



Financing Implementation of the Comprehensive School Safety Framework

Policy brief



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

Acknowledgements

This policy brief was written by Dr Christelle Cazabat for the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES), in close collaboration with Anja Nielsen from Save the Children and Janaina Hatsue Barrozo Hirata from GADRRRES.

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 across the globe.

We are grateful to the many individuals and organisations who gave their time and expertise to this brief, including Comfort Umahi (Plan International Nigeria), Zulekha (National Disaster Management Authority, Prime Ministers Office, Pakistan), Caroline Keenan (Save the Children Australia), Kia Dyan Louren Serrano (Department of Education, the Philippines), Thereza Jatoba (United Nations Office for Disaster Risk Reduction, Regional Office for the Americas & the Caribbean), Hugh Bagnall-Oakeley (independent expert), Diana Salazar (Plan International), Olaf Kooijmans (UNESCO), Sarah Frances Beardmore (Global Partnership for Education), Thalia Seguin (UNESCO-IIEP), and Leonora MacEwen (UNESCO-IIEP).

We are also grateful to the Prudence Foundation for their generous financial support for this policy brief.

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"Children have the right to speak, and our opinions must be taken seriously" - Mim*

At just 16, Mim* is already a leader in her community in Dhaka, standing up for children's rights and challenging harmful practices like child labour, abuse, and early marriage.

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INTRODUCTION

The Comprehensive School Safety Framework (CSSF) provides strategic guidance to governments and their partners in ensuring access to safe, equitable and continuous quality education for all. It seeks to mitigate, prepare for and address all hazards and all risks that may jeopardise this access, including natural hazards, climate change, technological, biological and health hazards, conflict, violence and everyday dangers and threats (GADRRRES, 2022). The CSSF is aligned with the Sustainable Development Goals (SDGs), the Sendai Framework for Disaster Risk Reduction, and other relevant global frameworks for disaster risk reduction, child rights and child protection.

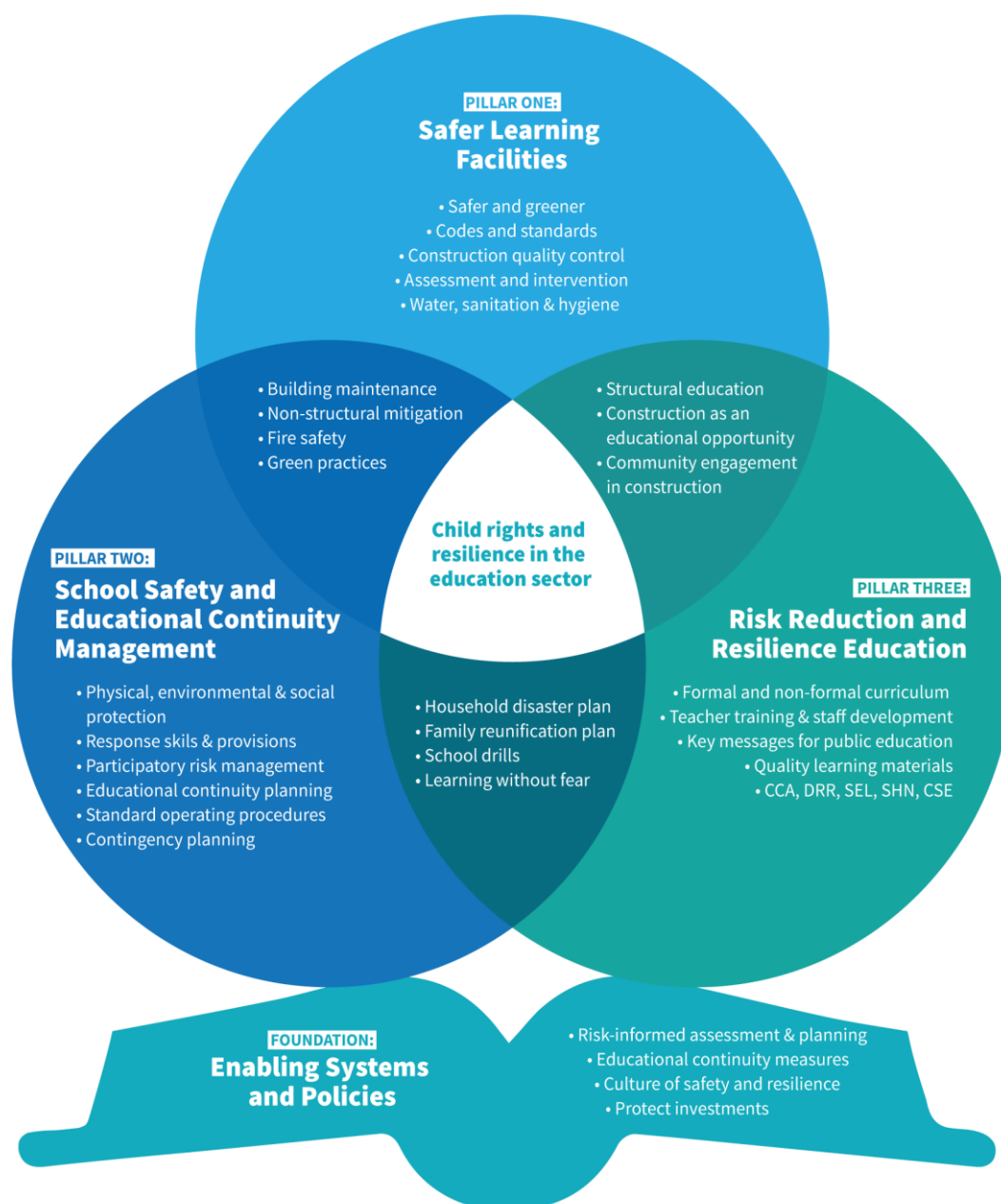
The CSSF aims to protect learners, educators, and staff from death, injury, violence and harm in schools and other learning spaces; plan for education and protection continuity, and limit disruptions to learning in the face of shocks, stresses, hazards, and threats of all kinds; and promote the knowledge and skills of learners and duty-bearers to contribute to risk reduction, resilience building, and sustainable development. Endorsing governments and their partners seek to achieve these goals by setting up enabling systems and policies (Foundation), investing in safer learning facilities (Pillar 1), ensuring school safety and educational continuity management (Pillar 2) and engaging in risk reduction and resilience education (Pillar 3).

In a context of rising threats to children's safety and education due to conflicts, violence, disasters, climate change and other hazards, matched by a reduction in education funds, identifying and disseminating the most effective funding practices is more urgent than ever.

Launched over a decade ago and revised in 2022, the CSSF has been endorsed by 85 countries (GADRRRES, 2025c). With only 25 per cent of them categorised as high-income countries, most struggle to fund the investments needed for comprehensive school safety and resilience. In a context of rising threats to children's safety and education due to conflicts, violence, disasters, climate change and other hazards, matched by a reduction in education funds, identifying and disseminating the most effective funding practices is more urgent than ever.

This policy brief provides a first entry point for governments who have endorsed or are implementing aspects of the CSSF to identify potential financial resources they can access, and how to secure them. Highlighting examples of diverse financing pathways used in countries with various contexts, challenges and resources, this policy brief also seeks to identify recurring success factors and provide key recommendations to achieve more sustainable financing to implement the CSSF.

COMPREHENSIVE SCHOOL SAFETY FRAMEWORK



• Gender Equity • Disability and Social Inclusion •

• SDGs • SFDRR • The Paris Agreement • EVAC Safe to Learn • SS Declaration •

Figure 1: Comprehensive School Safety Framework 2022-2030 – Infographic

A CASE FOR INVESTMENT IN SCHOOL SAFETY AND RESILIENCE

Endorsing and implementing the Comprehensive School Safety Framework (CSSF) not only shows a government's commitment to its children and young people's well-being and continued development, but also its understanding that the value of education goes far beyond the immediate benefits to learners. Education results in more prosperous, peaceful and happier societies when its quality, inclusivity and continuity are ensured.

Investing in school safety and resilience is also a financially sound decision for governments and their partners. Evidence abounds on the economic returns on investments in education. If every child today was in school, the world's Gross Domestic Product would raise by more than US\$6.5 trillion annually; conversely, current skills deficits are estimated to cost an annual US\$10 trillion globally (UNESCO, 2025d). Returns are also significant at the individual level, with each additional year of schooling increasing the learner's future income by more than 10 per cent on average (UNESCO, 2025b). Consequently, hazards and risks that interrupt schooling, temporarily or permanently, can be considered as actual income losses for the affected individual, and for their family and community. Education as a sector is also a source of economic growth, accounting for about half of all global economic growth, 70 per cent of income gains among the world's poorest quintile, and 40 per cent of extreme poverty reduction between 1980 and 2019 (Gethin, 2024).

Estimates have also been made of the economic benefits of investing in resilient infrastructure, including educational facilities, and, conversely, the cost of loss and damages due to disasters and the effects of climate change. The United Nations Office for Disaster Risk Reduction argues that each US\$1 invested in disaster risk reduction results on average in US\$15 saved in averted recovery costs (UNDRR, 2025). The direct costs of disasters are increasing, from an average of US\$70-80 billion a year in 1970-2000 to US\$180-200 billion in 2001-2020 – not accounting for repercussions on broader systems, such as impacts on the education sector (UNDRR, 2025). Nearly US\$36 billion are estimated to be lost on average each year as a result of disasters' damage on educational infrastructure (UNDRR, 2025). Evidence from 30 different countries showed that disasters claimed the lives of nearly 35,000 children in school, destroyed over 30,000 schools, significantly damaged 50,000 others and disrupted the education of at least 11 million children between 2000 and 2019 (Save the Children, 2019). Models also project that tropical cyclones and earthquakes alone could inflict approximately US\$7 billion in damage to education infrastructure in low- and middle-income countries each year (IRC, 2025).

The case for investing in school safety and resilience is therefore clear. Yet financial resources to implement the CSSF are insufficient.

Beyond financial and economic benefits, a recent analysis also demonstrated a clear correlation between levels of education and peace, with countries showing higher levels of education and investing more funding in education also showing lower levels of conflict and violence (Institute for Economics & Peace and the Global Partnership for Education, 2024). At the heart of this vision is school safety and resilience, which allows learners and teachers to fully engage in education.

The case for investing in school safety and resilience is therefore clear. Yet financial resources to implement the CSSF are insufficient. With over one third of endorsing countries in the low- or lower-middle-income groups, existing domestic education budgets are rarely enough to implement the CSSF fully, or indeed other

education system reforms. Just 57 per cent of countries spend at least 4 per cent of Gross Domestic Product (GDP) on education, the minimum threshold recognised in the Incheon Declaration (World Bank, 2025a). Financial resources thus become a barrier for moving from political commitments to implementation and real change at the school level. In 2024, the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) conducted a global policy survey which shed some light on current domestic financing sources and gaps, noting overall that investments are indeed lacking (GADRRRES et al., 2025). Only 13 per cent of the surveyed governments reported having consistent and sufficient funding for routine maintenance of school buildings and sites and just 12 per cent reported systematically funded upgrades of school buildings (GADRRRES et al., 2025). Only 28 per cent reported sufficient funding for health, nutrition, and well-being, and only 16 per cent for routine maintenance of water, sanitation and hygiene facilities.

Many low- and middle-income countries having endorsed the CSSF have been supported in their efforts by external partners, including bilateral and multilateral donors, foundations, development banks and international non-governmental organisations. But humanitarian funds and official development aid (ODA) are insufficient, unsustainable and ill-suited to finance school safety and resilience, which requires longer-term, more flexible and organic resources. Only 29 per cent of the funding requested for education in emergencies was met in 2024, and only 3 per cent of all humanitarian funds eventually supported education in emergencies (INEE, 2025; UNESCO & Education Cannot Wait, 2025). External resources have plummeted even further in 2025, with international aid to education projected to fall by 24 per cent before 2026, jeopardizing the future of millions of children often with the most acute needs for support (UNICEF, 2025).

Only 29 per cent of the funding requested for education in emergencies was met in 2024, and only 3 per cent of all humanitarian funds eventually supported education in emergencies.

Within this context, it is urgent to identify alternative pathways to financing beyond traditional domestic education budgets and international education donors. The following chapters highlight different approaches used by governments in various regions and contexts to secure domestic and external sources of financing the implementation of the CSSF. These examples can serve as inspiration to other countries, and offer lessons learnt and good practices that can help to identify success factors and ways to address various challenges, depending on national resources and priorities.

Spotlight on: 10 Principles to Guide Education in Emergencies and Protracted Crises Financing Approaches

Financing for EiEPC should be

- 1 Fast
- 2 Coordinated and catalytic
- 3 Anticipatory
- 4 Predictable
- 5 Localized
- 6 Adaptive
- 7 Needs-based and holistic
- 8 Impact-driven
- 9 Inclusive and accountable
- 10 Championing EiEPC

In 2025, civil society organisations collaborated on an advocacy brief outlining 10 principles to guide financing for education in emergencies and protracted crises (EiEPC) (INEE, 2025a). These 10 principles, detailed in the image to the left, are intended to help multilateral and bilateral donors navigate potential reforms to EiEPC financing. They aim to inform decision-making and shape thinking, with each principle underpinned by detailed rationale.

The principles align with existing agreed frameworks, including the OECD DAC Evaluation Criteria and the Grand Bargain. As of May 2026, the principles have been endorsed by 29 organisations, including many GADRRRES members.

AVENUES FOR FUNDING IMPLEMENTATION OF THE COMPREHENSIVE SCHOOL SAFETY FRAMEWORK

Countries that have endorsed and/or are already implementing programmes aligned with the CSSF have applied a variety of approaches to funding school safety and resilience. This chapter explores different sources of financing, domestic or external, that governments can explore to support different aspects of the CSSF. It also highlights several examples of detailed financing pathways used by governments in different contexts, that others can learn from and adapt.

This policy brief outlines five different funding pathways for comprehensive school safety: domestic budget allocation; public private partnerships; international aid from bilateral or multilateral agencies; Multilateral Development Banks (MDBs); and climate finance, which remains largely untapped to date but offers great potential for school safety and resilience. While this policy brief sets out case studies under each pathway, it bears noting that these examples often draw funding from different approaches. Indeed, school safety and resilience is often – and most effectively – funded by a variety of sources.

Domestic budget allocation

Domestic resources are the primary source of financing for school safety and resilience and education in general, across all countries. Staff salaries and routine expenditure for school maintenance and management are usually covered entirely by domestic resources. They generally result mainly from taxes and levies imposed by the state on the creation of wealth by individuals or companies, but can also result from income from various interests. Examples of using domestic finance to support comprehensive school safety include **Costa Rica** and **the Philippines**.

Case study 1: Championing the Comprehensive School Safety Framework in Costa Rica

Costa Rica has made major commitments both at the political and financial levels to support CSSF implementation across the country (Gobierno de Costa Rica, Ministerio de Educacion Publica, 2025). Financial, human and technical resources have been strengthened using domestic funds across various aspects of the CSSF, including students' nutrition and health, educational material, transport to school, resilient infrastructure, risk management, climate change and more. Nearly 7 per cent of the country's Gross Domestic Product is spent on education each year, above the 4 to 6 per cent global recommendation (UNESCO UIS, 2024a).

National, sectoral, local and institutional planning mechanisms are anchored in official commitments made in the *Disaster Risk Management Strategy in the Education Sector 2022–2026*, the *National Risk Management Plan 2021–2025*, the *Guidelines for the Second Five-Year Period of the National Risk Management Policy 2016–2030*, the *National Adaptation Plan to Climate Change 2022–2026* and the *Strategy for Mainstreaming the Gender Equality Approach in the National Risk Management System 2022–2026*, amongst others.

Costa Rica also developed a digital platform to compile all information relevant to education, the Sistema de Administración Básica de la Educación y sus Recursos (SABER), and uses a national geographical information system (Sistema de Información Geográfica del Ministerio de Educación Pública or SIGMEP) to monitor and analyse hazard risks (Gobierno de Costa Rica, Ministerio de Educación Pública, 2025).

Specific departments within the Ministry of Public Education promote and coordinate risk management for emergencies, disasters and social risk, through the formation of institutional committees for risk management and safety, and the preparation and implementation of Comprehensive Plans for Educational Safety and Risk Management (SEGURED). These plans cover all necessary measures and actions to ensure that students, teachers, and administrative staff can carry out their activities in a safe and protected environment.

Planning for school safety and resilience is carried out through an Annual Operational Plan. The Ministry of Education's Department of Internal Control and Risk Management (DCIGR) provides advice, guidance and trainings to strengthen the capacities of representatives on the Institutional Committees for Risk Management in educational centres and to promote risk management culture within the educational community.

This includes the production of digital tools and guidelines such as protocols, guides, manuals, circulars and a compendium of actions to take against natural, socio-natural or man-made hazards; institutional and inter-institutional coordination and representation in committees, commissions, teams, and plans. In 2025, the SEGURED module was rolled out through the SABER platform of the Ministry, allowing educational centres to prepare, implement, evaluate, and update their Comprehensive Educational Safety and Risk Plans. DCIGR also disseminates official and scientific information produced by the specialised entities of the National Risk Management System (SNGR), a structure dedicated to coordinating State institutions, the private sector and civil society to prevent, mitigate, and respond to disasters.

Government budget is allocated to the Ministry of Public Education (MEP) for planning and carrying out activities within the public education system across all institutional departments, including those detailed above related to risk management in the face of emergencies, disasters, and social risk. This includes the strengthening and maintenance of school infrastructure, preparedness and organisation to ensure educational continuity and related teacher training and curricular content. When a national emergency is declared by official decree, the National Commission for Risk Prevention and Emergency Response (CNE) must activate the Emergency Fund to support any institution concerned by the emergency. After the emergency, the CNE must contribute to the recovery efforts in all affected areas within the national territory, including rehabilitation and reconstruction.

With such robust legal and policy frameworks on school safety and resilience and related issues, political commitments and declarations at the highest levels and significant domestic resources invested in evidence generation, guidance, capacity strengthening, planning mechanisms and financial support for implementation, Costa Rica became one of the first countries recognised as a "CSSF Champion" by GADRRRES in 2025 (GADRRRES, 2025a).

Case Study 2: Domestic resourcing for resilience and response in the Philippines

The Philippines is an archipelago of 7,641 islands and is amongst the most disaster-prone countries in the world. The Philippines also has one of the largest education systems in Southeast Asia, with the Department of Education overseeing over 47,000 public schools and 28 million learners across basic education levels (kindergarten to Grade 12). This poses particular challenges for education as access to small islands and remote areas is difficult, and as typhoons, floods, volcanic eruptions or earthquakes regularly disrupt schooling. Super Typhoon Yolanda (also known as Haiyan) damaged or destroyed over 4,500 schools in 2013, and displaced nearly 1.4 million children from classrooms (GADRRRES, 2025d). Between 2015 and 2020, nearly 10,000 schools across the country incurred total or major classroom damages due to tropical cyclones, and over 800 due to earthquakes (Government of the Philippines - Department of Education, 2022). Many school days were lost due to classrooms being used as evacuation centres - in spite of the existing law that limits, if not prohibits, this (RA 10821) - or due to school suspensions during or after disasters. The country also faced the consequences of armed conflict, notably in 2017 with the Marawi Siege which destroyed at least 20 public schools and displaced thousands of learners. Total costs to school infrastructure were estimated at Php 1 billion (US\$ 17 million), not including other losses and damages.

The main source of domestic funding for the education sector is tax revenue, appropriated annually through the national budget. Annual government appropriates for the basic education sector have grown from Php 200,000 million (US\$3,378 million) in 2010 to nearly Php 700,000 million (US\$11,825 million) in 2020 (Government of the Philippines - Department of Education, 2022). The Department of Education secures national resources through the annual General Appropriations Act, including funds for the construction of new facilities which are then immediately released to the Department of Public Works and Highways (DPWH) in charge of the construction work. These infrastructure projects are implemented largely in coordination with the DPWH, which is responsible for the construction of public facilities. External partners, including multilateral donors or development banks such as the World Bank or the Asian Development Bank, provide additional financial support to the education sector in the Philippines.

These broad efforts are matched by other domestic sources. A Special Education Fund (SEF) is resourced by local government units – provinces, cities and municipalities – through a 1 per cent tax on the assessed value of real properties in addition to the basic real property tax. The SEF is not transferred to the Department of Education but managed by local school boards who can decide on its allocation for the operation and maintenance of public schools, construction and repairs, disaster preparedness and response, allowances and additional compensation for teachers, equipment, educational research, purchase of educational material or sports development. However, while the SEF offers valuable funds, the lack of equalisation mechanism means wealthier Local Government Units have far higher revenues than those in poor or rural communities, leading to inequitable financing for school safety.

Communities, through parent associations and other channels, also contribute donations or in-kind support to local schools. In 2019, local government spending on basic education represented around Php 24,000 million (US\$405 million), while national government spending amounted to over Php 500,000 million (US\$8,447 million) (World Bank, 2020). This reflects the highly centralised structure of education financing in the Philippines.

In crisis situations, a Quick Response Fund (QRF) is available to the Department of Education and dedicated to the repair and reconstruction of schools affected by disasters. The national government sets aside resources each year from the national budget to the QRF, which serves as a ready-to-use resource for key government agencies, including the Department of Education.

The QRF serves as a ‘pre-authorised’ standby fund for immediate response and early recovery activities following disasters, without requiring the approval of the National Disaster Risk Reduction and Management Council or of the Office of the President. However, with an annual budget of around Php 2 billion (US\$34 million) and post-disaster needs estimated at Php 30 billion (US\$507 million), the Quick Response Fund cannot cover all requests for support (Government of the Philippines - Department of Education, 2022). Complementing the QRF is the National Disaster Risk Reduction and Management Fund (NDRRMF), which can also be used for major rehabilitation and rebuilding, repair and reconstruction, replacement of non-infrastructure resources, and other recovery needs.

The Philippines also harness substantial and additional ‘in kind’ community support. Local governments traditionally call upon communities to participate in post-disaster response and relief operations in line with national disaster risk reduction policy (Government of the Philippines, 2015). The Department of Education’s *Brigada Eskwela*, or the *National Schools Maintenance Week*, is a program that harnesses volunteerism in the community to repair and clean schools in time for the opening of classes and in many cases following disaster events. These types of opportunities could be further explored to strengthen limited partnerships, including through structured private sector investments, insurance, and Corporate Social Responsibility programmes.

In spite of these various funding mechanisms, the forward-looking *Basic Education Development Plan 2030* released by the Government, which included comprehensive strategies for school safety and public education until early secondary level, highlighted important financial gaps (Government of the Philippines - Department of Education, 2022). Indeed, the overarching challenge with financing school safety in the Philippines remains the lack of funds underpinning these structures. Chronic underfunding of disaster risk reduction and preparedness activities, gaps in financing for retrofitting and school strengthening, and broader internal budgeting constraints mean that while strong structures are in place to fund school safety in the country, there are insufficient funds to implement them. In addition to these, several budgetary and public financial management challenges hinder the full implementation of school safety and resilience in the Philippines. Institutional fragmentation between the Department of Education and the Department of Public Works and Highways for the construction of new schools can make it difficult to monitor expenditures across the education sector. Further limitations are seen as the roles of schools, the community, and the municipality/city in the implementation process (from identifying the site where the building will be constructed to the construction itself and up to the turnover) are not being carried out, resulting in damage to structures, injuries or deaths among learners, and the loss of equipment due to improper site selection, substandard or incorrect material specifications. Differences in timing between the school year and fiscal year, on which budget allocations at the national level are made, is another challenge to align budgeting, implementation, monitoring and reporting processes.

Nevertheless, the Philippines are an example to follow in terms of the institutionalisation of its political commitments to ensure continuous education, and in terms of the variety of the funding mechanisms it has set up to tap into a range of domestic resources at the local and national levels, and within the private sector. The Philippines have also championed comprehensive school safety within the Asian region and beyond and engaged in several international initiatives to promote resilient education and share the lessons learnt from its own experience.

Public Private Partnerships

Public private partnerships (PPPs) are long-term collaboration agreements between a government and a private sector company that channel private capital to finance public projects, in return for some form of benefit, such as tax reductions or revenues. They can be used to fund public services, for instance building, operating or maintaining schools and other facilities, as well as non-infrastructure elements of education.

Examples of using PPPs for comprehensive school safety and resilience include **Ecuador**.

Case study 3: Engaging the private sector in education financing in Ecuador

In Ecuador, education for children between the ages of 3 and 17 is mandatory and free, provided through public schools, churches and private institutions. The country has developed several programmes aimed at ensuring a safe and inclusive education, targeting students at risk of marginalisation, exclusion or school failure. This includes dedicated scholarships and educational support for students with special educational needs, children in rural and peri-urban areas and in vulnerable situations or disadvantaged communities (UNESCO GEM Report, Profiles Enhancing Education Reviews (PEER), 2024).

The government allocates significant resources to the education sector from its national budget, with annual government expenditure on education representing between 3.6 and 5.1 per cent of the GDP since 2015 (UNESCO UIS, 2024b). It has partnered with international organisations on school safety and resilience initiatives, including curriculum strengthening and the implementation of programmes for education in emergencies with support from UNESCO, and the creation of Safe and Protective Schools and Communities and professional development for public servants in the education sector with UNESCO's International Institute for Educational Planning (UNESCO, 2024). External partners have also provided financial contributions to Ecuador, for instance through the Multi-Year Resilience Programme (MYRP) funded by Education Cannot Wait and the Government of Canada to support refugee, migrant and host community children (Education Cannot Wait, 2024). The European Union also invested in school safety initiatives in Ecuador: projects "Mi Escuela Segura" and "Horizontes Seguros", implemented by Plan International, have strengthened the capacities of educational communities and of the national education system to prepare for disasters, prevent violence and provide safer and more protective learning environments in parts of the territory where insecurity had increased.

A particularly innovative funding mechanism used by the Ministry of Education is a public-private partnership model which incentivises private sector companies to contribute resources in return for tax deductions (Government of Ecuador, Ministry of Education, 2024). The Internal Tax Regime Law was amended in 2024 to allow an additional deductibility of up to 150% of the amount contributed from their taxable income. This applies to sponsorship or patronage of education-sector initiatives related to scholarships, school meals, infrastructure (construction, maintenance and repairs), or the provision of equipment or materials for public or semi-public educational institutions at the basic and high school levels. It also applies to private educational institutions located in rural or marginal urban areas. Programmes and projects related to equipment, signage or the provision of goods and materials for disaster preparedness, response, and recovery (before, during, and after the emergency) in public and semi-public institutions are also included, pending a positive evaluation by the National Directorate of Risk Management of the Undersecretariat of School Administration.

International aid from bilateral and multilateral agencies

Many donor governments and multilateral agencies such as the United Nations system, the European Union and other regional bodies have dedicated part of their official development assistance (ODA) budgets to supporting education in low- or middle-income countries, including school safety and resilience. Many also made provisions for education in emergencies as part of their humanitarian funding mechanisms, supporting continuous education in the event of disasters, conflicts or other crises. More recently, the amount of international aid available globally has dwindled significantly, jeopardising even the most basic access to education for children in many countries. A 2025 report by UNICEF estimated that international aid to education was to be reduced by one quarter by 2026 (UNICEF, 2025).

Nevertheless, ODA continues to be an important financing source for CSSF implementation. Examples include the **Climate-Smart Education Systems Initiative** and national coordination in **Nigeria**. Table 1, in the Annex, highlights selected international donors with funding for education resilience.

Case study 4: Climate-Smart Education Systems Initiative from the Global Partnership for Education

The Climate-Smart Education Systems Initiative is a collaboration funded by the Global Partnership for Education (GPE) and implemented by UNESCO, UNESCO-IIEP, the Global Partnership for Education and Save the Children that can accompany governments in identifying funding sources to mainstream climate change adaptation and environmental sustainability in education, and developing draft concept notes and evidence-based project proposals to request financial support from different sources. It can also support Ministries of Education in developing evidence-based policies and plans, strengthening cross-sectoral and internal coordination, using climate data for education planning and accessing climate finance, developing safer and greener educational infrastructure, ensuring school safety and educational continuity in the event of disasters and climate related hazards, and revising curricula, pedagogy and teacher training to incorporate climate related topics (UNESCO, 2025a).

The Climate-Smart Education Systems Initiative has already supported the governments of **Cambodia, Malawi, South Sudan** and **Zimbabwe** and plans expanding activities in up to 35 of the countries most vulnerable to the effects of climate change by 2026 (UNESCO, 2025a).¹ In Malawi, the Ministry of Basic and Secondary Education undertook a climate risk analysis for the education sector with the Initiative's support and technical assistance by UNESCO-IIEP and GPE (NAP Global Network & Save the Children, 2025). The education climate risk assessment provided evidence for the country's forthcoming National Adaptation Plan (NAP), including qualitative and quantitative data and geospatial analysis. A composite index was developed to capture overlapping hazards and provide a clearer picture of the exposure of schools, teachers, and learners in each region of Malawi over the past 3 years. The analysis also informed the development of the *Malawi Consolidated Climate Change Strategy for the Education Sector (2025-2030)*. The government then prioritised a series of key actions to enable the education sector's contribution to the country's National Adaptation Plan.

¹ Additional eligible countries for this initiative are: Bangladesh, Cabo Verde, Cambodia, Chad, Comoros, Dominica, Ethiopia, Fiji, Micronesia, Grenada, Guyana, Haiti, Kiribati, Lao PDR, Madagascar, Maldives, Marshall Islands, Mozambique, Nepal, Niger, Pakistan, Papua New Guinea, Saint Lucia, Saint Vincent and the Grenadines, Samoa, São Tomé and Príncipe, Solomon Islands, Somalia, South Sudan, Timor Leste, Tonga, Tuvalu and Vanuatu

In September 2025, the Initiative was also launched in the Pacific, with a focus on supporting the **Federated States of Micronesia, Fiji, Kiribati, Papua New Guinea, the Republic of Marshall Islands, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu** (Save the Children, 2025a). The Initiative is providing these countries with tailored technical assistance to support evidence-based planning and policy development, climate data training and curricula revision. This support will consolidate years of previous initiatives across the Pacific region, including the Pacific Coalition for the Advancement of Safe Schools (PCASS) which has long invested in school safety and resilient education, the 2025 Strategy for the Blue Pacific aimed at ensuring a resilient, inclusive and future-focused education and the Regional Good 17 on Climate Change Resilience, developed by Pacific Regional Education Framework (PacREF), which looks to embed climate adaptation and disaster risk reduction into Pacific education systems. The Climate-Smart Education Systems Initiative will now provide Pacific Education Ministers with critical technical assistance, climate data and pathways to access climate financing to further strengthen safer and more climate resilient schools in the region.

Case study 5: National coordination for school safety in Nigeria

The education sector in **Nigeria** has been faced with multiple challenges over the past decades, including recurring floods and other disasters, as well as targeted attacks and violence against students and educational facilities (Global Partnership for Education, 2021; OCHA, 2025). In the north-eastern region, for instance, prolonged conflict, the impacts of climate change, droughts and flooding, widespread poverty and the kidnapping of pupils in rural areas have severely limited access to education (OCHA, 2025).

The federal government of Nigeria has made strong public commitments towards school safety, adopting the National Policy on Safety, Security and Violence Free-Schools (NPSSVSF) in 2021 (Government of Nigeria, 2021a). The policy considers all risks and hazards that can affect education, from conflict and violence to disasters and other threats, in line with the Comprehensive School Safety Framework (CSSF). The policy was accompanied by the release of Minimum Standards for Safe Schools (MSSS), which provide guidance on how to ensure strong school systems and safe school infrastructure, prevent violence against children and protect them from various hazards and conflict (Government of Nigeria, 2021b).

In partnership with UNICEF, the government developed awareness-raising, teaching and learning materials on holistic school safety and on climate change, which were disseminated amongst students and teachers (Global Coalition to Protect Education from Attack, 2024). School management committees were also trained on school safety, including preparedness for attacks on education and climate-related hazards.

For the specific issue of protecting schools from attack, the government developed the National Safe School Declaration Plan of Action for 2021-2023, the framework for implementing the Safe Schools Declaration in Nigeria.² Ministries, Departments and Agencies used this document to develop costed work

² The Safe Schools Declaration (SSD) is a political commitment to protect students, staff, and schools from armed conflict. The SSD and the CSSF are aligned. See more: <https://ssd.protectingeducation.org/>.

plans, tailoring its implementation to their specific needs and context. The Federal Ministry of Finance also released a National Plan on Financing Safe Schools (2023 – 2026) (Government of Nigeria, 2023).

The Nigerian government made further commitments to allocate funding to school safety and established a National Coordination Response Centre on Safe Schools, bringing together different agencies and partners around a comprehensive and consistent approach. The Inter-ministerial Committee on Safe Schools ensures coordination between the Federal Ministry of Education and the National Emergency Management Agency. This strong leadership and coordination mechanisms has allowed national agencies and external partners, including Plan International, Save the Children, UNICEF and FCDO, to achieve a greater impact by avoiding duplication and aligning their efforts and financial support towards safe and resilient education in Nigeria.

Multilateral Development Banks

Multilateral Development Banks (MDBs) are financial institutions governed by their Member States and designed to support low- and middle-income countries in their efforts towards sustainable development – including education and school safety and resilience. Table 2, in the Annex, provides a list of countries eligible to receive support as members of different MDBs, including the World Bank and regional development banks, such as the African Development Bank, the Asian Development Bank, the Caribbean Development Bank, the European Bank for Reconstruction and Development, the InterAmerican Development Bank and the Islamic Development Bank. MDBs provide funds to their Member States in the form of grants (that do not need to be repaid) or loans (that will eventually have to be repaid, but at a lower interest rate than financial markets, or with no interest). The amount of grants available from MDBs is relatively low and usually limited to countries with the lowest levels of national income. MDBs can also provide technical assistance to their Member States, supporting them in planning, needs assessments, cost estimates and more.

MDBs have long invested in the education sector, primarily in infrastructure development and retrofitting, as well as fragile and conflict-affected settings, disaster risk reduction and, increasingly, climate change mitigation and adaptation. The World Bank, for instance, has a dedicated programme on Safe Schools, with safe and inclusive schools being the first pillar of the institution’s vision for the future of learning (World Bank, 2022). The Inter-American Development Bank’s Biodiversity and Climate-Linked Mechanism for Ambition (IDB CLIMA) is another potential resource for governments in Latin America and the Caribbean (IDB, 2025). It provides bonds with an interest rate abatement if climate-related indicators are met, incentivising climate-sensitive projects in different sectors including education.

Other examples of MDB support include a GPE-funded World Bank grant in **Pakistan** and the Model Safe School Programme (MSSP) in the **Caribbean**.

Case study 6: Pakistan's national strategy bolstered by MDBs and external partners

Education in Pakistan has been repeatedly interrupted by disasters, such as the catastrophic floods in 2022 which disrupted schooling for nearly 3 million children. Heatwaves in 2024 also forced nearly half of all school-age children out of class (Save the Children, 2024a). In 2024, the Prime Minister declared a national education emergency and vowed to allocate 4 per cent of the GDP to education (Government of Pakistan, Ministry of Federal Education and Professional Training, 2025). However, at the end of 2025, this objective was not achieved. More than one in three children remain out of school, one of the highest percentages globally, and the percentage of GDP spent on education reached a new low at less than 1 per cent in 2025 (Save the Children, 2025b).

Confronted with multiple priorities and challenges, Pakistan benefited from the support of several external partners in the initial stages of the development of its School Safety Framework, including UNICEF, Save the Children and the World Bank. UNICEF is a major contributor to school safety and resilience in Pakistan, being the first UN agency to support and spearhead the Comprehensive School Safety Initiative and the major funding partner for the roll out of Pakistan School Safety Framework (PSSF) across the country. Support was also received from Save the Children, which co-leads the Education in Emergencies Working Group in the country and provides emergency support as well as funds to repair and rebuild damaged schools (Save the Children, 2024b). And most recently, the World Bank approved a US\$47.9 million grant, funded by the Global Partnership for Education, to help improve girls' and boys' participation at pre-primary and primary levels in Pakistan's Punjab province. It will also aim to strengthen teacher support and improve responsiveness to climate change and emergencies (World Bank, 2025b).

The management of disasters in the education sector is mainly done at the provincial level in Pakistan. While the federal government also has a budget for disaster management, each province sets up its own budget for school safety-related interventions. This modality works well when clear budget lines are defined, and allows provinces to tailor their resources to their specific needs. However, it can also lead to disparities across provinces depending on the level of prioritisation for school safety.

The Pakistan School Safety Framework (PSSF) has been supported and continues to be supported through donor funding, and has been implemented since 2018 by the National Disaster Management Authority (NDMA), including through the Gender and Child Cell, in coordination with provincial and district partners across Pakistan. With the formal handover of the PSSF to the Federal Directorate of Education (FDE), the responsibility for the training roll-out (including trainings for teachers and related capacity-building activities) now sits with the FDE.

At the same time, the school safety agenda itself remains a core mandate of NDMA and its partners under Pakistan's broader disaster risk reduction and preparedness architecture. Going forward, partners will continue to be engaged and onboarded as needed, through FDE leadership for training and education system delivery, while NDMA remains positioned to provide technical stewardship on comprehensive school safety, coordination linkages, and alignment with national disaster risk management and disaster risk reduction frameworks. Securing additional resources from international partners remains a priority and will be strengthened by visible national investments, improved coordination mechanisms, and dedicated budget lines that demonstrate readiness to scale comprehensive school safety nationwide.

Case study 7: The Model Safe School Programme (MSSP) in the Caribbean

The Caribbean is one of the most vulnerable regions to natural hazards and the impacts of climate change. Low levels of socioeconomic development and weak infrastructure in many countries further reinforce the threats to the education sector. The 2010 earthquake in Haiti, for instance, destroyed 4,000 schools, due largely to the absence of earthquake-resistant architecture. Hurricane Maria, in 2017, left more than a third of government-owned schools on the island of Dominica out of operation for over two months.

The Caribbean Disaster Emergency Management Agency (CDEMA) is responsible for the coordination of disaster risk management in the Caribbean Community (CARICOM), which includes 18 participating states whose financial contributions fund CDEMA's operations. CDEMA identified the education sector as a priority for disaster risk management across the region in its *Comprehensive Disaster Management Strategy 2014-2024*. The agency also developed the Model Safe School Programme (MSSP) toolkit to assist its Participating States in building safer and greener educational facilities. The MSSP toolkit covers pre-primary to post-secondary institutions in the private and public sectors, and was endorsed by the CDEMA Council of Ministers in 2015. It also provides guidance for the development of national safe school policies and tools to assess the level of safety and greenness of schools. The MSSP was first piloted in four schools in **Anguilla, Barbados and St. Vincent and the Grenadines**, including structural/physical assessments of the facilities and the development of safety action plans for each pilot school. Work was then undertaken to improve the level of safety of these schools, including the improvement of evacuation routes and warning systems. The assessments also provided the countries' Ministries of Education with information to guide future decisions on school maintenance and retrofitting, disaster preparedness and response, but financial resources were lacking to implement the recommendations.

In 2017, the Caribbean Development Bank provided CDEMA with a EUR745,938 grant from its Special Funds Resources (SFR) to support further implementation of the MSSP in **Antigua and Barbuda, Barbados, Dominica, St. Kitts and Nevis, St. Lucia and St. Vincent and the Grenadines** (Caribbean Development Bank, 2017). Implemented by CDEMA's Coordination Unit in collaboration with the Ministries of Education and the Ministries of Public Works or the agency responsible for school construction and maintenance, school administration and the National Disaster Management Office (NDMO) in each country, the project included the assessment of 33 public schools, trainings for assessors, the development of costed action plans to reduce the risks identified in each school and the development or enhancement of national policies on school safety.

Spotlight on: Disaster Risk Financing (DRF)

Disaster risk financing (DRF) instruments are another potential resource for school safety and resilience that has not yet been fully explored (IRC, 2025). These instruments are intended to mitigate the financial impact of disasters on countries and communities by securing funding before disasters strike to ensure timely recovery and reconstruction. DRF has been piloted in education through the International Rescue Committee's CREST programme in northern Kenya, and could be highly relevant in implementing the CSSF more broadly (IRC, 2025). However, this would require countries to strengthen the integration of education into their national climate adaptation plans, disaster risk reduction strategies and related frameworks – and similarly, the integration of climate change and disaster considerations in education strategies and plans.

Climate finance

External support is also available from several climate change actors and related mechanisms, but they are rarely accessed by countries to implement the CSSF. Climate finance is a specialised category of finance specifically mandated under the UNFCCC and Paris Agreement to support mitigation and adaptation efforts. To be eligible for climate finance, education initiatives are required to demonstrate a clear climate rationale and alignment with Paris Agreement goals. As such, government endorsement of the CSSF alone does not necessarily translate into increased access to climate finance. Endorsement and implementation of the CSSF should be complemented by explicitly integrating education into national climate policy frameworks – particularly Nationally Determined Contributions (NDCs) and National Adaptation Plans (NAPs) – where climate-relevant education interventions can be formally recognised as contributing to climate change adaptation, mitigation and loss and damage objectives.

The potential of climate finance for education makes such efforts worthwhile. Climate finance amounted to US\$1.3 trillion in 2021-22, but education represented only 0.001% of these funds (IRC, 2025). Climate funds, like MDBs, are demand-driven: governments must develop a proposal to request access to their funds, but many governments lack the technical expertise or human resources to do so.

Examples of engaging and advocating with climate finance for school safety and resilience include in **Brazil** and through the **Building the Climate Resilience of Children and Communities through the Education Sector** (BRACE) programme.

Case study 8: Brazil's case for climate finance to support school safety and resilience

Brazil has been repeatedly affected by severe disasters which have disrupted its education significantly, and threaten to continue doing so increasingly with the effects of climate change. Between 1991 and 2024, damages to public schools by extreme weather events in the Brazilian Amazon were estimated to amount to 1.6 billion Brazilian reais, or nearly US\$300 million (Vozes da Educação & Todos pela Educação, 2025). Millions of Brazilian students had their education interrupted because of climate induced hazards including floods, droughts, storms and extreme heat, and their performances and mental health have been affected as a result.

Brazil has made significant investments to address the negative consequences of climate change and reduce the risk of disasters. Over US\$4.5 billion (24.2 billion Brazilian reais) were allocated to the Ministry of the Environment and Climate Change's climate-related funds in the 2025 Annual Budget Law, demonstrating the State's commitment and the availability of domestic resources for climate change. However, the Ministry of Education's program "Democratic Basic Education", which should encompass environmental and climate education, did not receive any specific funding allocation.

Ahead of the United Nations Framework Convention on Climate Change's Conference of Parties (COP) in October 2025, of which Brazil was the President and Host, a dedicated business case for climate finance to invest in school safety and resilience in Brazil was released by Todos pela Educação.³ The document provides a strong example of an evidence-based argument and tailored road map for a country to access climate finance. Building on authoritative global estimates on the impacts of climate change and returns on investments in disaster risk reduction, such as the recent reports from the World Bank and the United

³ **Todos pela Educação** is Brazil's leading non-profit, non-partisan education advocacy organisation. Founded in 2006, it works with the public sector to design and monitor evidence-based policies.

Nations Office for Disaster Risk Reduction, it provides country-specific data on the consequences of past disasters on education, on current needs to strengthen the national education sector and on the changes needed to secure more stable, predictable and transparent financing for a climate-resilient education system.

The proposal also includes concrete steps for Brazil to strengthen domestic climate financing for school safety and resilience. These include creating a National Fund for Resilient Schools which would be jointly structured by the Ministry of Education, the National Fund for Educational Development, the Ministry of Finance, and the national Climate Fund, and would prioritise schools located in high-risk areas. The Fund would require schools to develop local adaptation plans in exchange for financial support. The proposal also calls for more systematic integration of dedicated budget lines for the prevention, adaptation, retrofitting, maintenance and construction of climate-resilient schools across various official public budget instruments, such as Multi-Year Plans, Budget Guidelines Laws, and Annual Budget Laws at state and municipal levels. It further advises that the allocation of federal funds to local educational entities and authorities be conditional to climate vulnerability assessments and to certification that new schools will not be built in hazard-prone areas, and prioritise low-impact and energy-efficient designs.

In addition, the document identifies potential sources of external funding, such as the Green Climate Fund, the International Climate Initiative or the Global Partnership for Education – and with education mentioned in both Brazil’s NDC and NAP, the likelihood of approval for climate financing avenues such as the Green Climate Fund is increased. The document also proposes that states and municipalities be accompanied in their applications for national and international funding opportunities through technical assistance, and encourages better coordination between the Ministry of Planning and Budget, through the Secretariat for International Development Affairs, and the Commission for External Financing to approve external funding operations.

This compelling road map for increased climate financing of school safety and resilience benefits from Brazil’s commitment to invest in disaster risk reduction and climate change adaptation, demonstrated through several national policies and through significant domestic resource allocations. It is also strengthened by the existence of country-specific evidence on the effects of climate change and disasters on education, not only in terms of financial costs and losses for educational infrastructure, but also in terms of impacts on students’ well-being and educational achievements. These form a strong basis to build on and call for further improvements to implement climate change and disaster risk management commitments in the education sector, where gaps remain. This would require more systematic development of climate-related plans in schools across the country, inclusion of dedicated budget lines and specific funding mechanisms for the education sector, improved data systems to monitor impacts and risks and trainings for teachers and school administrators.

Case study 9: Building the Climate Resilience of Children and Communities through the Education Sector (BRACE)

In 2023, the Green Climate Fund, the Global Partnership for Education and Save the Children launched a new project to build and retrofit climate-resilient and green schools, Building the Climate Resilience of Children and Communities through the Education Sector (BRACE) (GPE, 2023). BRACE represents a US\$70 million investment and the first major investment of climate finance in the education sector. One of the components of the BRACE project is dedicated to supporting the education community to better coordinate, collaborate, and share lessons learned and experiences on climate finance. The project will ensure that education and climate stakeholders are connecting, coordinating and cross-learning on climate finance for the benefit of the BRACE countries and future scaling up through the GPE parallel project finance and broader education systems strengthening work (Green Climate Fund, 2025). The project will also support countries, starting with **Cambodia, South Sudan** and **Tonga**, in integrating climate change in school curricula and providing climate early warnings to schools.

Building on the CSSF, BRACE aims at unlocking climate finance from the Green Climate Fund by leveraging co-financing from GPE grants to support the implementation of evidence-based climate adaptation efforts in the education sector (Save the Children, 2025a).

In **Cambodia**, BRACE will strengthen climate resilience in the education system across three provinces (Save the Children, 2025c). In **South Sudan**, the programme will support the Ministry of General Education and Instruction to retrofit schools, train teachers and young people in climate change, and strengthen school safety planning (Save the Children, 2025d). It will aim to adapt school infrastructure to a changing climate with better ventilation, solar panels, water harvesting and water and sanitation systems. In **Tonga**, the five-year initiative will focus on improving the safety and sustainability of school facilities, strengthening school safety and educational continuity systems, and embedding risk reduction and climate resilience education into Tonga's national curriculum (Government of Tonga, Ministry of Finance, 2025).

Multiple funding modalities for the CSSF

The examples provided in this chapter show that various options exist to finance the different aspects of the CSSF, depending on a country’s income level, international relations, partners, and other national characteristics. For instance, low- and middle-income countries looking to fund infrastructure development, reconstruction or retrofitting of educational facilities may be able to secure grants or loans from Multilateral Development Banks (MDBs). Countries investing in climate resilience may be able to obtain support from climate funds or other donors and foundations. In many countries, private sector companies, parents’ associations, municipalities and communities also provide complementary resources through different mechanisms. But given that comprehensive school safety requires long-term, stable funding, domestic resources are most relevant for this purpose.

The below infographic illustrates the different funding modalities available to governments seeking to finance each Pillar of the CSSF, and its enabling foundation. This is illustrative only, indicating the broad applicability of different sources of funding and examples across the CSSF.

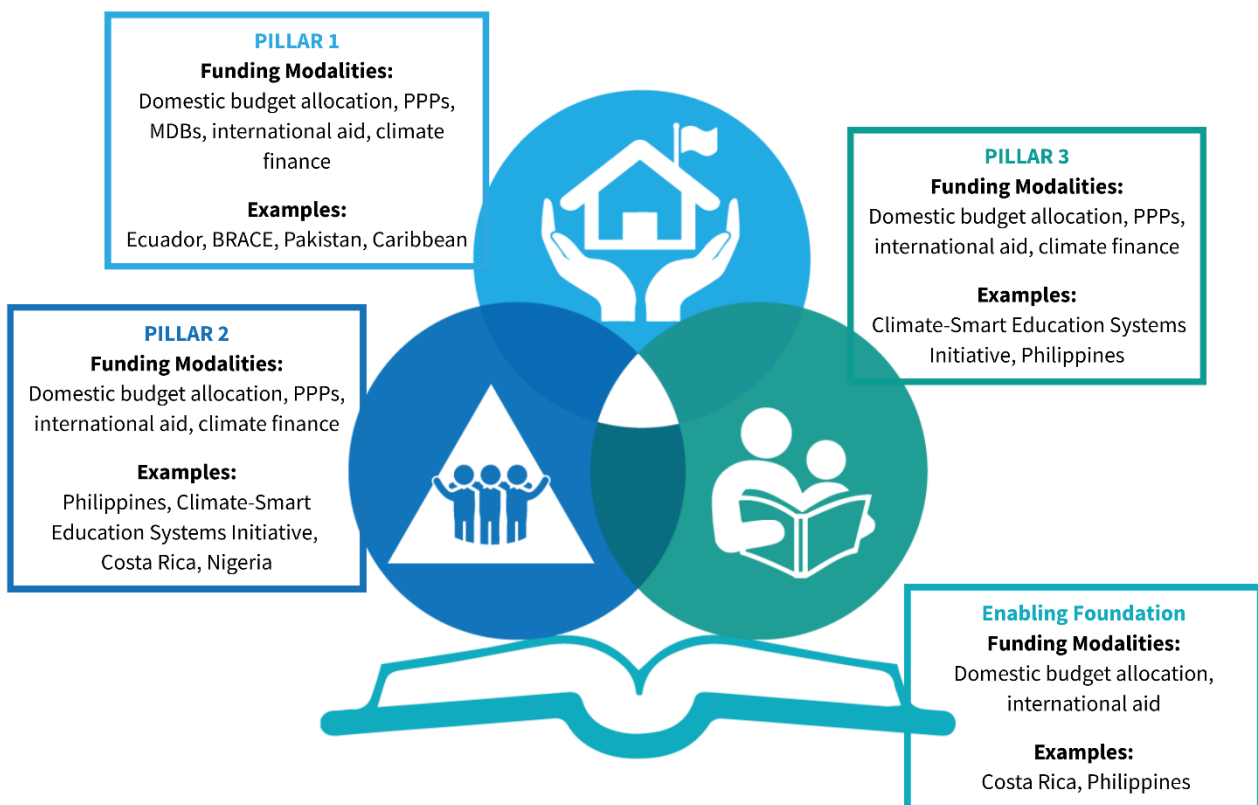


Figure 2: Funding modalities for the implementation of the CSSF

SETTING STRONG BASES FOR FINANCING THE COMPREHENSIVE SCHOOL SAFETY FRAMEWORK

Identifying potential sources of financing is an essential step to resourcing comprehensive school safety, but securing the funds and ensuring the greatest return on investment require additional efforts. Setting up a strong base for financing requires dedicated strategies and plans at the national and sometimes sub-national levels, anchored in comprehensive policies and legal frameworks; relevant evidence to inform budgeting processes and fundraising proposals; coordination mechanisms across sectors and levels that encompass all aspects of the CSSF; and existing planning and monitoring capacities at the national and local levels.



Figure 3: Bases required to finance the implementation of the CSSF

This chapter briefly presents the main aspects required to finance the implementation of the CSSF and examples of countries who have succeeded in securing them.

Designing context-specific comprehensive school safety strategies, plans and policies

Once a government endorses the CSSF, it is important to develop a context-specific strategy to implement it, one that will reflect each national situation, challenges and potential resources, and bring together the different stakeholders who will be involved in the implementation process. Several countries have developed their own comprehensive school safety strategies, and this has strengthened their efforts to

secure financial resources and implementing partners. **Nepal**, for instance, started with a comprehensive mapping of national actors and initiatives on disaster risk reduction with support from UNICEF, UNESCO and Save the Children, which led to the development of an evidence-based context analysis, and to the publication of a dedicated *Strategy for Increasing Disaster Resilience for Schools in Nepal* (GADRRRES, 2024). The subsequent *School Sector Development Plan* prioritised comprehensive school safety and was followed by a *Comprehensive School Safety Master Plan*, a *Comprehensive School Safety Minimum Package* and *Comprehensive School Safety Implementation Guidelines*. These efforts were instrumental in ensuring sufficient partnerships and resources for Nepal to implement the CSSF in the most relevant and impactful way. Support can be provided by external partners, including UNESCO, UNICEF, Save the Children and more, to governments seeking to develop such strategies and policies. UNESCO's International Institute for Educational Planning (UNESCO-IIEP), for instance, has supported **South Sudan** in developing education sector plans that consider school safety and resilience as well as different ways to resource their specific needs (UNESCO-IIEP et al., 2016).

Strengthening the evidence on school safety and resilience

Planning for and implementing the CSSF at the national and local level can also be hindered by the absence of relevant and trustworthy information. Basic information on education at large – including the number of educational facilities, pupils, teachers and other resources, as well as their status (for instance, the availability of water, sanitation and hygiene infrastructure in schools, their resilience to different hazards, the level of training of teachers, or students' actual knowledge and skills) is essential, but not always available in sufficient quality and granularity. When it comes to financing, additional information such as the cost of retrofitting educational facilities, building new hazard-resilient ones, investing in teacher training, developing school safety and resilience educational material, estimates of the return on investment for school safety and resilience and of the potential losses and damages due to inaction are equally important but even less common. Such estimates are available to some extent at the global level, but rarely developed at the country level. **Costa Rica** and **the Philippines** have set up exemplary information systems to support school safety and resilience and ultimately strengthen their financing efforts (Case studies 1 and 2).

Ensuring cross-sectoral and multi-level coordination across the CSSF

Another important step in ensuring that the resources to implement the CSSF are sufficient and used in an optimal way is to foster cross-sectoral collaboration and the engagement of all relevant stakeholders at all levels, from national government to local schools and children. The CSSF encompasses a range of sectors, from health to water, sanitation and hygiene, road safety, disasters, violence and more, managed by different entities and often without coordination. For instance, funds used to provide relief and rehabilitation after disasters usually come from national or sub-national disaster management agencies rather than education ministries. This can result in slower disbursement to affected schools and in less flexible and adapted response, sometimes covering only part of the needs identified by education sector experts. Ideally, when resources and national contexts allow, setting up a dedicated entity in charge of school safety and resilience within the government can be a way to ensure proper mainstreaming, planning and management of all aspects of the CSSF. In **Colombia**, the Ministry of Education set up internal committees on education in emergencies within different educational institutions, to plan and coordinate emergency responses (GADRRRES, 2025b). **Costa Rica** also provides useful examples of different multi-stakeholder coordination mechanisms (Case study 1).

Developing national and local budget planning and monitoring capacities

Another essential step to obtain maximum return on investments for school safety and resilience is to make sure that the funds invested are used adequately and their impact monitored regularly. While domestic finance is limited and international support is declining, optimising the resources already available for better results is more necessary than ever. Yet lack of technical and human capacities in many countries hinder the proper use of available funds, for instance resulting in some budget lines being unspent, or misused. In **Colombia**, the European Civil Protection and Humanitarian Aid Operations (DG ECHO) provided funding for a project implemented by Save the Children, “Creer”, which strengthens school-level capacities to implement the CSSF (GADRRRES, 2025b). The project helped set up safe school committees, conduct multi-risk mapping, update contingency and school continuity plans and practice drills for different risks. Save the Children, with support from the German Corporation for International Cooperation (GIZ), offers a week-long budget analysis course for in-country stakeholders at the national and local levels, which has been used for instance in **Malawi**. The training was used to inform an analysis of the national budget by civil society organisations and support their budget advocacy efforts to raise the level of financial resources made available by the government. Once adequate budgets are allocated to comprehensive school safety, it is equally important to monitor their disbursement and use, and evaluate their ultimate impact.

A ROAD MAP TO FINANCING THE COMPREHENSIVE SCHOOL SAFETY FRAMEWORK

Lessons learnt from the examples presented in this brief and from the experience of countries having endorsed, funded and implemented the CSSF in various contexts highlight key steps for securing sufficient and sustainable financing for school safety and resilience. This final chapter proposes a consolidated road map for governments looking to finance the implementation of the CSSF. It includes a series of six broad measures needed to enhance the chances of obtaining financing and using it to achieve the greatest impact for children.

1. Ensure the availability of country-specific comprehensive school safety strategies, plans and frameworks:

Governments are first and foremost encouraged to formally endorse the Comprehensive School Safety Framework, setting out their commitment to strengthening the resilience of their education system to all hazards and risks. Once a government endorses the CSSF, it is important to develop a country-specific strategy and corresponding plans that will reflect the national and sub-national contexts, challenges, and potential resources, and bring together the different stakeholders involved. These strategies and plans must be anchored in strong national frameworks, including education policies, laws and regulations, and disaster and climate change related frameworks. Having these frameworks in place enables informed and effective systems strengthening and disaster risk reduction, which allows for more efficient use of funding by enhancing coordination, reducing duplication, and building resilience into existing portfolios and bids. They also support swift allocation and dispersal of funding during emergency responses.

2. Identify potential sources of financing, domestically and externally:

Depending on each country's income level, international relations, partners, and other characteristics, various options exist to finance the different aspects of the CSSF. From national budgets to municipal budgets, private sector, funds from international donors, grants or loans from Multilateral Development Banks, education funds or climate finance, potential financing pathways must be identified in a holistic and coordinated approach to complement each other in the most cost-effective and comprehensive way.

3. Develop and institutionalise agile financing mechanisms for education in emergencies and recovery:

Governments and partners should establish pre-arranged funding mechanisms, such as dedicated contingency or quick-disbursement funds, that can be activated both after a disaster or emergency and in advance of predictable shocks to support pre-defined anticipatory actions. These

mechanisms enable the education sector to respond immediately, initiate early recovery, and reduce the impact of crises before they fully unfold. Rapid access to financing is critical for ensuring that education authorities and schools can uphold the right to education in emergency contexts.

4. Develop and institutionalise school safety data for fundraising and effective use of financial resources:

Governments and partners should develop and institutionalise integrated information systems that support evidence-based planning, prioritisation, and financing for school safety and resilience. These systems should progressively link Education Management Information Systems (EMIS) with school infrastructure, geospatial and hazard risk data. Where nationally disaggregated or school-level data are not yet available, global risk datasets and modelling tools can be used as interim proxies to guide decision-making. At the same time, sustained efforts are needed to strengthen national capacities for data collection and use, ensuring that education systems are better equipped to anticipate, prepare for, and respond to crises while safeguarding the continuity of learning. Ensuring the comprehensive collection and use of data will ultimately improve the effectiveness and efficiency of financial resources, by identifying where, how, and what investments should be made.

5. Enhance in-country capacities to plan for, implement, and monitor comprehensive school safety at all levels, from national government entities to local communities, school administrations, teachers, and students:

Comprehensive school safety calls on a range of technical skills, knowledge, and resources that are not always available in Ministries of Education, local authorities or school administrations. Enhancing in-country capacities on the CSSF and related financial competencies, such as budget planning, monitoring and advocacy, is another essential step to increase return on investments and ensure greater impact. Similarly, increasing knowledge and technical capacity in accessing non-education funds, such as climate finance, is essential to expand avenues for funding. This will again support the efficient use of limited financial resources by maximising the human resources behind school safety mechanisms.

6. Reinforce the integration of school safety and resilience considerations in national development plans, climate adaptation plans and disaster risk reduction strategies, as well as the inclusion of all hazards and risks in education sector plans:

Few countries have ensured the consistent inclusion of comprehensive school safety in their strategies, plans and policy frameworks on disasters, climate change and other crises, yet this is an important aspect of coordinating efforts at the national level, maximising complementarities and avoiding duplication. This can also help secure resources from risk-specific financial instruments, such as disaster risk financing instruments or climate funds. Similarly, the integration of climate change, disasters and other hazards in education sector strategies and plans can help to reinforce synergies, and ultimately harness disaster risk reduction to protect investments in education from hazards and risks. Investing in resilience pays dividends.

EDUCATION FINANCING FOR A MORE RESILIENT FUTURE

School safety and resilience require funding. This simple but principal fact continues to limit the effective implementation of the Comprehensive School Safety Framework across the globe, as constrained national and international financing puts even the best laid plans on hold.

But at the same time, many governments and partners are using strategic, effective, and coordinated efforts to identify and utilise different sources of financing. This brief presents several examples, showcasing that not only can the CSSF be funded – it *has* been, in many countries and to great effect. Using these examples, we can identify the steps of a roadmap to a more resilient future through financing implementation of the CSSF.

School safety and resilience is increasing in urgency even as resources diminish. In response, education stakeholders should use every available resource and lesson learned to harness financing to ensure every child realises their right to learn in a safe environment. This brief provides an important contribution to this pathway to a more resilient future for all children.

ANNEX

Table 1: International donors with funding for school safety and resilience

Global Partnership for Education (GPE)	The Global Partnership for Education (GPE) is the largest global fund solely dedicated to transforming education in lower-income countries (GPE, 2025a). GPE brings together governments, donors, international organisations, civil society, private sector companies and foundations to build stronger and more resilient education systems in countries affected by extreme poverty, conflict or the effects of climate change (see Annex, Table 1 for a list of countries eligible to receive GPE’s support). GPE offers grants directly to governments, but also supports them in planning education reforms and strategies, and in identifying and securing additional sources of financing. For instance, GPE has raised US\$4.7 billion through the GPE Multiplier, an innovative finance instrument that catalyses grants, concessional loans and private capitals from various partners, and US\$850 million through the SmartEd initiative launched with the Arab Coordination Group and the Islamic Development Bank (GPE, 2025b; Islamic Development Bank, 2023).
Education Cannot Wait (ECW)	Education Cannot Wait, an entity within the United Nations system, offers governments, multilateral institutions and private sector companies financial support to ensure continued education for children and youth affected by conflicts, disasters and displacement (ECW, 2025). Since 2017, Education Cannot Wait has mobilised US\$1.67 billion from multiple donors to support education in emergencies across 44 crisis settings (see Annex, Table 1 for a list of countries where Education Cannot Wait has operations).
LEGO	The LEGO Foundation has funded programmes in Kenya, Mexico, South Africa, Ukraine and Vietnam, as well as other crises-affected regions (LEGO Foundation, 2025). The LEGO Foundation provides grants to support early years education, parenting programmes and work with ministries of education to bring playful learning into classrooms, amounting to US\$177.5 million in 2023 (OECD, 2025).
Dubai Cares	Dubai Cares is another philanthropic organisation that has supported access to quality education in 57 developing countries since 2007, particularly in early childhood development, access to quality primary and secondary education, technical and vocational education and training for youth, as well as education in emergencies and protracted crises, school health and nutrition, and water, sanitation and hygiene in schools (Dubai Cares, 2025). Dubai Cares provides funds to NGOs and international organisations working in partnership with governments at the national and local levels.
Education Outcomes Fund (EOF)	The Education Outcomes Fund is another, smaller scale initiative that supports governments, donors, investors, and implementing partners to make education systems more effective, equitable, and accountable (EOF, 2025). They have mobilised over US\$130 million since 2022 to finance initiatives in Sierra Leone, Tunisia, Rwanda, South Africa and Nigeria, that are disbursed upon delivery of measurable results.

Table 2: Indicative list of potential sources of external funding by CSSF endorsing country (information available as of December 2025)

Country	GPE ¹	ECW ²	WB Lending category ³	EIB ⁴	IsDB ⁵	ADB ⁶	IADB ⁷	AfDB ⁸	GCF ⁹	AF ¹⁰	FRLD ¹¹
Algeria	Eligible		IBRD		Member			Member	Yes		
Anguilla											
Antigua and Barbuda			IBRD						Yes	NIE	Yes
Armenia			IBRD	Partner		Member			Yes	NIE	Yes
Bahamas							Borrowing Member		Yes		
Barbados			IBRD				Borrowing Member		Yes		
Belize	Partner		Blend				Borrowing Member		Yes	NIE	Yes
Bolivia	Partner		IBRD				Borrowing Member		Yes		
Brazil		Funded	IBRD	Partner			Borrowing Member		Yes		
British Virgin Islands											
Brunei Darussalam					Member	Member					
Cambodia	Partner		IDA			Member			Yes		Yes
China			IBRD	Partner		Member			Yes		

Colombia		Funded	IBRD				Borrowing Member		Yes	NIE	
Costa Rica			IBRD				Borrowing Member		Yes	NIE	
Croatia			IBRD	Member							
Cuba									Yes		
Curaçao											
Dominica	Partner		Blend						Yes		
Dominican Republic			IBRD	Partner			Borrowing Member		Yes		
Ecuador		Funded	IBRD	Partner			Borrowing Member		Yes		
El Salvador	Partner		IBRD				Borrowing Member		Yes		
Fiji	Partner		Blend			Member			Yes		Yes
Finland				Member		Member					
Georgia	Partner		IBRD	Partner		Member			Yes		
Grenada	Partner		Blend						Yes		
Guatemala	Partner		IBRD				Borrowing Member		Yes		
Guyana	Partner		IDA		Member		Borrowing Member		Yes		
Haiti	Partner	Funded	IDA				Borrowing Member		Yes		Yes

Honduras	Partner		IDA				Borrowing Member		Yes	NIE	
Indonesia	Partner	Funded	IBRD		Member	Member			Yes	NIE	
Iran			IBRD		Member				Yes		
Italy				Member		Member					
Jamaica			IBRD				Borrowing Member		Yes	NIE	Yes
Japan						Member					
Kazakhstan			IBRD		Member	Member			Yes		Yes
Kenya	Partner	Funded	Blend	Partner				Member	Yes	NIE	Yes
Kyrgyzstan	Partner		IDA		Member	Member			Yes		Yes
Lao People's Democratic Republic	Partner		IDA			Member			Yes		Yes
Lebanon	Partner	Funded	IBRD	Partner	Member				Yes		Yes
Madagascar	Partner	Funded	IDA	Partner				Member	Yes		
Malaysia			IBRD		Member	Member			Yes		
Mexico			IBRD				Borrowing Member		Yes	NIE	Yes
Montserrat											
Mozambique	Partner	Funded	IDA		Member			Member	Yes		
Myanmar	Partner	Funded	IDA			Member			Yes		
Namibia			IBRD					Member	Yes	NIE	

Nepal	Partner	Funded	IDA			Member			Yes	NIE	
Nicaragua	Partner		IDA				Borrowing Member		Yes		
Nigeria	Partner	Funded	Blend		Member			Member	Yes	NIE	Yes
Pakistan	Partner	Funded	Blend		Member	Member			Yes		Yes
Panama			IBRD				Borrowing Member		Yes	NIE	Yes
Papua New Guinea	Partner	Funded	Blend			Member			Yes		
Paraguay			IBRD				Borrowing Member		Yes		
Peru		Funded	IBRD				Borrowing Member		Yes	NIE	
Philippines	Partner		IBRD			Member			Yes		
Qatar											
Republic of Congo	Partner		Blend					Member	Yes		
Saint Kitts and Nevis			IBRD						Yes		Yes
Saint Lucia	Partner		Blend						Yes		
Saint Vincent and the Grenadines	Partner		Blend						Yes		
Samoa	Partner		IDA			Member			Yes		
Sierra Leone	Partner		IDA		Member			Member	Yes		

Singapore						Member			Yes		
Sint Maarten											
Solomon Islands	Partner		IDA			Member			Yes		Yes
South Africa			IBRD					Member	Yes	NIE	
South Sudan	Partner	Funded	IDA					Member	Yes		Yes
Sri Lanka	Partner		IDA			Member			Yes		Yes
Suriname			Blend		Member		Borrowing Member		Yes		
Tajikistan	Partner		IDA		Member	Member			Yes		Yes
Thailand			IBRD			Member			Yes		
Timor-Leste	Partner		Blend			Member			Yes		Yes
Trinidad and Tobago			IBRD				Borrowing Member		Yes		
Tunisia	Partner		IBRD	Partner	Member				Yes		
Türkiye			IBRD	Partner	Member	Member					
Turkmenistan			IBRD		Member	Member			Yes		
Turks and Caicos Islands											
Tuvalu	Partner		IBRD			Member			Yes	NIE	
Uganda	Partner	Funded	IDA		Member			Member	Yes	NIE	Yes
United States of America						Member					
Uzbekistan	Partner		Blend		Member	Member			Yes		Yes

Vanuatu	Partner		IDA			Member			Yes		Yes
Viet Nam	Partner		IBRD			Member			Yes		
Zimbabwe	Partner	Funded	Blend					Member	Yes	NIE	Yes

Notes:

¹ Global Partnership for Education partner countries. For a more detailed list of available types of funding mechanisms and maximum allocation by country, [see here](#) (List of countries and territories eligible for GPE financial support, Septembre 2025).

² Education Cannot Wait. The list indicates countries where ECW has previously or is currently funding projects.

³ World Bank lending categories. IBRD (International Bank for Reconstruction and Development) indicates eligibility for loans at near-market interest rates; IDA (International Development Association) indicates eligibility for very low-interest or interest-free loans and grants; Blend indicates eligibility to both mechanisms.

⁴ European Investment Bank. Most funds go to projects in member countries, but partner countries can also benefit from dedicated resources for development.

⁵ Islamic Development Bank

⁶ Asian Development Bank

⁷ InterAmerican Development Bank. The list indicates countries eligible to borrow from the Bank.

⁸ African Development Bank

⁹ Green Climate Fund: The list indicates countries that have designated a National Designated Authority or Focal Point, paving the way towards unlocking GCF resources for climate solutions.

¹⁰ Adaptation Fund: The list indicates countries with National implementing entities (NEI) that fall under the Adaptation Fund's Direct Access modality, which enables entities to directly access financing and manage all aspects of climate adaptation and resilience projects, from design through implementation, to monitoring and evaluation. Direct Access allows developing countries to strengthen capacity to adapt to climate change and build on local expertise. Other countries may also be able to access funding through Regional or Multilateral implementing entities.

¹¹ Fund for responding to Loss and Damage: The list indicates countries with a focal person.

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