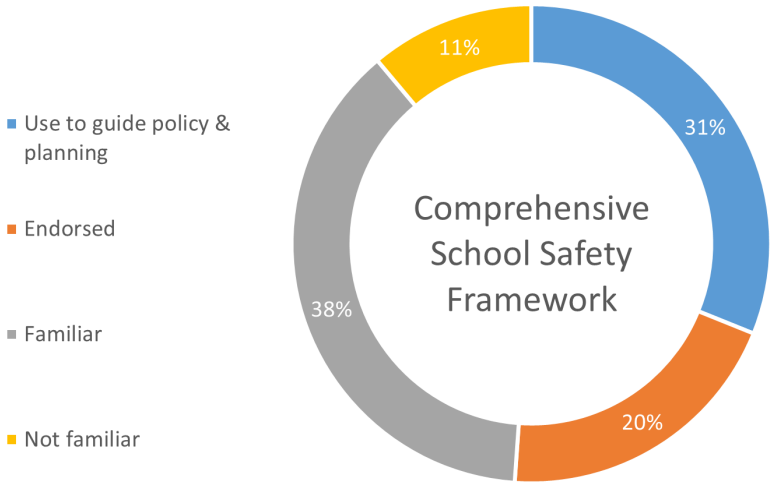
Two regions — Latin America & the Caribbean and East Asia & the Pacific — experience the most damage from tropical cyclones in the last 50 years. Cyclones are particularly challenging because of their high frequency, resulting in cumulative impact on school infrastructure and repetitive disruptions to the educational system and individual students' learning. The East Asia & the Pacific region has the highest average annual economic loss from tropical cyclone damage, largely due to a combination of high tropical cyclone hazard level and high school asset values.

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.

Globally, many countries[5] (89%) had at least some familiarity with the Comprehensive Schools Safety Framework. As shown in Figure and Table 2, half (51%) stated in the survey that they had endorsed it and nearly one in three (31%) were using it to guide policies and planning. Crucially, the highest rates of using the Comprehensive School Safety Framework were in the Latin American and the Caribbean and the Asia & the Pacific regions.

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



Globally, nearly four in five (78%) governments were familiar with the Safe Schools Declaration (SSD). However, just one in three (35%) signed the Declaration and less than a quarter (22%) used it to guide policy and planning. Using the SSD to guide policy and planning was strongest in the Latin America & the Caribbean and sub-Saharan Africa regions. However, uptake remains limited, with only seven and three countries respectively demonstrating its application. This highlights a continued need for targeted advocacy and support to strengthen implementation across regions.

[5] Because endorsement and signing of frameworks and declarations occurs at the country level, for this question only, responses from the 46 countries were analysed. Sub-national state and territory responses were removed while Indonesia and Brazil country-level responses were included. Data reflects countries' responses to survey, which may not match independent documentation. See country participation table in Appendix B note under Table B1 for further detail.

Safe Schools Declaration (SSD)

The Safe Schools Declaration is an inter-governmental political commitment to **protect students, teachers, schools and universities from the worst effects of armed conflict**. The Declaration lays out a set of commitments to ensure continuity of safe education, even in conflict zones. To date, **121 United Nations Member States** have signed the SSD. In part, signatories commit to:

- Respecting the civilian nation of schools
- Collecting data on attacks on education
- Investigating and prosecuting war crimes involving education
- Developing educations systems that promote respect between social and ethnic groups

For further details, see the website of the Global Coalition to Protect Education from Attack.

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

			Frequency (%)		
Region		**N[1]**	**Familiar[2]**	**Endorsed/Signed[2]**	**Guides Policy & Planning[2]**
Sub-Saharan Africa	CSSF	11	5 (45%)	3 (27%)	2 (18%)
	SSD	12	2 (17%)	3 (25%)	3 (25%)
Asia & the Pacific	CSSF	12	3 (25%)	2 (17%)	4 (33%)
	SSD	12	4 (33%)	2 (17%)	0 (0%)
Latin America & the Caribbean	CSSF	20	9 (45%)	2 (10%)	8 (40%)
	SSD	20	13 (62%)	0 (0%)	7 (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 in the Supplementary Materials document 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.

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[6] may be a readily available platform; in other contexts, the education

[6] 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-lead 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 have clear leadership in the education sector.

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.

Globally, over half of the governments (51%) that responded to the survey stated that they had a school safety coordinating body, as shown in Figure and Table 3. Even more governments (70%) had a school safety focal point in senior management. Focal Points in senior management can help ensure swift attention to safety and disaster response but can also help set an agenda for integrating school safety into education sector policies and procedures. Rates were highest in the Latin America & the Caribbean region for both coordinating bodies and focal points in senior management.

Figure 3. Coordinating Bodies and Focal Points for School Safety

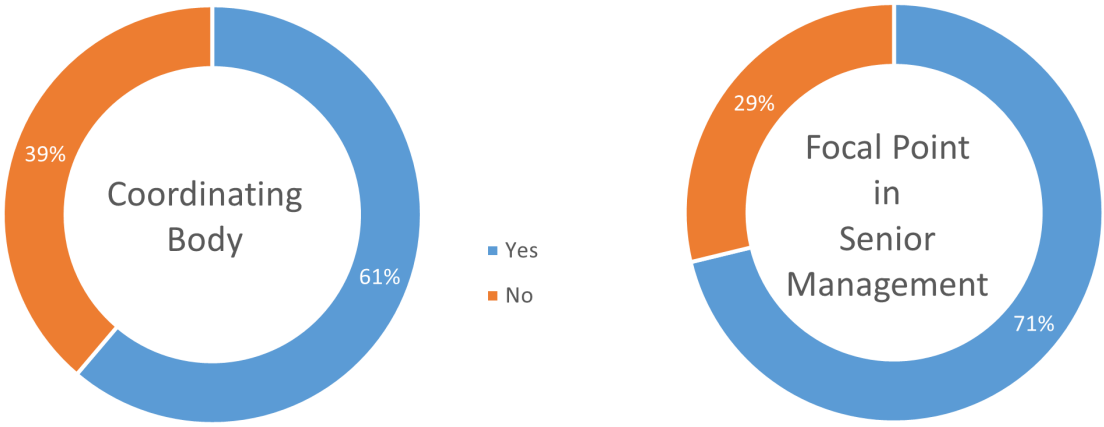


Table 3. School Safety Coordinating Bodies, Initiative and Focal Points in Senior Management (Questions X.9.1 and X.10)

	Frequency (%)[1]			
Region	N	Coordinating Body[2]	N	Focal Point in Senior Management[3]
Sub-Saharan Africa	12	4 (33%)	11	5 (46%)
Asia & the Pacific	28	18 (64%)	28	22 (79%)
Latin America & the Caribbean	25	18 (72%)	25	18 (72%)
Global	**67**	**41 (61.2 %)**	**66**	**47 (71%)**

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

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

Self-paced Online Course

Comprehensive School Safety Framework

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

The course promotes an inclusive, all-hazards approach to school safety—addressing risks from disasters, climate change, conflict, and more.

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

Key features include:

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

Access the course here on the IFRC Learning Platform or at DisasterReady.org

Enabling Systems and Policies

The foundation of the Comprehensive School Safety Framework is the enabling systems and policies needed to support child rights, sustainability, and resilience in the education sector. Effective school safety policies assign responsibility and resources, while also clarifying horizontal and vertical coordination for achieving a common goal (Paci-Green et al., 2018; Samuel, 2024). While education authorities can rarely control the occurrence of hazards and conflicts, policy action they take can minimise impacts and build future resilience (Baez, de la Fuente & Santos, 2010). When hazards do create devastating impacts, policymakers can build public support for policy change (Birkland, 2006).

In the education sector, policies covering infrastructure management, educational continuity, school safety management, and more create important contexts within which comprehensive school safety occurs. Their presence enables, or even mandates, action. Policies related to risk assessment and budget allocation are also crucial, guiding decisions about *what* risks to prioritise and *where* best to spend funds for school safety (GFDRR & ODI, 2013; Willis Towers Watson, 2017).

However, policy alone is insufficient. Among the key factors needed to turn policy into practice is the presence or absence of high-level leadership. In collaboration with actors at the school level, strong leadership is crucial to implementing school safety policy. Furthermore, leaders need sufficient risk data to support evidence-based funds allocation, both of which underpin the success of comprehensive school safety policy (Ruslanjari et al., 2024; Sakuari, 2016).

Five indicators monitor process in Enabling Systems and Policies; the survey assessed progress on these indicators through 10 multi-part questions. Survey questions are available in Appendix A of the Supplementary Materials document.

Indicators for Enabling Systems & Policies

#A1: Enabling policies and legal frameworks address comprehensive school safety for all hazards and risks.

#A2: Child-centred risk assessment is in place at all levels in the education sector.

#A3: Educational authority provides effective leadership and coordination for comprehensive school safety.

#A4: Sustained funding or finance are in place to reduce education sector risks and maintain educational continuity and support risk-reduction and resilience programming.

#A5: Monitoring and evaluation for comprehensive school safety is based on data and evidence.

Student-Teacher and School Ratios across the Subregions

The number of students per teacher and per school site vary widely, with ramifications for student learning.

South Asia has the highest ratio of students per teacher, with about forty-two students per teacher. High ratios of students to teacher means individual instructors have less ability to provide one-on-one support and are more likely to experience overwhelm.

East Asia & Pacific and Middle East & North Africa have the highest ratio of students per school, with over 350 students per school for each region. More students in one school can, in some cases, result in overtaxed infrastructure and school administration.

Latin America & Caribbean and South Asia have the lowest ratio of students per school, at around 150 students per school. Less students in a single school can mean smaller cohorts and less students for administration to monitor and support (World Bank, n.d.).

It is also important to note that these numbers may vary depending on whether schools are located in rural or urban areas, their public or private status, and the socio-economic background of the communities they serve.

Policies and Legal Frameworks (Question A1.2)

Governments showed a remarkably high level of policies and legal frameworks that covered aspects of the Comprehensive School Safety Framework. As shown in Figure and Table 4, nearly all (94% or higher) had policies in place to ensure safe learning facilities, school safety management, educational continuity, and risk reduction and resilience education. Growing momentum to ensure climate change adaptation within the education sector also appears strong, with most (85%) of the governments including this issue in their policies.

However, not all policies were well enforced. Nearly two-thirds of the governments responding had policies regarding safe learning facilities (60%) and educational continuity management (60%). Robust enforcement of school safety management lagged behind (54%) as did robustness for in the policies for risk reduction and resilience education (45%). Less than half of the governments rated their policies for climate change adaptation in the education sector as robustly addressed and enforced (37%), making it the area for further consideration.

Figure 4. Policies and Legal Frameworks for Comprehensive School Safety

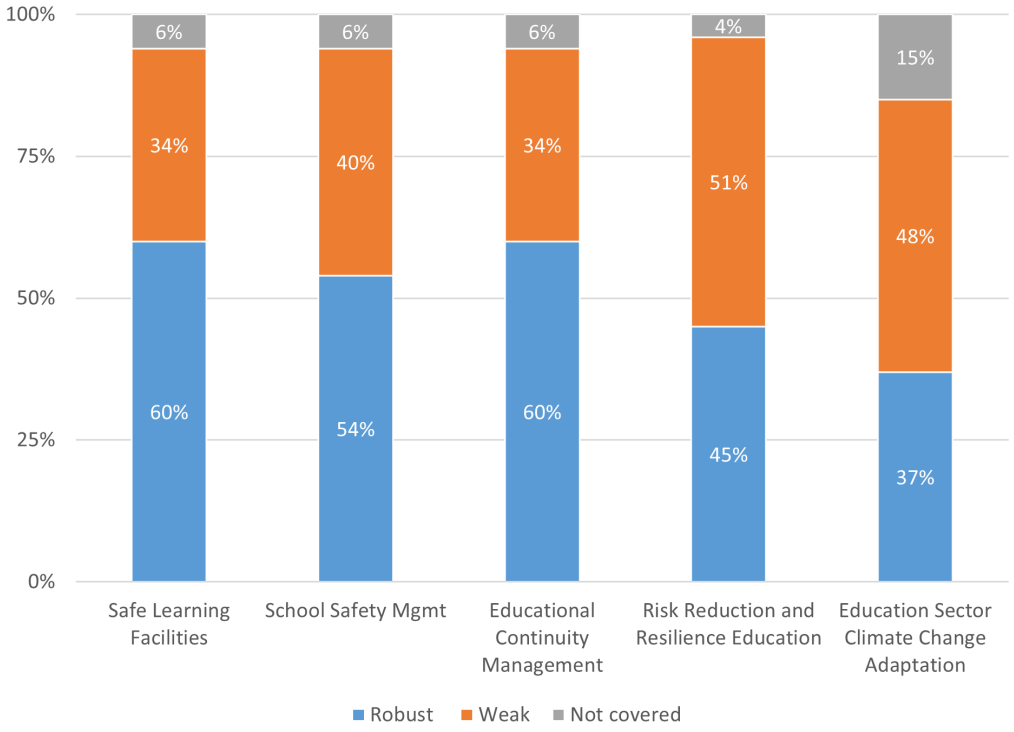


Table 4. Policies or Legal Frameworks for CSS (Question A1.2)

Region	Policy Extent[1]	Frequency (%)									
		N	Safe Learning Facilities	N	School Safety Management	N	Educational Continuity Management	N	Risk Reduction and Resilience Education	N	Education Sector Climate Change Adaptation
Sub-Saharan Africa	Weak	12	9 (75%)	12	10 (83%)	12	7 (58%)	12	8 (67%)	12	5 (42%)
	Robust		3 (25%)		2 (17%)		3 (25%)		2 (17%)		2 (17%)
	Addressed		12 (100%)		12 (100%)		10 (83%)		10 (83%)		7 (58%)
Asia & the Pacific	Weak	28	7 (25%)	28	10 (36%)	28	10 (36%)	28	15 (54%)	27	11 (41%)
	Robust		20 (71%)		17 (61%)		17 (61%)		13 (46%)		12 (44%)
	Addressed		27 (96%)		27 (96%)		27 (96%)		28 (100%)		23 (85%)
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%)
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.

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 developmentally 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.

As shown in Figure and Table 5, globally, about half of the governments indicated that the education authority required annual risk assessments at the school level for a range of hazards. Few governments, however, had adopted widespread student participation in risk assessment. Only a third of governments (35%) included at least half of their student bodies in school risk assessment.

Figure 5. Student Inclusion in Risk Assessments in Developmentally Appropriate Ways

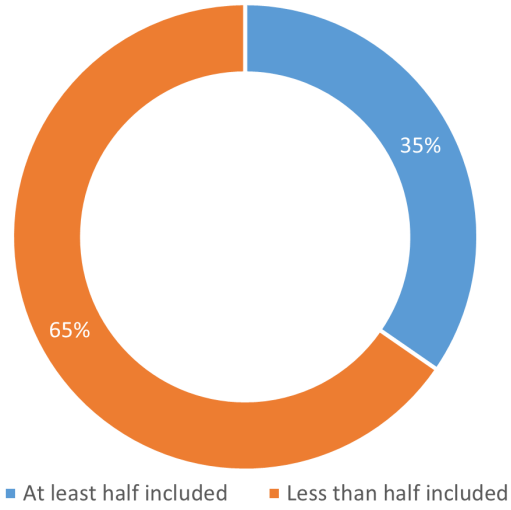


Table 5. Annual Risk Assessments at School Level and Student Inclusion (Questions A2.1 and A2.2)

		Frequency (%)		
Region	N	Annual Risk Assessments[1]	N	Student Inclusion[2]
Sub-Saharan Africa	12	6 (50%)	7	1 (14%)
Asia & the Pacific	28	19 (68%)	23	9 (39%)
Latin America & the Caribbean	24	12 (50%)	20	6 (30%)
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.

As shown in Figure and Table 6, the outcomes of these annual risk assessments were most accessible to school staff (93%) and to sub-national and national staff (88%). For three quarters of governments, parents and community members had access to school risk assessments (77%). Students had even less access (66%).

Figure 6. Access to Risk Assessment Outcomes

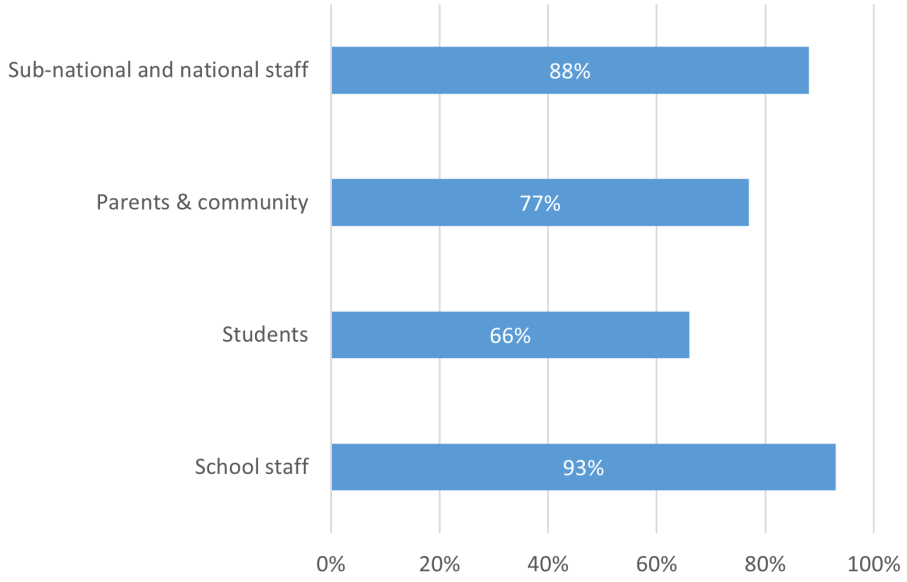


Table 6. Stakeholder Access to Outcomes of School Risk Assessments (Question A2.3)

Region	Frequency (%)[1]							
	N	School staff access	N	Students access	N	Parents & community access	N	Sub national & national staff access
Sub-Saharan Africa	6	5 (83%)	6	5 (83%)	6	5 (83%)	6	5 (83%)
Asia & the Pacific	22	22 (100%)	19	13 (68%)	19	16 (84%)	22	20 (91%)
Latin America & the Caribbean	19	17 (89%)	17	10 (59%)	17	11 (65%)	18	15 (83%)
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.

Risk Assessment (Question A2.4)

Many governments reported that the education authorities assessed several broad categories of hazards and risks. As shown in Figure and Table 7, assessment was most prevalent for natural hazards and risks, with over half (55%) doing limited or one-time assessments and another third (33%) doing annual full assessment and regular reviews. Assessment of biological and health hazards, violence and conflict, and everyday hazards had similar prevalences, with about three quarters (71% to 74%) doing any assessment. The least prevalent assessment was for climate change risk or how climate change exacerbates other risks. Only about two thirds (68%) did *any* assessment of natural hazards relating to climate change and those that did tended to do limited assessments.

Figure 7. Education Authority Assessment of Risks Across Education Sector

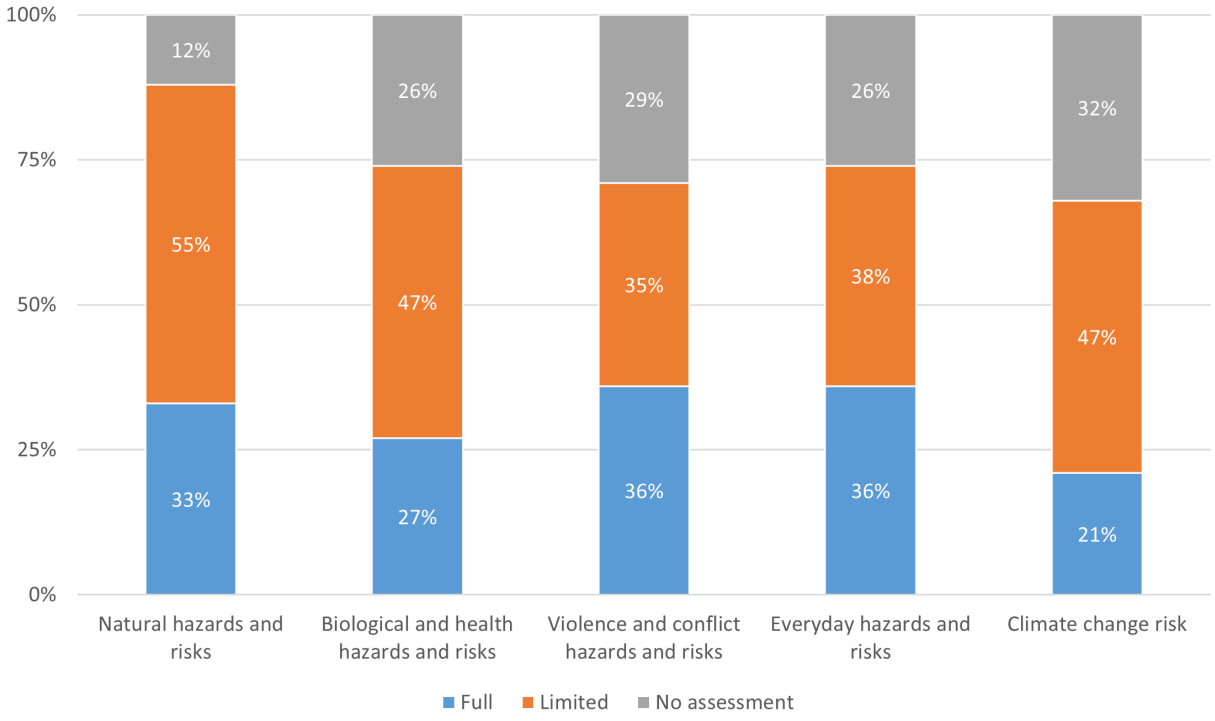


Table 7. Education Authority Assessment of Hazards and Risks Across Education Sector (Question A2.4)

Region	Assessment Extent[1]	Frequency (%)						
		N	Natural hazards and risks	N	Biological and health hazards and risks	Violence and conflict hazards and risks	Everyday hazards and risks	Climate change risk
Sub-Saharan Africa	Limited	12	5 (42%)	12	6 (50%)	5 (42%)	6 (50%)	6 (50%)
	Full	12	2 (17%)	12	1 (8%)	2 (17%)	1 (8%)	1 (8%)
Asia & the Pacific	Limited	28	15 (54%)	28	10 (36%)	7 (25%)	9 (32%)	11 (39%)
	Full	28	12 (43%)	28	12 (43%)	13 (46%)	12 (43%)	10 (36%)
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%)
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.

Focal Point Coverage (Question A3.2)

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

Globally, as shown in Figure and Table 8, many governments have a focal point in senior management for four key action areas. Most governments had a designated focal point for comprehensive school safety (70%) and educational continuity management (70%). A smaller percentage had voluntary focal points for these areas, 18% and 15% respectively. Globally, a smaller percentage had designated focal points for health management (64%) and climate adaptation (55%) with a small number having voluntary positions.

Figure 8. Education Authority Assigns Senior Management Focal Points

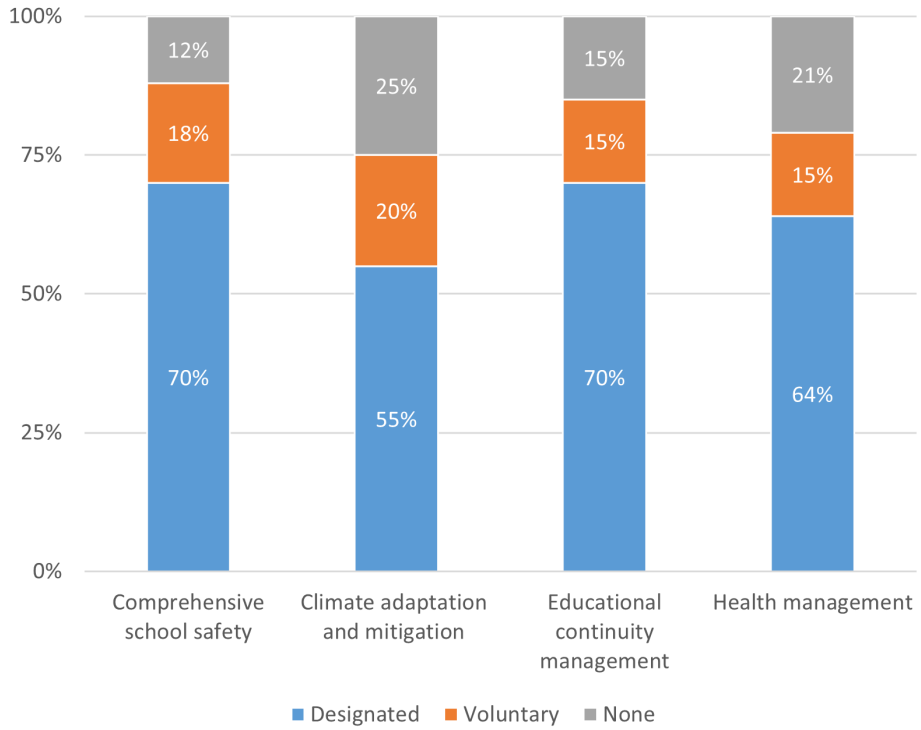


Table 8. Senior Management Focal Points Assigned (Question A3.2)

Region	Focal Point Type[1]	Frequency (%)					
		N	Comprehensive school safety	Climate adaptation and mitigation	Educational continuity management	N	Health management
Sub-Saharan Africa	Voluntary	12	1 (8%)	1 (8%)	2 (17%)	12	1 (8%)
	Designated	12	7 (58%)	6 (50%)	8 (67%)	12	8 (67%)
Asia & the Pacific	Voluntary	28	8 (29%)	9 (32%)	5 (18%)	28	5 (18%)
	Designated	28	19 (68%)	15 (54%)	21 (75%)	28	19 (68%)
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%)
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.

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 & 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.

Gaps in Education Spending

Only 3% of humanitarian funds support Education in Emergencies, a catastrophically low number that cannot help those caught up in conflict adapt (Valenza, 2023). Only 1% of climate-related official development sector assistance supports the education sector (Marin et al., 2024), despite clear and growing impacts (UNICEF, 2021). While researchers have not assessed the savings from disaster risk reduction specifically for the education sector, multiple studies have found that a USD 1 investment in disaster risk reduction can save between USD 4-7 in post-disaster recovery costs (Economist Group, 2022; Save the Children and GPE, 2023). Return on investment is particularly strong for adopting building codes that address local hazards (NIBS, 2019).

As shown in Figure 9 and Tables 9a and 9b, globally, very few governments reported that their education sector budgets were consistently allocated and mostly sufficient for full implementation. Instead, most governments reported that funding was consistent, though not sufficient. Consistent funding, whether sufficient or not, was highest for health, nutrition and wellbeing (71%), for safe and green school construction (61%), and for child protection and violence prevention (61%). Consistent funding, whether sufficient or not, was much lower for other areas such as disaster recovery (47%), response preparedness (45%), education in emergencies (45%), risk reduction and climate change education programming (44%), green school construction or upgrading for climate mitigation (41%). It was lowest of all for climate change adaptation (36%). A quarter or more had no funding for response preparedness (27%), disaster recovery (32%), education in emergencies (30%) and climate change adaptation (34%).

Figure 9. Education Sector Budget Allocation

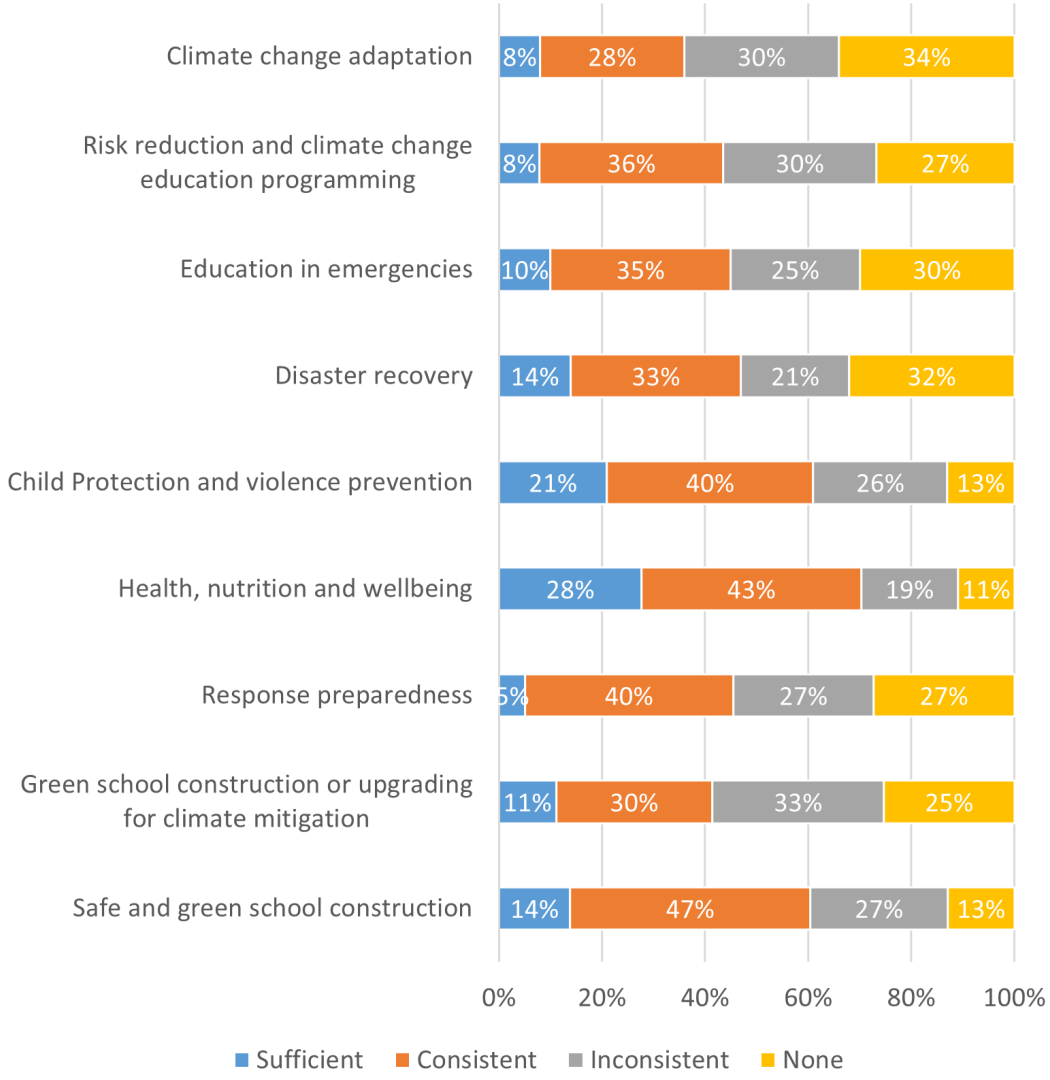


Table 9a. Education Sector Budget Funds Allocated (Question A4.1)

		Frequency (%)							
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**
Sub-Saharan Africa	None	12	1 (8%)	12	3 (25%)	12	5 (42%)	12	1 (8%)
	Inconsistent		6 (50%)		7 (58%)		5 (42%)		5 (42%)
	Consistent		5 (42%)		2 (17%)		1 (8%)		5 (42%)
	Sufficient		0 (0%)		0 (0%)		1 (8%)		1 (8%)
Asia & the Pacific	None	28	4 (14%)	27	6 (22%)	27	5 (19%)	26	4 (15%)
	Inconsistent		5 (18%)		7 (26%)		8 (30%)		4 (15%)
	Consistent		12 (43%)		8 (30%)		13 (48%)		9 (35%)
	Sufficient		7 (25%)		6 (22%)		1 (4%)		9 (35%)
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%)
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)

		Frequency (%)									
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**
Sub-Saharan Africa	None	12	3 (25%)	12	4 (33%)	12	5 (42%)	12	5 (42%)	12	4 (33%)
	Inconsistent		5 (42%)		5 (42%)		4 (33%)		5 (42%)		6 (50%)
	Consistent		3 (25%)		2 (17%)		2 (17%)		2 (17%)		2 (17%)
	Sufficient		1 (8%)		1 (8%)		1 (8%)		0 (0%)		0 (0%)
Asia & the Pacific	None	27	3 (11%)	28	6 (21%)	27	6 (22%)	28	6 (21%)	27	7 (26%)
	Inconsistent		7 (26%)		5 (18%)		4 (15%)		5 (18%)		6 (22%)
	Consistent		10 (37%)		13 (46%)		14 (52%)		12 (43%)		10 (37%)
	Sufficient		7 (26%)		4 (14%)		3 (11%)		5 (18%)		4 (15%)
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%)
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.

External Funds (Question A4.2)

Globally, most governments have received external funding for education sector projects that included a significant emphasis on school safety, climate change adaptation or education in emergencies. The survey asked governments about past and current such funding from the Global Partnership for Education (GPE), Education Cannot Wait (ECW), Green Climate Fund (GFC), World and regional Banks, and UN agencies.

When considering all sources of external funding, only a few governments (12%) globally had never received such funding, as shown in Figure and Table 10. Across all three regions and globally, about half of the governments had received previous funding (57%) and nearly two thirds had funding from one or more sources currently (64%). Regionally, more sub-Saharan Africa and Asia & the Pacific governments (75%) had current funding than Latin America & the Caribbean region governments (48%).

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

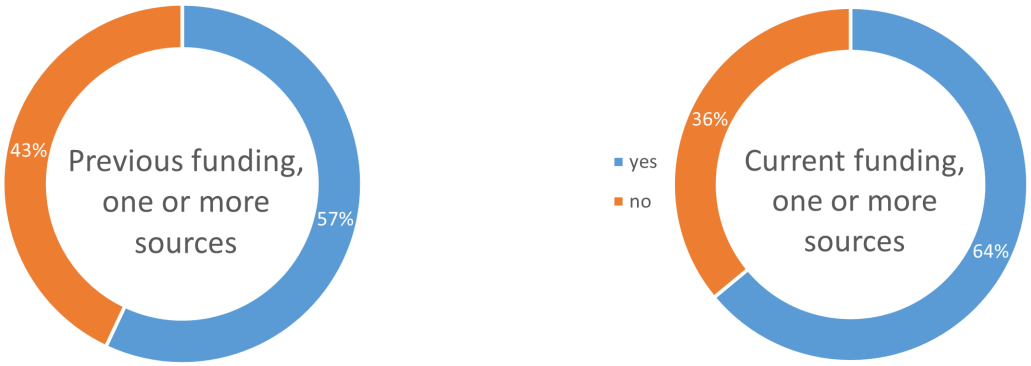


Table 10. External Funds for Education Sector Projects with Significant Emphasis on School Safety, Climate Adaptation or Education in Emergencies (Question A4.2)

Region	N	Frequency (%) [1,2]	
		Previous funding, one or more sources	Current funding, one or more sources
Sub-Saharan Africa	12	7 (58%)	9 (75%)
Asia & the Pacific	28	15 (54%)	21 (75%)
Latin America & the Caribbean	25	14 (56%)	12 (48%)
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 in the Supplementary Materials document.
2. Response options of *No* and *We are, or will be, seeking funds* not included in analysis.

When looking at the source of past and current funding, funding for education sector projects that address comprehensive school safety was predominantly from UN agencies. Almost all (86%) had funding from UN agencies. About a quarter had funding from Education Cannot Wait (21%), Green Climate Fund (27%) and regional development banks (35%). The table with this data is available in Appendix E in the Supplementary Materials document.

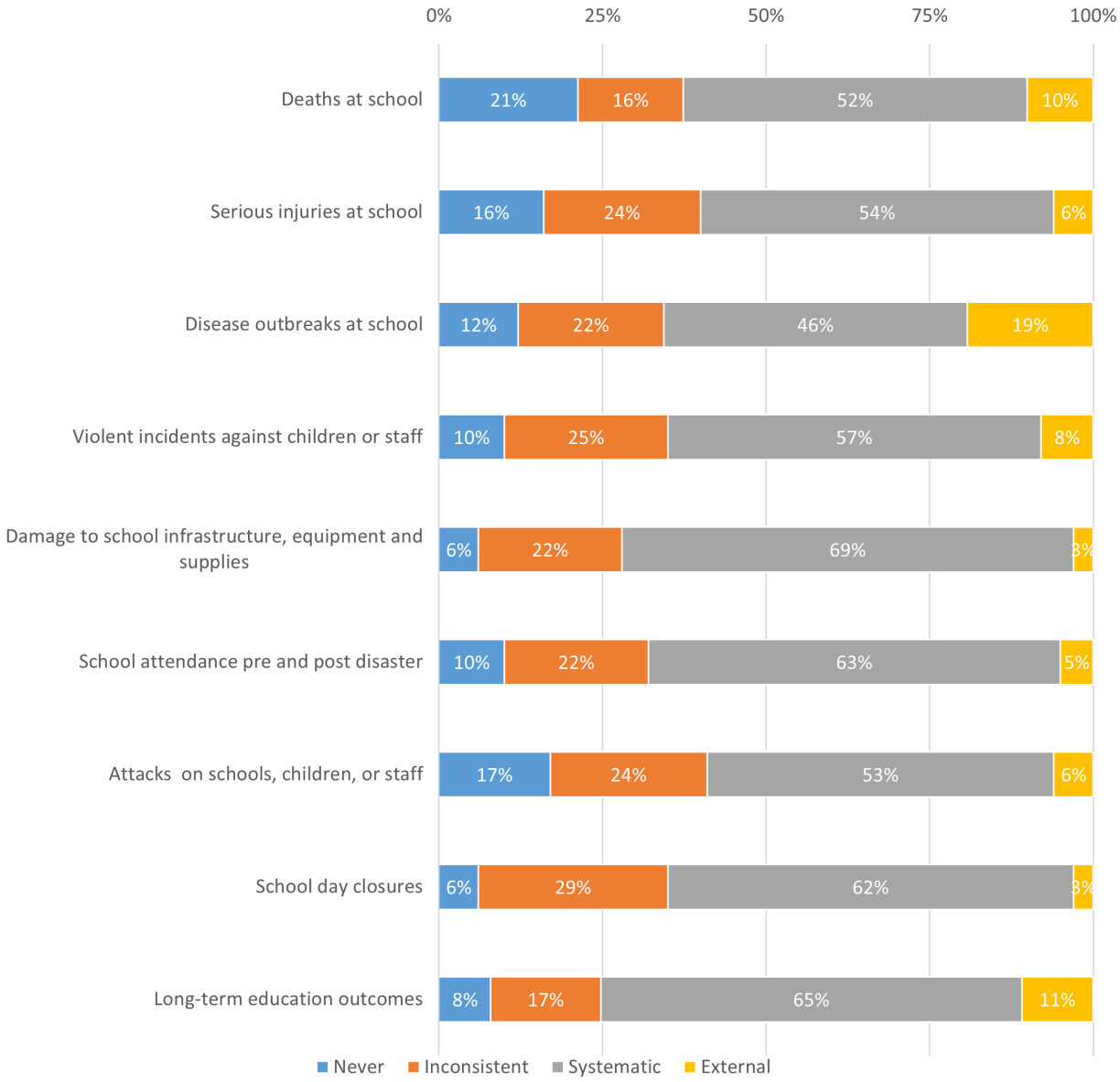
Note: Both the Global Partnership for Education (GPE) and Education Cannot Wait (ECW) are official partners of GADRRRES, and many of their implementing partners are also active members of the Alliance. This alignment should be taken into account when interpreting the relatively high number of countries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

As shown in Figure and Table 11a, more than half of governments tracked important indicators of disaster and emergency impacts. The data most frequently tracked in a systematic way was damage to school infrastructure (69%), long-term education outcomes (65%), attendance pre- and post-disaster (63%), and school day closures (62%). About half also tracked violent incidences against children or staff (57%), attacks on schools (53%), injuries (54%) and deaths (52%) at school. Most other governments tracked these data in an inconsistent way and only a small number (around 10%) did not track these data at all. Surprisingly, several governments (21%) never tracked deaths at school.

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



Regional disparities in data collection showed consistently lower data collection in the sub-Saharan Africa region and higher rates of systematic collection in the Asia & the Pacific region.

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

			Frequency (%)											
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**	**School attendance pre and post disaster**	**N**	**Attacks on schools, children, or staff**	**N**	**School day closures**	**N**	**Long-term education outcomes**
Sub-Saharan Africa	Never	12	3 (25%)	1 (8%)	1 (8%)	3 (25%)	1 (8%)	3 (25%)	12	4 (33%)	12	1 (8%)	12	2 (17%)
	Inconsistent	12	3 (25%)	4 (33%)	6 (50%)	5 (42%)	5 (42%)	4 (33%)	12	4 (33%)	12	4 (33%)	12	3 (25%)
	Systematic	12	5 (42%)	6 (50%)	3 (25%)	4 (33%)	6 (50%)	5 (42%)	12	3 (25%)	12	7 (58%)	12	6 (50%)
	External	12	1 (8%)	0 (0%)	2 (17%)	0 (0%)	0 (0%)	0 (0%)	12	1 (8%)	12	0 (0%)	12	1 (8%)
Asia & the Pacific	Never	28	5 (18%)	5 (18%)	3 (11%)	1 (4%)	1 (4%)	2 (7%)	28	3 (11%)	28	1 (4%)	27	1 (4%)
	Inconsistent	28	2 (7%)	4 (14%)	4 (14%)	5 (18%)	5 (18%)	6 (21%)	28	5 (18%)	28	8 (29%)	27	4 (15%)
	Systematic	28	19 (68%)	18 (64%)	18 (64%)	21 (75%)	22 (79%)	19 (68%)	28	20 (71%)	28	19 (68%)	27	22 (82%)
	External	28	2 (7%)	1 (4%)	3 (11%)	1 (4%)	0 (0%)	1 (4%)	28	0 (0%)	28	0 (0%)	27	0 (0%)
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	25	6 (35%)	7 (28%)	5 (20%)	7 (28%)	5 (20%)	5 (20%)	24	7 (29%)	24	7 (29%)	25	4 (16%)
	Systematic	25	10 (40%)	12 (48%)	10 (40%)	13 (52%)	16 (64%)	16 (64%)	24	12 (50%)	24	13 (54%)	25	13 (52%)
	External	25	3 (12%)	1 (4%)	6 (24%)	2 (8%)	2 (8%)	2 (8%)	24	1 (4%)	24	2 (8%)	25	6 (24%)
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	**67**	**11 (16%)**	**16 (24%)**	**15 (22%)**	**17 (25%)**	**15 (22%)**	**15 (22%)**	**66**	**16 (24%)**	**66**	**19 (29%)**	**66**	**11 (17%)**
	Systematic	**67**	**35 (52%)**	**36 (54%)**	**31 (46%)**	**38 (57%)**	**46 (69%)**	**42 (63%)**	**66**	**35 (53%)**	**66**	**41 (62%)**	**66**	**43 (65%)**
	External	**67**	**7 (10%)**	**4 (6%)**	**13 (19%)**	**5 (8%)**	**2 (3%)**	**3 (5%)**	**66**	**4 (6%)**	**66**	**2 (3%)**	**66**	**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).

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

Globally, as shown in Figure and Table 11b, about half of governments (30%-49%) did not collect data or, when they did, did not disaggregate their data at all. The lack of disaggregation was highest for data on serious injuries at school (49%), deaths at school (45%), and disease outbreaks (42%). Full disaggregation was highest for violent incidents (33%), school attendance (30%), and long-term education outcomes (35%), likely because these measures are tracked closely in the education sector, whether or not emergency and disaster occurs. Globally, only about a quarter to a third of governments disaggregated their data by age, gender and disability for other data: deaths (27%), serious injuries (25%), disease outbreaks (28%).

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

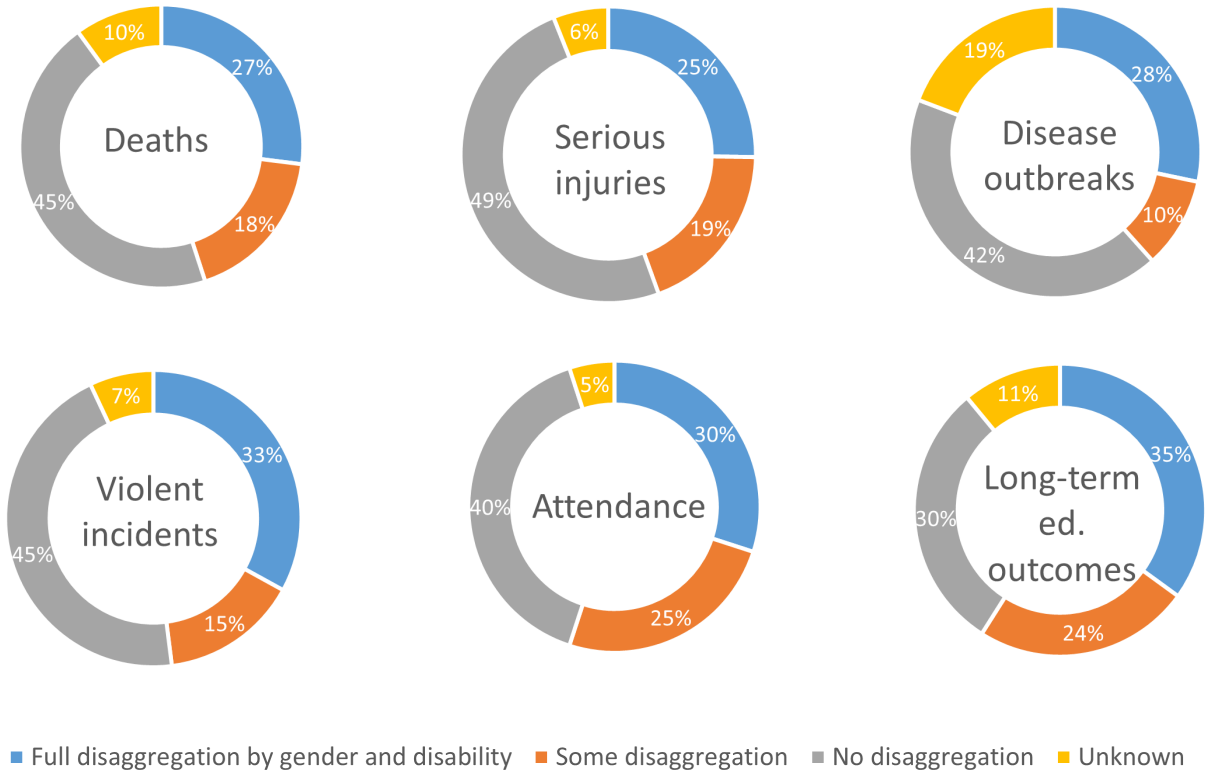


Table 11b. Emergency and Disaster Impacts Data Disaggregation by Age, Gender and Disability (Question A5.1)

		Frequency (%)							
Region	Disaggr-egation[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
Sub-Saharan Africa	None	12	8 (67%)	7 (58%)	7 (58%)	10 (83%)	8 (67%)	12	5 (42%)
	Some	12	2 (17%)	3 (25%)	1 (8%)	1 (8%)	2 (17%)	12	2 (17%)
	Full	12	1 (8%)	2 (17%)	2 (17%)	1 (8%)	2 (17%)	12	4 (33%)
	External	12	1 (8%)	0 (0%)	2 (17%)	0 (0%)	0 (0%)	12	1 (8%)
Asia & the Pacific	None	28	8 (29%)	10 (36%)	9 (31%)	7 (25%)	9 (32%)	27	6 (22%)
	Some	28	6 (21%)	6 (21%)	3 (11%)	4 (14%)	8 (29%)	27	7 (26%)
	Full	28	12 (43%)	11 (39%)	13 (46%)	16 (57%)	10 (36%)	27	14 (52%)
	External	28	2 (7%)	1 (4%)	3 (11%)	1 (4%)	1 (4%)	27	0 (0%)
Latin America & the Caribbean	None	25	13 (52%)	16 (64%)	12 (48%)	13 (52%)	10 (40%)	25	9 (36%)
	Some	25	4 (16%)	4 (16%)	3 (12%)	5 (20%)	5(20%)	25	5 (20%)
	Full	25	5 (20%)	4 (16%)	4 (16%)	5 (20%)	8 (32%)	25	5 (20%)
	External	25	3 (12%)	1 (4%)	6 (24%)	2 (8%)	2 (8%)	25	6 (24%)
Global	**None**	**67**	**30 (45%)**	**33 (49%)**	**28 (42%)**	**30 (45%)**	**27 (40%)**	**66**	**20 (30%)**
	Some	**67**	**12 (18%)**	**13 (19%)**	**7 (10%)**	**10 (15%)**	**17 (25%)**	**66**	**16 (24%)**
	Full	**67**	**18 (27%)**	**17 (25%)**	**19 (28%)**	**22 (33%)**	**20 (30%)**	**66**	**23 (35%)**
	External	**67**	**7 (10%)**	**4 (6%)**	**13 (19%)**	**5 (7%)**	**3 (5%)**	**66**	**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).

Globally, as shown in Figure and Table 12, less than half (45%) of the governments publicly shared their data on the impacts of disasters and emergencies on the education sector. However, most of the remaining (51%) governments at least shared these data internally, a necessary step for data to shape education sector planning and policies.

Figure 12. Sharing of Data on Emergency and Disaster Impacts

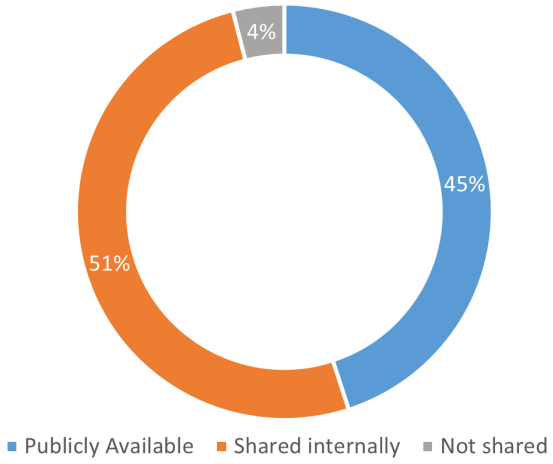


Table 12. Public Availability of Data on Emergency and Disaster Impacts (Question A5.2)

	Frequency (%)[1]	
Region	Shared Internally[2]	Publicly Available
Sub-Saharan Africa (N=12)	6 (50%)	5 (42%)
Asia & the Pacific (N=28)	15 (54%)	13 (46%)
Latin America & the Caribbean (N=25)	13 (52%)	10 (40%)
Global (N=67)	**30 (51%)**	**30 (45%)**

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

Foundation for Sustainable Comprehensive School Safety

GADRRRES recognises the **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:

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

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

The Safer Learning Facilities pillar of the Comprehensive School Safety Framework addresses ensuring the safety and sustainability of new and existing school buildings, infrastructure, and surrounding environment. Safe school construction can directly prevent injury and death among students and staff (Stough, Kang, and Lee, 2018). Schools that can withstand hazards need less repair and replacement, which safeguards education sector investments (Petal et al., 2015).

Ensuring safer learning facilities requires policies that mandate safe design, monitor construction, and fund maintenance and upgrades. The process starts with selecting school sites in ways that avoid or mitigate exposure to hazards like flood, wildfire, sea-level rise and technological hazards. It then includes designing and constructing buildings to withstand expected hazards. Architectural choices can further improve safety and functionality, such as reducing extreme temperatures in classrooms (GADRRRES, 2015; GADRRRES, 2017; Paci-Green et al., 2020). Thoughtful selection of building materials — such as locally-sourced, renewable, and recyclable materials — can also reduce the environmental impacts of school construction (UNESCO, 2024b). Where existing buildings are too fragile to withstand expected hazards, the act of ensuring safer learning facilities also involves assessing and upgrading them using proven mitigation strategies (Fernández, et al., 2023; Gallo, et al., 2022; Paci-Green & Pandey, 2016; Shrestha, et al., 2012; See also the World Bank's Global Program for Safer Schools).

Five indicators monitor progress in Pillar 1; the survey assessed progress on these indicators through eleven questions. Survey questions are available in Appendix A of the Supplementary Materials document.

Indicators for Pillar 1: Safer Learning Facilities

#B1: Regulation and monitoring systems guide the safe site selection, design, and construction of new schools. Target: Existing schools are systematically made safer.

#B.2: Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities).

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

#B4: Policies and planning limit disruption of education due to use of schools as temporary shelters or collective centres, during the school year.

#B5: Children are protected from death, injury, and harm on the way to school.

Safe School Design and Construction (Questions B1.1 and B1.2)

A fundamental aspect of Pillar 1 is the construction of schools to account for hazards that can damage the building or occupants. As shown in Figure and Table 13, when it came to selecting and preparing sites for school construction, almost all governments responding (91%) indicated that flood risk was addressed in their policy to some extent. Most (61%) had robust regulations. Future sea-level rise was also addressed, with many (84%) having regulations that addressed this hazard to some extent. Only half (48%) had robust regulations regarding sea level risk, however. Wildfire and bushfire were similarly addressed in regulations, with many (82%) having some manner of guidelines or regulation but only half (52%) having robust regulations.

Figure 13. Hazards Addressed during School Site Selection

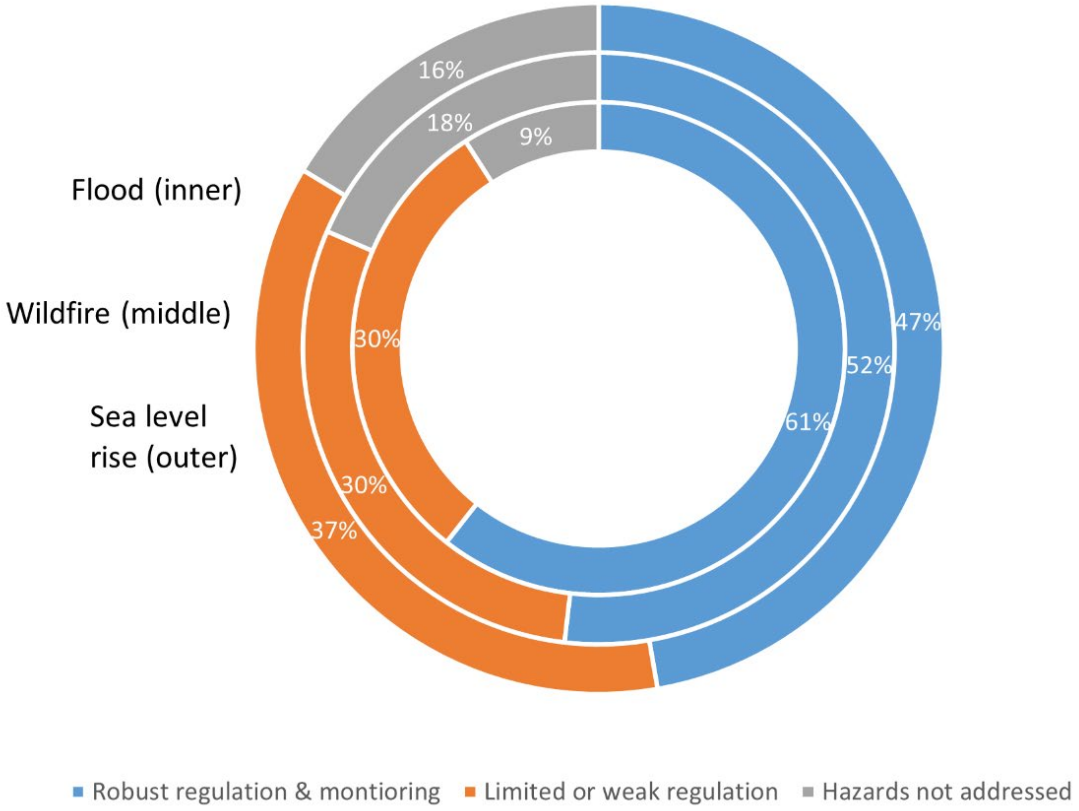


Table 13. Availability of Guidelines and Regulations for Mitigating Hazards when Selecting Sites for New Schools (Questions B1.1)

		Frequency (%)					
		Selecting and Preparing School Sites[1]					
Region	Extent[2]	N	Flood	N	Wildfire or bushfire	N	Future sea level rise
Sub-Saharan Africa	Limited	12	4 (33%)	9	3 (33%)	9	3 (33%)
	Robust	12	7 (58%)	9	5 (56%)	9	5 (56%)
	Any Extent	12	11 (91%)	9	8 (89%)	9	8 (89%)
Asia & the Pacific	Limited	28	8 (29%)	23	5 (22%)	25	6 (24%)
	Robust	28	17 (61%)	23	12 (52%)	25	13 (52%)
	Any Extent	28	25 (90%)	23	17 (74%)	25	19 (76%)
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%)
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.

Figure and Table 14 shows to what extent other hazards – earthquakes, building fires, wind, temperature and environmental impacts – were addressed in the design of new school buildings. Globally, most governments (84% and higher) addressed these hazards-- earthquakes, building fires, wind, temperature and environmental impacts-- to some extent. However, fewer governments addressed them robustly. While building fire was almost universally addressed in guidelines or regulations, only two thirds (65%) evaluated the regulations as robust and monitored. Only about half said the same thing for earthquakes (67%) and high winds (59%) and environmental impacts (54%). Less than half (40%) stated that there were robust regulations for extreme temperature. As climate change exacerbates extreme weather conditions (including heat), school design that takes into account extreme temperature will become even more important to address.

Figure 14. Hazards Addressed during Design & Construction

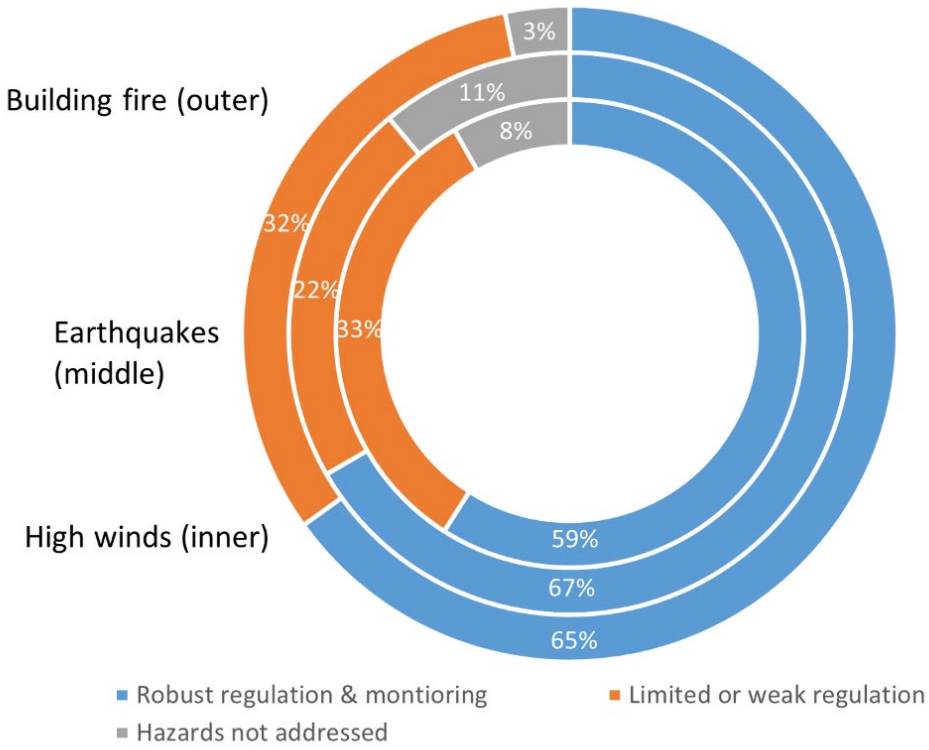


Table 14. Availability of Guidelines and Regulations for Mitigating Hazards when Building New School Buildings (Questions B1.2)

		Frequency (%)									
		Designing New School Buildings[1]									
Region	Extent[2]	N	Earth-quakes	N	Building fire	N	High winds	N	Extreme temp.	N	Enviro. impact
Sub-Saharan Africa	Limited	7	2 (29%)	12	7 (58%)	11	7 (64%)	12	7 (58%)	12	7 (58%)
	Robust		2 (29%)		5 (42%)		4 (36%)		4 (33%)		5 (42%)
	Any Extent		4 (58%)		12 (100%)		11 (100%)		11 (91%)		12 (100%)
Asia & the Pacific	Limited	24	5 (21%)	25	8 (32%)	26	8 (31%)	23	12 (52%)	27	8 (30%)
	Robust		18 (75%)		17 (68%)		15 (58%)		8 (35%)		17 (63%)
	Any Extent		23 (96%)		25 (100%)		23 (89%)		20 (87%)		25 (93%)
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%)
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.

3. 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.

Private School Construction (Question B1.4)

A growing portion of students attend private schools, where government construction standards may not apply or may be weakly enforced. 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 (UNESCO, 2025). As shown in Figure and Table 15, regulations around site selection and design and construction were often extended to private schools, in at least a limited way. Just over half of the governments stated that site selection and preparation standards were robustly extended and enforced for private schools (57%) and in the design and construction of school buildings (58%). Regulation and monitoring of the WASH facilities was also robustly enforced in most governments (64%). Overall, nearly all (87% and higher) responding governments had at least limited guidance that applied to private schools. Regions were similar to the global average, with the Sub-Saharan Africa and Asia & the Pacific regions having slightly higher rates of robust application to private schools and the Latin America & the Caribbean region having somewhat lower rates.

Figure 15. Applicability of Guidelines and Regulations to Private Schools

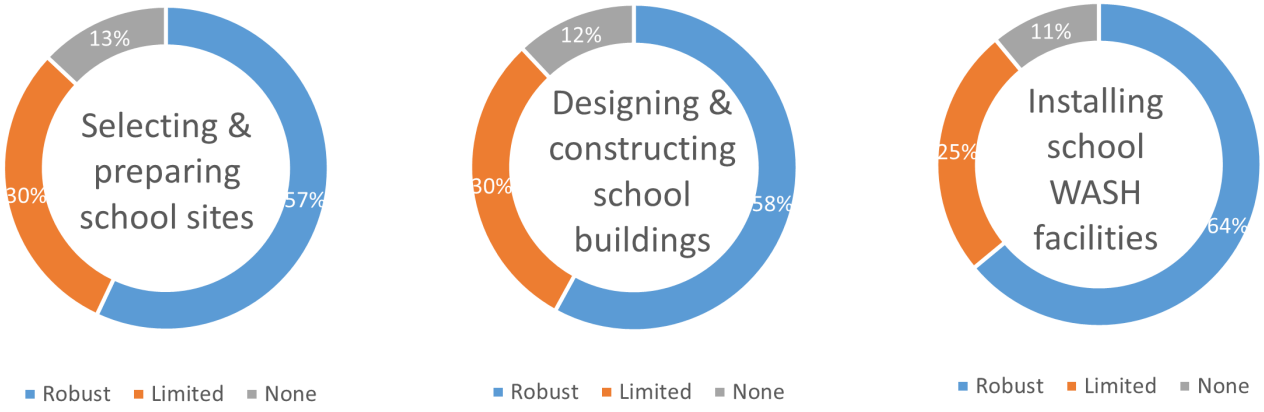


Table 15. Applicability of Public-School Guidelines and Regulations for Private Schools (Question B1.4)

Region	Extent Applied[1]	Frequency (%)					
		N	Selecting and preparing school sites	N	Designing and constructing school buildings	N	Installing school WASH facilities
Sub-Saharan Africa	Limited	12	3 (25%)	12	5 (42%)	12	3 (25%)
	Robust		7 (58%)		6 (50%)		8 (67%)
Asia & the Pacific	Limited	27	8 (30%)	27	8 (30%)	27	7 (26%)
	Robust		16 (59%)		17 (63%)		18 (67%)
Latin America & the Caribbean	Limited	22	8 (36%)	23	6 (26%)	23	6 (26%)
	Robust		11 (50%)		12 (52%)		13 (56%)
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.

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.

Education Sector Economic Risk

The global "**school infrastructure and contents** that are exposed to natural [hazard-induced] disasters collectively have an **asset value of $13.6 trillion**" (World Bank, n.d.).

As shown in Figure and Table 16, globally over half of the governments have engaged in systematic assessment and prioritisation of existing schools, considering the safety of the school buildings (61%) and WASH facilities (62%). These assessments were highest in the **Asia & the Pacific region**, where most governments reported that their education authorities had completed systematic assessment of school building safety (68%) and WASH facility safety (71%). It was also high in the **Latin America & the Caribbean region** where about half had completed systematic assessment for school building safety and WASH facility safety (58%). While assessment was lowest in the **sub-Saharan Africa region**, half of the governments had completed systematic assessment of most existing schools and WASH facilities.

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

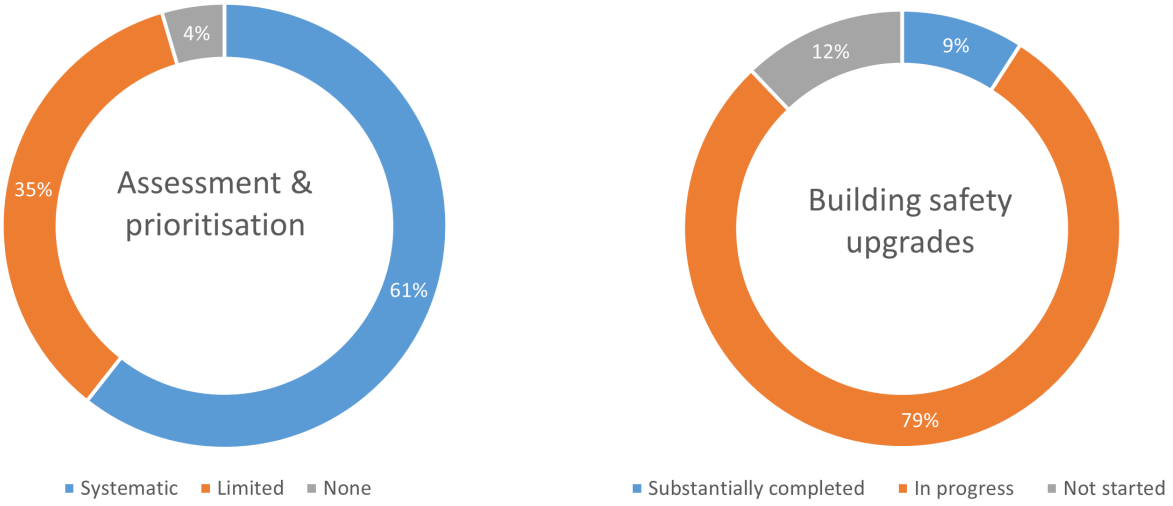
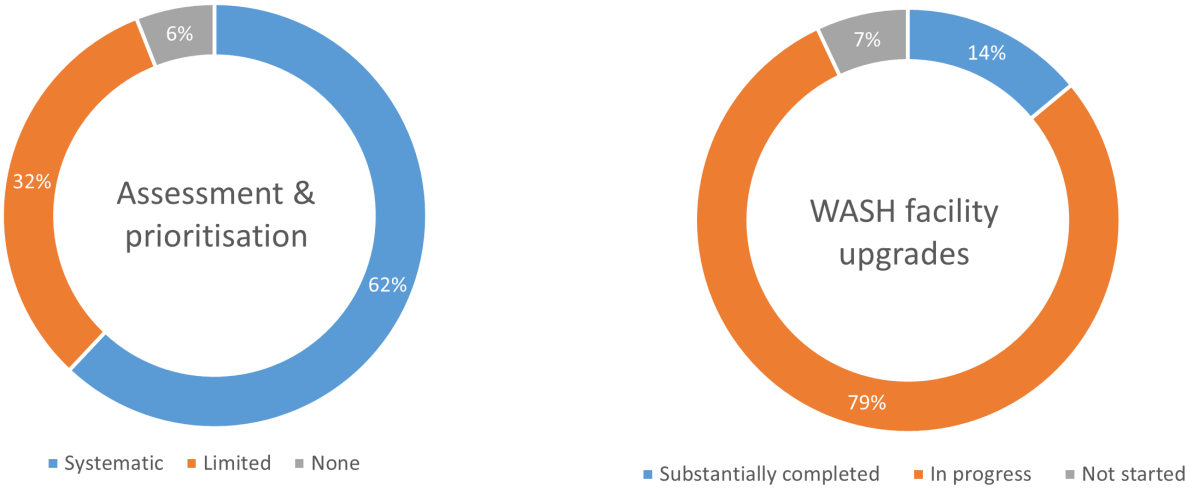


Figure 16b. Assessment, Prioritisation, and Upgrades for WASH Facilities



However, fewer education authorities have systematically assessed and prioritised schools based upon the need for climate change adaptation (15%) and environmental sustainability (19%).

Following assessment and prioritisation, a small number of governments were also funding systematic upgrades. Globally only a few of the governments were systematically upgrading school buildings (9%) and WASH facilities (14%) for safety.

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
Sub-Saharan Africa	Assessment	12	6 (50%)	6 (50%)	12	1 (8%)	1 (8%)
	Upgrades	12	1 (8%)	0 (0%)	12	0 (0%)	0 (0%)
Asia & the Pacific	Assessment	28	19 (68%)	20 (71%)	27	8 (30%)	8 (30%)
	Upgrades	28	1 (4%)	4 (14%)	28	0 (0%)	1 (4%)
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%)
Global	**Assessment**	**66**	**40 (61%)**	**41 (62%)**	**65**	**10 (15%)**	**12 (19%)**
	Upgrades	**66**	**6 (9%)**	**9 (14%)**	**66**	**0 (0%)**	**1 (2%)**

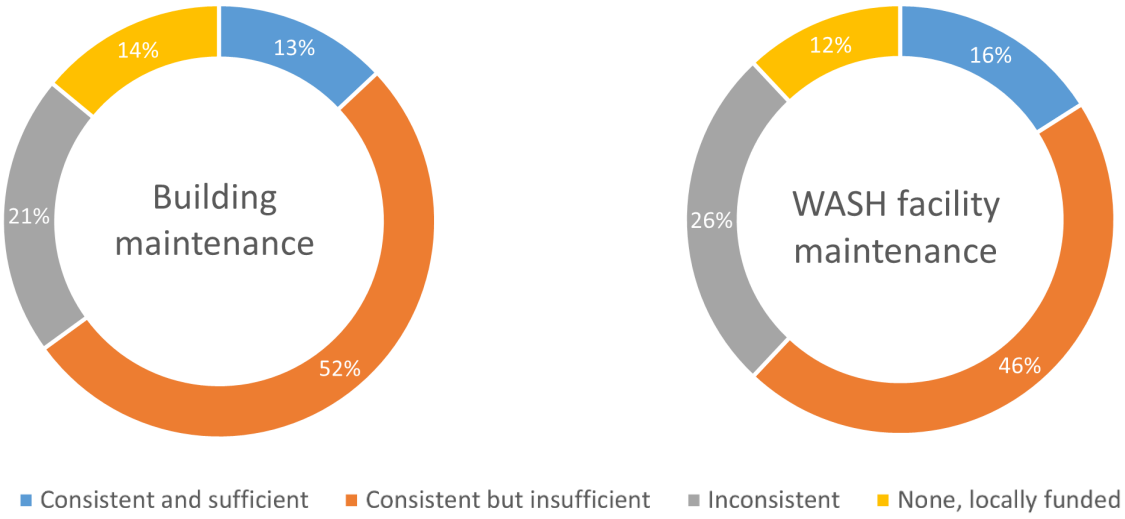
1. Assessment = *Systematic assessment and prioritisation for most schools*. Response option of *Limited assessment occurs* and *No assessment* included in analysis but not included in table. Upgrades = *Education authority has systematically funded and substantially completed upgrades for most schools*.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

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.

As shown in Figure and Table 17, globally about two-thirds of the governments stated that the education authority provided them with consistent funding for routine maintenance for school buildings (65%) and WASH facilities (62%). However, funding for building maintenance was consistent and *sufficient* for only a small minority (13%); for WASH maintenance, it was sufficient for a similar small minority (16%).

Figure 17. Education Sector Funding for Routine Maintenance



Deferred maintenance and funding for non-structural risk mitigation was even less consistent. Globally, less than half had consistent funding for deferred maintenance (40%) and only a small minority indicated such funds were sufficient (9%). Only a quarter had consistent funding for non-structural mitigation (25%) but for only a tiny number was such funding sufficient (3%).

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
Sub-Saharan Africa (N=12)	Yes, consistent funding but insufficient	7 (58%)	6 (50%)	2 (17%)	1 (8%)
	Yes, consistent and sufficient	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asia & the Pacific (N=28)	Yes, consistent funding but insufficient	14 (50%)	12 (43%)	10 (36%)	8 (29%)
	Yes, consistent and sufficient	4 (14%)	6 (21%)	4 (14%)	2 (7%)
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%)
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.

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, 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).

School Closures

When fragile schools are damaged in hazard events or robust schools are used as evacuation centres, schools can be closed for learning. Even when the school itself reopens, student attendance and attainment may suffer. Some students do not return to school at all after a closure (Marin et al., 2024). This makes having robust protocols and procedures in place before emergencies essential for preventing unintended – and possibly long-term – consequences for children's learning.

As shown in Figure and Table 18, guidelines and policies for use of schools as evacuation centres and post-disaster collectives is modest. Globally only about half of the governments (52%) had a systematic approach for selecting schools that could be used as evacuation centres and post-disaster collectives. About the same number (52%) had proactive measures for preventing individuals, groups, or the military from using schools. When schools are used for evacuation or post-disaster shelter, less than half of the governments had policies and procedures for maintaining educational continuity (46%) or maintaining student health and safety (46%). Fewer than a third had policies or procedures for reimbursing schools for damages and costs associated with using schools as temporary shelter (31%).

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

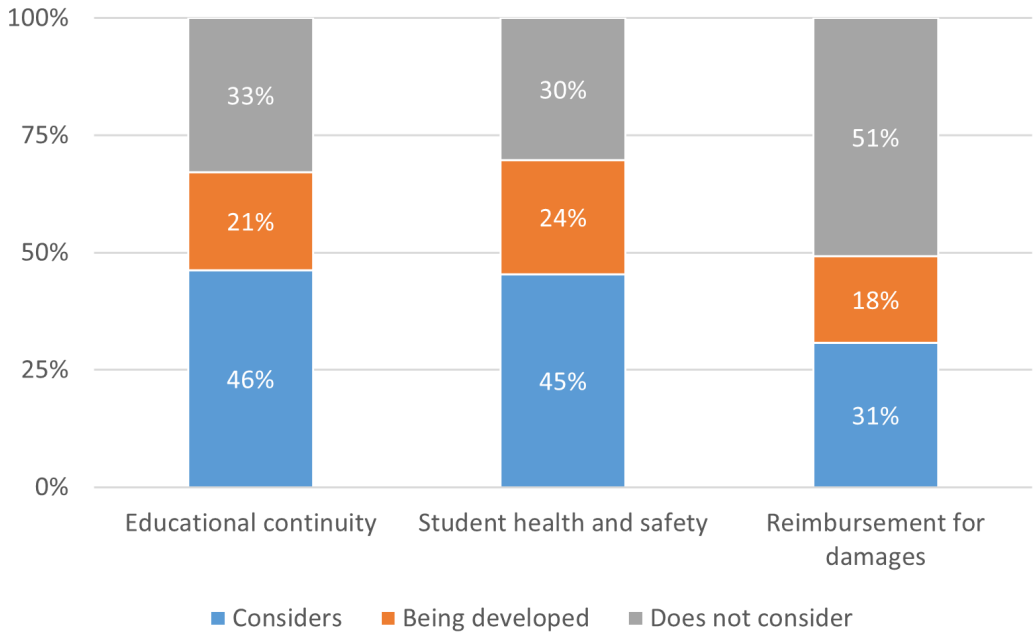


Table 18. Guidelines and Policies for Use of Schools as Evacuation Centres and Post-Disaster Collectives (Questions B4.1, B4.2 & B4.3)

		Frequency (%)						
Region	N	Systematic identification[1]	Maintaining educational continuity	Maintaining student health and safety	N	Reimbursement[2]	N	Protect against attack[3]
Sub-Saharan Africa	12	2 (17%)	3 (25%)	3 (25%)	12	2 (17%)	12	6 (50%)
Asia & the Pacific	28	15 (54%)	14 (50%)	15 (54%)	28	13 (46%)	27	12 (44%)
Latin America & the Caribbean	25	16 (64%)	12 (48%)	10 (40%)	23	3 (13%)	23	14 (61%)
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.

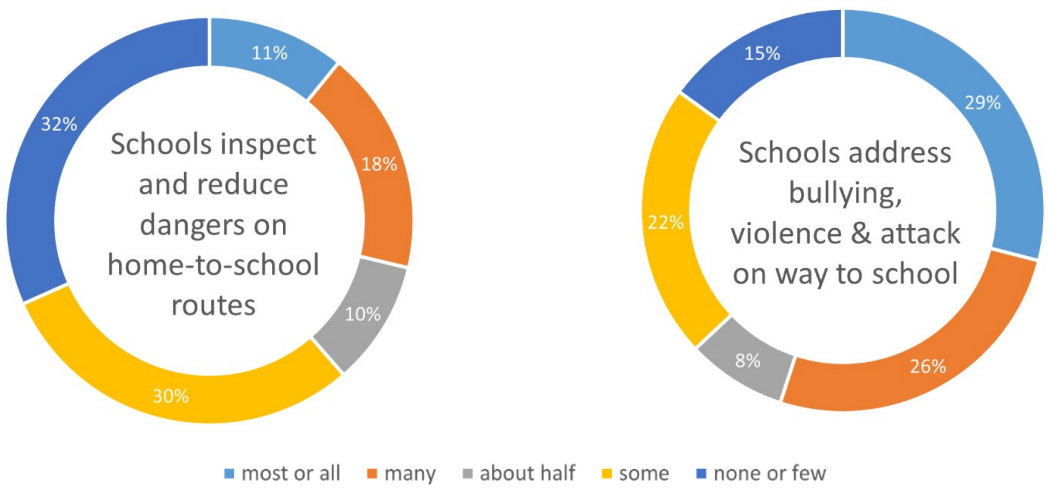
3. Proactive measures to prevent schools from use by armed individuals or groups or for military purposes. Response option of *No* is included in analysis but not shown in table.

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 or life jackets. Those that walk, especially if they walk alone, may experience bullying, attacks, or sexual and gender-based violence.

As shown in Figure and Table 19, few governments globally (29%) stated that many or most of their schools inspected safety of home-to-school routes and transportation, taking proactive measures to reduce dangers. Globally, over half (55%) of the governments had most or all of their schools take protective measures to prevent bullying, gender-based violence, and attacks on the way to school.

Figure 19. Safety of Home-to-School Routes



The rate of inspecting safety of home-to-school routes and transportation was highest in the Asia & the Pacific region (39%) and lowest in the sub-Saharan Africa region. Over a third of the governments in the sub-Saharan Africa region (36%), about half of the governments in the Latin America & the Caribbean region (52%), and two-thirds of the governments in the Asia & the Pacific region (67%) noted that most or all schools were taking protective measures to prevent bullying, gender-based violence, and attack on the way to school.

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

	Many or Most Schools, Frequency (%)[1]			
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
Sub-Saharan Africa	12	1 (8%)	11	4 (36%)
Asia & the Pacific	26	10 (39%)	27	18 (67%)
Latin America & the Caribbean	23	6 (26%)	25	13 (52%)
Global	**63**	**18 (29%)**	**65**	**36 (55%)**

1. 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.

Pillar 2: School Safety and Educational Continuity Management

When conflicts, emergencies and other hazards occur, well-articulated and practiced school safety plans can directly protect students and staff. An important component is the Education Continuity Plans (ECPs), which allow students to continue learning, even amidst protracted disaster recovery or armed conflict (INEE, 2024; Salha et al., 2024). Evidence from the pandemic and prior emergencies demonstrates that countries with pre-established, adaptable, and adequately resourced continuity strategies were better able to mitigate disruptions. ECPs should therefore be embedded within broader education sector plans and aligned with national disaster risk reduction and emergency response frameworks to ensure coherence and sustainability (IIEP-UNESCO, 2017; Save the Children, 2018). Institutionalising ECPs as part of routine sector planning strengthens the resilience of education systems, safeguarding the right to education even in times of crisis.

Developing school safety and continuity plans has further benefits for student development. For instance, including students in school safety planning can build their skills and belief in their own abilities and helps to ensure that plans address students' needs (Pfefferbaum, Pfefferbaum, & Horn, 2018). Practicing plans prepares school staff and students to make independent decisions during infrequent and perhaps new emergencies (Stough, Kang and Lee, 2018).

Historically, governments have supported education sector school safety planning, often within the context of civil defence (Bastidas & Petal, 2012). They and development partners have supported the creation of substantial guidance to support school safety and educational continuity management (IFC, 2010; Save the Children, 2015; GADRRRES, 2019a). Yet challenges remain, including ensuring equity in response planning 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 Supplementary Materials document.

Indicators for Pillar 2: School Safety and Educational Continuity Management

#C1: Education authorities have robust participatory plans for risk management, risk reduction and response preparedness.

#C2: Schools have robust participatory plans for risk management, risk reduction and response-preparedness.

#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.

#C4: Education authority has standard operating procedures and requires regular school safety drills for disasters and emergencies to inform improvement in school safety planning.

#C5: Education sector has robust systems and policies for school health and nutrition.

Plan Development and Stakeholder Input (Questions C1.1 and C1.2)

Globally, many governments have developed response plans that considered a range of issues. Figure and Table 20 shows that nearly all had at least limited plans for safety and security (92%) and education continuity (90%). Less prevalent were plans for protecting education sector investments (78%), such as plans to strengthen or "disaster-proof" infrastructure. Climate change adaptation and action plans were also less prevalent (78%). Moreover, most of these plans were limited in scope, covering only some risks.

Figure 20. Content Coverage of Education Authority Plans

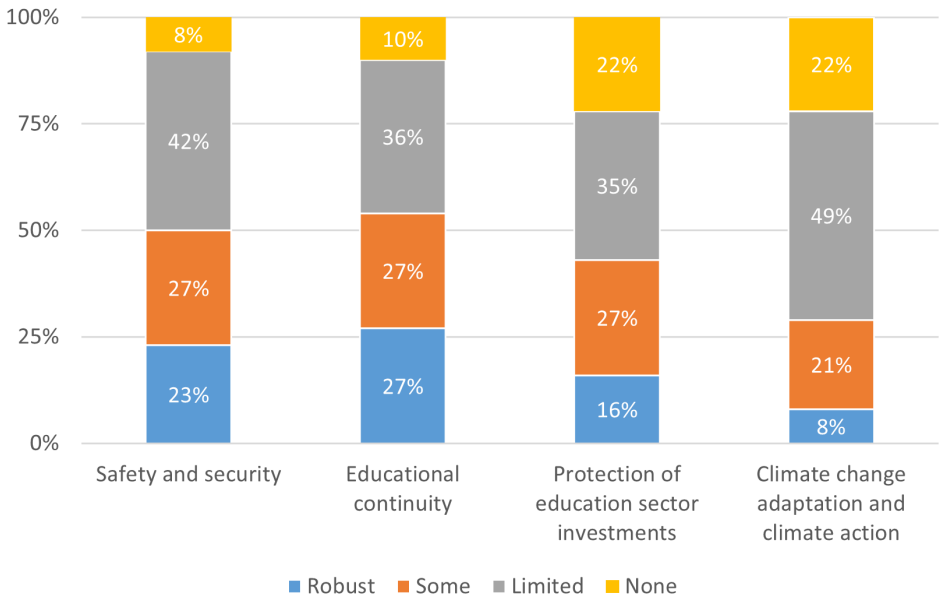


Table 20. Subject Areas where Education Authorities have Developed Plans (Question C1.1)

			Frequency (%)					
Region	**Plan Extent[1]**	**N**	**Safety and security**	**Educational continuity**	**N**	**Protection of education sector investments**	**N**	**Climate change adaptation and climate action**
Sub-Saharan Africa	Limited	12	4 (33%)	3 (25%)	12	4 (33%)	11	4 (36%)
	Some		2 (17%)	3 (25%)		2 (17%)		2 (18%)
	Robust		3 (25%)	3 (25%)		2 (17%)		1 (9%)
Asia & the Pacific	Limited	28	12 (43%)	11 (39%)	28	12 (43%)	27	17 (63%)
	Some		8 (29%)	8 (29%)		8 (29%)		5 (19%)
	Robust		7 (25%)	8 (29%)		4 (14%)		3 (11%)
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%)
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.

Education authorities often sought stakeholder input while developing plans, as shown in Figure and Table 21. Input from teachers and staff was most often sought (97%), followed by community input (90%). Education authorities sought the input of children and youth least often (84%) but still to a high degree.

Figure 21. Education Authorities Include Stakeholder Input when Developing Plans

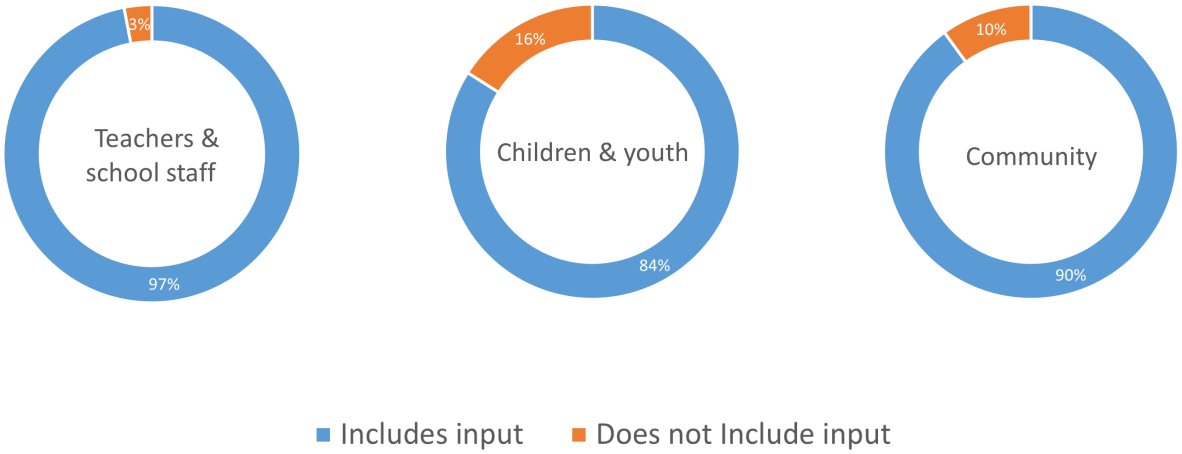


Table 21. Education Authorities Include Stakeholder Input when Developing Plans (Question C1.2)

		Frequency (%)[1]			
Region	N	Teacher/school staff	N	Children and youth	Community
Sub-Saharan Africa	12	10 (83%)	12	10 (83%)	10 (83%)
Asia & the Pacific	28	28 (100%)	28	25 (89%)	27 (96%)
Latin America & the Caribbean	24	24 (100%)	25	19 (76%)	21 (84%)
Global	**66**	**64 (97%)**	**67**	**56 (84%)**	**60 (90%)**

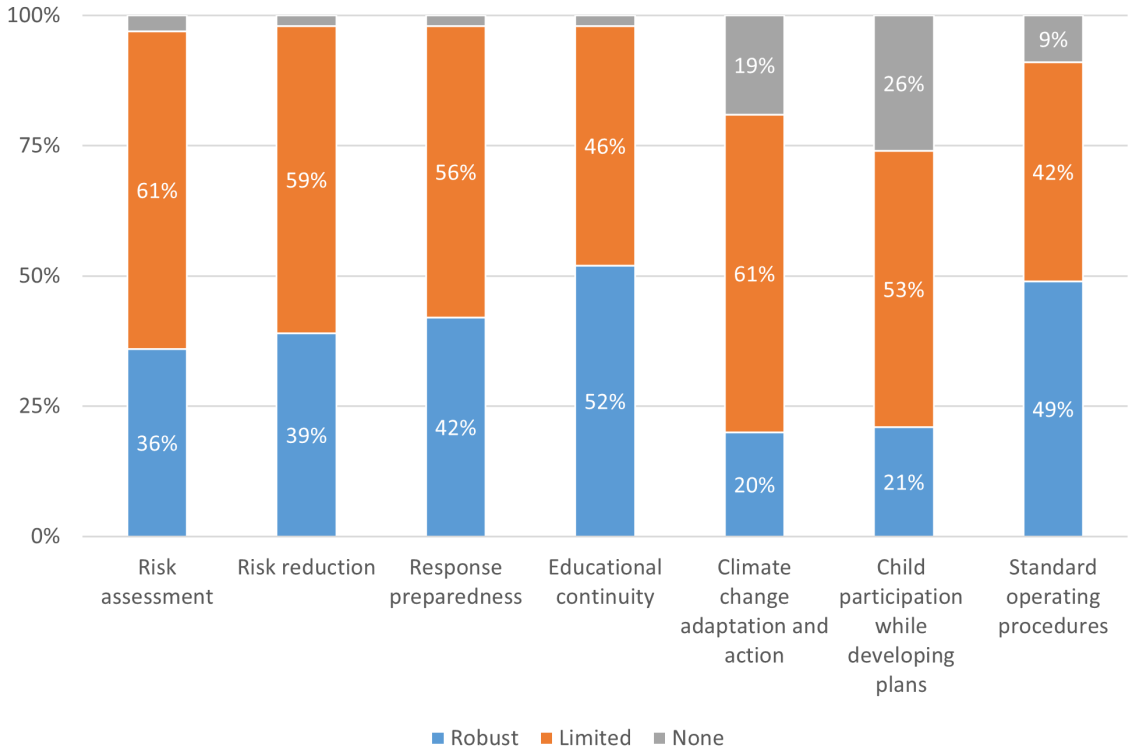
1. *Limited input sought* or *Systematic and representative input sought*. Response option of *No* is included in analysis but not shown in table.

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 on what assessments and safety plans they should, or must, 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. If there is collaboration between the civil protection or disaster/emergency sectors, developing a risk profile of the schools' most common vulnerabilities can be highly valuable. This can help inform the development of protocols based on risk analysis, for instance, by identifying periods of the year when specific risks tend to increase.

As shown in Figure and Table 22, globally education authorities are showing strong leadership in providing guidance for school safety planning. Nearly all responding governments (97% and higher) provided some level of guidance for risk assessment, risk reduction, response preparedness, and educational continuity. Governments described this guidance as robust in many instances: risk assessment (36%) and risk reduction (39%), and especially in response preparedness (42%) and educational continuity (52%). Guidance for climate change adaption was lower (80%), and only one in five (20%) governments described this guidance as robust.

Figure 22. Education Authority Provides Guidance for School Safety Planning



Many education authorities provided some form of guidance for actively including child participants in plan development (74%), with some stating the guidance was robust (21%).

Most education authorities (91%) provided guidance for developing standard operating procedures (SOPs) for disasters and emergencies; notably, half (49%) the governments stated the guidance for SOPs was robust.

Regional variation was limited when it came to providing guidance for school safety planning. Over 90% of governments in all three regions had some guidance for risk assessment, risk reduction, response preparedness and educational continuity. However, only about a third in the sub-Saharan Africa region said the guidance was robust; robust guidance climbed to over 40% in the Latin America & the Caribbean region. Both sub-Saharan Africa and Asia & the Pacific region had nearly universal guidance for SOPs; but this fell in the Latin America & the Caribbean region (83%).

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

		Frequency (%)								
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
Sub-Saharan Africa	Limited	12	9 (75%)	8 (67%)	7 (58%)	7 (58%)	6 (50%)	7 (58%)	12	6 (50%)
	Robust	12	2 (17%)	3 (25%)	4 (33%)	4 (33%)	2 (17%)	2 (17%)	12	5 (42%)
Asia & the Pacific	Limited	28	16 (57%)	17 (61%)	17 (61%)	13 (46%)	17 (61%)	16 (57%)	27	15 (56%)
	Robust	28	11 (39%)	11 (39%)	11 (39%)	14 (50%)	7 (25%)	5 (18%)	27	11 (41%)
Latin America & the Caribbean	Limited	24	14 (58%)	13 (54%)	12 (50%)	9 (38%)	15 (62.5)	11 (46%)	24	6 (25%)
	Robust	24	10 (42%)	11 (46%)	12 (50%)	15 (63%)	4 (17%)	7 (29%)	24	14 (58%)
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.

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.

Globally, as shown in Figure and Table 23, about a third of governments annually reviewed their risk assessment plans (36%), their risk reduction plans (35%), their response preparedness plans (38%), and their educational continuity plans (30%). Additionally, about half reviewed these plans, but only occasionally. 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%).

Figure 23. Frequency of School Reviews

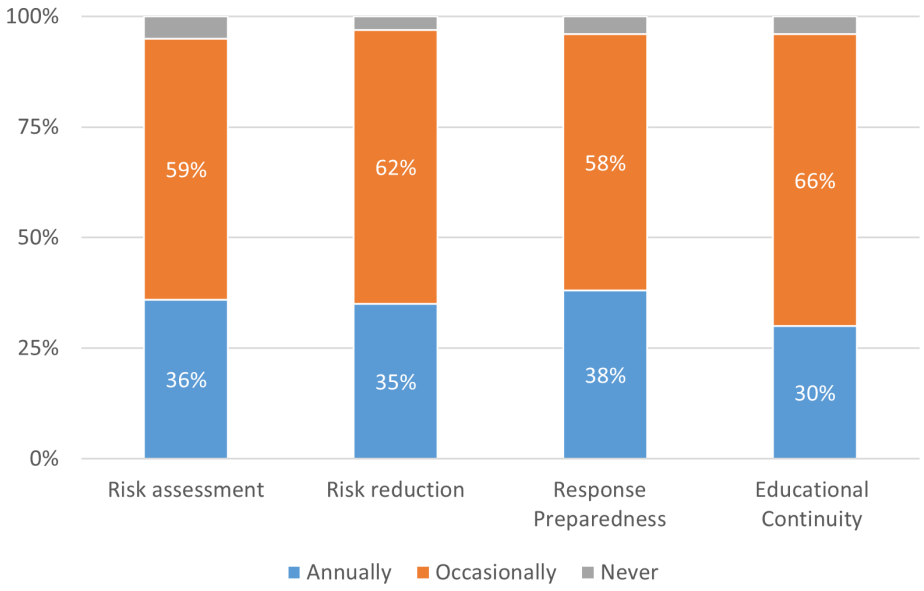


Table 23. Schools Review Measures and Plans (Question C2.4)

Region	Review Frequency[1]	Frequency (%)					
		N	Risk assessment	Risk reduction	Response Preparedness	N	Educational Continuity
Africa	Occasionally[2]	12	8 (67%)	8 (67%)	8 (67%)	11	8 (73%)
	Annually	12	3 (25%)	3 (25%)	2 (17%)	11	2 (18%)
Asia & the Pacific	Occasionally	28	22 (79%)	23 (82%)	21 (75%)	28	20 (71%)
	Annually	28	5 (18%)	5 (18%)	7 (25%)	28	6 (21%)
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%)
Global	**Occasionally**	**66**	**39 (59%)**	**41 (62%)**	**38 (58%)**	**64**	**42 (66%)**
	Annually	**66**	**24 (36%)**	**23 (35%)**	**25 (38%)**	**64**	**19 (30%)**

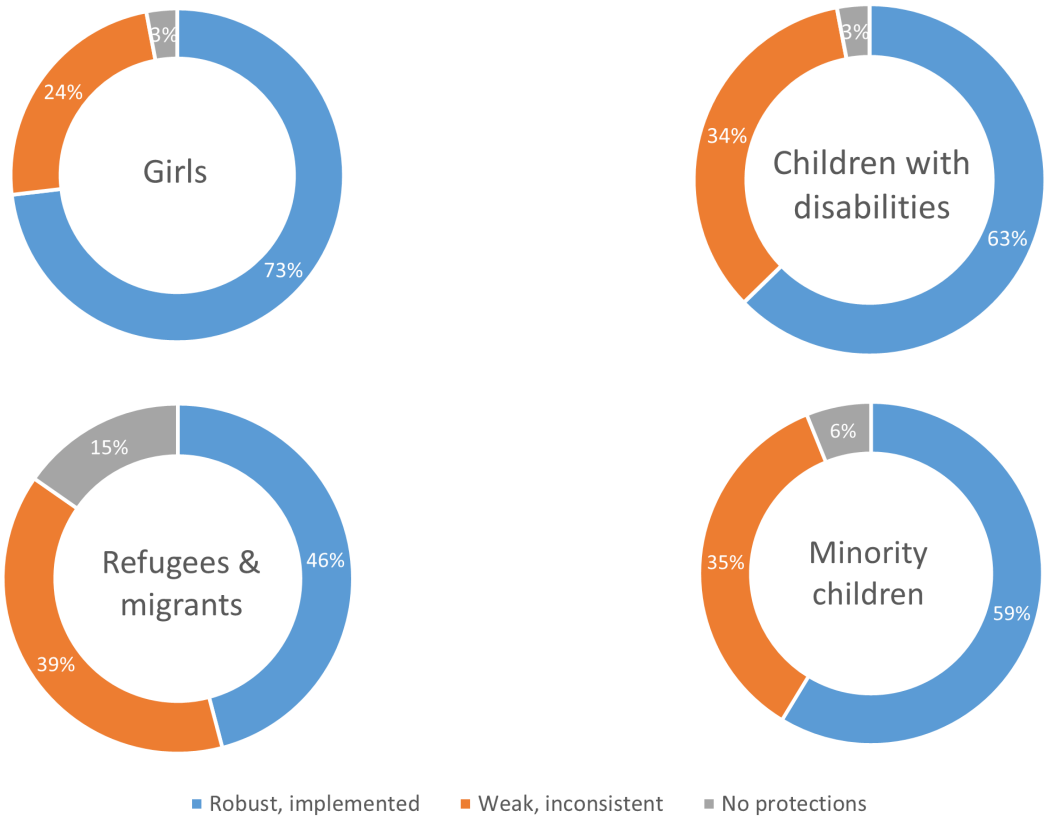
1. Response option of *Never* is included in analysis but not shown in table.
2. For example, after a major disaster.

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.

As shown in Figure and Table 24, globally almost all governments stated they had some level of protection for students based upon gender and disability (97%). Most also protected students from demographic minorities (94%) and many had specific policies to protect immigrant and refugee children (84%). Governments reported that protections for girls (73%), children with disabilities (63%), and minority children (59%) were robust and implemented. However, less than half of governments (46%) stated policies protecting equitable access to education for refugees and migrants were robust.

Figure 24. Policies Protect Equitable Access to Education



Regionally, robust and implemented protections for immigrants and refugee children was highest in the sub-Saharan Africa region (55%), compared to the Asia & the Pacific and Latin America & the Caribbean regions (44%). Robust protections for girls were lowest in the sub-Saharan Africa region (58%), compared to the Asia & the Pacific region (75%) and Latin America & the Caribbean regions (76%).

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

Region	Level of Protection[1]	Frequency (%)						
		N	Boys	Girls	Children with Disabilities	N	Immigrant and Refugee Children	Language, culture, ethnic, and religious minority children
Sub-Saharan Africa	Weak, inconsistent	12	4 (33%)	5 (42%)	6 (50%)	11	3 (27%)	4 (36%)
	Robust, implemented	12	8 (67%)	7 (58%)	6 (50%)	11	6 (55%)	6 (55%)
Asia & the Pacific	Weak, inconsistent	28	5 (18%)	5 (18%)	8 (29%)	27	8 (30%)	9 (33%)
	Robust, implemented	28	21 (75%)	21 (75%)	18 (64%)	27	12 (44%)	15 (56%)
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%)
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.

Extreme Temperatures, Climate Shocks and Educational Attainment

Extreme weather stunts students' academic performance and educational attainment. Studies show an increase in 0.55C in excess heat lowers tests score by 1 percent. Changes in precipitation and temperature can also increase student absenteeism (Tammi, 2023). The impacts from climate shocks can also be indirect, through shocks to food security, health, conflict and migration (UNICEF, 2021).

In addition to the immediate impacts on children's learning linked to climate change, educational attainment matters for children's ability to protect themselves from environmental and climate shocks and stresses as adults. When households have low educational attainment, they are more likely to be forced to rely on unsafe or counterproductive coping mechanisms, such as removing children from school in favour of work. The household can also be more likely to be displaced and have fewer resources for managing their risks.

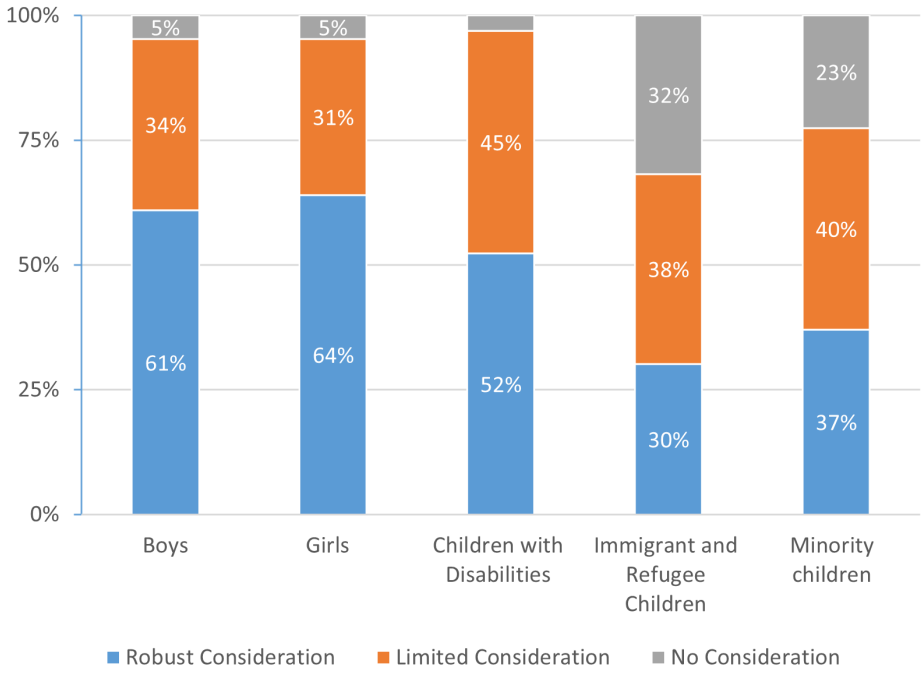
Moreover, climate disruptions intensify existing gender roles, causing girls to spend more time on household chores, like fetching water and caring for siblings, at the expense of their studies. In many regions, increasingly unpredictable weather patterns, such as flooding and heatwaves, also undermine family livelihoods. Faced with limited financial resources, families often adopt coping strategies that pull girls out of school first, since boys are typically viewed as future breadwinners. These same pressures can drive girls into early or forced marriages, which not only steal their childhoods but, in most areas, cut off their access to education entirely, trapping them in a cycle of poverty (Plan International, 2023a).

Schools can educate and empower households and children with skills to manage and adapt to climate, conflict, and other risks. It provides more livelihood options for children when they are adults entering the labour market and reduces their dependence upon a single economic sector, which may be hard-hit by a disaster, creating economic resilience (UNICEF, 2021).

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).

As shown in Figure and Table 25, almost all responding governments considered the needs of girls (95%) and children with disabilities (97%) on a limited basis, with about two thirds doing so on a robust basis for gender (64%) and disability (52%). Educational continuity planning was less prevalent for immigrant and refugee students; most (68%) had limited consideration, and few (30%) had robust considerations. Likewise, consideration for students of demographic minorities was limited, with three-quarters (77%) having at least limited consideration and over a third (37%) having robust consideration.

Figure 25. Education Continuity Planning Considerations for Specific Needs



Regionally, governments in the sub-Saharan Africa region planned for immigrants (17%) and demographic minorities (27%) notably less frequently than global averages; conversely, those in the Latin America & the Caribbean region more frequently did so (54% and 57% respectively).

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

Region	Level of Consider-ation[1]	Frequency (%)								
		N	Boys	Girls	N	Children with Disabilities	N	Immigrant and Refugee Children	N	Language, culture, ethnic, and religious minority children
Sub-Saharan Africa	Limited	12	4 (33%)	3 (25%)	12	5 (42%)	11	2 (17%)	11	3 (27%)
	Robust	12	7 (58%)	8 (67%)	12	7 (58%)	11	3 (25%)	11	2 (18%)
Asia & the Pacific	Limited	27	10 (37%)	10 (37%)	28	12 (43%)	26	9 (35%)	26	9 (35%)
	Robust	27	16 (59%)	16 (59%)	28	15 (54%)	26	7 (27%)	26	12 (46%)
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%)
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.

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. As shown in Table 26, nearly all the responding governments disaggregated enrolment and attainment data by gender (98%) and disability (92%), with limited regional variation. Many also did so for immigrants and refugees (67%) and minorities (68%).

As also shown in Figure and Table 26, globally in about half of the governments (52%) their disaggregated data shows that they are achieving gender equity in enrolment and educational attainment. Achieving equity falls to less than half of the governments for children with disabilities (44%), immigrants and refugees (31%), and minorities (29%). Globally, disaggregated data showed that widespread inequities in enrolment and education attainment was highest for students with disabilities (20%).

Figure 26. Enrolment and Education Attainment Equity

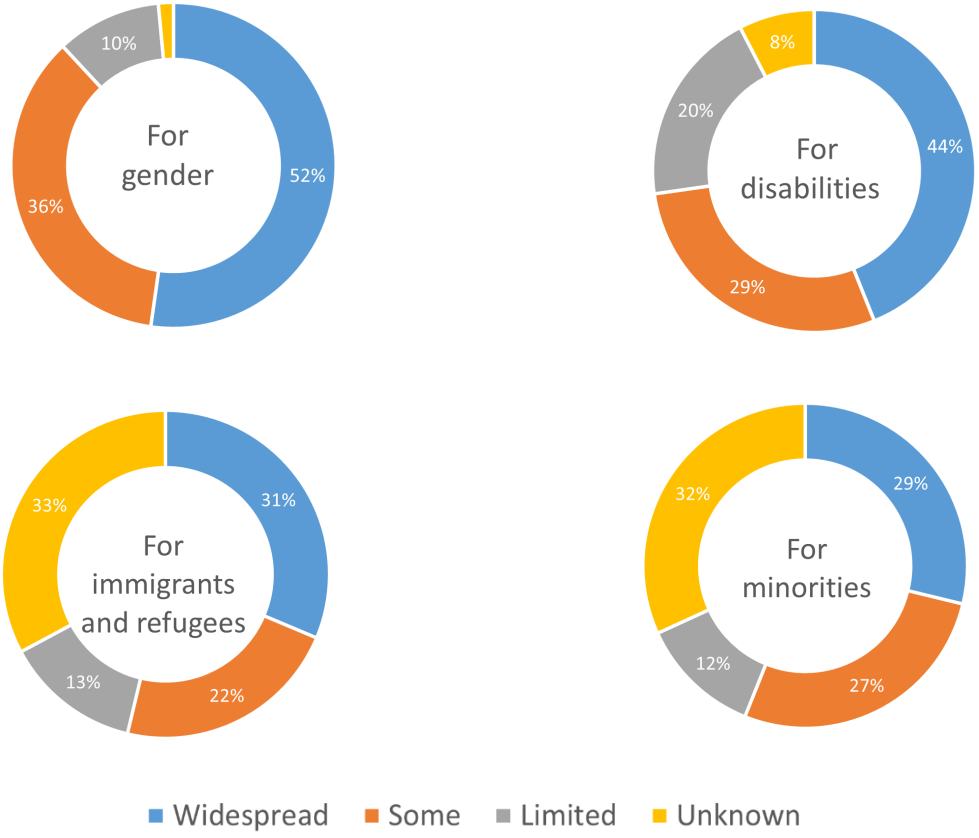


Table 26. School Enrolment and Attainment Equity (Question C3.2)

Region	Equity in Enrolment & Attainment[1]	Frequency (%)							
		N	By gender	N	By disabilities	N	For immigrants and refugees	N	For language, culture, ethnic, and religious minority children
Sub-Saharan Africa	Unknown	12	1 (8%)	12	2 (17%)	12	7 (58%)	12	8 (67%)
	Limited	12	1 (8%)	12	3 (25%)	12	1 (8%)	12	1 (8%)
	Some	12	6 (50%)	12	3 (25%)	12	1 (8%)	12	2 (17%)
	Widespread	12	4 (33%)	12	4 (33%)	12	3 (25%)	12	1 (8%)
Asia & the Pacific	Unknown	28	0 (0%)	28	1 (4%)	28	10 (36%)	28	7 (25%)
	Limited	28	3 (11%)	28	4 (14%)	28	5 (18%)	28	3 (11%)
	Some	28	6 (21%)	28	6 (21%)	28	2 (7%)	28	5 (19%)
	Widespread	28	19 (68%)	28	17 (61%)	28	11 (39%)	28	13 (46%)
Latin America & the Caribbean	Unknown	25	0 (0%)	24	2 (8%)	25	5 (20%)	24	6 (25%)
	Limited	25	3 (12%)	24	6 (25%)	25	3 (12%)	24	4 (17%)
	Some	25	12 (48%)	24	10 (42%)	25	12 (48%)	24	11 (46%)
	Widespread	25	10 (40%)	24	6 (25%)	25	5 (20%)	24	3 (13%)
Global	**Unknown**	**67**	**1 (2%)**	**66**	**5 (8%)**	**67**	**22 (33%)**	**66**	**21 (32%)**
	Limited	**67**	**7 (10%)**	**66**	**13 (20%)**	**67**	**9 (13%)**	**66**	**8 (12%)**
	Some	**67**	**24 (36%)**	**66**	**19 (29%)**	**67**	**15 (22%)**	**66**	**18 (27%)**
	Widespread	**67**	**35 (52%)**	**66**	**29 (44%)**	**67**	**21 (31%)**	**66**	**19 (29%)**

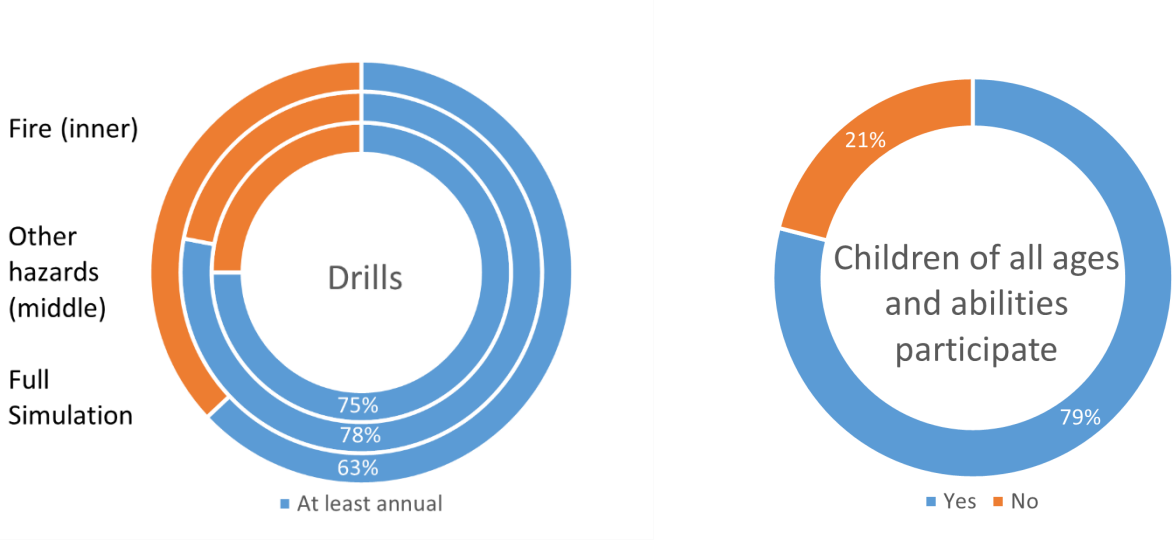
1. Unknown=*Data not collected or not disaggregated*; Limited=*Disaggregated data shows widespread inequity*; Some=*Disaggregated data shows some equity achieved*; Widespread=*Disaggregated data shows full equity achieved in most or all regions and education levels.*

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, school 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).

Globally, as shown in Figure and Table 27, education authorities in many governments required schools to conduct at least one fire drill a year (75%) or drills for other hazards (78%), which could include evacuation drills, shelter-in-place drills, or drills for specific hazards. Globally, children of all ages and abilities were included in these drills in nearly four in five (79%) governments. Participation of all ages and abilities occurred in many Latin America & the Caribbean governments (88%), most Asia & the Pacific governments (95%) and some governments (27%) in the sub-Saharan Africa region.

Figure 27. Frequency of Emergency Drills and Level of Participation



The requirement to do fire and other drills was especially high in the Asia & the Pacific region, where most schools did fire (96%) and other drills (92%) at least annually. In the Latin America & the Caribbean region, annual fire drills were less frequently required (70%) than other drills (83%). In the sub-Saharan Africa region, annual fire drills and other drills were only required in a third (33%) of the governments.

Fewer governments required an annual full simulation drill for expected hazards. These full simulation drills may include building or site evacuation, coordination with emergency personnel, or simulated search and rescue, first aid treatment, or parent reunification. Globally, over half of the governments conducted full simulation drills annually (63%), with almost three-quarters of the governments in the Asia & the Pacific region (72%) and Latin America & the Caribbean region (70%) doing so and one in five governments (20%) in the sub-Saharan Africa region.

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

							Frequency[1] (%)	
Region	**N**	**Fire**	**N**	**Other Hazards**	**N**	**Full simulation (for expected hazards)**	**N**	**Conducted for children of all ages and abilities**
Sub-Saharan Africa	12	4 (33%)	12	4 (33%)	10	2 (20%)	11	3 (27%)
Asia & the Pacific	26	25 (96%)	26	24 (92%)	25	18 (72%)	20	19 (95%)
Latin America & the Caribbean	23	16 (70%)	24	20 (83%)	23	16 (70%)	24	21 (88%)
Global	**63**	**47 (75%)**	**64**	**50 (78%)**	**60**	**38 (63%)**	**57**	**45 (79%)**

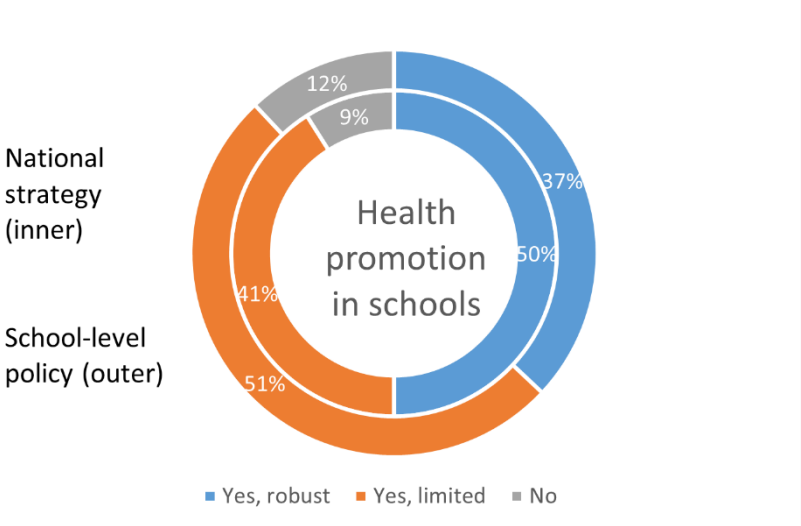
1. Includes response options of *At least annually* and *At least once per term/semester*. Response option of *No* is included in analysis but not shown in table. Response option of *Unknown* is excluded from analysis.

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.

As shown in Figure and Table 28, most governments have a national education strategy for health promotion (91%) and nearly as many have school level policies or plans for health promotion (88%). About half of the governments with these strategies and policies ranked them as limited, the other half as robust.

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



There was little regional variation, with governments in sub-Saharan Africa having the highest frequency of both national strategies and school-level policies or plans (92%). The Asia & the Pacific region had the lowest frequency, though most governments had national strategies (89%) and school-level policies and plans (86%).

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

Region[1]	Level[2]	N	Frequency (%)
Sub-Saharan Africa	National Strategy	12	11 (92%)
	School-level Policy	12	11 (92%)
Asia & the Pacific	National Strategy	27	24 (89%)
	School-level Policy	28	24 (86%)
Latin America & the Caribbean	National Strategy	23	21 (91%)
	School-level Policy	23	20 (87%)
Global	**National**	**64**	**58 (91%)**
	School	**65**	**57 (88%)**

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

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

Globally, as shown in Figure and Table 29, about half of governments had defined standards and monitored them for water, sanitation and hygiene (51%), food and nutrition (56%), identifying and tracking communicable diseases in students and staff (45%), reducing disease transmission during disease outbreaks through social measures (53%) and environmental measures (41%), such as ventilation and cleaning. Overall, most governments had some form of guidance or standards.

Figure 29. Guidance and Standards for Health and Nutrition

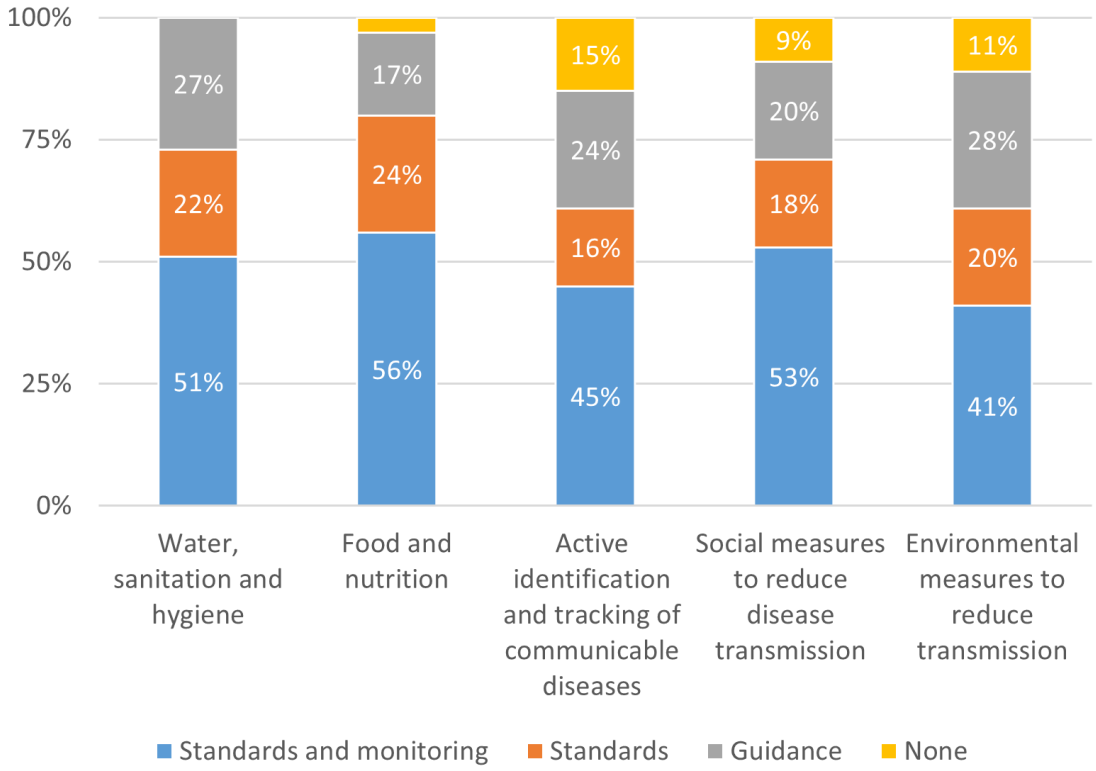


Table 29. Availability of Guidance and Standards by Health and Nutrition Topic (Questions C5.2)

		Frequency (%)									
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]
Sub-Saharan Africa	Guidance	12	1 (8%)	12	1 (8%)	12	4 (33%)	12	4 (33%)	12	4 (33%)
	Standards		5 (42%)		5 (42%)		2 (17%)		2 (17%)		3 (25%)
	Monitoring		6 (50%)		6 (50%)		4 (33%)		6 (50%)		4 (33%)
Asia & the Pacific	Guidance	27	6 (22%)	27	6 (22%)	26	6 (23%)	26	5 (19%)	27	7 (26%)
	Standards		5 (19%)		7 (26%)		1 (4%)		3 (12%)		1 (4%)
	Monitoring		16 (59%)		13 (48%)		14 (54%)		15 (58%)		14 (52%)
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%)
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

Monitoring of Water, Sanitation, and Hygiene (WASH) and Waste Management Data (Question C5.3)

Globally, most education authorities surveyed required schools to monitor water, sanitation, and hygiene, or WASH data.

Water Scarcity, Sanitation, and Hygiene in Schools

Drinking Water: 77% of school-aged children have access to improved water, protected from contamination

Sanitation: 78% have access to improved, usable, single-sex sanitation

Hygiene: 67% have access to basic services with both water and soap

(Joint Monitoring, 2024).

A lack of WASH facilities can dramatically impact access to education, especially for girls who are more likely to stop attending schools that do not have basic facilities, as it directly impacts their capacity to manage their menstrual health and hygiene. (Helldén et al., 2024).

As shown in Figure and Table 30, many schools at least annually assessed water sources for quality and sufficiency (56%); sanitation in the form of toilet types, accessibility, functionality and privacy (61%); and soap and water availability for handwashing (59%). Less than half required monitoring of solid waste management (42%), including segregation, waste reduction, recycling, and disposal practices. Education authorities that did not monitor WASH data annually did so irregularly. Less than 10% of the education authorities did not monitor water, sanitation and hygiene at all and less than 22% did not monitor solid waste management at all.

Figure 30. Monitoring of WASH Data at School Level

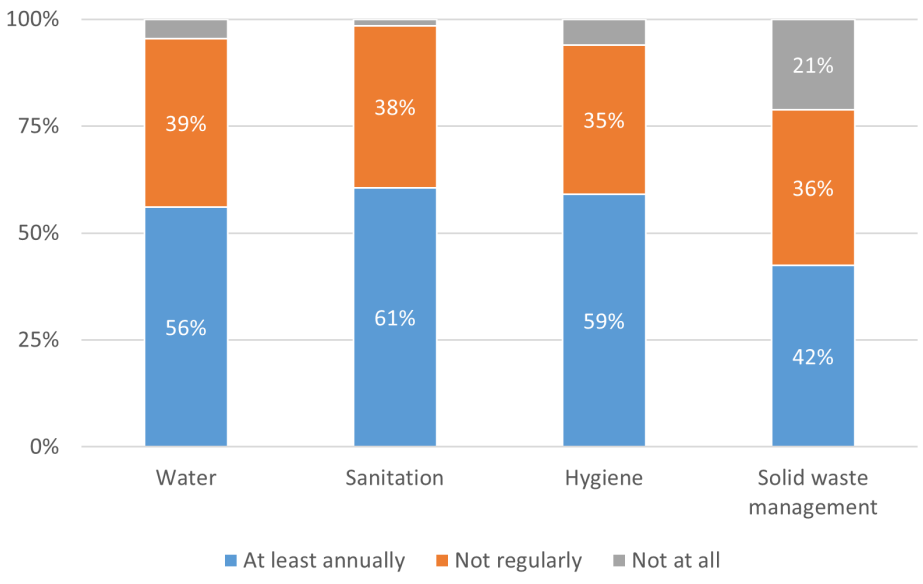


Table 30. Monitoring of WASH Data at School Level (Question C5.3)

Region	Data Collection[1]	N	Frequency (%) Water[2]	Sanitation[3]	Hygiene[4]	Solid waste management[5]
Sub-Saharan Africa	Not regularly	11	5 (45%)	5 (45%)	5 (45%)	3 (27%)
	At least annually		6 (55%)	6 (55%)	6 (55%)	5 (45%)
Asia & the Pacific	Not regularly	28	8 (29%)	9 (32%)	8 (29%)	8 (29%)
	At least annually		19 (68%)	19 (68%)	18 (64%)	11 (39%)
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%)
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.

Pillar 3: Risk Reduction and Resilience Education

Schools are important sites where students and families both learn about hazards and the actions they can take to reduce risk, prepare, and effectively respond during emergencies. Through effective risk reduction and resilience education, students can learn that natural hazards do not need to lead to disasters; actions they and their community take now can protect them in future emergencies and lessen the impacts of climate change (Cabilao-Valencia, et al., 2018; UNESCO, 2010; UNESCO & UNICEF, 2012).

A range of curricular topics help to build a culture of safety within and beyond the school. School-based disaster education directly increases student preparedness, empowering them to act confidently during disasters and emergencies (Wang, Han, &Li, 2023). Social and emotional learning can strengthen social cohesion and emotional regulation, helping to reduce future conflict (Durlak, et al., 2011; INEE, 2022b). Furthermore, health and wellbeing curricula support students to make safe and healthy choices in ways that can both enhance learning and help students lead lives they want to live (Berger, et al., 2022; Spratt, 2015).

Risk Reduction and Resilience Education develops individual and community capacity in these areas through formal education in the classroom, community outreach, and extra-curricular activities (Chang and Chang, 2010; GADRRRES, 2019b; Gong, Duan, & Guo, 2021; Suharini & Baharsyah, 2020; Takahashi et al., 2015;). For these activities to be most effective, education authorities need to develop the capacity of teachers to facilitate student learning (Lopez, et al., 2018). And, to know whether the efforts are effective, education authorities need monitoring tools for assessing student *and* teacher knowledge across relevant demographic differences (Cvetković, Nikolić & Lukić, 2024; Johnson et al., 2014; Şeyihoğlu et al., 2021).

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 Supplementary Materials document.

Indicators for Pillar 3: Risk Reduction and Resilience Education

#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.

#D2: Climate-aware risk reduction, resilience, and wellbeing education are included in regular formal curriculum.

#D3: Non-formal experiential education for students and families addresses climate-aware, risk reduction, resilience, and wellbeing.

#D4: Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience and wellbeing is developed and assessed.

#D5: Schools have sufficient high-quality educational materials for teaching climate-aware risk reduction, resilience, and wellbeing.

#D6: Student learning outcomes for climate-aware risk reduction, resilience, and wellbeing education are monitored and evaluated.

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 broader, non-formal and public education. As shown in Figure and Table 31, globally most governments (89%) have adopted key messages. However, globally the use of these key messages was lower. About half (47%) used these adopted key messages in formal and non-formal education; a quarter more (27%) used only in formal education. National key messages were adapted for people with disabilities in over half the governments that had adopted messages, or about two-thirds of the responding governments (67%). Availability in languages and formats for linguistic minorities was less prevalent; less than half of the responding governments (41%) made them available for linguistic minorities.

Figure 31. Adoption and Use of National Key Messages

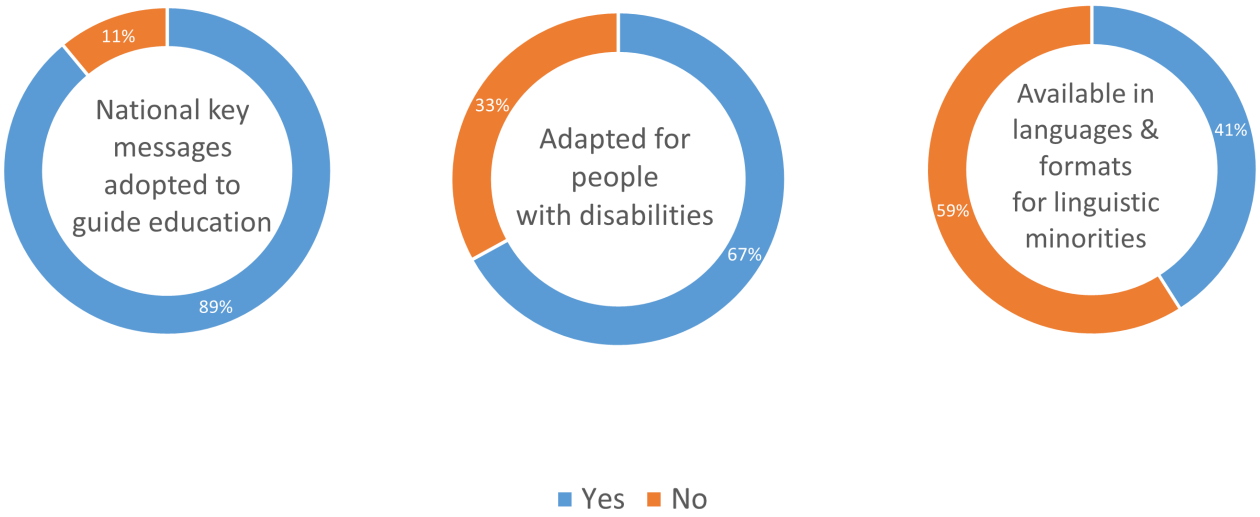


Table 31. Adoption and Use of Key Messages (Questions D1.1 and D1.2)

Region	Frequency (%)						
			Key Message Usage[3]				
	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]
Sub-Saharan Africa	10	8 (80%)	3 (30%)	3 (30%)	11	7 (64%)	6 (55%)
Asia & the Pacific	27	24 (89%)	13 (48%)	7 (26%)	28	19 (68%)	13 (46%)
Latin America & the Caribbean	23	21 (91%)	12 (52%)	6 (26%)	25	16 (64%)	6 (24%)
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.

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).

As shown in Figure and Table 32, overall, these five subjects were taught in the majority of governments responding to the survey. The subjects most frequently taught in formal education was health and wellbeing (87% in primary school). The subjects least likely to be formally taught in school were disaster risk reduction (69% in primary school) and education for sustainable development (66% in secondary school).

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

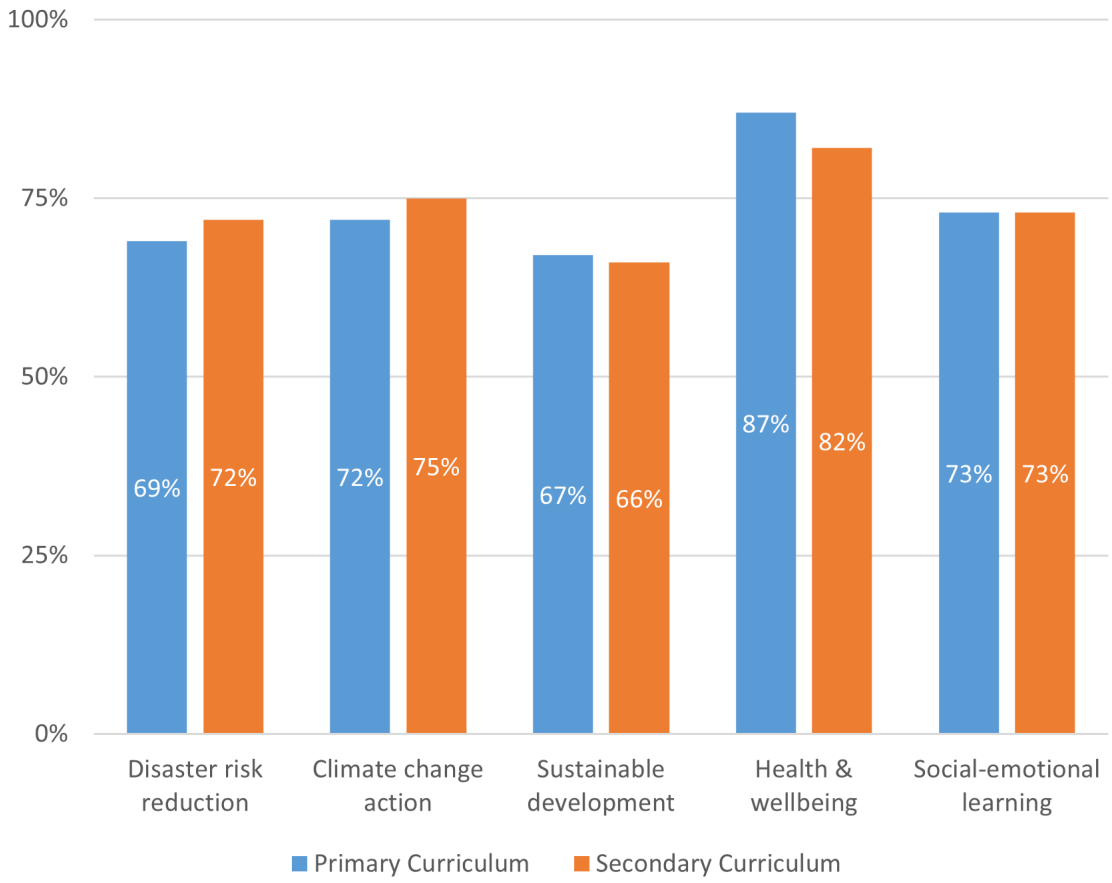


Table 32. CSS-related Subjects in Formal Curriculum (Questions D2.5)

Region	Subject[1]	N	Frequency (%)[2] Primary Curriculum	Secondary Curriculum
Sub-Saharan Africa	DRR	12	8 (67%)	8 (67%)
	CCA	12	9 (75%)	10 (83%)
	SD	12	9 (75%)	9 (75%)
	HWB	12	11 (92%)	11 (92%)
	SEL	12	7 (58%)	7 (58%)
Asia & the Pacific	DRR	28	25 (89%)	26 (93%)
	CCA	28	25 (89%)	26 (93%)
	SD	28	20 (71%)	20 (71%)
	HWB	28	26 (93%)	25 (89%)
	SEL	27	21 (78%)	22 (79%)
Latin America & the Caribbean	DRR	25	11 (44%)	12 (48%)
	CCA	25	14 (56%)	13 (52%)
	SD	25	15 (60%)	14 (56%)
	HWB	25	19 (76%)	17 (68%)
	SEL	25	18 (72%)	18 (72%)
Global	**DRR**	**67**	**46 (69%)**	**48 (72%)**
	CCA	**67**	**48 (72%)**	**50 (75%)**
	SD	**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; SD=education for sustainable development; HWB=Health and wellbeing; SEL = Social and emotional learning.
2. Response options of *None* and *Now being developed* are included in analysis but not shown in table.

As shown in Table 33, these subjects were also taught in less formal ways. School assemblies and experiential learning were widely used to supplement education on disaster risk reduction (70%), health and wellbeing (71%), and social and emotional earning (72%). School clubs, afterschool activities, and other extracurriculars were also popular methods of supplementing curricular, especially for disaster risk reduction (78%), climate change action (71%), and health and wellbeing (75%).

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

			Frequency (%)[1]		
Region	Subject[2]	N	School assemblies and experiential learning	At teacher discretion in some classrooms	School clubs, afterschool activities, and other extra curriculars
Sub-Saharan Africa	DRR	12	8 (67%)	8 (67%)	10 (83%)
	CCA	10	6 (60%)	7 (70%)	8 (80%)
	SD	11	7 (64%)	8 (73%)	5 (45%)
	HWB	11	9 (82%)	8 (73%)	9 (82%)
	SEL	12	7 (58%)	8 (67%)	10 (83%)
Asia & the Pacific	DRR	28	20 (71%)	19 (68%)	25 (89%)
	CCA	27	17 (63%)	18 (67%)	21 (78%)
	SD	25	11 (44%)	11 (44%)	20 (80%)
	HWB	28	19 (68%)	20 (71%)	23 (82%)
	SEL	28	19 (68%)	18 (64%)	17 (61%)
Latin America & the Caribbean	DRR	21	16 (76%)	10 (48%)	13 (62%)
	CCA	21	15 (71%)	9 (43%)	12 (57%)
	SD	21	13 (62%)	10 (48%)	14 (67%)
	HWB	23	17 (74%)	12 (52%)	14 (61%)
	SEL	23	19 (83%)	11 (48%)	11 (48%)
Global	**DRR**	**63**	**44 (70%)**	**38 (60%)**	**49 (78%)**
	CCA	**59**	**38 (64%)**	**35 (59%)**	**42 (71%)**
	SD	**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; SD=education for sustainable development; HWB=Health and wellbeing; SEL = social and emotional learning.

Outreach to Families (Questions D3.2)

Globally, a minority of governments stated that schools reached out to households and families about topics related to comprehensive school safety. As shown in Figure and Table 34, about a third of governments indicated that most or all schools engaged with households and families around issues of health and wellbeing (35%) and social and emotional learning (35%). Few indicated that most or all schools engaged households around disaster risk reduction (20%) or climate change (16%). However, more than a third of the governments stated that at least some schools reached out (42% to 48%).

Figure 34. School Outreach to Families and Households

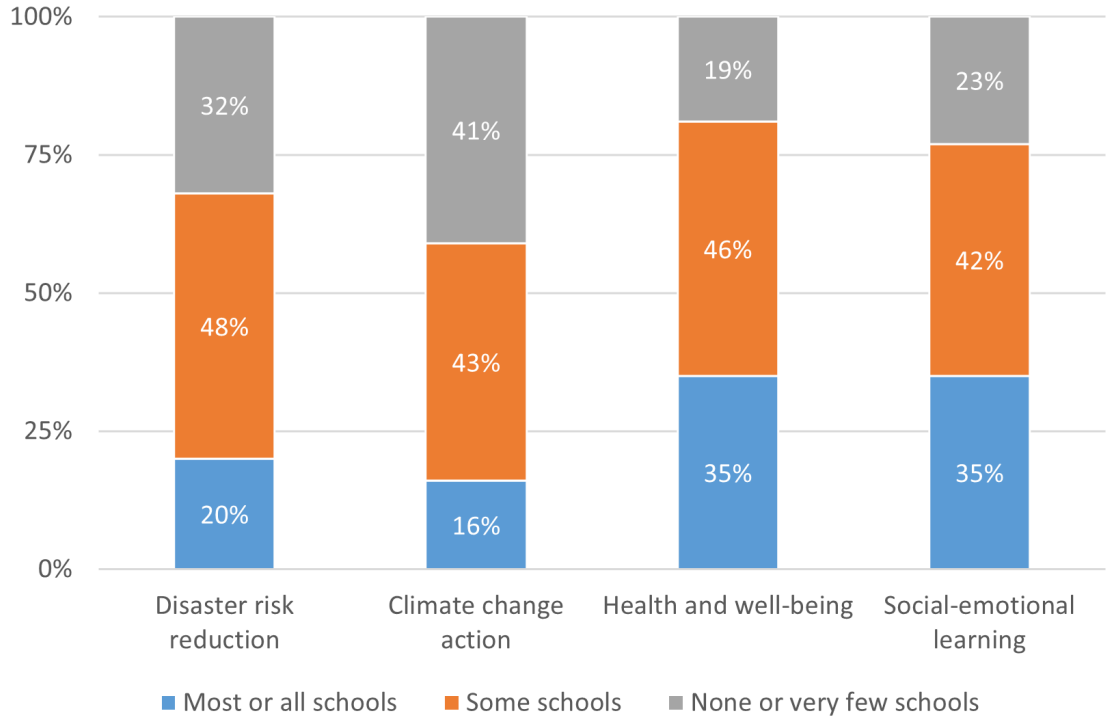


Table 34. Outreach to Households and Families (Questions D3.2)

		Frequency (%)							
		Outreach Topic[2]							
Region	No. Schools[1]	N	DRR	N	CCA	N	HWB	N	SE
Sub-Saharan Africa	Some	11	1 (9%)	11	3 (27%)	12	5 (42%)	11	6 (54%)
	Most or all		3 (27%)		2 (18%)		3 (25%)		2 (18%)
Asia & the Pacific	Some	25	13 (52%)	25	12 (48%)	25	10 (40%)	24	9 (38%)
	Most or all		5 (20%)		5 (20%)		10 (40%)		9 (38%)
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%)
Global	**Some**	**59**	**28 (48%)**	**56**	**24 (43%)**	**61**	**28 (46%)**	**57**	**24 (42%)**
	Most or all		**12 (20%)**		**9 (16%)**		**21 (35%)**		**20 (35%)**

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

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. Around half of the governments had teacher self-study for each of these subjects (from 45% for health and wellbeing to 52% for disaster risk reduction and climate change action). In-service training was also widely available, with over two-thirds of the governments providing this form of teacher training (from 66% for education for sustainable development to 75% for health and wellbeing). Pre-service training was the least used method for teacher training, with less than half of the governments providing this option in any subject.

As shown in Figure 35 and the second to last column of Table 35, mandatory teacher training was even rarer. Less than a third of governments made training in any of these subjects mandatory, with the highest rate of mandatory training being for health and wellbeing (28%) and social and emotional learning (30%), though it remained mandatory in a minority of places. Teachers were least likely to be required to take training in disaster risk reduction (16%).

Even when teachers had access to some training in these subject areas, most were never assessed to ensure they were ready and able to teach the material. As shown in the last column of Table 35, less than a quarter of governments required teacher assessment in health and wellbeing (20%) and social and emotional learning (21%). The rate fell further for education for sustainable development (13%) and disaster risk reduction and climate change action (11%).

Figure 35. Mandatory Teacher Training and Assessment by Subject

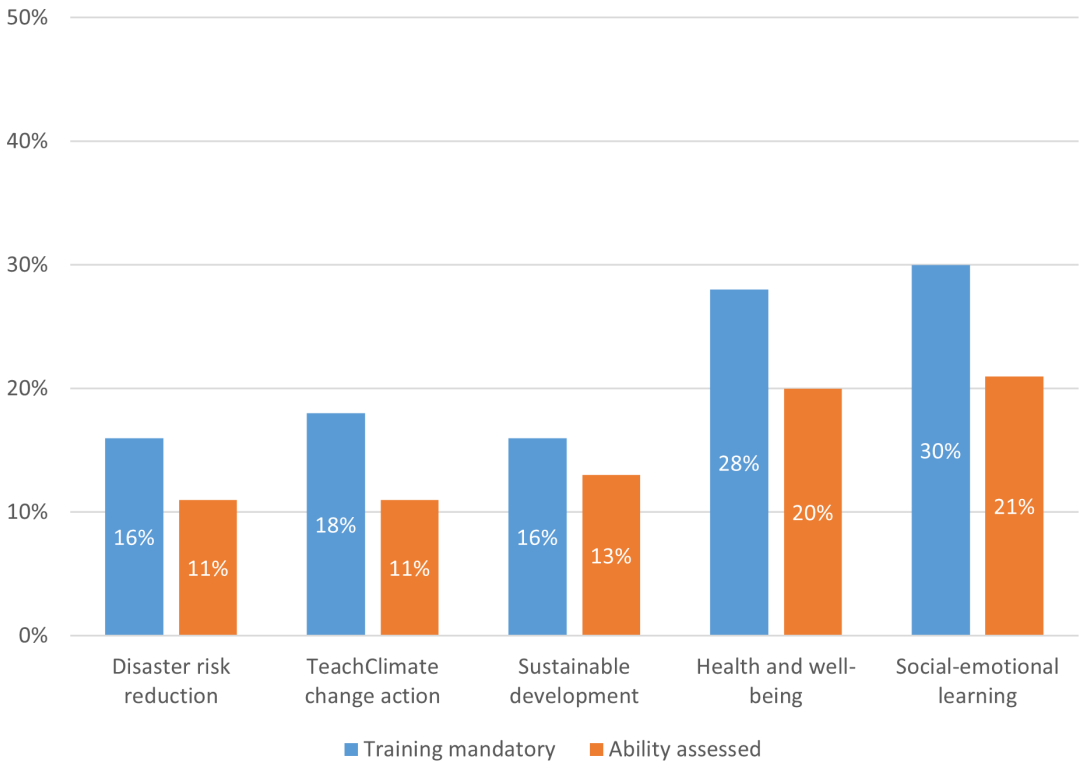


Table 35. Teacher Training and Assessment (Questions D4.1)

			Frequency (%)				
Region	Subject[1]	N	Pre-service	In-service	Self-study	Training mandatory	Teacher ability assessed
Sub-Saharan Africa	DRR	11	3 (27%)	9 (82%)	6 (55%)	3 (27%)	1 (9%)
	CCA	12	6 (50%)	9 (75%)	6 (50%)	3 (25%)	1 (8%)
	SD	12	7 (58%)	9 (75%)	6 (50%)	3 (25%)	1 (8%)
	HWB	12	7 (58%)	9 (75%)	6 (50%)	3 (25%)	1 (8%)
	SEL	12	4 (33%)	9 (75%)	6 (50%)	3 (25%)	1 (8%)
Asia & the Pacific	DRR	27	10 (37%)	18 (67%)	16 (59%)	5 (19%)	4 (15%)
	CCA	25	8 (32%)	18 (72%)	15 (60%)	6 (24%)	5 (20%)
	SD	25	10 (40%)	15 (60%)	13 (52%)	5 (20%)	6 (24%)
	HWB	27	14 (52%)	23 (85%)	13 (48%)	11 (41%)	9 (33%)
	SEL	26	17 (65%)	23 (89%)	12 (46%)	12 (46%)	10 (39%)
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%)
	SD	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%)
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%)**
	SD	**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; SD=education for sustainable development; HWB=Health and wellbeing; SEL= social and emotional learning.

Availability of Educational Materials (Question D6.1)

As shown in Figure and Table 36, most schools had high-quality education materials to support student learning in these subjects, with materials for climate change action being the least available (55%) and material being most available for social and emotional learning (67%) and health and wellbeing (70%).

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

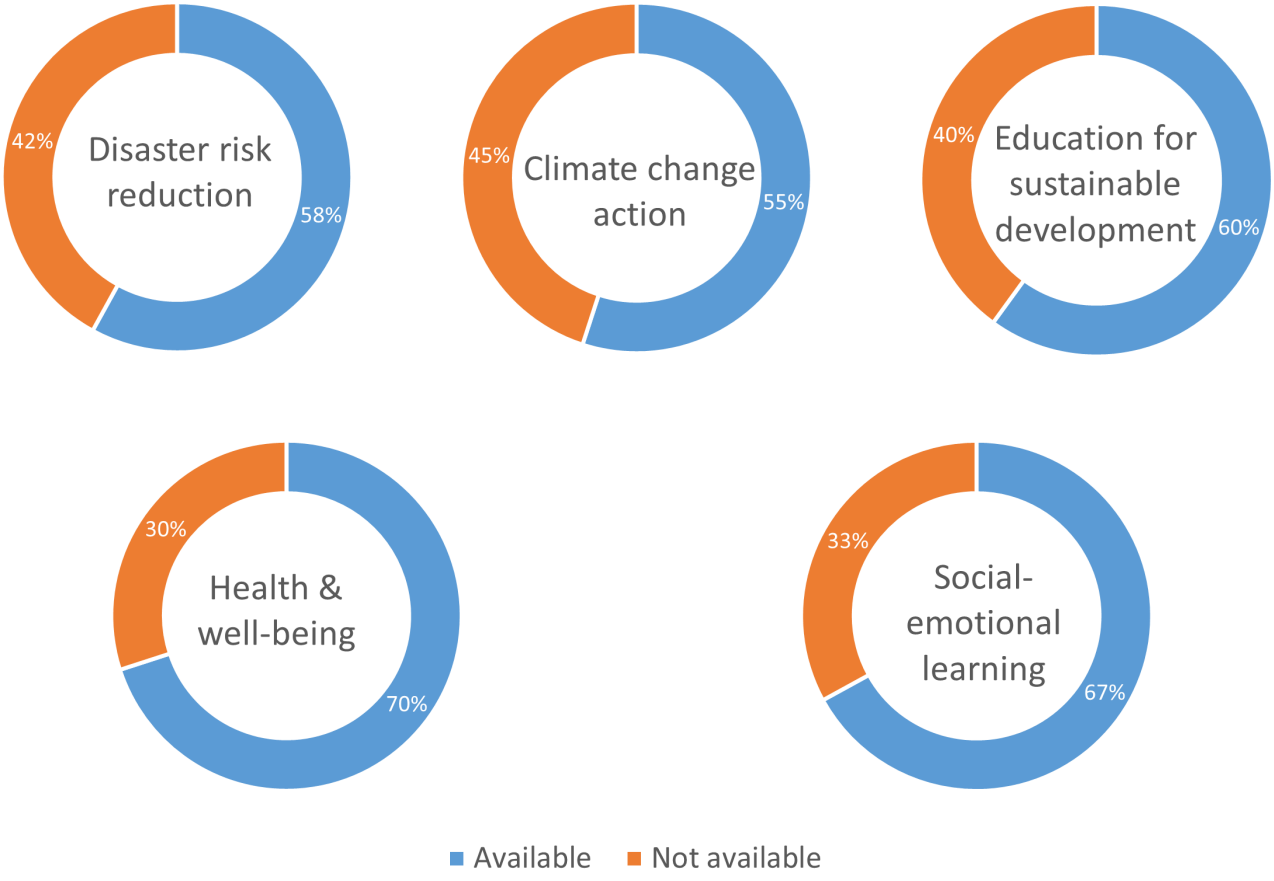


Table 36. Availability of High-quality Education Materials for Teaching (Question D6.1)

			Frequency (%)
Region	Subject[1]	N	Available in primary and secondary schools[2]
Sub-Saharan Africa	DRR	12	6 (50%)
	CCA	12	5 (42%)
	SD	12	5 (42%)
	HWB	11	6 (55%)
	SEL	11	5 (46%)
Asia & the Pacific	DRR	28	23 (82%)
	CCA	28	22 (79%)
	SD	28	22 (79%)
	HWB	28	25 (89%)
	SEL	27	21 (78%)
Latin America & the Caribbean	DRR	25	9 (36%)
	CCA	25	10 (40%)
	SD	25	12 (48%)
	HWB	25	14 (56%)
	SEL	24	16 (67%)
Global	**DRR**	**67**	**39 (58%)**
	CCA	**67**	**37 (55%)**
	SD	**67**	**40 (60%)**
	HWB	**66**	**46 (70%)**
	SEL	**64**	**43 (67%)**

1. DRR=Disaster risk reduction; CCA=Climate change, action, justice and the environment; SD=education for sustainable development; HWB=Health and wellbeing; SEL = social and emotional learning.
2. Response option of *Not at all* is included in analysis but not shown in table.

Student Assessment (Questions D5.1)

Students were more likely to be assessed in these five areas than their teachers, as shown in Figure and Table 37. At the primary school level, about two thirds of the governments reported evaluating student learning outcomes for sustainable development (67%), health and wellbeing (70%), and social and emotional learning (68%). The rates at the secondary school level were within a few percentage points of these numbers. Primary school students were assessed at a much lower frequency for disaster risk reduction (58%) and climate change action (60%).

Figure 37. Teacher Assessment and Student Learning Evaluation

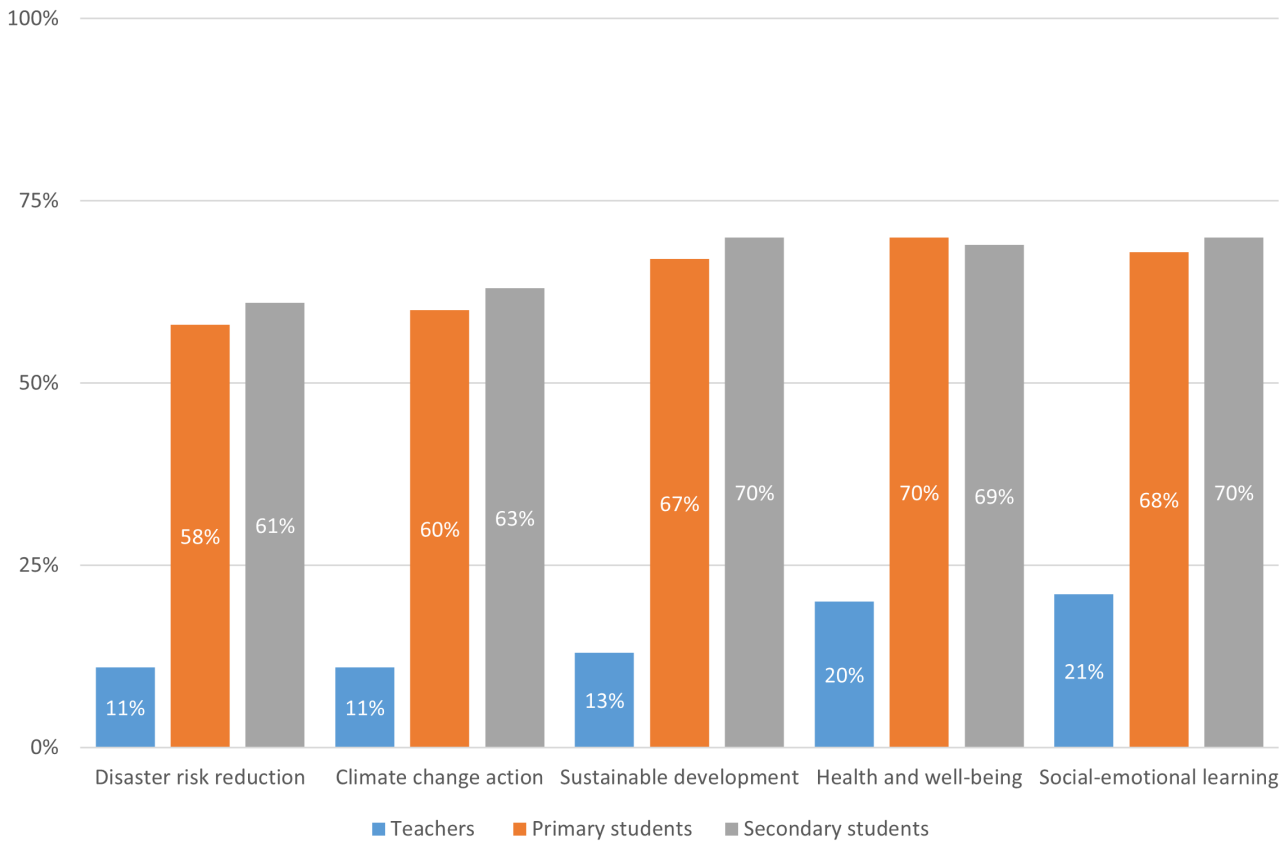


Table 37. Student Assessment (Question D5.1)

Region	Subject[1]	N	Frequency (%)	
			Student learning outcomes evaluated[2]	
			Primary school	Secondary school
Sub-Saharan Africa	DRR	12	5 (42%)	5 (42%)
	CCA	12	6 (50%)	7 (58%)
	SD	12	6 (50%)	7 (58%)
	HWB	12	7 (58%)	7 (58%)
	SEL	12	7 (58%)	7 (58%)
Asia & the Pacific	DRR	28	19 (68%)	22 (79%)
	CCA	28	20 (71%)	21 (75%)
	SD	28	23 (82%)	23 (82%)
	HWB	28	22 (79%)	21 (75%)
	SEL	27	20 (74%)	21 (78%)
Latin America & the Caribbean	DRR	25	14 (56%)	13 (52%)
	CCA	25	14 (56%)	13 (52%)
	SD	25	15 (60%)	16 (64%)
	HWB	25	17 (68%)	17 (68%)
	SEL	25	17 (68%)	17 (68%)
Global	**DRR**	**67**	**39 (58%)**	**41 (61%)**
	CCA	**67**	**40 (60%)**	**42 (63%)**
	SD	**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; SD=education for sustainable development; HWB=Health and wellbeing; SEL = social and emotional learning.
2. Response option of *Not at all* is included in analysis but not shown in table.

GLOBAL STATUS OF SCHOOL SAFETY

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. Below is a Comprehensive School Safety Indicator Report Card, followed by eight key findings that emerged, as well as how governments can respond.

CSS Indicator Report Card

Governments that participated in the 2024 Comprehensive School Safety Policy Survey showed substantial activity in the five indicators linked to the Enabling Systems & Policies. As shown in Table 38, globally governments 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 three stars, with nearly half of the governments (45%) received four stars.

Governments also showed strong leadership and coordination (Indicator A3) as well as monitoring and evaluation (Indicator A5) around comprehensive school safety, both of which had a mean rating of 2.7 stars. Over a third of the governments (37%) received four stars. In addition, almost as many (29%) received three stars in monitoring and evaluation, indicating that they were using data and evidence to monitor and evaluate comprehensive school safety.

Governments lagged behind most notably in funding comprehensive school safety efforts (Indicator A4), where only a small number of governments (12%) were taking most or all actions and received four stars. The global rating for this indicator was 2.2 stars.

Table 38. Strengths and Opportunities for Improvement in Enabling Policies and Systems

			Actions Taken (%)				
			☆☆☆☆	★☆☆☆	★★☆☆	★★★☆	★★★★
Region	Median Score		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)							
Sub-Saharan Africa (N=12)	2.5	★★★☆	0%	8%	54%	23%	15%
Asia & the Pacific (N=28)	**3.4**	★★★★	0%	0%	24%	17%	59%
Latin Am. & the Caribbean (N=25)	**3.1**	★★★☆	0%	8%	19%	27%	46%
Global (N=67)	**3.0**	★★★☆	**0%**	**4%**	**27%**	**21%**	**45%**
A2. Child-centred risk assessment is in place at all levels in the education sector (11 questions)							
Sub-Saharan Africa (N=12)	**1.7**	★★★☆	8%	46%	23%	15%	8%
Asia & the Pacific (N=28)	**2.7**	★★★☆	0%	17%	34%	10%	38%

Latin Am. & the Caribbean (N=25)	2.4	★★★☆	4%	19%	23%	38%	15%
Global (N=67)	**2.3**	★★★☆	**3%**	**22%**	**27%**	**21%**	**23%**
A3. Education authority provides effective leadership and coordination for comprehensive school safety (4 questions)							
Sub-Saharan Africa (N=12)	2.8	★★★☆	8%	15%	8%	23%	46%
Asia & the Pacific (N=28)	2.9	★★★☆	0%	10%	24%	31%	34%
Latin Am. & the Caribbean (N=25)	2.6	★★★☆	12%	8%	23%	19%	38%
Global (N=67)	**2.7**	★★★☆	**6%**	**10%**	**20%**	**24%**	**37%**
A4. Sustained funding is in place to reduce education sector risks, maintain educational continuity and support risk reduction and resilience programming (9 questions)							
Sub-Saharan Africa (N=12)	1.8	★★☆☆	8%	31%	38%	23%	0%
Asia & the Pacific (N=28)	2.5	★★★☆	7%	14%	21%	34%	24%
Latin Am. & the Caribbean (N=25)	2.1	★★☆☆	4%	15%	54%	23%	4%
Global (N=67)	**2.2**	★★☆☆	**6%**	**17%**	**36%**	**27%**	**12%**
A5. Monitoring and evaluation of comprehensive school safety is based upon data and evidence (10 questions)							
Sub-Saharan Africa (N=12)	2.4	★★★☆	0%	8%	54%	31%	8%
Asia & the Pacific (N=28)	3.2	★★★☆	0%	3%	21%	28%	48%
Latin Am. & the Caribbean (N=25)	2.5	★★★☆	0%	15%	38%	27%	19%
Global (N=67)	**2.7**	★★★☆	**0%**	**8%**	**33%**	**27%**	**29%**

As shown in Table 39, 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). Nearly half of the governments (40%) received four stars and were doing most to all actions. No government was failing to act at all.

Governments were somewhat less engaged in addressing the upgrade or replacement of existing unsafe schools (Indicator B2) and in creating policies for limiting disruption of education that occurs when schools are used as temporary shelters or collective centres (Indicator B4). These indicators had median scores of 2.3 and 2.4 respectively. Almost no governments (1%) were doing all actions to systematically identify and upgrade or replace unsafe schools, though about half (47%) received three stars for actions such as assessment and prioritisation of unsafe schools (Indicator B2). When it came to policies related to schools as temporary shelters (Indicator B4), the level of government action was widely spread. About a third (32%) were doing all or most actions and received four stars, but a quarter received one star (13%) or no stars (13%). In some regions, this lack of action may stem more from infrequency of events that call for mass shelter.

Governments are lagging behind in promoting routine maintenance and non-structural mitigation (Indicator B3) and in protecting children from death, injury and harm on the way to school (Indicator B5). Both these indicators had very low median scores, 2.1 and 2.0 respectively. Nearly a tenth (9%) of the governments were doing no action for promoting routine maintenance and non-structural mitigation, while over this number (13%) were doing no actions to protect children on the way to school.

Table 39. Strengths and Opportunities for Improvement in Pillar 1

Region	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)						
Sub-Saharan Africa (N=12)	**2.9**	0%	8%	31%	31%	31%
Asia & the Pacific (N=28)	**3.2**	0%	7%	21%	21%	52%
Latin Am. & the Caribbean (N=25)	**2.9**	0%	15%	12%	38%	35%
Global (N=67)	2.9	**0%**	**10%**	**19%**	**29%**	**40%**
B2. Existing unsafe schools are systematically identified and upgraded or replaced (including WASH facilities) (9 questions)						
Sub-Saharan Africa (N=12)	**2.2**	8%	0%	54%	38%	0%
Asia & the Pacific (N=28)	**2.5**	0%	10%	31%	55%	3%
Latin Am. & the Caribbean (N=25)	**2.2**	4%	19%	31%	46%	0%
Global (N=67)	2.3	**3%**	**11%**	**34%**	**47%**	**1%**
B3. Education authorities promote routine maintenance and non-structural mitigation for increased safety and protection of school occupants and investments (4 questions)						
Sub-Saharan Africa (N=12)	**1.6**	23%	8%	54%	15%	0%
Asia & the Pacific (N=28)	**2.4**	7%	17%	24%	34%	17%
Latin Am. & the Caribbean (N=25)	**2.3**	4%	15%	38%	35%	8%
Global (N=67)	2.1	**9%**	**14%**	**34%**	**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)						
Sub-Saharan Africa (N=12)	**1.7**	23%	23%	23%	15%	15%

Asia & the Pacific (N=28)	**2.8**	★★★☆	10%	10%	17%	17%	45%
Latin Am. & the Caribbean (N=25)	**2.5**	★★½☆	12%	12%	23%	27%	27%
Global (N=67)	2.4	★★½☆	**13%**	**13%**	**20%**	**20%**	**32%**
B5. Children are protected from death, injury and harm on the way to school (2 questions)							
Sub-Saharan Africa (N=12)	**1.5**	★½☆☆	8%	54%	31%	0%	8%
Asia & the Pacific (N=28)	**2.5**	★★½☆	10%	14%	28%	21%	28%
Latin Am. & the Caribbean (N=25)	**2.0**	★★☆☆	19%	19%	27%	12%	23%
Global (N=67)	2.0	★★☆☆	**13%**	**23%**	**27%**	**13%**	**22%**

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**. However, this Pillar was also where median scores were widespread, with the lowest median score being 1.8 and the highest being 3.1.

Governments were taking most policy action to assure all children's rights to access education (Indicator C3). Under this indicator, nearly half of the governments (41%) were doing all or almost all actions assessed and received four stars. Another 30% received three stars and were doing many actions. Robust action also occurred under assessing the education sector's systems and policies for school health and nutrition (Indicator C5), with similar percentages.

Governments were somewhat less engaged in taking action to have robust, participatory plans for risk management, risk reduction, and response preparedness. These actions were assessed at the education authority level (Indicator C1) and at the school level (Indicator C2), with the two indicators having median scores of 2.6 and 2.7, respectively. While a few education authorities (1%) and schools (3%) were doing no action, over half of the governments responding stated education authorities were engaging in most to all actions (51%) and received four stars. An even higher percentage (58%) received four stars for risk management, risk reduction and response preparedness at the school level.

The indicator related to whether the education sectors had standard operating procedures and school drills in place (Indicator C4), was the lowest scoring indicator in Pillar 2. A fifth (20%) of the governments surveyed said they were doing no actions in this area. Only a quarter (24%) received four stars and stated that most or all actions were being taken.

Table 40. Strengths and Opportunities for Improvement in Pillar 2: School Safety and Educational Continuity Management

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)						
Sub-Saharan Africa (N=12)	**2.5**	8%	15%	23%	23%	31%
Asia & the Pacific (N=28)	**2.8**	0%	3%	38%	34%	24%
Latin Am. & the Caribbean (N=25)	**2.6**	0%	15%	38%	15%	31%
Global (N=67)	2.6	**1%**	**10%**	**34%**	**24%**	**27%**
C2. Schools have robust participatory plans for risk management, risk reduction, and response-preparedness (10 questions)						
Sub-Saharan Africa (N=12)	**2.4**	8%	0%	54%	23%	15%
Asia & the Pacific (N=28)	**2.7**	0%	0%	52%	28%	21%
Latin Am. & the Caribbean (N=25)	**3.1**	4%	4%	12%	46%	35%
Global (N=67)	2.7	**3%**	**1%**	**36%**	**33%**	**25%**
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)						
Sub-Saharan Africa (N=12)	**3.1**	0%	0%	31%	31%	38%
Asia & the Pacific (N=28)	**3.2**	0%	0%	28%	24%	48%
Latin Am. & the Caribbean (N=25)	**3.1**	0%	0%	23%	38%	38%
Global (N=67)	3.1	**0%**	**0%**	**26%**	**30%**	**41%**
C4. Education sector has standard operating procedures and require regular drills for disasters and emergencies to improve school safety planning (4 questions)						
Sub-Saharan Africa (N=12)	**0.7**	62%	8%	31%	0%	0%
Asia & the Pacific (N=28)	**2.1**	7%	17%	52%	7%	17%
Latin Am. & the Caribbean (N=25)	**2.2**	15%	12%	35%	19%	19%
Global (N=67)	1.8	**20%**	**13%**	**40%**	**10%**	**14%**
C5. Education sector has robust systems and policies for school health and nutrition (11 questions)						

Sub-Saharan Africa (N=12)	**3.2**	★★★☆	0%	0%	15%	46%	38%
Asia & the Pacific (N=28)	**3.2**	★★★☆	0%	3%	24%	28%	45%
Latin Am. & the Caribbean (N=25)	**3.1**	★★★☆	0%	4%	19%	38%	38%
Global (N=67)	3.0	★★★☆	**0%**	**3%**	**20%**	**34%**	**40%**

Table 41 below summarises government actions under **Pillar 3: Risk Reduction & Resilience Education**. Globally, median scores for each indicator ranged widely, from 1.8 to 3.1. Governments were most actively engaged in providing climate-aware risk reduction, resilience, and wellbeing education in formal curriculum (Indicator D2). Nearly three out of four (72%) governments received three or four stars and were taking many of the actions assessed in the survey.

Government action was also strong when it came to providing sufficient educational materials (Indicator D5) and assessing student learning in areas of climate aware risk reduction, resilience and wellbeing education (Indicator D6). Over half of the governments that participated in the survey (55%) received four stars and were taking most or all actions to assess student learning. Even more governments (57%) received four stars for sufficient education material. However, governments were not uniformly engaging in action. A notable fraction were taking no action to assess student learning in these areas (22%) and lacked education materials (15%).

Action was weakest under Pillar 3 in developing and assessing teachers so that they can facilitate student learning for climate-aware, risk reduction, resilience, and wellbeing education (Indicator D4). Nearly half of the governments who participated in the survey (48%) received only one or no stars and were taking few actions listed for developing and accessing teachers.

Table 41. Strengths and Opportunities for Improvement in Pillar 3

			Frequency (%)				
			★☆☆☆	★☆☆☆	★★☆☆	★★★☆	★★★★
Indicator	**Median Score**		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)							
Sub-Saharan Africa (N=12)	**2.7**	★★★☆	23%	0%	8%	23%	46%
Asia & the Pacific (N=28)	**2.8**	★★★☆	10%	10%	7%	34%	38%
Latin Am. & the Caribbean (N=25)	**2.5**	★★½☆	12%	15%	15%	31%	27%
Global (N=67)	2.6	★★★☆	**13%**	**10%**	**10%**	**30%**	**34%**
D2. Climate-aware risk reduction, resilience, and wellbeing education is included in regular formal curriculum (4 questions)							
Sub-Saharan Africa (N=12)	**3.1**	★★★☆	0%	8%	31%	8%	54%

Asia & the Pacific (N=28)	**3.6**		0%	3%	7%	17%	72%
Latin Am. & the Caribbean (N=25)	**2.8**		0%	27%	8%	23%	42%
Global (N=67)	3.1		**0%**	**13%**	**11%**	**17%**	**55%**
D3. Non-formal education for students and families addresses climate-aware, risk reduction, resilience and wellbeing (9 questions)							
Sub-Saharan Africa (N=12)	**2.6**		0%	15%	31%	31%	23%
Asia & the Pacific (N=28)	**2.7**		0%	17%	24%	28%	31%
Latin Am. & the Caribbean (N=25)	**2.5**		8%	4%	38%	35%	15%
Global (N=67)	2.5		**3%**	**11%**	**30%**	**30%**	**23%**
D4. Teachers' capacity to facilitate student learning for climate-aware risk reduction, resilience, and wellbeing is developed and assessed (5 questions)							
Sub-Saharan Africa (N=12)	**2.0**		0%	38%	23%	38%	0%
Asia & the Pacific (N=28)	**2.2**		0%	38%	28%	14%	21%
Latin Am. & the Caribbean (N=25)	**1.5**		4%	65%	15%	12%	4%
Global (N=67)	1.8		**1%**	**47%**	**21%**	**17%**	**10%**
D5. Schools have sufficient education materials for teaching risk reduction, resilience, and wellbeing (5 questions)							
Sub-Saharan Africa (N=12)	**2.4**		38%	0%	0%	8%	54%
Asia & the Pacific (N=28)	**3.5**		3%	7%	7%	3%	79%
Latin Am. & the Caribbean (N=25)	**2.4**		19%	8%	27%	8%	38%
Global (N=67)	2.8		**15%**	**6%**	**13%**	**6%**	**57%**
D6. Student learning outcomes for climate-aware risk reduction, resilience, and wellbeing education are monitored and evaluated (5 questions)							
Sub-Saharan Africa (N=12)	**2.4**		38%	0%	0%	8%	54%
Asia & the Pacific (N=28)	**3.2**		17%	0%	0%	10%	72%
Latin Am. & the Caribbean (N=25)	**2.5**		23%	4%	19%	12%	42%
Global (N=67)	2.7		**22%**	**1%**	**7%**	**10%**	**55%**

Key Findings

Eight cross-cutting findings emerge from the 2024 Comprehensive School Safety Policy Survey. These cross-cutting findings show important progress has been made, but gaps remain.

1. National governments recognise comprehensive school safety but some lack critical coordination bodies for implementation.

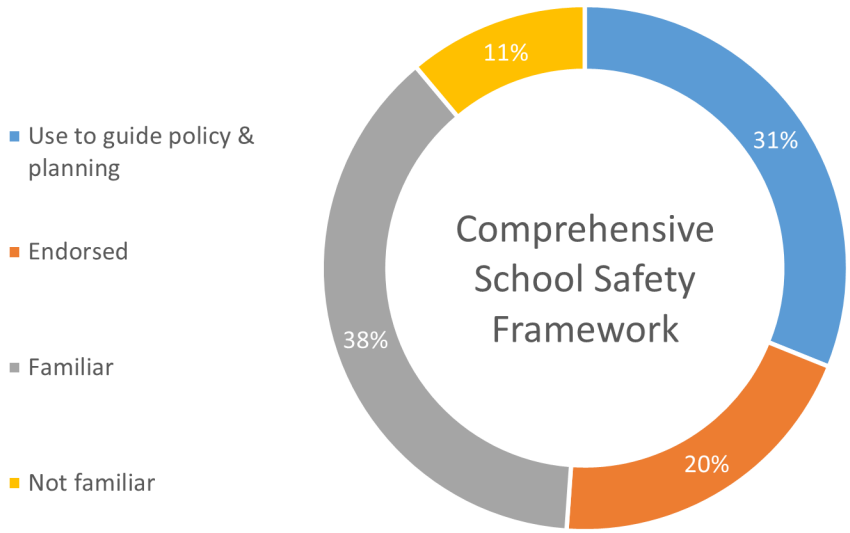
What we found

National governments that participated in the survey show a high level of familiarity with the Comprehensive School Safety Framework, with half (51%) endorsing the Framework. The recognition of the importance of school safety is further supported by the fact that over 70% of countries reported having a designated senior management focal point for school safety, providing a strong foundation for scaling up implementation and coordination.

However, significant gaps remain. Less than one-third of national governments (31%) were using the Framework to guide policies and planning. Some (11%) stated that their education authority was unaware of the framework.

Government-led, national school safety coordinating bodies, a primary driver of action in the Framework, are emerging. While just over half (61%) of participating governments had a school safety coordinating body, this rises in Latin America & the Caribbean (72%). While it is low in sub-Saharan Africa (33%), engagement with the Comprehensive School Safety Framework in this region is more nascent. More positively, most governments (71%) reported having a designated senior management focal point for school safety, providing a strong foundation for scaling up implementation and coordination on school safety.

Figure 38. Familiarity, Endorsement, and Use of Comprehensive School Safety Framework



A separate framework, the Safe Schools Declaration -- which advocates for protecting students, teachers and learning sites from the effects of armed conflict – was less well known and endorsed. A third of the national governments (35%) had signed the Declaration; this rose to half (50%) of the national governments in sub-Saharan Africa.

Why this matters

Endorsement of the Comprehensive School Safety Framework is a critical first step for securing high-level political will behind this agenda. Endorsement means governments commit to work towards implementing and institutionalising the three pillars and foundation of the Framework.

But while endorsement is a crucial step, it does not necessarily translate into effective implementation. The gap between endorsement and implementation highlights the need for greater support and targeted efforts to ensure that commitments are translated into concrete actions. The high volume of designated focal points demonstrates that it is possible to fill this gap.

What should change

All governments should:

- Endorse, implement, monitor and report, and champion the Comprehensive School Safety Framework.
- Establish, lead, and maintain an ongoing national, multistakeholder, school safety coordination body to maximise collective impact and cross-sectoral alignment for school safety.
- Designate a high-level senior official as a comprehensive school safety focal point within the education authority.

Review the data: Survey questions X.7, X.10, X.9.1, A3.2

2. Many governments are making plans to keep children learning in emergencies, but these must be updated and implemented to be effective.

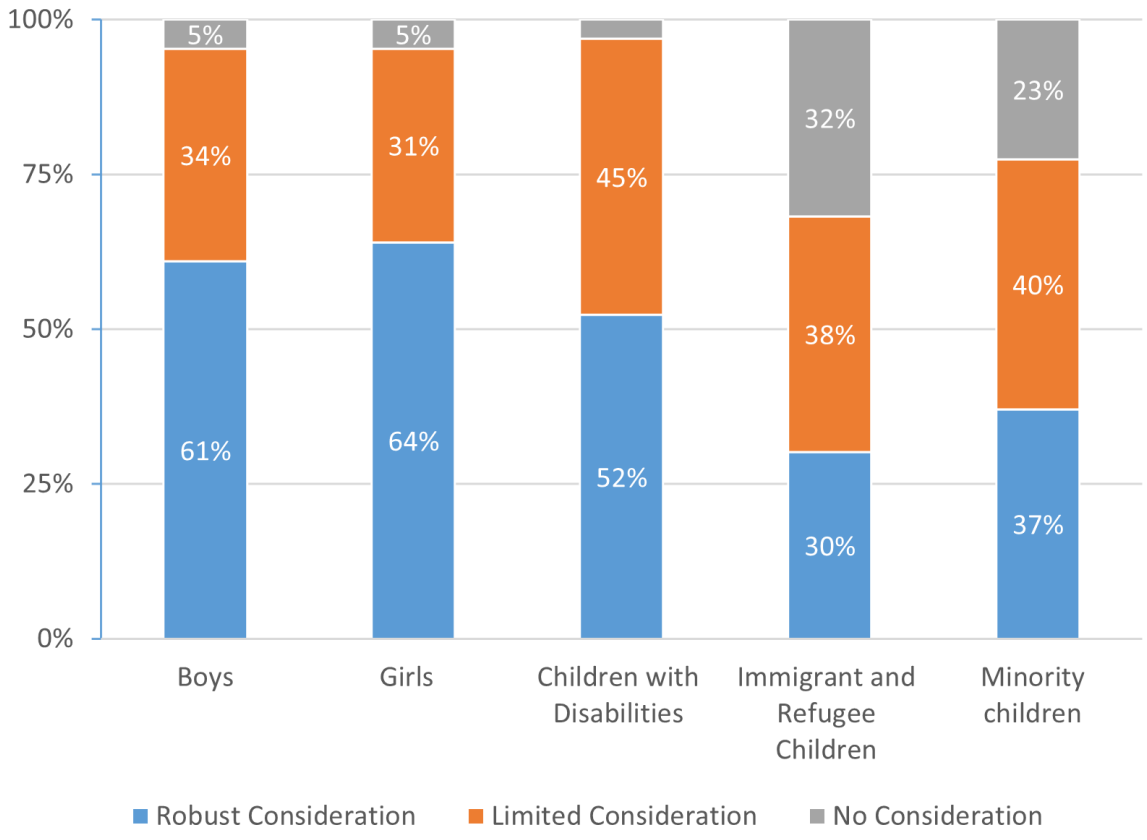
What we found

Governments are planning for educational continuity on an impressive scale. Nine in 10 (94%) report having policies or legal frameworks in place for educational continuity management, though only half (54%) were developing plans for educational continuity that cover many or most risks. At the school level, guidance is provided by 98% of governments to support educational continuity planning. These findings suggest widespread recognition across governments of the importance of preparation to keep children learning in emergencies.

However, the reach and robustness of this preparedness is limited. While policies and legal frameworks are abundant, one in three governments (34%) stated these were weak or unenforced. With regards to plans, a lack of monitoring and updating could undermine their effectiveness, with less than one-third of governments (30%) reporting that schools review them on an annual basis. And while guidance is also widely available, nearly half of responding governments (46%) stated this guidance was limited, poorly distributed, or poorly understood.

Plans and policies may also be limited in their reach due to a lack of consideration for the specific needs of some children. Immigrant and refugee students were the least likely to have their needs considered, with less than one-third (30%) of governments considering their needs in educational continuity planning in a robust way.

Figure 39. Educational Continuity Planning Considerations for Specific Needs



Why this matters

Keeping children learning in emergencies is essential for ensuring they can continue to develop the knowledge and skills they need to thrive. Disruption to learning can lead to exponential impacts on education, setting back years of progress and in the worst cases meaning children drop out of school altogether.

In emergencies, schools are also more than just centres for learning; education can help children stay physically and psychologically safe. Schools can provide many of the basic services that children need to survive, such as nutritious food and vaccinations (WHO & UNESCO, 2021). Schools also keep children out of harm's way, as children who are out of school are more likely to be recruited into armed forces (Paris, 2022). Finally, the normality of school can give children the stability and support they urgently need in crises, providing hope for a better future (Hub for EiE, 2024).

What should change

All governments should:

- Develop, disseminate, monitor, and regularly update national-level policies and plans for educational continuity management.
- Equip schools with comprehensive guidance to design, implement, and monitor localised plans for education continuity, including in emergencies.
- Ensure all educational continuity planning provides support for contextually-relevant curriculum adaptations and alternative methods of delivery (such as radio learning).
- Ensure the needs of all children are recognised and considered in all educational continuity planning, policies, and guidance.

Review the data: Survey questions A1.2, C1.1, C2.1, A1.2, C2.4, C3.3

3. Investment in infrastructure is needed to better protect children and teachers from natural hazards.

What we found

Natural hazards can have a profound impact on schools. For over 75% of governments that responded, high winds and earthquakes caused damage to infrastructure. One in three governments (34%) reported earthquakes as leading to deaths in school, making earthquakes the hazard most often linked to death in schools.

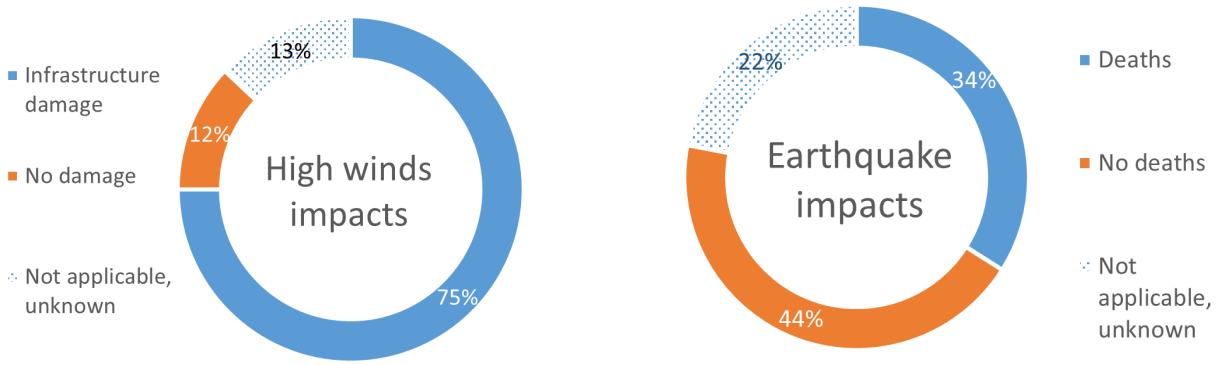
Natural hazard exposure and impacts varied by region. In sub-Saharan Africa, climate change and flooding were the most widespread natural hazards. All reporting governments stated that these two hazards impact at least some schools. Many reported that flooding caused infrastructure damage (92%), and school related deaths (50%). In the Asia & the Pacific region, flooding, earthquakes, and wind dominated risks. Almost all (93%) governments report that flooding impacts at least some schools and most (86%) report that earthquakes and winds impacts some schools. In Latin America and the Caribbean, climate change, earthquakes, flooding and high winds were widespread natural hazards. Most (84%) governments reported that each of these natural hazards impacts on at least some schools, most notably damage and school closures. Some governments (20%) reported that earthquakes caused deaths at school.

Risk assessment to understand and address these natural hazards do not match their impact. Only 33% of education authorities conduct full assessments of natural hazard risks each year. Full, annual assessments drop to 17% in sub-Saharan Africa. Even when natural hazards are identified, less than two in three (59%) governments have robust regulations for designing and constructing schools to withstand earthquakes and high winds. Only about two out of three (61%) have robust regulations for considering floods when deciding where to site schools. A few reporting governments had *no* guidelines or regulations at all to address flood risk (9%), earthquake risk (11%), or high winds (8%) in the site selection, design and construction process.

Governments are making efforts to understand these hazards, with over half (61%) reporting systematic assessment of the safety of their existing school buildings. Rates of systematic assessment are particularly high in Asia & the Pacific (68%). These assessments are the first step in understanding what must be done to ensure school buildings are safe for students and staff. Complementary to this, nearly all governments have regulations for designing and constructing schools to withstand natural hazards and over half (59%) state these regulations are robust and monitored.

Investment to support these assessments and regulations do not match the level of need, however. Just 13% of governments report having consistent and sufficient funding for routine maintenance of school buildings and sites and just under 12% reporting systematically funded upgrades of school buildings.

Figure 40. Impacts of Natural Hazards on Schools



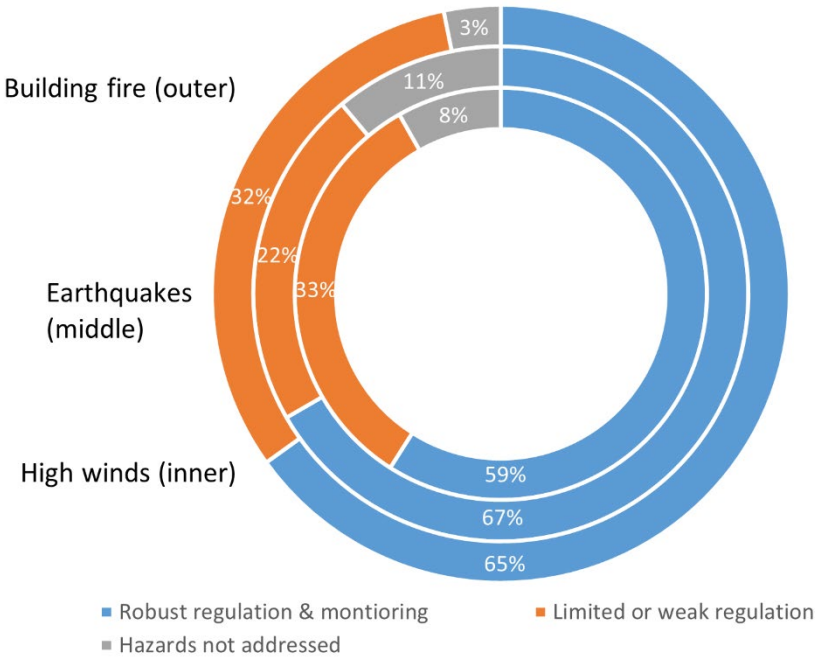
What is 'natural'? Disaster vs. Hazards

Simply put, hazards may be natural, but disasters are not.[7]

Natural hazards include storms, fires, earthquakes, and other naturally occurring phenomena that will happen regardless of human activity. Disasters result from a failure of society to anticipate, learn from, plan for, and protect against these hazards (Wisner et al., 2004).

Natural hazards themselves, however, are not only natural. Human activity is increasingly worsening the negative impacts of natural hazards. For example, fire suppression and development in flood plains can intensify future fires and floods. The climate crisis can also exacerbate natural hazards, such as long-term changes to weather patterns that lead to extreme cold or heat or worsening storms. These factors must be considered when examining 'natural' hazards.

Figure 41. Hazards Addressed during School Construction



Why this matters

Natural hazards regularly destroy school buildings if they are not disaster-proof, causing physical and financial damage and – in the worst cases – leading to deaths of children, teachers, and school staff. With the high number of governments reporting damage from natural hazards, and the compounding impact climate change may have on these, it is essential that resilient infrastructure is scaled up to keep children safe and learning. Not doing so not only puts children's safety at risk, but also their futures, with unfixed damage to infrastructure potentially limiting children's access to learning in the long-term.

[7] See United Nations Office for Disaster Risk Reduction's #NoNatural Disasters campaign: https://www.undrr.org/our-impact/campaigns/no-natural-disasters.

What should change

All governments should:

- Identify, prioritise, and upgrade or replace unsafe or older school buildings, ensuring sufficient funding for this purpose.
- Engage in annual assessments of education sector exposure to natural hazards and estimate potential impacts.
- Update, disseminate, and implement policy to limit the placement of schools in river and coastal floodplains.
- Use building code regulations and monitoring to ensure school buildings can withstand expected natural hazards, including earthquakes and high winds, without collapsing.

Review the data: Survey questions X.11, X.12, A2.4, B1.1, B1.2, B3.2, B2.1, and B2.2.

4. Climate change adaptation must be accelerated across the education sector.

What we found

The climate crisis is likely to exacerbate many natural hazards, and indeed climate change arose as a clear concern through the survey with 88% of governments highlighting climate change impacts, or the exacerbation of other risks due to climate change, as affecting at least some schools. Half the governments (52%) reported that climate change hazards were causing damage (52%) and closures (60%). Other climate-exacerbated hazards were also reported by most governments, including flooding (90%), extreme temperatures (73%), and wildfires (55%). Climate change and flooding were the top two hazards in two regions, impacting all governments in sub-Saharan Africa (100%) and nearly all (92%) in Latin America and the Caribbean.

Reflecting this degree of impact, many (79%) governments reported that education authorities have developed at least limited plans for climate change adaptation.

Despite this, almost half of governments (48%) rated their policies or legal frameworks for climate change adaptation in the education sector as weak or unenforced. Just one in five (21%) reported doing full risk assessments on climate change risk, with Asia & the Pacific leading the way (36%). Similarly, one in five (20%) had robust guidance on school safety planning for climate change adaptation and action, though this rises to one in four (25%) in Asia & the Pacific. Worryingly, no governments indicated that they were engaging in systematic upgrades of school buildings for climate change, though a small number (15%) were conducting systematic assessment and prioritisation on a large scale, mainly in Asia & the Pacific (30%).

Some regions, however, were building capacity. Nearly half (44%) of the governments in Asia & the Pacific reported policies and legal frameworks for climate change adaptation in the education sector as robust and enforced; nearly as many (41%) reported the same in Latin America and the Caribbean.

Figure 42. Guidance for Climate Change Adaptation and Action

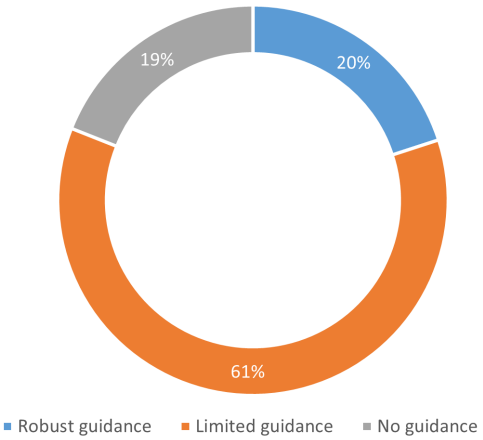
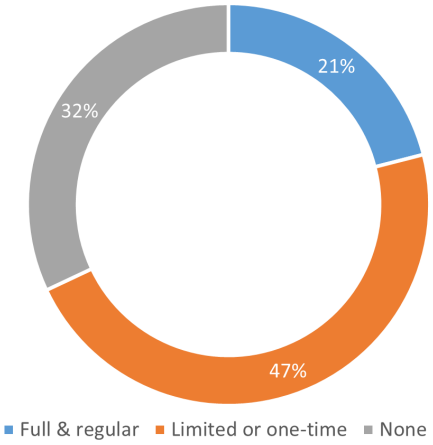


Figure 43. Education Sector Risk Assessment for Climate Change



Despite low rates of structural adaptation, climate change adaptation in the curriculum was strong. Nearly three out of four governments (72%) included climate change adaptation in both primary and secondary curriculum. Governments in sub-Saharan Africa (75%) and Asia & the Pacific (89%) were especially active in climate change adaptation curriculum.

Why this matters

The climate crisis is already leading to widespread impacts on children's right to learn. In 2024 alone, 242 million children experienced disruption to schooling due to climate events (UNICEF, 2025). Impacts of climate change on education can include school closures due to storms, poorer academic outcomes due to extreme temperatures (Park et al, 2020), or children leaving school due to economic repercussions (Plan International, 2023b), among others. But while disruption can have devastating consequences for children's learning, education is also a powerful force for positive change. Investments in resilient schools and education systems can reduce climate risks for 275 million children (UNICEF, 2021). Disaster Risk Reduction education improves children's and communities' resilience in the face of crises, teaching them the lifesaving knowledge and skills they need when disaster strikes.

Education also promotes peaceful societies and economic prosperity, giving children hope for a better life after crises hit (GPE, 2024).

Defining climate change mitigation and adaptation in education

The climate crisis is a children's crisis, impacting many aspects of their lives - including education. As such, schools must be part of both climate change mitigation and adaptation efforts. Climate change mitigation involves reducing greenhouse gas emissions to limit future warming; this means efforts to prevent or reduce the severity of climate change, for example by switching to renewable energy, increasing energy efficiency, or reforestation to absorb carbon dioxide. Adaptation focusses on adjusting systems and practices to cope with the current and expected impacts of climate change — for example, building flood defences, adopting drought-resistant crops, or redesigning infrastructure (For more detailed definitions, see IPCC, 2022).

Climate change education can strengthen mitigation, helping communities act to limit climate change and prevent the worst outcomes of the climate crisis. Equally important is adaptation, including protecting education systems and structures from existing climate-related impacts.

What should change

All governments should:

- Ensure climate change adaptation is part of education sector plans, policies, programmes, and risk assessments, including school improvement plans.
- Embed education and school safety in national, regional, and local climate change policies, processes, programmes, and funding.
- Ensure education and school safety are integrated comprehensively in National Adaptation Plans and Nationally Determined Contributions.
- Strengthen disaster risk reduction and climate change education in the curriculum and provide adequate funding and training to ensure effective implementation.

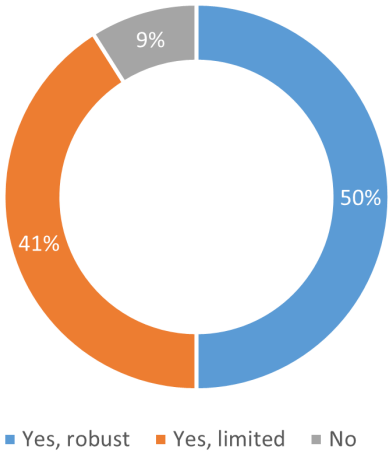
Review the data: Survey questions X.11, X.12, C.1.1, A.1.2, A2.4, C2.1, A.2.4, B2.1, B.2.2, and D2.5

5. Health hazards are significant in scope but lack resourcing for robust response.

What we found

Health hazards are among the most recognised by governments, with most reporting national strategies (91%) and school policies (88%) for health promotion. Similarly, many governments noted that they are educating students about this hazard: almost all governments include health and wellbeing in primary (87%) and secondary (82%) curriculum.

Figure 44. National Strategy for Health Promotion



This widespread policy coverage reflects the level of impact, with nearly three in four governments (72%) reporting biological and health hazards as affecting education. This rate rose to 92% in sub-Saharan Africa. Globally, governments reported that biological and health hazards caused school closures (58%), injury at school (42%), and even death (27%).

Despite this level of ambition and impact, resourcing hampers implementation. Just one in four governments (28%) reported sufficient funding for health, nutrition, and wellbeing. Sufficient funding dropped to under 10% in sub-Saharan Africa. While many governments (62%) have systematically assessed and prioritised Water, Sanitation, and Hygiene (WASH) facilities for upgrades, few (14%) have completed these upgrades. Regionally, the issue of upgrades is especially acute in sub-Saharan Africa; none (0%) had done WASH facilities upgrades in sub-Saharan Africa. Lagging upgrades are in line with responses suggesting just 16% of governments globally have consistent and sufficient funding for routine maintenance of WASH facilities. Most concerningly, over a third (38%) of governments globally reported inconsistent or no funding at all for routine maintenance of WASH facilities.

A lack of data could also hamper implementation of existing health policies. Only one in four (27%) governments require schools to review and assess biological and health hazards annually, though nearly half (47%) engaged in limited or one-time assessments. Over a third (35% or more) reported that they did not *regularly* monitor the source, quantity or sufficiency of water; the types, accessibility, functionality and privacy of toilets; and the availability of soap and water for handwashing.

And despite the global impact of COVID-19, still only 61% have standards and monitoring for identifying and tracking communicable diseases at school. A few governments (8%) still had no guidance, standards, or monitoring for social measures (8%) or environmental measures (7%), such as ventilation and cleaning, to reduce transmission during disease outbreaks.

On a positive note, even as governments struggled to developed infrastructure, assessment and standards for reducing impacts from biological and health risks, most were actively educating their students about these risks. Almost all governments include health and wellbeing in primary (87%) and secondary (82%) curriculum. Many were also providing in-service training to teachers (75%).

Why this matters

At its peak, the COVID-19 pandemic disrupted education for 1.6 billion learners across the globe (UNESCO, 2023), leading to as much as 2.8 years of lost learning (Angrist et al., 2021). More localised disease outbreaks, such as cholera, similarly lead to school closures, particularly as schools are ripe for disease spread after environmental disasters. As the climate crisis deepens, the expected increase in these disasters will only make the spread of diseases more acute and the need for protocols for safe schools, educational continuity, and catch-up more urgent.

Heat waves are worsened by the climate crisis, affecting children's cognition, behaviour, sleep, and learning (Marin et al., 2024). This makes protocols for keeping children cool at school, as well as ensuring school staff and students understand and use these protocols, essential.

WASH facilities are also important for addressing health hazards, ensuring children have access to safe and clean drinking water and taps for handwashing to prevent the spread of disease. For girls and female teachers, safe, gender-responsive WASH facilities have the added benefit of supporting school attendance as they directly affect girls' and women's ability to manage menstruation (UNICEF & WHO, 2018).

What should change

All governments should:

- Educate and assess teachers and students about health and diseases that pose a risk to the school community, including developing education campaigns that communicate life-saving health information.
- Ensure adequate funding of health, nutrition, and wellbeing in education.
- Fund routine maintenance and upgrades of WASH facilities, ensuring they are gender responsive.
- Track, trace, and halt the spread of communicable disease in schools.

Review the data: Survey questions C5.1, D2.5, X.11, A4.1, B2.2, B3.2, A2.4, C5.3, C5.2, D2.5, D4.1

6. Bullying and violence have widespread impact on children's rights to learn and be safe.

What we found

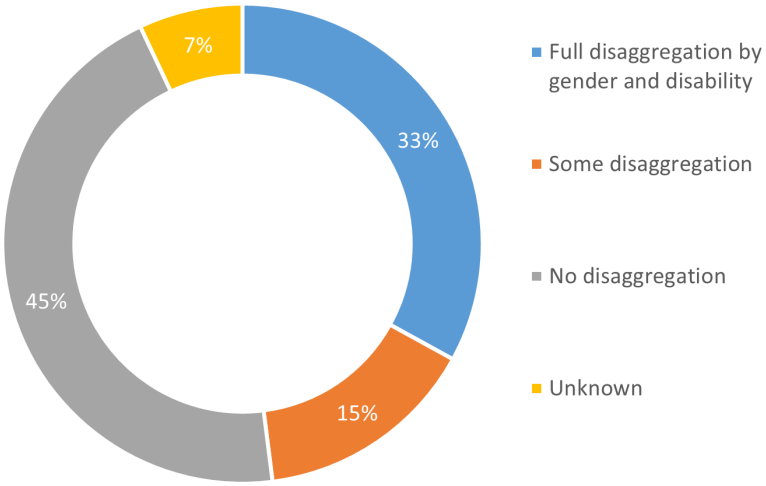
Bullying and violence continue to plague schools across the globe. Nine in 10 governments (90%) identify bullying and violence as a hazard affecting education, the second highest hazard ranked. Over half (57%) stated that this led to school injuries. Sadly, nearly one in four (24%) reported that bullying and violence have resulted in deaths. In Latin America and the Caribbean, governments reported that bullying and violence impacted their schools more than any other hazard.

Policies to address bullying and violence fail to match the intensity of the challenge. Just half (55%) of the responding governments reported that many or most schools proactively attempt to prevent bullying, gender-based violence, and attacks on the way to school. Yet, some regions were leading the way. All governments in Southeast Asia that responded to the survey (100%) reported that many or most schools proactively addressed bullying and violence on school routes.

Bullying and violence threatens access to education, especially for vulnerable populations. While nearly three in four responding governments report robust policies for protecting girls' equal access to education (73%), this number falls to less than two in three for children with disabilities (63%).

More broadly, governments reported gaps in understanding the challenges associated with bullying and violence. Nearly half of governments (45%) do not disaggregate data on violence against students and staff by gender or disability. And while most governments report that students are taught (73%) and assessed (68%) on social and emotional learning (SEL) – a critical response to bullying and violence – only a few reported mandating training for teachers (30%) and assessing them (21%) on the subject.

Figure 45. Violent Incidents Against Children or Staff, Data disaggregated by Gender and Disability



Why this matters

Bullying and violence is a major hazard for children. One in three students is bullied at school every month (UNESCO, 2024b), leading to physical and psychological harm. Other forms of violence can further affect children's ability to attend or learn at school (Wodon, 2021). The impacts of bullying and violence can be particularly acute for already

disadvantaged learners, exacerbating existing barriers to education for children from minority groups, girls, and children with disabilities.

Social and emotional learning is an important approach for reducing and responding to bullying and violence in schools. However, to ensure children's safety, schools also need robust policies, staff training, and targeted interventions.

What should change

All governments should:

- Implement a robust national policy for equal access to safe and inclusive education for all.
- Collect and document data on violence and bullying, disaggregated by gender and disability.
- Create strategies to make school routes safer and take measures to prevent violence on the way to school.
- Train and assess teachers in the provision of social and emotional learning and psychosocial support.

Review the data: Survey questions X.11, X.12, B5.2, C3.1, A5.1, D2.5, D5.1, D4.1

7. Significant gaps in mandatory teacher training challenge comprehensive school safety implementation.

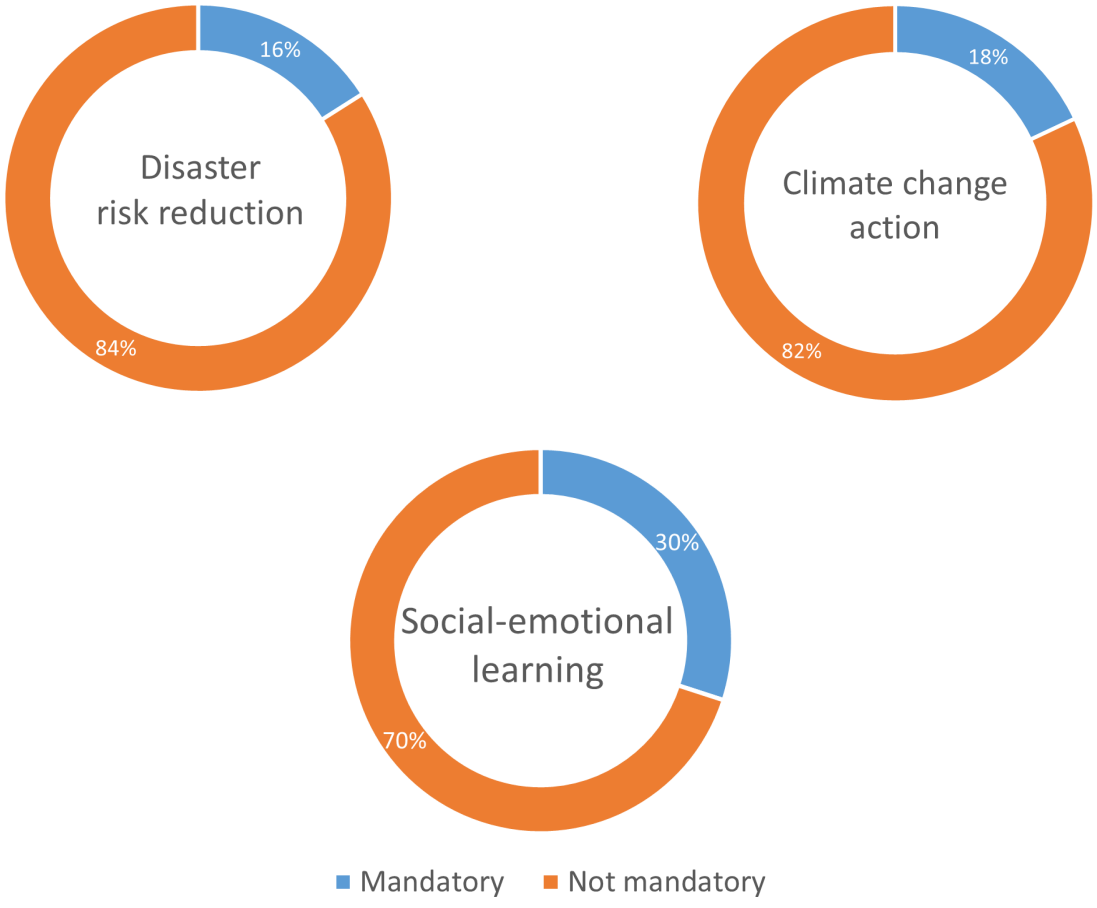
What we found

The findings of the 2024 Comprehensive School Safety Policy Survey suggest that many governments recognise the value of teachers in comprehensive school safety. Nearly all governments (97%) seek some input from teachers and school staff in developing risk and response management plans. Despite this, staff are not receiving the training required to develop the skills they need to confidently advance comprehensive school safety.

Just 16% of governments report that teacher training on disaster risk reduction is mandatory, with this number only rising slightly to 18% for climate change adaptation. Even fewer governments - just 11% - undertake teacher development and assessment on disaster risk reduction and climate change adaptation. This is despite the significant hazards posed to education by environmental and climate-related hazards, as highlighted above.

Similarly, despite the importance of social and emotional learning for tackling and responding to bullying and violence, just 30% of governments reported mandatory teacher training in this field and just 21% develop and assess teachers' capacity for social and emotional learning. While their skills are valued and the subjects recognised as important, support for teachers to deliver is limited.

Figure 46. Is Teacher Training Mandatory Across Different Aspects of Comprehensive School Safety?



Why this matters

Teachers are at the heart of quality education. Children will only receive as good an education as their teacher has been supported to deliver. In order to fulfil this role, teachers need effective training, capacity development, and assessment before and during their time in the classroom. This includes ensuring teachers are able to deliver education post-disaster through adapted methodologies.

In times of crisis, teachers are not just educators – they provide life-saving information, emotional support, and often take on community leadership roles. To ensure teachers can also operate in these roles, they must be trained in the essential skills they need to keep themselves and their students safe. Moreover, teachers are people, often as affected by the crisis as the students they teach. Teachers' wellbeing must be recognised and supported by governments in order to support their own needs and ensure they can respond effectively to the needs of their students (UNESCO, 2022; INEE, 2022a).

What should change

All governments should:

- Ensure teachers and/or sector representatives are included in developing risk assessments and response plans at the school, local, and national levels.
- Embed disaster risk reduction and climate change content in mandatory pre- and in-service teacher training.
- Ensure teacher training supports inclusive and gender-responsive strategies, including in relation to school safety.
- Provide training and support to adapt teaching methodologies post-disaster, including for remote learning, multigrade methodologies and catch-up initiatives.
- Invest in teacher wellbeing, providing good working conditions, mental health support, stress management, peer collaboration, and specialised care when required.

Review the data: Survey questions C1.2, D4.1

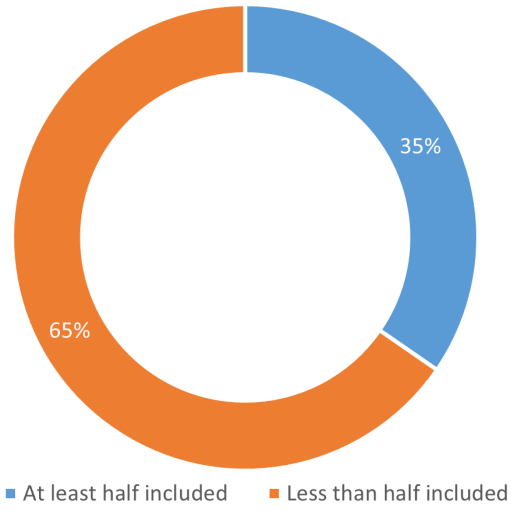
8. Comprehensive school safety begins and ends with children.

What we found

Governments widely support the inclusion and protection of all children in education. Globally, almost all responding governments (97%) stated they had some level of protection for students based upon gender and disability. Almost all (95%) also made educational continuity plans considering the specific needs of these groups, though fewer considered immigrant and refugee children (68%) and children of language, culture, ethnic, and religious minorities.

Many also recognise the importance of student participation in comprehensive school safety; for instance, more than three in four (79%) governments reported that most children of all ages and abilities are included in annual school hazard drills. However, inclusion varied widely by region, with only one in four governments in sub-Saharan Africa (27%) but most governments in Latin America and the Caribbean (88%) reporting conducting drills for children of all ages and abilities.

Figure 47. Student Inclusion in Risk Assessments



There is still more work to be done, however, particularly in preparedness. Only one in five (21%) governments provide robust guidance on child participation in school safety plan development. A similar limitation is seen in student participation in risk assessments, where just one in three (35%) governments had adopted widespread student participation in developmentally appropriate ways. More broadly, most governments (84%) report that at least limited input from children and youth is sought when developing plans.

Why this matters

Comprehensive school safety is, at its heart, about ensuring children are safe and learning at school. While many governments recognise this, a lack of child participation and inclusion in preparedness planning can limit the effectiveness of school safety policy.

Children are experts in their own lives and are able to identify threats that may not be clear to adults. Children can also point out barriers and issues with plans that may not be immediately clear or known outside of the student body.

When part of the assessment and planning process, children also become equipped with the knowledge they need to adapt and respond. This helps to build a child-centred culture of safety, starting with education but spreading to the whole community.

What should change

- Develop, disseminate, and implement guidance on student participation in risk assessments and safe schools planning at the school and local level.
- Ensure student voice is part of national or sub-national risk assessments and safe school policy and planning.

Review the data: Survey questions C3.1, C3.3, C4.1, C2.1, A2.2, C1.2

CONCLUSION

With every year, the likelihood of crises increases and their impacts deepen. Storms become stronger, heatwaves more intense, conflicts more acute and prolonged, and health risks spread.

But in this picture of increasing challenges to education, hope emerges. The Comprehensive School Safety Policy Survey revealed that governments around the world are taking concrete, comprehensive measures to ensure every child realises their right to learn. While there are clear areas for improvement, as this technical report highlights, there is progress to build on. The Comprehensive School Safety Framework can help guide further action, ensuring no child is left behind and no hazard forgotten. GADRRRES encourages all countries to:

1) Endorse the Comprehensive School Safety Framework, committing to work towards implementing and institutionalising the 3 pillars and foundation of the Comprehensive School Safety Framework.
2) Implement the Framework, using it to shape policy, programmes, resources, and ways of working.
3) Monitor and report on progress implementing the Comprehensive School Safety Framework, sharing impact, updates, and lessons learned with national and global stakeholders.
4) Champion comprehensive school safety in your region and across the globe, helping to drive a global movement.

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