

GADRRRES Comprehensive School Safety Policy Survey 2024

INSTRUCTIONS

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

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

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

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

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

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

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

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

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

I. PREPARATORY QUESTIONS

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

X.1 FACILITATOR NAME: *

X.2 ORGANISATION: *

X.3 POSITION: *

X.4 EMAIL ADDRESS: *

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

- | | | |
|--|----------------------------------|---|
| <input type="radio"/> Afghanistan | <input type="radio"/> Albania | <input type="radio"/> Algeria |
| <input type="radio"/> Andorra | <input type="radio"/> Angola | <input type="radio"/> Antigua and Barbuda |
| <input type="radio"/> Argentina | <input type="radio"/> Armenia | <input type="radio"/> Australia |
| <input type="radio"/> Austria | <input type="radio"/> Azerbaijan | <input type="radio"/> Bahamas |
| <input type="radio"/> Bahrain | <input type="radio"/> Bangladesh | <input type="radio"/> Barbados |
| <input type="radio"/> Belarus | <input type="radio"/> Belgium | <input type="radio"/> Belize |
| <input type="radio"/> Benin | <input type="radio"/> Bhutan | <input type="radio"/> Bolivia |
| <input type="radio"/> Bosnia and Herzegovina | <input type="radio"/> Botswana | <input type="radio"/> Brazil |
| <input type="radio"/> Brunei | <input type="radio"/> Bulgaria | <input type="radio"/> Burkina Faso |

The full list of Country and Sub-national choices are hidden in this version

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

- Country as a whole
- Specific state/province

The full list of Country and Sub-national choices are hidden in this version

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

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

- No
- Yes, somewhat familiar
- Yes, endorsed the framework
- Yes, endorsed the framework and uses it to guide policies and planning

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

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

No

Yes, somewhat familiar

Yes, signed the declaration

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

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

No

Yes

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

.....

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

Not at all

Yes, informally or infrequently

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

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

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

ASEAN School Safety Initiative (ASSI)

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

Caribbean Safe School Initiative (CSSI)

Pacific Coalition for the Advancement of School Safety (PCASS)

Other

X.9.4.O PLEASE SPECIFY: *

.....

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

- No
- Yes

» X.10.0 Please provide contact information

X.10.1 FULL NAME:

X.10.2 DESIGNATION:

X.10.3 EMAIL ADDRESS:

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

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

		No or very few schools	Some schools	About half of the schools	Many schools	Most or all schools	Unknown
X.11.1 EARTHQUAKES, LANDSLIDES, ROCK FALLS, AVALANCHES AND SIMILAR	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.11.2 TSUNAMI	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.11.3 FLOODING, COASTAL EROSION, SEA LEVEL RISE	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.11.4 WILDFIRE, BUSHFIRE	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.11.5 BUILDING FIRE	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.11.6 EXTREME TEMPERATURES	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.11.7 STRONG WINDS, STORMS, OR CYCLONES	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

X.11.8 BIOLOGICAL AND HEALTH HAZARDS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.11.9 WAR, CONFLICT, OR ARMED ATTACKS ON SCHOOLS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.11.10 BULLYING AND VIOLENCE	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.11.11 TECHNOLOGICAL HAZARDS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.11.12 EVERYDAY DANGERS AND THREATS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.11.13 CLIMATE CHANGE IMPACTS, IN GENERAL, OR THE EXACERBATION OF OTHER RISKS DUE TO CLIMATE CHANGE	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.12 IN WHAT WAYS DO THESE HAZARDS IMPACT SCHOOLS? <i>CHECK ALL THAT APPLY</i>		Damage school buildings	Cause school closures	Injure students and staff	Kill students and staff	Minimal impacts/Not applicable	Unknown
X.12.1 EARTHQUAKES, LANDSLIDES, ROCK FALLS, AVALANCHES AND SIMILAR	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.12.2 TSUNAMI	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.12.3 FLOODING, COASTAL EROSION, SEA LEVEL RISE	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.12.4 WILDFIRE, BUSHFIRE	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.12.5 BUILDING FIRE	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.12.6 EXTREME TEMPERATURES	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.12.7 STRONG WINDS, STORMS, OR CYCLONES	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

X.12.8 BIOLOGICAL AND HEALTH HAZARDS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.12.9 WAR, CONFLICT, OR ARMED ATTACKS ON SCHOOLS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.12.10 BULLYING AND VIOLENCE	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.12.11 TECHNOLOGICAL HAZARDS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.12.12 EVERYDAY DANGERS AND THREATS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
X.12.13 CLIMATE CHANGE IMPACTS, IN GENERAL, OR EXACERBATION OF OTHER RISKS DUE TO CLIMATE CHANGE	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. ENABLING ENVIRONMENT

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

A1.2 DOES YOUR GOVERNMENT HAVE POLICIES OR LEGAL FRAMEWORKS THAT COVER:		No	Yes, but weak or unenforced	Yes, robustly addressed and enforced	Unknown
A1.2.1 SAFE LEARNING FACILITIES	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A1.2.2 SCHOOL SAFETY MANAGEMENT	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A1.2.3 EDUCATIONAL CONTINUITY MANAGEMENT	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A1.2.4 RISK REDUCTION AND RESILIENCE EDUCATION	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A1.2.5 EDUCATION SECTOR CLIMATE CHANGE ADAPTATION	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A1.3 COMMENTS (OPTIONAL)

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

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

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

- For no or very few hazards
- For some hazards
- For about half of the hazards
- For many hazards
- For most or all hazards

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

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

- No or very few students
- Some students
- About half the students
- Many students
- Most or all students
- Unknown

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

No	Yes	Yes, and use the assessment for school safety planning and decision-making	Unknown
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A2.3.1 SCHOOL STAFF	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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A2.3.2 STUDENTS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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A2.3.3 PARENTS AND COMMUNITY MEMBERS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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A2.3.4 SUB NATIONAL AND NATIONAL STAFF	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A2.4 EDUCATION AUTHORITY ASSESSES HAZARDS AND RISKS ACROSS THE EDUCATION SECTOR		No assessment	Somewhat, one-time or limited assessment	Yes, full assessment and regular review	
A2.4.1 NATURAL HAZARDS AND RISKS		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.4.2 BIOLOGICAL AND HEALTH HAZARDS AND RISKS		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.4.3 VIOLENCE AND CONFLICT HAZARDS AND RISKS		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.4.4 EVERYDAY HAZARDS AND RISKS		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.4.5 CLIMATE CHANGE RISK, OR HOW CLIMATE CHANGE EXACERBATES OTHER RISK		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
A2.5 COMMENTS (OPTIONAL)					

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

A3.2 EDUCATION AUTHORITY HAS ASSIGNED ONE OR MORE SENIOR MANAGEMENT FOCAL POINT(S) FOR:		None designated	Voluntary, with limited formal accountability	Designated, less than one full-time person	Designated, one or more full-time persons
A3.2.1 COMPREHENSIVE SCHOOL SAFETY (INCLUDING SAFER LEARNING FACILITIES, SCHOOL SAFETY MANAGEMENT, AND RISK REDUCTION AND RESILIENCE EDUCATION)		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A3.2.4 EDUCATIONAL CONTINUITY MANAGEMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A3.2.6 HEALTH MANAGEMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A3.2.7 CLIMATE CHANGE ADAPTATION AND MITIGATION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A3.3 COMMENTS (OPTIONAL)

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

A4.1 EDUCATION SECTOR BUDGET INCLUDES SUFFICIENT ALLOCATION FOR:	No funding allocated	Inconsistent funds allocated	Consistent funds allocated although insufficient for full implementation	Consistent funds allocated and mostly sufficient for full implementation	Unknown
A4.1.1 SAFE AND GREEN SCHOOL CONSTRUCTION (INCLUDING WASH FACILITIES)	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A4.1.2 GREEN SCHOOL CONSTRUCTION OR UPGRADING FOR CLIMATE MITIGATION	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A4.1.3 RESPONSE PREPAREDNESS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A4.1.4 HEALTH, NUTRITION AND WELL-BEING	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A4.1.5 CHILD PROTECTION AND VIOLENCE PREVENTION	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A4.1.6 DISASTER RECOVERY	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A4.1.7 EDUCATION IN EMERGENCIES	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A4.1.8 RISK REDUCTION AND CLIMATE CHANGE EDUCATION PROGRAMMING (INCLUDING CURRICULUM DEVELOPMENT AND TEACHER TRAINING)	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A4.1.9 CLIMATE CHANGE ADAPTATION	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A4.2 THE EDUCATION AUTHORITY HAS RECEIVED EXTERNAL FUNDS FOR EDUCATION SECTOR PROJECTS THAT INCLUDE A SIGNIFICANT EMPHASIS ON SCHOOL SAFETY, CLIMATE CHANGE ADAPTATION, OR EDUCATION IN EMERGENCIES.		Yes, in the past	Yes, now	We are, or will be, seeking funds	No	
A4.2.1 GLOBAL PARTNERSHIP FOR EDUCATION (GPE)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A4.2.2 EDUCATION CANNOT WAIT (ECW)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A4.2.3 GREEN CLIMATE FUND (GCF)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A4.2.4 WORLD BANK		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A4.2.5 A REGIONAL DEVELOPMENT BANK (FOR EXAMPLE, THE ASIAN DEVELOPMENT BANK)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A4.2.6 UN AGENCY (FOR EXAMPLE, UNDP, UNESCO, UNICEF)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A4.2.7 OTHER		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

A42.8 PLEASE SPECIFY "OTHER":

A4.4 COMMENTS (OPTIONAL)

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

A5.1 EDUCATION AUTHORITIES COLLECT OUTCOME DATA ON:

No data collected	Data are inconsistently collected	Data are systematically collected, but without disaggregation	Data are systematically collected, with some disaggregation	Data are systematically collected, with some disaggregation	Data are collected at least annually and disaggregated by age, gender, and disability	Data are collected by stakeholders other than education authority (add notes in comments box)
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A5.1.1 DEATHS AT SCHOOL

A5.1.2 SERIOUS INJURIES AT SCHOOL

A5.1.3 DISEASE OUTBREAKS AT SCHOOL

A5.1.4 VIOLENT INCIDENTS AGAINST CHILDREN OR STAFF

A5.1.5 ATTACKS ON SCHOOLS, CHILDREN OR STAFF

A5.1.6 DAMAGE TO SCHOOL INFRASTRUCTURE AND TEACHING/LEARNING EQUIPMENT AND SUPPLIES

A5.1.7 LONG-TERM EDUCATION OUTCOMES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A5.1.8 SCHOOL DAY CLOSURES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A5.1.9 SCHOOL ATTENDANCE PRE AND POST DISASTER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

No

Only shared internally, such as within the education sector or to specific stakeholders

Yes

A5.3 COMMENTS (OPTIONAL)

III. PILLAR 1: SAFER LEARNING FACILITIES

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

B1.1 WHEN SELECTING AND PREPARING SITES FOR GOVERNMENT SCHOOL, REGULATIONS REQUIRE THESE RISKS ARE ADDRESSED:	No	Somewhat (only guidelines, weak regulations or limited monitoring)	Yes (robust regulations and monitoring)	Unknown	Not applicable, schools are not exposed to this risk
B1.1.1 FLOOD RISK *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B1.1.2 WILDFIRE OR BUSHFIRE *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B1.1.3 FUTURE SEA LEVEL RISE *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B1.2 WHEN DESIGNING AND CONSTRUCTING NEW GOVERNMENT SCHOOL BUILDINGS, REGULATIONS REQUIRE THESE RISKS ARE MITIGATED:		No	Somewhat (only guidelines, weak regulations or limited monitoring)	Yes (robust regulations and monitoring)	Unknown	Not applicable, schools are not exposed to this risk
B1.2.1 EARTHQUAKES	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B1.2.2 BUILDING FIRE	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B1.2.3 HIGH WINDS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B1.2.4 EXTREME TEMPERATURES	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B1.2.5 ENVIRONMENTAL IMPACT (BUILDING MATERIALS, BUILDING OPERATIONS AND MAINTENANCE)	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B1.4 RULES FOR PUBLIC SCHOOL ALSO APPLY TO PRIVATE SCHOOLS FOR:		No	Somewhat (only guidelines, weak regulations or limited monitoring)	Yes (robust regulation and monitoring)	Unknown	
B1.4.1 SELECTING AND PREPARING SCHOOL SITES	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B1.4.2 DESIGNING AND CONSTRUCTING SCHOOL BUILDINGS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B1.4.3 INSTALLING SCHOOL WASH FACILITIES	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B1.5 COMMENTS (OPTIONAL):						

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

B2.1 EDUCATION AUTHORITY OVERSEES ASSESSMENT AND PRIORITIZATION OF SCHOOL UPGRADES:	No assessment occurs	Limited assessment occurs	Yes, systematic assessment and prioritization occurs for most schools
B2.1.1 FOR SAFETY OF SCHOOL BUILDINGS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B2.1.2 FOR WASH FACILITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B2.1.3 FOR CLIMATE CHANGE ADAPTATION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B2.1.4 FOR ENVIRONMENTAL SUSTAINABILITY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B2.2 THE EDUCATION AUTHORITY SYSTEMATICALLY FUNDS AND IMPLEMENTS SCHOOL UPGRADES:	No	Planned or in progress	Substantially completed
B2.2.1 FOR SAFETY OF SCHOOL BUILDINGS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B2.2.2 FOR WASH FACILITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B2.2.3 FOR CLIMATE CHANGE ADAPTATION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B2.2.4 FOR ENVIRONMENTAL SUSTAINABILITY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B2.3 COMMENTS (OPTIONAL):			

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

B3.2 THE EDUCATION AUTHORITY PROVIDES FUNDING TO SUPPORT:	No funding provided or schools expected to raise local funds	Inconsistent funding provided	Yes, consistent funding provided, but insufficient	Yes, consistent funding provided and generally sufficient
B3.2.1 ROUTINE MAINTENANCE OF SCHOOL BUILDING AND SITE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B3.2.2 ROUTINE MAINTENANCE OF WASH FACILITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B3.2.3 DEFERRED MAINTENANCE FOR BUILDINGS AND WASH FACILITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B3.2.4 NON-STRUCTURAL RISK REDUCTION, CLIMATE ADAPTATION AND MITIGATION ACTIVITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B3.3 COMMENTS (OPTIONAL):				

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

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

No
 Being developed
 Yes

B4.2 EDUCATION AUTHORITY HAS POLICIES, PROCEDURES OR GUIDANCE FOR WHEN SCHOOL SITES ARE USED AS EVACUATION CENTERS OR SHELTERS THAT CONSIDERS:	No	Being developed	Yes
B4.2.1 MAINTAINING EDUCATIONAL CONTINUITY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B4.2.2 MAINTAINING STUDENT HEALTH AND SAFETY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B4.2.3 REIMBURSEMENT FOR DAMAGES AND COSTS FOR USE OF SCHOOLS AS TEMPORARY SHELTERS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>B4.3 PROACTIVE MEASURES ARE TAKEN TO PREVENT SCHOOLS FROM USE BY ARMED INDIVIDUALS OR GROUPS OR FOR MILITARY PURPOSES</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Yes</p>			
<p>B4.4 COMMENTS (OPTIONAL):</p> <p>.....</p>			

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

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

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

- None or very few schools
- Some schools
- About half the schools
- Many schools
- Most or all schools
- Unknown

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

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

- None or very few schools
- Some schools
- About half the schools
- Many schools
- Most or all schools
- Unknown

B5.3 COMMENTS (OPTIONAL):

IV. PILLAR 2: SCHOOL SAFETY AND EDUCATIONAL CONTINUITY MANAGEMENT

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

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

No plans yet	Limited plan covering some risks	Plan covering many risks	Robust plan covering most risks	Unknown
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C1.1.1 SAFETY AND SECURITY	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C1.1.2 EDUCATIONAL CONTINUITY	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C1.1.3 PROTECTION OF EDUCATION SECTOR INVESTMENTS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C1.1.4 CLIMATE CHANGE ADAPTATION AND CLIMATE ACTION	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	No	Somewhat, limited input sought	Yes, systematic and representative input sought
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C1.2.1 TEACHER/SCHOOL STAFF REPRESENTATIVES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C1.2.2 CHILDREN AND YOUTH REPRESENTATIVES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C1.2.3 COMMUNITY REPRESENTATIVES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C1.3 COMMENTS (OPTIONAL):

» Target C2 - Schools have robust participatory plans for risk management, risk reduction, and response-preparedness

C2.1 EDUCATION AUTHORITY PROVIDES GUIDANCE FOR SCHOOL SAFETY PLANNING, INCLUDING FOR:	No	Somewhat, limited guidance is provided or guidance is poorly distributed or understood	Yes, robust guidance is provided and distributed
C2.1.1 RISK ASSESSMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C2.1.2 RISK REDUCTION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2.1.3 RESPONSE PREPAREDNESS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2.1.4 EDUCATIONAL CONTINUITY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2.1.5 CLIMATE CHANGE ADAPTATION AND CLIMATE ACTION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2.1.6 ACTIVELY INCLUDING CHILD PARTICIPATION WHILE DEVELOPING PLANS AND MEASURES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2.1.7 STANDARD OPERATING PROCEDURES FOR DISASTERS AND EMERGENCIES IN SCHOOLS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2.4 SCHOOLS REVIEW ACTIONS AND PLANS FOR:	Never	Occasionally (for example, after a major disaster)	Annually
C2.4.1 RISK ASSESSMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2.4.2 RISK REDUCTION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2.4.3 RESPONSE PREPAREDNESS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2.4.4 EDUCATIONAL CONTINUITY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C2.5 COMMENTS (OPTIONAL):			
.....			

» Target C3 - Children's rights in the education sector are equally assured for children of all gender, disability, language or cultural groups, and at all stages of development

C3.1 EDUCATION SECTOR POLICIES PROTECTS EQUITABLE ACCESS TO EDUCATION FOR:	No protections are guaranteed in law or policy	Some protections, but weak or inconsistently implemented	Robust protections in place and implemented
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C3.1.1 BOYS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3.1.2 GIRLS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3.1.3 CHILDREN WITH DISABILITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3.1.4 IMMIGRANT AND REFUGEE CHILDREN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3.1.5 LANGUAGE, CULTURE, ETHNIC, AND RELIGIOUS MINORITY CHILDREN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3.2 SCHOOL ENROLLMENT AND ATTAINMENT DATA ARE COLLECTED AND DISAGGREGATED:	Not collected or not disaggregated	Collected, disaggregated, and show widespread inequity	Collected, disaggregated, and show some equity achieved	Collected, disaggregated, and show full equity achieved in most or all regions and education levels
C3.2.1 BY GENDER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3.2.2 BY DISABILITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3.2.3 FOR IMMIGRANTS AND REFUGEES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3.2.4 FOR LANGUAGE, CULTURE, ETHNIC, AND RELIGIOUS MINORITY CHILDREN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3.3 SYSTEMS AND PROCESSES FOR SCHOOL SAFETY AND EDUCATIONAL CONTINUITY PLANNING INCLUDE CONSIDERATION FOR SPECIFIC NEEDS OF:	No consideration	Weak or limited consideration	Robust consideration	

C3.3.1 BOYS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3.3.2 GIRLS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3.3.3 CHILDREN WITH DISABILITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3.3.4 IMMIGRANT AND REFUGEE CHILDREN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C3.3.5 LANGUAGE, CULTURE, ETHNIC, AND RELIGIOUS MINORITY CHILDREN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C3.4 COMMENTS (OPTIONAL):

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

C4.1 POLICY REQUIRES THAT SCHOOLS CONDUCT:	No	Yes, at least once per school year	Yes, at least once per term/semester	Unknown
C4.1.1 FIRE DRILLS *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C4.1.2 DRILLS FOR OTHER HAZARDS *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C4.1.3 FULL SIMULATION DRILLS (FOR EXPECTED HAZARDS) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C4.1.4 THESE ACTIVITIES ARE CONDUCTED FOR CHILDREN OF ALL AGES AND ABILITIES *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C4.2 COMMENTS (OPTIONAL):

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

C5.1 SYSTEMS AND POLICIES FOR SCHOOL HEALTH INCLUDE THE FOLLOWING:	No		Yes, limited		Yes, robust
C5.1.1 A NATIONAL EDUCATION STRATEGY FOR HEALTH PROMOTION IN SCHOOLS	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
C5.1.2 SCHOOL-LEVEL POLICIES OR PLANS FOR HEALTH PROMOTION	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
C5.2 SYSTEMS, POLICIES AND GUIDANCE FOR SCHOOL HEALTH INCLUDE THE FOLLOWING:	None	Yes, guidance available	Yes, minimum standards defined	Yes, minimum standards defined and monitored	Not applicable or other agencies responsible for this
C5.2.1 WATER, SANITATION AND HYGIENE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C5.2.2 FOOD AND NUTRITION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C5.2.15 ACTIVE IDENTIFICATION AND TRACKING OF COMMUNICABLE DISEASES IN STUDENTS AND STAFF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C5.2.16 SOCIAL MEASURES TO REDUCE DISEASE TRANSMISSION DURING DISEASE OUTBREAKS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C5.2.17 ENVIRONMENTAL MEASURES, SUCH AS VENTILATION AND CLEANING, TO REDUCE TRANSMISSION DURING DISEASE OUTBREAK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C5.3 DATA ON WATER, SANITATION AND HYGIENE ARE MONITORED AT SCHOOL LEVEL:	Not at all		Not regularly		At least annually

C5.3.1 WATER (SOURCE, QUALITY AND SUFFICIENCY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C5.3.2 SANITATION (TOILET TYPES, ACCESSIBILITY, FUNCTIONALITY AND PRIVACY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C5.3.3 HYGIENE (HANDWASHING FACILITIES, SOAP AND WATER)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C5.3.4 SOLID WASTE MANAGEMENT (WASTE REDUCTION, RECYCLING, AND DISPOSAL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C5.4 COMMENTS (OPTIONAL):			
.....			

V. PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION

» **Target D1 - National Disaster Management Authority and Education authority have nationally adopted, consensus- and evidence based, action-oriented key messages as foundation for formal and non-formal education**

D1.1 NATIONAL DISASTER MANAGEMENT AUTHORITY AND EDUCATION AUTHORITY HAVE NATIONALLY ADOPTED, CONSENSUS- AND EVIDENCE BASED, ACTION-ORIENTED KEY MESSAGES AS FOUNDATION FOR FORMAL AND NON-FORMAL EDUCATION *

- None adopted
- Yes, key message adopted but not yet used for education
- Yes, key messages adopted and used for formal education
- Yes, key messages adopted and used for formal education and informal education
- Unknown

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

No Yes

D1.2.1 INCLUDE ADAPTATIONS FOR PEOPLE WITH DISABILITIES	<input type="radio"/>	<input type="radio"/>
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D1.2.2 AVAILABLE IN LANGUAGES/FORMATS FOR LINGUISTIC MINORITIES	<input type="radio"/>	<input type="radio"/>
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D1.3 COMMENTS (OPTIONAL):

» Target D2 - Climate-aware risk reduction, resilience, and well-being education are included in regular formal curriculum

D2.5 SCHOOL CURRICULUM INCLUDES:	None	Now being developed	Primary school only	Secondary school only	In both primary and secondary school
D2.5.1 DISASTER RISK REDUCTION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.5.2 CLIMATE CHANGE, ACTION, JUSTICE AND THE ENVIRONMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.5.3 EDUCATION FOR SUSTAINABLE DEVELOPMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.5.4 HEALTH AND WELL-BEING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D2.5.5 SOCIAL-EMOTIONAL LEARNING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D2.6 COMMENTS (OPTIONAL):

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

D3.1 EDUCATION ON THESE SUBJECTS IS CONVEYED NON-FORMALLY: <i>Check all that apply in each row</i>		In school assemblies and experiential learning	In some classrooms at teacher discretion	In school clubs, afterschool activities, and other extra-curricular activities	Not at all	Unknown
D3.1.1 DISASTER RISK REDUCTION AND CLIMATE CHANGE	*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3.1.2 EDUCATION FOR SUSTAINABLE DEVELOPMENT	*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3.1.3 HEALTH AND WELL-BEING	*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3.1.4 SOCIAL-EMOTIONAL LEARNING	*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3.2 SCHOOLS REACH OUT TO HOUSEHOLDS AND FAMILIES TO SPREAD AWARENESS ABOUT: <i>Select one choice per row</i>		None or very few schools regularly do	Some schools regularly do	Most or all schools regularly do	Unknown	
D3.2.1 CLIMATE CHANGE IMPACTS AND ACTION	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
D3.2.2 RISK REDUCTION AND RESPONSE PREPAREDNESS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
D3.2.3 HEALTH AND WELL-BEING	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
D3.3 COMMENTS (OPTIONAL): <hr/>						

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

D4.1 TEACHERS ABILITY TO FACILITATE STUDENT LEARNING IS DEVELOPED AND ASSESSED IN THESE AREAS: <i>CHECK ALL THAT APPLY</i>	Through teacher pre-service training	Through teacher in-service training	Through teacher self-study training	Teacher training in this area is mandatory	Teachers are assessed in this area
D4.1.1 DISASTER RISK REDUCTION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.1.2 CLIMATE CHANGE, ACTION, JUSTICE AND THE ENVIRONMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.1.3 ENVIRONMENTALLY SUSTAINABLE DEVELOPMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.1.4 HEALTH AND WELL-BEING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.1.5 SOCIAL-EMOTIONAL LEARNING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4.2 COMMENTS (OPTIONAL): <hr/>					

» Target D5 - Student learning outcomes for climate-aware risk reduction, resilience, and well-being education are monitored and evaluated

D5.1 STUDENT LEARNING OUTCOMES (KNOWLEDGE, SKILLS AND COMPETENCIES) ARE MONITORED AND EVALUATED IN THESE AREAS:	At primary school level	At secondary school level	At BOTH primary and secondary school level	Not at all
D5.1.1 DISASTER RISK REDUCTION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D5.1.2 CLIMATE CHANGE, ACTION, JUSTICE AND THE ENVIRONMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D5.1.3 ENVIRONMENTALLY SUSTAINABLE DEVELOPMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D5.1.4 HEALTH AND WELL-BEING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D5.1.5 SOCIAL-EMOTIONAL LEARNING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D5.2 COMMENTS (OPTIONAL):				

» Target D6 - Schools have sufficient education materials for teaching risk reduction, resilience, and well being

D6.1 SCHOOLS HAVE SUFFICIENT APPROVED, HIGH QUALITY EDUCATION MATERIALS FOR TEACHING:	At primary school level	At secondary school level	At BOTH primary and secondary school level	Not at all
D6.1.1 DISASTER RISK REDUCTION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D6.1.2 CLIMATE CHANGE, ACTION, JUSTICE AND THE ENVIRONMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D6.1.3 ENVIRONMENTALLY SUSTAINABLE DEVELOPMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D6.1.4 HEALTH AND WELL-BEING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D6.1.5 SOCIAL-EMOTIONAL LEARNING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D6.2 COMMENTS (OPTIONAL):

VI. OUTCOMES

O1 EDUCATION AUTHORITIES TRACK SCHOOL-BASED HAZARD IMPACTS:	No	Tracked inconsistently	Tracked consistently
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O1.1 DEATHS AT SCHOOL	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O1.1.1 NUMBER OF DEATHS AT SCHOOL IN THE MOST RECENT FULL ACADEMIC YEAR <i>Enter approximate whole number, 0 for none, or "unknown"</i>				
O1.2 SERIOUS INJURIES AT SCHOOL	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O1.2.1 NUMBER OF SERIOUS INJURIES AT SCHOOL IN THE MOST RECENT FULL ACADEMIC YEAR <i>Enter approximate whole number, 0 for none, or "unknown"</i>				
O1.3 SEVERE ILLNESS AT SCHOOL	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O1.3.1 NUMBER OF SEVERE ILLNESS AT SCHOOL IN THE MOST RECENT FULL ACADEMIC YEAR <i>Enter approximate whole number, 0 for none, or "unknown"</i>				
O1.4 EDUCATION DAYS LOST DUE TO HAZARD-RELATED SCHOOL CLOSURE	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O1.4.1 NUMBER OF STUDENT-DAYS LOST IN THE MOST RECENT FULL ACADEMIC YEAR <i>Enter approximate whole number, 0 for none, or "unknown"</i>				
O1.5 SCHOOL BUILDINGS DAMAGED	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O1.5.1 NUMBER OF DAMAGED OR DESTROYED SCHOOL BUILDINGS IN THE MOST RECENT FULL ACADEMIC YEAR <i>Enter approximate whole number, 0 for none, or "unknown"</i>				
O1.6 DAMAGE TO SCHOOL MATERIALS	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O1.7 HEALTH AND NUTRITION	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O1.8 WELL-BEING AND MENTAL HEALTH	*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

01.9 COMMENTS (OPTIONAL)

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

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

O2.1 NUMBER OF SCHOOL CHILDREN REGISTERED *

O2.2 NUMBER OF SCHOOL DAYS IN THE ACADEMIC CALENDAR *

O2.3 NUMBER OF SCHOOL BUILDINGS *

O2.4 COMMENTS (OPTIONAL):

VII. COMMITMENTS

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

Open-Ended Comment box

Z1.1 ENABLING POLICIES AND LEGAL FRAMEWORKS

Z1.2 SAFER SCHOOL FACILITIES

Z1.3 SCHOOL SAFETY AND EDUCATION CONTINUITY MANAGEMENT

Z1.4 RISK REDUCTION AND RESILIENCE EDUCATION
Z1.5 REDUCING BARRIERS AND INEQUITIES FOR OUR MOST VULNERABLE LEARNERS
Z1.6 SUPPORTING HEALTH AND WELL-BEING
Z1.7 IMPLEMENTING CLIMATE CHANGE ADAPTATION MEASURES
Z1.8 IMPLEMENTING CLIMATE MITIGATION AND ENVIRONMENTAL SUSTAINABILITY MEASURES ('GREENING SCHOOLS')
Z1.9 NEW OR ENHANCED BUDGET ALLOCATIONS:
Z.10 STRENGTHENING DATA COLLECTION AND EVIDENCE-BASED DECISION PROCESSES
Z2 COMMENTS (OPTIONAL)

You have almost reached the end of the survey!

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

» Z3 SURVEY VALIDATOR

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

Z3.1 VALIDATOR'S FULL NAME: *

Z3.2 ORGANIZATION: *

Z3.3 POSITION: *

Z3.4 EMAIL ADDRESS: *

WITH THANKS TO PRUDENCE FOUNDATION FOR MAKING THIS SURVEY POSSIBLE.



The image contains two logos. On the left is the logo for the Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector, featuring a blue globe icon and the text "Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector". On the right is the logo for the Prudence Foundation, featuring the word "PRUDENCE" in red, "FOUNDATION" in black, and a stylized line drawing of a woman's face.
